WORKING COLLECTIVELY: TRANSFORMING AND DECOLONIZING INSTITUTIONS

ACADEMIC SENATE FOR
CALIFORNIA COMMUNITY COLLEGES

SPRING PLENARY SESSION

VIRTUAL EVENT | APRIL 15-17, 2021

MISSION STATEMENT

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

- Empower faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance
- Lead and advocate proactively for the development of policies, processes, and practices
- Include diverse faculty, perspectives, and experiences that represent our student populations
- Develop faculty as local and statewide leaders through personal and professional development
- Engage faculty and system partners through collegial consultation

VALUES STATEMENT

Leadership The Academic Senate champions and models the effective leadership role of faculty at their colleges and at the state level, promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty, and fosters faculty participation in governance to effect change and promote student success. The Academic Senate facilitates and supports the development of faculty leaders. The Academic Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards.

Empowerment The Academic Senate empowers faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity through its publications, resources, activities, policies, and presentations. The Academic Senate collaborates with other statewide organizations, and with administrators, trustees, students, classified professionals, and others, to develop and maintain effective relationships. The Academic Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level.

Voice The Academic Senate promotes faculty primacy in academic and professional matters as established in statute and regulation. The Senate is the official voice of the California The Academic Senate asserts faculty primacy in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The Academic Senate is the official voice of the California community college faculty in statewide consultation and decision making regarding academic and professional matters and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Academic Senate values thoughtful discourse and deliberation and centers its work on student success.

LAND ACKNOWLEDGEMENT

We begin today by acknowledging that we are holding our gathering on the land of the Nisenan Nations who have lived and continue to live here. We recognize the Nisenan 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 Sacramento. As we begin we thank them for their strength, perseverance and resistance.

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

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Welcome

Dear Colleagues and Friends,

The ASCCC Executive Committee is delighted to welcome you to the 2021 Spring Plenary Session. Spring Plenary always seems to be a combination of opposites: the possible welcoming of a new discipline with the goodbyes to retiring faculty, the exhilaration of a new Executive Committee with the sadness of seeing the departure of members leaving the board, and the culmination of a year of activities with the last set of resolutions until the next academic year. This year's plenary session is designed to serve the purposes that plenary sessions always have: to provide opportunities for dialogue and debate as well as the dissemination of information and discussion of plans for the forthcoming year.

Along with all of the excitement that surrounds plenary, we also have reasons to be contemplative. This plenary is our second to be held entirely online, a situation in no way mitigated by the months of practice we have all had with Zoom, although one made slightly more optimistic by the roll out of vaccines. The country has also seen a surge in violence—against Asian-Americans, specifically Asian-American women, but also against people of color, women, and transgendered people—and the feelings of hopelessness, despair, and sorrow can be overwhelming. While the theme for this plenary, "Working Collectively: Transforming and Decolonizing Institutions," was chosen in

February, it seems particularly prescient given the current situations the country and our institutions are facing.
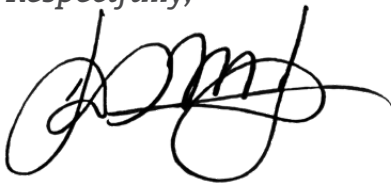
As much as we try to replicate the activities of an in-person plenary session, we know that meeting online cannot entirely do that. With that caveat in hand, the Executive Committee has created breakouts and general sessions designed to engage and involve participants. The plenary session will also include area meetings, social activities, and opportunities through the caucuses to interact with each other in a virtual format. We have again made the difficult decision to defer honoring our former executive committee members and other leaders until we are able to meet in person, which hopefully will be soon.

While we are aware that we cannot replicate the experience of in-person plenary session voting and debate, the resolutions team has tried to bring that process to life in a form that resembles previous sessions, as we did in the fall. Some challenges will remain, but we know that the amazing team from our office, our resolutions committee, and our parliamentarian will make the process as smooth as possible.

