PERIODIC REVIEW REPORT
October 2016 – January 2017

DELIVERED TO ASCCC
EXECUTIVE COMMITTEE ON
JANUARY 24, 2017

INTRODUCTION

In Spring 2013 the members of the Academic Senate for California Community Colleges (ASCCC) determined that the ASCCC should be periodically reviewed in order to ensure the public good and accountability. The purpose of this review is to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations in order to meet its stated goals, and to improve its policies and procedures.

The Periodic Review Committee (PRC) was selected randomly from a list of faculty who have participated in ASCCC events. The Committee is comprised of the following:

Laura Alarcón (chair)
Psychology---Counseling – Chabot College

Maria Clinton
Industrial Technology – Antelope Valley College

Roger Gerard
Hospitality Management – Shasta College

Berta Harris
Early Childhood Education – San Diego City College

Mary Margarita Legner
Mathematics – Riverside City College

Donna McGill---Cameron
Economics – Woodland Community College

Kathleen Reiland
Aviation – Cypress College

Cynthia Reiss
Art History --- West Valley College

Rochelle Olive
Business – College of Alameda

Jim Woolum
Administration of Justice --- Citrus College

ASCCC presented seven areas to be reviewed: Mission, Governance, Responsible Fiscal Stewardship, Professional Integrity, Openness and Disclosures, Inclusivity and Diversity, Grants, and Programs and Planning.

On October 25, 2016, the Committee met for the first time at the ASCCC's Sacramento office. During the first meeting, the ASCCC Vice---President John Stanskas described PRC's scope of work and expectations. The ASCCC had collected a list of resources that were reviewed during the first meeting.

The PRC held a session at the Fall 2016 Plenary explaining the work of the committee and the rubric developed to evaluate each area. This document contains the evaluation of each area based on the rubric below:

a) General Observations
This area includes comments about the overall ASCCC Periodic Review Criteria.

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

c) Conclusions
This area refers to the conclusions about the quality of the ASCCC in each category. Conclusions are supported by findings in the section above.

The Periodic Review Committee report accurately reflects the findings in each area of review and it intends to be the template for future, more comprehensive review processes.

Area of Emphasis: Mission

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

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

I. General Observations
The strengths of the Mission are based on its representation in the philosophies and activities of the Academic Senate of the California Community Colleges.

1. The Mission Statement is posted on the organization's web page and displayed on a stand---up banner at functions for reflection and review by members and guests.
2. Fostering effective participation by community college faculty in all statewide and local academic and professional matters is represented in the bylaws, the Delegate selection process, plenary sessions, institutes, and area meetings.
3. Aligned with the Mission, ASCCC develops, promotes, and acts upon policies responding to statewide concerns by acting as a resource for local accreditations, assisting in local curriculum processes, and assisting to assure effective participation in district and college governance. ASCCC hosts regional meetings to provide leadership professional development.
4. The Mission further guides the ASCCC to serve as the official voice of the faculty of the CCC system in academic and professional matters by partnering to improve success in Basic Skills instruction, adopting resolutions to identify the will of the academic senates of the California Community Colleges, and monitors a strategic plan that is created by members of the Executive Committee.
5. The ASCCC provides visits by the Executive Committee, supports dual enrollment opportunities for high school students, endorses local authority for curriculum development, and offers activities such as the Curriculum Institute and the Academic Academy.

II. Findings and Evidence

The approach initiated for review of the Mission Statement was to take it apart and look for evidence that real activities had taken place to support it.

Evidence is listed in sections "a---e" below:
In terms of fostering an effective participation by community college faculty in all statewide and local academic and professional matters, it is represented in the bylaws, the Delegate selection process, plenary sessions, institutes, and area meetings.

  a. Bylaws--- http://asccc.org/about/bylaws
  b. Delegate selection--- http://asccc.org/about/bylaws
  c. Plenary--- http://asccc.org/content/information---power---abcs---plenary---and--- brief---guide---first---time---attendees---and---delegates
  d. Institutes--- http://asccc.org/content/practical---leadership---connecting--- local---senates---plenaries---and---institutes---0
  e. Area Meetings--- http://asccc.org/calendar/list/regional---meetings

1. It develops, promotes, and acts upon policies responding to statewide concerns by acting as a resource for local accreditations, assisting in local curriculum processes, and assisting to assure effective participation in district and college governance. The ASCCC hosts regional meetings to provide leadership professional development.

    1. Accreditations--- http://asccc.org/resolutions/local---recruitment---and--- nomination---processes---accreditation---teams   and http://asccc.org/directory/accreditation---and---assessment---committee and http://asccc.org/content/surviving---and---accreditation---visit
    2. Curriculum Assistance--- http://asccc.org/contact/request---services ; http://asccc.org/curriculum---technical---assistance---visits
    3. Participation in District and College Governance--- http://asccc.org/services/technical---assistance
    4. Leadership Professional Development--- http://asccc.org/directory/cte--- leadership---committee

  c. It serves as the official voice of the faculty of the CCC system in academic and professional matters by partnering to improve success in Basic Skills instruction, adopting resolutions to identify the will of the academic senates of the California Community Colleges, and monitors a strategic plan that is created by members

of the Executive Committee.

1. Basic Skills Instruction--- http://asccc.org/directory/basic---skills---committee ; http://asccc.org/events/2016---01---21---160000---2016---01---23--220000/2016---instructional---design---and---innovation
2. Resolutions--- http://asccc.org/papers/resolution---handbook
3. Strategic Plan http://asccc.org/sites/default/files/ASCCC_Implementation_Plan.pdf; http://asccc.org/content/executive-committee-strategic-planning-meeting-2014-12-06-180000-2014-12-06-230000

c. The ASCCC provides visits by the Executive Committee, supports dual enrollment opportunities for high school students, endorses local authority for curriculum development, and offers activities such as the Curriculum Institute and the Academic Academy.

1. Dual Enrollment--- http://asccc.org/resolutions/support---expanding---dual--- enrollment---opportunities---high---school---students
2. Curriculum Institute: http://asccc.org/events/2016---07---07---150000--2016--- 07---09---190000/2016---curriculum---institute
3. Academic Academy--- http://asccc.org/events/2016---10---07---160000---2016--- 10---08---220000/2016---academic---academy---october---institute

e. A survey of the Executive Committee members initiated in September 2016 indicated that there was strong consensus among Executive committee members that they were aware of the Mission Statement and that they adhere to the principles of the Mission and Values statements (76% completely agree and 23 % agree in each of these areas). There was a wider spread regarding monitoring external developments and pressures that could affect the direction (Mission) of the Senate (46% completely agree, 38% agree, 15% somewhat agree).

f. While conducting research, contact with several local Senate members indicated a frustration with communications with Executive Committee members or the Senate Executive Office where phone messages and/or email communications were not responded to in a timely manner or in several cases, not at all. Representatives from four community colleges provided anecdotal examples of poor communication from ASCCC as this report was being written. The examples indicated that this is more common than an individual missed communication. This could affect the perception of members regarding the Mission Statement in areas of fostering effective communication and support of local Senates.

Evidence items "a---e" represent activities that support the Mission. Item "f" is a concern brought forth by several participants in leadership positions at local Senates.

Commented [1]: Do we have an internal tracking system for info questions?

Commented [2]: I wonder if ASCCC should make more public its practice of routing questions to appropriate chairs or implement a practice of quick responses forwarding the query and explaining the process

III.   Conclusions

The Mission Statement is clearly written and available on the organization website. The Executive Committee indicated in a 2016 survey that they are aware of and adhere to the principles of the Mission and Values Statements.

In terms of website material, reviewers can only see what the organization has chosen to list. There are more areas/examples that could have been chosen to support each section of the Mission Statement. The items listed support the statement. Other data may be present but was not located due to the structure of the website for an occasional user.

