



**February 9-10, 2024**

Santa Clara Marriott  
2700 Mission College Blvd, Santa Clara, CA 95054  
Room: Prospector A-B  
[Zoom Link](#)

**February 9, 2024**

11:30 AM – 12:45 PM | Executive Committee Meeting  
12:45 PM – 1:15 PM | Lunch  
1:15 PM – 5:00 PM | Executive Committee Meeting

**Dinner:** 6:00 pm  
Pedros Restaurant & Cantina

**February 10, 2024**

8:00 AM – 9:00 AM | Breakfast  
9:00 AM – 12:00 PM | Executive Committee Meeting  
12:00 PM – 12:30 PM | Lunch

All ASCCC meetings are accessible to those with accommodation needs. A person who needs an accommodation or modification in order to participate in the meeting may make a request by emailing the ASCCC Office at [agendaitem@asccc.org](mailto:agendaitem@asccc.org) no less than five business days prior to the meeting. Providing your request at least five business days before the meeting will help ensure the availability of the requested accommodation. This event will utilize automated closed captioning. If you would like to request a live human closed captioner for any of our offerings, please contact us at [agendaitem@asccc.org](mailto:agendaitem@asccc.org) at least 10 business days in advance.

Public Comments: Members of the public wishing to comment on an agenda item or another topic not on the agenda will be given the opportunity to comment. Public comment will be invited at the end of the Executive Committee discussion on each agenda item. Persons wishing to make a public comment to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the [ASCCC Executive Committee Meeting website page](#).

- I. ORDER OF BUSINESS**
  - A. Roll Call**
  - B. Approval of the Agenda**
  - C. Land Acknowledgement**

We begin today by acknowledging that we are holding our gathering on the land of the Ohlone (Oh-LOW-nee) Nations who have lived and continue to live here. We recognize the Ohlone (Oh-LOW-nee) Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Santa Clara. As we begin, we thank them for their strength, perseverance, and resistance.

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

**D. Public Comment**

*This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.*

**E. [ASCCC Community Agreements, pg.5](#)**

**F. [Calendar, pg.7](#)**

**G. [Local Senate Visits, pg.12](#)**

**H. Dinner Arrangements**

**I. One Minute Executive Committee Member Updates**

**J. President/Executive Director Updates**

**II. CONSENT CALENDAR**

**A. [December Executive Committee Meeting Minutes](#)**

**B. [January Executive Committee Meeting Minutes](#)**

**C. [CTE Webinar](#)**

**D. [OE Webinars](#)**

**E. [Offer Rising Scholars Faculty Office Hours](#)**

**III. ACTION ITEMS**

**A. [Legislative Update – 20 mins., Velez/Webster, pg.29](#)**

The Executive Committee will receive a report on the 2023-24 (two-year) legislative session and may consider requested action.

**B. [Noncredit Institute – 30 mins., Stiemke/Curry, pg.37](#)**

The Executive Committee will review and consider for approval the program outline of the 2024 Noncredit Institute.

**C. [Proposed Pilot ASCCC 2024 Spring Plenary Session Resolutions Categories – 30 mins., Reese/Stewart Jr., pg.39](#)**

The Executive Committee will discuss, provide input, and approve piloting resolutions categories that are aligned with ASCCC purview for the 2024 spring plenary.

**D. [Plenary Session Planning – 30 mins., Aschenbach/Mica, pg.41](#)**

The Executive Committee will continue planning for Spring Plenary session, including approval of a theme.

**E. [Code of Conduct Toolkit Draft – 15 mins., Chow/Stiemke/EDAC, pg.43](#)**

The Executive Committee will review a Code of Conduct Toolkit Draft

**F. [Accreditation Webinars – 20 mins., Velez, pg.45](#)**

The Executive Committee will review and vote to approve 2 Accreditation webinars for the Spring semester.

**G. [Part-Time Faculty Equity Paper First Read – 30 mins., Zeledón-Pérez/Parker, pg.47](#)**

The Executive Committee will discuss the first read of the Part-Time Faculty

Paper.

**H. Legislation and Advocacy Webinars – 20 mins., Velez, pg.49**

The Executive Committee will review and vote to approve 2 Legislation Advocacy webinars for the Spring semester.

**IV. DISCUSSION**

**A. Chancellor’s Office Update – 30 mins., Aschenbach, pg.51**

A liaison from the Chancellor’s Office will provide Executive Committee members with an update of system-wide issues and projects.

**B. Oral Reports**

**i. Foundation President’s Report – 10 mins., Chow**

**ii. Liaison/Caucus Reports -- 5 mins. each, Aschenbach, pg.53**

The Executive Committee will receive oral or written reports from liaisons or representatives from partner organizations and ASCCC Caucuses.

**C. C-ID – 30 mins., Mica/Davison, pg.55**

The Executive Committee will receive an update on the C-ID system.

**D. Board of Governors/Consultation Council – 15 mins., Aschenbach, pg.57**

The Executive Committee will receive an update on the recent Board of Governors and Consultation Council meetings.

**E. Meeting Debrief – 10 mins., Aschenbach, pg.59**

The Executive Committee will have an opportunity to share thoughts on the meeting and provide considerations for potential agenda items to be discussed at future meetings.

**V. WRITTEN REPORTS *(If time permits, additional Executive Committee announcements and reports may be provided)***

**A. Academic Senate and Grant Reports**

**i. Statement of Financial Activities**

**B. Standing Committee and Chancellor’s Office Reports**

- i. December Edpol Meeting Summary**
- ii. December RwLS Meeting Summary**
- iii. January RwLS Meeting Summary**
- iv. ASCCC FLDC Minutes September**
- v. ASCCC FLDC Minutes November**
- vi. ASCCC FLDC Agenda**
- vii. BDP Workgroup December Meeting Minutes**
- viii. CalGETC-Standards Comparison Chart**
- ix. CTEL November Meeting Summary**
- x. January Intersegmental-CalGETC Administrative Implementation Workgroup Meeting Minutes**
- xi. List of Approved Programs Colleges October**
- xii. August RSFAC Meeting Minutes**
- xiii. September RSFAC Meeting Minutes**
- xiv. October RSFAC Agenda**
- xv. October RSFAC Meeting Minutes**
- xvi. November RSFAC Agenda**
- xvii. November RSFAC Meeting Minutes**
- xviii. December RSFAC Agenda**
- xix. December RSFAC Meeting Minutes**

- xx. Rising Scholars Advisory Committee Agenda
- xxi. Rising Scholars Faculty Advisory Committee Meeting Agenda
- xxii. MCW Meeting Minutes
- xxiii. September Noncredit, Pre-Transfer, & Continuing Education Committee Minutes

**C. Local Academic Senate Visits**

**VI. ADJOURNMENT**

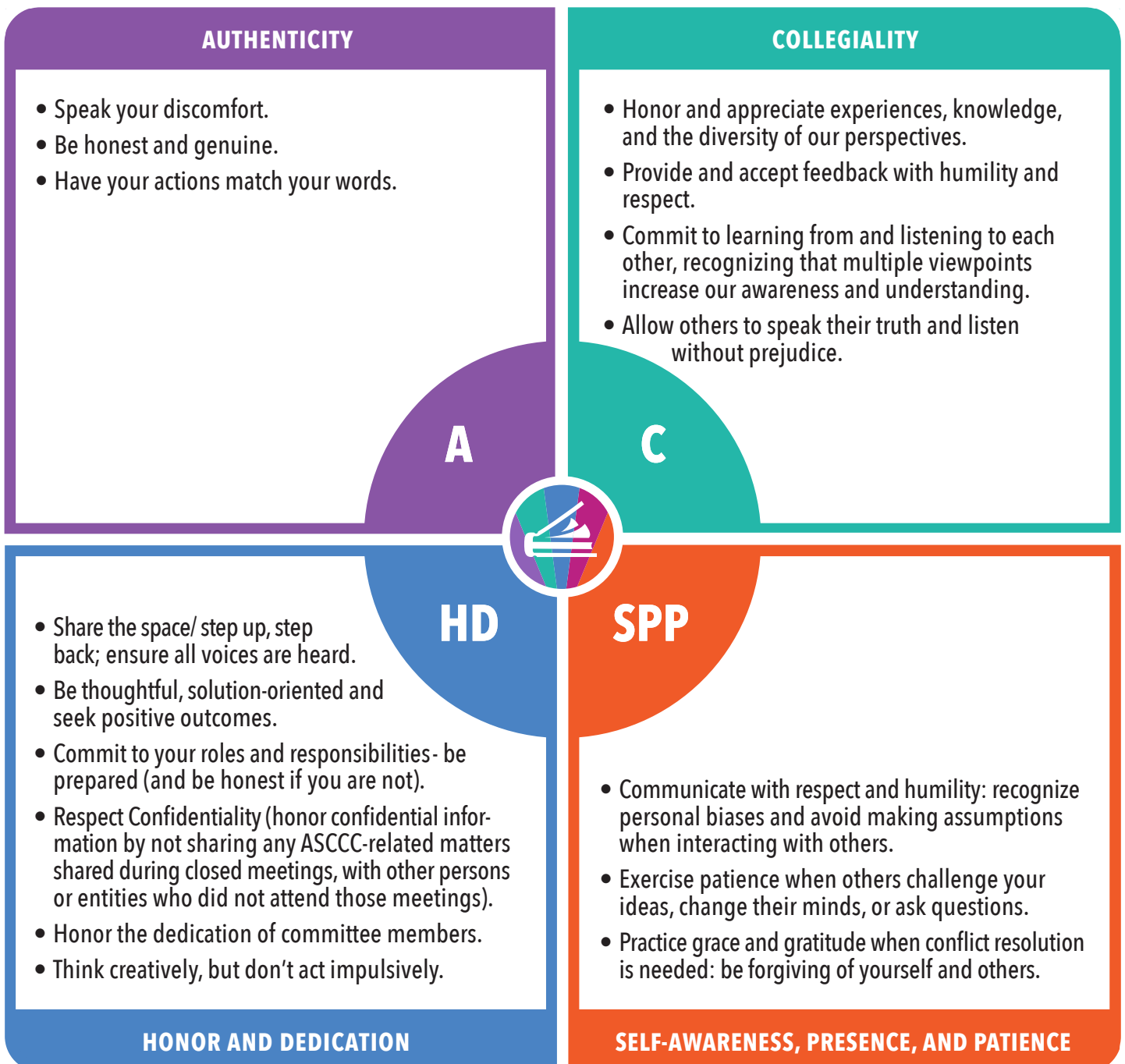
*The ASCCC is committed to providing accessible documents and materials. To request a more accessible version of the ASCCC meeting agendas, please email [info@asccc.org](mailto:info@asccc.org).*



## ASCCC Community Agreements

We are a collective of diverse educators who honor and celebrate the respective voices and lived experiences of its members in order to engage in authentic abolitionist work.

