



March 8-9, 2024

Los Angeles Mission College
13356 Eldridge Avenue Sylmar, CA 91342
Room: Executive Dining Room
CCCWC International Women’s Day Event Room:
Arts, Media & Performance Building

Hilton Garden Inn Burbank Downtown
401 S San Fernando Blvd, Burbank CA 91502
Room: Polo A&B
[Zoom Link](#)

March 8, 2024

10:30 AM – 1:30 PM | CCCWC International Women's Day Event
1:30 PM – 5:00 PM | Executive Committee Meeting

Dinner: 6:00 pm
Over/Under Public House

March 9, 2024

8:00 AM – 9:00 AM | Breakfast
9:00 AM – 12:00 PM | Executive Committee Meeting
12:00 PM – 12:30 PM | Lunch
12:30 PM – 5:00 PM | Executive Committee Meeting

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 3 minutes per individual and 30 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 Tongva (tong-vuh) and Chumash (choo-mash) Nations who have lived and

continue to live here. We recognize the Tongva (tong-vuh) and Chumash (choo-mash) 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 Sylmar. As we begin, we thank them for their strength, perseverance, and resistance.

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

D. Public Comment

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

E. [ASCCC Community Agreements, pg.5](#)

F. [Calendar, pg.7](#)

G. [Local Senate Visits, pg.12](#)

H. Dinner Arrangements

I. One Minute Executive Committee Member Updates

J. President/Executive Director Updates

II. CONSENT CALENDAR

A. [February Executive Committee Meeting Minutes](#)

B. [Pro Student, not Probation Webinar](#)

C. [Updates to Policy 10.04 Membership Dues](#)

D. [TASSC Mental Health Webinars](#)

III. ACTION ITEMS

A. [Legislative Update – 20 mins., Velez/Webster, pg.31](#)

The Executive Committee will receive a report on the 2023-24 (two-year) legislative session and may consider requested action.

B. [Honorary Resolution for Dave Mezzara – 10 mins., Wada, pg.35](#)

The Executive Committee will review and take action on an honorary resolution for Dave Mezzara.

C. [ASCCC Liaison Support follow Up – 20 mins., Howerton/Zeledón-Pérez, pg.37](#)

The Executive Committee will receive an update on RwLS's work on implementing recommendations to enhance liaison communication.

D. [UDL Taskforce – 30 mins., Velez, pg.43](#)

The Executive Committee will review the draft recommendations from the CCC UDL Taskforce and develop a plan to get more input from faculty.

E. [Noncredit Institute – 30 mins., Stiemke/Curry, pg.49](#)

The Executive Committee will review and consider for approval the final program outline of the 2024 Noncredit Institute.

F. [Part-time Faculty Equity Paper Second Read – 15 mins., Zeledón-Pérez/Parker, pg.51](#)

The Executive Committee will read and take action on the second read of the

part-time paper.

- G. [AI Academic Integrity Resource Document \(1st Read\) – 30 mins., Howerton/Reese, pg.53](#)**
The Executive Committee will receive a 1st read of the Academic Integrity Policies in an AI World Resource Document.
- H. [Proposed Resolutions for 2024 Spring Plenary Session – 90 mins., Reese/Stewart, pg.65](#)**
The Executive Committee will review, provide feedback, and approve proposed resolutions for the pre-plenary area packet.
- I. [ASCCC Curriculum Institute First Draft – 25 mins., Stewart Jr., pg.75](#)**
The Executive Committee will review and approve the initial first draft of the 2024 Curriculum Institute.
- J. [Plenary Session Planning: Area Meetings – 20 mins., Aschenbach/Mica, pg.83](#)**
The Executive Committee will continue to discuss and approve a program for Area meetings.
- K. [Plenary Session Planning – 30 mins., Aschenbach/Mica, pg.85](#)**
The Executive Committee will approve the final program for Spring Plenary Session.
- L. [Faculty Leadership Institute – 20 minutes., Mica/Aschenbach, pg.91](#)**
The Executive Committee will consider for approval the Faculty Leadership Institute.

IV. DISCUSSION

- A. [Chancellor’s Office Update – 30 mins., Aschenbach, pg.93](#)**
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.95](#)**
The Executive Committee will receive oral or written reports from liaisons or representatives from partner organizations and ASCCC Caucuses.
- C. [Flexible Calendar Program 2007 – 30 mins., Parker/Sapienza, pg.97](#)**
The Executive Committee will discuss the Flexible Calendar program 2007.
- D. [CCC 2024 Reimagine Apply Task Force – 20 mins., Parker, pg.149](#)**
It is recommended the Executive Board discuss and provide input on the subject.
- E. [ASCCC 2022 Tax Return Filing – 15 mins., Mica/Stewart Jr., pg.159](#)**
The Executive Committee will discuss and provide any feedback or questions on the ASCCC 2022 tax return filing.
- F. [Board of Governors/Consultation Council – 15 mins., Aschenbach, pg.161](#)**
The Executive Committee will receive an update on the recent Board of Governors and Consultation Council meetings.
- G. [Meeting Debrief – 10 mins., Aschenbach, pg.163](#)**
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. January Resolutions Committee Minutes
- ii. January DRC Committee Minutes
- iii. January EdPol Meeting Minutes
- iv. February Resolutions Minutes
- v. CVC OEI Advisory Committee Minutes
- vi. CCCCCO AAS Meeting Minutes
- vii. LGBTQ+ Advisory Committee Meeting Minutes
- viii. February TASSC Minutes
- ix. January TASSC Minutes

C. Local Academic Senate Visits

VI. ADJOURNMENT

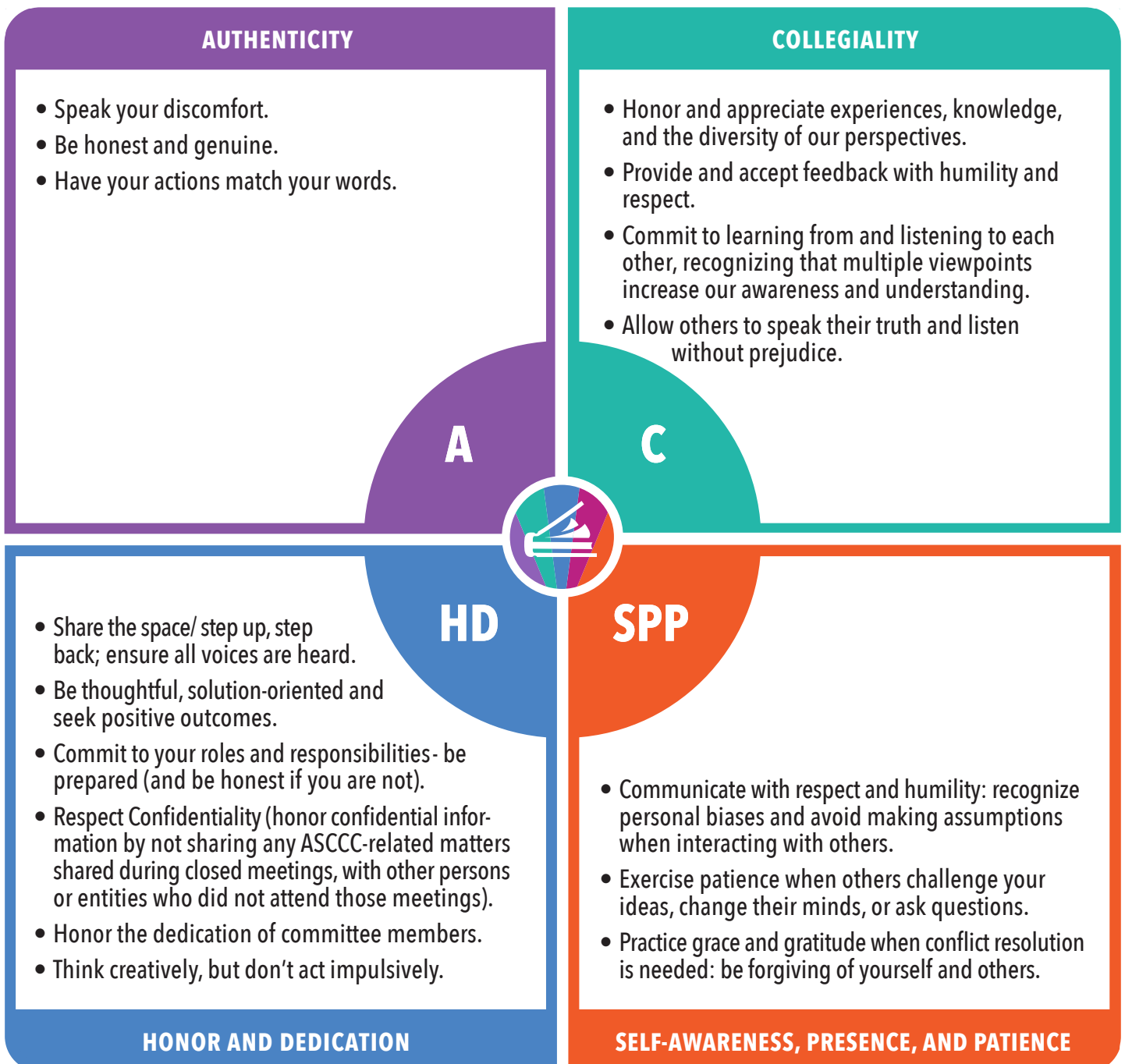
The ASCCC is committed to providing accessible documents and materials. To request a more accessible version of the ASCCC meeting agendas, please email info@asccc.org.



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:





ASCCC Executive Committee Agenda Item

Month: March **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 – San Jose Marriott (San Jose)- April 17, 2024

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

Executive Committee Meeting – Hyatt Palm Springs (Palm Springs)- June 7-9, 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 1, 2024

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

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

Rostrum Timeline 2023-24

<u>To ED</u>	<u>To Editor</u>	<u>To President</u>	<u>To Visual Designer</u>	<u>To Field</u>
March 3	March 11	March 18	March 25	April 18

Academic Papers Timeline 2023-24

A. Part-time Faculty Committee – Part-time Faculty Equity – [R19.01 S2021](#)



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.



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 change based on hotel availability.

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

Local Senate Campus Visits 2020-2023

(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
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
Siskiyou, 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	Cultural Humility Toolkit
	Aschenbach, Galizio	11/30/2023	CIA District
	Stewart, Parker	11/14/2022	ASCCC Accreditation 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, 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	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

LA Pierce			
LA Southwest			
	Bruzzese, Cruz	1/17/2020	RwLS Committee Meeting
	Executive Committee	3/4/2022	Executive Committee Meeting
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			
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
	Aschenbach, Kirk	8/18/2021	Governance, 10+1
Santiago Canyon			

Southwestern	Velez	8/9/2023	CO Dual Enrollment Convening
Victor Valley			
Calbright College	Davison	10/15/2020	Collegiality in Action



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2024
SUBJECT: Pro Student, not Probation Webinar
DESIRED OUTCOME: The Executive Committee will approve the proposed webinar topic and prospective dates
CATEGORY: Consent
REQUESTED BY: Sapienza
STAFF REVIEW: Carrillo

Item No: II.B.
Attachment: No
Urgent: No
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

The Transfer, Articulation, and Student Services committee (TASSC) requests action on a second zoom webinar to include a panel discussion about the practical application and potential steps colleges can take to make changes related to updating academic probation language. This webinar would continue to address resolution 07.01 Destigmatize Academic Probation Language and Processes and complement the introductory webinar ASCCC hosted on December 8, 2023.

TASSC committee members continue to report the need for more concrete ways for the field to engage in implementing these changes, with both an emphasis on the need for language changes, while also recognizing the need to look at policies, procedures, and how academic progress status serves to further support students, not penalize them. This webinar would offer the field concrete examples for how to implement these changes and amplify student voice.

PROPOSED PANELISTS

- Students
- Michelle Plug, Articulation Officer, Citrus College, TASSC member
- Gabriel Martinez, Counseling, Berkeley City College, TASSC member
- Jessica Bush, Counseling, Santa Rosa Junior College and Napa Valley College, TASSC member
- Mitra Sapienza, English, City College of San Francisco, TASSC chair

PROPOSED DATE:

Weds May 8, 10-12pm or Thurs May 9, 10-12pm



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2024
SUBJECT: Updates to Policy 10.04 Membership Dues
DESIRED OUTCOME: The Executive Committee will review and approve recommended updates to policy 10.04 Membership Dues
CATEGORY: Consent
REQUESTED BY: Reese/Wada
STAFF REVIEW: Carrillo

Item No: II.C.
Attachment: Yes
Urgent: No
Time Requested:
TYPE OF BOARD CONSIDERATION
 Consent/Routine: X
 First Reading:
 Action:
 Information/Discussion:

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

BACKGROUND

Strategic Plan Alignment: Strategic Direction #1: Embracing Organizational Change

During conversations with the Executive Director on ASCCC bylaws, rules, elections, etc., a typo was discovered in the ASCCC Executive Committee policy 10.04 Membership Dues. Dues are based on full-time equivalent faculty (FTEF) reported to the California Community Colleges Chancellor’s Office, rather than full-time equivalent students (FTES). The recommended updates correct this error so that the policy matches current practice, with all updates in the first sentence of the “Membership Dues” section:

Member senates pay annual dues to the ASCCC based on their reported full-time equivalent faculty (FTEF)~~FTES~~ to the California Community Colleges Chancellor’s Office each year-.

The full policy with updates is attached.

10.04 MEMBERSHIP DUES

Becoming a Member Senate

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

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

1. Verification that the provisions of Title 5 §53202 have been fulfilled, including the approved constitution and/or bylaws,
2. A copy of the official minutes from the meeting at which the local governing board recognized the academic senate. The required information may be submitted electronically or by mail. Upon verification of the submitted information, the ASCCC Executive Committee at one of its meetings certifies the applicant senate as a member senate.

Membership Dues

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

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

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

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

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

Approved by ASCCC Executive Committee March 2024~~April 2021~~



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2024

SUBJECT: TASSC Mental Health and Trauma-Informed Teaching webinars

DESIRED OUTCOME: The Executive Committee will approve the proposed webinar topics and prospective dates

CATEGORY: Consent

REQUESTED BY: Sapienza

STAFF REVIEW: Carrillo

Item No: II.D.

Attachment: No

Urgent: No

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

The Transfer, Articulation, and Student Services committee (TASSC) requests action on a pair of zoom webinars to address resolution [03.03 Support for Mental Health Awareness and Trauma Informed Teaching and Learning](#). The proposed webinars would align with celebrating Mental Health Awareness month in May.

WEBINAR #1

Title: Building a Classroom of Care with Amy Miles, English faculty, CCSF, and potentially other faculty experts

Description: Students who enter our classrooms with mental health struggles or trauma often struggle with executive functioning, the part of the brain responsible for planning and learning. In this workshop, English instructor and Educational Therapist Amy Miles will share concrete teaching strategies and routines faculty can use to cultivate a caring, trusting classroom environment that strengthens students’ executive functioning skills and enables them to thrive in the classroom. Link to [draft outline](#).

Possible date: Wednesday, May 1, 10-11:30

WEBINAR #2

Title: No wrong door: Politicized trauma and resilience-informed teaching

with Jose Luis Mejia, community educator and organizer and Esther Villegas-Sandoval, Associate Professor of Sociology, College of the Sequoias

Short description: Science based tools grounded in the experience of a complex trauma survivor and community-based educator, researcher, and policy maker

Long description: Trauma, loss, and grief impacts the lives of students and educators alike. From community violence at home to war abroad or the loss of a loved one or hard break up. Just like educators show up to work touched by a loss or heavy stress, so do our students. Additionally, the foundation of our country is rooted in historical trauma passed down from colonization and chattel slavery. And we live in an economic system designed to produce inequality and negative health and economic outcomes for historically marginalized racial groups, especially the descendants of slaves and immigrants impacted by U.S. foreign policy.

In order to accomplish our institutional educational goals and close racial equity gaps, being trauma and resilience-informed people and educators is a prerequisite. In this workshop you will learn about trauma and resilience through the lens of a complex and compounded trauma survivor. Gain strategies, tools, and practices to support yourself and incorporate into your classroom or institution. Discuss and generate possibilities to create a positive and supportive class climate of care, work with your school and community as a holistic team, and hold space for the whole student. And in turn increase retention to matriculation into a life with more hope, justice, and opportunity.

Proposed date: May 8, 10am-12pm



ASCCC Executive Committee Agenda Item

Month: March **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 :

Item No: III.A.
Attachment: Yes (forthcoming)
Urgent: No
Time Requested: 20 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:
 First Reading:
 Action: X
 Information:

BACKGROUND

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



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2024

SUBJECT: Honorary Resolution for Dave Mezzara

DESIRED OUTCOME: The Executive Committee will review and take action on an honorary resolution for Dave Mezzara.

CATEGORY: Action

REQUESTED BY: Wada

STAFF REVIEW: Carrillo

Item No: III.B.

Attachment: No

Urgent: No

Time Requested: 10 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

ASCCC Policy 40.01 outlines criteria for awarding honorary resolutions including for former Executive Committee members or other individuals. For those who have not served on the Executive Committee, the following process applies:

1. A request to honor the proposed honoree will be forwarded to the ASCCC Standards and Practices Committee with a written rationale. The committee will consider the request and forward a recommendation to the Executive Committee. The Standards and Practices Committee may request additional support for the proposal if necessary.
2. The recommendation of the Standards and Practices Committee must be agendaized for action at a regular meeting of the Executive Committee.
3. A two-thirds vote of the Executive Committee members present is required to pass the motion for recognition.

The Standards and Practices Committee received a written request to honor Dave Mezzara and rationale. The rationale is included below,

Dave Mezzara is deserving of recognition by the ASCCC given his 9 years of service (since 2014!) as parliamentarian at spring and fall plenaries, including sessions held fully and partially online. In addition to his knowledge and guidance as an expert in Robert’s Rules of Order during Saturday elections and resolutions debate and voting sessions, Dave became well-acquainted with the ASCCC bylaws, rules, and processes for resolutions and elections. With this knowledge, Dave provided much-appreciated input into amendments to the bylaws and rules made in response to resolutions, to ASCCC’s shift to ranked voting. Dave also capably navigated existing

ASCCC positions to determine when a 2/3 vote was necessary or a proposed resolution became moot with the action of another resolution. Additionally, when election ballots were tabulated by hand, Dave's parliamentarian-related wit and wisdom proved an effective means of passing time while delegates awaited results.

The Standards and Practices Committee reviewed the rationale and unanimously supports recommending an honorary resolution for Dave Mezzara.



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2024
SUBJECT: ASCCC Liaison Support Follow-up
DESIRED OUTCOME: The Executive Committee will receive an update on RwLS’s work on implementing recommendations to enhance liaison communication.
CATEGORY: Action
REQUESTED BY: Howerton/ Zeledón-Pérez
STAFF REVIEW: Carrillo

Item No: III.C.
Attachment: No
Urgent: No
Time Requested: 20 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

ASCCC Relations with Local Senates (RwLS) Committee reviewed the current support and structure of ASCCC Liaisons. As of Fall 2023 we have 9 active liaison options for local senates to identify. Feedback from the field is that communication is inconsistent or rare from ASCCC to these liaisons.

In November 2023 ASCCC Executive Committee authorized RwLS to do the following tasks:

- 1) To verify and endorse the crosswalk of liaison roles to ASCCC standing Committees or other direct explicit contact.
- 2) Authorize RwLS to continue to develop a minimum communication protocol and communication template that would have at least one communication to each liaison each academic term (Fall and Spring).
- 3) In response to [Resolution SP22 03.01 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility \(IDEAA\) Handbook](#), consider an overall liaison handbook with an outline to be developed and vetted with ASCCC Exec during a future meeting.
- 4) Consider encouraging the connected standing ASCCC Committees who align with liaisons to update their charter statement to include the expected communication with these individuals.

RwLS conducted a review of the initiation of the current liaisons as noted in the crosswalk below. From this review, RwLS is proposing as **ACTION**: to sunset the Guided Pathways Liaison.

Task 1 Update:

Current Liaison Crosswalk

<u>ASCCC Liaison</u> (Resolution/Rationale)	Connected ASCCC Standing Committee	Liaison Page
<u>CTE Faculty</u> (Res SP15 17.02).)	<u>CTE Leadership Committee</u>	<u>CTE Faculty</u>
<u>Guided Pathways*</u>	<u>Guided Pathways Taskforce</u>	<u>Guided Pathways</u>
<u>Legislative</u> (Res SP15 17.03)	<u>Leg. & Advocacy Committee</u>	<u>Legislative Liaison</u>
<u>Noncredit</u> (Res SP15 17.05)	<u>Noncredit Committee</u>	<u>Noncredit Liaison</u>
<u>OER**</u> (Res FA18 17.02)	<u>OERI**</u>	<u>OER Liaison Resources**</u>
<u>Part-Time</u> (Res SP22 17.02)	<u>PT Committee</u>	<u>Part-Time Liaison</u>
<u>Rising Scholars</u> (Res SP22 13.04)	<u>Rising Scholars Faculty Advisory Committee</u>	<u>Rising Scholars</u>
<u>IDEAA</u> (Res SP21 03.02)	<u>Equity and Diversity Action Committee (EDAC)</u>	Not Developed
<u>Equitable Placement & Student Success</u> (Res FA22 17.01)	<u>Transfer, Articulation, and Student Services Committee (TASSC)</u>	Not Developed

**Guided Pathways Liaison proposal to sunset by RwLS (March 2024)*

***OER liaisons have a different structure than other ASCCC liaisons with connection to the OERI*

Task 2 Update: RwLS developed email communication templates based on feedback from November. Below is the final versions of the templates that can be adapted as needed. Working with the ASCCC Executive Director these resources will be stored on the ASCCC LiveBinder under “Committees” specifically for Committees that have an attached ASCCC Liaison.

Communication to Liaison with email template

Please note these are just suggested communications, please feel free to adapt or create your own.

Fall/Initial Communication

Fall Term (preferably before Nov 1)

1. Goal: Welcome & Introduce standing committee and charge/purpose to liaisons
2. Current priorities, summary from previous year's work and status on connected resolutions
3. Preview ASCCC events (especially any that directly relate to the interest of the liaison)
4. Current webpage for liaisons, and committee resources

E-mail Template (Fall/Initial)

Subject: ASCCC _____ Liaison Introduction Communication (Fall)

Hello _____, (fill in with specific liaison group, e.g. ASCCC noncredit liaison)

First, I would like to thank you for your willingness to serve as your college's liaison supporting the work of ASCCC locally. My name is _____ and I am currently serving as _____ (your role on ASCCC Executive). This year I have the honor of chairing the _____ (standing committee) with _____ (2nd Chair Exec member assigned to the standing committee) serving as the committee's second chair. The work of our committee is based on adopted ASCCC Resolutions, the ASCCC strategic plan, and other emerging matters that may be assigned to this committee by our ASCCC President and/or Executive Director.

The work of our committee can not be done without the many faculty volunteers across the state. This year the following individuals are serving on this committee.

(List the members of the committee and their institution)

This year, as a committee, we have set the following goals, and are working on the following resolutions on behalf of ASCCC as it relates to _____ (area of focus for liaison, e.g. noncredit).

Additional information about our committee, membership, and meetings can be found HERE (Link to your committee page).

If you have any questions about _____ (area of focus for liaison. e.g. ASCCC legislation and advocacy, noncredit, Rising Scholars, etc.), please work with your local Academic Senate President to craft a question to be submitted via info@asccc.org, or consider seeking one of the many additional resources that ASCCC can provide. More information can be found on our [ASCCC website](#).

As a liaison we hope you will sign up for the ASCCC listserv for _____ (area of focus) and that you share this information with your local senate and check out the variety of events ASCCC has planned this year (webinars, institutes, and plenary). More information about being a _____ (Type of liaison) liaison and expectations can be found [HERE](#). (Link to the official liaison webpage under ASCCC communities).

We hope you have a great year ahead,
Sincerely,

Spring/follow-up Communication

Spring Term (preferably end of April/Early May)

1. Status on any of the annual committee goals
2. Highlight any new resources that would be appropriate for the liaisons.
3. Any new resolutions from Fall or Spring that will guide some future work of the committee and interest area.

E-mail Template (Spring/follow-up)

Subject: ASCCC _____ Liaison Update Communication (Spring)

Hello _____, (fill in with specific liaison group, e.g. ASCCC noncredit liaison)

On behalf of the _____ (ASCCC Standing Committee) I wanted to take this opportunity to update you as a liaison on our continued work and goals.

