

ACADEMIC SENATE FOR  
CALIFORNIA COMMUNITY COLLEGES

## FALL PLENARY SESSION

VIRTUAL EVENT | NOVEMBER 5-7, 2020

ADDRESSING *Anti-Blackness*  
& *IDEAs* (INCLUSION, DIVERSITY,  
EQUITY, AND ANTI-RACISM)  
IN ACADEMIC AND  
PROFESSIONAL MATTERS

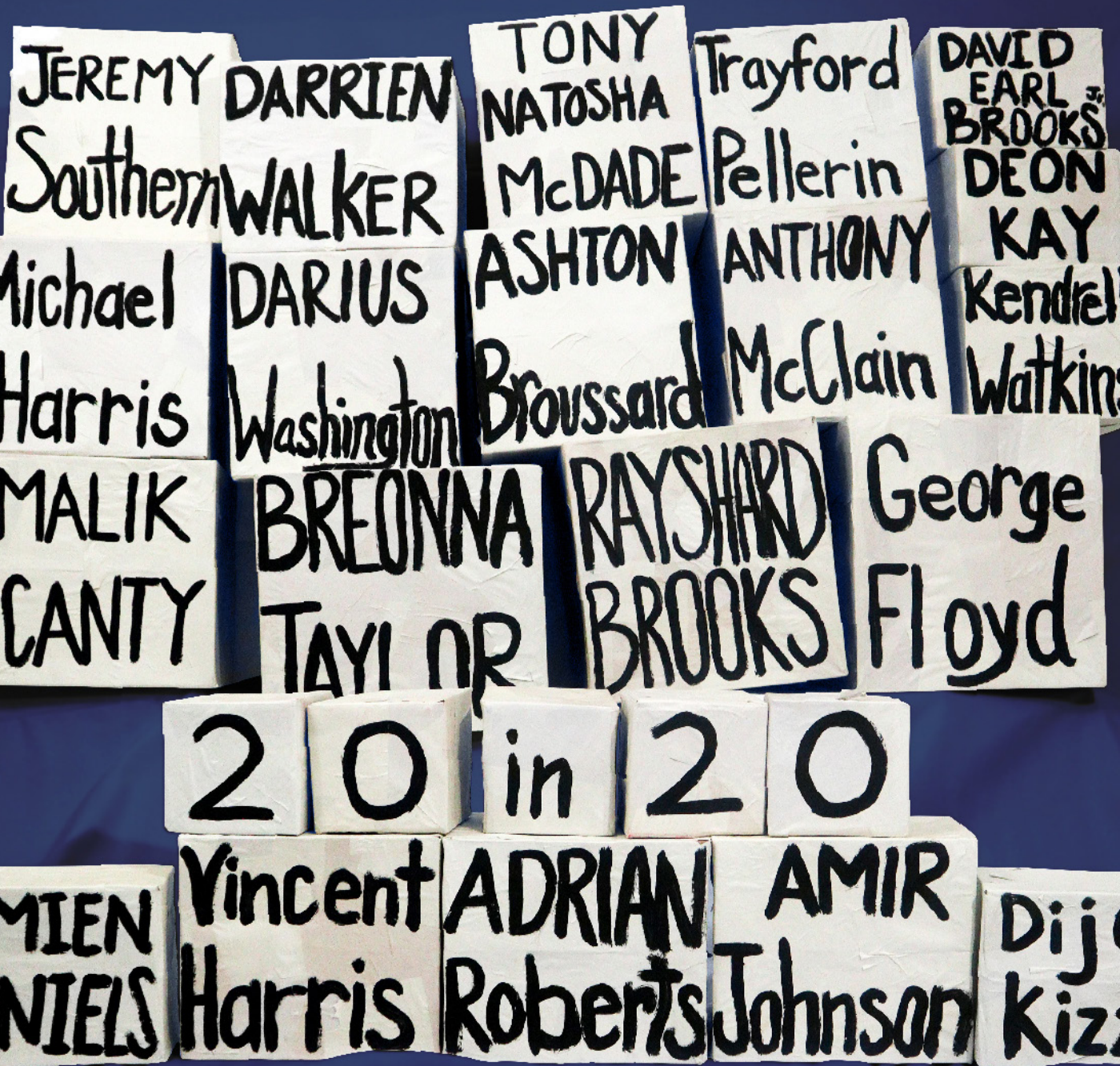


Photo by Dr. Rachel N. Hastings, MiraCosta College

## MISSION STATEMENT

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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

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### 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.

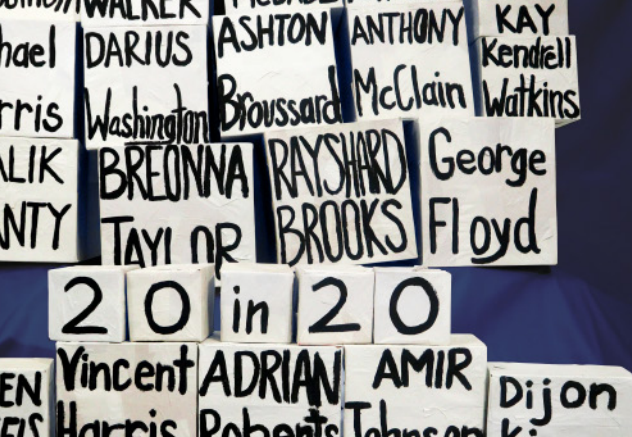
### Voice

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.