We know that colleges are facing untold challenges vis-à-vis governance and decision making, especially about returning to campus as well as online and remote instruction and student services and support, enrollment declines, and diversity, equity, inclusion, and anti-racism. We also recognize that changes are happening quickly at the local and state level and that these changes do not always allow for the types of discussions colleges have been able to have in the past. While we understand that decision-making has been difficult in many cases and that colleges are facing issues that are in some cases novel and in others deeply ingrained in the fabric of their institutions, we should always remember that decision making happens best, and is more likely to be carried out, when all voices are heard. Ultimately, colleges serve students, and if what we are doing or deciding does not do that, then we need to reflect as to why not and how things can be improved.

The Executive Committee has done an extraordinary amount of work this year. Some of it has been visible clearly at ASCCC institutes, plenaries, and events, while other pieces, such as the incredible work necessary to move everything online and to update processes to do so, has been less obvious. During the next few days, as we gather to dialogue, discuss, and debate, I ask all of us to engage with enthusiasm while looking forward to the day that we are able to gather again in person. I am delighted that you are all here, and on behalf of the ASCCC Executive Committee, I welcome you to the 2021 Spring Plenary Session.

Respectfully,

Dolores M. Davison
ASCCC President

1. **Be true to yourself.** We want to create an atmosphere for open, honest exchange.

2. **Commit to learning from each other**. Listen to each other and acknowledge that we all come from different backgrounds, skills, interests, abilities, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.

3. **Acknowledge each other's experiences.** We will not devalue people for their experiences, lack of experiences, or difference in interpretation of those experiences.

4. **Trust that others are doing the best they can.** We will try not to 'freeze people in time' but leave space for everyone to learn and change through our interactions with one another.

5. **Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.

6. **Speak your discomfort.** If something is bothering you and you are open to sharing, please share it with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.

7. **Step Up, Step Back.** Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.

(adapted from the University of Michigan Program on Intergroup Relations, IGR)
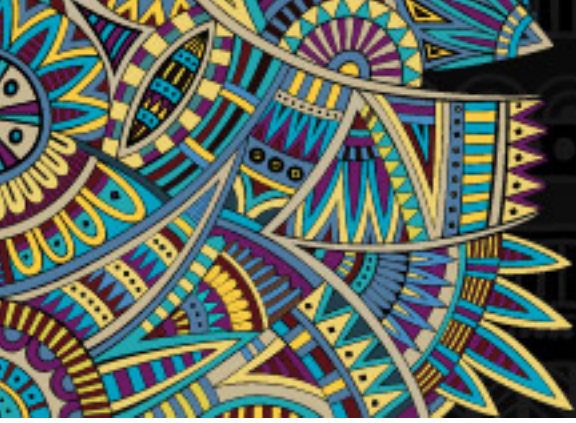
Thursday

MORNING ACTIVITY | 7:00 AM - 8:00 AM

Coffee Networking - Meet & Greet for First-Timers and Experienced Senate Leaders

Hosts

Stephanie Curry, ASCCC North Representative

Robert L. Stewart Jr., ASCCC Area C Representative

CAUCUS | 8:00 AM - 7:00 PM

Zoom Rooms Open (each caucus will have a designated Zoom room in Pathable)

Asian Pacific Islander Caucus

Black Caucus

Latinx Caucus

Womyn's Caucus

Call to Order - Dolores Davison, ASCCC President
Adoption of the Procedures - Virginia "Ginni" May, ASCCC Vice President
Foundation President's Update - Silvester Henderson, ASFCCC President
State of the Senate – Dolores Davison, ASCCC President

Ujima: Looking Beyond Colonialistic Individualism Towards a More Collaborative and Culturally Responsive Model of Learning

Robert L. Stewart Jr., ASCCC Area C Representative
Manuel Vélez, ASCCC South Representative

The Third Principle of Kwanzaa is Ujima, the principle of collective work and responsibility. Historically, the concept of education in the United States has its roots in colonialistic individualism, the idea that Eurocentric entitlement, progress, and wealth were best achieved through the subjugation of indigenous people and through the enslavement of Africans, thus valuing an individualistic divide and conquer approach to everything rather than achievement of goals through collaboration.