List out a few status updates on any committee projects, or activities completed (e.g. draft of paper, plenary presentations, surveys, etc.)

During our recent plenary session, the following new resolutions have been assigned to our committee.

If appropriate link or list here for reference

Additional information about our committee, membership, and meetings can be found HERE (Link to your committee page).

Once again if you have any questions about _____ (area of focus for liaison. e.g. ASCCC legislation and advocacy, noncredit, Rising Scholars, etc.), please work with your local Academic Senate President to craft a question to be submitted via info@asccc.org, or consider seeking one of the many additional resources that ASCCC can provide. More information can be found on the ASCCC website.

Finally, the ASCCC is asked annually to appoint nearly 1,000 faculty volunteers to various committees, workgroups, and task forces (both within the community college system and intersegmentally). It is important for us to recruit a rich and diverse pool to populate the variety of appointments to best serve our students. Please share this opportunity with your fellow faculty members and consider submitting your own name for state-service. More information about our appointment process can be found [here](#).

We hope you have a great year ahead,
Sincerely,

**Feel free to add attachments (specific rostrum articles, papers, links to specific webinars and recordings, etc.) or other appropriate links to help keep faculty aware of the efforts of your committee as it relates to the area of interest for the liaison while encouraging them to share with their local colleagues.
**

Current Protocol is for this communication to be sent to the ASCCC staff to send to the official listserve.

Task 3 Update: (Liaison Handbook) Still being outlined and in progress by RwLS Committee.

Task 4 Update: The Chair and 2nd Chair of RwLS met with ASCCC Executive Director and provided the following scripts to be added to standing committee webpages under “committee description/charge” that would explicitly communicate the connection to various liaisons while delineating from outside partner liaisons.

Committee Liaisons:

- Outside Partner Liaisons that connects with this committee includes: XXXX (e.g. CCAOE, SSSCC, etc.)
 - These are organizations that provide either a member or a resource for this committee.

- ASCCC Local Senate Liaisons that are connected to the committee.
 - This committee will send periodic communications to local senate [redacted] liaisons that have been identified and listed in the ASCCC directory.



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2024

SUBJECT: UDL Taskforce

DESIRED OUTCOME: The Executive Committee will review the draft recommendations from the CCC UDL Taskforce and develop a plan to get more input from faculty.

CATEGORY: Action

REQUESTED BY: Velez

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

In the Fall of 2023, the Chancellor's Office convened the Universal Design for Learning (UDL) Taskforce with the goal of collaborating on an implementation approach for the UDL framework that is suitable for California Community Colleges across the state in 2024-2025. Membership of this taskforce consists of representatives from the SCCC and the Chancellor's Office, as well as representatives from other segments of the CCCs. The "final product" of this taskforce is a set of recommendations that will be presented to the Board of Governors, by which the UDL framework will be implemented. Vice President, Manuel Velez has served as a co-chair for the taskforce.

To date, the taskforce has met a total of 5 times (1 in-person and 4 virtual meetings), and with the guidance from representatives of CAST (a non-profit education research and development organization that created the Universal Design for Learning framework), participated in a series of conversations and breakout sessions around UDL framework. From these conversations, CAST has put together a draft of the recommendations and the taskforce is seeking input from "the field" before finalizing them.

The Executive committee will take time to review the draft recommendations and discuss any suggestions that Vice President will take back to the taskforce. The Executive Committee will also discuss plans of action for receiving more input from faculty in the CCCs and possibly vote on a plan.

California Community Colleges UDL Task Force Draft Recommendations

California Community Colleges UDL Task Force Draft Recommendations.....	1
General Recommendations	1
Accessibility, Technology, and Infrastructure Recommendations.....	2
Socially Just Assessment Recommendations.....	3
Academic Stress Recommendations.....	4

General Recommendations

1. **To ensure UDL is a core mechanism for achieving equity in student support and outcomes within the CCC system, the following actions are recommended**
 - 1.1. Establish a working group including from task force representation to develop a road map and timeline focused on: 1) minimum expectations/UDL proficiency by role or function; 2) incentive structure for adoption; 3) professional development/capacity building; and 3) ongoing evaluation of implementation and impact (short term)
 - 1.2. Align UDL with other initiatives designed to create a student-centered system by including UDL definition and language in strategic documents and communication and operationalizing UDL role in creating a student-centered system (medium term)
 - 1.3. Disseminate and support understanding of a clear, functional definition of Universal Design for Learning that can be used across the California CC system and integrated into policy and strategic documents and key communications. (short term)
2. **To ensure California Community Colleges system constituents including faculty, staff, administrators and students understand how Universal Design for Learning (UDL) operates to improve and optimize teaching and learning for all learners, the following actions are recommended.**
 - 2.1. Contextualize the UDL definition included in the Higher Education Opportunity Act of 2008 into an action framework for the CCC including by 1) operationalizing UDL in key strategic resources such as the DEI in Curriculum: Model Principles and Practices (which was reframed as DEIA); and 2) Train CCC constituents who are responsible for oversight of federal legislation and public policy (e.g., HEOA, Perkins, Apprenticeship Act, WIOA for CCs that are eligible training providers) in how and where federal legislation recommends or requires the incorporation of UDL into educator professional development, assessment systems, curriculum, and technology integration (short term)
 - 2.2. Present resolution to ASCCC plenaries calling for colleges to support UDL (short term)
 - 2.3. Develop strategic communications at the state and local levels with examples illustrating that UDL is about designing for all students rather than an accommodation for some students (medium term)
 - 2.4. Identify and leverage existing funding sources to pilot UDL initiatives at local community colleges with a capacity building and review process for UDL at the course, department and institutional levels. Share those models with the entire system (medium term)

3. **To promote skillful adoption of UDL by faculty, student support staff and others delivering a student-centered system, the following actions are recommended**

- 3.1. Provide a baseline of education and professional development on UDL to faculty as well as staff who are providing or overseeing student services (medium term)
- 3.2. Engage the Institutional Effectiveness Division and the Institutional Effectiveness Partnership Initiative as well as each CC district's Office of Educational Programs and Institutional Effectiveness to create a plan for ongoing professional development on UDL and measurement of its effectiveness (medium term)
- 3.3. Provide opportunities for community members to see and hear from students who benefit from UDL as an approach for removing barriers to their learning (not just students with disabilities) and from faculty who have used UDL to optimize their teaching (short term)
- 3.4. Provide regular opportunities for presenting on UDL at professional association meetings (e.g., ASCCC) and outline goals and recommendations from the task force at conferences of faculty, student and staff associations (medium term)
- 3.5. Provide training for local colleges to model UDL principles in their respective participatory governance/advisory committees (short term)

Commented [GU1]: How will these criteria be developed so they integrate with a proactive approach to developing, reviewing, and revising curricula? This isn't the typical approach for adopting curricula in higher education so it will impact quite a few areas.

Accessibility, Technology, and Infrastructure Recommendations

To ensure accessibility is considered as a foundational component of the UDL framework, the following actions are recommended:

1. **To develop a coordinated system for implementing accessibility at a systemic level, develop a roadmap for creating an organizational structure and workflows at the state and local college levels for what roles and responsibilities various system partners take on to ensure that all students who need accessible materials, technologies and environments have them.**
 - 1.1. Develop a roadmap for creating an organizational structure and workflows for promoting accessibility at the state and local college levels. **(Mid-term)**
2. **For the implementation of Universal Design for Learning (UDL) to be successful, accessibility needs to be understood and prioritized as a foundational component of the UDL framework by California Community Colleges system constituents including faculty, staff, administrators and students.**
 - 2.1. Disseminate and support understanding of a clear, functional definition of accessibility across the California CC system. **(Short term)**
 - 2.2. Model accessibility in all documents and communications. **(Mid term)**
3. **To promote skillful adoption of accessibility best practices, provide a baseline of education and professional development to faculty and staff.**
 - 3.1. Develop and/or disseminate vignettes that explain the importance of accessibility from the student perspective. **(Mid-term)**

- 3.2. Develop minimum requirements for faculty that clarify expectations for accessibility practices at the course level. **(Mid-term)**
- 3.3. Develop campaigns to drive adoption of content creation best practices among faculty and staff. **(Mid-term)**
- 3.4. Build internal capacity of each college to vet existing digital resources. **(Long-term)**
- 4. **To ensure sustainability of technology enabled changes that support accessibility, build up infrastructure at the local level with support from the CCCCO.**
 - 4.1. Create process for individual campuses to establish a baseline and measure progress on accessible technology adoption and use. **(Short-term)**
 - 4.2. Review of Office for Civil Rights (OCR) findings for California Institutions outlined in the landscape scan and set priorities for those that can be adopted system-wide. **(Short-term)**
 - 4c. Develop vetted list of approved accessible tools to assist institutions in selecting tools for adoption. **(Mid-term)**
 - 4.3. Support the co-design of physical spaces (such as classrooms and lab spaces) in accordance to universal design and cultural reaffirming design principles. **(Long-term)**
 - 4.4. Fund and coordinate provision of ASL interpreting, real-time captioning and other ADA supports to make events and experiences ADA accessible. **(Short-term)**

Socially Just Assessment Recommendations

To advance socially just assessments within the classroom, services, and at the system level, build capacity to support faculty and staff in implementing equity informed assessment practices by adopting the following recommendations:

- 1.1. Provide professional development opportunities that build assessment literacy and help faculty and staff gain clarity around goals and learning objectives and how they are to be approached as part of universally designed and culturally sustaining assessments. (short-term)
- 1.2. Engage the ASCCC curriculum committee for professional development and changes around socially just assessment practices. (medium-term)
- 1.3. Include of people with disabilities and CAPED in revisions to assessment policies to ensure new forms of assessment are universally designed and socially just, not just new forms of assessment. (medium-term)
- 1.4. Examine the impact of changes in assessment methods on articulation agreements, including a deliberate process of piloting changes to grading to determine what impacts these decisions will have for transfer and articulation. (medium-term)

Commented [GU2]: I am concerned that viewing assessments as a separate issue rather than part of a holistic curriculum design and mapping process won't solve the underlying problem. Ideally, we're thinking UDL when the objectives are created, and everything aligns from there.

- 1.5. Articulate and disseminate clear policies around the use of AI in learning and assessment. (medium-term)

Academic Stress Recommendations

In alignment to the Equity in Support goal in Vision 2030, gain a better understanding of the impact of academic stress on students with disabilities and those with intersectional identities in order to surface UDL-aligned best practice examples that can reduce academic stressors for these populations across the various aspects of student experience in the California Community College system.

1. **Pilot survey of academic stress or use existing instruments to assess academic stress at local campuses and resources to address it. (Visit: [CCC Student Mental Health Program: Addressing Student Mental Health in Community Colleges](#)).**
 - 1.1. Include survey items designed to better understand the experiences of students with disabilities. **(Mid-term)**
 - 1.2. Consider integrating this survey into the student outcome measures for the recommended UDL pilots at individual community colleges, in alignment to Goal 3: Equity in Support in Vision 2030. **(Mid-term)**
2. **Increase awareness of how academic stress can disproportionately impact students with disabilities and SWDs with intersectional identities.**
 - 2.1. Co-design UDL-aligned approaches to reduce academic stressors and include students with and without disabilities and students receiving and not receiving accommodations. **(Mid-term)**
 - 2.2. Align efforts to improve user experience testing in student services, assessments, and classroom practices with SLOs, applying UDL-aligned approaches to reduce academic stress. **(Long-term)**
 - 2.3. Develop vignettes illustrating how academic stress can disproportionately impact the student experience for students with disabilities and SWDs with intersectional identities, along with strategies and resources for addressing specific stressors. **(Mid-term)**



ASCCC Executive Committee Agenda Item

Month: February **Year:** 2024

SUBJECT: Noncredit Institute

DESIRED OUTCOME: The Executive Committee will review and consider for approval the final program outline of the 2024 Noncredit Institute.

CATEGORY: Action

REQUESTED BY: Stiemke/Curry

STAFF REVIEW: Carrillo

Item No: III.E.

Attachment: Yes (forthcoming)

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 Executive Committee approved a draft of the Noncredit Institute at its February meeting. The Executive Committee is being asked to review and consider for approval the final program outline of the 2024 Noncredit Institute.



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2024

SUBJECT: Part-time Faculty Equity Paper
Second Read

DESIRED OUTCOME: The Executive Committee will read and take action on the second read of the part-time paper.

CATEGORY: Action

REQUESTED BY: Zeledón-Pérez/ Parker

STAFF REVIEW: Carrillo

Item No: III.F.

Attachment: No

Urgent: No

Time Requested: 15 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

ASCCC Part-time Faculty Committee finalized the [Part-Time Faculty: Equity, Rights, and Roles in Governance Paper](#)

- The sections of the paper were moved for better flow.
- All the recommendations and edits were added.
- ASCCC Part-time committees (both terms) names were added.
- We will vote whether this paper is moving forward to be presented as a resolution to adopt this paper at plenary.
- [Resolution](#) Adopt Part-time Faculty: Equity, Rights, and Roles in Governance Paper



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2024
SUBJECT: AI Academic Integrity Resource Document (1st Read)
DESIRED OUTCOME: The Executive Committee will receive a 1st read of the *Academic Integrity Policies in an AI World Resource Document*
CATEGORY: Action
REQUESTED BY: Howerton/ Reese
STAFF REVIEW: Carrillo

Item No: III.G.
Attachment: No
Urgent:
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 BO 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.

Attached is a “first read” of our Resource Document with the hope to have this approved for sharing during the upcoming Spring 2024 Plenary.

Contents of this *“Academic Integrity Policies in the Age of Artificial Intelligence (AI) Resource Document”* includes:

Contents:

1. Purpose for this Resource
2. Suggested Guiding Principles/Philosophy in AI Policy Creation
3. Sample College Academic Integrity Policies that Include AI
4. Sample Classroom Policies/ Syllabus Language
5. AI Consideration for Teaching and Learning
6. Ways ASCCC has been partnering on AI Discussions
7. Additional Resources for Consideration

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
Joseph Ferrerosa, LA City 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

Contents:

1. Purpose for this Resource
2. Suggested Guiding Principles/Philosophy in AI Policy Creation
3. Sample College Academic Integrity Policies that Include AI
4. Sample Classroom Policies/ Syllabus Language
5. AI Consideration for Teaching and Learning
6. Ways ASCCC has been partnering on AI Discussions
7. Additional Resources for Consideration

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 had 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 has found multiple ways to engage with our partners including the California Community Colleges Chancellor’s Office (CCCCO) and the Faculty Association of California Community Colleges (FACCC) in presenting a series of system-wide webinars exploring generative artificial intelligence, various emerging technologies, and consideration of impact as it relates to equity efforts.

Additionally, a new roadmap for California Community Colleges titled [“Vision 2030”](#)² has been introduced by the CCCCCO. According to the CCCCCO 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 processes to support any desired revisions to academic and professional policies as they relate to artificial intelligence and academic integrity.

We recognized that the development of AI and its impact 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.

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

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

² <https://www.cccco.edu/About-Us/Vision-2030>

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, 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.

Suggested Guiding Principles/Philosophy in AI Policy Creation

Crafting principles for the ethical and effective use of Artificial Intelligence (AI) in the California Community College System is crucial. Below is a list of synthesized suggested principles:

Ethical Principles:

- Ensure that AI systems align with the ethical values of the institution, promoting equity, transparency, accountability, accessibility, and inclusivity.
- Emphasize the importance of recognizing biases in AI algorithms and decision-making processes.

Transparency:

- 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.

Accountability:

- 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.

Privacy Protection:

- Prioritize the protection of personal data and privacy rights of students, faculty, and staff.
- Clearly outline how AI systems handle and secure sensitive information, and ensure compliance with relevant data protection laws.

Inclusivity, Accessibility, Bias Mitigation:

- Promote the development and use of AI technologies that enhance accessibility and inclusivity in education, accommodating diverse learning styles and needs.

- Consider the potential impact of AI systems on underrepresented groups and work to mitigate any disparities.
- Promote an algorithmic justice approach and develop strategies to combat potentially inherent discrimination in the use and application of AI

Education and Training:

- 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.

Oversight and Evaluation:

- Establish a robust governance structure for overseeing the use of AI, including regular evaluations of AI systems' effectiveness, fairness, and impact.
- Foster collaboration with external experts, ethicists, and stakeholders to conduct independent assessments of AI applications.

Data Security:

- 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.

Collaboration and Partnerships:

- Encourage collaboration with industry, government, and other educational institutions to share best practices, research findings, and resources related to AI in higher education.

Compliance:

- Ensure compliance with relevant local, national, and international laws and regulations pertaining to AI and data protection.

Consent

- Get student consent for use of their data in AI systems and allow opt-outs.
- Follow FERPA and limit data collection to only what is absolutely necessary
- Anonymize student data used to train AI models whenever possible.

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 is an example of a college-wide policy. We recognize that this example is from a 4-year institution outside of California. It is our hope that this resource document will be revised as more CA community college and district policies are updated. Also, we encourage the use of growth-minded language, avoid fear-based policies, and be mindful of potential biases and equity concerns that may emerge.

College Policy Example: Arizona State University³ **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

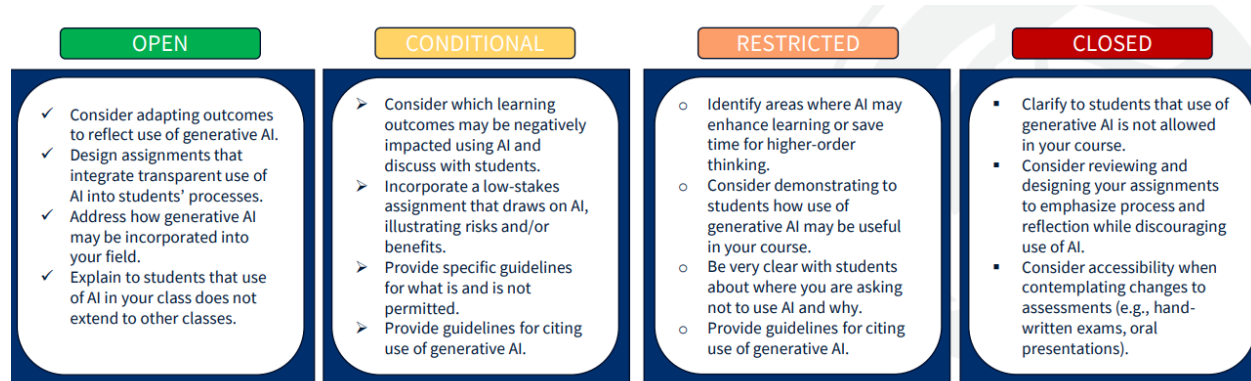
Ideally, local classroom policies should align with your college/district policies as it relates to student code of conduct expectations and academic integrity. Some additional considerations for classroom policies could include⁴:

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

³ Found at: <https://instruction.thecollege.asu.edu/academicintegrityAIChatGPT>

⁴ Suggestions provided during [Vision 2030: Generative AI in Higher Education webinar](#) co-facilitated by CCCCCO, ASCCC and FACCC Nov 7, 2023 (will require you to log into the CCCCCO VRC prior to attempting to open)

Additionally, individual instructors may have various allowances for the use of AI in their 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 instructors will allow the use of AI in the same manner.



SYLLABUS EXAMPLE 1: 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 2: Conditional/Restrictive Statement

Example 2A: (From [Ohio State University, Inara Scott](#))

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.*

Example 2B: (From Plymouth State University, Pam Harland)

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 3: 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.

Additional Syllabus Resources

In addition to these representative syllabus language examples, the ASCCC Educational Policies Committee also discovered the following repositories:

Additional Resource 1: Crowd-Sourced Syllabus Example (Eaton)

[Syllabi Policies for AI Generative Tools](#)⁵ – 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 also linked in the resource.

Additional Resource 2: Carnegie Mellon University (Ebergly Center)⁶

[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.

AI Considerations for Teaching and Learning

Additional 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

⁵ Found at: https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit#heading=h.1cykjin2vg2wx

⁶ Found at: <https://www.cmu.edu/teaching/technology/aitools/academicintegrity/index.html#:~:text=If%20you%20use%20a%20generative.AI%20without%20citation%20is%20plagiarism.>

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.⁷

Ways ASCCC has been Partnering on AI Discussions

ASCCC is working in collaboration with many of our system partners. Just one product of these collaborations includes the 4-part webinar series in partnership with CCCCCO on Generative AI in Higher Education during 2023-2024. The webinar series included:

- 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 [CCCCCO's Vision Resource Center](#).

Additionally, other AI related work is being moved by other various ASCCC Standing Committees.

Additional Resources for Consideration

- [Algorithms of Oppression](#) (2018) by Safiya Umoja Nobel
- [Unmasking AI: My Mission to Protect What is Human in a World of Machines](#) (2023) by Joy Buolamwini

Final Thoughts

Provided in this resource document are suggested guidelines, examples, and considerations to hopefully aid in 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 primarily 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.

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



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2024
SUBJECT: Proposed Resolutions for 2024 Spring Plenary Session
DESIRED OUTCOME: The Executive Committee will review, provide feedback, and approve proposed resolutions for the pre-plenary area packet
CATEGORY: Action
REQUESTED BY: Reese/Stewart
STAFF REVIEW: Carrillo

Item No: III.H.
Attachment: Yes
Urgent: Yes
Time Requested: 90 min

TYPE OF BOARD CONSIDERATION

Consent/Routine:
 First Reading:
 Action: X
 Information/Discussion:

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

BACKGROUND

Strategic Plan Alignment: Strategic Direction #1: Embracing Organizational Change

ASCCC Resolutions committee chairs bring proposed 2024 Spring Plenary Session resolutions for consideration by the Executive Committee before distribution to the field ahead of the pre-plenary area meetings.

Reminders:

All resolutions are to be submitted via a webform soon to be available on the static [resolutions process page](#). Resolutions supported at area meetings ought to be submitted within 24 hours of meeting and include the supporting area. During Plenary Session the four delegate seconders information, including name, college, and email address, are to be submitted along with the resolution/amendment. The resolution or amendment will be uploaded as a word document into the webform. All other information will be completed directly in the webform, including contact information, relevant areas of ASCCC purview, etc.

Spring 2024 Resolutions Timeline

- **Mar 8 (F): Draft pre-plenary resolutions packet reviewed by Executive Committee at Mar meeting**
- Mar 15 (F): Pre-plenary resolutions packet sent to the field (1 week before area meetings)
- 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)
- Apr 4 (R): Plenary Resolutions packet sent to the field (2 weeks before first day of plenary)

- Apr 15 (M): Delegate certification/release forms due to ASCCC via events@asccc.org (Mon before plenary)
- Apr 18 (R) 1:45pm: New resolutions and amendments due (Thu of Plenary)
- Apr 19 (F) 1:00pm: Amendments and urgent resolutions due (Fri of Plenary)

Proposed Resolutions for 2024 Spring Plenary Session from Exec/Committees

NOTE:

Simply numbered in order received for easy reference.

01: Streamlining Transfer for STEM Majors

Whereas Assembly Bill No. 928, Section 2, establishes The Associate Degree for Transfer (AD-T) Intersegmental Implementation Committee to propose a new unit threshold (up to 6 units) for Science, Technology, Engineering, and Mathematics (STEM) pathways that meet admissions requirements to the California State University and the University of California¹;

Whereas, California community college students who hope to transfer and who major in high-unit, highly-impacted STEM degrees are currently required to complete the transfer General Education pattern, while students starting at the California State University or University of California are able to waive or delay some of such coursework until completion of lower-division STEM courses²;

Whereas, The December 2023 Final report from The Associate Degree for Transfer Intersegmental Committee specifically recommends an allowance for “general educational flexibility” in STEM ADT pathways (Sova); and

Whereas, Students from low income and demographically minoritized communities in engineering education (women, Black or African-American, American Indian/Alaska Native, Latino/a/x, Filipino/a/x and Pacific Islander students) are more likely to begin their higher education in community colleges^{3,4}; and STEM transfer students are often deterred by the lack of uniformity in lower-division course requirements for high-unit university STEM degree

¹ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

² Grote, D. M., Knight, D. B., Lee, W. C., & Watford, B. A. (2020). Exploring Influences of Policy Collisions on Transfer Student Access: Perspectives From Street-Level Bureaucrats. *Educational Evaluation and Policy Analysis*, 42(4), 576–602. <https://doi.org/10.3102/0162373720962509>

³ Jain, D. (2009). Critical Race Theory and community colleges: Through the eyes of women student leaders of color. *Community College Journal of Research and Practice*, 34(1–2), 78–91. <https://doi.org/10.1080/10668920903385855>

⁴ Ogilvie, A. (2014). A Review of the Literature on Transfer Student Pathways to Engineering Degrees. *2014 ASEE Annual Conference & Exposition Proceedings*, 24.101.1-24.101.14. <https://doi.org/10.18260/1-2--19993>

programs (e.g. Engineering and Data Science), often take classes that are not transferable, and often incur higher costs and require longer time commitment toward degree completion^{5,6};

Resolved, that the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office to encourage the AB 928 Associates Degree for Transfer Intersegmental Implementation Committee and STEM FDRGs to create stackable Certificates of Achievement for Transfer based on C-ID approved STEM courses to meet the needs of high-unit STEM disciplines and to allow the deferral of most lower-division GE courses until after transfer⁷; and

Resolved, that the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to collaborate with CSUs and UCs to streamline reverse transfer pathways and policies for students in high-unit, high-impact majors to complete Associate degrees at community colleges.