As an Academic Senate for California Community Colleges Board Member, I commit to the operational principles or expectations that implicitly or explicitly govern my actions:







## ASCCC Executive Committee Agenda Item

**Month:** February      **Year:** 2024  
**SUBJECT:** Calendar  
**DESIRED OUTCOME:** The Executive Committee will be informed of upcoming events and deadlines.  
**CATEGORY:** OOB  
**REQUESTED BY:** Mica  
**STAFF REVIEW :** Carrillo

**Item No:** I.F.  
**Attachment:** Yes (1)  
**Urgent:** No  
**Time Requested:** 5 minutes

**TYPE OF BOARD CONSIDERATION**

Consent/Routine:  
 First Reading:  
 Action:  
 Information: X

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

**Upcoming Events and Meetings**

- Executive Committee Meeting** – Los Angeles Mission College/ Hilton Garden Inn Burbank (LA)- March 8-9, 2024
- Executive Committee Meeting** – San Jose Marriott (San Jose)- April 17, 2024
- Executive Committee Meeting** – Virtual Meeting- May 10, 2024

Please see the 2023-2024 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

**Reminders/Due Dates**

**February 21, 2024**

- Agenda items for the March meeting
- Committee reports, if applicable

**April 1, 2024**

- Agenda items for the April meeting
- Committee reports, if applicable

**April 24, 2024**

- Agenda Items for the May meeting
- Committee reports, if applicable

**Rostrum Timeline 2023-24**

<b><u>To ED</u></b>	<b><u>To Editor</u></b>	<b><u>To President</u></b>	<b><u>To Visual Designer</u></b>	<b><u>To Field</u></b>
March 3	March 11	March 18	March 25	April 18

**Academic Papers Timeline 2023-24**

A. Part-time Faculty Committee – Part-time Faculty Equity – [R19.01 S2021](#)





**2023-2024 PROPOSED ASCCC INSTITUTES AND PLENARY SESSION DATES**

Approved December 6, 2019, Executive Committee Meeting

MSC (Aschenbach/Curry) to authorize the office to contract hotels for Fall Plenary Session, Spring Plenary Session, Faculty Leadership Institute, and Curriculum Institute for up to five years in the future, taking into account the area rotation of Plenary Session and to authorize the office to enter into MOUs with partner organizations for institutes dependent on external funding.

MSC (Curry/Aschenbach) to approve the following parameters for selecting event dates: (1) Fall Plenary Session will be held in the first half of November, Spring Plenary Session will be held in April, Faculty Leadership Institute will be held in the first half of June, and Curriculum Institute will be held in the first half of July, and (2) dates are chosen with awareness of holidays, Executive Committee Orientation, and system partner events.

MSC (May/Parker) to reconsider the motion at the December 6-7, 2019, Executive Committee Meeting regarding Faculty Leadership Institute, and allow for all of June to be considered when planning Faculty Leadership Institute.

MSC (Aschenbach/May) to approve a Thursday through Saturday day pattern for Plenary Sessions for the next five academic years.

Resolution 1.05 F2021

Resolved, The Academic Senate for California Community Colleges should make remote attendance an option at all ASCCC-organized events, including plenary sessions.

<b>SESSIONS</b>	<b>PROPOSED DATE</b>	<b>LOCATION</b> <b>*All events will, if possible, provide a remote attendance option*</b>
2023 Fall Plenary Session	November 16-18, 2023**	Westin South Coast Plaza
2024 Spring Plenary Session	April 18-20, 2024**	San Jose Marriott
<b>INSTITUTES</b>	<b>PROPOSED DATE</b>	<b>LOCATION</b> <b>*All events will, if possible, provide a remote attendance option*</b>
Accreditation Institute*	September 29-30, 2023	San Mateo Marriott
Faculty Leadership Institute	June 20-22, 2024	Westin Rancho Mirage Golf Resort & Spa Palm Springs
Curriculum Institute*	July 10-13, 2024	Pasadena Convention Center

\*\* These dates potentially avoid overlapping with Umoja’s Conference in November, RP’s spring conference, CCCAOE Spring Conference. APAHE 2024 not yet released, CCCCIO not yet released. Juneteenth is on June 19, 2024.



**2023-2024 EXECUTIVE COMMITTEE MEETING DATES\***

Meeting Type	Proposed Date	Campus Location	Hotel Location + remote option	Agenda Deadline
Executive Meeting	August 17-19, 2023		DoubleTree by Hilton Irvine Spectrum Irvine, CA Hybrid	August 1, 2023
Executive Meeting	September 15-16, 2023	AREA B	San Jose City College/ San Jose Marriott San Jose, CA Hybrid	August 29, 2023
Executive Meeting	October 13, 2023		Virtual	September 26, 2023
Area Meetings	October 27, 2023		Various Locations + virtual	TBD
Executive Meeting	November 15, 2023		Westin Hotel/South Coast Plaza Orange, CA	October 29, 2023
Executive Meeting (Th/Fri)	December 14-15, 2023		The Sheraton Grand Sacramento, CA Hybrid	November 27, 2023
Executive Meeting (Th/Fri)	January 11-12, 2024		Coronado Island Marriott Resort & Spa Coronado, CA Hybrid	December 25, 2023
Executive Meeting	February 9-10, 2024		Santa Clara Marriott Santa Clara, CA Hybrid	January 24, 2024
Executive Meeting	March 8-9, 2024	AREA C	LA Mission College/ Burbank Hilton Garden Inn	February 21, 2024
Area Meetings	March 22-23, 2024		Virtual	TBD
Executive Meeting	April 17, 2024		San Jose Marriott San Jose, CA Hybrid	April 1, 2024
Executive Meeting	May 10, 2024		Virtual	April 24, 2024
Executive Committee/ Orientation	June 7-9, 2024		Hyatt Palm Springs, Palm Springs, CA Hybrid	May 21, 2024

\*Unless otherwise noted, meetings typically start 11:00 a.m. on Friday and end by 4:00 p.m. on Saturday.<sup>1</sup>

<sup>1</sup> Times may be adjusted to accommodate flight schedules to minimize early travel times.

<sup>2</sup> Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may change based on hotel availability.

# Academic Senate

2023-2024

## Executive Committee Meeting Agenda Deadlines

### Reminder Timeline:

- Agenda Reminder – 7 days prior to agenda items due date
- Agenda Items Due – 7 days prior to agenda packets being due to executive members
- Agenda Packet Posted – 10 days prior to executive meeting

<b>Meeting Dates</b>	<b>Agenda Items Due</b>	<b>Agenda Posted and Mailed</b>
August 17-19, 2023	August 1, 2023	August 7, 2023
September 15-16, 2023	August 29, 2023	September 5, 2022
October 13, 2023	September 26, 2023	October 3, 2023
November 15, 2023	October 29, 2023	November 5, 2023
December 14-15, 2023	November 27, 2023	December 4, 2023
January 11-12, 2024	December 25, 2023	January 1, 2024
February 9-10, 2024	January 24, 2024	January 31, 2024
March 8-9, 2024	February 21, 2024	February 28, 2024
April 17, 2024	April 1, 2024	April 7, 2024
May 10, 2024	April 24, 2024	May 1, 2024
June 7-9, 2024	May 21, 2024	May 28, 2024

## Local Senate Campus Visits 2020-2023

(LS= member of Local Senates; IN = report submitted; strikeout = planned but not done)

COLLEGE	VISITOR	DATE OF VISIT	REASON
<b>Area A</b>			
American River	Executive Committee	9/15/2022	Executive Committee Meeting
	Aschenbach	7/12/23	CO Dual Enrollment Convening at Natomas Center
Bakersfield	Velez, May	8/15/2023	Shared Governance
	Stewart Jr., Aschenbach, Velez, Curry	11/4/2023	Central Valley Curriculum Regionals
Butte	Foster	4/3/2021	DEI and Advocacy
Cerro Coso			
	Stanskas	1/30/2020	Collegiality in Action
	Curry/Gillis	8/19/2021	Governance
	Curry	1/14/2022	Active Learning
Clovis	Aschenbach	8/2/2023	Governance
	Parker, Chow	11/28/2022	Equity in Curriculum
Columbia			
Cosumnes River			
Feather River			
Folsom Lake			
	Davison	3/22/2022	Collegiality in Action
Fresno	Aschenbach	8/2/2023	Governance
Lake Tahoe	Davison	12/2/2021	Student Centered Listening Tour
Lassen	Stewart	8/12/2020	Local Senate Visit - Equity and Diversity
	Curry, Gillis	1/13/2022	Local Senate Visit - Culturally Responsive Curriculum Redesign
	Davison	11/17/2021	Student Centered Listening Tour
	Howerton, Velez	8/3/2023	Instructional Equity Practices & Accreditation
Los Rios CCD			

	Davison	1/27/2021	Collegiality in Action
	Curry/Gillis	8/17/2021	Governance
	Davison	11/22/2021	Student Centered Listening Tour
Madera	Stanskas, Davison	1/31/2020	Collegiality in Action
	Stewart Jr., Dyer	4/30/2021	Local Senate Visit - Governance
	Aschenbach	8/2/2023	Governance
Merced			
	Wakim	10/26/2020	Local Senate Visit - OERI
	Reese, Arzola	10/21/2022	Local Senate Visit (Virtual) - Brown Act
Modesto			
Porterville	Aschenbach, Reese	8/18/2022	Local Senate Visit - Faculty 10+1, Governance
Redwoods, College of the			
Reedley	Aschenbach	8/2/2023	Governance
	Aschenbach, Chow	4/5/2021	Noncredit
Sacramento City			
	Aschenbach/Wada	2/10/2023	AB1705
San Joaquin Delta			
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Fulks, Selden	1/31/2020	Guided Pathways Visit
	Roberson, Bean	5/18/2021	Technical Assistance Visit - Curriculum
	Chow, Velez	1/9/2024	Cultural Humility Toolkit
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
	Aschenbach, Oliver	4/12/2021	Equivalency Processes
	Curry, Bean	2/7/2022	DEIA In Curriculum Outlines of Record
Sierra			
	Davison	10/6/2021	Student Centered Listening Tour
	Velez/Howerton	9/21/2022	Cultural Humility Toolkit
Siskiyou, College of the	Aschenbach	2/25/2020	Assistance Visit Governance