Curriculum and Pedagogy have been heavily reliant on the individual and has strongly reflected the ideals of Eurocentric Colonialism and the focus of an individualistic and Eurocentric lens being placed upon the way we were taught and in the manner by which we then teach and share information in our classrooms.

The focus of this breakout session is to shed some light and provide a space for dialogue and collaboration on how faculty can view the education of our students through a more collaborative, inclusive, and culturally responsive lens that reflects collective work and collective responsibility in our curricular and pedagogic efforts.

Going Beyond Development: A Philosophical and Practical Approach to Professional Learning

Adrean Askerneese, MiraCosta College
Sam Foster, ASCCC South Representative
Darcie McClelland, El Camino College
Carrie Roberson, ASCCC North Representative

In the two decades since the Academic Senate for California Community Colleges (ASCCC) last approved a paper on professional development, community colleges have experienced a substantial wave of changes, including regulatory and structural, such as AB705 and guided pathways, as well as demographic shifts in student populations and needs. To address this and the concomitant professional development needs, the paper, Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success was developed by the Educational Policy Committee of ASCCC for consideration and adoption at this plenary session. Join this breakout to hear about the development of the paper which examines the importance of faculty professional learning necessary to improve student success as well as the role local academic senates can play from both a philosophical and practical point of view.

Noncredit, Pre-Transfer, and Community Education in a Post-COVID World

Cheryl Aschenbach, ASCCC Secretary
Wendy Brill-Wynkoop, College of the Canyons
Karen Chow, ASCCC Area B Representative

Noncredit, pre-transfer, and continuing education programs experienced many unique challenges with the transition to sheltered-in-place online learning. While colleges nimbly addressed challenges to student attendance and connectivity, outreach, and student support during COVID, there are continued opportunities for noncredit, pre-transfer, and community education programs to be responsive

to changing student needs post-COVID. With an eye toward the future, join us in a discussion focused on challenges to and opportunities for noncredit, pre-transfer, and community education. Areas of discussion will include minimum qualifications, diversifying faculty, serving immigrant and nontraditional students, and potential programmatic opportunities, including expanded noncredit to credit pathways, and employment-oriented short-term vocational and workforce development offerings.

Leveraging Resources: Partnerships with EOPs, Calworks, and Student Services

Silvester Henderson, ASCCC At-large Representative
LaTonya Parker, ASCCC Area D Representative

An effective partnership is about identifying shared values and leveraging the combined strengths of each organization to carry out successfully a level of agreed-upon goals that could not be accomplished independently. Come explore and share expertise on how our college's student-centered support structures can improve our classroom learning outcomes as our students prepare for degree completion, transfer opportunities and career aspiration obtainment.

Delegates and First-time Attendees

Annie Corbett, College of San Mateo
Stephanie Curry, ASCCC North Representative
Sam Foster, ASCCC South Representative
Amber Gillis, Compton College
David Morse, Long Beach City College

This session will provide an overview of the ASCCC plenary session. A special focus will be placed on changes occurring due to the virtual format. The resolution process will be shared, including how resolutions originate and are brought to

plenary, and specific style requirements. Participants will also discuss the requirements and obligations for delegates, and the electronic voting process used on Saturday.

11:45 AM - 12:30 PM LUNCH

Regina Stanback-Stroud Diversity Award Presentation

Dolores Davison, ASCCC President
Regina Stanback-Stroud, RSS Consulting CEO, ASCCC Past President

Decolonizing Community Colleges: Understanding History to Reimagine the Future

Cheryl Aschenbach, ASCCC Secretary
Sam Foster, ASCCC South Representative
Cheryl Aschenbach, ASCCC Secretary
Roberto Hernández, San Diego State University
Manuel Vélez, ASCCC South Representative

Before we can work to decolonize and transform our institutions, it is necessary to review the colonial roots of the higher education system we have inherited and to understand the complex ways that colonization continues to play in that system. In this session, we'll take a closer look at the impact of colonization, explore the effects it continues to have on our colleges, and actions we can take to address them.

