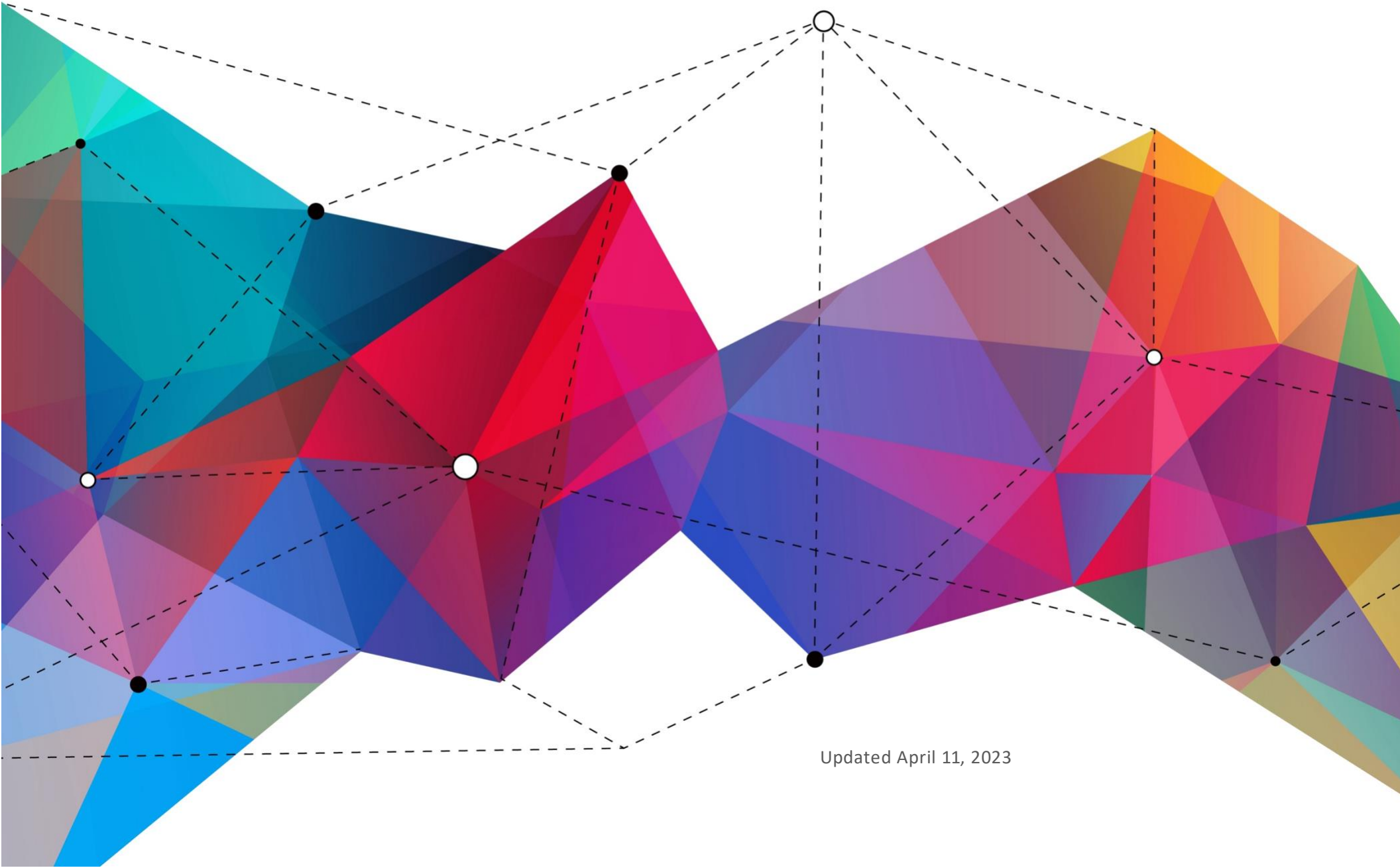




ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

ASCCC Strategic Plan Comprehensive Report 2018-2023



Updated April 11, 2023



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PRESIDENT'S INTRODUCTION

As we engage in setting our new strategic direction for the 2023 – 2026 years, we are pleased to share with you the following comprehensive report, which concludes our 2018- 2023 5-year strategic plan, adopted by the ASCCC delegates through resolution [01.01 S18](#). It was an ambitious and comprehensive plan consisting of six goals, fourteen objectives, and forty-nine strategies. This well-mapped plan was critical at the time to communicate that the ASCCC was setting a very strategic path forward; many changes were coming to the California Community Colleges system, and academic senates had a crucial role to play. The ASCCC remains committed to promoting academic excellence, supporting faculty leadership, and advocating for the educational needs of all students.

To achieve our organization's path forward, the ASCCC identified six strategic priorities which guided our work over the last five years. Our strategic priorities included:

1. Asserting the faculty voice and leadership in local, state, and national policy conversations;
2. Engaging and empowering diverse groups of faculty at all levels of state and local leadership;
3. Asserting ASCCC leadership in all faculty professional development for the California Community College system regarding academic and professional matters;
4. Enhancing engagement, communication, and partnerships with local senates and system partners, and other constituent groups;
5. Securing resources to sustain and support the mission and the work of the ASCCC; and
6. Sustaining, supporting, and expanding the ASCCC Course Identification Numbering System (C-ID).

Our strategic plan included specific strategies and tactics to achieve each of these priorities and the ASCCC worked collaboratively with stakeholder groups to ensure successful implementation. By focusing on these priorities, the ASCCC asserted the primacy of faculty voice in policy development and conversations, worked to close equity gaps, increased faculty diversification, enhanced access to professional development opportunities, and engaged with partner organizations to meet the needs of every student in the California Community College system.

We are committed to ensuring that the ASCCC remains a strong advocate for California's community college system and its faculty. We believe that by working together, we can achieve our vision of an educational system that is grounded in the tenets of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) and truly accessible to all students.

I look forward to working with all of you as we implement our new strategic goals and continue to build a strong and vibrant academic community.

With gratitude and appreciation,

Ginni May
ASCCC President



ASSESSMENT

The Academic Senate for California Community Colleges (ASCCC) is a 501(c)6 nonprofit organization and must adhere to regulations and rules that govern the operation of nonprofit organizations in the state of California.

Environmental Scan

An environmental scan was not part of the strategic planning for the ASCCC but will be included in the future plan.

SWOT Analysis

An SWOT analysis was not part of the strategic planning for the ASCCC but will be included in the future plan.

Periodic Review of the ASCCC

In Spring 2013, the Academic Senate delegates for California Community Colleges (ASCCC) determined that the ASCCC should be periodically reviewed to ensure the public good and accountability. The purpose of the review was to provide internal and external stakeholders assurances of the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations to meet its stated goals, and to improve its policies and procedures. The Periodic Review Committee (PRC) was created with the charge to conduct the review of the ASCCC. The process for selecting PRC members initially consisted of a random selection process from a list of faculty who had participated in ASCCC events. It has been refined to ensure representation from each of the ASCCC four areas.

In following a process of self-review and improvement, and in response to the Periodic Review Reports of 2016-17 and 2020-21, the Periodic Review process has been reviewed and updated. The Periodic Review shall be conducted by a Periodic Review Committee (PRC) using the following criteria and processes structured around the ASCCC Mission with a focus on accountability, benefit to the public, and transparency. The Periodic Review Guidelines for additional information regarding the process for the review are available on the [Periodic Review Committee webpage](#) of the ASCCC.

Report

[2020-2021 Periodic Review Report](#)

[Response to the PRC Report 2020-21](#)



MISSION, VISION, AND VALUES STATEMENTS

MISSION

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 advancing inclusion, diversity, equity, anti-racism, accessibility, student learning, and student success. The ASCCC acts to:

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

VISION

Faculty leading change, serving students, and advancing inclusion, diversity, equity, anti-racism, and accessibility.

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 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.

INCLUSIVITY STATEMENT

With the goal of ensuring the equal educational opportunity of all students, the Academic Senate for California Community Colleges embraces diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those elements from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the Academic Senate for California Community Colleges is committed to fostering an environment that offers equal employment opportunity for all.

As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We acknowledge that the concept of diversity and inclusion is ever evolving, and thus we create space to allow for our understanding to grow through the periodic review of this statement.



ASCCC OFFICE ORGANIZATIONAL CHART

You may access the ASCCC Office Organizational chart via the link: [ASCCC Organizational Chart – 10-24-22](#)

2022- 23 ASCCC EXECUTIVE COMMITTEE

You may access the most recent Executive Committee Membership via the [Executive Committee Members link](#). A comprehensive list of past Executive Committee membership can be found in [Appendix A](#) of the document.

President: Ginni May

Vice President: Cheryl Aschenbach

Secretary: LaTonya Parker

Treasurer: Michelle Velasquez Bean

At-Large Representative: Carrie Roberson

At-Large Representative: Juan Arzola

North Representative: Christopher Howerton

North Representative: Eric Wada

South Representative: Amber Gillis

South Representative: Robert L. Stewart Jr.

Area A Representative: Stephanie Curry

Area B Representative: Karen Chow

Area C Representative: Erik Reese

Area D Representative: Manuel Vélez

Executive Director: Krystinne Mica

Executive Committee Demographic Data

As part of Goal 2's objectives, the ASCCC over the last 5 years has made significant efforts and progress to increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultative bodies to better reflect the diversity of California and ensure that broad faculty voices and viewpoints are represented. Annually, the ASCCC releases [demographic data](#) on the faculty appointments to its standing committees and task forces. This data demonstrates an overall upward trend of ethnic diversification of faculty appointments to the standing committees. The data provided in [Appendix B](#) shows the demographic representation of the ASCCC's Executive Committee, the organization's governing body, over the last 5 years.



STRATEGIC PLAN GOALS AND OBJECTIVES

The ASCCC Strategic Plan was adopted by the delegates of the ASCCC during the 2018 Spring Plenary Session. The strategic plan has 6 goals:

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 legislators, system partners, and organizations involved in statewide and national education policy.

Objective 1.2: Expand advocacy and leadership opportunities for faculty, senates, and the Executive Committee.

Goal 1 Strategies

1. Establish and maintain relationships between ASCCC Executive Committee members and legislators and aides.
2. Annually develop a legislative agenda aligned with the goals of the ASCCC and actively pursue/sponsor bills of interest.
3. Maintain a current public relations campaign to promote the priorities of the ASCCC.
4. Research and attend state and national conferences related to academic and professional matters.
5. Cultivate relationships and work with external organizations to discuss common interests and how we may mutually advance the critical policies of CCCs.
6. Include Legislative Advocacy topics at appropriate ASCCC Events including Leadership Institute for new Senate leaders.
7. Expand leadership opportunities for faculty, senates, and the Executive Committee.
8. Evaluate how the ASCCC utilizes faculty in liaison roles.
9. Ensure committee chairs are encouraged to build relationships with other organizations.
10. Provide training, guidance, and opportunity to ensure committee continuity and succession planning occurs.