In terms of areas that may need improvement:

During her time as ASCCC President, Beth Smith wrote an opinion regarding Promoting "Academic Excellence" as part of the Mission. See: http://asccc.org/events/2016---10---07--- 160000---2016---10---08---220000/2016---academic---academy---october---institute ; http://asccc.org/content/future---asccc---mission---0 regarding a need for modification of the Mission Statement. It could not be determined by material posted if this concept was discussed, brought to the delegates, rejected, or tabled.

 It is recognized that this is the first Periodic Review process undertaken by the Academic Senate and the process will be modified and improved in future reviews. With that in mind, in our opinion, improvements should include:

1. A clear timeline and process for review, affirmation, or modification of the Mission Statement should be identified, possibly with the timeline for periodic review; every four years.
2. While there is a clearly written Mission Statement, during review, it was difficult to identify the process for modifying or updating the statement other than researching a multitude of resolutions spread over several plenary sessions. The exact date of adoption of the current statement was not identified by a quick review. It is the opinion of the committee that extensive research should not be necessary.
3. The Mission Statement could be more prominently displayed at Senate conferences, workshops, as well as on posted and printed materials.
4. A self---study conducted by the Executive Committee and Executive Director to provide a base of data for review and validation by the committee.
5. Surveys of the Executive Committee relevant to the standards but also of Senate President's throughout the state, at a minimum, in regards to their experience and observations in the review areas.

Commented [3]: I appreciate the Executive Committee and ASCCC personnel adherence to our mission and values statements. The approval ofthe vision statement, revised mission and core values at the Fall 2020 Plenary is a testament of our commitment to live up tothe mission and values.

Commented [4]: I don't know of a timeline, but the new vision, Mission, and Values were adopted by 1.01F20.

Commented [5]: Revised and adopted by the delegates at the 2020 Fall Plenary, the next cycle for therevision of the vision, mission and values statements is 2024.

Commented [6]: Let's make sure we identify the revision date.

Commented [7]: Probably not a bad idea. But I think actions in accordance with the mission are highly visible everywhere, and that this is more important

Commented [8]: The statements are prominently displayed in ASCCC programming.

Commented [9]: These seem more appropriate to PRC. If Exec does it, isn't there a conflict of interest, even with research design?

Area of Emphasis: Governance

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

I. General Observations

The Executive Committee of the Academic Senate has developed criteria and processes to provide support and information to faculty senate presidents and faculty involved in committees and tasks force associated to the mission of ASCCC. To this effect, the Executive Committee developed a Strategic Implementation Plan and it provided an update about this plan at the Fall 2016 Plenary.
Based on the documents published on the website, the Executive Committee is actively involved in overseeing finances, operations and policies. Documents published on the ASCCC website clearly provide guidance (i.e. Orientation reference guide) and membership information for each area.

II. Findings and Evidence

Based on the documents found on the website and the involvement of the Executive Committee in the Fall 2016 Plenary, it is clear that the Executive Committee is actively striving to meet the ASCCC goals.

The Review Committee finds that information on the ASCCC website must be kept up to date in order to provide updated information to its constituency. For example the Orientation Reference Guide 2013 – 2014 published on the website is a draft and the Governance and Internal Policy Report needs update and clarity (document attached).

Lastly, there is a lack of clarity about the follow through and implementation of each resolution. For example the following resolution **Insert the Phrase "Promotes Academic Excellence" in the Academic Senate for California Community Colleges Mission Statement** Spring 2014 Resolution Number: 01.06 states that it is still in progress and that the Executive Committee needed to clarify the intent of the resolution but there is no evidence that the Executive Committee followed up on this resolution. http://www.asccc.org/resolutions/insert---phrase---%E2%80%9Cpromotes---academic--- excellence%E2%80%9D---academic---senate---california---community) Since the Academic Senate is directed by the resolutions adopted at each Plenary, it is highly recommended that transparent, easily accessible follow through and communication about each resolution is implemented.

In order to further evaluate the Executive Committee's responsibilities as started in the review criteria more time is needed to conduct surveys among committee members and past presidents.

Findings for Oversight of Finances

After reviewing the Livebinder and conducting a SWOT analysis of current documentation, policies and guidelines support the findings that ASCCC delegates authority and manages the finances and accounting for the organization. In addition, ASCCC through resolutions continually evaluates and improves processes to ensure fiscal health, transparency, and integrity. In addition, despite the financial challenges during the state budget crisis, ASCCC has provided sufficient revenue to sustain and support the organization and its constituents. ASCCC has accomplished this through its developed policies "Accounting Policies" and "Expense Policy," these policies govern the fiscal management of ASCCC. The Accounting policy was last revised in 2014 and the Expense Policy was updated January 2015.

   a. Accounting Policies --- http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor
   b. Expense Policy --- https://drive.google.com/file/d/0B69GTF8POjrvd0U0akRUUk92VnM/view?usp=sharing

In reviewing the Survey Monkey results of the ASCCC Executive Committee Evaluation the PRC observed that the survey included questions regarding Budget, Finance and Fund Raising questions. However, questions addressing fiscal stewardship as related to governance. However, the survey did contain a Fiscal Responsibility section which revealed that the committee overall supported the statements and that ASCCC and its executive members are fiscally responsible.

Findings for Oversight of Operations

After reviewing the Livebinder and analyzing current documentation, policies and guidelines, it seems that the evidence supports the finding that the core of the decision making and participation policies are derived principally from ASCCC's Bylaws which delegates both the authority and managing of the organization. In addition, the process of resolutions does include the voices of faculty from outside ASCCC through each college's Academic Senate processes. These Bylaws are posted on ASCCC webpage, and appear to have been updated in Spring 2015.

In reviewing the Survey Monkey results of the ASCCC Executive Committee Evaluation the PRC observed that the survey included questions regarding Leadership Development and Governing Body. However, 2 out of 14 respondents stated that it was

difficult to provide opposing views. Concerning the Governing Documents section there were not direct questions regarding operations as related to governance. However, the survey did contain a Strategic Governance section which revealed that the committee overall supported the statements and that ASCCC and its executive members are operating in good faith.

III.   Conclusions

The practice of adopting a Strategic Implementation Plan per each year is a valuable tool for the Executive Committee as it seems to be aligned with the charge of the Governance criteria and it provides guidance to the committee.

The PRC concludes that more time to conduct Periodic Reviews would provide an opportunity to collect data from committee members, community college senates, senate presidents, survey plenary attendees, etc. In addition, ASCCC should provide a comprehensive self---evaluation report to the committee so a more thorough periodic evaluation could be conducted.

Area of Emphasis: Responsible Fiscal Stewardship

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

I. General Observations

1. The ASCCC updated their Accounting Policies and Expense Manual in 2014---2015. The committee found the following sample accounting policies clear and unambiguous: General Accounting, Expenditure and Accounts Payable, Revenue Recognition, Cash Receipts and Cash Handling Policies, Accounts Receivable and Invoicing, Payroll, and Miscellaneous Accounting and Management.

2. The ASCCC consolidated financial statements (2016 Consolidated Statement of Financial Position, 2016 year ended Consolidated Statement of Activity and Consolidated Statement of Cash Flows) were audited by John Waddell CPAs, an independent professional CPA accounting firm. The audit findings stated in their report: "In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of the Academic Senate for California Community Colleges and affiliate as of June 30, 2016, and the changes in their net assets and their cash flows for the then year ended in accordance with accounting principles generally accepted in the United States of America."

3. The Executive Committee of the ASCCC developed a Strategic Implementation Plan that provides support and information to faculty Senate presidents and faculty involved in committees and tasks force associated with the mission of ASCCC. An updated plan was presented to attendees at the Fall 2016 Plenary.