Assembly Bills, Senate Bills, and Trailer Bill Language: Navigating the Legislative Proposals

Adrienne Brown, Los Angeles Harbor College
Geoffrey Dyer, Taft College
Christopher Howerton, Woodland Community College
Alexis Litzky, City College of San Francisco
Virginia "Ginni" May, ASCCC Vice President
Eric Wada, Folsom Lake College

The 2021-2022 legislative cycle has started out strong after an unprecedented ending of the 2019-20 two-year legislative cycle. Keeping pace with prior years, 2,379 proposed bills have been submitted for 2021 with many focusing on meeting student basic needs, financial aid reform, streamlining transfer processes, and improving educational programs to advance equity, diversity, and inclusion. Join this session to learn about some of the proposed legislation and budget trailer bill language, followed by a robust discussion on how local academic senate leaders can leverage their roles to influence and impact statewide legislation through advocacy on academic and professional matters.

Addressing Equity Gaps by Using Outcomes and Assessment Data as Mirrors to Ensuring Learning

Sam Foster, ASCCC South Representative
Kyle Hill, City College of San Francisco
Micheline Pontious, City College of San Francisco
Mitra Sapienza, City College of San Francisco

The role of equity must be infused as colleges examine their own structures to integrate the principles of guided pathways.. As colleges work to ensure learning (one of the pillars of guided pathways), one source of data may be outcomes

assessment. By examining and disaggregating faculty-level data with an equity-minded lens, faculty have the opportunity to examine teaching and learning and identify racial and ethnic gaps within their classrooms. Join us for a discussion of promising practices and challenges as we look to address racial and ethnic inequities within data.

Why Open Educational Resources (OER) are the Answer to Everything

Julie Bruno, ASCCC OERI Communications Lead
Dave Dillon, ASCCC OERI Area D Regional Lead
Shagun Kaur, ASCCC OERI Project Facilitator
Jennifer Paris, ASCCC OERI Area C Regional Lead
Michelle Pilati, ASCCC Open Educational Resources Initiative Faculty Coordinator
Sally Potter, ASCCC OERI Area B Regional Lead
Suzanne Wakim, ASCCC OERI Project Facilitator

Open Educational Resources (OER) are openly licensed and modifiable resources for teaching and learning. While awareness and use of OER has increased over time, few appreciate the full range of benefits OER provide. OER are not merely the answer to the ever-increasing costs of commercial texts, they are also tools for decolonizing curriculum, fostering social justice, addressing inequities, promoting diversity and inclusion, increasing student success, engaging students in novel ways, and providing faculty with the ultimate in academic freedom. Join us to explore the power of OER to change the world.

Student Governments and Academic Senates: A Partnership for Student Success

Stephanie Curry, ASCCC North Representative
Gian Gayatao, Student Senate for California Community Colleges

Like the Academic Senate's 10+1, student governments have the 9+1 purview areas. Some of these areas overlap with the Academic Senate's. Learn how to work with student governments to support student success and ensure that senates are informed by student voices and experiences. Learn also how the ASCCC is working closely with the Student Senate for California Community Colleges (SSCCC) with a focus on equity and highlighting the voices of students.

Decolonizing got Community Colleges: Understanding the History to Imagine the Future: Follow-Up Session

Mayra Cruz, ASCCC Treasurer
Sharon Sampson, Grossmont College
Eileene Tejada, Napa Valley College

This session is a follow-up discussion of the general session on Decolonizing Community Colleges: Understanding the History to Imagine the Future. This breakout will provide an opportunity to reflect on ideas, possibilities, wisdom, and actions presented during the general session. The session will feature an interactive component on decolonizing curriculum practices and creating spaces and resources for continuous dialogue to actualize epistemological disruption in the curriculum.