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

Objective 2.1: Increase leadership development opportunities to prepare diverse faculty 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. Strategies:

Goal 2 Strategies

1. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.
2. Design leadership development opportunities focused on specific populations of faculty.



3. Increase part-time faculty involvement in senate activities at the local and statewide level.
4. Engage local senates to promote culture change to empower diverse faculty at the local level.
5. Review and revise the cultural competency plan.
6. Develop and strengthen partnerships with organizations that specifically serve racially/ethnically diverse populations.
7. Identify disengaged faculty voices and develop recruitment and retention strategies.
8. Comprehensively evaluate ASCCC infrastructure and processes in relation to this objective.
9. Evaluate the efficacy of the ASCCC caucus structure as a mechanism to encourage involvement in ASCCC activities by diverse faculty members.
10. Identify barriers to participation and implement retention strategies.

Goal 3: Assert ASCCC leadership in all faculty professional development for the California Community College system regarding academic and professional matters

Objective 3.1. Ensure that all statewide faculty professional development regarding academic and professional matters in California Community Colleges occurs in collaboration with the ASCCC.

Objective 3.2. Evaluate and Revise the ASCCC professional development plan.

Goal 3 Strategies

1. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.
2. Advocate for the faculty role and primacy in system initiatives that involve academic and professional matters.
3. Reinforce the ASCCC's role in academic and professional matters through intentional collaboration with the Chancellor's Office on areas of faculty primacy.
4. Develop relationships and collaborate with other professional development organizations on events.
5. Implement a comprehensive ASCCC Professional Development Plan.
6. Ensure the professional development opportunities of committee members and the Executive Committee.
7. Prioritize conference attendance to optimize professional development opportunities for committee chairs related to their assignments.
8. Maintain a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.



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

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

Objective 4.2. Improve methods of communicating with faculty, local senates and system partners.

Objective 4.3. Improve engagement of ASCCC with all colleges.

Goal 4 Strategies

1. Expand the ASCCC presence at Chancellor's Office Division meetings and conferences to improve partnerships and create more faculty presence that advance the ASCCC goals.
2. Expand the ASCCC presence at constituent groups meetings and conferences to create more faculty presence and advance ASCCC goals and resolutions.
3. Implement and evaluate a communication plan.
4. Create and implement a master calendar of events.
5. Evaluate the role of liaisons, caucuses, and other groups to facilitate gathering input.
6. Maintain short- and long-range plan for local senate visits by ASCCC.
7. Arrange college visits at times and days when local faculty may be present to engage with the Executive Committee.
8. Encourage participation of faculty at all colleges with the committees and activities of the ASCCC.

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

Objective 5.1. Evaluate resources and implement appropriate strategies to secure funding needed to maintain the work and mission of the ASCCC.

Objective 5.2 Realize a minimum increase of \$250,000 in Governor's base funding.

Goal 5 Strategies

1. Create a work plan to justify the increase.
2. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding.
3. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.



Goal 6: Sustain, support, and expand the ASCCC Course Identification Numbering System (C-ID)

Objective 6.1. Stabilize funding stream to maintain C-ID system

Objective 6.2 Maintain and Optimize C-ID transfer functions

Objective 6.3 Expand C-ID CTE Efforts

Goal 6 Strategies

1. Enter into conversations with the Chancellor’s Office about ways to secure stable C-ID funding.
2. Create a 5-year workplan for C-ID with measurable goals and alignment to ASCCC and system goals.
3. Evaluate and improve the 5-year curriculum review process to ensure continuous quality improvement.
4. Increase CCC, CSU, and UC faculty participation in C-ID processes.
5. Optimize technological support for C-ID Infrastructure.
6. Establish non-TMC based pathways for transfer majors with significantly more lower division requirements.
7. Evaluate the feasibility of identifying courses as meeting general education requirements.
8. Evaluate and recommend methods to improve CTE C-ID efforts.
9. Expand the number of certificate and degree Model Curricula.
10. Evaluate and implement competency-based models of student achievement in C-ID processes.

STRATEGIC PLAN STRATEGIES, RESOLUTIONS, STATUS, AND ACTIVITIES

The [Strategic Planning Tracking 2018 – 2023](#) report includes status, activities, and related resolutions.

ASCCC ROSTRUM

The *Rostrum* is intended to be a quarterly publication of the ASCCC, which provides content to inform faculty about statewide and local issues as well as academic and professional matters. The articles published in the *Rostrum* do not necessarily represent the adopted positions of the ASCCC. The Executive Committee submits the majority of contributions for each edition and these articles primarily reflect statewide activities and issues. The *Rostrum* reflects the ideas and opinions of a diverse statewide faculty with submission from the field and as such any faculty may submit an article for publication.



A full listing of Rostrums from 2018 – 2023 can be found below:

- [October 2018](#)
- [February 2019](#)
- [April 2019](#)
- [ASCCC 50th Year Anniversary](#)
- [July 2019](#)
- [October 2019](#)
- [February 2020](#)
- [April 2020](#)
- [Summer Rostrum 2020](#)
- [November 2020](#)
- [February 2021](#)
- [April 2021](#)
- [November 2021](#)
- [February 2022](#)
- [April 2022](#)
- [May 2022](#)
- [November 2022](#)
- [February 2023](#)
- [April 2023](#)

COMMITTEES AND CHARGES

ASCCC Standing Committees

[Accreditation Committee](#)

The Accreditation Committee advises the Academic Senate Executive Committee and statewide faculty on accreditation, continuous quality improvement, and equitable student learning. In collaboration with ACCJC, chief instructional officers, and other system partners, the committee organizes the Accreditation Institute and offers professional development opportunities with a focus on faculty roles and effective practices in accreditation.

End of Year Reports

- [2021-2022](#)
- 2020-2021
- [2019-2020](#)
- [2018-2019](#)

[CTE Leadership Committee](#)

Per California Education Code, Part 54.5, section 88821, the CTE Leadership Committee provides recommendations on career and technical education and workforce development issues and challenges in the California community colleges. The committee works collaboratively with the ASCCC Executive Committee to provide assistance to community college districts, CTE departments, and CTE faculty in creating and maintaining responsive and system-wide portable curriculum courses, programs, and degrees aligned to



current and emergent industry trends, guided pathways, and to focus on diversity, equity, and inclusion in all aspects of career education. The committee is also focused on diversity by expanding the participation of diverse CTE faculty in leadership roles at the local, regional, and statewide levels through its ongoing professional development efforts.

End of Year Reports

- [2021-2022](#)
- [2020-2021](#)
- [2019-2020](#)
- 2018-2019

Curriculum Committee

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.

End of Year Reports

- [2021-2022](#)
- [2020-2021](#)
- [2019-2020](#)
- [2018-2019](#)

Data and Research Committee (formed Fall 2022)

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



Educational Policies Committee

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

End of Year Reports

- [2021-2022](#)
- [2020-2021](#)
- 2019-2020
- [2018-2019](#)

Equity and Diversity Action Committee

The Equity and Diversity Action Committee (EDAC) responds to resolutions from sessions that deal with the issues of equity, diversity, and inclusion in hiring, equal opportunity, and cultural diversity in the curriculum. EDAC recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The committee provides overall guidance to colleges and recommendations to the Executive Committee with regard to the inquiry, design, and implementation of Guided Pathways frameworks and engages in broad, and inclusive discussion and inquiry about the diversity, action and inclusion integral in the Guided Pathways approach, framework and evidence. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities.

End of Year Reports

- [2021-2022](#)
- [2020-2021](#)
- [2019-2020](#)
- [2018-2019](#)



Faculty Leadership Development Committee

The Faculty Leadership Development Committee creates resources to assist local academic senates in the development and implementation of policies that ensure faculty primacy in faculty leadership and professional development. The committee assesses the Academic Senate’s professional development offerings and makes recommendations to the Executive Committee on policies and practices for faculty professional and leadership development activities at a statewide level. The committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies; faculty professionalism and leadership development; innovations in teaching and learning; and other topics related to academic and professional matters. The committee advocates for funding, resource allocation, and a commitment to faculty development activities focused on equity-minded practices and student success.

End of Year Report

- 2021-2022
- [2020-2021](#)
- [2019-2020](#)
- [2018-2019](#)

Legislative and Advocacy Committee

The Legislative and Advocacy Committee (LAC) is responsible for providing the ASCCC President with background information on all legislation related to academic and professional matters. Using equity-minded, inclusive research and analysis through a student-centered lens, the LAC will provide the ASCCC President and the Executive Committee with recommendations on such legislation. The LAC identifies existing ASCCC positions and relates them to proposed legislation. The LAC is also responsible for providing legislative alerts to the local academic senates, identifying liaison persons to contact legislators, and providing support to local academic senates regarding California's legislative process as it has bearing on academic and professional matters. It is the goal of the LAC to provide the ASCCC President and the Executive Committee with the resources to ensure that the ASCCC is recognized as the voice of authority with the California Legislature, Legislative Analyst’s Office, Department of Finance, and Governor's Office in the areas of academic and professional matters.

End of Year Reports

- [2021-2022](#)
- [2020-2021](#)
- [2019-2020](#)
- [2018-2019](#)



Noncredit, Pretransfer, and Continuing Education Committee *(Formerly two committees – Basic Skills Committee and Noncredit Committee. Combined in 2019-2020)*

The Academic Senate Committee on Noncredit, Pre-Transfer, & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, including support for pre-transfer pathways, workforce success, and/or other skill building opportunities. The Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers. The Committee will: 1) serve as a resource to the Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit education, pre-transfer pathways, and continuing education, including how they are embedded in institutional initiatives to ensure student success and learning, as well as the role of faculty engaged in this work, as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee. The Association of Community and Continuing Education (ACCE) appoints a member to serve as a liaison to this committee.

End of Year Reports

- [2021-2022](#)
- [2020-2021](#)
- [2019-2020](#)
- [2018-2019](#)
- 2018-2019 Basic Skills Committee

Online Education Committee

The Online Education Committee informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding policies and practices in online education and educational technology. The Committee supports quality and equitable online education and the effective use of educational technology by researching issues, writing background and position papers, and making presentations at plenary sessions and other events as needed. When appropriate, the Committee interacts with Senate standing committees, advocates for policies, and proposes resolutions.