4. The following objective and actions were not identified as priorities in the ASCCC

strategic plan, but, were accomplished in 2015---16.

    a. Professional development for the Common Assessment Initiative (CAI)
        was awarded to Saddleback College. The Academic Senate has worked
        closely with Saddleback to plan professional development events through
        Senate representation on the CAI professional development workgroup.
        Additionally, Senate appointments to CAI have participated in each of the
        professional development workshops provided by the initiative.

    b. The ASCCC was written into the Bachelor Degree Professional
        Development grant application and has been part of the Baccalaureate
        Degree Summit in March and April 2016 and the Baccalaureate Degree
        Symposium held in July 2016.

    c. The Academic Senate is a partner in the Institutional Effectiveness
        Partnership Initiative (IEPI) with representation on the IEPI executive
        committee, faculty representations on each workgroup, and a faculty co---
        chair for each of those groups. Senate representatives have been vital in the
        development of indicators, participation in -- partnership resource teams
        (PRT), and in the development and presentation of IEPI sponsored
        workshops.

    d. The Budget and Finance Committee recommended and the Executive
        Committee approved a budget for sending Executive Committee members to
        conferences related to their committee work and other assignments.
        Increasing professional development for Executive Committee members and
        staff will assist in building program development, communications capacity,
        and networking with like---minded organizations.

5. The ASCCC uses a committee structure to implement its strategic plan and meet
    its mission.   It is significant that the ASCCC generates such a diverse number of
    committees and offers so many events, meetings, services and programs that
    supported its mission.   The committees include: Accreditation, Basic Skills, CTE
    Leadership, Curriculum, Educational Policies, Equity and Diversity, Faculty
    Development, Legislation and Advocacy, Non---credit, Online Education, Part---
    time, Periodic Review, Relations with Local Senates, Standards and Practices,
    Transfer Articulation and Student Services.   The programs include: Area
    Meetings and Plenaries twice a year, Faculty Hiring/Curriculum & Non---Credit
    north and south meetings, Accreditation, CTE Leadership, Curriculum, Faculty
    Leadership, Instructional Design & Innovation Institutes, and ASCCC Legislative
    Advocacy Day. Beyond the committees and programs there are a number of
    services available to local senates.   These include Accreditation Resource Teams,
    Local Senate visits and Curriculum Technical Assistance.

II. Findings and Evidence

- Accounting Policies
  http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor

- Expenses Policy
  http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor

- Proposed 2016---17 Budget
  http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor

- ASCCC Strategic Plan
  http://asccc.org/sites/default/files/strategic%20report2016%20%281%29.pdf

- Independent Auditor's Report: Paper document from Fall 2016 Plenary

III.   Conclusions

Based on the documents published on the ASCCC website, the Executive Committee, is actively involved in overseeing finances, operations and policies. The practice of adopting a Strategic Implementation Plan each year is a valuable tool for the Executive Committee. This practice ensures compliance, guidance and accountability of the ASCCC Executive Committee. The PRC observed that the last two annual audits were favorable.

ASCCC adoption, review and update of Accounting Policies, Expense Policy, and the Strategic Plan is at the core of the its sustainability. It is commendable that despite the financial challenges during the state budget crisis, the ASCCC managed revenue to sustain and support the organization and its constituents.

Upon reviewing the Livebinder, policies and guidelines pertaining to ASCCC's Fiscal Stewardship, it is evident that the documentation supports the findings that ASCCC manages the finances and accounting for the organization in a responsible and prudent manner.

Recommendations:

- It is highly recommended that more time be allotted to conduct a periodic review. Allotting more time will enhance the committee's efforts to collect data from committee members, community college senates, plenary attendees, etc.

- It is recommended that ASCCC complete a comprehensive self---evaluation report prior to developing a review committee. This action will improve cross referencing data to goals, objectives and plans.

- The survey did not contain a Fiscal Responsibility section. Recommend to updating the survey to include this important section.

Area of Emphasis: Professional Integrity

The Academic Senate promotes an environment that values respect, fairness, and integrity. All staff, Executive Committee members, and volunteers of the organization act with honesty, integrity, and openness in all their dealings as representatives of the Academic Senate. Executive Committee members adhere to the Code of Ethics for Executive Committee members and comply with the Academic Senate's Conflict of Interest Policy.[1]

I. General Observations

The Academic Senate of California Community Colleges provides many resources that address the Professional Integrity area of emphasis defined by the Academic Senate for the Periodic Review Committee. The readily accessible *Employee Handbook* and *Executive Committee Policies* can be found on the Academic Senate's main website. In general, the guidelines and policies appear comprehensive with minor recommendations provided below. The solicitation of feedback from the Academic Senate's constituents about any issues in this area is limited. There was no self---study to help guide the substantiation of evidence that there were no outstanding grievances, complaints, lawsuits, or issues related to professional integrity.

II. Findings and Evidence

a. ***Employee Handbook***: The Academic Senate provides an *Employee Handbook*, which was last approved on January 8, 2016. The *Employee Handbook* can be found under the Executive Committee / Materials tab on the main ASCCC website. This handbook is 47 pages long and covers employment practices– including equal opportunity, general conduct guidelines, working hours, office policies, leaves of absence and disability accommodation, benefits of employment, terminations, and a drug---free work place acknowledgment statement. The handbook includes information about the consequences of legal and policy violations. In addition, the handbook includes whistleblower protections for employees, and the following notice: "Normally, suspected violations should be reported directly to the appropriate state or local agency. In addition, the California Attorney General has established a confidential Whistleblower Hotline at (800) 952---5225 to receive calls regarding possible violations of state or federal statutes, rules or regulations, or violations of fiduciary responsibility by a corporation or limited liability Academic Senate to its shareholders, investors, or employees. http://asccc.org/sites/default/files/Employee%20Handbook%20Approved%20January%208%202016_0.pdf

b. ***Executive Committee Policies:*** In addition to the *Employee Handbook*, the Academic Senate provides *Executive Committee Policies*, under the Executive Committee / Policies tab on the main ASCCC website that pertain to professional integrity. The Academic Senate provided the professional integrity subcategories listed below for the Periodic Review Committee to address (in the Livebinders area). Public links to these categories can also be found in the Executive Committee Policies on the ASCCC website. http://www.asccc.org/policies

10.00 Code of Ethics (Revised: August 12, 2011): This code of ethics appears sufficiently comprehensive in identifying a set of values that includes a commitment to the public good, accountability to the public, and commitment beyond the minimum requirements of the law. It also outlines broad ethical principles in the following eight areas: personal and professional integrity, mission, governance, legal compliance, responsible stewardship, openness and disclosure, program evaluation and improvement, and inclusiveness and diversity. No recommendations. http://www.asccc.org/policies/codeofethics

12.00 Harassment (Approved August 13, 2010): The Academic Senate provides a policy prohibiting sexual harassment and harassment because of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sexual orientation, age or any other basis protected by federal, state or local law or ordinance or regulation. This policy applies to all persons involved in the operations of the Academic Senate and prohibits such harassment by any Executive Committee member or employee of the Academic Senate, including supervisors and co---workers. The policy provides definitions and explanations about what might constitute harassment. The policy also provides instructions for how complaints of unlawful sexual harassment can be filed with the California Department of Fair Employment and Housing and/or the federal Equal Employment Opportunity Commission.