Taft			
	Stanskas	1/29/2020	Collegiality in Action
	Aschenbach	2/4/2021	Local Senate Visit - DEI
	Aschenbach, Foster	4/5/2021	Anti-Racism Education
	May, Velez	8/20/2021	Brown Act
West Hills Coalinga	Chow/Reese	4/12/2023	Equivalency (Local Senate Visit) virtual
West Hills Lemoore	Arzola/Curry	5/1/2023	10+1
Woodland College	Stewart Jr.,Aschenbach, Velez	10/28/2023	Curriculum Regional
	Chow/Sapienza	10/25/2023	Cultural Humility Toolkit
	Aschenbach, Galizio	11/30/2023	CIA District
	Stewart, Parker	11/14/2022	ASCCC Accreditation Committee Meeting
Yuba	May	10/7/2023	CIA
	Aschenbach, Galizio	11/30/2023	CIA District
<b>Area B</b>			
Alameda, College of			
Berkeley City	Aschenbach/Chow	8/17/2022	ASCCC IDEAA Efforts and Resources
Cabrillo			
	Davison	11/1/2021	Collegiality in Action
	Aschenbach, LaTonya, Bean	10/13/2022	Virtual Local Senate Visit- Noncredit
Cañada	Cruz	5/11/2021	Local Senate Visit - CTE
Chabot			
	Aschenbach	4/28/2020	IEPI PRT - Virtual
	Curry	3/31/2022	Local Senate Visit - Assigning Courses to the Discipline - Virtual
Chabot – Las Positas District			
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
	Davison	11/2/2020	Collegiality in Action
	Davison	1/19/2021	Local Senate Visit
	May, Gillis	3/11/2022	10+1 Purview/Participatory Governance
DeAnza	Stanskas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
	Davison	1/28/2021	Collegiality in Action
	Aschenbach, Velez	6/8/2021	Local Senat Visit - Noncredit

	May, Aschenbach, Parker, Stewart, Mica	5/31/2023	ICAS Meeting
Diablo Valley			
	Aschenbach, Bean, Stanskas	3/1/2021	Local Senate Visit - Equity and Diversity
Evergreen Valley	Stewart Jr., May	11/1/2023	AB 928, AB 1111
	Curry, Arzola	9/23/2022	Local Senate Visit- Distance Education & 10+1
Foothill			
	Aschenbach	2/24/2020	Assistance Visit Governance
	Kaur	9/18/2020	Local Senate Visit - OERI
	Morse	2/5/2021	Collegiality in Action
	Roberson, Bean	5/25/2021	Local Senate Visit - Curriculum
Gavilan	Curry, Chow	5/3/2022	Local Senate Visit - Recent Resolutions and AB 1705
Hartnell	May, Hernandez	4/27/2021	Local Senate Visit - Guided Pathways
	May	6/21/2022	CIA Visit
	May/Galizio	10/11/2022	Local Senate- Participatory Governance
Laney	Bean/Roberson/Howerton	3/6/2023	CTE/Noncredit Regional (North)
Las Positas			
Los Medanos			
Marin, College of			
Mendocino			
Merritt			
Mission			
	Kaur, Dodge	10/15/2020	Local Senate Visit- OERI
Monterey Peninsula			
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley	Curry, May, Parker, Stewart, Bean	6/8/2022	5C Meeting
	May	9/1/2022	CIA Visit
Ohlone			
	Cruz, Stanskas	1/21/2021	Diversity, Equity, and Inclusion

	Davison	3/11/2021	Collegiality in Action
	Davison	11/8/2021	Student Centered Listening Tour
Peralta CCD	May/Galizio	01/17/23	CIA
San Francisco, City College of			
	Curry, Aschenbach	2/26/2021	Governance
San José City			
San Jose - Evergreen District	Davison	10/30/2020	Local Senate Visit
	May	3/12/2021	Governance
	Arzola/Curry	9/23/2022	10+1 and Online Education
San Mateo, College of	Chow/Stewart Jr.	5/9/2023	Local Senate Visit- Governance/IDEAA in Faculty leadership
Santa Rosa Junior	Parker, Curry	11/13/2020	Local Senate Visit - Governance
	Curry	2/19/2021	Governance
	Morse	5/12/2021	Local Senate Visit - Governance
	Aschenbach	8/27/2021	Equivalency
	Curry	11/15/2021	DEIA in Curriculum
	Howerton	10/18/2021	Accreditation/SLO's
	Curry/Bean	1/24/2022	Equity Driven Systems and Policies
	Aschenbach, Parker	2/11/2022	Equivalency and Hiring Processes specific to Ethnic Studies
	Curry/ Gillis	9/29/2022	Guided Pathways
	May/Galizio	2/10/2023	CIA
Skyline			
Solano			
	May	5/13/2021	Local Senate Visit - DEI and Curriculum
	Bean, Kirk	10/12/2021	Equity Minded Hiring
	Arzola, Bruno	3/16/2023	Academic Freedom & C.O.R
West Valley	May,Bean	3/12/2021	DEI/Curriculum
<b>Area C</b>			
Allan Hancock			



Antelope Valley	May, Galizio	2/20/2023	CIA
Canyons, College of the			
Cerritos			
	May, Parker	10/27/2020	Local Senate Visit - DEI
	Dyer	2/9/2021	Governance
	Curry	11/30/2021	Ethnic Studies and Recent Legislation
Citrus			
Cuesta			
	Davison, Heard	8/20/2021	CTE Minimum Qualification
	Chow, Bean, Velez	3/13/2023	Cultural Humility Tool
East LA	Stewart	8/10/2023	Dual Enrollment
El Camino	Aschenbach, Galizio	8/25/2023	CIA
Compton College	Parker/Velez	4/25/2023	DEI in Curriculum Model
	Aschenbach, May	10/6/2020	Local Senate Visit - Curriculum
	Aschenbach, May	10/20/2020	Local Senate Visit - Curriculum
	Curry	3/29/2021	Local Senate Visit - Governance
	Davison	5/13/2022	Collegiality in Action
	Roberson, Bean, Howerton, Gillis	3/20/2023	CTE Regionals- South
Glendale			
LA District			
	May, Davison, Stewart Jr.	9/25/2020	District Discipline Day
	May	2/26/2021	Local Senate Visit
	May	1/28/2022	Dance Consortium on Legislation
	Davison, May	3/11/2022	District Discipline Day - Legislative Update
	Aschenbach	3/17/2023	LACCD Discipline Day
LA City			
LA Harbor	Curry	10/15/2020	Local Senate Visit - Governance
LA Mission	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting

LA Pierce			
LA Southwest			
	Bruzzese, Cruz	1/17/2020	RwLS Committee Meeting
	Executive Committee	3/4/2022	Executive Committee Meeting
LA Trade-Technical			
LA Valley			
Moorpark	Reese, Parker	10/6/2023	CTE Regional
Mt. San Antonio	Wada, Brill-Wynkoop, Kutil	4/27/2023	Technical Visit-Curriculum
	Aschenbach/Deyer	6/8/2022	DE regulations and AB 928 GE Pathway
	Velez, Wada	10/26/2023	Local Senate Visit- 10+1 Participatory Governance
Oxnard	May/Galizio	4/23/2023	CIA
Pasadena City			
Rio Hondo			
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
	May, Aschenbach, Bean, Parker, Stewart	12/30/2022	ICAS Meeting
Santa Barbara City			
	Morse, Galizio	4/23/2021	Collegiality in Action
Santa Monica			
Ventura	Parker/Reese	10/6/2023	Local Senate Visit
	Stewart/Reese	1/5/2023	Local Senate Visit- 10+1 Governance/IDEAA
West LA			
<b>Area D</b>			
Barstow	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
	Curry, Dillon (OERI)	5/10/2022	OER and Equity
Chaffey			
Coastline			
Copper Mountain	Aschenbach	12/1/2021	IEPI
	Gillis	1/27.2022	10+1 Purview and Governance

Crafton Hills	May	10/27/2021	Role of ASCCC
	May, Galizio	4/11/2023	CIA
Cuyamaca			
Cypress			
Desert, College of the			
Fullerton	Taintor, Kaur	11/13/2020	Local Senate Visit - OERI
	Taintor, Kaur, Pilati	11/20/2020	Local Senate Visit - OERI
Golden West			
Grossmont			
	Chow, Curry	1/29/2021	Governance
	Velez, Roberson	8/18/2022	10+Governance
	Parker, Bean, Stewart, Chow, Gillis	4/28/2023	5C Meeting
Imperial Valley			
Irvine Valley			
Long Beach City College	May, Galizio	9/23/2023	CIA
	Gillis	3/11/2022	10+1 Purview/Collegial Consultation
	Reese, Stewart Jr.	12/1/2023	Brown Act and Roberts Rules
	Velez	6/28/2023	
MiraCosta			
	Aschenbach	7/19/2022	Local Senate Visit - Equivalency
	Aschenbach	7/20/2022	Local Senate Visit - IDEAA/Cultural Humility Toolkit
	Aschenbach	9/2/2022	Local Senate Visit - Equivalency Follow up
Moreno Valley	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto			
	May	1/15/2020	Chemistry/Curriculum Visit
	Curry, Oliver	2/19/2021	Governance
	Velez	1/28/2022	Equivalency
	Howerton/Velez	4/13/2023	Participatory Governance
Norco			

North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting
	May, Howerton	11/16/2021	Identifying Courses/Programs as Vocational and Using Credit for Prior Learning
	May/Galizio	03/21/23	CIA
Orange Coast	Stewart Jr., Aschenbach, Velez		Curriculum Regionals
	Curry, Howerton	9/21/2023	CTE Regionals
Palo Verde			
Palomar			
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
	Velez, Wada	10/3/2022	Local Senate Visit- Brown Act, 10+1, ASCCC Functions
Riverside City			
Saddleback	Curry, Kirschner	10/4/2023	Work Experience
	Reese, Chow	12/7/2022	Brown Act & Senate Meetings
San Bernardino Valley			
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
	Fulks	8/13/2020	Local Senate Visit - Guided Pathways
	Bean	8/14/2020	Technical Visit--Culturally Responsive Curriculum
	Curry	4/13/2021	Collegiality and the 10+1
	Bean	8/11/2021	Governance
San Diego City	Davison	12/6/2021	Student Centered Listening Tour
	Bean, Stewart	4/3/2022	EDAC Meeting
San Diego Cont. Ed.			
San Diego Mesa	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar			
Santa Ana			
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
	Aschenbach, Kirk	8/18/2021	Governance, 10+1
Santiago Canyon			