End of Year Reports

- [2021-2022](#)
- [2020-2021](#)
- [2019-2020](#)
- [2018-2019](#)



Part-Time Faculty Committee

The Part-time Faculty Committee provides recommendations to the Executive committee on academic and professional matters that affect part-time faculty members. The committee recognizes that part-time faculty make up the majority of California community college faculty and serve disproportionately-impacted students. This committee advocates for diverse part-time faculty colleagues, ensuring their access to professional and leadership development offerings as well as shared governance opportunities at the local and statewide levels. The part-time faculty committee collaborates with the executive committee to develop and provide opportunities where part-time faculty gain additional insight on issues germane to academic and professional needs. This committee is also focused on promoting diversity within part-time faculty pools with the goal of having educators who reflect the student population, and this committee further commits to empowering part-time faculty voices who have been historically excluded (e.g., colleagues of color).

End of Year Reports

- [2021-2022](#)
- [2020-2021](#)
- [2019-2020](#)
- [2018-2019](#)

Relations with Local Senates Committee

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

End of Year Reports

- [2021-2022](#)
- [2020-2021](#)
- [2019-2020](#)
- [2018-2019](#)



[Rising Scholars Faculty Advisory Committee](#) *(formed Fall 2022)*

The work of the Rising Scholars Faculty Advisory Committee shall advance the 10+1 within local incarcerated education programs, support faculty professional learning in the areas of equity, pedagogy, social justice, and community building as it relates to instruction and governance within incarcerated education statewide; and express the faculty voice in spaces where incarcerated education is discussed and policies and agreements are made. The committee will make recommendations to the Executive Committee and to the Chancellor's Office Rising Scholars Advisory Committee. The Rising Scholars Faculty Advisory Committee will also utilize liaisons and its professional learning network to disseminate information from ASCCC, the Rising Scholars Network, the Chancellor's Office, and California Department of Corrections and Rehabilitation to local faculty teaching in incarcerated environments.

[Standards and Practices Committee](#)

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

End of Year Reports

- [2021-2022](#)
- [2020-2021](#)
- [2019-2020](#)
- [2018-2019](#)

[Transfer, Articulation, and Student Services Committee](#)

The Transfer, Articulation, and Student Services Committee is responsible for development and review of policies, procedures, administrative requirements, and general information regarding Transfer, Articulation, Counseling, Library, and services that support instruction and student success. The committee makes recommendations to the Academic Senate Executive Committee.

End of Year Reports

- [2021-2022](#)
- [2020-2021](#)



- [2019-2020](#)
- [2018-2019](#)

Operational Committees

Budget and Finance Committee

The Budget and Finance Committee is responsible for ensuring financial transparency, making recommendations to the Executive Committee for the annual budget for each subsequent year, and making recommendations on fiscal policies and procedures. This committee is also responsible for the review of budget performance and revision of the budget, if necessary. The Treasurer shall report on a periodic basis to the Executive Committee.

Resolutions Committee

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

Reports

- [2022-2023](#)
- [2020-2021](#)
- 2019-2020
- [2018-2019](#)

Elections Operational Committee

The Elections Committee is responsible for the delegate credential sign-in registration, providing election information, overseeing the nominations process, and collecting and tabulating of ballots at the fall and Spring Session of the Academic Senate.

Ad Hoc Committees

Data and Research Task Force *(disbanded in spring 2022 and became the Data and Research Committee)*

The Data and Research Task Force (DRTF) is convened to respond to Resolution F20 18.01 and to assist local academic senates in using data effectively to improve teaching and learning. The DRTF will work to establish data-driven processes to evaluate and advance diversity, equity, and inclusion in areas of academic and professional matters and leverage the Guided Pathways framework which includes data examination and exploration to improve educational programs and services to students.



[Guided Pathways Taskforce](#) *(disbanded in fall 2021)*

The ASCCC Guided Pathways Task Force supports faculty and local academic senates as they participate in the development and implementation of a guided pathways framework. The primary mission of the task force is to support faculty involvement, participatory governance processes, and other elements of guided pathways work that are connected to the academic and professional matters (10+1) that are the purview of the senate. The task force will continually consider the needs and challenges identified by local senates and senate leaders to help faculty identify and implement options that are based upon ASCCC positions and papers and that are appropriate for their college's culture and student populations.

Reports

- [2020-2021](#)
- [2019-2020](#)
- [2018-2019](#)

[Math and Quantitative Reasoning Task Force](#) *(work ended in spring 2019)*

The California Community Colleges Math and Quantitative Reasoning Task Force (MQRTF) was formed in partnership with the Academic Senate for California Community Colleges (ASCCC), California Mathematics Council of Community Colleges (CMC3) and California Mathematics Council of Community Colleges-South (CMC3-South) to:

- Research the various and diverse perspectives on appropriate content for math/quantitative reasoning education for non-STEM majors;
- Develop recommendations on math and quantitative reasoning standards for non-STEM majors;
- Develop a plan for how to provide opportunities for more students to consider STEM fields (since the United States is producing fewer and fewer STEM graduates, especially in groups that are disproportionately impacted);
- Provide a report to the ASCCC, CMC3, and others, such as the California Community Colleges Chancellor's Office and Board of Governors, to consider that includes the research results and recommendations; and
- Request a response from ASCCC, CMC3, and other stakeholders.

[Periodic Review Committee](#) *(as needed)*

In spring 2013, the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the ASCCC, through [Resolution S13 1.02](#), to develop a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability. The purpose of 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 services and operations in order to meet its stated goals, and to improve its policies and procedures. In spring 2014, guidelines and process documents were adopted through [Resolution S14 1.02](#). In following a process of self-review and



improvement, and in response to the Periodic Review Reports of 2016-17 and 2020-21, the Periodic Review process has been reviewed and updated. The Periodic Review shall be conducted by a Periodic Review Committee (PRC) using the following criteria and processes structured around the ASCCC Mission with a focus on accountability, benefit to the public, and transparency. Please see the Periodic Review Guidelines for additional information regarding the process for the review.

For additional information on the 2020-21 Periodic Review, visit the [Periodic Review](#) section in the document.

[SLO Symposium Committee](#) *(as needed)*

The purpose of the Academic Senate's SLO Symposium Ad Hoc committee is to provide guidance, coordination, and implementation for the SLO Symposium that takes place annually in February. The committee is tasked with considering presentation ideas and proposal for breakouts and general sessions and will work with the Academic Senate office on marketing and publicity for the event.

Task Forces and Initiatives

[Open Educational Resources and Initiative](#)

The mission of the ASCCC Open Educational Resources Initiative (OERI) is to reduce the cost of educational resources for students by expanding the availability and adoption of high-quality Open Educational Resources (OER). OERI facilitates and coordinates the curation and development of OER texts, ancillaries, and support systems. You may visit the [ASCCC OERI website](#) for additional information on the work of this initiative.

You may access the [ASCCC OERI 2022 Department of Finance Progress Report](#) for information on the progress of the initiative through February 2022.

[Course Identification Numbering \(C-ID\) System](#)

The Course Identification Numbering System (C-ID), is a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses. C-ID addresses the need for a “common course numbers” by providing a mechanism to identify comparable courses. Most C-ID numbers identify lower-division transferable courses commonly articulated between the [California Community Colleges](#) (CCC) and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities). While C-ID's main focus was on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU.

The ASCCC has implemented the C-ID grant since 2010. You may visit the [C-ID website](#) for additional information on the work of the grant.



Reports

- 2021-2022
- 2020-2021
- 2019-2020
- 2018-2019

[Transfer Alignment Project Workgroup](#)

In fall 2019, the ASCCC started the first phase of addressing the Resolution F17 15.01 Aligning Transfer Pathways for the CSU and UC Systems. The Transfer Alignment Project (TAP) Workgroup's overall goals are to Align Transfer Model Curriculum (TMC) with University of California Transfer Pathways (UCTP), where feasible, i.e. only non-substantive changes to the TMCs would be needed; and for those TMCs that need more changes, discipline faculty convene from all three systems, every attempt is made to align the pathways with two possible outcomes: Pathways aligned with substantive changes to TMC and/or UCTP (currently, only TMCs have been considered for changes) or If the pathways cannot be aligned, then clear documentation on the rationale and benefits of separate pathways to students and public is communicated broadly.

Report

- [2021-2022](#)

Chancellor's Office Committees and Other Statewide Committees or Task Forces

Baccalaureate Program Workgroup

- [2019-2020](#)

California Community Colleges Curriculum Committee (5C)

- [2021-2022](#)
- [2020-2021](#)

Credit for Prior Learning

- [2020-2021](#)
- [2019-2020](#)
- [2018-2019](#)

Diversity, Equity, and Inclusion Workgroup

- [2020-2021](#)



Guided Pathways Advisory Committee

- [2020-2021](#)

Intersegmental Curriculum Workgroup

- [2021-2022](#)

Technology and Telecommunications Advisory Committee

- [2021-2022](#)

ASCCC Liaisons

CTE Liaison

This position focuses on career and technical education and workforce development efforts, issues, and challenges in the California community colleges. The CTE liaison may consider sharing information with faculty on creating and maintaining responsive and system-wide portable curriculum, programs, and degrees aligned to current and emergent industry trends and guided pathways, with a focus on diversity, equity, and inclusion in all aspects of career technical education. The ASCCC often appoints CTE liaisons to serve as volunteers to various statewide initiatives, workgroups, committees, and task forces in order to ensure that their interests are represented.

Guided Pathways Liaison

This position focuses on guided pathways efforts, issues, and information pertaining to innovative strategies and actions that support students in achieving their educational goals. Liaisons communicate with their local academic senates and campus faculty regarding guided pathways efforts and implementation relevant to the local college or district.

IDEAA Liaison

This position focuses on efforts throughout the California Community Colleges system around inclusion, diversity, equity, and anti-racism (IDEA) work, including through the CCCCO Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals with an effort to eliminate equity gaps.

Legislative Liaison

This position focuses on tracking current information regarding relevant legislation and enabling the local academic senate to form positions upon which it may wish to act, providing information and analysis to the local senate and receiving in response feedback and direction for action. Through various opportunities, liaisons often also provide the ASCCC with information that may influence legislation.



Noncredit Liaison

This position focuses on initiatives, plans, and ideas for curricular redesign and communication about noncredit education. The ASCCC often appoints noncredit liaisons to serve as volunteers to various statewide initiatives, workgroups, committees, and task forces in order to ensure that their interests are represented.

OER Liaison

This position focuses on taking an active role in increasing local open educational resource (OER) awareness, adoption, and support. The OER liaison is an integral component of the ASCCC Open Educational Resource Initiative (OERI), with the goal of supporting local college OER efforts by creating a network of OER liaisons that serve to connect local colleges to the OERI and centrally-hosted OER-related support systems, ensuring an effective means of communication with the OERI and providing relevant resources.