It is recommended that the telephone number listed for the Sacramento Office of the Department of Fair Employment and Housing be updated, as (916) 445---9918 is not current. http://www.asccc.org/policies/harassment

13.00 Drug Free Environment (Approved August 13, 2010): The Academic Senate provides for a policy that applies to all employees and committee members and complies "with Senate Bill 1120, which established the Drug---Free Workplace Act of 1990." The Academic Senate explains that "this policy, which is consistent with Government Code Section 19572 and Governor's Executive Order D---58---86, states that no employee who is on duty shall (1) use, possess, or be under the influence of illegal or unauthorized drugs or other illegal mind---altering substances; or (2) use or be under the influence of alcohol to any extent that would impede the employee's ability to perform his or her duties safely and effectively." The Academic Senate's policy goes a step further and prohibits prescription medication that poses a threat to the health or safety of others. The Academic Senate does not supply any counseling,

rehabilitation, or employee assistance for substance abuse. No recommendation. http://www.asccc.org/policies/drugfree

20.01 Conflict of Interest (Approved February 10, 2006): This policy applies to any officer, director, or committee member of the Academic Senate who has any direct or indirect interest in, or relationship with, any individual or organization which proposes to enter into any transaction with the Academic Senate, including but not limited to transactions involving:
1. the sale, purchase, lease or rental of any property or other asset;
2. employment, or rendition of services, personal or otherwise;
3. the award of any grant, contract, or subcontract;
4. the investment or deposit of any funds of the Senate;

The Academic Senate President and the Executive Committee are charged with investigating any complaint of conduct pertaining to employees or committee members. The President will investigate complaints involving the Executive Committee. When a potential violation concerns the Academic Senate President or Academic Senate Vice President, the responsibility for investigation and resolution will pass to the highest ranking officer of the Academic Senate not considered part of the complaint. No recommendation. http://www.asccc.org/policies/conflict---interest

22.00 Honoring Local Policies: This policy consists of one simple, yet clear statement: "Executive Committee members must comply with home college/district processes for travel and off---campus attendance at activities."   No recommendation. http://www.asccc.org/policies/honoring---localpolicies

24.00 Receiving Honoraria: This policy is also relatively short, in stating that any Executive Committee member should not accept honoraria, and if compensation is offered it should be signed over to the Academic Senate to support its work.

This policy could benefit from a clarifying example about what constitutes an honorarium versus signing over compensation, and how the process should be managed. http://www.asccc.org/policies/receiving---honoraria

60.00 Removal of a Member of the Board of Directors (Adopted April 8, 2015): This policy states that "Members of the Executive Committee (Board of Directors) of the Academic Senate for California Community Colleges are expected to act ethically and professionally during their time serving on the Executive Committee. Members of the Executive Committee of the Academic Senate are expected to act in accordance with all laws and the bylaws, rules, and policies of the Academic Senate and to fulfill all duties of their office." The provisions provide for the removal of a member of the Board of Directors who violates these tenets, using an investigation team of two Executive

Committee members and three faculty members appointed to serve as Academic Senate representatives on any statewide committee or taskforce. Any motion to remove the member of the Executive Committee, requires 2/3 of the Executive Committee members vote in support, and does include the faculty on the investigative committee.

This policy may need to be expanded to address serious cases where a law may have been violated that would compel the Academic Senate President (or alternate) to notify law enforcement authorities outside of the internal investigation team process to remove a board member.
http://www.asccc.org/policies/removal

Commented [16]: I agree that this policy needs to be clarified and expanded to address the above comment/finding. The policy is narrow in scope.

Commented [17]: In addition to policies around this, I think we need to establish processes/procedures by which a board member can be sanctioned, if necessary, prior to removal.

III.   Conclusions

The Academic Senate provides a clearly documented vision for their commitment to professional integrity throughout their *Employee Handbook* and *Executive Committee Policies*, both of which are readily accessible to employees and constituents. Whether that commitment is fully realized in practice is not clear. An ASCCC Executive Committee Evaluation was conducted in the form of a survey to its executive members that included thirteen responses with a date of October 6, 2016. Most of the respondents indicated that they somewhat agree to completely agree that they are aware of the information contained in the ASCCC Bylaws, rules, policies, and procedures. With only two people in attendance at the Fall Plenary session intended to capture feedback, anonymity could not be protected, so the feedback has not been identified here. To broaden the scope of feedback going forward, it is recommended that the Academic Senate survey its constituents in the field about how they perceive the professional integrity of the Executive Committee and the Academic Senate as a whole. It is also recommended that the Academic Senate create and delineate a clear process for addressing grievances, complaints, lawsuits, or related issues, which is accounted for in a self---study that substantiates there are no professional integrity issues.

Area of Emphasis: Openness and Disclosure

The Academic Senate provides comprehensive and timely information to the public, the media, member senates, and constituent groups and is responsive in a timely manner to reasonable requests for information. All information about the Academic Senate fully and honestly reflects the policies and practices of the organization. Basic informational data about the organization, such as the Executive Committee minutes, agendas, Federal Tax Form 990, and audited financial statements, are available to the public. Informational materials accurately represent the organization's policies and practices. All financial, organizational, and program reports are complete and accurate in all material respects.

I.   General Observations

The ASCCC website provides information to the public, the media, members senate and constituent groups. The information found on the website regarding the ASCCC president's updates and the documents associated with the Executive Committee meetings reflect the ASCCC's commitment to practice openness and to provide disclosure to its constituency groups.

II.   Findings and Evidence

Based on the documents found on the website, the ASCCC president's update delivered during the Fall 2016 Plenary and the request and delivery of financial information to the Periodic Review Committee, it is clear that the Academic Senate strives to disseminate information to the public, the media, member senate and constituent groups. Having access to all presentation materials for the 2016 Fall Plenary' sessions material including the PPP for the President's address is evidence of ASCCC's commitment to openness http://www.asccc.org/events/2016---11---03---150000---2016---11--- 06---000000/2016---fall---plenary---session. Moreover, the Executive Committee minutes and agenda found on the website http://www.asccc.org/executive_committee/meetings provide evidence of disclosure and openness

III.   Conclusions

The Academic Senate provides information to the public, media, members senates and

constituent groups through its website, ASCCC Plenary and e‑‑‑mail. While the ASCCC website appears to provide accessibility, openness, and disclosure, it is recommended that a survey, or similar mechanism, be provided to local senate presidents and member senates to verify accessibility and validate these findings.

The Review Committee recommends that a round table and/or survey to local senate presidents and member senates should be conducted to evaluate that ASCCC consistently delivers information timely to local senates and constituent groups.

The Review Committee finds that further research must be conducted in order to assess if the information provided via website and plenary events fully and honestly reflects ASCCC's policies and practices.

Commented [18]: I think we have done this with local senate surveys and post-event surveys, so there would need to be clarity if more needed to be done.

Area of Emphasis: <u>Inclusivity and Diversity</u>

The Academic Senate California Community Colleges (ASCCC) maintains a policy of promoting diversity and inclusion and actively pursues that policy in a manner that is consistent with its mission, with its Constitution and Bylaws, with its Code of Ethics, and with a high degree of professionalism, fairness, and equality. The ASCCC takes an active, meaningful, and consistent role in promoting diversity and inclusion in its hiring and promotion of staff, retention of volunteers, committee recruitment, and constituencies served.

I. General Observations

The Executive Committee of the ASCCC has developed a Strategic Implementation Plan to provide support and information to faculty Senate presidents and faculty involved in committees and tasks force associated to the mission of ASCCC.

In Spring 2016, among the candidates who declared interest for positions on the Executive Committee were six from underrepresented ethnic groups, three from CTE, and two from student services.

The Executive Committee appointed three outstanding individuals, two of whom were members of underrepresented ethnic groups, one from CTE, and one from student services. All three of these appointees were confirmed in a special election by the delegates at the Fall 2015 Plenary Session.

The ASCCC has developed an Equity and Diversity Committee Strategic Plan. Two objectives were identified:
- Objective 2.1: Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations.

- Objective 2.2. Increase the diversity of faculty representation, on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.

Based on the documents published on the website the Executive Committee is actively involved in the duties of planning, promoting, and recruiting diversity and inclusivity in faculty appointments to serve on State committees and taskforces.