Southwestern	Velez	8/9/2023	CO Dual Enrollment Convening
Victor Valley			
Calbright College	Davison	10/15/2020	Collegiality in Action





## ASCCC Executive Committee Agenda Item

**Month:** February                      **Year:** 2024  
**SUBJECT:** CTE Webinar  
**DESIRED OUTCOME:** The Executive Committee approve CTE Webinar for April 2024  
**CATEGORY:** Consent  
**REQUESTED BY:** Curry/Howerton  
**STAFF REVIEW:** Carrillo

**Item No:** II.C.  
**Attachment:**  
**Urgent:**  
**Time Requested:**  
**TYPE OF BOARD CONSIDERATION**  
 Consent/Routine: X  
 First Reading:  
 Action:  
 Information:

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

The Executive Committee is asked to approve a proposed webinar from the CTE Leadership Committee. The committee met on 1.16.24 and recommended a *CTE MQ, Equivalency and Eminence* Webinar. Co-chairs (Wada/Chow) of Standards and Practices Committee have been asked to collaborate

Webinar Title- *CTE MQs, Equivalencies and Eminence*

Tentative Presenters

- Stephanie Curry, ASCCC Area A Representative
- Lynn Shaw, ASCCC CTE Liaison
- Amar Abbott, Taft College, CTE Leadership Committee
- Eric Wada, ASCCC North Representative

Date: April 10, 2024 1:30-3pm

Join us for webinar on Minimum Qualifications, Equivalencies and Eminence for the hiring of Career Technical Education faculty. The webinar will feature how to use the *Career Technical Education Faculty Minimum Qualifications Toolkit*, best practices, examples and a discussion of needed updates including addressing new Title 5 recommendations on General Education. CTE faculty, senate leaders and equivalency chairs/committee members are all encouraged to attend.







## ASCCC Executive Committee Agenda Item

**Month:** February      **Year:** 2024  
**SUBJECT:** OE Webinars  
**DESIRED OUTCOME:** The Executive Committee will approve dates for OE Webinars  
**CATEGORY:** Consent  
**REQUESTED BY:** Guerrero  
**STAFF REVIEW:** Carrillo

**Item No:** II.D.  
**Attachment:**  
**Urgent:** X  
**Time Requested:** 5mins  
**TYPE OF BOARD CONSIDERATION**  
 Consent/Routine: X  
 First Reading:  
 Action:  
 Information:

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

At the December 2023 Executive Committee Meeting, topics for the Online Education Webinars were approved. However, dates, times, and descriptions were not approved. Here are the proposed dates, times, and descriptions.

#### **Peer Online Course Review (POCR), February 28, 2024, 1-2 PM**

As the shift to online move quickly during the pandemic, online course offerings have soared across our community college system. Although Online Teaching and Learning (OTL) courses begins to prepare faculty to teach online, faculty who participate in the POCR process follow the CVC OEI Rubric and improve their online courses. Come listen to faculty who have participated in the POCR process and talk about their online courses improve.

#### **Equity in the Online Course March 20, 2024, 1-2 PM**

Dive into a vital discussion on equity in online courses. The engaging session aims to shed light on the challenges and opportunities in creating equitable digital learning environments. Faculty will offer insights on tailoring online courses to meet diverse student needs, ensuring equal access to technology, and fostering a supportive virtual community.

#### **“Ungrading” in the Online Classroom, April 10, 2024, 1-2 PM**

Online learning opens doors, yet “upgrading” provides a teaching practice that may promote student learning in the online course. Learn about actionable tips for supporting “upgrade” in virtual classes. We’ll share best practices for clearly communicating “upgrading” options such extending deadlines for extra assignments, enabling assessment reattempts, facilitating study groups, and more. Join us to discover targeted strategies to champion equitable access, help more students succeed, and open new

doors through online learning. The session may not fit all disciplines and teaching philosophies, but it's intended to rethink how we "grade."

**Online Education and Generative AI, May 15, 2024, 1-2 PM**

Generative AI tools such as ChatGPT are creating new opportunities and challenges in the online community college classroom. These cutting-edge technologies can expand student access and support differentiated learning, allowing more voice and choice through customized assignments. However, issues like plagiarism detection and equitable usage policies need consideration. Join us for an insightful session where faculty experts will discuss best practices for leveraging generative AI to empower students while upholding academic integrity. Together we'll explore how these technologies can supplement quality instruction when thoughtfully integrated.



## ASCCC Executive Committee Agenda Item

**Month:** February      **Year:** 2024

**SUBJECT:** Offer Rising Scholars Faculty Office Hours

**DESIRED OUTCOME:** The Executive Committee will review and approve Rising Scholars Faculty Advisory Committee holding office hours.

**CATEGORY:** Consent

**REQUESTED BY:** Arzola/Sheppard

**STAFF REVIEW :** Carrillo

**Item No:** II.E.

**Attachment:** No

**Urgent:** No

**Time Requested:** 5 minutes

**TYPE OF BOARD CONSIDERATION**

Consent/Routine: X

First Reading:

Action:

Information:

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

Rising Scholars Faculty Advisory Committee (RSFAC) are seeking to build community amongst the network of faculty and staff practitioners, who are committed to serving justice-involved and impacted community college students. The RSFAC would like to offer one-hour faculty office hours twice a month. RSFAC office hours will allow faculty practitioners to provide mentorship and guidance, peer support, collaborative learning, skill development, and networking opportunities.

RSFAC offered on the following days and times per month:

1<sup>st</sup> Tuesday from 1 – 2 pm, and

3<sup>rd</sup> Wednesday from 12:30 – 1:30 pm.





## ASCCC Executive Committee Agenda Item

**Month:** February      **Year:** 2024  
**SUBJECT:** Legislative Update  
**DESIRED OUTCOME:** The Executive Committee will receive a legislation update and may consider requested action  
**CATEGORY:** Action  
**REQUESTED BY:** Vélez/Webster  
**STAFF REVIEW:** Carrillo

**Item No:** III.A.  
**Attachment:** No  
**Urgent:** No  
**Time Requested:** 20 minutes

**TYPE OF BOARD CONSIDERATION**

Consent/Routine:  
 First Reading:  
 Action: X  
 Information:

### BACKGROUND

#### Legislative Calendar 2024

- January 3      Legislature reconvenes
- January 10     Governor budget proposal
- January 12     Last day for policy committees to hear and report to fiscal committees fiscal bills introduced in that house in the odd-numbered year
- January 19     Last day for policy committees to hear and report to the Floor bills introduced in that house in the odd-numbered year
- Last day to submit bill requests to Office of Legislative Counsel
- January 31     Last day for each house to pass bills introduced in that house in the odd-numbered year
- February 16    Last day for bills to be introduced
- April 26        Last day for policy committees to hear and report to fiscal committees fiscal bills introduced in that house
- May 3            Last day for policy committees to hear and report to the Floor non-fiscal bills introduced in that house
- May 10          Last day for policy committees to meet prior to May 28
- May 24          Last day for each house to pass bills introduced in that house
- June 15          Budget bill must be passed
- June 27          Last day for a legislative measure to qualify for the November 5 General Election ballot
- July 3            Last day for policy committees to meet and report bills
- July 4-Aug 4    Summer Recess (Legislature reconvenes on August 5)
- August 16       Last day for fiscal committees to meet and report bills
- August 23       Last day to amend bills on the Floor
- August 31       Last day for each house to pass bills

September 30 Last day for Governor to sign or veto bills passed by the Legislature by Sept. 1 and in the Governor's possession on or after Sept. 1

### California State Budget:

- [2023-2024 Enacted Higher Education Budget-Summary](#) (Dept. of Finance)
- [Joint analysis of the Enacted 2023-2024 Budget](#) (July 10, 2023)
- Chancellor's Office [Budget News](#) webpage
- 2023-2024 California Community Colleges [Compendium of Allocations and Resources](#) (Nov. 6, 2023)
- [Department of Finance Trailer Bill Language](#)
- [2024-2025 Budget: California's Fiscal Outlook](#) (Legislative Analyst's Office)
- [California Budget 2024-2025 Website](#) (Dept. of Finance)
- [Joint Analysis Governor's January 2024 Budget](#) (PDF) (Chancellor's Office)

### Useful Websites:

- [Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges](#) (May 2022)
- [ASCCC Legislative Updates](#): Role of ASCCC in legislative advocacy, ASCCC positions on legislation, and ASCCC legislative reports.
- [California Legislative Information](#): Landing page for searches of California codes, past legislation, current bills, and more.
- [Legislative Analyst's Office \(LAO\)](#): The LAO provides fiscal and policy advice to the legislature and develops nonpartisan analyses of the state budget.
- [California Department of Finance](#): The Department of Finance provides fiscal policy advice to the Governor. Website includes links to trailer bill language and legislative analyses. \*Look here for info about Governor's January Budget!
- [Glossary of Legislative Terms](#): Part of the California Legislative Information website.
- Assembly [Daily File](#) and [Daily History](#) & Senate [Daily File](#) and [Daily Summary](#): The Daily Files are the agendas of Assembly and Senate business for each day. The Daily History/Summary is produced each day after each House has met and includes specific actions taken on legislation.
- Legislative Rosters: [Assemblymembers](#), [Senators](#), [Find Your Representative](#)
- Legislative Committees: [Assembly Higher Education](#), [Senate Education](#), Assembly Budget [Subcommittee 2 Education Finance](#), [Senate Budget Subcommittee 1 on Education](#)

### Stakeholder Organizations: Legislative Positions and Bill Tracking Pages

- Chancellor's Office [Tracked Legislation](#)
- Community College League of California (CCLC) [Bill Tracking](#)
- Faculty Association of California Community Colleges (FACCC) [Legislative Priorities](#) and [Current Legislation](#) (not reflective of 23-24 legislative session as of 12/13/22)
- Community College Association (CCA) [Legislative and Political Action](#)
- California Federation of Teachers (CFT) [Legislative Updates](#)

## Legislative Leadership

Assembly: Speaker Robert Rivas. [Full leadership roster](#)

Senate: President Pro Tempore Toni G. Atkins (D), Pro Tempore Designee Mike McGuire (D), Minority Leader Brian W. Jones (R).