Part-Time Faculty Liaison

This position focuses on issues related to part time faculty in the California Community College System. Part-time faculty liaison may consider sharing information with faculty on creating and maintaining responsive and system-wide portable curriculum, programs, and degrees, professional learning opportunities and part-time faculty participation in governance, committee service, and other leadership opportunities, with a focus on Inclusion, Diversity, Equity, Anti-racism and Accessibility (IDEAA). The ASCCC often appoints part time faculty liaisons to serve as volunteers to various statewide initiatives, workgroups, committees, and task forces in order to ensure that their interests are represented.

Rising Scholars Faculty Liaison

The purpose of a local Rising Scholars faculty liaison is to serve as a point of contact for ASCCC communications specific to faculty engaged with Rising Scholars, carceral instruction, and support of justice-involved students. Locally, liaisons should disseminate information to other Rising Scholars colleagues and to their local senate.

ASCCC Caucuses

Academic Senate caucuses are intended to serve as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters. Caucuses may also engage in activities to provide professional development and mentoring opportunities in coordination with ASCCC leadership while still protecting the autonomy of the caucuses. Caucuses can seek solutions to concerns and issues raised by their members through the resolution process and can disseminate Academic Senate resources such as papers, Rostrums, and event information.



There are currently six ASCCC Caucuses that are active, and four that are past caucuses: Noncredit Faculty Caucus, Vocational Education Caucus, Part-Time Faculty Caucus, and LGBT Caucus. For additional information on the process to become a caucus, you may visit the [ASCCC Caucus](#) webpage.

Small or Rural College

The purpose of this caucus is to discuss and promote awareness of the academic and professional matters unique to the faculty and students of small or rural colleges within the California Community College system. There are many issues and challenges that these colleges face which are different from the larger or more urban colleges, such as economy of size, smaller part-time pools due to large travel distances, and serving rural community needs. As a caucus, we intend to be very active and represent the concerns, issues, and needs of the small or rural colleges. For more information about the Small or Rural college caucus, please contact the chair below.

LGBTQIA+

The caucus will inform and advise the ASCCC and other professional organizations of the unique needs and challenges faced by LGBTQIA+ students and employees. It will also develop resources to create welcoming environments free from discrimination for all students and employees including those whose sexual orientation or gender expressions is in the minority, so that they can reach their academic, personal, and/or professional goals.

Latinx Caucus

According to the Tomas Rivera Policy Institute Chicano/Latino students represent nearly half of the potential college population in California; related to this, Latinx students represent the largest percentage of ethnically diverse students (43%) enrolled in the California community colleges. Yet Latinx students face serious challenges to access, entry, and effectively moving through the community college experience.

The ASCCC Latinx Caucus will address the concerns related to Latinx student access, entry, and success in California Community Colleges by studying issues and actively engaging in advocacy within the ASCCC to address the challenges to Latinx student success. In this regard, the Latinx Caucus will propose and lead workshops at ASCCC Plenaries, as well as other ASCCC-sponsored conferences, to address such issues as increasing the proportion of Latinx tenured and adjunct faculty in the California Community Colleges, increasing the numbers of Latinx faculty who assume leadership positions within local and state Senate activities, supporting DACA and immigrant students' access, entry, and success into the California Community Colleges, and generally addressing the wide range of challenges that face Latinx students in our community college system. Along with the latter, the Latinx Caucus will serve as a support group for new and continuing Latinx Senate members to develop their competence and success as Senate leaders. The Latinx Caucus will also be a welcoming group to any member of the ASCCC who wants to join in efforts to address the concerns of the Latinx community of educators within the California Community College System.

Finally, the Latinx Caucus will serve to advise the ASCCC membership on how various initiatives will impact Latinx students.



Womxn's Caucus

To foster a culture shift within the California Community Colleges that embraces and encourages womxn to actualize their leadership potential.

The caucus will advise ASCCC on norming language regarding womxn and leadership in ASCCC policies, procedures and publications, provide a network of support for the ongoing development of womxn in leadership that reflects the diversity of our students in California, provide formal and informal mentoring to new and potential womxn leaders who will then serve as role models to colleagues and students and identify and remove systemic barriers for womxn leaders at the state and local levels.

Black Caucus

To support the teaching and learning goals of Black faculty and students by prioritizing an equity lens that considers the Pan-African perspectives of Black people and how it impacts their experiences in education such as the implications of race and ethnicity, intersectionality, socioeconomic status, diverse hiring pools, micro-aggressions, leadership role disparity, and how new initiatives impact Umoja Programs and Black students as a disproportionately impacted population.

Asian Pacific Islander

The Asian Pacific Islander caucus' purpose is to:

- Advocate for issues central to API individuals in the Community College System including, but not limited to:
- API representation in all levels and constituencies of College and District employment
- API student access to full range of educational and institutional services, programs, and benefits
- Interrogation and dismantling of API stereotypes in College systems and institutions
- Advancing agenda on racial equity and social justice work within institutions and system wide
- Amplify API participation and voice
- Connect API Community College Professionals throughout California
- Promote knowledge about the specific histories and identities of API populations in Higher Education
- Study the impact of higher educational initiatives on API student populations, and advocate for change in institutional teaching and learning practices
- Understand the experiences and challenges of API student populations in California Community Colleges



ASCCC SERVICES

Faculty Empowerment and Leadership Academy

The ASCCC reimaged and relaunched its professional development academy, now called the [Faculty Empowerment and Leadership Academy](#) (FELA). FELA's mission is:

TO CONNECT: Providing one-on-one mentoring to diverse faculty for personal and professional development with mentors who are campus leaders and/or administrators.

TO EMPOWER: Creating safe and brave spaces for courageous conversations to investigate equity, diversity, and inclusion; to share personal and collective experiences on race, privilege, and oppression; and to embolden new faculty leaders to advocate for transformative change on their campuses.

TO GUIDE: Providing networking opportunities and sharing guidance for navigating the systems of higher education. The focus of the mentoring will be to address the specific goals of the mentee.

In 2020, the first cohort of FELA was introduced and participated in the academy through spring 21, culminating in a graduation celebrated at the Faculty Leadership Institute. The ASCCC has now accepted its third round of mentors and mentees and is working on applications for next year's cohort.

ASCCC Awards

Over the last five years, the ASCCC worked to improve its awards process by updating the Awards Handbook, utilizing an online submission portal for awards, as well as updating the rubrics used to evaluate applications. Winners of each award are posted on the ASCCC website, under each of the award pages.

[Exemplary Program Award](#)

Established in 1991, the Exemplary Program Award recognizes outstanding community college programs. Each year the Executive Committee of the Academic Senate selects an annual theme in keeping with the award's traditions. Up to two college programs receive \$4,000 cash prizes and a plaque, and up to four colleges receive an honorable mention and a plaque. The call for nominations goes out in October with an announcement letter, application, criteria and scoring rubric. This is a Board of Governors award, is sponsored by the Foundation for California Community Colleges, and awardees are recognized by the Board each January.

[Hayward Award](#)

The Hayward Award is an annual statewide award given to four faculty members, two full-time faculty and two part-time faculty, who have been nominated by peers from their college. Named for former California Community College Chancellor Gerald C.



Hayward, the award honors outstanding community college faculty who have a track record of excellence both in teaching and in professional activities and have demonstrated commitment to their students, profession, and college. Recipients of the Hayward Award receive a plaque and a \$1,250 cash award. A call for nominations goes out in November with an announcement letter, application, criteria and scoring rubric.

This is a Board of Governors award, is sponsored by the Foundation for California Community Colleges, and recipients are recognized by the Board each March.

[Regina Stanback Stroud Award](#)

The Stanback-Stroud Diversity Award, named for former Senate President Regina Stanback Stroud, honors faculty who have made special contributions addressing issues involving diversity. One person receives a cash award of \$5,000 and a plaque. A call for nominations goes out in December with an announcement letter, application, criteria, and scoring rubric. This is a Senate award, is sponsored by the Foundation for California Community Colleges for \$5,000, and is presented at the Spring Academic Senate Plenary Session each year.

[Norbert Bischoff Faculty Freedom Fighter Award](#) – *Awarded Periodically*

The Norbert Bischoff Faculty Freedom Fighter Award (NBFFF) is presented to faculty leaders who have exhibited exceptional leadership skills by helping to maintain a healthy and functional system of governance or by having demonstrated exceptional courage and effectiveness in support of the adopted principles and positions of the Academic Senate. In 2009, the Executive Committee renamed this award after the Senate's founding father Norbert Bischoff.

CCC Advocate Award – *Awarded Periodically*

The CCC Advocate is presented to legislators who have demonstrated commitment to the California Community College System and its unique mission and role within state public postsecondary educational system. The award recipient is nominated by Executive Committee members and approved by the Executive Committee. The award recipient is recognized at one of the bi-annual plenary sessions.

BUDGET ALLOCATION AND PROCESS

The ASCCC follows regulations and rules that govern the operation of nonprofit organizations in the state of California. Annually, the ASCCC allocates funding towards line items in the budget, meant to propel the mission and vision of the organization. In April or May of each year, the executive director prepares a preliminary budget for the following year, that is discussed and approved by the Executive Committee. The approval of the preliminary budget is required for the organization to operate over the June - August months. In August, a final budget is presented for approval to the Executive Committee, which will then be used to set target revenue and expenses for the year.



The ASCCC annually undergoes an external audit by a qualified accounting firm. The yearly audits area available on the ASCCC website, under [Audit Reports](#). You may reference the Financial Review Sheet, with terminology typically used in the budgeting and accounting process under [Appendix E](#).

You may access the [ASCCC Budget for 2022-23](#). Budgets from previous years can be viewed under [Appendix F](#).

APPENDIX

Appendix A: ASCCC Past Executive Committee Members

2021-2022

President: Dolores Davison

Vice President: Virginia “Ginni” May

Secretary: Cheryl Aschenbach

Treasurer: Michelle Velasquez Bean

Representative At-Large: Lance Heard (Juan Arzola 21-22)

Representative At-Large: Carrie Roberson

North Representative: Christopher Howerton

North Representative: Karla Kirk

South Representative: Amber Gillis

South Representative: Manuel Vélez

Area A Representative: Stephanie Curry

Area B Representative: Karen Chow

Area C Representative: Robert L. Stewart, Jr.