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# Welcome

## ADDRESSING *Anti-Blackness* & *IDEAs* (INCLUSION, DIVERSITY, EQUITY, AND ANTI-RACISM) IN ACADEMIC AND PROFESSIONAL MATTERS

*Dear Colleagues and Friends,*

*With great pleasure and excitement, the ASCCC Executive Committee welcomes you to the 2020 Fall Plenary Session. Fall plenary has always been an exhilarating time, a time to seek clarity regarding issues locally and statewide and to enjoy time with colleagues from around the state who are engaged in the necessary and critical work of serving on a local academic senate. This year's plenary session seeks to serve the purposes that the plenary sessions always have: to provide opportunity for dialogue among colleagues, to hear ideas from others that can be useful at local campuses, and to allow attendees to engage in communication and collaboration with others from across the state.*

*However, many things about this plenary session will be different. It is the ASCCC's first virtual plenary session, and the Executive Committee has worked hard to create breakouts and general sessions that address the issues all faculty are struggling to address locally while contending with online learning and remote meetings. The theme, "Addressing Anti-Blackness and IDEAs (Inclusion, Diversity, Equity, and Anti-Racism) in Academic and Professional Matters," points to one of those areas:*

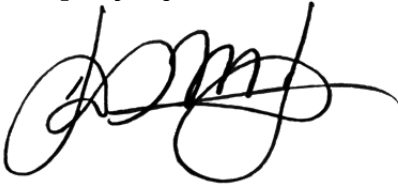
*the efforts underway to end systemic racism within the California community colleges and to diversify faculty ranks. Many challenges also exist with governance and decision making, with online teaching, with declining enrollment, and with equity and inclusion. These challenges are taking many forms throughout the state, and we hope that the breakouts and general sessions will provide inspiration and ideas for all attendees in their work locally.*

*Because the plenary session is virtual, the opportunities for casual conversations, for striking up new friendships, and for honoring faculty leaders are limited. The ASCCC has made the difficult decision not to present honorary resolutions to departing Executive Committee members until we can again meet in person, as these individuals deserve to hear the votes of acclamation for their statewide service and to be recognized for the work they did in service to faculty, colleges, and students. While we are aware that we cannot replicate the experience of in-person plenary session voting and debate, the resolutions team has tried to bring that process to life in a form that resembles previous sessions. Some will remain, but we will rise to meet those obstacles as best we can.*

*We also know that significant changes are happening both locally and at the state level, often requiring local senates to act quickly, and that sometimes those changes do not provide the opportunity for the types of discussion that senates have come to expect. With those issues in mind, we must always remain conscious of what participation looks like and who needs to be involved and engaged. Colleges are at their best when everyone's voice is heard and taken into consideration in making decisions, not just a limited group. More engagement and more voices can mean more reflection, more experiences, and ultimately a decision that sees more buy-in and more involvement. As colleges implement changes, they must continue to ask how their decisions serve their missions and how they are serving students; if those questions cannot be answered, then more work needs to be done.*

*On a personal note, I am keenly aware of how difficult these last eight months have been for everyone. While some positives have occurred (reduced carbon emissions, limited commute times, and a chance to catch up on projects at home), many people have had to face heartbreaking losses and struggles. I am very proud of the work that has been done by the Executive Committee and by all faculty while facing these seemingly endless challenges. As we gather together for these next few days, I urge you to remember that we are all here for the greater good—for our students, our colleges, and for the state—and I ask you to join me in looking forward to the day that this, too, shall pass. I am excited to see all of you, and on behalf of the Executive Committee, I welcome you to the 2020 Fall Plenary Session.*

*Respectfully,*

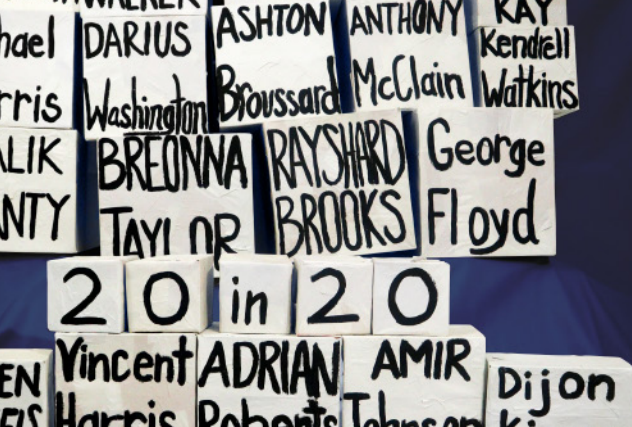
A handwritten signature in black ink, appearing to read 'Dolores M. Davison', with a large, stylized loop at the end.

*Dolores M. Davison, ASCCC President*

## 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

November 5, 2020

## PROGRAM KEY

The breakouts are organized  
into strands as follows:

- 1 Inclusion
- 2 Diversity
- 3 Equity
- 4 Anti-Racism
- 5 Governance

## 8 AM - 9 AM Morning Activity: Coffee Networking Meet & Greet for First-Timers and Experienced Senate Leaders

Hosts:

Stephanie Curry, ASCCC North Representative, Relations with Local Senates Chair

Robert L. Stewart Jr., ASCCC Area C Representative, Relations with Local Senates

## 9 AM - 6 PM Caucus Rooms Open

Each caucus will have a designated Zoom room in Pathable

Black Caucus

Latinx Caucus

LGBTQIA+ Caucus

Small or Rural College Caucus

Womyn's Caucus



## **Call to Order**

Dolores Davison, President

## **Adoption of the Procedures**

Virginia "Ginni" May, Vice President

## **Foundation President's Update**

Silvester Henderson, ASFCCC President

## **State of the Senate**

## **5 Delegates and First Time Attendees Information Session**

Stephanie Curry, ASCCC North Representative

Howard Eskew, San Diego Mesa College

Julie Oliver, ASCCC Area A Representatives

Sharon Sampson, Grossmont College

This session will provide an overview of the ASCCC plenary session. A special focus will be placed on changes occurring due to the virtual format. The resolution process will be shared, including how resolutions originate and are brought to Plenary, and specific style requirements. Participants will also discuss the requirements and obligations for delegates, and the electronic voting process used on Saturday.

