


ACADEMIC SENATE
FOR CALIFORNIA
COMMUNITY COLLEGES

ACADEMIC
ACADEMY



REDEFINING
~~DISTANCE~~ EDUCATION

VIRTUAL EVENT
OCTOBER 8-9, 2020

MISSION STATEMENT

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

VALUES STATEMENT

Leadership

The Academic Senate champions the leadership role of faculty at their colleges and at the state level and fosters effective faculty participation in governance to effect change. The Academic Senate facilitates and supports the development of faculty leaders. The 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. The Senate models effective leadership and promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty.

Empowerment

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

Voice

The Academic Senate promotes faculty primacy in academic and professional matters as established in statute and regulation. The Senate is the official voice of the California community college faculty in statewide consultation and decision making 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 Senate values thoughtful discourse and deliberation that incorporates diverse perspectives as a means of reaching reasoned and beneficial results.

CONTENTS

WELCOME	1
Guidelines for Dialogue / Community Expectations.	2
THURSDAY	3
Pre-Session 9:00 am - 11:30 am	3
Opening General Session 1:00 pm - 2:30 pm	3
Program Key	5
Breakout Session 1 3:00 pm – 4:15 pm	6
FRIDAY	7
General Session 1 9:00 am – 10:30 am	7
Breakout Session 2 11:00 am – 12:15 pm	8
Breakout Session 3 1:00 pm – 2:15 pm	9
Breakout Session 4 2:45 pm – 4:00 pm	11
Closing General Session 4:30 pm – 5:30 pm	12
Presenters	13
Academic Senate.	14



WELCOME

ACADEMIC ACADEMY: Redefining Distance Education

**A Virtual Professional Development Opportunity
for all California Community College Faculty**

Interruptions in education are not new. Snow days, extreme heat, floods, and earthquakes can all lead to temporary school closures. In addition, California's students may experience the extended disruption and devastating impact of fires. But a global pandemic requiring social distancing and the sudden cessation of traditional classroom instruction for an undefined time period is a force so impactful that our evolution is forced – is it education's Big Bang, where we will emerge anew? Or is it our Ice Age, leading to the extinction of select species and the rapid evolution of the survivors? This year's ASCCC Academic Academy will explore the impact of our recent history on the future of education. Join us as we explore the use of open and online approaches to finding ways to redefine instruction and assessment, create more equitable learning environments, address long-standing inequities exacerbated by reliance on technology, and improve the success of all students.

GUIDELINES FOR DIALOGUE / COMMUNITY EXPECTATIONS

1. **Be true to yourself.** We want to create an atmosphere for open, honest exchange.
2. **Commit to learning from each other.** Listen to each other and acknowledge that we all come from different backgrounds, skills, interests, abilities, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
3. **Acknowledge each other's experiences.** We will not devalue people for their experiences, lack of experiences, or difference in interpretation of those experiences.
4. **Trust that others are doing the best they can.** We will try not to 'freeze people in time' but leave space for everyone to learn and change through our interactions with one another.
5. **Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
6. **Speak your discomfort.** If something is bothering you and you are open to sharing, please share it with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
7. **Step Up, Step Back.** Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.

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



THURSDAY

October 8, 2020

PRE-SESSION 9:00 AM - 11:30 AM

Unleashing the Power of Open: Hands-on Workshop on Adopting and Adapting LibreTexts for Use in Your Classroom

Delmar Larsen, Founder and Executive Director, LibreTexts

Truly Open Educational Resources (OER) are more than free to your students, they give you the freedom to customize the learning experience for them. Have you always hated the way most texts cover a topic? Been frustrated by the lack of diversity exhibited in images, examples, and research? Or simply wished your text was more human – and engaging? Join this session to learn what LibreTexts has to offer – whether you are looking for existing high-quality OER with readily available print options and easy import into Canvas or ready to create your own.