## Committee Memberships (as of January 30<sup>th</sup>, 2024)

### Assembly Higher Education Committee

- Assemblymember Mike Fong, Chair
- Assemblymember Tri Ta, Vice Chair
- Assemblymember Dr. Joaquin Arambula
- Assemblymember Tasha Boerner
- Assemblymember Phillip Chen
- Assemblymember Bill Essayli
- Assemblymember Jacqui Irwin
- Assemblymember Dr. Corey Jackson
- Assemblymember Evan Low
- Assemblymember Al Murasutchi
- Assemblymember Sharon Quirk-Silva

### Assembly Budget Sub 3 Education Finance Committee

- Assemblymember David A. Alvarez, Chair
- Assemblymember Megan Dahle
- Assemblymember Bill Essayli
- Assemblymember Mike Fong
- Assemblymember Kevin McCarty
- Assemblymember Al Muratsuchi
- Assemblymember Jesse Gabriel (Democratic Alternate)
- Assemblymember Vince Fong (Republican Alternate)

### Senate Education Committee

- Senator Josh Newman, Chair
- Senator Rosilicie Ochoa Bogh, V. Chair
- Senator Dave Cortese
- Senator Steven M. Glazer
- Senator Mike McGuire
- Senator Lola Smallwood-Cuevas
- Senator Scott Wilk

### Senate Budget Subcommittee 1 on Education

- Senator John Laird, Chair
- Senator Dave Min
- Senator Rosilicie Ochoa Bogh
- Senator Lola Smallwood-Cuevas

# 2024 CALIFORNIA STATE LEGISLATIVE CYCLE THROUGH A CCC LENS

ASCCC Executive Committee Legislative Report Addendum – February 2024

2023 marked the first of a two-year legislative cycle, which concluded on September 15, 2023. The Legislature sent 1,046 Assembly Bills and Senate Bills to Governor Newsom and 890 of those bills were signed into law with the balance being vetoed. A total of 81 bills pertaining to California Community Colleges were signed. The Legislature reconvened on January 3, 2024 and action has already been taken on a few bills (bills with recent action are listed in green).

## CALIFORNIA LEGISLATIVE BILLS TO TRACK FOR THE 2024 CYCLE

Title	Status	ASCCC Position
AB 654: University of California: ethnic studies.	Meeting scheduled for January 9 <sup>th</sup> canceled at the request of author	No position
The California Constitution provides that the University of California constitutes a public trust and requires the university to be administered by the Regents of the University of California, a corporation in the form of a board, with full powers of organization and government, subject to legislative control only for specified purposes. These provisions grant the regents all the powers necessary or convenient for the effective administration of its trust. This bill would request the University of California to establish an ethnic studies undergraduate graduation requirement at the university. (Based on text date 4/3/2023)		

Title	Status	ASCCC Position
AB 769: Personal Income Tax Law: exclusions: student loan debt.	Re-referred to Committee on Revenue and Tax January 4 <sup>th</sup> , 2024	No position
The Personal Income Tax Law, in modified conformity with federal income tax law, generally defines “gross income” as income from whatever source derived, except as specifically excluded, including an exclusion for the amount of student loan indebtedness repaid or canceled pursuant to a specified federal law. This bill, for taxable years beginning on or after January 1, 2024, and before January 1, 2029, would exclude qualified discharge of indebtedness income from gross income. The bill would define “qualified discharge of indebtedness income” for this purpose to mean income that would otherwise be realized from the discharge of student loan debt, as defined, or medical debt that is discharged by a qualifying nonprofit organization. This bill contains other related provisions and other existing laws. (Based on text date 1/3/2024)		

Title	Status	ASCCC Position
AB 1142: The Coordinating Commission for Post-Secondary Education	Re-referred to Appropriation Committee January 9 <sup>th</sup>	No position
Would establish the Coordinating Commission for Postsecondary Education in California as the statewide postsecondary education oversight, coordination, and planning entity. The bill would provide that the commission is an independent state agency, and advisory to the Governor, the Legislature, other appropriate government officials, and institutions of postsecondary education. (Based on 01/03/2024 text)		

Title	Status	ASCCC Position
-------	--------	----------------



AB 1160: Protecting Students from Creditor Colleges Act.	Amended and re-referred to Appropriations Committee on January 9 <sup>th</sup> .	No position
<p>Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, the California State University, under the administration of the Trustees of the California State University, the University of California, under the administration of the Regents of the University of California, independent institutions of higher education, and private postsecondary educational institutions as the segments of postsecondary education in the state. The Donahoe Higher Education Act requires public higher education entities to adopt regulations to withhold institutional services, including withholding grades and diplomas, upon notice to a student that they are in default on a loan made pursuant to specified federal law. Notwithstanding any other law, the Educational Debt Collection Practices Act prohibits a school, as defined, from refusing to provide a transcript for a current or former student on the grounds that the student owes a debt, conditioning the provision of a transcript on the payment of a debt, charging a higher fee for obtaining a transcript or providing less favorable treatment of a transcript request because a student owes a debt, or using a transcript issuance as a tool for debt collection, as specified. This bill would expand the provisions described above to also prohibit a school from refusing to provide a diploma or certificate, as defined, for a current or former student on the grounds that the student owes a debt, conditioning the provision of a diploma or certificate on the payment of a debt, charging a higher fee for obtaining a diploma or certificate or providing less favorable treatment of a diploma or certificate request because a student owes a debt, or using a diploma or certificate issuance as a tool for debt collection. The bill would prohibit a school from engaging a third-party debt collection agency to collect an existing or future student debt or selling an existing or future student debt to a third party. The bill would make other conforming changes. This bill contains other existing laws. (Based on text date 3/16/2023)</p>		

Title	Status	ASCCC Position
AB 1189: Career technical education: Master Plan for Career Education.	Re-referred to Committee on RLS January 3 <sup>rd</sup> , 2024	No position
<p>Existing law provides funding for career technical education programs, including through, among others, the California Career Technical Education Incentive Grant Program and the Strong Workforce Program and a K–12 component of the Strong Workforce Program, with the purpose of creating, maintaining, supporting, encouraging, strengthening, and expanding the delivery of career technical education programs in the state, as provided. This bill would state the intent of the Legislature to enact subsequent legislation that would implement aspects of Governor Gavin Newsom’s Master Plan for Career Education established pursuant to Executive Order No. N-11-23. (Based on text date 1/3/2024)</p>		

Title	Status	ASCCC Position
AB 1575: Public postsecondary education: sexual harassment, sexual violence, and discrimination: disciplinary actions: confidential advocates and advisors.	Re-referred to Committee on Appropriations January 9 <sup>th</sup> , 2024	No Position
<p>Existing federal law, known as Title IX, prohibits a person, on the basis of sex, from being excluded from participation in, being denied the benefits of, or being subject to discrimination, which includes sexual harassment, under any education program or activity receiving federal financial assistance. A portion of the Donahoe Higher Education Act, known as the Equity in Higher Education Act, declares, among other things, that it is the policy of the state to afford all persons, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified basis, including immigration status, equal rights and opportunities in the postsecondary educational institutions of the state. Existing law requires the governing board of a community college district, the Trustees of the California State University, the Board of Directors of the College of the Law, San Francisco, and the Regents of the University of</p>		

California to each adopt and implement a written procedure or protocols to ensure that students, faculty, and staff who are victims of sexual assault or domestic violence committed at specified locations receive treatment and certain information, as provided. Existing law requires these public postsecondary governing bodies to annually review, and update as necessary, in collaboration with sexual assault and domestic violence counselors and student, faculty, and staff representatives, the written procedure or protocols. Existing law requires sexual assault and domestic violence counselors to be independent of the campus Title IX office, to meet certain education and experience qualifications, to provide services regardless of whether a report is made to the Title IX office or law enforcement, and to obtain specific permission, as defined, from the victim before disclosing the victim's identity, or any information that could reasonably be expected to reveal the victim's identity, to the university or any other authority, including law enforcement, unless otherwise required to do so by applicable state or federal law. Provisions of the Donahoe Higher Education Act apply to the University of California only to the extent that the Regents of the University of California act, by resolution, to make them applicable. This bill would require a public postsecondary educational institution, defined as a community college, a campus of the California State University, or a campus of the University of California, in order to comply with the above-described policy of the state, to employ, or to enter into a memorandum of understanding with a local victim advocacy organization to provide, at a minimum, 2 confidential advocates to assist in its response to discrimination. The bill would transfer the above-described requirements relating to sexual assault and domestic violence counselors to the confidential advocates. The bill would require a confidential advocate, among other things, to notify students, staff, and faculty of their rights and the responsibilities of the public postsecondary educational institution regarding specified policies, procedures, and statutory requirements, and to provide confidential services to students, staff, and faculty, whether they are the victim or accused of an alleged act of sexual harassment, sexual violence, or discrimination, including, but not limited to, securing alternative housing assignments and academic assistance alternatives. This bill contains other existing laws. (Based on text date 1/3/2024)

Title	Status	ASCCC Position
AB 1793: Student financial aid: Cal Grants: Middle Class Scholarship Program: eligibility: dependents of members of the armed services stationed outside of California.	Scheduled to be heard in Committee February 4 <sup>th</sup>	No position
Existing law, the Cal Grant Program, establishes the Cal Grant A Entitlement Awards, the Cal Grant B Entitlement Awards, the California Community College Expanded Entitlement Awards, the California Community College Transfer Entitlement Awards, the Competitive Cal Grant A and B Awards, the Cal Grant C Awards, and the Cal Grant T Awards under the administration of the Student Aid Commission. Existing law establishes the Middle Class Scholarship Program (MCSP) under the administration of the commission. Existing law makes an undergraduate student eligible for a scholarship award under the MCSP if the student is enrolled at the University of California or the California State University, or enrolled in upper division coursework in a community college baccalaureate program, and meets certain eligibility requirements, including, among others, that the applicant meets the eligibility requirements for a Cal Grant. This bill would extend Cal Grant and MCSP eligibility to a student who was not a resident of California at the time of high school graduation or its equivalent but meets all other applicable eligibility requirements and is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the Armed Forces of the United States stationed outside of California on active duty but otherwise maintains their residence in California. The bill also would make conforming changes. This bill contains other existing laws. (Based on text date 1/4/2024)		

Title	Status	ASCCC Position
SB 895: Community colleges: Baccalaureate Degree in Nursing Pilot Program.	Held in the Policy Committee in the first house	No position

Would require the Chancellor of the California Community Colleges to develop a Baccalaureate Degree in Nursing Pilot Program that authorizes select community college districts to offer a Bachelor of Science in Nursing degree. The bill would limit the pilot program to 15 community college districts statewide and would require the chancellor to identify eligible community college districts based on specified criteria. The bill would require the Legislative Analyst's Office to conduct an evaluation of the pilot program to determine the effectiveness of the program and the need to continue or expand the program. The bill would repeal these provisions as of January 1, 2031. (Based on 01/03/2024 text)





## ASCCC Executive Committee Agenda Item

**Month:** February      **Year:** 2024

**SUBJECT:** Noncredit Institute

**DESIRED OUTCOME:** The Executive Committee will review and consider for approval the program outline of the 2024 Noncredit Institute.