## **1 2 3 How Can IDEAS Improve Curricular Learning for All Students**

Karen Chow, ASCCC Area B Representative

Carrie Roberson, ASCCC North Representative

Katherine Squire, SSSCC Vice President

What are we teaching? What are students learning? How can we consider inclusion, diversity, equity, and anti-racist curriculum to support the success of students throughout the California Community College system? Join this interactive session to consider the basics of curriculum to the complexities of how it intersects in the classroom dynamic.

## **3 Lessons from the Covid-19 Emergency: How Can We Improve Planning for Addressing Long Term Emergencies That May Require Remote Teaching.**

Sam Foster, ASCCC South Representative

Leigh Anne Shaw, Skyline College

Robert L. Stewart Jr, ASCCC Area C Representative

The Covid-19 pandemic forced colleges to pivot to remote learning with little time for preparation. As faculty scrambled to assure that students were served as well as possible, we recognized that not all students were served equally and that many of our most vulnerable students struggled. As courses were moved to remote delivery the differences in how quickly both faculty and students were able to adjust likely increased the inequities students experienced. How can we assure that students are equitably served and that faculty and students have adequate tools and support for success as we plan for future emergencies that can cause our campuses to close?

Come join us for a discussion about what we learned from the current shift to remote instruction that can inform planning for future emergencies so that colleges are better prepared to pivot and provide adequate resources for faculty, staff, and our most vulnerable students

## **4 5 Building Equity Driven Systems: Embracing Anti-Racism**

Angelica Campos, SSSCC Region III Regional Affairs Director

Mayra Cruz, ASCCC Treasurer

Lance Heard, Mt. San Antonio College

Virginia “Ginni” May, ASCCC Vice President

Equity-driven systems examine the institutional structures—e.g., mission, strategic plans, policies, procedures, and cultural practices—that contribute to inequitable outcomes through an intentional process including rigorous data analysis. In response to current events, institutions are beginning to examine their structures using an anti-racism lens. Join this session for an interactive and lively presentation about how local academic senates can contribute to an institutional redesign in order to improve the educational programs and outcomes for diverse student bodies and the surrounding communities.

## **2 Mentorship Programs as a Recruitment and Retention Strategy of Faculty of Color**

Michelle Velasquez Bean, ASCCC At-large Representative

Silvester Henderson, ASCCC At-large Representative

Chelsea Hull, Santa Monica College

Victoria C. Rosario, District Director of Human Resources and Support Programs,  
Los Rios Community College District

Empowering aspiring educators with mentorship, training, and exposure to the community college classroom is one way to increase the diversity of faculty. Mentor programs in particular have proven to be instrumental to attracting and retaining a racially diverse applicant pool. This session highlights existing effective and innovative mentor programs geared at incoming part-time faculty. Panelists will share insights and tools on how to establish a program on your campus through an equity-minded framework focused on the value and strength of our diverse backgrounds.

**3 From the Classroom to the Community:  
Bridging Culturally Responsive Practices with  
Counseling and Student Support Services**

Paul Alexander, San Diego City College

Maria Figueroa, MiraCosta College

Gertrude (Gertia) Lopez RCCD-Moreno Valley College

LaTonya Parker, ASCCC Area D Representative (Facilitator)

Manuel Vélez, ASCCC South Representative (Facilitator)

While research has long shown that students perform better in classes when their experiences and identities are reflected in the curriculum, very little research and dialogue exists on how culturally relevant practices can help students in virtually all other aspects of the student experience, including student services and counseling. Fortunately, programs such as Umoja and Puente have already shown that such practices can be effective. Join us in an engaging conversation with Umoja and Puente faculty about the ways in which they've been able to incorporate culturally relevant practices into other aspects of their students' college experiences and share techniques that you can apply to your classes as well.

## **5 Legislation in California: What Should I Know as an Academic Senate Leader?**

Adrienne C. Brown, Los Angeles Harbor College

Dolores Davison, ASCCC President

Geoffrey Dyer, Taft College

Christopher Howerton, Woodland Community College

Alexis Litzky, City College of San Francisco

Virginia “Ginni” May, ASCCC Vice President

Eric Wada, Folsom Lake College

After an unprecedented ending to the 2019-20 two-year legislative cycle, what will happen during the next two-year cycle, 2021-22? During this session the presenters will include a review some of the highlights from 2019-20, a glimpse into what might be expected for the 2021-22 cycle, an outline of the legislative and budget processes, and a discussion on how academic senate leaders can leverage their roles to influence and impact statewide legislation through advocacy on academic and professional matters.

## **1 Ethnic Studies in California Community Colleges**

Cheryl Aschenbach, ASCCC Secretary

Karen Chow, ASCCC Area B Representative

The recent passage of AB 1460 mandates that each California State University (CSU) campus offer courses in ethnic studies by the fall of 2021 and that students graduating in 2024-25 and beyond, including transfers from California community colleges, meet the ethnic studies requirement. Join us to discuss the latest updates related to AB 1460, efforts to institute intentional ethnic studies requirements for community colleges, and the role of Ethnic Studies in creating physical and virtual culturally inclusive spaces on campus and fostering a sense of belonging for students of color.