OPENING GENERAL SESSION 1:00 PM - 2:30 PM

Open Education: Do Better

Jasmine Roberts, Ohio State University

Open education has been hailed as a framework to address high-cost course materials, as there is an increase in the adoption of open educational materials. However, conversations about inclusive teaching and anti-racism pedagogical

practices need to be at the center of open practices. How do we make sure that scholars and sources from marginalized communities are better represented? How does open education help decolonize school curriculum? How can we make sure that the Global North isn't always writing for the Global South in openly-licensed materials?

In this keynote presentation, Jasmine Roberts will interrogate dominant discourses about open education and argue that using a social justice framework is the only effective way to truly realize the goal of open education. Together we will start the journey of creating education ecosystems that are accessible, affordable, equitable and inclusive to everyone, regardless of their background.

PROGRAM KEY

The breakouts are organized into strands as follows:

- 1 Enthusiastic Explorers (EE)** – Sessions in this strand are designed for novices that are exploring a topic for the 1st time or seeking a refresher.
- 2 Solution Seekers (SS)** – New answers to old problems – or revisiting old answers to new problems – take your pick. Problem-solving will be the focus of these sessions.
- 3 Thrill Seekers (TS)** – Are you ready to try anything? Lose the safety net and the life jacket – join us for a walk on the educational wild side.

Given the diversity of our program, you are likely to find topics that inspire caution and others that compel you to throw that caution to the wind. In keeping with our theme, we hope you'll both expand your knowledge of familiar topics and explore new ones.

California Virtual Campus – Online Education Initiative (CVC-OEI; cvc.edu)

Academic Senate for California Community Colleges (ASCCC; asccc.org)

Open Educational Resources Initiative (OERI; asccc-oeri.org)

1 OER Basics Made Easy - Academic Freedom in Action (EE)

Dave Dillon, OERI Regional Lead, Grossmont College

Heather Dodge, OERI Regional Lead, Berkeley City College

As community college faculty, we are quick to view the use of Open Educational Resources (OER) as a means of reducing costs for our students. But OER is also a means of allowing faculty to teach what they want to teach when and how they want to. This session will provide an overview of the why and how of adapting and adopting OER.

2 Ready for Anything - The Flexible Classroom (SS)

Amanda Taintor, OERI Project Monitor, Reedley College

Cheryl Chapman, California Virtual Campus-Online Education Initiative

“Flipping” the classroom - using classroom time for interaction and online time for content delivery - is an approach to teaching that is likely to see a resurgence as classroom teachers who never dreamed of using the online modality discover new ways of achieving course objectives. What does a flipped classroom look like - and what are some effective ways to structuring these learning environments?

3 Are Grades Failing our Students? Equitable Grading Practices: What are you really measuring? (TS)

Suzanne Wakim, OERI Regional Lead, Butte College

Grades have been a part of our educational experience since kindergarten. But, what do they really measure? What is the difference between grading students and assessing learning? We will discuss 10 reasons grading doesn't measure learning - #3 will shock you! We will discuss assessment strategies that promote learning, are more flexible during times of crisis, and are particularly important for marginalized student populations.



FRIDAY

October 9, 2020

GENERAL SESSION 1 9:00 AM - 10:30 AM

Crisis and the Commons

Robin DeRosa, Plymouth State University

COVID-19 has thrown higher education into chaos, as campuses navigate reopening plans, remote pivots, and the balance between continuity and flexibility. In this presentation, Robin will explore a framework for thinking about how colleges could thrive during disruption, and how the changing needs of our learners can act as a guide for how we design our assignments, courses, and institutional structures. Centered on the values of adaptability, connection, and equity, Robin will provide a conceptual map and practical approaches for rethinking the future of learning, during and beyond this global pandemic.

BREAKOUT SESSION 2 11:00 AM - 12:15 PM

1 UDL, SLO, OEP – The Alphabet Soup of Good Course Design (EE)

Amanda Taintor, OERI Project Monitor, Reedley College

Suzanne Wakim, OERI Regional Lead, Butte College

How can we design courses that engage diverse students and provide mechanisms for students to accurately demonstrate their learning? Universal Design for

Learning (UDL) helps us build courses accessible to all students and encourages us to focus on how students acquire information and demonstrate learning. Open Educational Practices (OEP) can be a key strategy to help establish UDL in your courses. We will look at course designs that increase student choice, encourage critical thinking, and improve learning. When paired with Backwards Design, UDL and OEP strategies also help us build assignments that more accurately measure student learning outcomes (SLO). This session will demonstrate how these frameworks can be used to design effective and engaging learning activities and assessments.