Contact: Juan Arzola, ASCCC Executive Committee, ASCCC Transfer, Articulation, and Student Services Committee

02: Adopt “Part-time Faculty: Equity, Rights, and Roles in Governance” Paper

Whereas, In Spring 2021, the Academic Senate for California Community Colleges adopted resolution 19.01 S21 Create a Paper on Part-Time Faculty Equity⁸, which recognized the need to address the inequitable treatment of part-time faculty in the workplace across the full range of academic and professional matters and the consistent challenges faced by them in California community colleges; and

Whereas, Part-time faculty have contributed their lived experiences and expertise both through participation on the 2022-2023 and 2023-2024 ASCCC Part-Time Faculty Committees and a statewide survey;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “Part-time Faculty: Equity, Rights, and Roles in Governance” and disseminate the paper to local academic senates upon its adoption.

Contact: María-José Zeledón-Pérez, ASCCC Executive Committee, ASCCC Part-Time Faculty Committee

⁵ Brawner, C. E., & Mobley, C. (2016). Advising matters: Engineering transfer students' transition experiences at five institutions. *International Journal of Engineering Education*, 32(6), 2446–2459.

⁶ Dunmire, E., Enriquez, A., & Disney, K. (2011). The dismantling of the engineering education pipeline. *2011 ASEE Annual Conference & Exposition Proceedings*, 22.1443.1-22.1443.17. <https://doi.org/10.18260/1-2--18945>

⁷ <https://www.calstate.edu/attend/student-services/casper/Pages/high-unit-majors.aspx>

⁸ <https://www.asccc.org/resolutions/create-paper-part-time-faculty-equity>

03: Disciplines List – Nursing

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the Nursing discipline:

Master's in nursing

OR

Bachelor's in nursing AND

Master's in health education or health science

OR

the equivalent

OR

the minimum qualifications as set by the Board of Registered Nursing;

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for nursing.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

04: Disciplines List — Artificial Intelligence

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following addition of the Artificial Intelligence discipline:

A Master's degree in Artificial Intelligence/Machine Learning, Computer Science, Electrical Engineering and Computer Science, Data Science, or Cognitive Science,

OR

the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for artificial intelligence.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

05: Disciplines List – Art

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following addition of the Art discipline:

Master’s in fine arts, art, or art history

OR

Bachelor’s in any of the above AND Master’s in humanities

OR

the equivalent

(NOTE: “Master’s in fine arts” as used here refers to any master’s degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the “Master of Fine Arts” (MFA) degree when that degree is based on specialization in performing arts or dance, film, creative writing or other nonplastic arts.); and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for art.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

06: Support SB 895 (Roth, as of January 3, 2024) and AB 2104 (Soria, as of February 5, 2024) to Establish the Baccalaureate Degree in Nursing Pilot Program

Whereas, California’s long-standing shortage of Registered Nurses (RNs) has worsened in recent years with an increase in the number of RN retirements, increase in the percentage of employed RNs planning to retire or leaving nursing in the next two years, and a decline in RN education program enrollments and graduations, despite an increase in applications⁹;

Whereas, Bachelor of Science in Nursing (BSN) degrees are increasingly preferred in the hiring of RNs¹⁰ and California’s nursing programs annually turn away thousands of qualified applicants, e.g., in 2021-22, out of 35,474 qualified applicants for a Bachelor of Science in Nursing (BSN) program there were only 12,963 spaces available of which only 9,179 ultimately enrolled¹¹;

Whereas, The Academic Senate for California Community Colleges supported the expansion of baccalaureate degree programs in the California community colleges in disciplines and communities that best serve the students of the California Community Colleges¹²; and

Whereas, SB 895 (Roth, as for January 3, 2024)¹³ and AB 2104 (Soria, as of February 5, 2024) would

1. Require the Chancellor of the California Community Colleges to develop a Baccalaureate Degree in Nursing Pilot Program that authorizes up to 15 community college districts to offer a Bachelor of Science in Nursing degree.
2. Require the chancellor to identify eligible community college districts that apply based on the following criteria:
 - (A) There is equitable access between the northern, central, and southern parts of the state to the pilot program.
 - (B) Priority is given to community college districts in underserved nursing areas.
3. Limit the total number of participants in a pilot program at a community college district to 25 percent of the community college district’s associate degree in nursing class size.
4. 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;

⁹ [Spetz J., Chu L., Blash L., Forecasts of the Registered Nurse Workforce in California, Phillip R. Lee Institute for Health Policy Studies, August 2022](#)

¹⁰ [American Association of Colleges of Nursing \(AACN\) Research Brief, Employment of New Nurse Graduates and Employee Preferences for Baccalaureate Prepared Nurses, October 2023](#)

¹¹ [Spetz J., Chu L., Blash L., California Board of Registered Nursing 2021-2022 Annual School Report, August 2023](#)

¹² [ASCCC Resolution 06.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health](#)

¹³ SB 895 (Roth, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB895

Resolved, That the Academic Senate for California Community Colleges support SB 895 (Roth, as of January 3, 2024) to establish the Baccalaureate Degree in Nursing Pilot Program.

Resolved, That the Academic Senate for California Community Colleges support AB 2104 (Soria, as of February 5, 2024) to establish the Baccalaureate Degree in Nursing Pilot Program.

Contact: Angela Echeverri, Los Angeles Community College District Academic Senate, ASCCC Legislative and Advocacy Committee

07: Support for Assembly Bill 2370 (Cervantes as of February 12, 2024) on the Use of Artificial Intelligence in California Community Colleges

Whereas, AB 2370, introduced by Assembly Member Cervantes in the 2023-24 regular session of the California legislature, aims to regulate the use of artificial intelligence in community colleges;

Whereas, AB 2370 ensures and maintains the requirement of human faculty presence in California community college classrooms, and prevents the replacement of California community college faculty with artificial intelligence for academic instruction and student interaction; and

Whereas, The Academic Senate for California Community Colleges acknowledges that with guidance from the instructor, generative artificial intelligence can be used as a supportive tool for tasks such as course development, assessment, and tutoring;

Resolved, That the Academic Senate for California Community Colleges support AB 2370 (Cervantes as of February 12, 2024) to ensure that faculty roles are protected and that artificial intelligence is used responsibly as a supplementary tool in academic instruction.

Contact: Angela Medina Rhodes, Rio Hondo College, ASCCC Legislative and Advocacy Committee

08: Support for Assembly Bill 2407 (Hart as of February 5, 2024) “Sexual Harassment Complaints”

Whereas, Assembly Bill 2407 (Hart as of February 5, 2024), introduced by Assembly Member Hart in the California Legislature for the 2023-24 regular session, aims to address sexual harassment complaints in public postsecondary educational institutions in the state and ensure timely, fair, and impartial investigations of such complaints;

Whereas, AB 2407 requires the California State Auditor to conduct audits of the California Community Colleges, the California State University, and the University of California regarding their handling and investigation of sexual harassment complaints, with a focus on compliance

with applicable federal and state laws, coordination efforts, investigatory processes, and adequacy of policies and procedures to prevent, detect, and address sexual harassment;

Whereas, Supporting AB 2407 aligns with the Academic Senate for California Community Colleges' commitment to promoting equity, inclusion, and a safe educational environment for all members of the community college system, including protection from retaliation for reporting alleged sexual misconduct; and

Whereas, recent cases of sexual harassment in the CSU system as well as in the CCCs have demonstrated the need for external oversight in the handling of Title IX complaints, have resulted in costly legal action, and in legislation which requires annual reporting to the legislature by the CSUs, such as SB 808 (Dodd, 2023);

Resolved, That the Academic Senate for California Community Colleges support Assembly Bill 2407 (Hart as of February 5, 2024) and urges its passage in the California Legislature to enhance the prevention, detection, and response to sexual harassment in public postsecondary educational institutions; and

Resolved, That the Academic Senate for Community Colleges urge local academic senates to work to advance equity and to foster a safe teaching and learning environment, free of sexual harassment and retaliation by ensuring that reporting processes for faculty and students are clearly delineated, disseminated, and supported as defined by Title IX.

Contact Person: Angela Echeverri, Los Angeles Community College District Academic Senate, ASCCC Legislative and Advocacy Committee

09: Support for ACR 147 (Alvarez as of February 16, 2024): California's First-Generation College Celebration Day

Whereas, Assembly Concurrent Resolution 147 (Alvarez as of February 16, 2024) calls for the California Legislature to designate November 8, 2024, as "California's First-Generation College Celebration Day" to recognize the significant role of first-generation college students in developing the state's future workforce and to celebrate their achievement;

Whereas, According to the California Community Colleges Chancellor's Office, 35% of students enrolled in California's community colleges identify as first generation, high-lighting the important role that community colleges play in their educational process; and

Whereas, The Academic Senate for California Community Colleges recognizes the importance of supporting first-generation college students in their academic journey and ensuring their success in completing their desired degree programs;

Resolved, That the Academic Senate for California Community Colleges support the passage of ACR 147 (Alvarez as of February 16, 2024) and the designation of November 8, 2024, as

"California's First-Generation College Celebration Day" and encourages local senates to actively recognize and celebrate this day; and

Resolved, That the Academic Senate for California Community Colleges work collaboratively with system partners to develop and enhance programs and services that specifically address the needs of first-generation college students, ensuring their access to higher education and fostering their retention and completion rates.

Contact: Manuel Velez, ASCCC Executive Committee, ASCCC Legislation and Advocacy Committee

PROPOSED



ASCCC Executive Committee Agenda Item

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

Item No: III.I.
Attachment: Yes
Urgent: Yes
Time Requested: 25 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:
First Reading: X
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 first draft of the program. We are submitting an overall skeleton draft as well as a first run at the topics. 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.

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

https://docs.google.com/spreadsheets/d/1kN_AvPuNJg3mFTjIDEqHpvDWPggE3f15/edit#gid=100102321

https://docs.google.com/document/d/1eIBYor5ERKvoHfPaJEg-Z-FMFAWfBC_2/edit

Thanks,

2023-2024 ASCCC Curriculum Committee

ASCCC Curriculum Institute 2024 First Draft - RLS (Session Titles are not final)	
Pre-session	
Pre-session Sessions	
1	New/Newer/Aspiring Curriculum Chairs
2	New/Newer/Aspiring Administrators
3	New/Newer/Aspiring Curriculum Specialists
4	New/Newer/Aspiring Articulation Officers
5	CCCCO Drop-In Session
6	Experienced Curriculum Leadership Collaborating Forum/Panel
General Sessions	
1	Welcome & State of Curriculum (includes Land Acknowledgement and Cultural Immersion Activity)
2	Keynote Address: Curriculum Unmasked - Importance of IDEAA in Revitalizing, Revamping and Reigniting Curriculum in California's Community Colleges
3	AB928, Cal-GETC, CCC GE, and CCC Baccalaureate GE (Regulation Updates)
4	CCCCO COCI Norming Refresher Session
Breakout Sessions	
Six will be in person and Two will be virtual (8) ; Networking/Office Hour session and Vendor sessions will not require ASCCC Office Staff	
Breakout Session 1	
1	Baccalaureate Degree Programs (BDP) Application Information, Process and General Considerations
2	Noncredit Basics
3	Work Experience Education Update and Opportunities
4	Legislation and Curriculum
5	OER: Articulation, Curriculum, Academic Freedom, and IDEAA
6	Curriculum and Public Documents (including Online Catalogs)
7	Curriculum Basics
8	Roles and Responsibilities of Administrators in Curriculum
9	Curriculum Networking Session
10	System Partner/Vendor Breakout
Breakout Session 2	
1	Academic Freedom in Curriculum
2	Serving the Students We Have: How IDEAA in the COR Can Encourage Inclusive Instruction

3 The PCAH
4 Open Access? Discussions On To Achieve IDEAA in CCC Baccalareate Degree Program Selection and Admissions Processes
5 Inclusive Math Learning Spaces - What Students Need from Math Faculty
6 Student Attendance Accounting for Credit and Noncredit
7 Ethnic Studies and CCC Core Competencies
8 Legislation and Curriculum (Repeat)
9 Curriculum Networking Session
System Partner/Vendor Breakout
Breakout Session 3
1 Brown Act and Parliamentary Procedure
2 Roles and Responsibilities of Curriculum Specialists
3 College Level Math Courses and Math Quatitative Reasoning
4 Development and Approval of Upper Division GE Curriculum
5 Rising Scholars & Curriculum: Building Strong Academic Pathways From Incarceration to Higher Education
6 Students Role in Curriculum
7 Noncredit Certificate Programs & Pathways
8 Legislation and Curriculum (Repeat Online)
9 Curriculum Networking Session
10 System Partner/Vendor Breakout
Breakout Session 4
1 Curriculum and the Schedule: Strategic Enrollment Management to Support Student Success
2 Student Equity, Catalog Rights, and Continuous Enrollment
3 Modern Policing Degree Model Curriculum
4 Cross Listing and Assigning Courses to the Discipline
5 Using Labor Market Data and Advisory Committee Input
6 Catalog Requirements and Other Curriculum Related Accreditation Requirements
7 Noncredit Work Experience
8 AB 705/AB 1705 Equitable Placement and Enrollment
9 Curriculum Networking Session
10 System Partner/Vendor Breakout
Breakout Session 5

1 CalGETC, Local Degree GE Alignment & GE Bloat
2 Credit for Prior Learning & Competency Based Education
3 Impact of Curriculum Decisions Beyond the Classroom
4 Local POER and Equity in Online Education
5 Decrypting the Language of Curriculum
6 Course Identification Numbering System (C-ID) and AB 1111 (Berman, 2021) Common Course Numbering
7 Inclusion, Diversity, Equity and Antiracism and STEM
8 Importance of Coding in the Curriculum Review Process
9 Curriculum Networking Session
10 System Partner/Vendor Breakout
Breakout Session 6
1 Dual Enrollment Pathway Development & High School Articulation
2 Beyond Common Course Numbering - Factors and Considerations to Support Course Mobility for Students
3 Incorporating Experiential Learning (Work Experience/Internships) Into Courses and Programs
4 DEI in Curriculum: Examples and Practices using the Principles & Practices Praxis
5 Development of New CTE Programs
6 Hyflex: Supporting Students with Flexibility
7 Distance Education in the COR
8 Lifelong Learning: Why Is It Important? & How Can Colleges Use Local Degrees To Provide Health and Wellness Choices To Students?
9 Curriculum Networking Session
10 System Partner/Vendor Breakout
Breakout Session 7
1 Collaboration between Curriculum and Articulation to Support Student Transfer
2 IDEAA and Student Learning Outcomes
3 Walking the IDEAA Talk: Reimagining Your Curriculum Processes and Classroom Practices
4 Credit Hour and Development of Local Policy
5 Looking at Curricular Data: What Can it Tell Us?
6 Evaluation of DE Curriculum
7 TOP, CIP, SOC, CB Codes and Applying TOP Code Alignment Principles Throughout All Curriculum
8 Articulation Basics for Curriculum Committees
9 Curriculum Networking Session
10 System Partner/Vendor Breakout

Breakout Session 8
1 Curriculum Chairs, Curriculum Administrators, Curriculum Specialists and Articulation Officers: A Dream Team Working as a Collective To Serve Students
2 Balancing Flexibility and Compliance in the COR
3 Local Curriculum Approval Process
4 Program Review Driving Curricular Revisions
5 Prerequisites: When They Help, When They Harm
6 Universal Design as a tool for IDEAA
7 What's Antiracist Pedagogy Got to Do With Math?
8 Integrating Open Educational Resource (OER) Into the Curriculum Process – Why and How
9 Curriculum Networking Session
10 System Partner/Vendor Breakout

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 IDEAs, 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 & Keynote Speaker
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: State of Curriculum & CCCCCO
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



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2024

SUBJECT: Plenary Session Planning: Area Meetings

DESIRED OUTCOME: The Executive Committee will continue to discuss and approve a program for Area meetings

CATEGORY: Action

REQUESTED BY: Aschenbach/Mica

STAFF REVIEW: Carrillo

Item No: III.J.

Attachment: No

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

Consistent with discussion at the December debrief of fall plenary session and as agreed to with approval of the draft program structure in January, area meetings will again be conducted virtually with an initial common session of ASCCC updates and preparatory info for plenary session followed by individual area meetings.

The following common session agenda is proposed. Area representatives will determine their own agendas for individual area meetings starting at or after 12:00.

- 9:00 Call to Order & Welcome – Cheryl Aschenbach, ASCCC President
ASCCC Reports and Information
 - Standing Committee updates (1-2 mins each; 30 mins total) - all
 - President’s Report (45-50 mins) – Cheryl Aschenbach, ASCCC President
 - Q&A (10 mins)
- 10:30 ASCCC Foundation Update – Karen Chow, ASFCCC President
- 10:40 Resolutions Process Overview – Erik Reese, ASCCC Resolutions Chair
- 11:00 Disciplines List Overview/Update – Eric Wada, ASCCC Standards & Practices Committee Chair
- 11:15 Elections Overview – David Morse, ASCCC Elections Chair
- 11:30 Break (30 mins)

- 12:00 Individual Area Meetings commence



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2024

SUBJECT: Plenary Session Planning

DESIRED OUTCOME: The Executive Committee will approve the final program for Spring Plenary Session

CATEGORY: Action

REQUESTED BY: Aschenbach/Mica

STAFF REVIEW: Carrillo

Item No: III.K.

Attachment: YES

Urgent: No

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

2024 Spring Plenary Session will be held at the San Jose Marriott. Registration and event info [here](#).

The final draft program is attached. A version with tentative presenters was sent to Executive Committee members on February 25.

Timeline:

- 2/25 Draft with presenters sent to Executive Committee for review
- 3/8-9 Executive Committee approval of final program
- 3/10 Request for additional presenters to Krystinne & Cheryl
- 3/17 Session titles and descriptions due to Krystinne & Cheryl

The Executive Committee is ask to approve the final draft of the plenary session program.

2024 Spring Plenary Program
April 18-20, 2024
San Jose Marriott
Radicalizing Spaces of Possibility: Faculty Leadership in Vision 2030

Wednesday, April 17, 2024 Executive Committee Meeting

Thursday, April 18, 2024

8:00 a.m. to 9:00 a.m. **Registration Opens**
8:00 a.m. **Breakfast and Meet and Greet**

9:00 a.m. to 10:00 a.m. **First General Session**
Call to Order Cheryl Aschenbach, ASCCC President
Adoption of Procedures Manuel Vélez, ASCCC Vice President
Foundation Report Karen Chow, ASFCCC President
State of the Senate Cheryl Aschenbach ASCCC President

10:15 a.m. to 11:15 a.m. **First Breakout Sessions**

1. Breakout 1 - in person – Master Plan for Career Education – What this is and why it’s important ([Curry](#))
2. Breakout 2 - in person –Strength through Collaboration ([Zeledón-Pérez, Stewart Jr, SDCCD](#))
3. Breakout 3 - in person – EEO Recommendations and Faculty Hiring: Intentionality and Partnership to Hire and Retain Diverse Faculty ([Vélez, Sapienza](#))
4. Breakout 4 - in person – Minimum Qualifications and Equivalencies ([Wada, Stiemke](#))
5. Breakout 5 – in person - Data Workshop/Info/Empowering Faculty as Researchers ([Reese, Guerrero](#))
6. Breakout 6 – online – OERI ([Pilati](#))
7. Breakout 7 - online - Academic Senate Leadership for Developing and Launching Community College Baccalaureate Programs ([Roberson, Davison](#))

11:30 a.m. to 12:30 p.m. **Second Breakout Sessions**

1. Breakout 1 - in person – Navigating the Borderland of Higher Education and the Prison Industrial Complex ([Arzola, Shepard](#))
2. Breakout 2 - in person – Dual Enrollment and Governance ([Parker, Reese](#))
3. Breakout 3 - in person – Faculty in Statewide Service: Opportunities to Engage, Learn, and Influence (ASCCC, C-ID, OERI, IEPI, ACCJC) ([Aschenbach](#))

4. Breakout 4 - in person – Mental Health Awareness and Resources ([Sapienza](#))
5. Breakout 5 – in person - Difficult Conversations: Navigating Conflict in a Polarized Climate ([Zeledón-Pérez](#), [Howerton](#))
6. Breakout 6 - online - Universal Design for Learning (Task Force, UDL Info, & Recommendations) ([Vélez](#))
7. Breakout 7 - online - Scaling Credit for Prior Learning through Mapping Articulated Pathways (MAP) Project ([Curry](#))

12:30 p.m. to 1:45 p.m. **LUNCH**

1:15 p.m. to 1:30 p.m. **Honorary Resolution Presentation**

1:30 p.m. to 1:45 p.m. **Elections Nominations**

1:45 p.m. **Resolutions and Amendments Due** ([Reese](#), [Resolutions Committee](#))

1:45 p.m. to 2:45 p.m. **Second General Session – Emancipatory Education**
(tentative)(speaker TBD)

2:45 p.m. to 3:00 p.m. Coffee Break

3:00 p.m. to 4:00 p.m. **Third Breakout Sessions**

1. Breakout 1 - in person –Generative AI's Unintended Lessons: Confronting Racial Biases in EdTech ([Guerrero](#), [Howerton](#))
2. Breakout 2 - in person – C-ID, ICC, MCW, TMC, ADT, MC, TAP, and More: Alphabet Soup of Statewide Faculty-Led Curriculum Efforts ([Roberson](#), [Mica](#), [May](#), [Davison](#))
3. Breakout 3 - in person – Developing and Maintaining Effective Senate and Union Relations ([Arzola](#), [Parker](#))
4. Breakout 4 - in person – Cultural Humility for Teaching, Learning, and Leading ([Chow](#), [Stiemke](#))
5. Breakout 5 – in person - Climate, Sustainability, and the 10+1 ([Wada](#))
6. Breakout 6 - online - Part-Time Faculty: Paper Summary, Recommendations, and Advocacy ([Zeledón-Pérez](#), [Curry?](#))
7. Breakout 7 - online - General Education and Life After Area E ([Stewart Jr](#), [Aschenbach?](#))

4:15 p.m. – 5:15 p.m. **Third General Session - Making Progress on Legislative Mandates: Where Are We Now? (including AB 705/1705, AB 928, AB 1111, AB 89 + any related follow-up legislation introduced))** ([Aschenbach](#), Vice Chancellor Stankas)

4:15 p.m. **In-Person Rooms Open for Caucuses**

Caucus members may request to use an open breakout room by going to the registration desk and speaking with an ASCCC Office Staff member.

5:30 p.m. to 6:00 p.m. **Resolutions and Amendments - Mandatory for Contacts** (Reese, Resolutions Committee)

This is a mandatory session for those plenary session attendees who submitted a resolution or amendment at the plenary session. The contact for the submitted resolution or amendment must attend this meeting in order for the Resolutions Committee to consider adding it to the packet for the following day.

6:00 p.m. to 6:30 p.m. **Candidate Information Session**

This is a mandatory session for those individuals running for positions on the ASCCC Executive Committee.

Friday, April 19, 2024

8:00 a.m. to 9:00 a.m. **Registration Opens/Breakfast**

8:00 a.m. to 8:45 a.m. **Disciplines List 2nd Hearing**

9:00 a.m. to 10:00 a.m. **Fourth General Session – Candidate Speeches** (Morse)

10:15 a.m. to 12:00 p.m. **Area Meetings**

This four-area grouping is the formal basis for local senate representation to the Executive Committee of the Academic Senate for California Community Colleges. The groups discuss matters of concern to their areas as well as review proposed resolutions to be voted on during session.