### **1 3 How Can Equity Be Considered in Course Outlines of Record?**

Carrie Roberson, ASCCC North Representative

John Stankas, San Bernardino Valley College, ASCCC Immediate Past President

Eric Wada, ASCCC C-ID Curriculum Director

The course outline of record (CoR) is a document with defined legal standing that plays a critical role in the curriculum of the California community colleges and has both internal and external influences that impact all aspects of its content. So how do colleges reframe our lens around this critical aspect of course design as it relates to teaching strategies? This session is intended to provide and generate IDEAs around considerations for equity-driven Course Outlines of Record to meet the needs of diverse student populations.

### **4 Anti-Racism Best Practices for Student Services Educators**

Hossna Sadat Ahadi, Palomar College, RwLS Committee

Stephanie Curry, ASCCC North Representative

Luis Guerrero, Palomar College (Math Instructor)

Julie Oliver, ASCCC Area A Representative

Come learn and share best practices for infusing Anti-Racism in student support. What can we do to holistically support all of our students through intentional equity driven processes and policies? Learn from student service practitioners who have embedded antiracism work into student services at their colleges.

**12:45 PM - 1:15 PM LUNCH**

## **Addressing Anti-Blackness in the California Community Colleges: Meet the Summer Special Rostrum Faculty Authors**

Jessica Alabi, Orange Coast College

Nyree Berry, Los Angeles City College

Abdimalik Buul, San Diego City College

Rachel Hastings, MiraCosta College

Nathan Jones, Skyline College

Kisha Quesada Turner, Las Positas College

Ebony Tyree, San Diego City College

### **Moderators:**

LaTonya Parker, ASCCC Area D Representative

Mayra Cruz, ASCCC Treasurer

Michelle Bean, ASCCC At-Large Representative

**Want to know more about the authors behind your favorite summer 2020 Rostrum? Tune into this session to discover the methods of – and inspiration behind the articles on Addressing Anti-Blackness from some of the California community colleges most exciting faculty members - Dr. Jessica Alabi, Dr. Nyree Berry, Dr. Abdimalik Buul, Dr. Rachel Hastings, Nathan Jones, Kisha Quesada Turner & Ebony Tyree.**

## **1 Grow Your Own Faculty: How to Encourage our Students to Become Community College Instructors**

Rasheed Aden, San Diego City College

Elmida Baghdaserians, Los Angeles Valley College

Angelica Campos, SSSCC Region III Regional Affairs Director

Mayra Cruz, ASCCC Treasurer (Facilitator)

Steven Moreno-Terrill, College of the Canyons

Manuel Vélez, ASCCC South Representative (Facilitator)

One of the most important characteristics of the California community colleges is our unique and dynamic relationships with the students and communities we serve. In fact, for many of these students the impact of this relationship is so strong that they return after their studies to rejoin our community in various capacities including instructors. In this session we'll explore the importance of cultivating and encouraging our students to consider careers as community college professors and learn from former and current students about their own experiences in the community college. We'll also place emphasis on programs such as SDICCCA and Project Match and their role in helping students consider a career as community college instructors.

## **1 Humanizing Online Teaching & Learning: An Equity-Minded Approach**

Kandace Knudson, Sacramento City College

Julie Oliver, ASCCC Area A Representative

Michelle Pacansky-Brock, CVC-OEI/@ONE

Robert L. Stewart, Jr., ASCCC Area C Representative

Online teaching and learning can often feel distanced and impersonal, but it does not have to be that way. Students, especially those experiencing trauma, are most successful when they develop connections and build relationships within a course, both with the instructor and with other students. In this session, we will look at the research and explore ways to humanize online teaching that will allow students to feel a greater sense of belonging from the start of the course.

## **1 3 You Can't Be What You Don't See: Diversifying Our Academy Through Equity-minded Model Hiring Principles and Practices**

Gregory Smith, Vice Chancellor of Human Resources, San Diego CCD

Michelle Velasquez Bean, ASCCC At-large Representative

Sam Foster, ASCCC South Representative

Emilie Mitchell, American River College

Now is the time to interrogate and disrupt institutional and traditional views of hiring. How do we define the “best qualified” candidate to serve our diverse student communities? Join us to discuss creative approaches, principles, and practices that your campus could use to redefine the hiring and faculty retention processes through an equity-minded framework. We will discuss how to rethink our hiring systems during a period of political and economic disruption, how we can engage with each other to understand our diverse experiences, and how we can prioritize student success in every part of our employment processes including the hiring of part-time faculty hiring.

## **1 5 Hallway Conversations in 2020 with the ASCCC President and Vice President**

Dolores Davison, ASCCC President

Virginia “Ginni” May, ASCCC Vice President

This year, 2020 has required everyone to make dramatic changes in their lives. The spring 2020 plenary session was cancelled, and this plenary session is virtual, a first. Hallway, breakfast, lunch, and dinner discussion opportunities are missing. However, faculty have demonstrated resilience, rising to meet the needs of students, colleagues, and their institutions. Join the ASCCC President and Vice President in an open conversation to share statewide issues that are of concern to you in regard to academic and professional matters and learn how the ASCCC represents faculty interests at the state level. Take this opportunity to have those hallway discussions on current trends, challenges, and issues being faced statewide and at local campuses.