Zen and the Art of Assigning Courses to Disciplines

Eric Narveson, Evergreen Valley College
Julie Oliver, ASCCC Area A Representative
Carrie Roberson, ASCCC North Representative
Jeff Waller, Grossmont College

Want or need to learn about the principles and practices for effectively assigning courses to disciplines? The Disciplines List provides the minimum qualifications for all faculty, but the minimum qualifications to teach courses at your college are not set until each course is assigned to one of those disciplines. Assigning courses to disciplines is based upon the academic and career technical education preparation necessary to teach the content of a specific course and may not match local department structures. Join us for a lively discussion to learn about the Disciplines List, different options for assigning courses to disciplines, and effective practices that support student success.

Participating Effectively in District and College Governance: An Update of The ASCCC/CCLC Participating Effectively and Scenarios Documents

Dolores Davison, ASCCC President
Larry Galizio, CCLC President
David Morse, ASCCC Past President

In 1992, the ASCCC and the Community College League of California jointly developed the documents "Participating Effectively in District and College Governance" and "Scenarios to Illustrate Effective Participation in District and College Governance" to help colleges institute the governance system outlined in legislation by AB 1725 (Vasconcellos) in 1988. The documents were updated in 1998 and have been presented and used at ASCCC events for over twenty years,

from faculty leadership institutes, plenary sessions, and Collegiality in Action technical assistance visits. They were updated in 2020 to reflect the current issues and situations facing colleges and have now been approved by the ASCCC and CCLC Executive Boards. This breakout will review the changes made to the documents, the philosophy behind them, the new scenarios that have been added, and the ways in which the documents might be useful to you on your local campus.

Revisiting the Promises of AB705: What Data Tells Us about AB705's Impact on Students of Color

Cheryl Aschenbach, ASCCC Secretary
Angela Echeverri, Los Angeles Community College District
Virginia "Ginni" May, ASCCC Vice President

With AB 705 being fully implemented for English and mathematics since in Fall 2019, longer at some colleges, it is time to investigate college implementations to determine whether they are closing long standing equity gaps and optimizing student success. The ASCCC Guided Pathways Task Force examined local and statewide data and have reported their findings in the Academic Senate White Paper, Optimizing Student Success: A Report on Placement in English and Mathematics Pathways. Join this session to explore data and findings presented in the ASCCC paper along with research from other stakeholders. Together presenters and attendees will highlight progress and discuss solutions to challenges. This session also includes a preview of an upcoming ASCCC survey intended to capture faculty perceptions of local AB 705 implementation.

The Economic Imperative: Diversity, Inclusion, and California's Demographic Shifts

Mayra Cruz, ASCCC Treasurer

Olivia Herriford, Bay Area Community College Consortium

Manuel Vélez, ASCCC South Representative

In California, the demographics shift is a driver of social and economic change; along with climate change, structural racism, gender discrimination, and the shifts in economic power, these elements are changing the nature of work. How do we respond to these changes? How do we build on the social and cultural capital of students in the community college system to ensure that the opportunities for success and economic mobility are equitable? How do we reimagine our curriculum, practices, student supports, and services to address the economic disparities and to meet workforce needs? This interactive session will provide an opportunity for participants to explore these questions and generate concrete actions to take back to local academic senates and colleges. Participants are encouraged to prepare for this session by reading this report. *https://www.capostsecondaryforall.org/initiatives/recovery-with-equity/*

Empowered Voices at the Academic Senate Table: Utilizing Strategy, Intention, and Personal Power to Impact Change

Michelle Velasquez Bean, ASCCC At-large Representative

Maria Figueroa, MiraCosta College

Karla Kirk, Fresno City College

Edward Pohlert, MiraCosta College

Michael Takeda, Fresno City College

Join us for this interactive session lead by colleagues who have interrogated systems and embraced strategies to include Black, Indigenous, People of Color (BIPOC) voices at their colleges, in their senates, and at the state level. We will engage in group discussions and share models and effective strategies to diversify your senate and senate committees, as well as discuss ways ASCCC has addressed diversification of committee selections.