II. Findings and Evidence

The Academic Senate for California Community Colleges recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse groups of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. Based on the evidence found and listed below, it is clear that the Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society.

   a. A Glance Behind and a Look Ahead: A Progress Report on the Structure and Goals of the   _ ASCCC http://asccc.org/content/glance---behind---and---look--- ahead---progress---report---structure---and---goals---asccc#
   b. ASCCC Strategic Plan Update   _ 2016 http://www.asccc.org/sites/default/files/strategic%20report2016%20%281%29.pdf
   c. Livebinders website http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor
   d. Inclusivity Statement http://asccc.org/inclusivity---statement
   e. Equity and Diversity Strategic Plan http://asccc.org/directory/equity---and--- diversity---action---committee
   f. December 3, 2015, President's Updates------ Special Executive Committee Elections http://createsend.com/t/y---7F1451C2F31EB60D

III. Conclusions

The practice of adopting a Strategic Implementation Plan that includes Diversity and Inclusivity each year is a valuable tool for the Executive Committee as it seems to be aligned with the charge of the Governance criteria and it provides guidance to the committee.

In reviewing the recent Survey Monkey results of the ASCCC Executive Committee Evaluation, the Governing Documents section did not address inclusivity and diversity. The PRC recommends that a question/statement regarding this area is included in a self---study. The committee also recommends that the ASCCC review and update the inclusivity statement. In particular, the last word in the statement ("the need to remove barriers to the recruitment and participation of talented

faculty from historically excluded populations in *society*") to be changed to "serving students in the California community colleges".

Area of Emphasis: Grants, Programs and Planning

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

<u>**GRANTS**</u>

I. General Observations

The Academic Senate has ensured that any funds obtained through grants this year adequately support the short and long---range goals for leadership, instruction, and learning. The funds acquired for the Strategic Implementation Plan were ensured a seamless execution of operations and follow through of the policies established by the Executive Committee of the Academic Senate. Below is an outline of the various targets and references of the grant sources acquired and utilized to date.

II. Findings and Evidence

Below is an enumeration of the grant monies allocated by the Executive Committee of the Academic Senate. In order to fulfill the mission, awarded grants allowed the various stakeholders to target significant issues which California Community Colleges are grappling with today.

According to the November 1, 2016 Independent Auditor's Report, the ASCCC has received the following "grants". All are unrestricted.

    A. State of California Academic Senate grant $468,000
    B. Chancellor's Office Course ID $377,971

        1.   Approval of Associate Degree for Transfer that Include Courses Pending C---ID Approval

        Fall 2016 Resolution Number: 15.02*. Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office to implement an approval process for Associate Degrees for Transfer in which courses pending C--ID approval may be included in the degree if the program application demonstrates evidence that those courses have been submitted to and are under review in the C--ID System (e.g., submitted,*

in progress, conditional and/or approved); Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to regularly assess the effectiveness and efficiency of program requirements for Associate Degrees for Transfer (ADT) including, but not limited to, any revision to the application process to provide flexibility in ADT submission and approval anytime there is clear evidence that responses to C--ID submissions take more than 45 days.

2. **C--ID: Discipline Input Group Meeting**

   The Course Identification Numbering (C---ID) System hosted two discipline input group (DIG) meetings for faculty to consider the development of C---ID descriptors and model curriculum (MC) for Engineering Technology.   The development of the C---ID course descriptors will support local associate degrees and certificates, specific to Engineering Technology.   For additional information on the work of the C---ID system, visit www.c---id.net.
   The meetings are designed to be "come one, come all" to encourage wide participation and perspectives. Travel costs will not be reimbursed, but a light breakfast and lunch will be provided. Later, faculty will be appointed by their respective state senate to serve on the Faculty Discipline Review Group that will prepare draft documents for statewide vetting.

   a. http://asccc.org/resolutions/approval---associate---degrees--- transfer---include---courses---pending---c---id---approval
   b. http://asccc.org/events/2016---09---23---160000/c---id---fall--- discipline---input---group---dig---mteeting---south
   c. http://asccc.org/events/2016---10---07---070000/c---id---fall--- discipline---input---group---dig---meeting---north
   d. http://asccc.org/events/2016---11---18---180000---2016---11---18--- 230000/c---id---discipline---input---group---dig---meeting
   e. http://asccc.org/events/2016---12---09---180000---2016---12---09--- 230000/c---id---discipline---input---group---dig---meeting

3. **Curriculum 101: Introduction and Types of Courses**

   This is the first course in a five---course series that focuses on the curriculum development process. This course is an offering of the Professional Development College of the Academic Senate for California Community Colleges. This course provides an overview

of curriculum in the California community colleges, highlighting the role of faculty, the different types of curriculum the colleges can offer, and providing an introduction to various curriculum---related resources. This course consists of multiple units. There is a quiz associated with each unit and a comprehensive final exam. Successful completion requires earning 100% on all quizzes and at least an 80% on the final exam for each course. All assessments are multiple---choice. While quizzes may be taken more than once, the final exam can only be taken once.

    a. http://asccc.org/content/curriculum-101-introduction-and-types-courses

4. **2016 Curriculum Regional North & South**

Updates on the latest news on from both the Chancellor's Office and the Academic Senate on statewide curriculum issues, including the PCAH, C---ID/ADTs, the Curriculum Inventory, and the UC Transfer Pathways.

a. http://asccc.org/events/2016---10---22---160000---2016---10---22--- 220000/2016---curriculum---regional---south

b. http://asccc.org/events/2016---10---21---160000---2016---10---21--- 220000/2016---curriculum---regional---north

5. **Associate Degrees for Transfer and C--ID: The Latest 2016 Curriculum Institute**

Twenty---five of California's 113 community colleges have been able to meet the legislative mandate to develop Associate Degrees for Transfer as required by California Education Code §66746(b), and the California Community Colleges Chancellor's Office requires that courses submitted for the Associate Degree for Transfer demonstrate approval from the California Course Identification Numbering (C---ID) System

    a. .http://asccc.org/content/associate---degrees---transfer---and--- c---id---latest

6. **UC Transfer Pathways and UC Participation in C--ID 2016 Curriculum Institute**

This goal is to provide a seamless pathway to California community college students who are interested in transferring to a University of California campus in a particular major.

a. **http://asccc.org/content/uc--transfer--pathways--and--uc--participation--c--id**

7. **Effective and Efficient Local Curriculum Approval Processes at Fall 2016 Plenary**

At the Academic Senate for California Community Colleges Spring

2016 Plenary Session, the delegates approved the paper Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates.

    a. http://asccc.org/content/effective---and---efficient---local--- curriculum---approval---processes

8. **"Canned" Courses and Faculty Responsibilities**

For years, many faculty members have relied on proprietary materials provided by publishers.   Ancillaries in the form of overhead maps, test banks, homework labs, and other supporting documents have been crucial for faculty in disciplines ranging from anthropology to women's studies.   Recently, however, questions have begun to arise regarding the use of proprietary and publisher materials, especially those that seem to supplant the role of the faculty member in the creation of course content.   This issue became a topic of discussion for the Academic Senate for California Community Colleges' Online Education Committee, which presented on the subject as part of its "Hot Topics" breakouts at the Fall 2015 plenary session and at its regional meetings in the Spring of 2016

    a. http://asccc.org/content/%E2%80%9Ccanned%E2%80%9D---courses---and---faculty---responsibilities

9. **CTE C--ID Update at 2016 CTE Leadership Academy 2016 CTE Leadership Academy**

This event will build on the 2015 CTE Curriculum Academy and is geared to help all participants better navigate state and local curriculum processes. Attendees will receive information and training on topics such as curriculum basics, effective practices for curriculum development, the Program and Course Approval Handbook, C---ID, and other aspects of curriculum development and approval.   This event is only for Sector/Deputy Navigators, CTE faculty, and curriculum chairs.   Registration is open now and is limited.

    a. http://asccc.org/content/cte---c---id---update

C. **Chancellor's Office – SB 1070 $251,625**

1. Idea/Exploration at 2016 CTE Curriculum Academy

This event will build on the 2015 CTE Curriculum Academy and is geared to help all participants better navigate state and local curriculum processes. Attendees will receive information and training on topics such as curriculum basics, effective practices for curriculum development, the Program and Course Approval Handbook, C---ID, and other aspects of curriculum development and approval.   This event is only for Sector/Deputy Navigators, CTE faculty, and curriculum chairs.   Registration is open now and

is limited.
   a. http://asccc.org/events/2016---01---14---160000---2016---01---16--- 010000/2016---cte---curriculum---academy