## **1 4 Addressing Anti-Blackness, Microaggressions and Gaslighting**

Silvester Henderson, ASCCC At-Large Representative

Carrie Roberson, ASCCC North Representative

As a result of the killings of George Floyd, Breonna Taylor, Tony McDade, Ahmaud Arbery, and many others, academics are now carefully developing campus and instructional methods to address social crime and cultural pain. Along with the discussion of gaslighting, this session will concentrate on how our curricular microaggressions create learning barriers for our disadvantaged student populations. Please come learn how an inclusive curriculum and relevant teaching approaches can offer our students real Equity, Diversity and Inclusion.



## **4 5 Transforming Organizational Cultures Through Anti-Racist Policies and Practices**

Tiffany Lanoix, West Los Angeles College

Julie Oliver, ASCCC Area A Representative

Sharon Sampson, Grossmont College

Robert L. Stewart, Jr., ASCCC Area C Representative

How can anti-racist principles be infused at the individual and the institutional level? With transformational changes that are needed at both levels, how do we create allyships to implement policy and practice reform? Widening participation and organizational change are critical to this effort but what does widening participation mean in the context of anti-racism? Let's talk!

## **3 New Horizons: Competency Based Education and the CCC CBE Collaborative**

Cheryl Aschenbach, ASCCC Secretary

Karen Chow, ASCCC Area B Representative

Amparo Diaz, Senior Policy Specialist, Foundation for California Community Colleges

Chantée Guiney, Specialist, Academic Planning and Development, CCC

Chancellor's Office

Nadia Leal-Carrillo, Director of Policy Development, Foundation for California

Community Colleges

Aisha Lowe, Vice Chancellor for Educational Services and Support,

CCC Chancellor's Office

The Title 5 regulations for direct assessment competency-based education (CBE) being considered for final approval by the Board of Governors pave the way for an entirely new means of structuring degree programs and delivering instruction

to our community college students. Join representatives from ASCCC, the CCC Chancellor's Office, and the Policy Center of the Foundation for California Community Colleges for an overview of CBE, particularly how it is centered in equity and expands opportunity for students while reshaping education, an exploration of the differences between CBE, CPL, and traditional instruction, and highlights of the planned CBE Collaborative, which will serve as the means of initially implementing CBE in our colleges. Related to the CBE Collaborative, presenters will share information about the broad campus commitment and engagement that will be needed within participating colleges and, together with participants, will discuss the anticipated roles of senate presidents and faculty.

### **3 4 Cops Court Corrections and Curriculum: Equity and Justice for All**

Mayra Cruz, ASCCC Treasurer

Don Mason, Compton College

Lynn Shaw, CTE C-ID Curriculum Director

Robbie Williams, LT Hawthorne Police Community Affairs Bureau Commander and Co-Founder Coffee with a Cop, INC.

The goal of this session is to engage in an equity conversation on what is being taught, trained, and practiced in Administration of Justice and First Responders programs. Presenters will begin by giving an overview of the training and curriculum offered in these programs. The breakout will give participants an opportunity to provide input on applying an anti-racism and equity lens.

## **1 3 5 A Guided Pathways Mosaic**

Janet Fulks, ASCCC Guided Pathways Task Force Co-Lead

Jeffrey Hernandez, East Los Angeles College

Virginia “Ginni” May, ASCCC Vice President

As funding for the Guided Pathways Award Program is winding down (really, when?), it may be time for a self-assessment. What has been accomplished? What still needs to be done? How will we keep going with redesign efforts that utilize data and advance equity? Join this session for an update on the goals of the ASCCC Guided Pathways Task Force, learn how and why the ASCCC is integrating its Guided Pathways work into its committee structures, and share ideas about what might be done at the local level to sustain momentum of the college-wide redesign resulting from implementing Guided Pathways frameworks.

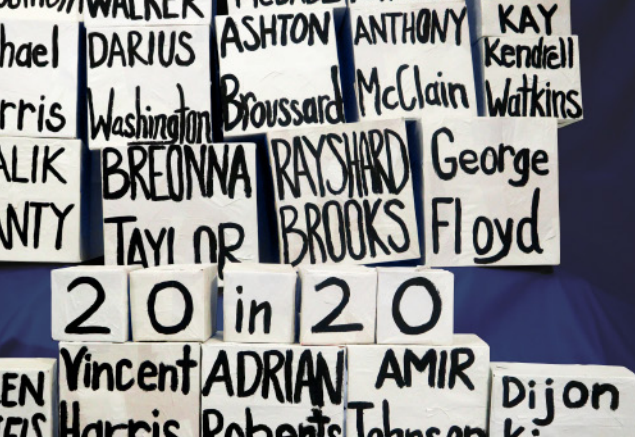
## **1 2 3 Hiring Through an Equity Lens: Rethinking Policies and Procedures**

LaTonya Parker, ASCCC Area D Representative

Jamar London, Santa Monica College

Abdimalik Buul, San Diego City College

As colleges engage in the hiring of new faculty and staff, the use of an equity lens in hiring practices and procedures is essential. As a team of leaders we will share strategies on what kinds of practices and processes can be used to ensure that hiring committees are engaged in the work of equity, diversity, and inclusion. During this interactive session we will examine some of the best practices from the Chancellor’s Office EEO Hiring Guide, as well as provide a framework for practitioners to bring back to their campuses and districts for systematic approaches to diversity, equity and inclusion.