Area D Representative: LaTonya Parker

Executive Director: Krystinne Mica

2020-2021

President: Dolores Davison

Vice President: Virginia “Ginni” May

Secretary: Cheryl Aschenbach

Treasurer: Mayra Cruz



Representative At-Large: Michelle Bean
Representative At-Large: Silvester Henderson
North Representative: Stephanie Curry
North Representative: Carrie Roberson
South Representative: Manuel Vélez
South Representative: Samuel Foster
Area A Representative: Julie Oliver
Area B Representative: Karen Chow
Area C Representative: Robert L. Stewart, Jr.
Area D Representative: LaTonya Parker
Executive Director: Krystinne Mica

2019-2020

President, John Stankas
Vice President, Dolores Davison
Secretary, Cheryl Aschenbach
Treasurer, Virginia “Ginni” May
At-Large Representative: Silvester Henderson
At-Large Representative: Nathaniel Donahue
North Representative Carrie Roberson
North Representative, Stephanie Curry
South Representative, Anna Nicholas (Bruzzeze)
South Representative Samuel Foster
Area A Representative, Geoffrey Dyer
Area B Representative, Mayra Cruz
Area C Representative, Michelle Bean
Area D Representative, LaTonya Parker
Executive Director: Krystinne Mica



2018-2019

President, John Stankas

Vice President, Dolores Davison

Secretary, Craig Rutan

Treasurer, Virginia “Ginni” May

At-Large Representative, Mayra Cruz (Michelle Bean, 2019)

At-Large Representative, Silvester Henderson

North Representative, Cheryl Aschenbach

North Representative, Carrie Roberson

South Representative, Anna Nicholas (Bruzzese)

South Representative, LaTonya Parker

Area A Representative, Geoffrey Dyer

Area B Representative, Conan McKay (Mayra Cruz, 2019)

Area C Representative, Rebecca Eikey

Area D Representative Samuel Foster

Executive Director: Krystinne Mica (Interim, appointed January 2019)

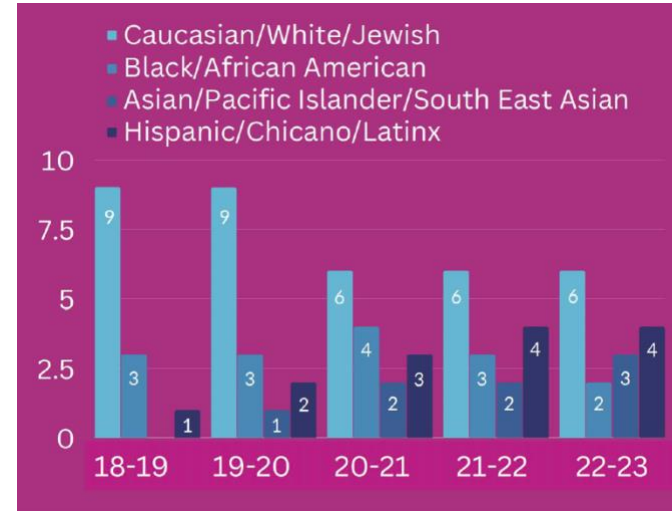


Appendix B: Executive Committee Demographic Data

The table¹ indicates an overall increase of diversity over time within the ASCCC Executive Committee. In particular, there have been significant gains in faculty who identify as Hispanic/Chicano/Latinx and Asian/Pacific Islander/South East Asian to the committee. Overall, there has been a decline in representation for faculty that identify as Caucasian/White/Jewish and we see an increase in 2020-21 on representation of Black/African American faculty, and then a decline in representation beginning in 2021-22.

The representation of the governing body of an organization is critically important, as diverse representation provides more voices; critical to make collective change. The ASCCC remains is committed to advancing inclusion, diversity, equity, antiracism, and accessibility.

Find the [Executive Committee Demographic Data 2018-2022](#) available online.



¹ The data was collected by conducting a survey of all past and present ASCCC Executive Committee members. Members were asked to provide their self-identification, which was then categorized using existing ethnic categories used for the Standing Committee Appointments Diversity Reporting.



Appendix C: Links to 2018 – 2023 Executive Committee Meeting Agendas

Year 2023

- [April 19, 2023](#)
- [March 10-11, 2023](#)
- [February 3-4, 2023](#)
- [January 12-13, 2023](#)

Year 2022

- [December 1-2, 2022](#)
- [November 2, 2022](#)
- [September 30, 2022](#)
- [September 15-17, 2022](#)
- [August 11-13, 2022](#)
- [June 3, 2022](#)
- [May 6, 2022](#)
- [April 6, 2022](#)
- [March 5, 2022](#)
- [February 3-4, 2022](#)
- [January 7-8, 2022](#)

Year 2021

- [December 3-4, 2021](#)
- [November 3, 2021](#)
- [October 6, 2021](#)
- [September 11, 2021](#)
- [August 12, 2021](#)
- [June 4, 2021](#)
- [May 7, 2021](#)
- [April 14, 2021](#)
- [March 5, 2021](#)
- [February 5, 2021](#)
- [January 8, 2021](#)

Year 2020

- [December 4, 2020](#)
- [November 4, 2020](#)
- [September 17, 2020](#)
- [August 13, 2020](#)
- [June 17, 2021](#)
- [May 8, 2020](#)
- [April 15, 2020](#)
- [March 6, 2020](#)
- [February 7-8, 2020](#)
- [January 10, 2020](#)

Year 2019

- [December 6, 2019](#)
- [November 6, 2019](#)
- [September 27, 2019](#)
- [September 6, 2019](#)
- [August 8, 2019](#)
- [July 9, 2019](#)
- [June 7, 2019](#)
- [May 2019](#)
- [April 2019](#)
- [March 2019](#)
- [February 1, 2019](#)
- [January 11, 2019](#)

Year 2018

- [December 7, 2018](#)
- [October 31, 2018](#)
- [September 28, 2018](#)
- [September 7, 2018](#)
- [August 9, 2018](#)
- [June 1, 2018](#)
- [May 10, 2018](#)



Appendix D: Comprehensive List of ASCCC Resolutions passed during 2018-2023

Fall 2022

- [1.01](#) F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism
- [1.02](#) F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning
- [1.03](#) F22 Honoring Mayra Cruz with Senator Emeritus Status
- [1.04R](#) F22 Alternating Area Meeting Days
- [1.05R](#) F22 Recognition of Caucus Appointed Delegates
- [1.05.01R](#) F22 Amend 01.05 Recognition of Caucus Appointed Delegates
- [2.01](#) F22 Advocating for the Retention of a Library and Learning Resources and Support Services Substandard to the Accrediting Commission for Community and Junior Colleges 2024 Revised Accreditation Standards
- [2.02](#) F22 Updating the ASCCC Paper “Effective Practices in Accreditation”
- [3.01](#) F22 Advancing IDEAA in Guided Pathways
- [4.01](#) F22 General Education in the California Community College System Resources
- [4.02](#) F22 Proactive Planning and Support for Articulation and Counseling
- [7.01](#) F22 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway
- [7.02](#) F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees
- [7.03](#) F22 Model the Common Course Numbering System and Processes after C-ID
- [7.04](#) F22 Establishing an Effective and Sustainable Zero Textbook Cost Program
- [7.05](#) F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200
- [7.06](#) F22 Action Plan for Increasing Library Staffing in Accordance with Title 5
- [7.07](#) F22 Establish Title 5 Regulations on Counselor to Student Ratios
- [7.08](#) F22 Establishing Consistent Definitions for Course Resources
- [7.09](#) F22 Clarify Components of XB12, the Instructional-Material-Cost Section-Level Data Element
- [7.10](#) F22 Title 5 Regulations Governing Catalog Rights
- [7.11](#) F22 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population
- [7.12](#) F22 Re-evaluating the California Promise Grant Regulations regarding Probation, Dismissal, and Denial
- [7.13](#) F22 Overhaul of Attendance Accounting
- [7.14](#) F22 Reaffirming the Mission and Vision of the California Community Colleges



- [9.01](#) F22 Removing Barriers to the Adoption of Open Educational Resources
- [9.02](#) F22 Adding Lifelong Learning and Self-Development Requirement to the Proposed Lower Division General Education Pathway for the California Community College Baccalaureate Degree
- [13.01](#) F22 Prioritize Countering the Effects of Learning Disruption with COVID-19 Recovery Block Grant
- [13.02](#) F22 Updating Codes of Conduct to Support Safe and Welcoming Classrooms and Learning Spaces in a Politically Charged Climate
- [15.01](#) F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC
- [15.02](#) F22 Options for Transfer Students Enrolled Prior to the Implementation of CalGETC
- [15.03](#) F22 Establish an Equitable California State University General Education Breadth Ethnic Studies Area F Review Process
- [15.04](#) F22 Request Clarification and Support of Area F Requirements
- [15.05](#) F22 Propose Definitions for Baccalaureate Degree Duplication and Non-Duplication
- [15.06](#) F22 Supporting Health Equity in the Implementation of AB 928 (Berman, 2021)
- [17.01](#) F22 Establishing an Equitable Placement and Student Success Liaison
- [17.02](#) F22 Textbook Automatic Billing Concerns
- [17.03](#) F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty Coordinator
- [17.04](#) F22 Advancing Equal Employment Opportunity Policies and Practices within Hiring Committees
- [17.05](#) F22 Adopt Student Senate for California Community Colleges Low-Cost Recommendation

Spring 2022

- [1.01](#) S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges Executive Director
- [1.02](#) S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement Executive Committee
- [3.01](#) S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook Educational Policies Committee
- [3.02](#) S22 Adopt the DEI in Curriculum Model Principles and Practices Framework Executive Committee
- [3.03](#) S22 Oppose Reliance on Textbook Publishers to Achieve Zero Textbook Cost Open Educational Resources Initiative
- [3.04](#) S22 Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705 Data and Research Task Force
- [3.05](#) S22 Disaggregate Asian and Pacific Islander Student Data President Data and Research Task Force
- [3.06](#) S22 Noncredit Spanish Language Course Outlines of Record and Regional Support President Noncredit, Pre-Transfer Committee
- [5.01](#) S22 Request Funding for Mental Health Resources, Services, and Professional Learning Legislative and Advocacy Committee