**CATEGORY:** Action

**REQUESTED BY:** Stiemke/Curry

**STAFF REVIEW:** Carrillo

**Item No:** III.B.

**Attachment:** Yes (forthcoming)

**Urgent:** Yes

**Time Requested:** 30 minutes

### TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

---

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

The ASCCC Executive Committee approved a draft of the Noncredit Institute at its January meeting. The Executive Committee is being asked to review and consider for approval the program outline of the 2024 Noncredit Institute.





## ASCCC Executive Committee Agenda Item

**Month:** February **Year:** 2024

**SUBJECT:** Proposed Pilot ASCCC 2024 Spring Plenary Session Resolutions Categories

**DESIRED OUTCOME:** The Executive Committee will discuss, provide input, and approve piloting resolutions categories that are aligned with ASCCC purview for the 2024 spring plenary

**CATEGORY:** Action

**REQUESTED BY:** Reese/Stewart Jr.

**STAFF REVIEW:** Carrillo

**Item No:** III.C.

**Attachment:** No

**Urgent:** Yes

**Time Requested:** 30 min

**TYPE OF BOARD CONSIDERATION**

Consent/Routine:

First Reading:

Action: X

Information/Discussion:

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

**Strategic Plan Alignment: Strategic Direction #1: Embracing Organizational Change**

ASCCC Resolutions Committee discussions led to the idea to pilot new resolutions categories that align with the ASCCC purview. The Executive Committee discussed having those submitting resolutions and amendments select the areas of ASCCC purview related to the submission. Encompassing academic and professional matters in title 5 and areas in Ed Code produced an initial ASCCC purview list from which resolution submitters will select:

- 1) Curriculum including establishing prerequisites and placing courses within disciplines
- 2) Degree and certificate requirements
- 3) Grading policies
- 4) Educational program development
- 5) Standards or policies regarding student preparation and success
- 6) District and college governance structures, as related to faculty roles
- 7) Faculty roles and involvement in accreditation processes, including self-study and annual reports
- 8) Policies for faculty professional development activities
- 9) Processes for program review
- 10) Processes for institutional planning and budget development
- 11) Academic employment, including hiring criteria, minimum qualifications, and equivalency
- 12) Overlapping areas with unions, including tenure evaluation procedures and evaluation procedures
- 13) Academic Senate for California Community Colleges

The Resolutions Committee will finalize the purview list in consultation with the president and executive director.

During discussions of the initial ASCCC purview list the Resolutions Committee also discussed aligning the resolutions categories with this list. The current categories in Appendix A of the [Resolutions Handbook](#) are reproduced below for reference. A number of categories are rarely used. In addition to resolutions packet organization and numbering, categories also currently provide a means of searching resolutions (also perhaps complicating such a change). There could, in theory, be more categories than the ASCCC purview list. For example, “Legislative and Budget Advocacy” could be an additional category. What has been the purpose of categories in the past? And what ought it be going forward?

If there is interest, the Resolutions Committee could pilot new categories this spring that more closely align with ASCCC purview. Before the committee and office team invest heavily in this change, the Executive Committee ought to discuss whether to explore updating categories and possible timeframes. Because the categories are in the [Resolutions Handbook](#), piloting other categories will require formal action by the Executive Committee until the handbook is updated to reflect the new categories.

From the [Resolutions Handbook](#):

#### Appendix A – Resolutions Categories

1. Academic Senate
2. Accreditation
3. Diversity and Equity
4. Articulation and Transfer
5. Budget and Finance
6. State and Legislative Issues
7. Consultation with the Chancellor’s Office
8. Counseling
9. Curriculum
10. Disciplines List
11. Technology
12. Faculty Development
13. General Concerns
14. Grading
15. Intersegmental Issues
16. Library and Learning Resources
17. Local Senates
18. Matriculation
19. Professional Standards
20. Students
21. Career Technical Education
22. Financial Aid





## ASCCC Executive Committee Agenda Item

**Month:** February      **Year:** 2024

**SUBJECT:** Plenary Session Planning

**DESIRED OUTCOME:** The Executive Committee will continue planning for Spring Plenary session, including approval of a theme

**CATEGORY:** Action

**REQUESTED BY:** Aschenbach/Mica

**STAFF REVIEW:** Carrillo

**Item No:** III.D.

**Attachment:** YES (forthcoming)

**Urgent:** No

**Time Requested:** 30 minutes

### TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

---

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

2024 Spring Plenary Session will be held at the San Jose Marriott. Registration and event info [here](#).

At its January meeting, the Executive Committee approved a draft structure and agreed to submit ideas for session themes and breakout sessions. Like the most recent plenary sessions, Plenary will consist of general sessions for both in-person and virtual attendees, in person breakout sessions, and online breakout sessions. Exec is asked to approve the theme for Spring 2024 Plenary Session and to provide feedback on general session and breakout topics.





## ASCCC Executive Committee Agenda Item

**Month:** February      **Year:** 2024  
**SUBJECT:** Code of Conduct Toolkit Draft  
**DESIRED OUTCOME:** The Executive Committee will review a Code of Conduct Toolkit Draft  
**CATEGORY:** Action  
**REQUESTED BY:** Chow/Stiemke/Equity Diversity Action Committee  
**STAFF REVIEW:** Carrillo

**Item No:** III.E.  
**Attachment:** Yes (forthcoming)  
**Urgent:** No  
**Time Requested:** 15 minutes  
**TYPE OF BOARD CONSIDERATION**  
Consent/Routine:  
First Reading:  
Action: X  
Information:

---

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

The creation of a Code of Conduct toolkit is a resource that was assigned to Equity Diversity Action Committee per Resolution F22 13.02: Updating Codes of Conduct to Support Safe and Welcoming Classrooms and Learning Spaces in a Politically Charged Climate  
“Resolved, That the Academic Senate for California Community Colleges develop resources beginning in spring of 2023, such as a toolkit or a position paper in order to support the efforts of local academic senates to maintain safe, welcoming classroom environments and learning spaces to promote up-to-date and well-publicized codes of conduct and procedures for dealing with discriminatory disruptions and racelighting.”

We would like to share a draft of language for a Code of Conduct toolkit for input from the Executive Committee.





## ASCCC Executive Committee Agenda Item

**Month:** February      **Year:** 2024

**SUBJECT:** Accreditation Webinars

**DESIRED OUTCOME:** The Executive Committee will review and vote to approve 2 Accreditation webinars for the Spring semester

**CATEGORY:** Action

**REQUESTED BY:** Velez

**STAFF REVIEW:** Carrillo

**Item No:** III.F.

**Attachment:** No

**Urgent:** Yes

**Time Requested:** 20 minutes

### TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

---

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

In 2024 the ACCJC 's newly revised Accreditation Standards will become the basis for comprehensive reviews. Several colleges served as "pilots" in 2023, but by the Fall of 2025 these standards will become the basis for all of the colleges in the state. The Accreditation Committee has been working to ensure that our faculty are well-informed and prepared to address these new standards as they go through their accreditation processes. In order to continue this support, the Accreditation Committee is proposing two webinars during the Spring semester:

Accreditation Webinar #1: March 2024 (Exact date/time tba): "An Overview of the New Standards and Addressing Social Justice in your Narrative

Accreditation Webinar #2; April 2024 (Exact date/time tba) "Accreditation Town-Hall: An Accreditation Q&A With Members of the ACCJC"

Each webinar will be an hour and half long and hosted through Zoom Events.





## ASCCC Executive Committee Agenda Item

**Month:** February

**Year:** 2024

**Item No:** III.G.

**SUBJECT:** Part-Time Faculty Equity Paper First Read

**Attachment:** Yes

**Urgent:** Yes

**DESIRED OUTCOME:** The Executive

**Time Requested:** 30 minutes

Committee will take action on the first read of the Part-Time Faculty Paper.

**TYPE OF BOARD CONSIDERATION**

Consent/Routine:

**CATEGORY:** Action

First Reading: X

**REQUESTED BY:** Zeledón-Pérez/Parker

Action:

**STAFF REVIEW:** Carrillo

Information:

---

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

ASCCC Part-time Faculty Committee is reviewed and edited the [Part-Time Faculty: Equity, Rights, and Roles in Governance Paper](#) .

- The sections of the paper were moved for better flow.
- All the recommendations from the executive team were discussed and taken into consideration by Committee.
- Three members of the committee provided meaningful edits and feedback. There are concerns and questions about the purpose of the survey for this paper.
- Members who contributed would like to add their names to the paper.
- This will be considered the first read of this paper.
- At our next executive meeting in March, we will vote whether this paper is moving forward to be presented at plenary or not.







## ASCCC Executive Committee Agenda Item

**Month:** February      **Year:** 2024  
**SUBJECT:** Legislation and Advocacy Webinars  
**DESIRED OUTCOME:** The Executive Committee will review and vote to approve 2 Legislation Advocacy webinars for the Spring semester  
**CATEGORY:** Action  
**REQUESTED BY:** Velez  
**STAFF REVIEW:** Carrillo

**Item No:** III.H.  
**Attachment:** No  
**Urgent:** Yes  
**Time Requested:**

### TYPE OF BOARD CONSIDERATION

Consent/Routine:  
First Reading:  
Action: X  
Information:

---

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

As part of the action plan approved by the Executive Committee in October, one of our goals to meet Strategic Direction #2 is to "provide more regular access to legislative process and advocacy updates for faculty members." The action related to this is to "Launch a monthly webinar series on legislative advocacy in coordination with ASCCC's legislative advocate and members of the advocacy committee".

To this end, the Legislation and Advocacy Committee would like to begin hosting monthly webinars this Spring semester, beginning in late February through May. The purpose of each seminar will be to provide the community college community with a comprehensive view of legislation impacting academic and professional matters. Participants will also have the opportunity to ask questions regarding legislation and engage in dialogue.