Area A: [Stephanie Curry](#)

Area B: [Karen Chow](#)

Area C: [Erik Reese](#)

Area D: [Maria-José Zeledón-Pérez](#)

12:00 p.m. to 1:30 p.m. **Lunch**

ASCCC Caucus tabling or roundtable

12:45 p.m. to 1:00 p.m.

Stanback Stroud Award Presentation

1:00 p.m. **Amendments and Urgent Resolutions DUE (Reese, members of Resolutions)**

1:15 p.m. to 2:15 p.m. **Fifth General Session –Policy Considerations for AI: Promise and Pitfalls**
(Howerton)

2:30 p.m. to 3:30 p.m. **Fourth Breakout Sessions**

1. Breakout 1 - in person – Destigmatizing Academic Probation (Local Examples?)
(Sapienza, Arzola)
2. Breakout 2 - in person – Dual Enrollment Decoded: Addressing the Unique Needs of High School Students of Color in College Classrooms (Parker, Stiemke)
3. Breakout 3 - in person – 2024 Legislative Session Updates (Vélez)
4. Breakout 4 - in person - Local Resolutions and How to Use Them (Stewart Jr, Wada)
5. Breakout 5 – in person – IEPI (Davison, Roberson?)
6. Breakout 6 – online – Radical Spaces of Possibility: Culturally Responsive Pedagogy Grant Panel (Guerrero, Chow)
7. Breakout 7- online - Understanding the 50% Law: Why Is It Important? (May, Morse)

3:30 p.m. to 3:45 p.m. **Break**

3:45 p.m. to 4:45 p.m. **Sixth General Session - Understanding Community College Budgets and Funding Structures** (Stewart)

5:00 p.m. to 5:30 p.m. **Amendments and Urgent Resolutions - Mandatory Session for Contacts** (Reese, Resolutions Committee)

This is a mandatory session for those plenary session attendees who submitted an amendment or urgent resolution at the plenary session. The contact for the submitted amendment must attend this meeting in order for the Resolutions Committee to consider adding it to the packet for voting day.

5:30 p.m. – 6:20 p.m. **Officer Candidate Forum** (Morse)

6:30 p.m. to 7:00 p.m. **Executive Committee Meeting**

This is a closed session meeting of the ASCCC Executive Committee to discuss urgent resolutions.

7:00 p.m. to 10:00 p.m. **President’s Reception and Dance**

Saturday, April 20, 2024

7:00 a.m. to 8:00 a.m. Breakfast
Technical Help for PolleEv

8:00 a.m. to 8:30 a.m. Test Voting

Come early and make sure to test out your equipment before resolutions voting takes place at 8:30 a.m.

8:30 a.m. **Seventh General Session
Elections and Resolutions Voting Begins**

Upon the conclusion of the Elections, there will be a 15-minute break. Following the break, Resolutions voting will commence no earlier than 9:15 a.m.

LUNCH 12:00 p.m. to 12:45 p.m

12:45 p.m. to 2:30 p.m. **Seventh General Session continues**



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2024
SUBJECT: Faculty Leadership Institute Outline
DESIRED OUTCOME: The Executive Committee will provide direction for the Faculty Leadership Institute
CATEGORY: Action
REQUESTED BY: Mica/ Aschenbach
STAFF REVIEW: Carrillo

Item No: III.I.
Attachment: Yes
Urgent: No
Time Requested: 20 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:
 First Reading:
 Action: X
 Information/Discussion:

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 2023 Faculty Leadership Institute is scheduled for June 20-22, 2024 at the Westin Mirage Golf Resort and Spa in Palm Springs. Here is a link to the 2023 Faculty Leadership Institute for reference: <https://asccc.org/events/2024-faculty-leadership-institute>.

Note that this year, the Faculty Leadership Institute does not have a Wednesday start day, as Wednesday, June 19th is an observed holiday for the ASCCC. The event is scheduled to officially start with lunch on Thursday, June 20 and conclude with mock plenary session on Saturday, June 22.

Considerations:

1. Should there be a theme?
 Themes in past years:
 - 2015, 2016, 2017, 2018 – No theme, “Leadership, Empowerment, Voice” was included on program
 - 2019 – Taking Leadership into the Future: Collaboration and Collegiality
 - 2020, 2021, 2022, 2023 – No theme, program art was unique to each
2. Conference format – fully in-person or hybrid general sessions?
 In August, the Executive Committee took action to hold the FLI in 2024 at a hotel, acknowledging the potential of doing an all in-person conference based on past attendance registrations and on budget projections with and without AV at a hotel versus fully hybrid/hyflex at a college. There is still an opportunity to decide if general sessions are hybrid/hyflex or fully in-person.
3. Brainstorm Topics
 With one less day of programming, there are fewer time slots available. Not counting a mock

plenary on Saturday and area meetings on Friday, there is the potential for approximately 9 sessions. Last year, the first 1.5 days of FLI included 6 general session and 3 breakout slots (4 options in each slot)

- a. General Sessions...topic ideas? 60 or 75 minutes?
- b. Breakout Sessions...topic ideas? 60 or 75 minutes?
- c. Area meetings?
- d. Mock Plenary Session?

Potential General Sessions topics:

- Brown Act
- Budget Overview
- Understanding 10+1 and 9+1 – Governance
- Empowering diverse leadership
- Collaborating and Partnering as Leaders

A draft program will be brought to the April Executive Committee meeting for consideration. The 2024-25 Executive Committee will be in place at the time of the event, therefore presenters will be determined after elections and new committee assignments have been made.



ASCCC Executive Committee Agenda Item

Month: March

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.



ASCCC Executive Committee Agenda Item

Month: March

Year: 2024

SUBJECT: Liaison/Caucus Reports

DESIRED OUTCOME: The Executive Committee will receive oral or written reports from 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, Women'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(CCCIO), 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: March **Year:** 2024
SUBJECT: Flexible Calendar Program 2007
DESIRED OUTCOME: The Executive Committee will discuss the Flexible Calendar program 2007
CATEGORY: Discussion
REQUESTED BY: Parker/Sapienza
STAFF REVIEW: Carrillo

Item No: IV.C.
Attachment: Yes
Urgent: Yes
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

BACKGROUND

Vice Chancellor John Stankas has formulated a Flex Calendar workgroup that will 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. Let me know if you have any questions. Have a great one!

[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I65ACE7304C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I65ACE7304C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

Next Meeting Date March 11, 2024 In Person at the Chancellor's Office



**GUIDELINES
FOR THE
IMPLEMENTATION OF THE
FLEXIBLE CALENDAR PROGRAM**

**BY
THE FACULTY DEVELOPMENT COMMITTEE
OF THE
ACADEMIC SENATE FOR
CALIFORNIA COMMUNITY COLLEGES**

**IN COOPERATION WITH THE
CHANCELLOR'S OFFICE PROGRAM STAFF**

**ORIGINALLY ADOPTED APRIL 3, 1993
REVISED APRIL 2007**



**GUIDELINES
FOR THE
IMPLEMENTATION OF
THE FLEXIBLE CALENDAR PROGRAM**

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
FACULTY DEVELOPMENT COMMITTEE

JO SUMNER, SIERRA COLLEGE, CHAIR

NINA E. ASHUR, COLLEGE OF THE CANYONS, CHAIR-FLEX SUBCOMMITTEE

CAROLE BRIGHT, COLLEGE OF THE REDWOODS
ART DULL, DIABLO VALLEY COLLEGE
LEE HAGGERTY, SADDLEBACK COLLEGE, FLEX SUBCOMMITTEE
BILL JACOBS, EVERGREEN VALLEY COLLEGE
RIKI KUCHECK, ORANGE COAST COLLEGE, FLEX SUBCOMMITTEE
MIKE MCHARGUE, FOOTHILL COLLEGE, FLEX SUBCOMMITTEE
BOB NICHOLS, ALLAN HANCOCK COLLEGE, FLEX SUBCOMMITTEE
JUDY WINN-BELL OLSEN, CITY COLLEGE OF SAN FRANCISCO
PERCY YOUNG, PERALTA COMMUNITY COLLEGE DISTRICT

SPECIAL THANKS TO JUAN G. CRUZ, SPECIALIST, CHANCELLOR'S OFFICE FOR HIS PARTICIPATION AND SUPPORT IN DEVELOPMENT OF THE GUIDELINES.

THANKS ALSO TO CINDRA SMITH, COMMUNITY COLLEGE LEAGUE OF CALIFORNIA, FOR HER EXPERTISE AND DEVELOPMENT OF EVALUATION GUIDELINES REFERRED TO IN THIS DOCUMENT.

APRIL 2007 REVISIONS PREPARED BY:

KEN NATHER
SPECIALIST, ACADEMIC PLANNING & DEVELOPMENT
INSTRUCTIONAL PROGRAMS AND SERVICES UNIT
ACADEMIC AFFAIRS DIVISION
SYSTEM OFFICE, CALIFORNIA COMMUNITY COLLEGES
1102 Q STREET
SACRAMENTO, CA 95814-6511
(916) 322-9048
(916) 445-6268 (FAX)
KNATHER@CCCCO.EDU

ACKNOWLEDGMENTS

Special thanks and acknowledgment go to the individuals participated in the hearings on the Flexible Calendar Program held in October and December of 1992.

PARTICIPANTS OF THE CALIFORNIA COMMUNITY COLLEGE COUNCIL

Northern Region	
Susan Baldi	Santa Rosa
Anita Catlin	Napa
Hortensia Chang	San Francisco
Judy Collesjui	Ohlone
Shirley A Couston	Laney
Helen Fragradaki	Contra C06ta
Lynn Hanson	Modesto
Mary K Holland	Alameda
Catherine Jester	Diablo
Kathleen Kirkpatrick	Marin
Carol Lawton	Ohlone
Edward Lindley	Fresno
Timothy May	Yuba
Darlean McClure	Sequoias
Donna McGill	Yuba
Judy Merrill	Alameda
Charles Miller	Santa Rosa
Miriam Rosenthal	Foothill
Ann Shanto	Modesto
Marilyn Stacy	Ohlone
Gloria Toney	Merritt
Tony Wren	Butte

Southern Region	
Dona Anderson	Saddleback
Pat Anthony	Orange Coast
Helen Bauch	Mt. San Antonio
Kathleen Beaufait	Los Angeles City
Sara Blake	El Camino
Robbie Bos	Rio Hondo
Sue Britton	Cypress
Marilyn Brock	Rancho Santiago
Kathleen Burton	Mt. San Antonio
Lauraine A. Cook	Kern
Marsha Elliott	Cypress
Judith-Ann Friedman	West LA
Sid Forman	San Diego
Jan Green	San Bernardino
Susan K. Gregory	Allan Hancock
Barbara Holowell	Coastline
Roberta Holt	Los Angeles City
Pauline Itow	LA Southwest
John Jacobs	Pasadena City
Avril Lovell	Pancho Santiago
Jim Luter	Los Angeles City
Morgan Lynn	Cerritos
Donna Manno	El Camino
Jim Marteney	LA Valley
Dick McIntosh	Cypress
Rich Michelson	Grossmont
Jean Montenegro	Imperial Valley
Chris O'Hearn	Orange Coast
Clair Parsh	CTA
Bill Ponder	Palos Verde
Sharon Ratliffe	Golden West
Chris Robertson	Cypress
Jo-Ann Rossitto	San Diego
Emma Steiner	LA Trade-Tech
Sharon Van Enov	El Camino
Jim Whitehouse	Bakersfield
Michelle Wilder	Fullerton
Glenn Yoshida	LA Southwest

TABLE OF CONTENTS

BACKGROUND.....	1
1. BRIEF HISTORY OF THE FLEXIBLE CALENDAR PROGRAM	1
2. LEGISLATION REGARDING THE FLEXIBLE CALENDAR PROGRAM.....	2
3. SUMMARY OF CURRENT PRACTICES.....	3
STATEWIDE POLICY ISSUES AND CONCERNS	5
DEVELOPMENT OF THE GUIDELINES.....	7
GUIDELINES FOR THE FLEXIBLE CALENDAR PROGRAM.....	9
1. PARAMETERS OF THE FLEXIBLE CALENDAR PROGRAM	9
2. DETERMINING FLEXIBLE CALENDAR ACCOUNTABLE HOURS	10
3. WHEN FLEXIBLE CALENDAR HOURS MAY BE PERFORMED.....	13
4. HOURLY CREDIT FOR ACTIVITY PARTICIPATION	14
5. FLEXIBLE CALENDAR PROGRAM ACTIVITIES	15
6. FUNDING FOR FLEXIBLE CALENDAR ACTIVITIES.....	19
7. COORDINATOR FOR THE FLEXIBLE CALENDAR PROGRAM	19
8. ADVISORY COMMITTEE FOR THE FLEXIBLE CALENDAR PROGRAM.....	20
9. INDIVIDUAL FACULTY CONTRACTS.....	21
10. EVALUATION	22
11. CHANCELLOR'S REQUIREMENTS FOR ESTABLISHING OR MAINTAINING A FLEXIBLE CALENDAR PROGRAM.....	23
DEFINITION OF TERMS	27
APPENDICES	
APPENDIX A CALIFORNIA EDUCATION CODE, FLEXIBLE CALENDAR PROGRAM.....	29
APPENDIX B CALIFORNIA EDUCATION CODE, STAFF DEVELOPMENT FUNDING.....	31
APPENDIX C TITLE 5, CALIFORNIA CODE OF REGULATIONS	33
APPENDIX D CHANCELLOR'S OFFICE FLEXIBLE CALENDAR PROGRAM CERTIFICATION DOCUMENTS.....	39

BACKGROUND

1. BRIEF HISTORY OF THE FLEXIBLE CALENDAR PROGRAM

The faculty development movement at the community college comes with the rapid expansion period during the 1960s and early 1970s. Due to the large influx of faculty new to teaching, development programs expanded. Numerous activities were developed to address the professional, personal, and organizational needs of these new community college instructors. The need for a comprehensive faculty development program meant, also, that instructors needed time for participation in those activities. During this time there was also concern with the traditional semester calendar. In California, the 175-day community college instructional calendar is 15 days longer than in many other states. The fall semester traditionally started after Labor Day in September and finished in late January. The spring semester started in February and ended in mid-June. The instructional value of having a holiday break in December before the completion of the fall semester in January was questioned. Also, the short break between the fall semester and start of spring semester was not sufficient to allow faculty time to prepare for spring courses and for student services personnel to counsel students, process grades, and complete other tasks.

In 1972, Cabrillo College initiated a new calendar configuration called the "4-1-4." The "4-1-4" provided for a fall semester of 75 days ending before the December holidays, 20 days of intersession in January, and 80 days for the spring. This innovative configuration still met the 175-day requirement. During the intersession, three-fourths of the faculty taught short-term, special-interest courses. The remaining faculty were obligated to work on instructional improvement. Faculty rotated their instructional assignments for the intersession so that all members would eventually engage in instructional improvement.

The flexible calendar program was initiated by six California community colleges in 1976 as a pilot project authorized by Assembly Bill 2232 (1975). The six pilot colleges were Cabrillo, Grossmont, Cosumnes, Saddleback, San Jose City, and Evergreen Valley. These six pilot colleges were allowed to reduce the number of required instructional days from 175 to a minimum of 160. The bill provisions allowed the colleges the opportunity to replace up to 15 days of regular instruction with alternative activities such as course and program development and revision, staff development activities, development of new instructional materials, and other instruction-related activities.

Implementation of the flexible calendar program at the pilot colleges involved reforming the instructional calendar to accommodate instruction free days for faculty development activities. The use of flexible calendar days was accomplished through a shifting of the traditional calendar. With the success of the pilot programs, legislation (Assembly Bill 1149) was drafted in 1981 that allowed all

colleges the option of adopting a flexible calendar program.

APRIL 2007 REVISION OVERVIEW

Chancellor's Office staff reviewed the document to ensure that the information and regulatory references contained therein were still current. The following changes have been incorporated into this version of the document to reflect changes that have occurred in the 14 years since the original document was adopted and published:

- Regulatory citations have been updated to reflect the inclusion of Section 55729 that was codified on May 15, 1993, to replace Section 55188 that was repealed on the same date.
- All references to "Average Daily Attention (ADA)" have been deleted.
- Appendix D has been included to provide examples of the certification documents issued annually by the Chancellor's Office.

2. LEGISLATION REGARDING THE FLEXIBLE CALENDAR PROGRAM

ASSEMBLY BILL 2232 (1975)

Initial legislation authorizing a flexible calendar pilot program.

ASSEMBLY BILL 1149 (1981)

Provided the flexible calendar option at all colleges beginning with the 1982-83 academic year.

ASSEMBLY BILL 1656 (1983)

Provided a no-loss/no-gain in funding and a conversion of days to hours. This bill also allowed flexible calendar activities to be performed any time during the fiscal year and added matriculation as an approved flexible calendar activity.

ASSEMBLY BILL 836 (1985)

Provided technical change to the formula to adjust ADA as a way to further assure a no-loss in funding.

ASSEMBLY BILL 1725 (1988)

Created the community colleges faculty and staff development fund.

3. SUMMARY OF CURRENT PRACTICES

According to data (2004-05) from the Chancellor's Office, there are 103 colleges utilizing flexible calendar programs ranging from one to fifteen flexible calendar days. Currently, the statewide average number of flexible calendar days is six.

Many colleges have moved away from the single month, mandatory flex activity requirement. These colleges now have systems in place to accommodate the development needs of faculty on an individual basis and at various times of the academic year.

STATEWIDE POLICY ISSUES AND CONCERNS

Development of this guide was prompted by issues and concerns about the flexible calendar program. An initial list of issues was produced by individuals involved in the Academic Senate workshops on the flexible calendar program during the fall 1991 and spring 1992 sessions. Additional items were generated from the October and December 1992 hearings held until the regional participants of the northern and southern California Community College Council for Staff Development (4C/SD). The following is a condensed list of the issues.

- Allowable Activities During Flexible Calendar Time
- Carry-Over of Hours from Year-to-Year
- Equation of Flexible Calendar Hours to Days
- Evaluation of the Flexible Calendar Program
- Flexible Calendar Program Coordination
 - Person Responsible
 - Duties and Term of Office
 - Reporting Relationships
- Flexible Calendar Program Participants
- Individual Faculty Contracts
 - Hourly Flex Credit — Individuals and Presenters
 - Approval of Contracts
- Legislation Compliance
- Mandatory vs. Voluntary Participation in Campus-wide Programs
- Relationship Between Staff Development and the Flexible Calendar Program
- Scheduling of Flexible Calendar Days
 - Number of Days Initially Requested
 - Scheduling of Days/Hours during a Year
- Terminology Consistency

DEVELOPMENT OF THE GUIDELINES

The guidelines for the flexible calendar program were developed by a subcommittee of the Academic Senate for California Community Colleges Faculty Development Committee. The guidelines were written and revised over a period of one and a half years starting in 1991. Initial interest in developing the guidelines came about because of concerns raised by individuals in the field regarding administration of the flexible calendar at their respective colleges. These concerns were also expressed during workshop sessions on faculty development and the flexible calendar, offered during the Academic Senate for California Community Colleges spring and fall sessions, and at regional meetings with the California Community College Council for Staff Development (4C/SD).

Discussion regarding the flexible calendar ensued during meetings of the Academic Senate Faculty Development Committee. As a result of the discussions, a subcommittee was established to research and gather further information about the flexible calendar program. The subcommittee found that there were many inconsistencies in the administration of flexible calendar programs, and there were also misunderstandings as to the program's purpose and intent. The subcommittee believed that guideline development would be a method of clarifying legislative intent and facilitating successful development and maintenance of a flexible calendar program.

Following is a list of standards the subcommittee used for development of the flexible calendar guidelines. The guidelines should:

- conform to the flexible calendar legislative purpose and intent
- correlate with the literature on successful staff development programs
- provide faculty with choices in determining their development needs
- allow for faculty governance of the college program
- allow for individual college mechanisms of governance
- move toward positive clarification of program intent and purpose

Once the subcommittee developed an initial set of guidelines, special hearings were held to gather information and reaction to the items. In October 1992, a meeting was held in Oakland at the Peralta Community College District Office. Information about the hearing was made via the staff development officers and faculty senate presidents at each college in the northern region of the state. In December 1992, a similar hearing was held at Orange Coast College for the southern region.

Participants in both meetings were asked to view the twelve recommendations and provide feedback in two ways. One method of soliciting responses was through a

participant “reaction form” which asked for a rating from 1 to 5 of each item in three different ways. The first asked if the language was or was not clear, the second asked if the guideline would or would not support the current operation of flex at their college; and the third asked if the guideline represented a positive or non-positive move toward clarification of the policy. The second method of response was through open discussion of each item. Group recorders noted concerns and suggestions for each guideline. The data from the surveys and open discussion were examined and discussed by the Faculty Development Committee. Subsequently, final guidelines were generated.

GUIDELINES FOR THE FLEXIBLE CALENDAR PROGRAM

1. PARAMETERS OF THE FLEXIBLE CALENDAR PROGRAM

A. PURPOSE

The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to “staff, student, and instructional improvement” (title 5, section 55720). The flexible calendar program is a component of the staff development program and the major vehicle for faculty participation in development activities.

The flexible calendar program allows faculty (full-time, part-time, instructional and non-instructional) the time to work individually or with groups to achieve improvement in three distinct areas,

- Staff improvement
- Student improvement
- Instructional improvement

In addition to providing time to conduct these activities, the flexible calendar program also allows institutions some flexibility in scheduling configurations (e.g., offering an intersession with two 16-week semesters) (title 5, section 55722).

B. PARTICIPANTS

Flexible calendar program participants are primarily faculty. However, other college personnel should be involved in flexible calendar development activities. The decision of who participates in the flexible calendar program is determined by the district/college shared governance process (title 5, section 55724 (5)).

RATIONALE

In a traditional 18-week semester, faculty do not have time to devote to improvement activities. Once the semester begins, with complex class schedules, finding concurrent times for faculty to meet as groups on large scale topics becomes impossible. The flexible calendar allows institutions to develop ways to address the need for getting faculty together to deal with major issues. This also recognizes the professional nature of instruction by giving individual faculty members time to focus on the three areas in addition to providing day-to-day classroom instruction.

Since the flexible calendar program removes time from the instructional program, it is a reasonable expectation that use of this time should foster instructional improvement. However, the law provides for staff improvement and

student improvement as part of instructional improvement. Personal development activities are a part of faculty/staff improvement as long as they can be connected to the improvement of performance in the workplace. These personal development activities should be reviewed and evaluated as part of a well-planned staff development and flexible calendar program in accordance with the mission and objectives of the institution.

*Staff development can be viewed —. . . in two different but complementary ways. First, it can be seen as (and is) a powerful strategy for implementing specific improvements. Second, for long-term effectiveness it must be seen as part and parcel of the development of [colleges] as collaborative workplaces. Staff development, then, is both a strategy for specific, instructional change, and a strategy for basic organizational change in the way [faculty and staff work and learn together.” (Fullan, Michael G. with Suzanne Stiegelbauer. 1991. *The New Meaning of Educational Change*. New York: Teachers College Press, Columbia University, p.319)*

In addition to the instructional improvement aspects of the flexible calendar, a variety of course scheduling configurations are allowed. This flexibility in scheduling is intended to meet the needs of diverse student populations.

All college employees are important partners in the educational experiences of the student and the implementation of a well functioning academic program.

2. DETERMINING FLEXIBLE CALENDAR ACCOUNTABLE HOURS

Title 5, section 55720(b) states that “district with an approved flexible calendar may designate as flexible time for an employee not more than 8.57 percent of that employee’s contracted obligation for hours of classroom instruction which are eligible for state apportionments in that academic year, exclusive of any intersession.” Title 5, section 55726(a) further states that, “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 term “day” mentioned in the preceding paragraph means the number of hours for which an individual instructor is accountable in any one academic work day.

A. FULL-TIME FACULTY

The specific number of hours that equals one academic work day should be determined through the local collective bargaining and shared governance processes. Current practice reflects an average of six hours to one academic

work day.