# Friday

November 6, 2020

## **7 AM - 8 AM Morning Activity: Virtual Run/Walk**

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

Hosts:

Virginia "Ginni" May, ASCCC Vice President

Cheryl Aschenbach, ASCCC Secretary

## **9 AM - 6 PM Caucus Rooms Open**

Each caucus will have a designated Zoom room in Pathable)

Black Caucus

Latinx Caucus

LGBTQIA+ Caucus

Small or Rural College Caucus

Womyn's Caucus

## **Equity, Diversity, and Inclusion in Budget Reduction Considerations**

### **Special Welcome**

Assemblymember Jose Medina

Cheryl Aschenbach, ASCCC Secretary

Ashanti Hands, Vice President of Student Services, San Diego Mesa College

Lorenz Legaspi, Vice President of Administrative Services, San Diego Mesa College

Assemblymember Jose Medina

Isabel O'Connor, Chief Instruction Officer, San Diego Mesa College

As we are all aware, the current state of the economy and California State Budget forebodes lean budget years and the potential for reduced budgets for California Community Colleges. During difficult budget years, it is imperative that equity, diversity, and inclusion remain at the forefront in resource allocation and budget reduction considerations. This session will highlight both long-term and immediate strategies to help a college remain steadfast in our collective commitment to serving our students. Topics will include: Institutional Commitment and Culture, Resource Allocation Processes, COVID 19 Relief Funding, Scholarships, and the importance of the Faculty voice.



## **10:30 AM - 12 PM Area Meetings**

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

Area A: Julie Oliver

Area B: Karen Chow

Area C: Robert L. Stewart Jr.

Area D: LaTonya Parker

## **12 PM - 12:30 PM LUNCH**

### **BREAKOUT 5 | 1 PM - 2 PM**

## **1 2 Transforming from Eurocentric to Inclusive Curriculum-A Theoretical Approach**

Adrienne Brown, Los Angeles Harbor College

Sam Foster, ASCCC South Representative

Carrie Roberson, North Representative

What we teach is what students learn. Although education begins at a very young age, it is evident that higher education impedes the success of our students through the exclusion of inclusion, diversity, equity, and anti-racist pedagogy driven by curriculum. To support the diverse students within the California Community College system, join this session to consider opportunities and obligations to examine and transform how we can facilitate learning from Eurocentric to inclusive curriculum and from a theoretical approach to practical application.

## **1 2 Promoting Diversity in Curriculum Design and Pedagogy**

Michelle Velasquez Bean, ASCCC At-Large Representative

LaTanga Hardy, Los Angeles Trade Technical College

Stu Matz, San Diego City College

LaTonya Parker, ASCCC Area D Representative

Rob Rubalcaba, San Diego City College

As educators in the California community college system, we have a unique opportunity to effectively address diversity and the student opportunity gap through curriculum design. This session will provide time to discuss and explore guidance in the development of course outlines and teaching and learning methodologies. We will use our collective experience to dialogue about the context of standards relevant to teaching and learning at the course level to promote student mastery of objectives and outcomes through an equity-minded lens that seeks to deconstruct and decolonize.

## **4 Acknowledging the Historical Context of Racism and Assessing and Advancing Effective Anti-Racism Practices for Faculty Professional Development: Highlights from the Paper**

Cheryl Aschenbach, ASCCC Secretary

Abdimalik Buul, San Diego City College

Mayra Cruz, ASCCC Treasurer

Luke Lara, Mira Costa College

Ryan Sullivan, Mt. San Jacinto College

Following the adoption of Resolution 3.02 (Fall 2019) Support Infusing No Hate/ Anti-Racism Education in Community Colleges, plans were put into motion to write a paper with the intention of helping increase understanding of the historical origins and influences of racism, especially within our community colleges, as well as to provide tools for learning and talking about racism and anti-racism. Join a few of the writers as they highlight key elements of the paper and offer recommendations for personal growth as well as for leading anti-racist professional development.

### **3 5 Transforming the College Into an Equity-Driven System: The Local Academic Senate Action Plan**

Robert L Stewart Jr., ASCCC Area C Representative

Manuel Vélez, ASCCC South Representative

The current state of increasing social unrest across the country highlights that equity is still an issue in America. At the root of the problem are American institutions. The policies that direct the way our institutions function are inherently flawed in the way our institutions serve stakeholders. Academic institutions are not exempt from this issue. Higher education has been riddled with equity issues that can negatively affect how our students are being served. Issues from the boardroom to the classroom are wrought with inequitable practices that must be resolved if we are to successfully educate all students regardless of race, culture, gender, socioeconomic status, and sexual orientation. As faculty of the California Community College system, our purview over academic and professional matters plays an essential role in how our students are ultimately served. Therefore, it is imperative that district and local academic senates actively participate in the planning and implementation process of any policies and procedures that might institutionalize equity issues within the functional structure of the college.

Join this breakout for a timely discussion on how local academic senates can create action plans to help put equity at the forefront of all college planning efforts.

### **5 Re-framing Collegial Consultation**

Adrienne C. Brown, Los Angeles Harbor College

Karen Chow, ASCCC Area B Representative

Virginia “Ginni” May, ASCCC Vice President

As colleges examine existing structures with an eye toward system-wide improvement and specifically with a goal to achieve diversity, equity, and inclusion, how might this affect collegial consultation? Should it? Join us for a primer on collegial consultation followed by a (virtual) hands-on activity designed to help local academic senates determine when or how the re-framing of collegial consultation to achieve diversity, equity, and inclusion may be appropriate or necessary.

## **1 Mindfulness for Leaders: Keeping Yourself and Your Faculty Grounded During a Time of Uncertainties**

Angela Echeverri, Los Angeles Mission College

Julie Oliver, Los Rios Community College

Manuel Vélez, ASCCC South Representative

There is no doubt that we find ourselves in truly turbulent times and dealing with a myriad of issues such as pandemics, calls for social justice, budget uncertainties, and wildfires all of which certainly have an impact on our college community. During these times it's important that as leaders we step up to make sure that our campus community stay grounded and focused on our mission and goals. In this session we will talk about how to practice equity-mindfulness as a leader. Being mindful of how you manage your responsibilities and how you empathize with others is essential for a nurturing and successful environment for ourselves and our students. In this session we will focus on strategies to keep yourself grounded as well creating an environment of mindfulness at your college. A special emphasis will be placed on faculty issues regarding equity and diversity.