EVENING ACTIVITIES

6:00 PM – 7:00 PM   Officers Open Forum

Come and interact with candidates for president, vice president, secretary, and treasurer. This opportunity allows you to ask questions, clarify information on the candidate statements, or hear about how these individuals will continue to move the ASCCC forward in its current climate.

7:00 PM – 8:00 PM   Social Hour
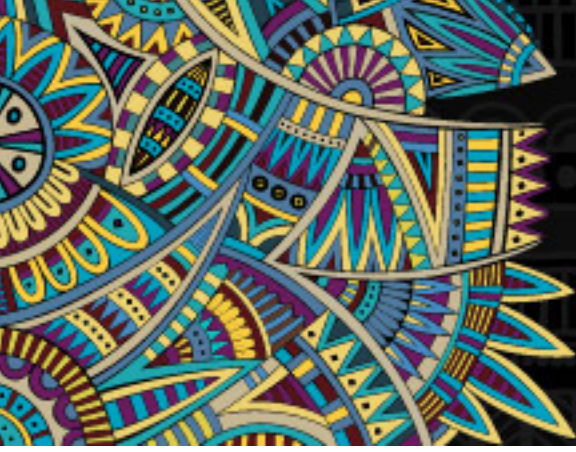
Friday

April 16, 2021

MORNING ACTIVITY | 7:00 AM - 8:00 AM

Virtual Run/Walk

Cheryl Aschenbach, ASCCC Secretary

Join members of the ASCCC Executive Committee for an interactive morning walk/run session. Let's get your blood pumping and the day started!

CAUCUS | 8:00 AM - 7:00 PM

Zoom Rooms Open (each caucus will have a designated Zoom room in Pathable)

Asian Pacific Islander Caucus
Black Caucus
Latinx Caucus
Womyn's Caucus

The College Tapestry: The Local Senate Role in Transforming Campus Culture

Michelle Velasquez Bean, ASCCC At-large Representative

Adrienne Brown, Los Angeles Harbor College

Darla Cooper, Umoja Community Education Foundations President

Mayra Cruz, ASCCC Treasurer

Elvin Ramos, DeAnza College

Katherine Squire, Student Senate for California Community Colleges Vice President

Jennifer Taylor-Mendoza, Skyline College

Chisa Uyeki, Mt. San Antonio College

Erin Vines, Antelope Valley College

Many of us have participated in local and national campus climate surveys to engage in institutional change. As faculty and senate leaders, we have the opportunity to study and impact campus climate change by interrogating and analyzing data to get us to a place of "real talk." We know the data, and we know the story: Higher education was designed with White architecture. As educators we should be asking: Are we serving our students well? How do we disrupt the system and provide opportunities for students of color to thrive? Join this interactive session to hear from a powerful panel of equity-minded leaders and practitioners on how to transform campus culture.

AREA MEETINGS | 11:00 AM – 12:30 PM

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. Click here to *Find Your Area*.

Area A: Julie Oliver
Area B: Karen Chow
Area C: Robert L. Stewart, Jr.
Area D: LaTonya Parker

12:30 PM - 1:30 PM LUNCH

BREAKOUT SESSION 4 | 1:30 PM – 2:45 PM

Equity Committees at CCCs: Best Practices and/or Challenges

Karen Chow, ASCCC Area B Representative
Sam Foster, ASCCC South Representative

Equity Committees on local college campuses are carrying out the crucial Diversity, Equity, and Inclusion (DEI) work that the California community college system has committed to advancing. This session will discuss and share best practices and challenges faced by college equity committees and how their work supports other college-led initiatives such as Guided Pathways. Come join us for a facilitated discussion as we support and learn from each other how to help our students have more success.