2. C---ID: Discipline Input Group Meeting emphasis on CTE

   The Course Identification Numbering (C---ID) System hosted four discipline input group (DIG) meetings for faculty to consider the development of C---ID descriptors and model curriculum (MC) for Engineering Technology and other CTE curriculum.   The development of the C---ID course descriptors will support local associate degrees and certificates, specific to CTE curriculum.
   a. http://asccc.org/events/2016---09---23---160000/c---id---fall--- discipline---input---group---dig---meeting---south
   b. http://asccc.org/events/2016---10---07---070000/c---id---fall--- discipline---input---group---dig---meeting---north
   c. http://asccc.org/events/2016---11---18---180000---2016---11---18--- 230000/c---id---discipline---input---group---dig---meeting
   d. http://asccc.org/events/2016---12---09---180000---2016---12---09--- 230000/c---id---discipline---input---group---dig---meeting

D. Other State grants $248,206
   1. **ICAS = $8,396** Intersegmental Involvement in Postsecondary Accreditation
   2. EPI = $86,500   Education Planning Initiative
      a. State Initiative Update – The Education Planning Initiative 2016 Curriculum Institute
         1. http://asccc.org/content/state---initiative---update--- %E2%80%93---education---planning---initiative
      b. What's Next for the Education Planning Initiative and Zero--- cost Textbook Degrees [Educational Pathways Track at the 2016 Academic Academy October Institute
         1. http://asccc.org/events/2016---10---07---160000---2016--- 10---08---220000/2016---academic---academy---october--- institute

   3. **CAI Initiative – Butte = $153,310** Common Assessment Initiative

a. Writing Assessment for the Common Assessment System
    i.http://asccc.org/resolutions/writing---assessment---common---assessment---system
b. Validation of Statewide Multiple Measures
    i.http://asccc.org/resolutions/validation---statewide---multiple---measures
c. The Continuing Path Towards the Common Assess at Fall 2016 Plenary
    i.http://asccc.org/events/2016---11---03---150000---2016---11---06---000000/2016---fall---plenary---session
d. CCC Assessment and CCCAssess: Understanding the Assessment Approval Process

    i.http://asccc.org/content/ccc---assessment---and---cccassess---understanding---assessment---approval---process

E. **Foundation Income $73,395**
    1. **Foundation -- $43,959**
        a. Foundation Presentation at 2016 Fall Plenary Session
            i.http://asccc.org/events/2016---11---03---150000---2016---11---06---000000/2016---fall---plenary---session
        b. Foundation Scholarships
            i.   http://asccc.org/content/foundation---scholarships
        c.   Foundation Update at the 2016 Curriculum Institute
            i.   http://asccc.org/content/foundation---update
    2. **Irvine Foundation $30,000**

According to the ASCCC Strategic Implementation Plan there are three objectives related to grants (http://asccc.org/sites/default/files/ASCCC_Implementation_Plan.pdf)

Goal 3. ***Lead faculty professional development for the California Community College System***
    Objective 3.1. Ensure that all system--wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.
        B. When grant opportunities for system initiatives are released, immediately contact applicants and urge inclusion of the ASCCC in grant applications
                a. Strong Workforce Funding: A $200M Infusion for CTE and the Academic Senate's Role
                    i.http://asccc.org/content/strong---workforce---funding---200m---infusion---cte---and---academic--- senate%E2%80%99s---role
                b. Open Educational Resources and AB 798 Grants

i.http://asccc.org/content/open---educational---resources---and---ab---798---grants

Goal 5: Secure resources to sustain and support the mission and the work of the ASCCC.

Objective 5.1. Realize a minimum increase in ASFCCC funding of $25,000 per year.

A. Increase applications for appropriate short--term and long term grants.

B. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding

C. Expand fundraising of ASCCC Foundation at events.

Objective 5.3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.

A. Maintain current grants

III. Conclusions

The Academic Senate is doing an admirable job of acquiring, managing, and allocating grant funds to meet the financial needs of the short and long---range goals. The Academic Senate made a concerted effort to reach out and support all stakeholders. Overall, the evidence above suggests a strong effort to identify and address significant needs throughout the California Community College system. With that being said, a self---study would be helpful in seeing how the grants align with short and long---term goals of the Strategic Plan. Furthermore, a self---study could also demonstrate how the funds were allocated and how successful the grant initiatives were.

PROGRAMS

The Academic Senate provides support and assistance to local academic senates through both formal and informal mechanisms. The Senate provides speakers and tailored workshops as well as strategic advice and direct support to local senates.
(http://www.asccc.org/services)

Services provided by ASCCC are categorized into the following areas:
- Accreditation
- Local Senate Visits
- Technical Assistance – Curriculum
- Technical Assistance --- Governance

I. General Observations   Accreditation:

The Accreditation Resource Committee is a resource team that provides a direct and custom---made response to the needs of local academic senates concerning issues around the 10+1. The Accreditation Committee advises the local Academic Senate Executive Committee and the faculty regarding accreditation and continuous quality improvement.

"The Committee identifies and disseminates knowledge and information regarding faculty roles and effective practices in conducting comprehensive college---wide assessment, meeting and documenting accountability standards, self---evaluation methods and reports, attaining and maintaining accreditation status, and in supporting faculty as they reflect on outcomes and set goals for improvement. The committee receives input from, and collaborates with, pertinent outside groups including regional accreditors and federal agencies, their policies, and processes.

Under the direction of the president, designated committee assist faculty and local academic senates with accreditation and institutional evaluation matters. The

committee also plans the annual Accreditation Institute that offers accreditation issues, policies, and effective practices." (http://www.asccc.org/node/186788)

Local Senate Visits:

"As part of its commitment to supporting local senates, the Academic Senate for California Community Colleges provides the opportunities for local senates to have visits from members of the Executive Committee and the Relations with Local Senates Committee. The purpose of such a visit is for the committee member to serve as a liaison between the Senate and the local senate. (http://www.asccc.org/services/local--- senate---visits)

The ASCCC has developed "Procedures on Requests for Information" as well as "Procedures for Requesting College Visits."

Although all faculty can submit requests for information, the ASCCC officially recognizes the local Academic Senate President as the local senate representative. Therefore, senate presidents are included in all responses to all inquiries submitted to the ASCCC. Additionally, as part of the mission of ASCCC to strengthen professional development and technical assistance, any requests for College visits regarding professional development and technical assistance require confirmation from the local Academic Senate President.

An online form may be submitted and specification of services requested includes:

- Accreditation Resource Team
- Budget Process
- Curriculum
- Disciplines List
- Equivalence
- Local Senate Visit
- Minimum Qualifications
- Participatory Governance
- Technical Assistance
- Other

Technical Assistance – Curriculum

The Technical Assistance – Curriculum Committee provides assistance to assure effective participation in district and college curriculum approval processes that is described as:

"A Joint Program of the Academic Senate and California Community College Chief Instructional Officers (CCCCIOs)) The Academic Senate for California Community Colleges and the California Community College Chief Instructional Officers have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations involving curriculum. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any of the parties involved in the local curriculum processes. The jointly---sponsored program does not replace the individual services offered by the CCCCIO to chief

instructional officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve curriculum processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the CCCCIO and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance. The program includes four distinct services that are available. Local college and district CIOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial."
(http://www.asccc.org/curriculum---technical---assistance---visits)
The four distinct areas that are available are:

- **Information Presentation**
    - The informational presentation service is intended to provide a basic overview of the state law, state regulations, and guidelines concerning curriculum.
- **Advisory Assistance**
    - The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.
- **Issue Resolution**
    - The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue.
- **Special Workshops and Presentations**
    - The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective curriculum processes.