- [6.01](#) S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022) Legislative and Advocacy Committee
- [6.02](#) S22 Support of SR 45 (Min, 2021) on Academic Freedom as of March 17, 2022 Complete
- [6.03](#) S22 Upholding the California Community College Mission – Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended Legislative and Advocacy Committee
- [6.04](#) S22 Students’ Right to Choose to Take a Pre-Transfer Level English or Mathematics Course Executive Committee
- [6.05](#) S22 Regarding Chancellor’s Office Student Enrollment Data in AB 1705 (Irwin, 2022) President Legislative and Advocacy Committee
- [7.01](#) S22 Public Access for Vision Resource Center Materials President Executive Director
- [7.02](#) S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program Open Educational Resources Initiative
- [9.01](#) S22 Definition and Guidance for Cross-Listing Courses Curriculum Committee
- [9.02](#) S22 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment Curriculum Committee C-ID Advisory Committee
- [9.03](#) S22 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs Curriculum Committee
- [9.04](#) S22 Creation of a Separate Transfer Model Curriculum for Women and Gender Studies C-ID Advisory Committee
- [9.05](#) S22 Defining Competencies for Associate Degree Requirements Executive Committee Curriculum Committee/C-ID Advisory
- [9.06](#) S22 Professional Learning Support for Increased Faculty Understanding and Further Discussion on the Impact of AB928 (Berman, 2021) Student Transfer Achievement Reform Act of 2021 on Local Colleges President Curriculum Committee
- [10.01](#) S22 Disciplines List – Asian American Studies Executive Director
- [10.02](#) S22 Disciplines List – Native American/American Indian Studies Executive Director
- [10.03](#) S22 Disciplines List – Nanotechnology Executive Director
- [13.01](#) S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost (ZTC) Certificates and Degrees Open Educational Resources Initiative
- [13.02](#) S22 Faculty Responsibility for Equitable, Accessible Learning Environments Online Ed Committee
- [13.03](#) S22 Establish ASCCC Rising Scholars Faculty Advisory Committee Executive Committee
- [13.04](#) S22 Establish Rising Scholars Faculty Liaisons Executive Committee Executive Director 30
- [13.05](#) S22 Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Learning Legislative and Advocacy Committee
- [13.06](#) S22 Faculty Responsibility for Confirming Course Resource Accuracy Open Educational Resources Initiative
- [13.07](#) S22 Advocate for the Protection of Online Learning Integrity President Online Ed Committee
- [13.08](#) S22 The Open Educational Resources Initiative and Technical Assistance for the ZeroTextbook-Cost Degree Program Open Educational Resources Initiative



- [13.09](#) S22 Understanding the Impact of Non-Academic Entities on HyFlex Instruction and Preserving the Local Collegial Consultation Process in Determining Local Course Modalities Offerings President Data and Research Task Force
- [13.10](#) S22 Student-Facing Zero-Textbook-Cost Information Executive Committee Open Educational Resources Initiative
- [17.01](#) S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students Relations with Local Senates Online Ed Committee
- [17.02](#) S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons Executive Committee Part-Time Faculty Committee
- [17.03](#) S22 Faculty Participation in the Creation of Course Enrollment Maximums for Community College Departments and Courses Educational Policies Committee President
- [17.04](#) S22 Ongoing Support for Academic Senate for California Community Colleges Liaisons to Local Colleges Standards and Practices Executive Director
- [19.01](#) S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work Executive Committee Executive Director/Equity Diversity Action Committee

Fall 2021

- [1.01](#) F21 Adopt the updated Periodic Review of the Academic Senate for California Community Colleges Executive Director
- [1.02](#) F21 Honoring Dan Crump with Senator Emeritus Executive Director
- [1.03](#) F21 Honoring Lesley Kawaguchi with Senator Emeritus Executive Director
- [1.04](#) F21 Greater Transparency in the Committee Appointment Process President, Vice President, Executive Director
- [1.05](#) F21 Remote Attendance Option for ASCCC Events Executive Director
- [3.01](#) F21 Resources for Racial Justice and Critical Race Theory Equity and Diversity Action Committee
- [3.02](#) F21 Equity in Science, Technology, Engineering, and Math (STEM) Curriculum Committee
- [3.03](#) F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning TASSC and Legislative and Advocacy Committee
- [3.04](#) F21 Develop Statewide Recommendation for Definition of Low-Cost Course Materials OERI and President
- [3.05](#) F21 Zero Means Zero Textbook Cost OERI and Relations with Local Senates
- [4.01](#) F21 Transfer Pathway Guarantees President, Transfer Alignment Project Leads
- [7.01](#) F21 System-Level Zero-Textbook-Cost Resources OERI and President
- [7.02](#) F21 HyFlex Modality Accounting and Apportionment Curriculum Committee and 5C
- [9.01](#) F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (CO Curriculum Committee and 5C/President
- [9.02](#) F21 Update Baccalaureate Degree Handbook Curriculum Committee, Baccalaureate Degree Leads



- [9.03](#) F21 Adopt “The Role of Faculty in Tutoring and Learning Centers” Paper Executive Director
- [11.01](#) F21 Equitable Access to Technology President, Online Education Committee
- [11.02](#) F21 Greater Use of Telecommuting and Digital Processes President
- [13.02](#) F21 In Support of Prevention and Control of COVID-19 in the Interest of Safe Learning Environments Executive Committee
- [15.01](#) F21 Adopt the ICAS English as a Second Language (ESL) Report: 2020 Update Executive Director
- [16.01](#) F21 Advocate for Electronic Access to Required Course Materials President
- [17.01](#) F21 Local Senate Policies Regarding Textbook Adoption OERI and Relations with Local Senates
- [19.01](#) F21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices Equity and Diversity Action Committee
- [20.01](#) F21 [Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption](#) ASCCC Not Assigned

Spring 2021

- [3.01](#) S21 Include Cultural Competence in Faculty Evaluations President
- [3.02](#) S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison Relations with Local Senates
- [3.03](#) S21 Denounce Anti-Asian American Pacific Islander (AAPI) Racism Executive Committee
- [5.01](#) S21 Support for Additional Guided Pathways Funding and Extension of Current Funding Deadlines Due to COVID-19 President/Executive Director
- [6.01](#) S21 Revisiting the 50% Law and the Faculty Obligation Number President
- [6.02](#) S21 Support AB 417 (McCarty, 2021) as of March 8, 2021 President/Legislative and Advocacy
- [6.03](#) S21 Support AB 421 (Ward, 2021) as of March 8, 2021 President/Legislative and Advocacy
- [6.04](#) S21 Flexibility in Remote Attendance at Local Academic Senates President/Relations with Local Senates
- [6.05](#) S21 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses President/Educational Policies
- [6.06](#) S21 Support AB 927 (Medina, 2021) as of April 9, 2021 President/Legislative and Advocacy
- [6.07](#) S21 Oppose AB 928 (Berman, 2021) as of April 9, 2021 President/Legislative and Advocacy
- [6.08](#) S21 Oppose AB 1111 (Berman, 2021) as of April 9, 2021 President/Legislative and Advocacy
- [8.01](#) S21 Counseling Faculty, Student Success, and Transfer President
- [9.01](#) S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements President/Transfer, Articulation, and Student Services
- [9.02](#) S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies Curriculum
- [9.03](#) S21 Asserting Faculty Primacy in Teaching Modality Executive Committee
- [9.04](#) S21 Update Title 5 Language for Section 55070 Credit Certificates Noncredit, Pre-Transfer, & Continuing Education



- [9.05](#) S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process Open Educational Resources Initiative
- [9.06](#) S21 Develop a Rubric for Ethnic Studies Courses for CSU General Education Area F Curriculum
- [9.07](#) S21 Defining Ethnic Studies and its Four Core Disciplines Curriculum/5C
- [9.08](#) S21 Support Independent Course Alignment for California Virtual Campus Badging Online
- [9.09](#) S21 Reinstatement of Non-substantive Revision Category for the Program and Course Approval Handbook Curriculum/5C
- [10.01](#) S21 Disciplines List—Film and Media Studies Executive Director/Standards and Practices
- [10.02](#) S21 Disciplines List—Digital Fabrication Technology Executive Director/Standards and Practices
- [11.01](#) S21 Urge the Release of Distance Education Guidelines and Related Compendium of Effective Distance Education Practices President
- [11.02](#) S21 Advocate for Development of a ZTC Data Element Open Educational Resources Initiative
- [11.03](#) S21 Advocate for On-Going Funding for the ASCCC Open Educational Resources Initiative Executive Director/Open Educational Resources Initiative
- [11.04](#) S21 Ensure Compliance with Required Instructional Materials Regulations Relations with Local Senates/Open Educational Resources Initiative
- [12.01](#) S21 Approve the Paper Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success Executive Director
- [13.01](#) S21 Institutionalizing Open Educational Resources Relations with Local Senates/Open Educational Resources Initiative
- [13.02](#) S21 Enabling Display and Use of Faculty Chosen Name and Pronoun Across Campus and all Digital Environments Relations with Local Senates
- [18.01](#) S21 Ensuring Transparency and Input in Improvements to CCC Apply President
- [19.01](#) S21 Create a Paper on Part-Time Faculty Equity Part-Time
- [20.01](#) S21 Enabling Chosen Name and Pronoun across Campus and all Digital Environments Transfer, Articulation, and Student Services
- [20.02](#) S21 Student Participation in Hiring Processes Faculty Leadership and Development
- [20.03](#) S21 Support for Students Affected by the Military Coup in Myanmar Executive Committee
- [21.01](#) S21 Collaborate with Regional Consortia CTE Leadership/C-ID
- [21.02](#) S21 Prioritizing System Support for the ECE/EDU Education and Human Development Sector President/CTE Leadership

Fall 2020

- [01.01](#) F20 Adopt Updated ASCCC Vision, Mission, and Values Statements Executive Director
- [01.02](#) F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership Part-Time Faculty Committee



- [01.03](#) F20 Academic Senate Senator Emeritus Status for Janet Fulks Executive Director
- [03.01](#) F20 Diversity and Equity Support The Anti-Racism Pledge Equity and Diversity Action Committee
- [03.02](#) F20 Recommendation to Update Title 5 Language for Section 53022
- [03.03](#) F20 Fall Diversity and Equity Adopt Anti-Racism Education Paper Executive Director
- [03.04](#) F20 Diversity and Equity Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies Equity and Diversity Action Committee
- [04.01](#) F20 Articulation and Transfer Adopt the paper Effective and Equitable Transfer Practices in the California Community Colleges Executive Director
- [06.01](#) F20 State and Legislative Issues Oppose the Legislation of Curriculum without Inclusion of Academic Senate Participation President
- [06.02](#) F20 State and Legislative Issues Legislative and Systemic Support for Academic Freedom Educational Policies Committee
- [08.01](#) F20 Counseling Faculty and the 50% Law Executive Committee
- [09.01](#) F20 Curriculum Recommendations for the Implementation of a Zero Textbook Cost* (ZTC) Designation in Course Schedules Open Educational Resources Initiative (OERI)
- [09.02](#) F20 Curriculum Update Paper on Local Curriculum Committees
- [09.03](#) F20 Curriculum Ethnic Studies Graduation Requirement Curriculum Committee
- [09.04](#) F20 Curriculum Clarify and Strengthen the Ethnic Studies General Education Requirement Curriculum Committee
- [09.05](#) F20 Curriculum Resolution In Support of Reviewing the impact of the 2012 California Non-Repeatability Language Transfer, Articulation, and Student Services Committee
- [10.01](#) F20 Disciplines List—Registered Behavior Technician Executive Director
- [10.02](#) F20 Disciplines List Adopt the Revised and Updated Paper Equivalence to the Minimum Qualifications Executive Director
- [11.01](#) F20 Technology Include Meeting Times and Synchronous Designation for Synchronous Online Classes in Class Schedules Online Education Committee
- [12.01](#) F20 Faculty Development Increased Support for Lab-Based and Hard-to-Convert Courses During Emergencies President
- [12.02](#) F20 Faculty Development Include Academic Senate for California Community Colleges (ASCCC) Events, Courses, and Service as Pre-Approved Activities to Satisfy Flex Requirements Relations with Local Senates Committee
- [13.01](#) F20 General Concerns Administrator Retreat Policies Educational Policies Committee
- [13.02](#) F20 General Concerns Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses Noncredit, Pre-Transfer, & Continuing Education Committee
- [17.01](#) F20 Local Senates Integration of Guided Pathways Work and Institutional Processes and Structures Relations with Local Senates Committee