EXAMPLE

If three flexible calendar days have been designated at a six hour equivalency, the faculty member's obligation would total eighteen hours.

$$3 \text{ academic days} \times 6 \text{ hours} = 18 \text{ academic work day hours}$$

These eighteen hours could be divided into segments that fulfill the needs of the individual faculty member.

In determining an equivalency formula, the required hours in lieu of instructional activities should at least be equal to the sum of the classroom hours from which the instructor is released plus related out-of-classroom hours of responsibility that are not performed as a result of being released from classroom instruction (title 5, section 55728). Flexible calendar hours may be conducted at any time during the fiscal year (title 5, section 55720 (a)). This requirement would prohibit flexible calendar hours to be carried over or "banked" by individual faculty from year-to-year.

B. PART-TIME (ADJUNCT) FACULTY

Some part-time faculty and full-time faculty with overloads also enter into a short-term contract with the district for teaching specific full-term courses that have been reduced due to the flexible calendar.

It is important to distinguish between full-term courses and courses not subject to flex requirements. A full-term course is a course that begins within one week of the first day of instruction of each semester, as designated in the official academic calendar, and ends within one week of the scheduled last day of instruction of each semester. Thus, by definition, summer school, short-term, some positive attendance courses, or courses with mandated hours when the hours are not reduced because of the flexible calendar are not full-term courses. A course for which the total number of instructional hours remains the same regardless of the flexible schedule is not subject to the flexible calendar requirements. Instructors of these exempted courses should be encouraged to participate in flex activities but do not have to be remunerated for attending.

Each district is reimbursed through a formula for the full number of hours for a course (instruction and flex). Therefore, each district is obligated to pay part-time instructors affected by flex for flex hours. In order to determine which part-time faculty are affected by the flexible calendar, it is first necessary for each district to determine which days of the week have been designated as "in-lieu-of-instruction days." This is done to determine which full-term courses are being taught by part-time instructors and by full-time faculty members

teaching overloads have been shortened. This does not mean that all faculty have to perform activities on these specific days.

EXAMPLE

District A designates five days a year for flex
 Fall semester: Monday and Tuesday
 Spring semester: Wednesday, Thursday, Friday

Those full-term academic courses taught by part-time faculty and full-time faculty teaching overloads on Mondays and Tuesdays in the fall are the courses shortened by the college flexible calendar program. The flex obligation of those affected faculty would be equal to the number of hours that each teaches on those particular days.

EXAMPLE

FALL SEMESTER

Teacher X

Teaches 3 hours on Monday-flex obligation is 3 hours.

Teacher Y

Teaches 2 hours on Monday and 3 hours on Tuesday--
 flex obligation is 5 hours

Teacher Z

Teaches 3 hours on Wednesday and 6 hours on Friday--
 flex obligation is 0 hours

SPRING SEMESTER

Teacher X

Teaches 3 hours on Monday--flex obligation is 0 hours.

Teacher Z

Teaches 3 hours on Wednesday and 6 hours on Friday--
 flex obligation is 9 hours.

Teacher XX

Teaches 4 hours on Thursday--flex obligation is 4 hours.

RATIONALE

There has been a great deal of confusion as to the definition of a day, resulting in inconsistent application from college to college. Normal business practice does not equate a day to a 24-hour working period. Rather, a work day is a period of time for which an employee is accountable to the employer during

any given calendar day. Therefore, all references to a day should be related to what constitutes an academic work day for each individual instructor regardless of how many hours the college offers classes on any one day.

The actual number of classroom hours plus out-of-classroom hours of responsibilities for full-time faculty varies from instructor to instructor and from semester to semester. Therefore, there must be some method of accounting that allows for consistency and ease of administration based on the average amount of hours being released

3. WHEN FLEXIBLE CALENDAR HOURS MAY BE PERFORMED

Flexible calendar hours can be utilized by faculty for instructional improvement anytime during the fiscal year, July 1 through June 30 (title 5, section 55720 (a)).

Flexible calendar activities may range from individually planned activities to take place at any time outside the individual faculty member's accountable hours to district or campus-wide instruction- free days for the purpose of large-scale, in-service activities agreed upon by local shared governance processes.

EXAMPLE

If a faculty member is not scheduled to teach or hold office hours on Thursday afternoons, he or she should be allowed to attend an activity, or work toward the completion of his or her individual calendar obligation during this time.

Ideally, flexible calendar programs should allow for freedom of choice by individual staff members. Activity days requiring attendance should only be done by agreement of all parties through a local shared governance process.

RATIONALE

The intent of the legislation is that the flexible calendar program be optimally flexible. This is accomplished by allowing campus participants to design a program that meets the individual needs of students, staff, and the institution. These needs are determined through an assessment process which is required by title 5, section 55730(a) and (b).

The scheduling of activities at any time during the fiscal year and any time outside the accountable hours also facilitates the intent of the law. Flexible scheduling enables faculty and staff to participate in workshops when the opportunity arises rather than on arbitrarily scheduled days. Flexible scheduling would facilitate faculty/staff participation in development activities during the summer or throughout the academic year. These activities could include research

projects spanning an academic year, summer workshops, articulation programs with feeder schools, provision of special orientation sessions for students, or other professional and instructional improvement activities.

There can be two focuses to the flexible calendar—benefit of the individual staff member and/or for the institution as a whole. There should be adequate time to allow for any individual to perform activities which will best suit his or her needs. However, time may be needed for interaction among staff for the purposes of communication or coordination of effort.

The validation and evaluation of change are more meaningful through the use of individual contracts with measurable objectives and a plan for change in classroom instruction. In addition, large-scale programs that attempt to target the improvement of faculty in one or two-day activity sessions are less meaningful to participants and are more difficult to validate.

4. HOURLY CREDIT FOR ACTIVITY PARTICIPATION

A. FACULTY WHO ARE LEARNERS

Faculty should receive one hour credit for each hour of participation in an approved flexible calendar activity.

B. FACULTY WHO ARE PRESENTERS

Faculty who present flexible calendar activities should receive additional hours to accommodate their preparation time. A presentation is one where the individual is involved in the planning and delivery of an activity meant to disseminate factual knowledge or to facilitate specific skill development and/or competencies. Delivery formats could include but are not limited to workshops, seminars, and panel presentations.

The specific amount of additional time allotted to presenters should be determined by the campus flex committee.

EXAMPLE

Three hours of flex credit per one hour of an initial campus presentation.
3 credit x 2 hour presentation session = 6 flex credit hours

Repeat Presentations-

Two hours of flex credit for every one hour of a campus presentation.
2 hours credit x 2 hour presentation session = 4 flex credit hours

RATIONALE

The intent is to create an accounting process to facilitate consistency in administration. The allocation of additional hours of credit for a presentation is meant to acknowledge the time those individuals provide in preparation. Also, the additional hours of credit may serve as an incentive for faculty to share their expertise with colleagues.

5. FLEXIBLE CALENDAR PROGRAM ACTIVITIES

A. ACTIVITY FORMATS

The time allowed for faculty to obtain flexible calendar credit is limited to those activities designed to improve a college's staff, student, and instructional program (title 5, section 55724 (a) (4)). Professional development activities intended for instructional improvement can be delivered in many formats including:

- a. in-service training
- b. workshops
- c. conferences
- d. seminars
- e. individual or small group planned projects
- f. institutionally planned activities

B. KINDS OF ACTIVITIES

The following list of development and instructional improvement activities are intended as a guide and not intended to be limited to these activities. It should be noted that some activities can address more than one category.

1. STAFF IMPROVEMENT

- Developing new programs (e.g., a workshop on designing curriculum/ programs)
- Faculty and counselor meetings to address areas of concern (e.g., academic advising, prerequisites, referring students for services)

- Faculty and staff (e.g., tutors, lab assistants) meetings to improve learning resource support services to students
- Workshops on how to mentor students or how to mentor faculty
- Orientation/education (e.g., new faculty; role of the academic senates; training students, staff, and faculty to serve on committees; changing role of technology in education)
- Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conferences, cultural diversity seminars, multicultural activities)
- Meetings designed to improve a cohesive working relationship among members of the group (e.g., departments, divisions, committees, mixture of college constituencies)
- Workshops on how to write grants
- Workshops or individually designed activities to improve or enhance a person's skills or knowledge in his/her own discipline
- Wellness activities that assist individuals to be physically and mentally better able to perform their jobs (e.g., humor in the workplace, stress reduction, self-defense, nutrition, exercise, weight reduction)
- Learning a second language to better communicate with the diverse student population
- Disaster preparedness (e.g., district procedures, first aid, review of facilities to determine areas of need)
- Improving or learning how to deal with computers and technology

2. STUDENT IMPROVEMENT

- Teaching a class in shortened format during a flex period
- Developing a new program to meet changing student needs
- Faculty and staff (e.g., tutors, lab assistants) meetings to improve services to students
- Review of learning resource materials to eliminate out-dated items and

make recommendations for additions

- Creating self-study modules and/or computer-assisted instruction
- Student advising (e.g., academic advising of students by faculty)
- Mentoring of students
- Faculty participation in student orientation programs
- Matriculation services (e.g., special orientation for ESL students, workshops in specific disciplines for students with undecided majors)
- Meetings (department/division/college-wide) specifically to discuss strategies for improving service to students
- Institutional research focused on meeting the needs of the students (e.g., job market surveys, transfer ratios, ethnicity data on students, gender equity, campus climate)
- Writing grants aimed to improve services to students
- Articulation to improve transfer processes
- Outreach for special projects (e.g., Math, Engineering, and Science Achievement [MESA] program)
- Conducting special workshops for students (e.g., understanding the college schedule, transfer requirements, setting academic goals)

3. INSTRUCTIONAL IMPROVEMENT

- Attending workshops on teaching methods or techniques (e.g., classroom-based research training; Instructional Skills Workshops (ISW); local, regional, national Great Teachers Seminars)
- Development or revision of programs, course curriculum, learning resources and evaluation.
- Developing a new course
- Modifying an existing course to comply with changing institutional or discipline requirements (e.g., changing theories in a discipline, articulation with transfer institutions, critical thinking, multiculturalism, writing across the curriculum)

- Significant modification of a course to address the learning needs of diverse students (e.g., creating self-paced learning modules)
- Developing student readiness programs specific to course disciplines
- Faculty and counselor meetings to address areas of curriculum
- Review of learning resource materials to eliminate outdated items and recommend additions
- Creating self-study modules and computer-assisted instruction modules
- Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conferences, cultural diversity seminars, multicultural activities)
- Departmental or division meetings to discuss overall curriculum and program review
- Institutional research (e.g., job skill requirements, research on transfer ratios, ethnicity data on students and staff, gender equity, campus climate)
- Grant writing to secure funds for improvement of instruction

All activities should be linked to the comprehensive plan for staff development and to the goals and objectives of the flexible calendar program. In addition, the staff development plan and the flexible calendar program should be linked to the goals and mission of the college. The flexible calendar program is primarily intended to facilitate faculty improvement of the instructional program. However, any institutionally planned activity should be made available to other college staff as well (title 5, section 55724 (a)(5)).

RATIONALE

The focus of activities during flexible calendar time is interpreted to mean all those activities leading toward improvement of the instructional program. In some cases, it is appropriate to involve other college personnel, in addition to faculty, to facilitate improvement in an area of need. The preparation required to teach or perform the services on a day-to-day basis--such as grading of student papers, preparing class lectures, attending regularly scheduled department or division meetings--are a part of an individual's professional obligation, and consequently, do not meet the purpose of the flexible calendar program. However, stepping to a higher level, looking at the course or program as a

whole, and then making major revisions does meet the intent of improvement of instruction.

6. FUNDING FOR FLEXIBLE CALENDAR ACTIVITIES

Staff development funds (Education Code section 87150 et. seq.) may be used to pay for appropriate flexible calendar activities.

RATIONALE

The Community College Faculty and Staff Development Fund is provided to support locally developed and implemented faculty and staff development programs. Since flexible calendar program activities are part of a campus faculty and staff development program, use of these funds is appropriate. For further information on the use of these funds, contact the Chancellor's Office.

7. COORDINATOR FOR THE FLEXIBLE CALENDAR PROGRAM

There should be a coordinator for the flexible calendar program for each college. This individual should be a faculty member. The selection of the coordinator should be handled through the shared governance mechanism.

A. DUTIES

The coordinator should report directly to the academic senate and be responsible for the overall planning and implementation of the flex calendar. The duties would include record keeping and chairing of the next calendar advisory committee.

B. TERM OF OFFICE

The coordinator's term of office should be sufficient for development of the knowledge and abilities necessary for the job and provide for continuity in leadership. There should be a process for developing specific job criteria, review, and reappointment which is implemented through local shared governance structures. These processes should include orientation and training of incoming coordinators.

C. INSTITUTIONAL SUPPORT

The coordinator should receive sufficient reassigned time to handle the responsibilities of the job. Also, there should be adequate clerical support, equipment, and supplies to accomplish the necessary requirements of the program.

RATIONALE

The flexible calendar program represents time removed from the classroom for the purpose of instructional improvement and professional growth. The types of activities that will best serve faculty are also best understood by faculty. It should be recognized that the flexible calendar program is an academic and professional matter that falls under title 5, section 53200 (b), which states that the governing boards rely primarily upon the academic senate. The coordinator for flexible calendar activities—as opposed to the overall staff development program of which flex is a component—should maintain a direct link with the faculty. This can best be accomplished if the coordinator is a member of the faculty. This individual should be a part of the staff development structure and accountable to the academic senate for the development of programs that serve the faculty.

8. ADVISORY COMMITTEE FOR THE FLEXIBLE CALENDAR PROGRAM

An advisory committee for the flexible calendar program, composed of faculty, students, administrators and other interested persons, is a district responsibility (title 5, section 55730(e)). Membership should be broadly based and representative of the institution. Terms of office for members of the committee should be arranged to provide for continuity. The advisory committee is responsible for making recommendations on staff, student, and instructional improvement activities (title 5, section 55730(e)). The recommendations should be based upon a comprehensive planning process that includes needs assessment and evaluation. The comprehensive planning process should be determined by the local shared governance mechanism. The advisory committee may assist the flexible calendar coordinator in the tasks necessary for implementation of the flexible calendar program.

RATIONALE

The advisory committee is called for in title 5 and is a critical link in the development of activities which meet the needs faculty. The responsibilities of the committee will vary in each district, depending upon the district's size and staff development organization. The advisory committee expands the faculty's opportunity to shape the flexible calendar program.

The flexible calendar program is meant to allow faculty the time to improve instruction and pursue those activities which constitute professional growth. Through the use of an organizational structure which supports assessment, planning, record keeping and evaluation (title 5, section 55730 (a through e)), the needs faculty can be met. An appropriate level of institutional support to the committee and its coordinator is critical to effective use of this time. The amount of

support should be decided locally, based upon the size of the district/college and the extent of its flexible calendar program.

9. INDIVIDUAL FACULTY CONTRACTS

Each faculty member is responsible for the development of his or her individual plan for professional and/or personal growth for the purpose of instructional improvement (title 5, section 55726(a)). This individual plan may encompass any combination of individually designed activities, institutionally planned workshops, conferences, and/or academic courses. These activities must be appropriate within the regulations that govern the flexible calendar program (title 5, section 55724 (a) (4) (A through G)).

The plan should include;

- Measurable objective(s) that the faculty member anticipates accomplishing during the time period.
- A statement that relates the objectives to the intent of the flexible calendar program (staff, student, and/or instructional improvement).
- A list of activities to carry out the stated objectives.
- The number of flexible calendar program hours needed to complete individual activities.

The approval of individual faculty plans should be accomplished by a peer review process as determined by each college through its shared governance process.

Plans for each academic year should allow for faculty to complete activities at any time during the fiscal year including times that they are not scheduled to work. However, individual faculty plans should be completed within the fiscal year in which they are proposed. Faculty members should be able to modify their plans in the event of schedule changes.

Faculty should not be subject to attendance mandatory activities or days unless agreed to by a shared governance process. Such days may be useful for governance and housekeeping purposes, but they are of little value to the development needs of individual faculty. Therefore, they must be used sparingly or they become counterproductive.

RATIONALE

Title 5 (section 55726) mandates the development of an agreement between the local district and any employee designated to participate in staff, student, and instructional improvement activities; in lieu of classroom instruction; or other normal faculty activities. The format and provisions for this agreement should be developed collegially and locally. While these local agreements will vary from college to college, there are two provisions which should universally prevail.

(1) Faculty should decide which activities are appropriate to replace time.

(2) Plans proposed by faculty should be reviewed and monitored by faculty.

10. EVALUATION

A comprehensive evaluation of flexible calendar program activities should occur (title 5, section 55730(d)) on a consistent basis as determined through shared governance mechanisms. A comprehensive evaluation process incorporates four different levels, ranging from basic to advanced. The following chart lists the four levels, type of evaluation, and a description of each level.

Type	Description
Reaction	Determines what participants think about the program or activity.
Achievement	Measures participants' achievement. Determines whether facts, skills or knowledge were attained.
Behavior	Determines if participants have modified their on-the-job behavior and are using the information obtained through the program or activities.
Impact	Measures whether training has had a positive impact on the organization including student outcomes, improved morale, etc.

Each college should determine, through its own collegial processes, its own configuration of individuals responsible for conducting the evaluation of flexible calendar program activities.

However a college decides to conduct its comprehensive evaluation of flexible calendar program activities, it must include faculty involvement in each step of the evaluation. To assure appropriate quality, participating faculty must obtain a working knowledge of "formal" evaluation procedures. Appropriate training is offered by a number of state and national development organizations. Lack of such training should not be a deterrent to the initial appointment of a coordinator.

RATIONALE

*Continued legislative support of the flexible calendar program will depend upon the ability of districts/colleges to document results. Consequently, the impact of flexible calendar program activities can only be known through the implementation of a comprehensive evaluation process. The four-level process suggested above is only one form of a **comprehensive** evaluation process. Colleges may choose to implement an alternative methodology based upon individual college requirements. To coordinate or organize a comprehensive evaluation process, such as the four-level process referred to above, requires that individuals have some knowledge of research methods, descriptive statistics, and quantitative measurement methods. Individuals who do not possess the knowledge or skills should be provided the opportunity to attend sessions on evaluation offered by organizations such as 4C/SD, FA CCC, Academic Senate, CCLC, NCSPD and NISOD. If possible, evaluation of the flexible calendar program should be conducted as part of the overall staff development program. However, at colleges where the structure of the program does not foster this relationship, then the flexible calendar program could be evaluated separately.*

11. CHANCELLOR'S REQUIREMENTS FOR ESTABLISHING OR MAINTAINING A FLEXIBLE CALENDAR PROGRAM

A. NEW PROGRAM

A community college district may, with the approval of the Chancellor, designate up to 8.57 percent (15 out of 175 days) of flexible time per year (title 5, section 55720(b)). The number of days are determined locally but should be determined by a shared governance process.

The request for approval should contain:

- A complete description of the calendar configuration.
- The days of instruction and evaluation, which will meet the requirements of the 175-Day Rule.
- The number of days during which instructional staff will participate in staff, student, and instructional improvement in lieu of regular classroom instruction. Mandatory days must be negotiated and agreed upon through the local bargaining process.
- The kinds of activities which college personnel will be engaged in during their designated staff, student, and instructional improvement days.

- A certification that all College personnel," as defined in an approved plan, will be involved in at least one of the authorized activities." (title 5, section 55724(a)(5)) Note that the inclusion of specific College personnel designated to participate in flex activities should be determined by shared governance process.
- A certification that the district will carry out its on-going responsibilities under title 5, sections 55730 and 55724 (a).

B. ONGOING PROGRAM

Once a district has established a flexible calendar program, the following is required to ensure effective use of resources.

- Perform an annual update of its survey (needs assessment) of the most critical staff, student, and instructional improvement needs in the district.
- Carry out a plan of activities to address those critical needs.
- Maintain records on the description, type and number of activities scheduled and the number of district employees and students participating in these activities.
- Evaluate annually the effectiveness of conducted activities and update the plan to reflect needed changes.
- Hold regular meetings of an advisory committee composed of faculty, students, administrators and other interested persons to make recommendations on kinds of instructional improvement activities.
- Provide documentation of these activities to the Chancellor upon request.

C. ATTENDANCE REPORTING

Districts with approved flexible calendar operations are to report:

- The total hours of teaching time which instructors were required to teach.
- The total faculty contact hours (credit and noncredit) of instruction for which flexible calendar program activities are being substituted.
- 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.

- Any additional data as deemed necessary by the Chancellor to compute FTES adjustment (title 5, section 55728 (b)).

Definition of Terms

4-1-4 - refers to a nontraditional calendar configuration where fall semester classes start in August and end in December. Spring semester starts the end of January and ends in May. This calendar schedule leaves a large block of time for development activities during the month of January.

4C/SD - California Community College Council for Staff Development.

ACADEMIC WORK DAY - Number of hours during a day that a faculty member is contractually obligated to complete in performance of duties to a college (e.g., instruction, office hours, other duties).

BANKING - Refers to the carry-over of time spent on activities appropriate for flexible calendar beyond the number required by the institution for any one year to the next fiscal year.

EVALUATION - To determine the significance or worth of a program by careful appraisal or study.

FACCC - Faculty Association of California Community Colleges.

FACULTY DEVELOPMENT - A process that seeks to promote professional and individual growth and development of college personnel directly or indirectly involved with students.

FLEXIBLE CALENDAR PROGRAM ACTIVITY - An activity designated as student, staff, and instructional improvement and is in-lieu-of-instruction for which the college is being reimbursed by the state.

FLEXIBLE CALENDAR PROGRAM DAY - A designated day or hours out of the instructional calendar to conduct student, staff, and instructional improvement activities.

FLEXIBLE CALENDAR PROGRAM - Allows California Community Colleges to use one to fifteen days of state-mandated 175-day instructional year for faculty development.

FTES (Full-time equivalent student) - An alternate unit of funding that specifies a net rate allocation based upon a workload measure as an index to determine the amount of funding a district will receive.

INSTRUCTIONAL IMPROVEMENT - any educationally related activity that enhances the ability of instructors to teach and students to learn.

INSTRUCTIONAL METHODS - Strategies for teaching and monitoring the progress of that teaching.

IN-SERVICE - Training going on or continuing while one is fully employed.

MEASURABLE OBJECTIVE - Something toward which effort is directed.

NCSPOD - National Council for Staff, Program and Organizational Development.

NISOD - National Institute for Staff and Organizational Development

NEEDS ASSESSMENT - A survey conducted on a periodic basis to gather information from faculty, staff, and students in order to determine the importance and priority of instructional improvement activities.

PERSONAL DEVELOPMENT - Activities which promote a sense of well-being and enhance one's personal, interpersonal and communication skills and knowledge. In addition, includes those activities leading to improved working relationships with students and staff both in and out of the classroom. Also relates to those activities which enhance an individual's physical and mental ability to perform his or her job.

PROFESSIONAL DEVELOPMENT - Activities which add knowledge and skills to an individual's discipline, career, or vocation intended to improve performance on the job. These activities also provide a discipline revitalization of professional direction and focus.

SEMINAR - A formal group reaming activity convened for the interchange of knowledge, usually dealing with one specific topic.

SHARED GOVERNANCE MECHANISM OR PROCESS - Refers to the locally designed process to provide the means through which all membership of the academic community--students, faculty, administration, and classified--can participate effectively in the orderly growth and development of the college.

STAFF DEVELOPMENT - A process that seeks to promote professional and individual growth and development of college personnel directly or indirectly involved with students.

TEACHING METHODS - Strategies for presentation and facilitation of learner interaction.

WORKSHOP - A brief intensive instructional program for a relatively small group of people that emphasizes participation in problem solving.

APPENDIX A

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.

APPENDIX B

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 under 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 officer 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 funds 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.

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.

APPENDIX C

TITLE 5, CODE OF REGULATIONS

TITLE 5, CODE OF REGULATIONS sections 55700 through 55732, provide revisions regarding administration of a flexible calendar program. These sections current as of March 2007 follow:

ARTICLE 1 – 175-DAY MINIMUM ACADEMIC CALENDAR

SECTION 55700. SCOPE

The provisions of this article pertain to changes made on or after July 1, 1982, to any traditional academic year calendar consisting of at least 175 days of instruction and evaluation. The conversion to a flexible calendar operation is not addressed by the provisions of this article, rather, the provisions of Article 2 (commencing with Section 55720) govern the flexible calendar options.