2 Assessment Pandemonium – Lessons Learned (SS)

Janet Fulks, ASCCC

John Gerhold, Bakersfield College

Meredith Selden, Yuba College

A sudden transition to remote instruction requires not only changes in teaching, but changes in how you measure learning. What can we learn from the unstructured experimentation that ensued in higher education as a consequence of COVID-19? How did faculty find effective ways to measure learning?

3 Creating Connection - Culturally Responsive Teaching Practices (TS)

Fabiola Torres, Glendale Community College

How do you create an environment that engages all students and facilitates learning, providing all students with the opportunity to succeed? How do you establish personal connections in a remote and online environment? In this session strategies will be shared to bridge the distance and create real connections between instructor and learners in the virtual environment.

1 Pause, Reflect, Refine: Mid-Semester Check-in Using the CVC-OEI Rubric (EE)

Cheryl Chapman, California Virtual Campus-Online Education Initiative
Autumn Bell, California Virtual Campus-Online Education Initiative

Your course is built, the semester is underway. Chances are you have noticed some things working well in your course and some things you'd like to change for next time. Most of us make mental notes throughout a course and then spend our holidays scrambling to make changes before the next term begins. In this session, you'll learn how to use the CVC-OEI Course Design Rubric as a mid-semester check-in and reflection tool for achieving better student outcomes. We'll show you how to create a course development shell or "sandbox" for making ongoing adjustments to your course, and we'll show you how to access resources that you can add to your course to supplement your own content.

2 Shouldn't Your Online Students See You? Moving Past the Fear of Filming (SS)

Tracy Schalen, Southwestern College

"I hate hearing my voice. I look horrible on video!" Does this sound familiar? If it hasn't stopped you from teaching in person, why let it get in the way of teaching online? You know the importance of letting your students see and hear their instructor, and so it's time to stop avoiding video and start having fun with it. Students want your presence, not your perfection. In this session, you'll discover strategies and tools to make short, imperfect videos showing students you are a real human being they can relate to. Bring your webcam and your sense of humor.

3 Open Pedagogy – Who is Steering the Ship? And Where are You Going? (TS)

Tia Germar, Butte College

Suzanne Wakim, OERI Regional Lead, Butte College

What would a textbook created by students look like? Can students help improve online resources, such as Wikipedia, as a way to learn course content? We decided to find out! Open Pedagogy provides a framework for creating living assignments – student created academic work that adds ongoing value to the community. Replacing disposable assignments charts a course to engage students with the learning, improve outcomes, and invite students into the academic space. We will discuss strategies for creating living assignments (both large and small) that can be used in any course.

BREAKOUT SESSION 4 2:45 PM - 4:00 PM

1 Achieving Equity through Humanized Online Teaching (EE)

Michelle Pacansky-Brock, California Virtual Campus-Online Education Initiative

Humanizing is a pedagogical approach that supports the affective components of learning and increases the success of more students, particularly those who are minoritized. By the end of this session, you will have a deeper understanding of the impact of trauma on learning and be able to adapt specific humanizing strategies your CCC faculty peers are using in their online courses.

2 Equity and Distance Education – Synchronous vs Asynchronous Instruction (SS)

Julie Bruno, OERI Communications Lead, Sierra College

Jennifer Paris, OERI Regional Lead, College of the Canyons

“Traditional” distance education emphasizes a 24/7 educational experience with learning happening at the student’s convenience. “Temporary remote instruction”

resulted in a new take on teaching at a distance – with many faculty choosing to teach synchronously. If your true goal is establishing an equitable learning environment, which modality should you choose? Join us for a robust discussion of the pros and cons of both approaches.