The tentative general schedule for these webinars will be the third Wednesday of the month at 1:00PM, and each webinar will be scheduled for an hour. These will be hosted through Zoom Events.





## ASCCC Executive Committee Agenda Item

**Month:** February

**Year:** 2024

**SUBJECT:** Chancellors Office Liaison Discussion

**DESIRED OUTCOME:** The Executive Committee will receive an update on system-wide issues and projects from a liaison from the Chancellors Office.

**CATEGORY:** Discussion

**REQUESTED BY:** Aschenbach

**STAFF REVIEW :** Carrillo

**Item No:** IV.A.

**Attachment:** No

**Urgent:** No

**Time Requested:** 30 minutes

### TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

---

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

A Chancellor's Office representative will bring items of interest regarding Chancellor's Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.





## ASCCC Executive Committee Agenda Item

**Month:** February                      **Year:** 2024

**SUBJECT:** Liaison/Caucus Reports

**DESIRED OUTCOME:** The Executive Committee will receive oral or written reports from liaisons or representatives from partner organizations and ASCCC Caucuses.

**CATEGORY:** Discussion

**REQUESTED BY:** Aschenbach

**STAFF REVIEW :** Carrillo

**Item No:** IV.B.

**Attachment:** No

**Urgent:** No

**Time Requested:** 5 minutes

**TYPE OF BOARD CONSIDERATION**

Consent/Routine:

First Reading:

Action:

Information: X

---

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### **BACKGROUND**

Invited partner organizations and ASCCC Caucuses include, but are not limited to: Association of Community and Continuing Education (ACCE), ASCCC Caucuses: Asian Pacific Islander Caucus, Black Caucus, Latinx Caucus, LGBTQIA+ Caucus, Small or Rural College Caucus, Womxn’s Caucus, Articulation and Transfer Caucus, California Association of Administration of Justice Educators (CAAJE), Community College Association(CCA), Council of Chief Librarians (CCL),California Community Colleges Chief Instructional Officers(CCCIO), Chief Student Services Officer Association (CSSOA), Faculty Association for California Community Colleges(FACCC), The RP Group, and the Student Senate for California Community Colleges (SSCCC).





## ASCCC Executive Committee Agenda Item

**Month:** February      **Year:** 2024

**SUBJECT:** C-ID Update

**DESIRED OUTCOME:** The Executive Committee will receive an update on the C-ID system

**CATEGORY:** Discussion

**REQUESTED BY:** Mica/ Davison

**STAFF REVIEW:** Carrillo

**Item No:** IV.C.

**Attachment:** No

**Urgent:** No

**Time Requested:**

**TYPE OF BOARD CONSIDERATION**

Consent/Routine:

First Reading:

Action:

Information/Discussion: X

---

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

The Course Identification Numbering (C-ID) System is a grant operated by the Academic Senate for California Community Colleges to facilitate transfer and articulation among the higher education segments in California. C-ID was first established in 2007 to create course descriptors for the top 20 transfer majors. The C-ID system is also the mechanism that was used to implement SB 1440 (Padilla, 2010) and Associate Degrees for Transfer (ADTs).

The Executive Committee will receive an update on the C-ID system, including major goals for 23-24 and highlights from the work done in fall 2023.







## ASCCC Executive Committee Agenda Item

**Month:** February                      **Year:** 2024

**SUBJECT:** Board of Governors/Consultation Council

**DESIRED OUTCOME:** The Executive Committee will receive an update on recent Board of Governors and Consultation Council meetings

**CATEGORY:** Discussion

**REQUESTED BY:** Aschenbach/

**STAFF REVIEW:** Carrillo

**Item No:** IV.D.

**Attachment:** None

**Urgent:** No

**Time Requested:** 15

### **TYPE OF BOARD CONSIDERATION**

Consent/Routine:

First Reading:

Action:

Information: X

---

### **BACKGROUND**

President Aschenbach and Vice President Vélez will highlight the recent Board of Governors and Consultation Council meetings. Members are encouraged to review the agendas (website links below) and come prepared to ask questions.

Full agendas, minutes, and recordings are available online. Minutes are available in the following agenda for Board of Governors meetings.

[Board of Governors](#)

[Consultation Council](#)





## ASCCC Executive Committee Agenda Item

**Month:** February

**Year:** 2024

**Item No:** IV.E.

**SUBJECT:** Meeting Debrief

**Attachment:** No

**DESIRED OUTCOME:** The Executive Committee will have an opportunity to share thoughts on the meeting and provide considerations for potential agenda items to be discussed at future meetings.

**Urgent:** No

**Time Requested:** N/A

**CATEGORY:** Discussion

**TYPE OF BOARD CONSIDERATION**

Consent/Routine:

First Reading:

Action:

Information: X

**REQUESTED BY:** Aschenbach

**STAFF REVIEW:** Carrillo

---

*Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.*

### BACKGROUND

Members may use this opportunity to share thoughts on the meeting, to confirm assignments, events, or other efforts scheduled during the next month, and to identify potential future agenda items or projects based on items discussed during the meeting.



**Educational Policies Committee**

**DATE: Monday December 11, 2023**

**TIME: 4:00pm-5:30pm**

**CONFERENCE CALL INFORMATION**

Join Zoom Meeting

<https://yccd-edu.zoom.us/j/8326191425>

Dial by your location

+1 669 444 9171 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 832 619 1425

**EdPol Charge:** 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.

**Meeting Summary**

---

Meeting called to order at 4:00pm

1) Call to Order and Roll Call (\*in attendance)

Christopher Howerton-Chair*	Howard Eskew	Kandace Knudson*
Erik Reese – 2 <sup>nd</sup> Chair*	Joseph Ferrerosa	Chantal Lamourelle
Tamara Cheshire*	Taneisha Hellon*	

2) Check-in, “shout-outs”, Kudos & Connections.

- Prompts: What is something you are looking forward to during the winter break? And/or Any favorite holiday traditions you’d like to share with the group?
- Discussion included honoring the amazing work of colleagues, revolving door administration at quite a few colleges, sleep, and so much more.

3) Procedural

- a. Reminder about our [Community Agreements](#)
  - b. Adoption of Agenda - adopted by consensus
  - c. Process of Minutes and committee review expectations
- ***Minutes shared after the meeting and committee members have one week to provide feedback before being forwarded to be included in Executive Committee meeting agendas.***

- d. [Ed Pol Committee Website](#)
  - e. [Shared Committee Folder](#)
- 4) Standing Committee Meeting Dates (4pm -5:30pm) via [ZOOM](#)
- a. Discussion: Affirm our planned spring meeting dates.
    - Fall 2023: ~~9/18, 10/16, 11/13, 12/11~~
    - TENTATIVE Spring 2024: 1/29, 2/19, 3/18, 4/15, 5/13 – We will affirm or adjust these as we near the end of the fall term.
  - Chair reviewed the meeting schedule for spring and received thumbs up from committee members. Reminded everyone that these can be revisited if issues arrive.
- 5) [Assigned Resolutions Tracking Document](#) - provided as committee resources
- a. [2022-2023 Ed Pol Committee End of the Year Report](#)
  - b. [ASCCC Adopted Resolution Database](#) (Searchable by topic and committee)
  - c. Discuss priorities and scope of desired work this year.
- 6) ASCCC [Fall 2023 Plenary](#) (Costa Mesa)
- a. Debrief
  - b. [AI Presentation](#)
  - c. [AI toolkit input from Fall Plenary](#)

Discussion: The ASCCC Executive Committee is trying different things with presentations, balancing general and breakout sessions, and in person and virtual options.

Later this week, the ASCCC Executive Committee reviews resolutions assignments to committees and individuals, likely with some assigned to EdPol.

AI presentation (Christopher, Carlos Guerrero, & Michael Stuart) at plenary; leveraged the committee to provide input on what they would like to see or be useful (resources & tools) that could be incorporated into the toolkit (see [toolkit brainstorming](#)).

AI toolkit considered by ASCCC Executive Committee during November meeting ( prior to the start of plenary) and received interest, support, and questions on what will be included. The committee brainstormed:

- Tamara—discussing drafting an AI policy with her department (Ethnic Studies).
  - Students are using ChatGPT, sometimes citing it and sometimes not.
- Kandace—skeptical that AI can help students improve their writing.
  - Not always the best use of time to use AI when they could have simply written a short sentence themselves.
  - Book: [Design Justice](#) by Sasha Constanza-Chock explores the relationships between design, power, and social justice. “Design justice” is an approach to design that is led by marginalized communities and that aims explicitly to challenge, rather than reproduce, structural inequalities.
  - Keep the inequities built into AI and possible implications at the forefront of the conversations.
- Taneisha—discussed AI with students about using ChatGPT with a writing assignment. Just did not know where to start. Teacher praised them for their writing, though students felt that they could never write like this. It is impacting their social-emotional capital. Great features in AI but can cause harm as well.
- Christopher—how can AI be used as a thought partner and still use critical thinking to tweak from that AI starting point.
- Erik—perhaps include a section of student stories/experiences.
- Kandace—instead of a toolkit, maybe bring experts together to inform faculty how to reframe assignments, etc. Call to action to reform our pedagogy.

- Erik–This is just the first stage of a longer process of developing policies and pedagogy in an AI world.
  - Kandace–use case studies from avid users to those barely touching it.
  - Christopher–a glossary will be important.
- 7) Discussion/Information: AI Toolkit - Next Steps follow up from ASCCC Exec discussion
- a. [Link to ASCCC Executive Committee Agenda](#) (November 2023)
    - III.C.- Proposal for Development of an AI Faculty Toolkit)
    - Invite chair of ASCCC online Ed to collaborate on this project?
- 8) Discussion/Information: Enrollment Maximum Paper Update followup from ASCCC Exec discussion.
- III.D. – Setting Enrollment Maximum Paper Update Proposal)
  - Chair discussed the conversation with the Executive Committee about updating the paper. Exec empowered the committee to determine the best path forward to address the resolution, including an addendum rather than full re-write, or providing other resources.
- 9) Academic Freedom Referred Resolution Discussion, what could be next steps from EdPol?
- a. [S23 13.04-13.04.05R: Resolution in support of Academic Freedom/Solidarity with Faculty Across the Nation.](#)
    - Erik presented a brief overview of ASCCC previous papers and adopted resolutions related to the referred resolution on academic freedom.
    - FACCC has received grants to put on conferences on academic freedom and is a great resource.
    - Additional [academic freedom resource](#) that was shared during the meeting...thank you Erik!
    - Suggestion is to write a Rostrum summarizing the current status of academic freedom in terms of ASCCC resolutions.
      - Erik & Christopher will do their best to provide a draft Dec/Jan and ask for input from committee asynchronously to provide a timely response to this referred resolution
      - Idea will be to include committee members names on the Rostrum
- 10) Announcements/Information
- a. [Upcoming ASCCC Events](#)
    - Executive Committee Meeting – December 14-15, 2023 - The Sheraton Grand Sacramento
    - Executive Committee Meeting - January 11-12, 2024 Coronado Island Marriott
  - b. Information: Next ASCCC Agenda Item submission deadlines
    - Dec. Meeting – Nov. 27th
    - Jan. meeting – Dec. 25<sup>th</sup>
    - Feb. meeting – Jan. 24<sup>th</sup>
    - March meeting – Feb. 21<sup>st</sup>
    - April meeting – April 1<sup>st</sup>
    - May meeting – April 24<sup>th</sup>
    - June meeting – May 21<sup>st</sup>
- 11) Future Agenda Topics
- a. [Possible Rostrum Articles](#) (next submission is January 14, 2024)

Kandace introduced a draft Rostrum article on protecting data privacy and the faculty role. Committee members asked to provide feedback.