- [18.01](#) F20 Matriculation Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways Curriculum Committee
- [19.01](#) F20 Professional Standards Adopt the Paper Protecting the Future of Academic Freedom in a Time of Great Change Executive Director
- [20.01](#) F20 Students The Role of Student Employees in Advancing Faculty Diversification Relations with Local Senates Committee
- [20.02](#) F20 Students Ensure Course Cost Transparency for Students Open Educational Resources Initiative (OERI)
- [21.01](#) F20 Career Technical Education Critical Support for Early Childhood Education/Child Development Programs Curriculum Committee

Spring 2020

Due to the COVID-19 pandemic, the Spring 2020 Plenary Session was cancelled, therefore, there are no spring 2020 resolutions.

Fall 2019

- [01.01](#) F19 Academic Senate Align Terms of Office in Bylaws to Practice Executive Director
- [01.02](#) F19 Academic Senate Adopt Instant Runoff Voting Executive Director
- [01.03](#) F19 Academic Senate Rotate Plenary Between Areas Executive Director
- [01.04](#) F19 Academic Senate Limit Nominations from the Floor Executive Director
- [01.05](#) F19 Academic Senate Reverse the Order of the Area, North/South, and At-Large Representative Elections Executive Director
- [01.06](#) F19 Academic Senate Term Limits of Three One-year Terms for Officers and Two Two-year Terms for Representatives Executive Director
- [01.07](#) F19 Academic Senate Clarify Nomination Process and Eliminate “Trickling” Executive Director
- [01.08](#) F19 Academic Senate Academic Senate Resources for Serving Students with Disabilities Executive Director
- [01.09](#) F19 Academic Senate Academic Senate Caucus Restructuring Executive Director
- [03.01](#) F19 Diversity and Equity Assessing Student Equity and Achievement Program Contribution to Guided Pathways Implementation Guided Pathways Task Force
- [03.02](#) F19 Diversity and Equity Support Infusing Anti-Racism/No Hate Education in Community Colleges ASCCC
- [03.03](#) F19 Diversity and Equity Replacing the Academic Senate for California Community Colleges Inclusivity Statement Executive Director
- [03.04](#) F19 Diversity and Equity Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges Executive Director
- [03.05](#) F19 Diversity and Equity Acknowledge Extended Opportunity Programs and Services’ 50 Years of Student Success Executive Committee



- [03.06](#) F19 Diversity and Equity Include Currently and Formerly Incarcerated Youth in Equity Plans President
- [03.07](#) F19 Diversity and Equity Enable the Canvas Name Preference Option Relations with Local Senates Committee
- [05.01](#) F19 Budget and Finance Adopt the Paper Budget Processes and the Faculty Role Executive Director
- [05.02](#) F19 Budget and Finance Extend the Hold-Harmless Provision of the Funding Formula President
- [05.03](#) F19 Budget and Finance Assess How Alignment of Timeframes for AB 705 (Irwin, 2017) and the Student-Centered Funding Formula for ESL Students Inequitably Impact Funding for Colleges Serving High Percentages of ESL Students Executive Committee
- [05.03.01](#) F19 Budget and Finance Amend Resolution 5.03 F19 Executive Committee
- [05.04](#) F19 Budget and Finance Include Credit English as a Second Language (ESL) Courses Equivalent to Transfer-Level English in the Student-Centered Funding Formula Executive Committee
- [06.01](#) F19 State and Legislative Issues Reversal of Position Regarding Baccalaureate Degrees and Removal of Pilot Designation President
- [06.02](#) F19 State and Legislative Issues Expansion of Baccalaureate Degree Programs in Allied Health President
- [06.03](#) F19 State and Legislative Issues Oppose Calbright's College Center Placement within an Extant District and Program Duplication President
- [07.01](#) F19 Consultation with the Chancellor's Office Academic Senate Involvement in Online Teaching Conference Planning Online Education Committee
- [07.02](#) F19 Consultation with the Chancellor's Office Continued Advocacy for Substantive Participatory Governance with the California Community Colleges Chancellor's Office President
- [07.03](#) F19 Consultation with the Chancellor's Office Include Credit English as a Second Language (ESL) in the Student Success Metrics (SSM) Executive Committee
- [07.04](#) F19 Consultation with the Chancellor's Office Convene the California Community Colleges Chancellor's Office Assessment Committee for Credit English as a Second Language (ESL) Executive Committee
- [09.01](#) F19 Curriculum Local Determination of International Baccalaureate Credit at California Community Colleges Transfer, Articulation, and Student Services Committee
- [09.02](#) F19 Curriculum Inclusion of Course Identification Numbers (C-ID) in College Catalogs and Student Transcripts C-ID Leadership
- [09.03](#) F19 Curriculum Adopt Updated Course Basic (CB) 21 Rubrics for Coding English as a Second Language (ESL) Course Outcomes Curriculum Committee
- [09.04](#) F19 Curriculum English as a Second Language (ESL) Course Basic (CB) 21 Rubric Coding of Multiple Courses to the Same CB21 Competency Curriculum Committee
- [09.05](#) F19 Curriculum Provide Guidance with Respect to Ensuring Student Access to No-Cost Resources Open Educational Resources Initiative (OERI)



- [09.06](#) F19 Curriculum Consider Implications of Publisher-Developed Lower Cost “Inclusive Access” Strategies Open Educational Resources Initiative (OERI)
- [09.07](#) F19 Curriculum Clarify the Meaning of Fundamental Alteration When Providing Academic Accommodations Curriculum Committee
- [09.08](#) F19 Curriculum Repeatability of Credit Co-Requisite Support Courses Curriculum Committee
- [09.09](#) F19 Curriculum Ensuring Access and Opportunity for Success for All Students Through AB 705 (Irwin, 2017) Implementation Curriculum Committee
- [10.01](#) F19 Disciplines List Minimum Qualifications for Campus Americans with Disabilities Act Coordinators Standards and Practices Committee
- [13.01](#) F19 General Concerns Collegial Consultation during Implementation of Guided Pathways Guided Pathways Task Force
- [13.02](#) F19 General Concerns Data Paper and Equity-Minded Practices Educational Policies Committee
- [15.01](#) F19 Criteria and Training for the Evaluation and Approval of Advanced Credit English as a Second Language (ESL) Coursework for California State University General Education Breadth (CSU-GE) and the Intersegmental General Education Transfer Curriculum (IGETC)
- [16.01](#) F19 Library and Learning Resources Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators Transfer, Articulation, and Student Services Committee
- [19.01](#) F19 Professional Standards Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines CTE Leadership Committee
- [21.01](#) F19 Career Technical Education Update Chancellor’s Office Document Alternatives to In-Person Consultations: Cooperative Work Experience Education CTE Leadership Committee

Spring 2019

- [101](#) S19 Senator Emeritus Status for Marie Boyd Executive Director
- [3.01](#) S19 Address Privacy and Rights Violation Caused by Education Code §87408 (2011) Equity and Diversity Action Committee
- [5.01](#) S19 Funding for Guided Pathways Transformation President/Executive Director
- [5.02](#) S19 Guided Pathways Budget Development President and GP Task Force
- [6.01](#) S19 Oppose AB 130 (Low, as of April 10, 2019) Unless Amended Legislative and Advocacy Committee
- [6.02](#) S19 Provisionally Support SB 3 (Allen, as of February 25, 2019) Legislative and Advocacy Committee
- [6.03](#) S19 Provisionally Support SB 291 (Leyva, as of March 1, 2019) Legislative and Advocacy Committee
- [6.04](#) S19 Support AB 302 (Berman, as of March 25, 2019) and Identify Housing Assistance Representatives Legislative and Advocacy Committee
- [7.01](#) S19 Improve Quality and Integrity of California Community Colleges System Data President/Curriculum Committee



- [7.02](#) S19 Support for Student Parents' Success through Campus Early Learning/Child Development Lab Schools Legislative and Advocacy Committee
- [7.03](#) S19 Request the Board of Governors Undergo Collegiality in Action Training President
- [7.04](#) S19 Systemwide Technology to Support College Ownership of Curriculum President/Curriculum Committee
- [7.05](#) S19 Explore Allowing Refunds Beyond Regulatory Deadline Legislative and Advocacy Committee
- [7.06](#) S19 Accelerate Review of ADT Modifications C-ID
- [9.01](#) S19 Course Basic (CB) 21 Rubrics for Coding Course Outcomes Curriculum Committee
- [9.02](#) S19 Adopt the Paper Noncredit Instruction: Opportunity and Challenge Executive Director
- [9.03](#) S19 Documenting Open Educational Resources Options in Course Outline of Record OER Advisory Committee and Curriculum
- [9.04](#) S19 Ensure the Accessibility of Educational Materials Online Education Committee and Legislative Advocacy Committee
- [9.05](#) S19 Support the Development of Open Educational Resources (OER) OER Advisory Committee
- [9.06](#) S19 Support New Distance Education Definitions DEETAC and 5C
- [10.01](#) S19 Disciplines List - Homeland Security Executive Director
- [11.01](#) S19 CCCApply Technical Limitations Transfer, Articulation, and Student Services Committee
- [11.02](#) S19 Ensure Appropriate Processes for System Technology Procurement President/Executive Director
- [13.01](#) S19 Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules OER Advisory Committee
- [13.02](#) S19 Support for Faculty Open Educational Resources Coordinators OER Advisory Committee
- [13.03](#) S19 In Support of All-Gender Restrooms on California Community College Campuses EDAC/Relations with Local Senates
- [15.01](#) S19 Response to California State University Admission Restrictions Due to Impaction ICAS
- [15.02](#) S19 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement Curriculum Committee
- [15.03](#) S19 Encourage Accelerating Timeline for General Education Articulation ICAS and GEAC
- [16.01](#) S19 Adopt the Paper The Role of the Library Faculty in the California Community College Executive Director
- [16.02](#) S19 Adopt the Paper Effective Practices for Online Tutoring Executive Director
- [21.01](#) S19 Adopt the Paper Work-Based Learning in California Community Colleges Executive Director