## **1 2 3 5 Organizing Your Campus to Advance DEI work**

Peggy Campo, Norco College

Jamar London, Santa Monica College

LaTonya Parker, ASCCC Area D Representative

John Stanskas, San Bernardino Valley College, ASCCC Immediate Past President

Every system reflects the inherent biases of its time of construction and our colleges are no different. This presentation and conversation is intended to discuss how to create the conditions locally to engage in system change and will focus on practices that can assist college teams attempting to implement relevant diversity, equity, and inclusion work to serve our students and communities.

### **3 Ensuring Quality and Equitable Online Courses Using the CVC Course Design Rubric and Local POCR**

Dylan Altman, ASCCC Online Education Committee

Geoffrey Dyer, Taft College

Wendy Bass Keer, Los Angeles Pierce College

Jodi Steeley, Fresno City College

Robert L Stewart Jr., ASCCC Area C Representative

The current Covid-19 pandemic has resulted in faculty having to pivot to distance education. At this time more than ever, faculty need to have access to tools that will ensure that students in the California Community Colleges system have access to equitable and high-quality online courses designed to support student learning and success. Local peer online course review (POCR) provides opportunities for faculty to support each other non-evaluatively in increasing the quality of the student experience for all learners.

Join this breakout session to learn about successful local POCR implementation and explore resources for establishing or scaling-up local POCR at your college.

### **3 Academic Freedom and Equity (with conversation about paper)**

Julie Bruno, Sierra College

Wendy Brill-Wynkoop, College of the Canyons

Stephanie Curry, ASCCC North Representative

The tenets of Academic Freedom afford specific protections and responsibilities to faculty, which affect our day to day practice as educators. Although our districts are required to have an Academic Freedom policy, many faculty are not aware of the importance of developing specific processes to ensure the rights of faculty to practice Academic Freedom, both in and outside of the classroom. Come to the session to learn about the work being done by the ASCCC in supporting faculty Academic Freedom rights and how those rights support equity.

## **1 2 Protecting Our Most Vulnerable Students: How Can We Assure That Students of Color and Low-income Students Are Equitably Served in Online and Remote Learning?**

Teresa Aldredge, Cosumnes River College

Sam Foster, ASCCC South Representative

Silvester Henderson, ASCCC At-Large Representative

Darcie McClelland, El Camino College

Data shows that students of color and low-income students are disproportionately impacted by current educational practices. Initial evidence shows that these students have been more adversely impacted by the shift to remote learning. This session will highlight some commonly reported barriers. Join us for a discussion of strategies to address these barriers and the inequities they cause.

## **ASCCC Periodic Review for 2020-21**

Virginia “Ginni” May, ASCCC Vice President

ASCCC Periodic Review Committee Members

The Academic Senate for California Community Colleges is conducting its second periodic review to assess its operations, processes, policies, and programs. Ten faculty participants were selected at random from lists of participants in 2019-2020 ASCCC events and committees to conduct this review. The established process for the periodic review involves reporting on the process during the fall plenary session of the review cycle and reporting on the findings at the spring plenary session. During this breakout, attendees will be informed of the process of the periodic review, meet the members of the periodic review committee for 2020-21, and discuss what to expect in preparation for the spring plenary session report.

## **Resolutions Overview for Saturday**

Stephanie Curry, ASCCC North Representative

Sam Foster, ASCCC South Representative

Amber Gillis, Compton College

Carolyn (C.J.) Johnson, Alameda College

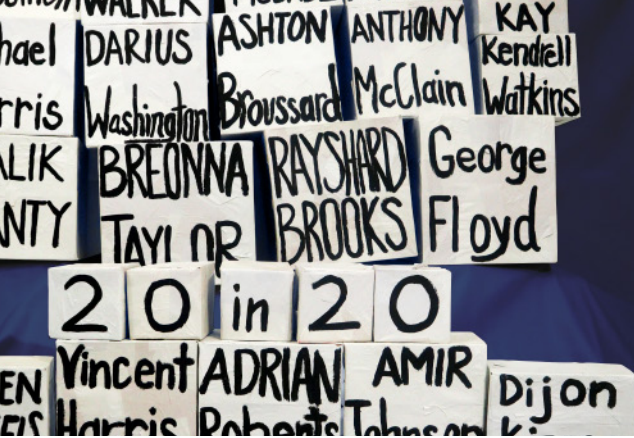
David Morse, Long Beach City College

Resolutions are the way we as the field voice our collective views of academic and professional matters. It is a time for us to debate and discuss the issues of the day. As we enter into a virtual resolutions process come and learn how we are going to navigate the process and how you can participate in debate and voting.