3 You Did What? Implementing a Team Approach to Course Design and Service Delivery (TS)

Alice L. Dieli, American River College

Dave Dillon, OERI Regional Lead, Grossmont College

Leslie Reeves, American River College

In the post-pandemic world, how do we transition from overcoming challenges to turning identified solutions into lasting improvements? As we redesign our courses and services for students, how do we leverage the lessons learned into ways of improving the student experience and preventing our historical silos? Join us for an exploration of how a team approach can result in more equitable outcomes and practices.

CLOSING GENERAL SESSION 4:30 PM - 5:30 PM

State-wide Evolution: The CVC Exchange as an All-Access Pass for Students

Jory Hadsell, California Virtual Campus - Online Education Initiative

The California Virtual Campus - Online Education Initiative (CVC-OEI) is leading the (r)evolution of the course exchange to an open model. CVC aims to serve students statewide in ways that decrease time to completion and increase overall access. The CVC-OEI, the same state-wide initiative that brings you Canvas and a host of other online teaching and learning resources, is re-launching the student-centered CVC Exchange with new improvements, and now all California

Community Colleges can participate. Have students needed your course, but you can't add them all? Have you wanted to teach an advanced class that struggles to make enrollment? Are you the only faculty or college offering your course online, west of the Mississippi? Did you know that completing quality review (Peer Online Course Review) boosts your search ranking? Faculty seekers and explorers will benefit from a discussion of how the CVC Exchange as an all-access pass to our colleges can benefit students and also support program and institutional outcomes.

JASMINE ROBERTS is an educator, speaker, writer and strategic communication professional.

She joined the School of Communication at Ohio State University in 2012, where she teaches upper level undergraduate courses in the areas of communication campaigns and strategic communication writing. Her specific areas of expertise include public relations writing, digital activism, campaign strategy, global marketing, feminist media, and media effects.



Roberts' advocacy work centers on the experiences of people of color, women and queer communities. She delivered a TED talk titled "I'm tired of talking about race", where she speaks about the emotional fatigue experienced by people of color when discussing race with their white counterparts, coupled with solutions to this growing concern.

Along with her communication expertise, Roberts is also a renowned open education leader. She has delivered numerous keynote presentations across the country on the topics of inclusion in open education at Rice University, University of Illinois (Urbana-Champaign), University of Arkansas, Cleveland State University, San Diego State University, and more. She is the author of the highly-rated, openly-licensed book "Writing for Strategic Communication Industries". She is a member of the Open Education Conference Steering Committee and the Midwestern Higher Education Compact.

ROBIN DEROSA is a professor and the director of the Open Learning & Teaching Collaborative at Plymouth State University in New Hampshire. An advocate for public higher education in the United States and a leading voice in open education, Robin is interested in how educational institutions can integrate more fully with the communities that they serve, and in how innovation can be driven by public need rather than private markets.



DR. JORY HADSELL is the Executive Director of the California Virtual Campus - Online Education Initiative (CVC-OEI). The CVC-OEI is a state-wide initiative to assist students in accelerating completion of their educational goals by increasing equitable access to high-quality online courses, degrees and certificates offered by the California Community Colleges (CCC). The CVC-OEI portfolio includes Canvas, CVC Exchange, Improving Online CTE Pathways program, professional development, and a shared technology ecosystem to support online education at the system's 115 accredited colleges. Dr. Hadsell previously served in various roles in the CCCs, including tenured faculty, chief academic officer and various director roles in support of distance and online learning.



PRESENTERS

Autumn Bell, CVC-OEI

Julie Bruno, OERI Communications Lead,
Sierra College

Cheryl Chapman, CVC-OEI

Robin DeRosa, Plymouth State University

Alice L. Dieli, American River College

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Janet Fulks, ASCCC

John Gerhold, Bakersfield College

Tia Germar, Butte College

Jory Hadsell, CVC-OEI

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Rio Hondo College

Leslie Reeves, American River College

Jasmine Roberts, Ohio State University

Tracy Schalen, Southwestern College

Meredith Selden, Yuba College

Amanda Taintor, OERI Project Manager,
Reedley College

Fabiola Torres, Glendale College

Suzanne Wakim, OERI Regional Lead,
Butte College

Delmar Larsen, Founder & Executive
Director, Libretexts

ACADEMIC SENATE

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