SECTION 55700.1. STUDIES ON A QUARTER, TRIMESTER BASIS OR FLEXIBLE CALENDAR

At the request of a community college district, the Chancellor may approve a program of studies on a quarter system or a trimester basis, or a flexible calendar.

SECTION 55702. APPROVAL OF CHANGES

(a) Prior to any change in academic year configuration, including the addition, deletion, shortening or lengthening of any term, the governing board of a district shall obtain the approval of the Chancellor.

(b) Requests for approval shall be made on a form provided by the Chancellor, and shall address:

(1) A complete description of the calendar configuration;

(2) The district's ability to comply with the 175-Day Rule as provided in Section 58142; and

(3) The educational implications, positive and negative, of the proposed change.

(c) The Chancellor shall approve a requested change in academic year terms if it is found that:

(1) The state aid implications of the requested change have been addressed; and

(2) The district will be able to comply with the 175-Day Rule; and

(3) The change in configuration is consistent with the continued delivery of quality education.

ARTICLE 2 – FLEXIBLE CALENDAR OPERATIONS

SECTION 55720. OFFERING CLASSES UNDER FLEXIBLE CALENDAR; ACCOUNTABILITY OF EMPLOYEES UNDER CONTRACT FOR 175 DAYS; 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 intersession.

SECTION 55722. SCHEDULING 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).

SECTION 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 requirement of the 175-Day Rule (Section 58120 of this part).
- (3) The number of days during which the 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 district 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 the law.

SECTION 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.

SECTION 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 55729.

SECTION 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 inter-sessions, 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 inter-sessions.

(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.

SECTION 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 student participated 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.

SECTION 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 of this Part;

(b) Periodically review documentation from selected districts to determine whether they are in compliance with the provisions of Sections 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 carry out responsibilities specified in Section 55726.

(3) failed to meet its ongoing responsibilities as specified in Section 55730.

APPENDIX D
CHANCELLOR'S OFFICE
FLEXIBLE CALENDAR PROGRAM CERTIFICATION DOCUMENTS

CALIFORNIA COMMUNITY COLLEGES
FACULTY & STAFF DEVELOPMENT FLEXIBLE CALENDAR PROGRAM
FISCAL YEAR CERTIFICATION

Due: _____

District: _____

College: _____

- Check this box if the college does not participate in the Flexible (Flex) Calendar Program and sign below.

FLEX CALENDAR COORDINATOR (PLEASE TYPE OR PRINT)

Name: _____ **Job Title:** _____

E-Mail: _____ **Phone:** _____

Total Number of Flex Calendar Days Scheduled for FY: _____

REQUIRED CERTIFICATION

This college is in compliance with the following requirements of title 5, sections 55726, 55728, and 55730:

- Agreements and records are maintained for each employee who performs flex activities in lieu of classroom instruction. The number of hours of flex activities is at least equal to the classroom hours from which the employee is released, plus associated hours of out-of-classroom responsibilities (55726).
- Attendance accounting data as requested, for purposes of calculating the flex adjustment, are reported to the Chancellor's Office Fiscal Services Unit (section 55728).
- An assessment of needs and a plan of activities are developed annually (section 55730).
- Records of participation are maintained and evaluation is conducted annually (section 55730).
- A flex advisory committee including faculty, students, administrators, and other interested persons meets regularly to make recommendations (section 55730).

Continued on next page.

DATA VERIFICATION

Each district reports data in the California Community Colleges Management Information System. The flexible calendar program element is reported under College Calendar Day Data Element Set as Data Element Dictionary number CC05 - COLLEGE-CALENDAR-DAY-FLEX-STATUS. As the flexible calendar coordinator, one should work closely with the district's information systems staff to assure accurate reporting and submission to the state MIS of the actual number of days during which instructional staff will participate in staff, student and instructional improvement activities in lieu of part of regular classroom instruction.

SIGNATURE INDICATES CERTIFICATION

Flex Calendar Coordinator
Date

Chief Business Officer (or designee)
*Date***PLEASE SUBMIT COMPLETED DOCUMENTS TO:**

System Office, California Community Colleges
 Attn: Academic Affairs Division
 1102 Q Street
 Sacramento, CA 95814-6511



District: _____

College: _____

Date: _____

System Office - California Community Colleges

FLEXIBLE CALENDAR COMMITTEE - FISCAL YEAR

Name	Title	Faculty (F), Administration (A), or Classified Staff (C)



System Office - California Community Colleges

District: _____

College: _____

Date: _____

FLEXIBLE CALENDAR PROGRAM ACTIVITIES LIST - FISCAL YEAR

Title 5, Article 2, section 55724 details the activities which college personnel may be engaged in during designated staff, student and instructional improvement days (Flexible Calendar Program). Activities may include, but need not be limited to, the nine categories listed below. Under each category, in the space provided, please assign Flexible Calendar Program activities to one of the nine statutory categories listed. ***Supporting documentation should be retained at the local level.***

Course instruction and evaluation

Staff development, in-service training and instructional improvement

Program and course curriculum or learning resource development and evaluation

Student personnel services

Learning resource services

Related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty and staff diversity

Departmental or division meetings, conferences and workshops, and institutional research

Other duties as assigned by the district

The necessary supporting activities for the above



ASCCC Executive Committee Agenda Item

Month: March

Year: 2024

SUBJECT: CCC 2024 Reimagine Apply Task Force

DESIRED OUTCOME: It is recommended the Executive Board discuss and provide input on the subject.

CATEGORY: Discussion

REQUESTED BY: LaTonya Parker

STAFF REVIEW: Carrillo

Item No: IV.D.

Attachment: Yes

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: February 14, 2024 Reimagine Apply Task Force - Accenture offices in downtown Sacramento [Reimagine Apply website](#)

Task force create a more welcoming front door for our students joining California Community Colleges. (State of the art commercial based application design)

Goals: The goals of Reimagine Apply are to improve the user experience, support equitable access, improve data accuracy, and protect against and mitigate fraud through a systematic redesign of a new student-centered application process and supporting system architecture.

ASCCC Representative Role: As a member Task Force, the ask is to...

- Bring your best thinking and participation to our Task Force meetings.
- Provide timely and relevant information.
- Create opportunities for stakeholder involvement and feedback.
- Communicate back to your constituencies to create awareness and provide understanding of the respective efforts.

Future Sessions:

- Wednesday, March 13, 2024- Remote Application Governance
- Wednesday, April 10, 2024- Remote Target State Refinement

- Wednesday, May 15, 2024- Remote Roadmap

ASCCC Representative LaTonya Parker Ed. D. Meeting Summary

February 14, 2024 Reimagine Apply Task Force - Accenture offices in downtown Sacramento

[Reimagine Apply website](#)

Task force create a more welcoming front door for our students joining California Community Colleges.

(State of the art commercial based application design)

Reimagine Apply Goals: As you may know, the goals of Reimagine Apply are to improve the user experience, support equitable access, improve data accuracy, and protect against and mitigate fraud through a systematic redesign of a new student-centered application process and supporting system architecture.

Your Role: As a member of the Task Force, we ask that you...

- Bring your best thinking and participation to our Task Force meetings.
- Provide timely and relevant information.
- Create opportunities for stakeholder involvement and feedback.
- Communicate back to your constituencies to create awareness and provide understanding of the respective efforts.

Task Force Kick-Off:

Feb 14, 2024 | *Valentine chocolates!*

10-4pm Task Force Meeting

4-6pm Happy Hour

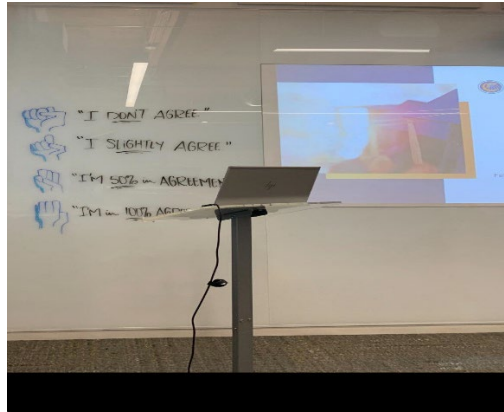
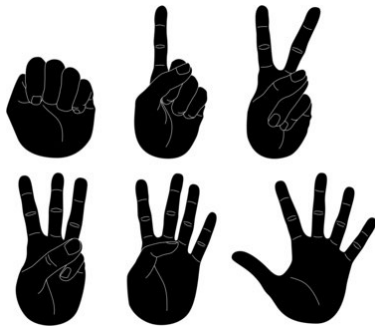
Accenture Office, 1610 R Street, Room #204/205 Sacramento, CA 95811

Future Sessions:

- Wednesday, March 13, 2024- Remote Application Governance
- Wednesday, April 10, 2024- Remote Target State Refinement
- Wednesday, May 15, 2024- Remote Roadmap

Welcome & Intros

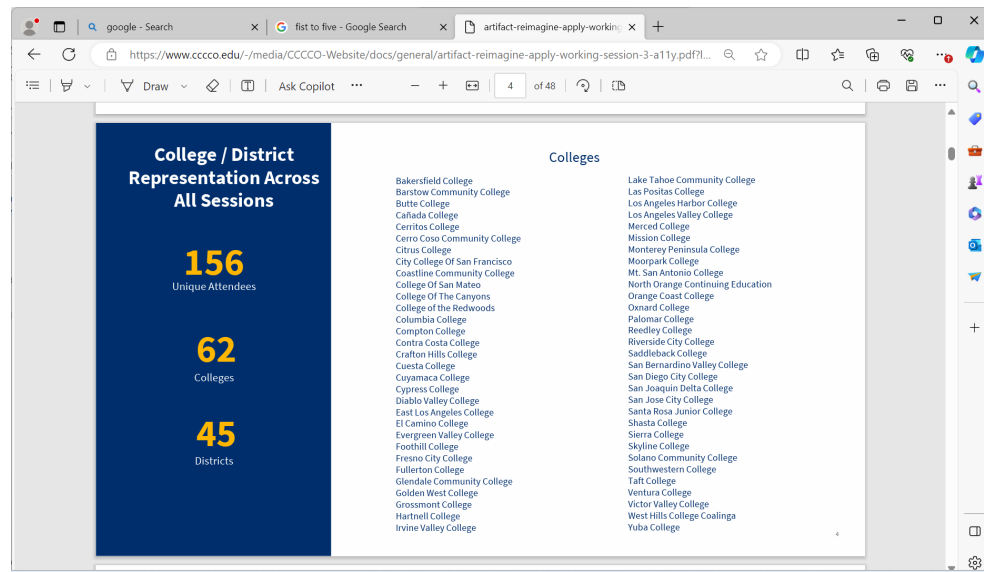
Fist to Five



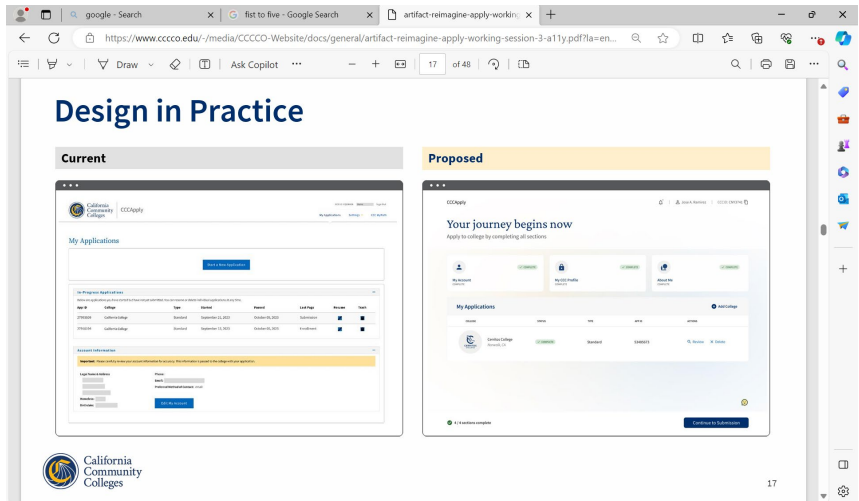
- What's Not on Your Resume Skill (Connection Activity)
- Why you think the Reimagined Apply work is important? (Connection Activity)
 - Access and success from community to college students. As a counseling faculty member, the onboarding experience is often one shared by students. Selected to be here as the ASCCC representative.
 - Application includes inclusion example terminology and already working on the application terminology.
 - “We are here to lend perspective & experience to create a more accessible & inclusive application process which facilitates success for all students” LaTonya & Annie (SSCCC)
- Goals & Task Force Guiding Principles [Task-Force-Vision-Purpose-Principles.pdf \(cccco.edu\)](#)
 - Task Force Purpose The purpose of the CCCApply Task Force is to support the development of a new student admissions system that improves the user experience, balances equity concerns, and protects against and mitigates fraud. The new student admissions system will consider industry practices and explore innovative approaches to address the unique challenges and opportunities that the California Community College system must consider. The resulting admissions system will be one that is intuitive, inclusive, and secure, providing a best-in-class, first impression to our future students. 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 in the system. 6. Innovative: willing to challenge assumptions and think beyond the status quo.

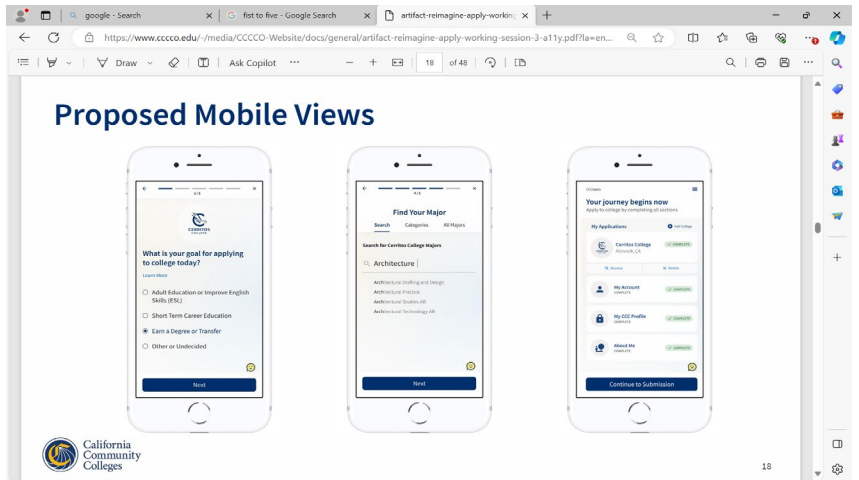
- How we got here-PowerPoint Presentation Garrick, Erica & Sami
 - Data
 - Constituents



- Student Input (What We Did, What We Found & What We Recommend)
- Design Approach (What We Did, What We Found & What We Recommend)



- Proposed Mobile View



- What We Heard from Students
- The Overall CCCApply Journey
 - Current State Student Input
 - Mobile Friendly
 - Purpose of Requirements
 - Clear Section Labels
 - Progress Tracking
 - Scannable
 - Applicant Journey -Completing CCC Apply
 - 1) Navigate to CCCApply
 - 1.5) Paper Application
 - 2) Account Creation
 - 3) Starting the Application

- 4) Applicant Needs Support
 - 5) Additional Support Required
 - 6) App Submission
 - 7) Nudge Applicants
- Stakeholder Journey -CCC Apply Setup
 - 1) Update Terms & Major
 - 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 campaign can be tailored for common application issues
 - 5) Set Up Campaigns
 - CRM tools offer click configuration, removing the need to code
 - 6) Configure Campaigns
 - Mechanical touchpoints can be configured into a comprehensive campaign
 - 7) Run Campaigns
 - Stakeholders can turn campaign on and off at the click of a button
 - Stakeholder Journey: CCC Apply Setup Friction Points
 - Stakeholder Journey: Post Submission
 - 1) Screen for Fraud- *Multi-layer fraud detection minimizes manual review to only the most suspicious actors*
 - 2) Send Acceptance Notifications
 - 3) Determine Residency & MMPS
 - 4) Continue Targeted Outreach
 - 5) Data Flows to Colleges
 - 6) Residency & MMPS Review

- Stakeholder Journey: Friction Points that Need More Attention
 - 1) **Residency Determinations**-Consider forming a dedicated Residency working group w/ A&R and Residency SMEs who can revisit key elements of Residency Determination, such as residency algorithm inputs and residency questions. (Team of individuals identified)
 - 2) **Manual Fraud Screening**-There is opportunity to understand the various fraud mitigation efforts that colleges have in place, particularly exploring the specific responsibilities and activities that college A&R and/Financial Aid staff conduct. (Team of individuals identified)

Note: *CCCCO Working with legislature to understand Calendar of Change, collaborations that need to happen and resources needed to support the work*

Emerged Themes

- **Activity Create Post or The New York Times Headline**-It's 2030, What would an aspiring CCC student post about the CCC apply process?
 - **Think Tank Activity – Wind Helping Us Move Forward**
 - **Achor Held Us Back**
 - **Future Risk Ahead**
- Flip the Achor to Solution – Opportunity of Compass Point***
- What are your top three take-aways from today?

Note: Reviewed Mock Version; Accessibility Design; Who are the students being left out?; CCC Apply Tool; AI Support; Returning Students & Application; Duplicate Applicants; Connecting with High School Data/Data Privacy



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2024
SUBJECT: ASCCC 2022 Tax Return Filing
DESIRED OUTCOME: The Executive Committee will discuss and provide any feedback or questions on the ASCCC 2022 tax return filing.
CATEGORY: Discussion
REQUESTED BY: Mica/ Stewart Jr.
STAFF REVIEW: Carrillo

Item No: IV.E.
Attachment: Yes
Urgent: No
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

All tax-exempt organizations are required to submit a Form 990 to the Internal Revenue Service each year. The requirement to file a Form 990 is a condition for maintaining tax-exempt status. Furthermore, nonprofit organizations are required to make their Form 990s available to the public on request. The ASCCC submits its Form 990s to Guidestar, which posts information about nonprofits (<http://www.guidestar.org/Home.aspx>).

The ASCCC engages a tax preparer, Next Level Accounting & Tax, to complete the form. The Executive Committee is being asked to review the information on the tax return, prior to submitting the electronic filing. The tax form deadline for filing is May 15.

The following formula was approved by the Executive Committee in March 2018 to calculate the weekly hours for representatives, found under Part VIII of the form.

- Calculations were based on the Reassignment Time Percentages for 2022-23.
- Assumption was the "purchase" of 30 units or 100% of time is equivalent to 9 months.
- Standard annual hours in one year = 2080 hours. 9 months of hours (75%) = 1560 hours.
- Annualized: 1560 hours/52 weeks = 30 hours per week average for an individual with 100% of their time reassigned.
- Pres & VP - 30 hour per week, plus summer = 40 hour per week

The Executive Committee will discuss and provide any feedback or questions on the ASCCC 2022 Tax Return Filing.



ASCCC Executive Committee Agenda Item

Month: March

Year: 2024

Item No: IV.F.

SUBJECT: Board of Governors/Consultation Council

Attachment: None

Urgent: No

DESIRED OUTCOME: The Executive Committee will receive an update on recent Board of Governors and Consultation Council meetings

Time Requested: 15

CATEGORY: Discussion

TYPE OF BOARD CONSIDERATION

Consent/Routine:

REQUESTED BY: Aschenbach/Vélez

First Reading:

Action:

STAFF REVIEW: Carrillo

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](#)



ASCCC Executive Committee Agenda Item

Month: March

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.G.

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.



ACADEMIC SENATE for California Community Colleges

LEADERSHIP • EMPOWERMENT • VOICE

RESOLUTIONS COMMITTEE

2024-01-16

TIME 10:00am-11:30am

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 - 10:05am

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

II. Check-In: **Erik checked in with the committee to see how everyone's break was**

III. Adoption of the Agenda - **No objections to adoption of the agenda**

IV. Minutes Volunteer - **Robert**

V. [Meeting minutes from 2023-12-07](#)

No objections to adoption of the minutes.

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. Area A resolutions committee member - **Committee is deciding to forgo addition of**

- another committee member.**
- b. Schedule resolutions meetings for spring (**Committee established dates for Spring 2024**)
 - c. Spring 2024 resolutions timeline - **Erik reviewed the resolutions timeline for Spring 2024 - see below:**
 - i. Feb 20 (T) by noon: Proposed pre-session resolutions from the Executive Committee and ASCCC Committees are due
 - 1. Feb 21 (W): Mar agenda items due
 - 2. Feb 28 (W): Agenda sent out 10 days ahead of Mar Exec meeting
 - ii. Mar 8 (F): Draft pre-plenary resolutions packet reviewed by Executive Committee at Mar meeting
 - iii. Mar 15 (F): Pre-plenary resolutions packet sent to the field (1 week before area meetings)
 - iv. 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)
 - v. Apr 4 (R): Plenary Resolutions packet sent to the field (2 weeks before first day of plenary)
 - vi. Apr 15 (M): Delegate certification/release forms due to ASCCC via events@asccc.org (Mon before plenary)
 - vii. Apr 18 (R) 1:45pm-ish: New resolutions and amendments due (Thu of Plenary)
 - 1. 5:30pm-6:00pm mandatory contact session
 - viii. Apr 19 (F) 1:00pm-ish: Amendments and urgent resolutions due (Fri of Plenary)
 - 1. 1:00pm-1:30pm mandatory contact session (requested later) - **requesting a later time to give the committee time to prepare before this session**
 - d. Spring 2024 resolutions process
 - i. Update from Jan ASCCC Executive Committee Meeting - **executive committee discussed the changing nature of the resolutions process pre and post covid. Recommendation is to have a webform for submission of resolutions, so the committee must focus on a method where formatting is best preserved. Suggestions were google form, google docs, survey monkey. Exec also discussed requiring alignment with the ASCCC strategic directions. It was suggested that we require 10+1 alignment and make strategic directions optional.**

Mark is suggesting that we align the resolutions categories to the 10+1. However, there are some senate purviews that do not fall under 10+1 but are instead given to faculty through other areas of Title 5 and Ed Code such as hiring and MQs, equivalency, etc. The recommendation is to update the categories, especially since some of the categories seem not to be used. Mark is suggesting that we pilot new categories this Spring 2024 so that the changes are happening during the same term as the other changes we are making this year. This could lead to the field being able to always think of alignment of the resolutions with senate purview which could lead to a more intentional resolution process.

Microsoft forms may be a way to get around formatting issues seen in google forms. Erik will look into securing a microsoft form account for the resolutions committee.

Delegate certification form. Mark brings up that there were delegates present who were not on the eligibility list given to the resolutions committee. Reconciliation process? How can we obtain the final eligibility list of delegates? And remind folks to turn in delegate form? Have the president address this in the state of the senate speech to assist a multi pronged approach to getting to a finalized and certified delegates list.

Find ways to best use the members of the committee to fill in any gaps of function. Especially if there is a more extensive packet any given term. Assign all committee members to a task.

Make sure we implement the very useful resolutions document that Mark created that allows everyone (including the President) to keep track of the unique and sometimes confusing order that the resolutions are being addressed. Make sure the document is accessible on the resolutions page. Make sure that we order printed copies for the in-person attendees. Should it be part of the final packet for debate? Yes. Make sure to provide instructions to how the document is to be used and why it exists. Include the explanation of the form in the resolutions powerpoint and during the Area Meeting presentation.

- ii. Static resolutions webpage - **discussed with the executive committee**
- e. Resolutions handbook update—[editable draft](#) for comment - **Committee is considering a Friday in-person working meeting after plenary in order to complete the handbook update.**
 - 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](#)
- f. T-shirts
 - i. Designs—[Ex1](#), [Ex2](#) in [T-shirt designs folder](#)
 - ii. Timeframe—Order by end of Mar at the latest **Erik will order design 2 for the committee**

IX. Future Projects

- a. Proposed resolutions
- b. Rostrum ideas

X. Other Topics / Future Agenda Items

- a. Your brilliant ideas here!

XI. Announcements

- a. Future Resolutions Meetings
 - i. Tue Jan 16, 2023 10:00am-11:30am
- 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](#)

XII. Adjournment
Adjourned at 11:34am

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.