Fall 2018

- [01.01](#) F18 Academic Senate for the California Online Community College President
- [01.02](#) F18 Adopt the Guided Pathways Glossary of Terms Executive Committee
- [01.03](#) F18 Academic Freedom: ASCCC and Local Senate Recommendations Relations with Local Senates Committee



- [01.04](#) F18 Preventing Duplication of Programs by California Online Community College Curriculum Committee
- [01.05](#) F18 Faculty Role in the California Online Community College President
- [03.01](#) F18 Diversity and Equity Non-binary Gender Option on CCCApply Telecommunications and Technology Advisory
- [04.01](#) F18 Articulation and Transfer ASSIST Oversight and Implementation President
- [05.01](#) F18 Budget and Finance Metrics and Coding Cleanup Curriculum Committee
- [05.02](#) F18 Budget and Finance Identify and Report Costs of AB 705 (Irwin, 2017) Relations with Local Senates Committee
- [05.03](#) F18 Budget and Finance Develop Resources with Guidance Relevant to the Student-Centered Funding Formula Educational Policies Committee
- [07.01](#) F18 Consultation with the Chancellor's Office Redefine the Faculty Obligation Number to Include Noncredit Faculty Noncredit, Pre-Transfer, & Continuing Education Committee
- [07.02](#) F18 Consultation with the Chancellor's Office Concerns Regarding the California Online Community College President
- [07.03](#) F18 Consultation with the Chancellor's Office Improving Participatory Governance with the Chancellor of the California Community Colleges President
- [08.01](#) F18 Counseling Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices Noncredit, Pre-Transfer, & Continuing Education Committee
- [09.01](#) F18 Curriculum Degree and Certificate Awards in Response to the New Funding Formula Curriculum Commit
- [09.02](#) F18 Curriculum Equalize Noncredit Curriculum Processes to Align with Local Approval of Credit Curriculum Processes Curriculum Committee
- [09.03](#) F18 Curriculum Local Adoption of the California Virtual Campus – Online Education Initiative Course Design Rubric Online Education Committee
- [09.04](#) F18 Curriculum Flexibility in Local Curriculum Submission Deadlines as Related to the Implementation of AB 705 (Irwin, 2017) Curriculum Committee
- [13.01](#) F18 General Concerns Provide Sufficient Resources and Adequate Support for AB 705 (Irwin, 2017) Implementation President
- [15.01](#) F18 Intersegmental Issues Support for University of California Associate Degrees for Transfer in Physics and Chemistry C-ID Leadership
- [15.02](#) F18 Intersegmental Issues Approval and Backdating of CSU Area C2 and IGETC Area 3B Submissions of Advanced ESL Coursework for Fall 2018 Noncredit, Pre-Transfer, & Continuing Education Committee
- [17.01](#) F18 Local Senates Guided Pathways, Strategic Enrollment Management, and Program Planning Educational Policies Committee
- [17.02](#) F18 Local Senates Establish Local Open Educational Resources Liaisons Open Educational Resources Initiative (OERI)
- [17.03](#) F18 Local Senates Maintaining Academic Rigor in Support of Student Success President



- [17.03](#) F18 Matriculation Guided Self-Placement Guided Pathways Task Force
- [19.01](#) F18 Professional Standards Encourage Dialog about Equivalency Practices Relations with Local Senates Committee

Spring 2018

- [01.01](#) S18 Academic Senate Adopt the 2018-2023 ASCCC Strategic Plan
- [01.02](#) S18 Academic Senate Resolution Honoring Rich Hansen
- [03.01](#) S18 Diversity and Equity Adopt the Paper A Re-examination of Faculty Hiring Processes and Procedures
- [04.01](#) S18 Articulation and Transfer Develop a Paper on Effective Transfer Practices
- [05.01](#) S18 Budget and Finance Funding for Apprenticeship Courses
- [06.01](#) S18 State and Legislative Issues Oppose Proposed Consolidation of Categorical Program Funding
- [06.02](#) S18 State and Legislative Issues Opposition to the Proposed California Online Community College District
- [06.03](#) S18 State and Legislative Issues Support AB 2767 (Medina, as amended April 4, 2018) California Community Colleges Funding Formula Study
- [06.04](#) S18 State and Legislative Issues Support SB 1009 (Wilk, as amended April 3, 2018) Community Colleges: Tutoring
- [06.05](#) S18 State and Legislative Issues Oppose AB 2248 (McCarty, as of March 23, 2018)
- [06.06](#) S18 State and Legislative Issues Oppose AB 1786 (Cervantes, as of April 10, 2018)
- [06.07](#) S18 State and Legislative Issues Support AB 2621 (Medina, as of April 10, 2018) Online California Community College
- [06.08](#) S18 State and Legislative Issues Support for Changes to Title 5 §§ 55200-55210
- [07.01](#) S18 Consultation with the Chancellor's Office Support Equity-Minded Funding That Relies on Locally Identified Goals
- [07.02](#) S18 Consultation with the Chancellor's Office Wrap-Around Services and Online Student Success
- [07.03](#) S18 Consultation with the Chancellor's Office Including Noncredit in All Student Success Statewide Initiatives
- [07.04](#) S18 Consultation with the Chancellor's Office Identifying Appropriate Assessment Measures
- [07.05](#) S18 Consultation with the Chancellor's Office Legal Interpretation of AB 705 (Irwin, 2017) President
- [07.06](#) S18 Consultation with the Chancellor's Office Support Students' Rights to Enroll in English as a Second Language (ESL) Coursework Noncredit, Pre-Transfer, & Continuing Education Committee
- [07.07](#) S18 Consultation with the Chancellor's Office Maintain Language Placement Tests as a Multiple Measure Option for English as a Second Language (ESL) Noncredit, Pre-Transfer, & Continuing Education Committee
- [07.08](#) S18 Consultation with the Chancellor's Office Local Determination of Degree Emphasis and Titles for ADT Social Justice Studies: General C-ID Leadership
- [07.09](#) S18 Consultation with the Chancellor's Office Small and Rural College Participation in Online Education Initiative Course Exchange Online Education Committee
- [09.01](#) S18 Curriculum Adopt the Paper Effective Practices for Educational Program Development Executive Director



- [09.02](#) S18 Curriculum Pathways to Meet General Education Requirements of Quantitative Reasoning C-ID Leadership
- [09.03](#) S18 Curriculum Effective Practices in Online Communication Courses Online Education Committee
- [09.04](#) S18 Curriculum Effective Practices in Online Lab Science Courses Online Education Committee
- [10.01](#) S18 Disciplines List Revise the Disciplines List Revision Process Standards and Practices Committee
- [10.02](#) S18 Disciplines List Endorse Proposed Revisions to Apprenticeship Minimum Qualifications President
- [11.01](#) S18 Technology Adopt the Paper Ensuring Effective Online Education Programs: A Faculty Perspective Executive Director
- [13.01](#) S18 General Concerns Expanding Competency-Based Instruction through an Online Consortium President
- [13.02](#) S18 General Concerns Guided Pathways Handbook Guided Pathways Task Force
- [13.03](#) S18 General Concerns Research on Guided Pathways Outcomes in California Guided Pathways Task Force
- [13.04](#) S18 General Concerns Providing Educational Access and Adequate Support for California Community College Students with Disabilities Transfer, Articulation, and Student Services Committee
- [13.05](#) S18 General Concerns Develop a Paper on Career and Technical Education, Cooperative Work Experience, Internship, and Apprenticeship Programs CTE Leadership Committee
- [13.06](#) S18 General Concerns Using Data to Assess the Impact of AB 705 (Irwin, 2017) Relations with Local Senates Committee
- [15.01](#) S18 Intersegmental Issues California State University Systemwide Credit Policy Transfer, Articulation, and Student Services Committee
- [17.01](#) S18 Local Senates Noncredit Instruction in Guided Pathways Efforts Guided Pathways Task Force
- [17.02](#) S18 Local Senates Increase Participatory Governance on Colleges' Satellite Campuses Relations with Local Senates Committee
- [17.03](#) S18 Local Senates Reduce Course Enrollment Maximums as Needed to Satisfy New State Directives Curriculum Committee
- [19.01](#) S18 Professional Standards Faculty Involvement in Responding to Litigation or Student Complaints Relations with Local Senates Committee
- [19.02](#) S18 Professional Standards Defining Collegiality in the Workplace Relations with Local Senates Committee
- [19.03](#) S18 Professional Standards Oppose Efforts to Permit Single-Course Equivalency President

Appendix E: Budget Financial Terms Sheet

ASCCC financial operations include the following:

- **Internal controls**--the ASCCC accounting department has established detailed internal operational procedures and policies.
- **[Budget and Finance Operational Committee](#)**--comprising the ASCCC officers and executive director is responsible for making recommendations to the Executive Committee for the annual budget for each subsequent year and making recommendations on fiscal policies and procedures.



- **Treasurer**--reports on a periodic basis to the Executive Committee.

Standard Reports

A few of the standard ASCCC financial reports generated and distributed are as follows:

- **Budget forecast**--an annual written statement projecting the forecasted expenses and revenue for the following fiscal year; usually presented to the Executive Committee before the fiscal year begins (May/June).
- **Statement of activity**--the report showing the revenue and expenses to date; it can include the comparison to the budget forecast.
- **Statement of financial position**--the report showing the organization's assets (e.g., cash--receivables and reserves), total assets, liabilities (e.g., money we owe), net assets (e.g., the difference between liabilities and assets). This report may be given to the Executive Committee in the quarterly report; also called balance sheet.
- **Quarterly report**-- a summary that will have brief descriptions of income and expenses to date within overall categories and will be brought to Exec after accounting books close (approximately November/December, February, April/May, September/Audit Report).
- **Audit report**--summary of findings (e.g., opinions on the organization's financial procedures and statements) made by an external auditor brought to Executive Committee in November; to be distributed to the faculty body at fall plenary session.
- **Reconciliation reports**--treasurer and accountant work together to review bank statements monthly as oversight; includes review of money market account where reserves are held (six months of operational expenses).

Appendix F: ASCCC Budgets

- [2022-23](#)
- [2021-22](#)
- [2020-21](#)
- [2019-20](#)
- [2018-19](#)