**5 PM - 6 PM Disciplines List Hearing**

**6 PM - 7 PM Executive Committee Meeting**

**7 PM - 8 PM Friday Evening Social Hour**



# Saturday

November 7, 2020

**8 AM - 9 AM Morning Activity- Virtual Yoga with Amanzio Nascimbene**

**9 AM - 12 PM Resolution Voting begins**

**12 PM - 1 PM Lunch**

**1:15 PM- 5 PM - Resolution Voting continues -**



## PRESENTERS

Rasheed Aden, San Diego City College

Hosna Sadat Ahadi, RwLS Committee,  
Palomar College

Jessica Alabi, Orange Coast College

Teresa Aldredge, Cosumnes River College

Paul Alexander, San Diego City College

Dylan Altman, ASCCC Online Education  
Committee, Oxnard College

Cheryl Aschenbach, Secretary, ASCCC

Elmida Baghdaserians, CTELC Member,  
LA Valley College

Wendy Bass Keer, Distance Education  
Coordinator, Los Angeles Pierce College

Michelle Bean, Representative At Large,  
ASCCC

Nyree Berry, Los Angeles City College

Wendy Brill-Wynkoop, College of the  
Canyons

Adrienne C Brown, Los Angeles Harbor  
College

Julie Bruno, OERI Communications Lead,  
Sierra College

Abdimalik Buul, San Diego City College

Peggy Campo, Norco College

Angelica Campos, Student Senate  
for California Community Colleges

Karen Chow, Area B Representative, ASCCC

Mayra Cruz, Treasurer, ASCCC

Stephanie Curry, North Representative,  
ASCCC

Dolores Davison, President, ASCCC

Amparo Diaz, Policy Specialist, Foundation  
for California Community Colleges

Geoffrey Dyer, Taft College

Angela Echeverri, Los Angeles Mission  
College

Howard Eskew, RwLS Committee, San Diego  
Mesa College

Maria Figueroa, MiraCosta College

Sam Foster, South Representative, ASCCC

Janet Fulks, Bakersfield College

Amber Gillis, Compton College

Luis Guerrero, Math Instructor, Palomar  
College

Chantee Guiney, Specialist - Academic  
Planning and Development, California  
Community College Chancellors Office

LaTanga Hardy, Los Angeles Trade Technical  
College

Ashanti Hands, Vice President of Student  
Services, San Diego Mesa College

Rachel Hastings, MiraCosta College

Lance Heard, Mt. San Antonio College

Silvester Henderson, Representative  
At Large, ASCCC

Jeffrey Hernandez, East Los Angeles  
College

Christopher Howerton, Woodland  
Community College

Chelsea Hull, Part-time Committee  
member, Santa Monica College

Carolyn (C.J.) Johnson, Alameda College

Nathan Jones, Skyline College

Kandace Knudson, Sacramento City College

Tiffany Lanoix, Sociology Faculty, West Los Angeles College

Luke Lara, MiraCosta College

Nadia Leal-Carillo, Director Policy Development, Foundation for California Community Colleges

Lorenz Legaspi, Vice President of Administrative Services, San Diego Mesa College

Alexis Litzky, City College of San Francisco

Jamar London, Santa Monica College

Gertrude (Gertia) Lopez, RCCD - Moreno Valley College

Aisha Lowe, Vice Chancellor for Educational Services and Support, California Community College Chancellors Office

Don Mason, Compton College

Stu Matz, San Diego City College

Virginia May, Vice President, ASCCC

Darcie McClelland, El Camino College

Jose Medina, Assembly Member,

Emilie Mitchell, Part-Time Committee Member/Faculty Coordinator, American River College

Steven Moreno-Terrill, Professor of Communications, College of the Canyons

David Morse, Barstow College

Amanzio Nascimbene, Yoga Teacher,

Dr. Isabel O'Connor, Chief Instruction Officer, San Diego Mesa College

Julie Oliver, Area A Representative, ASCCC

Michelle Pacansky-Brock, CVC-OEI/@ONE

LaTonya Parker, Area D Representative, ASCCC

Carrie Roberson, North Representative, ASCCC

Dr. Victoria C. Rosario, District Director of Human Resources and Support Programs, Los Rios Community College District

Rob Rubalcaba, San Diego City College

Sharon Sampson, Standards and Practices Committee, Grossmont College

Leigh Anne Shaw, Skyline College

Gregory Smith, Vice Chancellor of Human Resources, San Diego CCD

Katherine Squire, SSSCC Vice President, Student Senate for California Community Colleges

John Stankas, Past President, ASCCC

Jodie Steeley, Director of Distance Education and Educational Technology, Fresno City College

Robert L. Stewart Jr, Area C Representative, ASCCC

Ryan Sullivan, Mt San Jacinto College

Kisha Quesada Turner, Las Positas College

Ebony Tyre, San Diego City College

Manuel Vélez, South Representative, ASCCC

Eric Wada, Folsom Lake College

Robbie Williams, "LT Hawthorne Police Community Affairs Bureau Commander and Co-Founder Coffee with a Cop, INC"

## ACADEMIC SENATE

### EXECUTIVE COMMITTEE

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President: Dolores Davison	Area D Representative: LaTonya Parker
Vice President: Virginia “Ginni” May	North Representative: Stephanie Curry
Secretary: Cheryl Aschenbach	North Representative: Carrie Roberson
Treasurer: Mayra Cruz	South Representative: Manuel Vélez
Area A Representative: Julie Oliver	South Representative: Samuel Foster
Area B Representative: Karen Chow	At-Large Representative: Michelle Bean
Area C Representative: Robert L. Stewart, Jr.	At-Large Representative: Silvester Henderson

### OFFICE TEAM

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Executive Director: Krystinne Mica	Program Manager: Jennifer Valencia
Director of Administration: Tonya Davis	Programs Coordinator: Megan Trader
Director of Finance: Alice Hammar	Accounting Clerk: Meuy Rosales
Director of Grants and Initiatives: Miguel Rother	Administrative Assistant: Kyoko Hatano
Executive Assistant: April Lonero	Administrative Assistant: Veronica Rey
Event Manager: Edie Martinelli	Program Specialist: Selena Silva
	Visual Designer: Katie Nash