DATA AND RESEARCH COMMITTEE

2024-01-24

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—2 nd Chair	X
Juan Camacho	X
Sharyn Eveland	X
Jeffrey Hernandez	
Katie Krolkowski	X
Ginni May	X
Erica Menchaca	
June Yang	
Gina Lam	

II. Adoption of the Agenda

III. Minutes Volunteer

IV. [Minutes from 2023-11-29](#) approved

V. Data and Research Committee Resources

- a. [Google shared Data and Research Committee folder](#)
- b. [ASCCC Data and Research Committee webpage](#)

VI. Discussion Items

- a. 2024 Spring Plenary presentation topics
 - i. Session ideas? Who is attending? Ideas for presentations, possible RP Group presentation. Fall 2023 Data presentation went well. Possible Webinar, data talks not well attended. Provide a way to entice faculty to attend.
- b. Possible presentation/webinar on collaborations involving faculty and researchers/research offices
 - i. Collaborate with the RP Group?
- c. Data literacy workshop series in collaboration with RP Group
 - i. Wireframe notes generated by 2022-2023 DRC & RP Group The information from the Wireframe notes, the ideas in the document provides a starting point to ask for the right data in order to see what is happening. This provides a good framework for plenary sessions or webinars. Spurious correlation. Possible title: "Who needs denominators?"
- d. Note: Webinars & presentations are approved by the Executive Committee, including dates, times, and presenters (agenda due date is today!)
- e. In-person meeting in Mar/Apr
 - i. Perhaps Los Angeles Valley College near Burbank airport
 - ii. Possible Fri dates to start the conversation: Mar 15, Mar 29, Apr 5, Possible dates, is Mar 29 with backup of April 5, 11-3 to be held in Los Angeles, possibly LAVC
 - iii. Area meetings are Mar 22 (virtual) and plenary is Apr 18-20 in San Jose

VII. Current Projects

- a. ASCCC event surveys—update on 2023 Fall Plenary pilot survey
 - i. Survey responses from the new, streamlined survey, Look at Surveys
 - ii. Draft goals for other events: Faculty Leadership Institute, Curriculum Institute, ...
 - iii. What would be helpful to know to improve ASCCC events?
 - iv. How to systematically analyze survey results?
- b. ASCCC committee surveys
 - i. Executive and standing/other committee self-evaluations
 - ii. Resource: Periodic Review Report April 26, 2021
- c. Assigned resolutions (additional details below in VIII)
 - i. Resolution priorities

VIII. 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
- IX. Future Projects
 - a. Proposed resolutions
 - b. Rostrum ideas
- X. Other Topics / Future Agenda Items
 - a. Your brilliant ideas here!
- XI. 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](#)
- XII. 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



Educational Policies Committee

DATE: Monday January 29, 20214

TIME: 4:00pm-5:30pm

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 4:00pm

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

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

Caught up with each other at this first meeting of the new year.

Prompt: Share something you did during the current winter break? And/or share something you are excited about or would like to do this coming term. Can be professional or personal.

- 3) Procedural
- Reminder about our [Community Agreements](#)
 - Adoption of Agenda
 - Process of Minutes and committee review expectations
 - [Ed Pol Committee Website](#)
 - [Shared Committee Folder](#)

Chair provided procedural reminders of the minutes process and provided a brief overview of the agenda for today’s meeting.

- 4) Standing Committee Meeting Dates (4pm -5:30pm) via [ZOOM](#)
- Fall 2023: ~~9/18, 10/16, 11/13, 12/11~~
 - Spring 2024: 1/29, 2/19, 3/18, 4/15, 5/13
- 5) [Assigned Resolutions Tracking Document](#)- Linked as Reference
- [2022-2023 Ed Pol Committee End of the Year Report](#)
 - [ASCCC Adopted Resolution Database](#) (Searchable by topic and committee)
- 6) AI Faculty Toolkit Draft – Continued Work/Discussion
- [Jamboard](#) Results from Fall 2023 Plenary Session
 - [Spreadsheet](#) of suggestions provided for discussion

c. Equity Considerations:

- Resource: [Algorithms of Oppression: How Search Engines Reinforce Racism](#) by Safiya Umoja Noble
- Algorithmic Justice – ajl.org

Chair provided an overview of the progress on the AI Faculty Toolkit, including organizing ideas received into a spreadsheet. Plan to use the next meeting as a workshop meeting. Reminder to use asset mindset language when writing. Many ideas on the Jamboard from the Plenary session were shared and reviewed. Will review, discuss, and develop broad categories.

Discussion about the levels of proficiency/expertise on AI from those that contributed these ideas. There were faculty with various levels of expertise that contributed. Perhaps part of the introduction will include discussion of some of these details and possibly misunderstandings of AI.

First pass of quickly assigning categories to each idea from the Jamboard input.

Brief discussion on academic integrity/cheating and how to phrase using asset mindset and being student centered. Possible framework: Use AI as a tool and not a crutch.

Chair introduced a discussion on equity in AI. AI has intrinsic biases. Idea of algorithmic justice is developing around these very issues.

Resource: [Algorithms of Oppression: How Search Engines Reinforce Racism](#) by Safiya

There are a number of new books around these ideas:

- Design Justice (about technology)
- Against Reduction (about computers and how we interface with them)
- Everybody Lies (about big data)

Readings and resources will be provided in the toolkit.

At the next meeting, we will continue looking at ideas/suggestions in the other tabs of the brainstorming [Spreadsheet](#), place them into categories, and work on next steps.

- 7) Rostrum Topics & Drafts (next submission due to ED March 3rd)
 - a. [Referred Resolution on Academic Freedom](#) (Reese)
 - b. 3rd Party Software/Resources : Data Privacy and faculty role (Knudson)
 - c. Eminence (Howerton)

Next submission is March 3rd.

Checked in with Kandace and she informed the committee that there will be a complete draft by the next meeting.

Academic Freedom: ASCCC Status Update

History? Political climate has reignited the academic freedom discussion; lack of clarity;

Both of these demonstrate a need to update the field.

Accreditation requirement includes having a policy.

Rostrum will help provide a common understanding to the field.

Perhaps connect with students' rights in AF and tie with accreditation, which might be an idea for how to end the article.

Because AF is not in code or regulations, interpreted differently locally. Codify AF protections so that they do not disappear.

Chair also developing a rostrum article on eminence.

- 8) Announcements
 - a. [Upcoming ASCCC Events](#)

- Executive Committee Meeting – Feb 9-10, 2024 Santa Clara Marriott
 - [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

Chair reminded committee members of the upcoming ASCCC events.

9) Future Agenda Topics

10) Group Debrief & Adjournment

The next meeting is on Feb 19 and will focus on updating the AI toolkit and collecting input. Meeting adjourned at 5:25pm

Status of Previous Action Items

A. In Progress

- a. Outline AI Faculty Toolkit
- 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



ACADEMIC SENATE for California Community Colleges

LEADERSHIP • EMPOWERMENT • VOICE

RESOLUTIONS COMMITTEE

2024-02-06

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 - **9:04am**

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

II. Check-In

III. Adoption of the Agenda - Agenda Adopted

IV. Minutes Volunteer - **Robert volunteered to take minutes**

V. [Meeting minutes from 2024-01-16](#)

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 - **No changes today, Erik will update for next meeting**

- i. Feb 20 (T) by noon: Proposed pre-session resolutions from the Executive Committee and ASCCC Committees are due
 - 1. Feb 21 (W): Mar agenda items due
 - 2. Feb 28 (W): Agenda sent out 10 days ahead of Mar Exec meeting
 - ii. Mar 8 (F): Draft pre-plenary resolutions packet reviewed by Executive Committee at Mar meeting
 - iii. Mar 15 (F): Pre-plenary resolutions packet sent to the field (1 week before area meetings)
 - iv. 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)
 - v. Apr 4 (R): Plenary Resolutions packet sent to the field (2 weeks before first day of plenary)
 - vi. Apr 15 (M): Delegate certification/release forms due to ASCCC via events@asccc.org (Mon before plenary)
 - vii. Apr 18 (R) 1:45pm-ish: New resolutions and amendments due (Thu of Plenary)
 - 1. 5:30pm-6:00pm mandatory contact session
 - viii. Apr 19 (F) 1:00pm-ish: Amendments and urgent resolutions due (Fri of Plenary)
 - 1. 1:00pm-1:30pm mandatory contact session (requested later)
- b. Spring 2024 resolutions process
- i. Static resolutions webpage
 - ii. Webform **facilitated by office team**
 - iii. [Draft submission template](#) for upload as part of webform
 - 1. What would be most helpful to guide resolution/amendment writers? **Brief Overview Handout complete with sample templates and example complete resolution. Erik presented a draft to the committee. There was a suggestion to provide a very short video on how to do strikethroughs and underlining required for amendments. Krystinne suggested a one-minute tutorial that is already on YouTube and placed the link in the chat.**
 - iv. ASCCC Executive Committee to [discuss updating resolution categories](#) to align with the ASCCC purview at Feb meeting this week - **Categories are still open for edits. Krystinne spoke with staff and it is suggested that we also change the category numbers to avoid recategorizing past resolutions which might result in past resolutions being assigned to wrong new categories. If the executive committee approves we will move forward on this work. Committee continued to improve on the new categories.**
- c. Resolutions handbook update—[editable draft](#) for comment
- i. Streamline—What are the essentials? **It was recommended that we model the Resolutions Handbook similar to the Local Senates Handbook with Chapters that would allow for the writing process as well as the operational aspects to be included within the same handbook. It was also recommended that we include an introduction. Suggestion to include a graphic flow chart for a quick overview and a dictionary of terms as well.**
 - 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? **Discussed working through the summer to complete the handbook.**

- iv. [Resolutions Standard Operating Procedures Google doc](#)
 - d. T-shirts
 - i. Will order design [Ex2](#) in [T-shirt designs folder](#)
 - ii. Timeframe—Order by end of Mar at the latest
- IX. Future Projects
 - a. Proposed resolutions
 - b. Rostrum ideas
- X. Other Topics / Future Agenda Items
 - a. Your brilliant ideas here!
- XI. Announcements
 - a. Future Resolutions Meetings
 - i. Tue Mar 5, 2024 9:00am-10:30am
 - ii. Tue Apr 2, 2024 9:00am-10:30am
 - iii. Tue May 7, 2024 9:00am-10:30am
 - iv. Possible in person meeting for Resolutions Standard Operating Procedures
 - b. Events
 - i. Executive Committee Meeting – Feb 9-10, 2024 (Santa Clara)
 - ii. Curriculum Regionals
 - 1. Feb 24 Santa Ana College
 - 2. Mar 1 College of the Sequoias
 - 3. Mar 2 De Anza College
 - iii. Executive Committee Meeting – Mar 8-9, 2024 (LA Mission/Burbank)
 - iv. Area Meetings – Mar 22, 2024 (Virtual)
 - v. Executive Committee Meeting – Apr 17, 2024 (San Jose)
 - vi. 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.



CVC-OEI Advisory Committee Minutes

Wednesday, November 29, 2023

3:00 PM - 5:00 PM

Attendees:

Members

Marina Aminy, Debbie Angeles, Wendy Bass, Lisa Beach, Ted Blaker, Geoffrey Dyer, John Feist, Marsha Gable, Carlos Guerrero, Christopher Howerton, Carlos Lopez, Kate Mueller, Benny Ng, Sharon Oxford, Jessica Proctor

Others

Brandon Gainer, Andrea Hanstein, Itzel Sanchez, Valerie Senior, Michelle Smith, Mike Vogt

1. Call to Order (Dyer & Mueller)

3:04pm Call to Order by Geoffrey Dyer

2. Approval of Minutes: October 2023 (Dyer & Mueller) Please review the minutes prior to the meeting (located in Basecamp)

- Faculty members represent ASCCC.
- No objections. Approved the minutes of correction by unanimous consent.

3. CVC Exchange Update (Aminy & Vogt)

a. Current Data

- Cypress and Fullerton Colleges were celebrated in person for being the 49th and 50th Teaching Colleges.
- College of the Redwoods (55th) went live Wednesday, November 29th, 2023
- Cross-enrollments- 21/22: 1,523 and 22/23: 6,586
- Rancho Santiago CCD: Went live last Summer and has the highest enrollment> Foothill-De Anza is in second place (1,006)> The single college with the highest enrollment is Chaffey College went live in Fal 2021 (889)
- Since 2020, we had more than 100,000 enrollments
- More than 24,250 students search for online sections (physics, statistics, and calculus), but not much inventory

- The most searched general education requirement is ethnic studies, with more than 1,300 students searching since the Summer 2022
- From July 1-Oct1, 2023, 113,132 students found an online course via CVC Exchange's course finder and then applied directly to the college
- In less than a year, Teaching Colleges went from 16 to 48, representing a 200% increase in implementation

b. Feature Enhancements & Upgrades

- Michelle Smith is working with the Chancellor's Office and will help the CVC with student services issues related to CVC Exchange implementation. She worked with the CVC while the admissions director at Bakersfield College.
- Email to subscribe support@cvc.edu
- <https://cvc.edu/category/cvc-exchange-release-notes/>
- November Updates
 - API and script information so seat count logic will include an active waitlist
 - Improvements to the eTranscript sending process (now including Home College FICE code sent with student record)
 - Information on upgrading TouchNet to email student payment receipts from Teaching College's email domain
- eTranscripts
 - Transcripts are not being sent from Teaching Colleges to Home Colleges
 - Home Colleges do not evaluate transcripts until students contact admissions
 - Prerequisite requests are not being reviewed for weeks until students reaches out to CVC
 - ADDRESSING ISSUE: reaching out individually to colleges and clearing outstanding requests
 - The process is working but is very labor-intensive and unsustainable as more Teaching Colleges go live
 - We are aiming for 15k+ more colleges will go live

c. Prerequisite Clearance & Transcript Processes d. Financial Aid Integration

- Hosted a robust discussion with the Consortium in September; DE coordinators want to help but requested several resources such as:
 - Sample copies of Exchange transcripts
 - Script with talking points to use when working with student services
 - Video resources showing processes

- Colleges made changes to improve processes (time to evaluate) > colleges creating a better process. For example, Chaffey College created an effective process for transcripts
- BREAKING NEWS!
 - CVC is working with Parchment to automate the transcription process for Teaching Colleges.
 - Beginning in spring 2025, the Exchange will automatically initiate transcript requests for all cross-enrolled students
 - This will automate sending transcripts through eTranscript CA, significantly improving the existing process that requires a manual “unsolicited” transcript process = no more delays!
 - Why haven't we done it? Processing bills (implementation fees)
 - Work with Parchment for a flat fee → The more students/enrollments there are, the cheaper it gets
- Questions:
 - Lisa Beach: Admin. Panel- Consider asking what reports are needed for own knowledge to make sure the information people look for is provided (what data is needed for improvements).
 - Geoffrey Dyer: Is the flat fee coming from the grant? Yes.
 - Wendy Bass: More support for students to find the courses they need.

4. ASCCC Resolution: Revival of the CVC-OEI Proctoring Network for Online Classes (Dyer & Aminy)

[SSCCC Resolutions : Documents : Student Senate for California Community Colleges](#)

- 13.03 F23 Revival of the CA Virtual Campus-Online Education Initiative
 - Online Proctoring Network:
 - Removed from the scope in Spring 2023; however, colleges encouraged to use each other as a resource.
 - Online Courses on the Exchange
 - Only courses with no in-person requirements should be coded as “online” in the CVC- Exchange
 - Courses with in-person proctoring requirements were removed in Spring 2023.
- Coding= The modality of class schedule (hybrid/online/in-person)
 - Example: Santa Ana coded in-person requirements and showed up on CVC Exchange> created tickets with students panicking> Communicated

with the college to change the codes so students are no longer; as a result, classes were moved to online

- Students struggled with transportation
- OFI (Online with Flexible In-person) requirements need to be clear to avoid confusion
- Ideas:
 - Collecting data
 - Question template needed for DECO
 - Survey for colleges due to different systems
 - Concern: Not everyone responds to getting input from the faculty
 - Colleges should follow guidelines
 - Creating a community of practice for faculty
 - Authentic assessments
 - Share project-based learning strategies

5. @ONE Grant Update (Aminy, Gainer & Tirado)

a. Local POCR

- Work Plan Objectives/Deliverables:
 - Offer at least three selections of the Peer Reviewer training in the Fall/Spring.
 - Maintain 19 in-progress colleges and support completion of certification
 - Add ten new POCR colleges

b. Spring Programming

- Spring courses are scheduled to open for registration on November 28
- Classes are still free; 26 sections offered
- Hosting OER course registration on our site
- Currently working on interviews for facilitators who can lead the Spring webinars, which will take place in February-May 2024
 - Authentic assessments
 - Equity culturally responsive pedagogy anti-racism

c. Facilitator Pool

- The pool of 60 facilitators is large but inconsistent
- A diverse range of disciplines but heavily weighted toward humanities
- POCR (1.5), ECRT (15), and TTT (13) have the most trained
- Plans in development to improve the pool
 - Cross-training facilitators to lead multiple preps
 - More widely sharing the facilitator application
 - Reviewing recruitment and interview process

- Exploring creating an annual class schedule for @ONE for 24-25
- Working with the Chancellor's Office and ASCC to include pedagogical strategies for the inclusion/support of LBTQG+ students
- Updating student services courses in collaboration with Meanth Health and Wellness Association (MHWA) and CCCCCO
- Working with consultant

6. Wrap-Up & Closing (Dyer & Mueller)

- Quick summary from today's meeting
 - Great discussion- a successful meeting!



California Community Colleges

Assessment Advisory Committee

January 26, 2024
9:00 to 11:30 am PT

ORDER OF AGENDA

Item 1.1- Guided Placement and Self Placement (Facilitated by Jessica Jonson and Katherine Chin of Buros Center for Testing)

- 1) Overview **An overview of our process was shared and outlined the two questions that we would address during this meeting.**
 - a) **What GP/SP measures or practices need to be reviewed and why is a review needed?**
 - b) **Do additional guidelines for GP/SP review need to be developed?**

- 2) Reviewing CCCCCO ESL Guided-Placement/Self-Placement: Central Questions **Prior to discussing the two questions, our group reviewed the documents below and discussed various definitions and clarifications.**
 - a) What GP/SP measures or practices need to be reviewed and why is a review needed?

Documents for review to prepare for discussion:

Summary of relevant guidance from CCCCCO Memos (attached)

- April 15, 2019 - *AB 705 Guided and Self-Placement Guidance and Adoption Plan Instructions*
- September 26, 2019 - *Credit English as a Second Language Guidance*
- June 23, 2020 - *Emergency Guidance for AB 705 Implementation*
- November 30, 2020 - *Equitable Placement (AB 705) Validation of Practice Data Reporting*
- February 3, 2021 - *Equitable Placement (AB 705) ESL Adoption Plan Submission*
- November 17, 2021 - *Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans*
- December 12, 2022 - *Local English as a Second Language (ESL) Placement Assessments Assessment Advisory Committee Review*
- May 22, 2023 - *Required Action - AB 1705 Validation of Equitable Placement, Support, and Completion Practices for General Education and Non-STEM Programs*

Summaries of ESL GP/SP Practice

- *AB705 Implementation Survey ESL Focus: Summary of results from AB705 Implementation Survey (Fall 2018) -**This was before the COVID-19 Pandemic***
https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Publications/AB705_Implementation_Survey_ESL_Final.pdf
- *RP Group Summary Report of GP/SP information submitted and certified by colleges in 2021*
<https://docs.google.com/document/d/1S-NcxzqPo-VTtcCDD0ojZTgRsIH8CU95/>

After a summary of these documents, there was a discussion on various aspects of the process of GP or SP and the challenge of evaluating a tool if there is not a direct connection between placement and where a student enrolls. Also, how approval review expands beyond ESL and how some definitions were developed before COVID. Where are we creating barriers and are we providing support for students to know what we are asking them to demonstrate? In addition, local college processes vary (e.g. the number of attempts, etc.)

There has been some submitted examples that reinforces a need for some clarification (or additional guidance). There is a responsibility of the chancellor's office to learn what is actually being done in the field for placement for ESL, math, and English to ensure compliance to law.

Student behaviors, items, process, and challenges with research were considered in our diverse discussion. Also, to understand what biases may exist with placement. Consideration of some additional guidance may be developed.

- b) Do additional guidelines for GP/SP review need to be developed?

Documents for review:

CCCCO GP/SP Guidance Documents

- January 2022 RP Group – *Emerging Practice in ESL Guided Self-Placement*
(<https://files.eric.ed.gov/fulltext/ED619092.pdf>)
- August 2018 ASCCC – *The Basics of Guided Self-Placement*
([https://asccc.org/sites/default/files/The%20Basics%20of%20Guided%20Self 8 30 2018final.pdf](https://asccc.org/sites/default/files/The%20Basics%20of%20Guided%20Self%208%2030%202018final.pdf))

External Guidance Documents

- June 2022 Center for the Analysis of Postsecondary Readiness – *Reviewing the Research on Informed Self-Placement: Practices, Justifications, Outcomes, and Limitations*
(<https://ccrc.tc.columbia.edu/media/k2/attachments/informed-self-placement-today.pdf>)

Dr. Jonson (Buros) reviewed the above documents with the committee as a refresher. In our discussion there was acknowledgement of the various resources and breadth of practices across the system as it relates to GP and SP. Questions discussed included what data would the chancellor's office need? What is being done at the local levels? How is the implementation of guidance and links to local practices for review and awareness.

Item 1.2 Other Items

- c) Extending Approval for Accuplacer and local assessments – ***1 year extension for college and districts to still be able to use Accuplacer as they are following up on their update and resubmission for our 2024 cycle. BOG has approved the CASAS recommendation.***
- d) Next meeting: March 7th, 2024 1:00 – 3:30 PT ***-the committee also discussed possible tentative meeting dates for fall 2024 for training and review to be in person.***

****Persons requesting reasonable accommodations should notify assessmentadvisory@cccco.edu no less than five working days prior to the meeting**

Attachment 1:

AAC and EPS&C Memos: Guidance on Guided Placement and Self Placement **[AB 705 Guided and Self Placement Guidance and Adoption Plan Instructions, April 15, 2019](#)**

GUIDED AND SELF-PLACEMENT GUIDELINES

- AB 705 (Education Code §78213) requires that a district placement method for mathematics/quantitative reasoning and English may be based upon guided placement, including self-placement, if a student's high school performance data, including self-reported data, is not available or usable with reasonable effort. Districts must follow Title 5 §55522 in the development of a guided placement method. District placement methods based upon guided placement, including self-placement, shall not:
- District placement methods based upon guided placement, including self-placement, shall not:
 - Incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or
 - Request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.
- Colleges are also encouraged to explore guided or self-placement models for credit ESL. The restrictions on guided and self-placement that are outlined in Title 5 §55522 do not currently apply to ESL.
- In developing the guided and self-placement methods for your community college district, it is important to be mindful of the following definitions:
 - Guided Placement: A process or a tool used to encourage a student to reflect on his or her academic history and educational goals that may include the student evaluating their familiarity and comfort with topics in English or mathematics. After completing the process, students will receive their course placement.
 - Self-Placement: The process in which a student chooses their placement after consideration of the self-assessment survey results and other relevant factors.
- GUIDED PLACEMENT, INCLUDING SELF-PLACEMENT ADOPTION PLAN FOR ENGLISH AND MATHEMATICS/QUANTITATIVE REASONING INSTRUCTIONS
 - The Chancellor's Office is providing provisional approval for districts that opt to develop guided placement and self-placement methods that requires Chancellor's approval. If this is the case, the district must collect data to demonstrate that students benefit from the guided and self-placement models implemented. Data reported shall include throughput and successful pass rates, and the college's placement results (e.g., the number of students assessed, the number of students placed into the colleges curricular offerings in English and mathematics/quantitative reasoning, and whether concurrent support was recommended, disaggregated by race and ethnicity). Districts will be allowed no more than two years to innovate and validate their own guided and self-placement methodologies; however, districts will be required to provide a preliminary report on their validation data after one year of implementation.
 - All community college districts are required to submit a detailed description of the guided and self-placement methods implemented. In a multi-college district, colleges

may opt to implement different GSP methods. If this is the case, a separate form should be submitted. Districts must complete the attached form and submit their guided and self-placement methodologies no later than July 1, 2019 to AB705submittals@cccoco.edu.