ASCCC has developed a very strong resource program for Curriculum Assistance purposes. There is also a ASCCC Curriculum Committee that also is instrumental in provides resources regarding Curriculum, whose members also assist with the planning of the Curriculum Institute.

"The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, implementation, and assessment of all aspects of curriculum both at the college and state level. The committee distributes information through institutes and other forms of professional development, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general. Note: Resolution 15.03 S94 charged the Senate with appointing a library science member and noted past recommendations to the Senate to appoint a counselor, articulation officer, vocational education and basic skills faculty."

(http://www.asccc.org/directory/curriculum---committee)
The Curriculum Committee regularly holds meetings regarding curriculum and advises local Academic Senates and faculty regarding curriculum and continuous quality improvement.

Technical Assistance – Governance

The Technical Assistance – Governance Committee provides assistance to assure effective participation in district and college governance that is described as:
"A Joint Program of the Academic Senate and Community College League) The Academic Senate of the California Community Colleges and the Community College League of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any the parties involved in the local decision---making process. The jointly---sponsored program does not replace the individual services offered by the League to trustees and chief executive officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the League and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance. The program includes four distinct services that are available. Local college and district CEOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial." (http://www.asccc.org/services/technical---assistance)

The four distinct areas of information that are available are: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

Collegiality in Action: Effective Participation Fundamentals

The informational presentation service is intended to provide a basic overview of the state law, state regulations and guidelines concerning shared governance. The presentation is done by a representative of the League and Academic Senate

Collegiality in Action: Effective Participation Focused Study

The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.

Issue Resolution

The purpose of the issue resolution service is to provide mediation assistance to a

college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue.

 Special Workshops and Presentations

The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective decision---making processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the Executive Director of the League, working with local college representatives.

II. Findings and Evidence

Accreditation

ASCCC meets the Periodic Review criteria regarding Accreditation.

Team members contribute suggestions for improvement through participation within their group, as well as through involvement in a variety of meetings, resolutions, presentations, trainings, development of training materials or workbooks and other methods to assist local colleges in successful accreditation.

The Accreditation Committee meets quarterly and consists of former and current executive board members, former and current members of Academic Senate committees, faculty members who have actively participated in the area of practice that the requesting college identifies; such as faculty who co---chaired accreditation studies, were on ACCJC visiting teams, contributed to the development of program review, program discontinuance, or budgeting policies.

 Evidence is provided through the following sources:
- Resource teams consider the problem statement developed by the local senate regarding an issue (such as Accreditation), and then create training and potential solution options adapted to the requesting college culture and student populations based upon Academic Senate positions and papers. http://www.asccc.org/services/accreditation---resource---teams
- The ASCCC Accreditation Committee communicates the clarity of information by assuring that accurate and accessible data are readily available and accessible to the local Academic Senates and public. Information is provided primarily through the ASCCC website under "Accreditation Committee". Updates appear to be provided on a regular basis in order to keep the information current. Information provided consists of the following:
  - Current and past committee members
  - Current and past agendas and minutes
  - Resolutions
  - Rostrums
  - Publications http://www.asccc.org/node/186788

- Since 2007, the Academic Senate for California Community Colleges has adopted numerous resolutions expressing concerns about accreditation processes. ASCCC contributed valuable input into the 2015 Accreditation Task Force Report which was convened by the California Community College Chancellor's Office. http://www.asccc.org/sites/default/files/2015%20CCCCO%20Accreditation%20Task%20Force%20Report.pdf

- In Fall 2015, the Accreditation Committee published a paper that focuses on accreditation processes and meeting the needs of accrediting commissions for local Academic Senates and colleges. http://www.asccc.org/sites/default/files/Accreditation_paper.pdf

Local Visits
Based on the information provided on the website, the ASCCC seems to offers an array of services that could be a valuable resource for local Academic Senates.

Evidence is provided through the following sources:
ASCCC Local Senate Visit web page:
http://www.asccc.org/services/local---senate---visits

Technical Assistance --- Governance
ASCCC meets the Periodic Review criteria regarding Curriculum.

Evidence is provided through the following sources:
- Resource teams consider the problem statement developed by the local senate regarding an issue, and then create training and potential solution options adapted to the requesting college culture and student populations based upon Academic Senate positions and papers. http://www.asccc.org/services/accreditation---resource---teams
- The ASCCC Curriculum Committee communicates the clarity of information by assuring that accurate and accessible data are readily available and accessible to the local Academic Senates and public. Information is provided primarily through the ASCCC website under "Curriculum Committee". Updates appear to be provided on a regular basis in order to keep the information current. Information provided consists of the following:
  - Current and past committee members
  - Current and past agendas and minutes
  - Resolutions
  - Rostrums
  - Publications (http://www.asccc.org/directory/curriculum-

-- [committee](#))

Technical Assistance --- Governance
ASCCC meets the Periodic Review criteria regarding Governance.
 Evidence is provided through the following sources:

- Resource teams consider the problem statement developed by the local senate regarding an issue, and then create training and potential solution options adapted to the requesting college culture and student populations based upon Academic Senate positions and papers.
http://www.asccc.org/services/accreditation---resource---teams
- Information is provided primarily through the ASCCC web page under "Technical Assistance --- Governance".
(http://www.asccc.org/services/technical---assistance)

III. Conclusions

The ASCCC Accreditation Committee policies, publications, training materials, and communication processes are especially strong when providing information to the local college Academic Senates regarding Accreditation information. Evidence of a strong involvement within the Accreditation process is not only available through the ASCCC website, but through the CCCCO website as well.

The ASCCC Local Senate Visits is a resource that is available to the local college Academic Senates regarding information and assistance within a variety of areas. A self study and survey to local senates is suggested to evaluate the further this resource.

The ASCCC Technical Assistance – Curriculum and Curriculum Committees policies, publications, training materials, and communication processes are especially strong when providing information to the local college Academic Senates regarding Curriculum information. Evidence of a strong involvement within the Curriculum process is not only available through the ASCCC website, but through the CCCCO website as well.

The ASCCC Technical Assistance – Governance is just one of the four areas of ASCCC services provided to local Academic Senates. Information regarding success is scant due to the lack of survey results or anecdotal evidence.

PLANNING

The Academic Senate strategic plan, proposed in 2015 as Resolution1.03 S15, has the

following goals for 2015---2018:

      a. Assert the faculty voice and leadership in local, state, and national policy conversations

      b. Engage and empower diverse groups of faculty at all levels of state and local leadership

      c. Lead faculty professional development for the California Community College System

      d. Enhance engagement, communication, and partnerships with local senates and system partners, and other constituent group

      e. Secure resources to sustain and support the mission and the work of the ASCCC.

I. General Observations

The Academic Senate has a clearly stated strategic plan approved by the delegates in Spring 2015. The strategic plan is consistent with the Academic Senate's mission statement and values statement. In May 2015, the Executive Committee connected those priorities to the organization's draft budget for 2015---16 to ensure the fiscal stability of the organization. The plan asserts the diversity of faculty voice at all levels by enhancing engagement and partnerships with local senates, system partners and other constituent groups. For transparency, the goals of the Strategic Plan are mapped on an implementation plan with the lead person, resource funding and due date accessible to the body. Each goal is divided into two objectives for implementation:

Goal 1: Assert the faculty voice and leadership in local, state, and national policy conversations

Objective 1.1: Develop and strengthen strategic relationships between the Executive Committee and at least five legislators, system partners, or organizations involved in statewide or national education policy.

Objective 1.2: Establish multiple training opportunities in matters of advocacy and leadership for faculty and senates.

Goal 2: Engage and empower diverse groups of faculty at all levels of state and local leadership

Objective 2.1: Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations

Objective 2.2. Increase the diversity of faculty representation, on committees of the

ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.

> *Goal 3: Lead faculty professional development for the California Community College System*

Objective 3.1. Ensure that all system--wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.

Objective 3.2. Design and implement a comprehensive ASCCC professional development plan.