Rethinking Curriculum, Instruction, Student Services, and Student Support in Covid-19 and Beyond

LaTonya Parker, ASCCC Area D Representative

The Academic Senate for California Community Colleges (ASCCC) is pleased to empower faculty with an online platform to engage in dialogue around student-centered academic and support services during a pandemic. Join in on a discussion about well-designed curriculum and student services opportunities and challenges to prepare CCC stakeholders for students. Don't miss this opportunity to examine personal spheres of influence to increase a college going culture, and aspirational completion through academic rigor and wrap around student support.

Leadership with Empathy: Inviting More Voices and Authentic Stories

Silvester Henderson, ASCCC At-large Representative
Rochelle Olive, College of Alameda
Natalie Rodriguez, College of Alameda

As our nation grapples with effective ways to deal with "Racial and National Discourse", developing skills around listening and inclusive caring becomes essential for both institutional advancement and campus empowerment. Empathetic Leaders are passionately invested in people. Come share your thoughts, your professional challenges, and commitments to learning how to grow and develop trust amongst your faculty professionals, your classified professionals, administrators, and most importantly your students.

Leveraging Guided Pathways as a Framework for Equity: A Suite of Resources

Sarah Harris, College of the Sequoias
Jeffrey Hernandez, East Los Angeles College
Virginia "Ginni" May, ASCCC Vice President
Meridith Selden, Yuba College

At the beginning of the systemwide Guided Pathways efforts, the ASCCC formed the Guided Pathways Task Force (GPTF) and visualized a Guided Pathways framework with teaching and learning encompassing all. Even though the GPTF is nearing its end, the Guided Pathways work of the ASCCC continues. Join this session to learn of a suite of resources designed to assist local academic senates in leveraging their guided pathways efforts as a framework for equity.

Structural Inclusion in Academic Senates: Examining Constitutions, Bylaws, Policies, and Processes

Cheryl Aschenbach, ASCCC Secretary
Alexis Litzky, City College of San Francisco
David Morse, ASCCC Past President

At the state and local levels, senate constitutions, bylaws, rules, and policy documents provide the operational framework for senate operations. The work of transforming institutions to be more inclusive necessitates a critical evaluation of key senate documents with an intention of equity. Join us for an overview of the purpose of key ASCCC and local senate documents and dialog about reviewing and revising local senate documents.

Agendizing DEI in Academic Senate-Led Committees

Virginia "Ginni" May, ASCCC Vice President
Robert L. Stewart, Jr., ASCCC Area C Representative

Good practice in ensuring effective governance structures includes regularly reviewing and revising committee (and other groups) charges and composition. In order to transform California community colleges into institutions grounded in diversity, equity, and inclusion (DEI), many academic senates are evaluating their academic senate-led committees. Join this session for an interactive and lively presentation about how local academic senates as well as the Academic Senate for California Community Colleges are agendizing DEI in academic senate-led committees to increase diversity, advance equity, and embrace inclusion so that all voices, especially those that have been marginalized or missing can be heard.

Decolonization & Equity in Remote Learning and Distance Education

Cheryl Aschenbach, ASCCC Secretary
Hossna Sadat Ahadi, Palomar College
Stephanie Curry, ASCCC North Representative

Through the pandemic, we have learned about digital inequities for our students and faculty. Come to this session to discuss what we have learned and what innovations we should keep. Learn about ways to decolonize your online classes in both content and processes. Examine what types of student support needs to be available to support student success. Let's discuss how to review our remote and distance education opportunities with equity mindedness.