Credit English as a Second Language Guidance, September 26, 2019

Assessment and Placement for ESL: Two Different Stages Colleges must make an assessment process available for the credit ESL sequence at the college. There are two stages to assessment for English Language Learners (ELLs):

- Stage 1: Consistent with the initial guidance of CCCCO memorandum AA 19-20 (April 2019), colleges must advise students who have four years of U.S. high school information that they have the right to direct access to transfer-level coursework and academic credit ESL. In addition, students who have fewer than four years of U.S. high school information must be advised that they have the right to access academic credit English as a Second Language (ESL) coursework or be directed to the college's English multiple measures prerequisite challenge process. This process is a local determination.
- Stage 2: Determine placement into the appropriate level of the college credit English as a Second Language (ESL) coursework. AB 705 allows students to be placed into credit ESL sequences using multiple measures which may include a variety of assessment tools. "...assessment" means the process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

Prerequisites and Guided Placement (Including Self-Placement) as They Relate to Credit ESL

Guided placement (including self-placement) has shown promise in guiding students to the pathway of English or credit ESL. Upon determination of the ESL pathway, students should engage in the college ESL placement process, which may include a language assessment as one of the evidence-based multiple measures. Once a student is in the sequence, the local credit ESL prerequisite policy governs the student's progress through the credit ESL sequence. Colleges are advised of the following:

- At the time of this communication, title 5 regulations regarding placement for ESL have not been finalized; current regulations apply solely to the English and math pathways. A two-year viability study is under way to analyze placement data.
- Students who enter the credit ESL sequence will follow that sequence with the option of challenging prerequisites in accordance with the college's policies.
- Students who receive an unsatisfactory grade in a credit ESL course will follow the ESL sequence in accordance with the college's course repetition policies. A student cannot enroll in a course for which they have not met the prerequisite, whether the prerequisite is initial placement via multiple measures or a satisfactory grade in the prerequisite course.

- Compliance with AB 705 does not eliminate prerequisites for transfer-level composition or credit ESL leading to transfer-level composition.
- Colleges should review and update their ESL policies and practices as appropriate. They should ensure these policies are implemented and advertised for ESL students in the same manner as policies for English and mathematics.

Emergency Guidance for AB 705 Implementation, June 23, 2020

- **Extending the One-year Validation of Guided Placement or Self-placement Processes for English or Math to December 30, 2020**

- The Chancellor's Office previously provided provisional approval for districts that plan to employ a guided placement or self-placement method that requires Chancellor approval. Under title 5, section 55522, if the adopted methodology incorporates sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, it requires Chancellor's Office approval. If this is the case, the district must collect data to demonstrate students benefit from the guided placement or self-placement model implemented, including but not limited to throughput and successful pass rates, and the college's placement results. Districts will be allowed no more than two years to innovate and validate their own guided placement or self-placement methodology, supporting the needs of their local student population. Toward that end, districts are required to provide a preliminary report on their validation data after one year of implementation, which would have been due this spring. This deadline is extended to December 30, 2020. Additional guidance is forthcoming detailing the process for submission.

Equitable Placement (AB 705) Validation of Practices Data Reporting, November 30, 2020

- **One-year Preliminary Validation of Guided Placement or Self-placement Processes**

The Chancellor's Office previously provided provisional approval for districts that plan to employ a guided placement or self-placement method that requires Chancellor approval. Under title 5, section 55522, if the adopted methodology incorporates sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, it requires Chancellor's Office approval. If this is the case, the district must collect data to demonstrate students benefit from the guided placement or self-placement model implemented, including but not limited to throughput and successful completion rates, as well as the college's placement results and students' initial enrollments in the discipline. Districts are allowed no more than two years to innovate and validate their guided placement or self-placement methodology, supporting the needs of their local student population. Toward that end, districts are required to provide a preliminary report on their validation data after one year of implementation, which would have been due spring 2020. This deadline was extended to December 30, 2020 with additional guidance detailing the process for submission forthcoming. This memorandum serves as that additional guidance.

As per title 5, section 55522(c)(1)(C): A district placement method may be based upon guided placement, including self-placement, if a student's high school performance data is not available or usable with reasonable effort. District placement methods based upon guided placement or self-placement, shall not: (i) incorporate sample problems or assignments, 188

assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or (ii) request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

To support that data collection and submission process, the Chancellor's Office has prepared the enclosed Equitable Placement Validation of Practices data template. Colleges are to review the flow chart in tab zero and follow the prompts for question 3 to enter data for English and/or math guided placement or self-placement processes (detailed instructions are provided in the template).

Equitable Placement (AB705) ESL Adoption Plan Submission, February 3, 2021

- Given the COVID-19 emergency, the AB 705 ESL adoption plans originally due July 1, 2020 were extended to July 1, 2021 (reference memorandum [ES 20-24 Emergency Guidance for AB 705 Implementation](#)). This guidance memorandum provides details on how to submit those adoption plans.
- Under title 5, §55522.5 *English as a Second Language Placement and Assessment*, ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English composition within a three-year timeframe of declaring a transfer- or degree-seeking goal. Adoption plans should explain the placement method, the evidence to be collected, and why the college/district believes it will be effective.
- Per title 5, §55522.5 (b)(2), students who have acquired a United States high school diploma or the equivalent should be placed according to §55522. Therefore, colleges'/districts' adoption planning and implementation will primarily focus on ESL students without a U.S. high school diploma or U.S. high school data (e.g., international students, adult immigrants, refugees, and F1 Visa students).
- Colleges should collect and review evidence on the effectiveness of their ESL placement including student completion of degree or transfer requirements in English (or equivalent ESL courses) via their campus research offices and make the data available to ESL departments to determine the best placement options for credit ESL, consistent with title 5, §55512. While local practices may have been in flux over the past year, this is a long-term (2-year) plan starting fall 2021 of how you will assess, place, and support your ESL students. This is not a report of what you have done in the past or how practices have shifted during COVID-19. That said, colleges/districts should glean from lessons learned during COVID about establishing flexible processes and procedures given the uncertainty of the pandemic and other yet unknown emergencies that could arise.
- Attached to the memo was the ESL Adoption Plan Implementation Guide, ESL Adoption Plan Form, and Adoption Plan Glossary of Terms defining assessment, guided placement, and self-placement among other related terms.

Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans, November 17, 2021

- In March 2019, title 5 regulations were approved creating section 55522 English and Mathematics Placement and Assessment, which established high school performance data

as the primary means for placement in English and mathematics (or quantitative reasoning), including self-reported high school performance data. In these regulations, colleges were provided with three options for English and math placement methods:

1. Any Chancellor's Office placement method (i.e., the high-school GPA default placement rules established in 2018)
 2. A district placement method based upon local research using high school performance data, supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate)
 3. **A guided placement process**, including **self-placement**, if a student's high school performance data was not available (or usable with reasonable effort)
- Under title 5, §55522(c)(2), placement methods must be designed to maximize the probability that students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree will enter and complete transfer-level (or the required college-level) coursework in English and mathematics (quantitative reasoning) within one year of initial enrollment in the discipline. Placement methods must not place students in a remedial sequence or pre-transfer coursework in English or math unless (A) the student is highly unlikely to succeed in the transfer level course; and (B) enrollment in pre-transfer-level (or the required college-level) coursework will improve the student's likelihood of completing transfer-level courses in one year.
 - As per title 5, §55522(c)(1)(C): A district placement method may be based upon guided placement, including self-placement, only if a student's high school performance data is not available or usable with reasonable effort. District placement methods based upon guided placement or self-placement, shall not:
 - (i) incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or
 - (ii) request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

[Local English as a Second Language \(ESL\) Placement Assessments Assessment Advisory Committee Review, December 12, 2022](#)

- If your college uses **any local ESL placement assessments** your college must compile the data, information, and research study plans required per the ESL Assessment Standards and submit your written report, organized into one pdf document, **by February 1, 2023** using this link: [Link to Submission Form](#). This current review **does not include guided or self-placement processes**, but rather ESL placement tests (currently approved assessments can be found [here](#)). All currently approved tests must be resubmitted for review and any new tests colleges would like to use that are not presently approved for use must also be submitted for review. Resubmissions of currently approved tests should follow the guidelines for new submissions (given the time that has elapsed since the last approvals).
- Guided/Self-Placement: This current review does not include guided or self-placement processes, as guided and self-placement processes should not include tests/exams. Per Education Code, §78213, subd. (c)(7)(C) and subd. (c)(7)(D):

- (C) A community college may use guided placement or self-placement to direct English language learners who are not United States high school graduates into credit ESL programs and shall maximize the probability that students in credit ESL programs enter and complete transfer-level English within a timeframe of three years. (D) District placement methods based upon guided placement, including self-placement, shall not do either of the following: (i) Incorporate sample problems, assignments, assessment instruments, or tests, including those designed for skill assessment. (ii) Request students to solve problems, answer curricular questions, present demonstrations and examples of coursework designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.
- Given the broad definition of assessment in Education Code, much of what colleges include in a guided or self-placement process will be validated at a later time. The Chancellor’s Office will work with the Assessment Advisory Committee to design a review and validation process.

[Assembly Bill 1705 Implementation, December 23, 2022](#)

CHANGES TO PLACEMENT INCLUDING GUIDED PLACEMENT OR SELF-PLACEMENT

Education Code §78213, subd. (c) clarifies issues with placement that arose during implementation of AB 705. New items are integrated into previous AB 705 mandates. Here are highlights of the new additions:

1. Colleges are still required to use high school transcript data to place students into English and math coursework, for which the AB 705 requirement to use multiple measures is replaced with the clarification that, “using high school grade point average as a composite of student performance over multiple years of high school coursework is a sufficient use of multiple evidence-based measures.” (Ed. Code, §78213, subd. (c)(4).)
2. A new addition prohibits colleges from requiring students to repeat coursework completed in high school. “The multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning.” (Ed. Code, §78213, subd. (c)(3).)
3. Multiple measures placement into transfer-level coursework is further clarified as transfer-level coursework that satisfies requirements for the student’s academic goal. “The multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.” (Ed. Code, §78213, subd. (c)(3).)
4. Colleges must use self-reported high school information when transcript data is not available; this is **not optional** but required. (Ed. Code, §78213, subd. (c)(6).)
5. Colleges may use guided placement or self-placement for students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information; however guided placement and self-placement must now meet the same placement standards used with multiple measures. Specifically, “the placement and enrollment resulting from the guided or self-placement method shall maximize the probability that students enter and complete transfer-level mathematics and English coursework that satisfies a requirement of the intended certificate or

associate degree or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.” (Ed. Code, §78213, subd. (c)(7).)

Guided placement and self-placement shall not result in placement or enrollment below the transfer-level or into transfer-level coursework that does not satisfy requirements for the student’s program of study.

Required Action - AB 1705 Validation of Equitable Placement, Support and Completion Practices for General Education and Non-STEM Programs, May 22, 2023

- REQUIRED ACTIONS #3 AND #4, CONCURRENT SUPPORT, AND GUIDED PLACEMENT As of July 1, 2023, colleges should also be in compliance with Required Actions #3 (non-repetition of high school math), #4 (appropriate use of non-credit), as well as the additional actions regarding concurrent support and guided placement processes described in the AB 1705 Implementation Guide. These actions do not involve validation efforts and are therefore not the subject of this memo.



Agenda

Subject	LGBTQ+ Advisory Committee Meeting
Date	February, 9 2024
Time	9:00–10:30 a.m.
Location	Via Zoom: https://foundationccc-org.zoom.us/j/89705952056

SCHEDULE

LGBTQ+ Summit 2024

Registration Numbers

Registration cap increased to 1,500, with over 800 registrations already received.

Still need more moderators to sign up for presentations

There is a scheduling conflict with the Black Student Success Week, stating that the summit's agenda will link to the webinars happening concurrently to allow attendees to switch between platforms.

Only one college: Los Angeles Mission College does not have registrants

Initiative Updates

Chancellor's Office

Emphasized the need for prioritization and allocation to staffing.

Highlighted the importance of events programming, suggesting the establishment of a toolkit to support it.

James Todd mentioned the launch of a new website on transfer called Transform Transfer, and the upcoming Pathways to Equity Conference.

Dr. Mitchell proposed exploring more collaborative efforts with four-year partners to enhance the transition for transfer students. James Todd agreed, mentioning potential collaborations with affinity groups and centers, as well as the need to connect with Chelsea regarding the Rising Scholars project.

LGBTQ+ Caucus (State)

Jacob Fraker discussed the challenges of providing hormone therapy on college campuses and the need to develop a bill that can cater to the varying needs of different institutions.

Mentioned plans to create a resource website for the LGBTQ+ community, similar to the existing one for abortion information. They will be meeting with the Assembly Higher Ed Committee to discuss a report on this issue. Shared a report on the shortcomings of Title 9 implementation in California higher education institutions.

CCLC LGBTQ+Caucus

Met during CCLC Legislative Conference, discussion to include student representation

The caucus has decided to include a student representative, Joseph Awad, in their board leadership. They also discussed the possibility of adding a Lavender graduation to their signature programs and are considering a national coming out day event. The caucus also emphasized the importance of donations to support their conferences and web access expenses.

California Virtual Campus

Edits on the curriculum are due by the following Friday.

Once the curriculum is finalized, will work with the CVC team to announce it to the field.

LGBTQ+ Directory

Out of 115 colleges, only 2 had not filled out the form.

Highlighted that many colleges lacked dedicated spaces or staff, but had active student clubs.

Questions and Suggestions

Conclusion and Adjournment

NEXT STEPS

1. Advisory Committee to encourage Merritt College and Los Angeles Southwest College contacts to fill out the LGBTQ+ Directory form
2. Advisory Committee to encourage folks to register to attend the summit.
3. Advisory Committee members interested in becoming moderators for the summit may [utilize this link](#) to add your information.
4. Advisory Committee to [complete reviewing CVC outline](#) by Friday February, 16th.
5. FoundationCCC to continue to gather data and update the Advisory Committee on the LGBTQ+ Directory findings at the next meeting.

6. FoundationCCC to set up a meeting with Jacob to discuss and potentially revise AB620.



Agenda

Subject	LGBTQ+ Advisory Committee Meeting
Date	January 26, 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	Emilie Mitchell
---------------------------	-----------------

Registration Numbers

- Current registration count of 621, with plans to request more financial resources to increase the registration limit.

Proposal Selection Updates

- 42 submissions received but not all accepted due to limited slots
- The Advisory Committee agreed to use the unselected proposals for other professional development and webinars throughout the year

Summit Updates	Emilie Mitchell
----------------	-----------------

Moderator Volunteers	Emilie Mitchell
----------------------	-----------------

- FoundationCCC will be sending out a link for sign-ups for moderator positions and conducting a moderator training session.

Social Media Press Kit

- FoundationCCC Communications Team developed a [social media press kit](#) to promote the summit.
- Advisory Committee is encouraged to share the curated posts to their own social media channels.

ACCCA 2024

- Emilie shared that she, Roam Romagnoli, and Char Perlas, President of College of the Siskiyous, will be presenting at the upcoming ACCCA conference in February, to discuss their work on radical bureaucracy.
- The discussion will mention workarounds conducted across CCC campuses emphasizing the lack of stable funding and legislative mandate for their work.

SXSW 2024

-
- Emilie announced that she and the FoundationCCC team will be presenting at the South by Southwest Education Conference.
-

Initiative Updates

Chancellor's Office

Julie Olson

- 41 colleges have successfully submitted their plans.
- Julie shared the top three priorities and challenges identified from these submissions, with hiring dedicated personnel being the top priority and challenge
- Dr. James Todd has been identified as the new dean for their program, who will also oversee Guided Pathways, textbook, and various programs including LGBTQ, plus Native American Student Success, Distance Ed, and Pathways to Equity.
- Julie's team plans to initiate individual, intentional emails to follow up with colleagues regarding their plans.

Jacob Fraker

LGBTQ+ Caucus (State)

- Proposed updates to the plumbers code to allow for gender-neutral restrooms, which would not mandate new constructions but rather allow retrofitting of existing bathrooms.
- The Caucus also discussed the need for equitable distribution of these restrooms.
- Another bill in the pipeline would require medication hormone replacement therapy to be accessible on all CSU, UC, and community college campuses.
- The Caucus is also considering legislation to remove the requirement of letters from therapists for people seeking gender-affirming care.
- The California Legislative LGBTQ Caucus discussed their ongoing efforts on key issues, including updates on upcoming bills and the challenges faced due to the budget situation.
- **Action Item: Jacob to forward bill language and numbers to FoundationCCC once available.**
- Jacob confirmed that they are working on confirming dates for a Humboldt County trip and would share the information with the group once available.

CCLC LGBTQ+Caucus

Julius Sokenu

California Virtual Campus

- Dr. Emilie Mitchell discussed the development of a new online professional development course funded by the Chancellor's office. The course, which will be available to all campuses, will be developed by paid content creators and facilitated by selected online teaching experts.
- The curriculum is currently being developed, with feedback from the Advisory Board being sought. The course will be open for all to access and is expected to be ready for launch in the fall.
- This course aims to improve professional development opportunities across all campuses.

Emilie Mitchell

Charter Amendment

- **Action Item: FoundationCCC will include the Advisory Committee charter amendment for the committee to review and approve via email.**

Questions and Suggestions

All

Conclusion and Adjournment

Emilie Mitchell

NEXT STEPS

1. Advisory Committee is encouraged to use the [social media press kit](#) to promote the summit.
2. FoundationCCC will be sending out a link for sign-ups for moderator positions and conducting a moderator training session.
3. Julie will continue to monitor the program plan submissions and share updates on the top priorities and challenges.
4. Jacob will provide language on upcoming bills to FoundationCCC to include in their newsletter.
5. FoundationCCC will send the link to the [CVC curriculum outline](#) and the [charter amendment](#) to the advisory board for review and comments.



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

Transfer, Articulation and Student Services Committee
Meeting Minutes

February 6, 2024

11-12pm

<https://ccsf-edu.zoom.us/j/89164688658>

- A. Welcome
- Chair Sapienza offered members the opportunity for a quick check-in.
- B. Adoption of the Agenda *approval*
- Members approved of the February agenda
- C. [Minutes from January 30 meeting](#)
- Members approved of the January meeting minutes
- D. Academic Probation Webinar #2 planning [TASSC Webinar: Pro Student, not Probation](#)
- Members discussed the agenda for this webinar, determining that we don't need a facilitator and that we would include a data analyst as part of the speaker line up to share with the field what types of data can be accessed and collected. Members also determined that an ASCCC officer, either Cheryl or Manuel might be good to include as the opening speakers to address Title 5 changes and to talk about the limitations of the resolution process. Resolutions chair, Erik Reese would also be a good choice for this opening statement.
 - The committee will determine at a later date the details of the agenda, such as time limits for each part.
- E. [03.03 Support for Mental Health Awareness and Trauma Informed Teaching and Learning](#): Resolved, That the Academic Senate for California Community Colleges **develop resources identifying effective practices for mental health awareness and trauma-informed teaching and learning and present the strategies** to local academic senates by Fall 2022
- Webinar proposal: **Building a Classroom of Care** with Amy Miles, English faculty, CCSF *discussion and action*
 - Possible dates: Friday, April 26, 10-12 or Wednesday, May 1, 10-12
 - Link to [draft outline](#).

- The committee approved moving this webinar forward to March ASCCC Exec for approval. In the proposal, we will add the potential to include additional speakers and contacts from committee members.
 - b. Webinar proposal: **No wrong door: Politicized trauma and resilience-informed teaching** with Jose Luis Mejia, community educator and organizer
 - Science based tools grounded in the experience of a complex trauma survivor and community-based educator, researcher, and policy maker *discussion and action*
 - Proposed dates: April 26, May 6 or May 7
 - The committee approved moving this webinar forward to March ASCCC Exec for approval. In the proposal, we will add the potential to include additional speakers and contacts from committee members.
- F. Counseling and changes in Life-long Learning requirements, because CalGETC – Gabriel Martinez *discussion*
- What are counseling department doing with Area E going away? One member shared that presentations have been made to counseling departments about what courses are going away. Many students were not necessarily filling area E with Counseling courses; most seem to take kinesiology. The counseling courses are taken beyond attribute; they still seem popular now. There are counseling courses imbedded in guided pathways mapping. Main goal is to make all courses UC transferable.
- G. Counseling courses and AB 928 – Gabriel Martinez *discussion*
- How are people dealing with courses that are technically not required?
 - What happens with a course that is no longer in a GE area?
 - Counseling courses have always been considered stand-alone courses. Counseling courses help with retention on a students' academic journey, especially when we are looking at dual enrollment courses. They may not have a GE attribute, but they are still important.
 - Potential plenary session for Spring or next Fall 2024 or roundtable discussion: Life after Area E, discussion with counselors
 - Potential content for rostrum article
 - Committee members voted to plan an ASCCC roundtable discussion in April if not approved for Spring plenary break out session.
 - Mitra will reach out to ASCCC leadership and check back in with the committee.



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

Transfer, Articulation and Student Services Committee
MINUTES

January 30, 2024

11-12pm

<https://ccsf-edu.zoom.us/j/85491932118>

Members present: Gabriel Martinez, Juan Arzola, eugene l. d. mahmoud, Michelle Pluc,
Jessica Bush, Mitra Sapienza

A. Welcome

- a. how are our Sheds? Gardens? Health? Dissertations? Sleep? Birthday trip to SF?
 - *Members shared recovering from surgery, plans for dissertation completion and graduating in December, preparing for Fall sabbatical, supporting students, trips with family.*

B. Adoption of the Agenda

- a. *Members approved the agenda*

C. [Minutes from December 5, 2023 meeting](#)

- a. *Minutes were approved with no updates*

D. Announcements/Points of Interest *Discussion (all)*

- a. Spring Plenary session ideas
 - *Members shared hope for more info/sessions on AB 928 and Cal GETC, Non Credit, deep dive into Title 5 standards, De-stigmatizing Academic probation; resources in mental health and trauma-informed teaching, ungrading, emancipatory education strategies, culturally relevant curriculum*

E. STEM transfer students – eugene mahmoud

- a. [Resolution on Streamlining Transfer for STEM Majors](#)
 - *Due to Resolutions chair by February 19 for March Exec meeting*

- *After some discussion, members discussed moving this resolution forward to resolutions chair*
 - b. [Rostrum article](#) submitted January 12
 - *Members discussed the resolution and rostrum article and talked about other ways to support conversations around STEM transfer students, course-taking patterns, and holistic multi-institutional transfer pathways*
- F. Academic Progress Panel *discussion and action*
- a. Webinar #1 debrief: Destigmatizing Academic Probation Language [TASSC: Advancing Academic Progress Webinar](#)
 - b. Webinar #2 planning
 - [TASSC Webinar: Pro Student, not Probation](#)
 - *Gabriel - it would be helpful to clarify what we can and can't do from Title V, should this wait until Fall 2024*
 - *Michelle - How might changes specifically minimize the impact on financial aid awards*
 - *Mitra - our charge is only for this year, so we can't formally push something to next year. But, we can recommend. There is value in taking our time; What can we change or not change? This would be virtual; 3 students on CCSF taskforce, Latanya Parker is the liaison to the student senate, this should not be trauma porn. Exec Meeting is on May 10th. So, maybe May 9th. 90 minutes*
 - *Gabriel - Put me down, Can share Berkeley's plans, are there students' that can share lived experience, student's perspective on how policy/forms/process can shift (AP, BP)*
 - *Michelle - student perspective is important, counseling feedback*
 - [TASSC Exec Agenda Item for February/March 2024 Consent](#)
- G. Fall 2023 Plenary Resolution assignments
- a. [4.01 Communicate Requirements of Articulation of High School Courses](#)
 - b. [8.01 Noncredit Counseling Professional Learning and Support for Students](#)
 - c. [17.04 Addressing the Health and Well-being Crisis Among California's Community College Students](#)
 - *The committee will further review newly assigned resolutions at the next meeting.*

H. TASSC Assigned Resolutions

- a. 03.03 Support for Mental Health Awareness and Trauma Informed Teaching and Learning
 - ***Members are working on an informational rostrum in support of Mental Health Awareness month in May 2024 in hopes to update existing resources to support faculty as they support themselves and students.***
- b. 09.01 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements
 - Informational rostrum, co-write with South Rep, Carlos Guerrero: [Rostrum: Ethnic Studies in Cali CCs](#)

I. Meeting Schedule

- a. Tues, Jan 30, 11-12 <https://ccsf-edu.zoom.us/j/85491932118>
- b. Tues, Feb 6, 11-12, <https://ccsf-edu.zoom.us/j/89164688658>
- c. Tues, March 12, 11-12 <https://ccsf-edu.zoom.us/j/82450267022>
- d. Tues, April 2, 11-12 <https://ccsf-edu.zoom.us/j/82739223463>
- e. Friday, May 3 10-11 <https://ccsf-edu.zoom.us/j/81831607767>
 - ***Members approved future meeting dates***