> *Goal 4: Enhance engagement, communication, and partnerships with local senates and system partners, and other constituent group*

Objective 4.1. Increase the participation of official ASCCC representatives at events and meetings conducted by system partners

Objective 4.2. Improve methods of gathering input from faculty, local senates and system partners.

Objective 4.3. Visit all CCC colleges.

Goal 5: Secure resources to sustain and support the mission and the work of the ASCCC.

Objective 5.1. Realize a minimum increase in ASCCC funding of $25,000 per year

Objective 5.2. Realize a minimum increase in the Governor's base funding to the ASCCC of $XXX per year.

Objective 5.3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.

II.   Findings and Evidence

The initial draft of the strategic plan for the Academic Senate for California Community Colleges (ASCCC) was created with consideration of the Executive Committee members' perceptions of the wishes of faculty statewide as well as attention to the future health and growth of the ASCCC. The strategic plan for the ASCCC was presented in draft form for feedback at the Fall 2014 Plenary Session and was vetted electronically in Spring 2015, offering broad opportunity for the body to provide feedback and shape the plan.

1. The Legislative and Advocacy Committee is responsible for providing

legislative alerts to the local senates, identifying liaison persons to contact legislators, and providing support to local senates regarding California's legislative process as it has bearing on academic and professional matters. The committee, through research and analysis, and representation on appropriate advocacy groups, the Committee provides the President and the Executive Committee with recommendations on legislation.

2. Creating partnerships and educating legislators on the Academic Senate and the role of the faculty has been an enacted priority by the Executive Committee. The first legislative advocacy day was in 2016, the second in 2017. http://www.asccc.org/resolutions/establishing---local---legislative---- liaison---position

3.   Legislative Updates are available at this link: http://www.asccc.org/legislative---updates as is the Legislative Quarterly Update presented by the committee at the Fall plenary : http://www.asccc.org/sites/default/files/Quarterly%20Legislative%20Update_1.pdf.

4. The Academic Senate was directed by Resolution 3.01 S14 to develop a plan regarding effective practices for infusing cultural competence into organizational culture as a model for local senates.   In 2014---15, the 14 elected representatives of the Executive Committee included only two members from underrepresented ethnic groups, two CTE faculty members, and one counselor. Through a conscious effort on the part of the Executive community to be inclusive and diverse, the general call out was sent, the Executive Committee was able to appoint three outstanding individuals, two of whom were members of underrepresented ethnic groups, one from CTE, and one from student services. All three of these appointees were confirmed in a special election by the delegates at the Fall 2015 Plenary Session
http://asccc.org/content/glance---behind---and---look---ahead---progress---report--- structure---and---goals---asccc

5. In Spring 2016, among the candidates who declared interest for positions on the Executive Committee were six from underrepresented ethnic groups, three from CTE, and two from student services.   This increased interest in service from candidates from a greater diversity in a number of areas can benefits the ASCCC and also demonstrates progress in goal #2 of the strategic plan.

6. Focus on diversity, LGBT, Gender equality has emerged as an intentional theme or breakout at Plenary sessions beginning 2014.
 http://www.asccc.org/events/2014/11/2014---fall---plenary---session
http://www.asccc.org/events/2015---11---05---153000---2015---11---08---

000000/2015--- fall---plenary---session
http://www.asccc.org/events/2016---04---21---150000---2016---04---23---230000/2016--- spring---plenary---session

7. The Academic Senate was directed by Resolution 12.01 FA14 to assert to statewide initiative leaders the importance of respecting the purview of the Academic Senate and local senates regarding faculty professional development and to work with the System office and partners to ensure that the Board of Governors' Standing Orders are respected and that all future assignments in the area of faculty professional development involve input and affirmation from the Academic Senate and local senates.

8. The Academic Senate has strengthened ties with other faculty groups, including both the Faculty Association of California Community Colleges (FACCC) and the statewide leadership for the unions CCA/CTA, CFT, and CCCI. In Spring 2016, an ASCCC/ CCLC/ SSCCC taskforce was launched. Further the Spring 2016 Plenary session was a collaborative plenary with Chief Instructional Officers (CCCCIOs), the California Community College Association of Occupational Educators (CCCAOE), Chief Student Services Officers (CSSOs), the Chancellor's Office. http://www.asccc.org/events/2016---04---21---150000---2016---04---23--- 230000/2016---spring---plenary---session

9. Another ASCCC partnership that has been strengthened, in the past two years, in addition to the System office partnership, is with the Community College League of California. The ASCCC President, Vice---President, and Executive Director, as well as other Executive Committee Members, have attended and made presentations at CCLC events including the 2014 and 2015 Annual Conferences, the 2015 and 2016 Legislative Conferences, the 2015 Equity Summit, the 2015 and 2016 Trustee Orientations, and the Spring 2016 Statewide CEO meeting.   The ASCCC President and Vice---President have also been among the most prominent voices on the CCLC Advisory Committee on Legislation, where faculty input has been welcomed and encouraged.   In this reciprocal relationship, multiple members of the CCLC staff attended various sessions of the Academic Senate's 2016 Spring Plenary Session, most of them for the first time.

10. Though increase in resources for ASCCC is outlined as both a short term and long term goal on the strategic plan, this is the area that has not yet been realized. Out of the six sub---goals in the implementation plan, only two have been completed—both the completions relate to grants, but there has been no progress on creating a stable allocation of funding from Chancellor's Office or through legislation.

III. Conclusions

As the strategic plan covers both short and long-term goals of 2015-2018, by the end of 2016 the Academic Senate has completed over half of those goals. Though there is more work to be done in the areas of professional development, communication with the body, and finding stable funding mechanisms aside from grants; the findings above show that following areas 1) emphasis on diversity in faculty body and executive representation; 2) relationships with system partners; and 3) asserting the faculty voice in state, regional and national circles, are demonstrably better than they were in 2014 and the years before.

PERIODIC REVIEW COMMITTEE SUMMARY

The Periodic Review Committee finds that the Academic Senate of the California Community Colleges (ASCCC) has developed mechanisms to assert the faculty voice in state, regional and national levels in academic and professional matters. The ASCCC is doing an admirable job of acquiring, managing and allocating grant funds to meet the financial needs of its short and long---range goals. The Periodic Review Committee has concluded that the Academic Senate Executive Committee continues to make a concerted effort to reach out and support all stakeholders.

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

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

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

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

The PRC recommends that the Executive Committee establish a timeframe for assuring the recommendations stated herein are addressed prior to the next periodic review.

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

Commented [19]: It may be helpful to clarify that the Periodic Review is not/was not meant to be an Accreditation-like process.

Commented [20]: This is an item to clarify as we move forward. The process for the review of the vision,mission and values statements in 2019 was delineated. The process was initiated at thespring plenary of 2019. At the 2019 fall plenary, the session titled Infusing Equity, Diversityand Inclusion into ASCCC Vision, Mission, and Values was held at the 2019 Fall Plenary.Over 20 faculty leaders and other attendees actively participated in the interactive session.The proposed vision, mission and values statements were discussed by the ExecutiveCommittee in December of 2019 and approved with modifications. A resolution waspresented at the Spring 2020 Plenary. The 2020 Spring Plenary session was canceled due toCOVID-19. The resolution was then presented at the Fall 202 Plenary and adopted by thedelegates.

Commented [21]: I can see value to this, but what a project. The debriefs at the end of Exec meetings are very valuable, and almost everything ASCCC does is so very public, this doesn't seem necessary to me. While an ISER of sorts would certainly allow Exec to reflect and get steeped in recent history, there would definitely be an opportunity cost where their other tasks are concerned-- or perhaps I am just projecting my own accreditation dogma!

Commented [22]: I believe we are addressing this recommendation.

Commented [23]: Great idea--I believe this has happened or is in process now

Commented [24]: I remember discussing this document at Exec in the 18-19 year, perhaps in fall. It may have been folded into another agenda item.