Equity-Driven Leadership

Luke Lara, MiraCosta College
Carrie Roberson, ASCCC North Representative
John Stanskas, ASCCC Immediate Past President

The Academic Senate for California Community Colleges (ASCCC) plays a central role in partnering with and challenging system stakeholders to create excellence through diversity and equity in California's community colleges. The role of local academic senate leaders is to provide advice and recommendations regarding academic and professional matters to support student success. However, every system of bureaucracy, including the California community colleges, reflects the biases present upon that system's creation. Join us to engage in the realities of the role local academic senate leaders assume, in partnership with other constituent groups, to identify and deeply examine those biases and correct them through structural change, professional development, and reimagining how colleges serve the students and communities of today most effectively.

FAQs on the Disciplines List and Minimum Qualifications

Angela C. Echeverri, Los Angeles Community College District
Julie Oliver, ASCCC Area A Representative
Sharon Sampson, Grossmont College

Interested in learning more about the Disciplines List and Minimum Qualifications (MQs)? Did you know that California Community College faculty must meet statewide minimum qualifications to be hired in a specific discipline? The repository for these MQs is the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook, which is revised and updated on a yearly basis. Attendees will learn about the ASCCC disciplines list review process and timelines for adding or changing disciplines in the system handbook. Join us as we will walk you through the process.

ASCCC Executive Elections via e-Ballot

Wendy Brill-Wynkoop, ASCCC Elections Chair

As we continue to meet in the remote spaces for the spring 2021 term, the ASCCC will be conducting elections by online written ballot, using the software company e-Ballot. The ASCCC Elections Committee will be providing the opportunity to learn about the 2021 election process by sharing the details about the process and the chance to ask questions of the Election Committee.

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EVENING SESSIONS

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5:00 PM – 6:00 PM Disciplines List Hearing

During this session, attendees will be informed about the proposals submitted to change the Disciplines List by the authors or their designee. Delegates unsure about the Disciplines List process are encouraged to attend. See the *CCC Confer Participant Instructions* pdf for more information.

6:00 PM - 7:00 PM Closed Session- Executive Committee Meeting
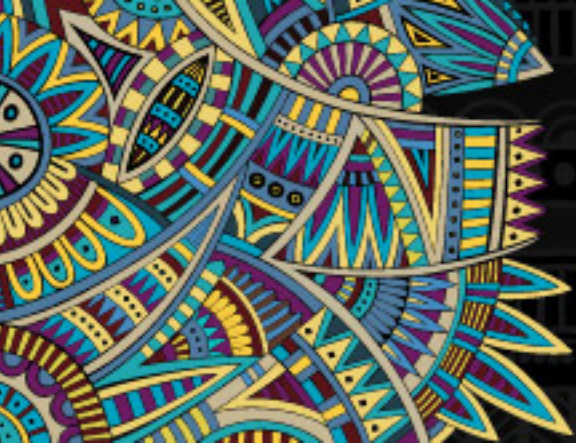
Saturday

April 17, 2021

MORNING ACTIVITY | 7:00 AM - 8:00 AM

Virtual Yoga

Bonnie Lewis, Santa Barbara City College

8:00 AM - 9:00 AM - Need help with Technology?

Come to this session to get help before Resolution Voting begins!

RESOLUTION VOTING | 9:00 AM - 12:00 PM

12:00 PM - 1:00 PM Lunch

1:00 PM - 5:00 PM   Resolution Voting continues

Pulled from the California Community Colleges Chancellor's Office Diversity, Equity, and Inclusion Glossary of Terms

Anti-Racism: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.

Cultural Change: Refers to the stages of development or new patterns of culture that occur as a response to changing societal conditions. Within an organization, cultural change is a new method of operating and reorientation of one's role and responsibilities in the organization. Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change.

Cultural Competence: Is the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from cultures other than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such

as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.

Equity-Minded: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (l) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

Institutional Racism: Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where organizations or societies distribute more resources to one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as 'structural racism', 'systemic racism', etc.).

Racism: Is the intentional or unintentional use of power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and

social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.

Structural Racism: Is the normalization and legitimization of an array of dynamics historical, cultural, institutional and interpersonal that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism all other forms of racism emerge from structural racism.

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