## 12) Group Debrief & Adjournment

- Chair wished all a restful break with “concentrated sleep”. See you all in Jan!
- Meeting adjourned at 5:30pm

### **Status of Previous Action Items**

#### **A. In Progress**

- a. outline of AI Toolkit
- b.

#### **B. Completed**

- a. Fall 2023 Plenary BO session on AI
- b. Proposal submitted for AI Faculty Toolkit
- c. Proposal submitted for Setting enrollment Maximum Paper



## Relations with Local Senates Committee

**DATE: Wednesday December 13, 2023**

**TIME: 1:00pm – 2:30pm**

### CONFERENCE CALL INFORMATION

Join Zoom Meeting

<https://yccd-edu.zoom.us/j/8326191425>

Dial by your location

+1 669 444 9171 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 832 619 1425

**Relations with Local Senates Committee Charge:** 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.

## Meeting Summary

Meeting started at 1:00pm

1) Call to Order and Roll Call (\*in attendance)

Christopher Howerton-Chair *	Patricia Gomez	Ronald Slabbinck *
Maria-José Zeledón-Pérez– 2 <sup>nd</sup> Chair *	Luke Lara *	
Felipe Agredano	Kathy Osburn	

2) Check-in, “Shout-outs”, Kudos & Connections. - committee members shared local and personal “kudos” and updates from their local campuses

3) Procedural

- a. Adoption of Agenda - adopted by consensus
- b. Process of Minutes and committee review expectations
- c. [RwLS Committee Page](#)
- d. [Shared Committee Google Folder](#)

4) Standing Committee Meeting Dates (1-2:30pm) via [ZOOM](#)

- a. Fall 2023: ~~9/6, 9/27, 10/25, 11/8, 12/13~~
- b. Discussion: the committee will affirm the suggested meeting schedule for Spring 2024
  - Spring 2024 (Tentative): 1/10, 2/28, 3/27, 4/24, 5/22

Discussion: The committee affirmed the spring meeting schedule.

5) [Community Agreements](#) - this is shared as a reminder for the committee. The committee will start our spring meeting reviewing our agreements.



- 6) [Assigned Resolutions Tracking Document](#)
  - a. [Committee Brainstorm Tracking Document](#)
  - b. [Local Senates Handbook](#) Revision/Update?
  - c. [2022-2023 RwLS End of Year Report](#)
  - d. Possible projects for the committee
  
- 7) [ASCCC Fall 2023 Plenary](#) (Costa Mesa) Debrief.
  - a. Discussion: Attendees from the committee who attended the event will share their observations.
    - We had a large amount of attendees in person (more in person than online) we are still figuring out the right modality
    - The exec team created short videos to help people navigate the plenary
    - We had part-time faculty presenting with us
    - We learned from not having anyone attend at our Meet and Greet event so we will think of doing something different next plenary to have a better use of our time
    - All the presentation material are available on our website
    - At the beginning of the SProng semester, we will make recommendations for the Spring Plenary. Please let us know if you have any ideas.
    - We went through the resolutions process. They are adopted and published. Those resolutions are assigned to the different ASCCC committees. We will let you know if we have any resolutions assigned.
    - Luke Lara would like to present with us in the Spring Plenary
    - Luke asked: What data of feedback have we received in the past to see how we approach the presentations? Is it successful? How do we measure the value of these presentations? Can we do a pre-workshop that tailors to new people? We do have the Faculty leadership institute in summer but can we do something similar for new attendees? Maybe modules? Bite size pieces? WE need to make sure not to overload people with information.
    - ASCCC did a survey and the feedback was someone addressed by trying to do short videos and sessions for new attendees. We do not know how successful those were yet. We are trying to humanize everything we do. Because of the limited time in the hotel, it is difficult in terms of logistics. Maybe instead of having a separate room for new attendees, we can be all together and get to know each other with slides being on a rotation for people to see. We can have ice breakers at the tables (conversation starters). Coffee chats. WHAT can be something valuable for new attendees? How can we be more personable?
    - Patricia shared the idea of having an "intermission" and Cafecito for people to mingle and learn from each other. Luke shared "I recently went to a 4 day summit where everyday there was a break from 12-2pm. Lunch was provided from 12-1 and 1-2 was free time. It really helped break up the days".
    - Ron shared the idea of outgoing and ingoing leadership building a transition. How can we leverage senior ASCCC leadership to encourage rising leaders in local senates to engage in this process and to mentor them through their first plenary?
    - During the opening welcome session at Plenary, President Aschenbach made sure to highlight who the new attendees were in an effort to show each other that they are not alone. We like the idea of a succession plan. Encourage faculty to attend all our events. Are they aware of the scholarship opportunities? How do we proactively try to reach out to increase participation? Work with local senates. We have caucus to help faculty connect with different groups so they can find their communities. We need to encourage caucus more during the fall. We can also build community with our liaisons.
  
- 8) [Liaison Support Recommendations](#) – Proposal submitted and approved by the ASCCC Executive committee. There were a few asked in this project for ASCCC Executive Committee’s consideration.
  - 1) To verify and endorse the crosswalk of liaison roles to ASCCC standing Committees or other direct explicit contact.

- 2) Authorize RwLS to continue to develop a minimum communication protocol and communication template that would have at least one communication to each liaison each academic term (Fall and Spring).
- 3) In response to [Resolution SP22 03.01 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility \(IDEAA\) Handbook](#), consider an overall liaison handbook with an outline to be developed and vetted with ASCCC Exec during a future meeting.
- 4) Consider encouraging the connected standing ASCCC Committees who align with liaisons to update their charter statement to include the expected communication with these individuals.

- Overwhelmingly the exec team supported these recommendations.
- From the first review, Chris identified the liaison and they were endorsed by ASCCC. We received feedback.
- We discussed guided pathways, is it time to sunset the liaison? Do we still need it? As we develop our handbook we need to make suggestions about this situation? How do we sunset liaisons?
- All our other liaisons have a standing committee that they belong to and this will help us organize.
- Some of the chairs of these committees shared that they do not have access to a listserv for liaisons. It is something we need to work on to bring back.
- We gave them some recommendations about liaisons, they want to see templates of communication. We offered to provide each chair a template to develop a communication plan with their liaisons.
- What can liaison expect from the committee in terms of expectations and communication? What is the timeline of communication?
- We are ready to flush out the recommendations
- Ron will send us information provided by their ASCCC OER liaison. This person provided feedback from their communication experience with OERI. The leaders of that work are statewide coordinators and there is grant money. Those OER liaison receive compensation. IN the case of the other liaison, it is only a one way communication instead of the two way experience by the OER liaison. They do feel more accountable thanks to the stipend.
- Consistent, predictable, reliable communication. We had feedback around liaison not being utilized, we want to make them feel important. It is a great way to encourage involvement with ASCCC.
- Luke asked "I'd be curious to know what communication and how often is information communicated to liaisons and WHO sends the information out."
- Can we look into a grant and encourage local senates to provide PD money to encourage faculty to participate as liaison, especially when they are part-time faculty? We can start with the handbook first and we can create proposals and recommendations. Can the local senate work with the Union and write MOU's to pay a stipend as ASCCC Liaisons for PD. Encourage faculty participation and voice under 10 +1 issues. Increase diversity and more faculty engagement.
- In January we will pick this up and choose specific deliverables we have. We will break down the work.

Discussion: Consider next steps as it relates to the various elements of the project. Feedback from the last ASCCC Committee will be shared.

- Communication protocol (minimum standards)
- Communication template
- Outline of liaison handbook (based on [SP22 03.01 Resolution](#))
- Working to get standing committees to formally note connected liaisons

## 9) Announcements

### a. [Upcoming ASCCC Events](#)

- ASCCC Executive Committee Meeting (Dec. 14-15, 2023) Sheraton Grand Sacramento
- ASCCC Executive Committee Meeting (Jan. 11-12, 2024) Coronado Island Marriott

### b. Other?

## 10) Future Agenda Topics

- a. **Possible Rostrum Articles** (next submission is January 14, 2023)
  - Luke asked if we want to work on “Best practices in promoting diverse leadership”. He offered to work on it during the break.
  - Ron volunteered to collaborate on an article.
  - We will hold back on the article about liaison for March. One way to get more diverse faculty engaged is with liaisons.
  - Go back to previous articles to see if something has already been addressed.
- b. **Review local visits spreadsheet.** (ASCCC Executive Committee Agenda – p.10)
  - There is a survey (research and data committee) about local senate survey
  - What they need and what they expect in terms of communication
  - We need to look at all the liaison
  - Update from last three years for local senate visits
    1. Some colleges do not have anything listed.
    2. We can start looking and see what are the high level topics that have been asked more often. What are 4 or 5 things that local senates tend to ask for?
    3. Do they know about our services? Marketing campaign or push. We want to come up with some suggestions.
    4. This is an information item that we will work on in the Spring. How can we help the survey?
    5. Luke asked, where do the local senates requests go?
    6. There are different types of requests. It goes to our President and the Executive director. Each exec is assigned something different.
    7. Something new is a coaching model.
  - Luke asked where the information goes when a local senate is making requests for a visit or for an answer. The senate president of Cuyamaca college has sent an email to [info@asccc.org](mailto:info@asccc.org) for more than a month and has not received any response.
  - Ron asked, is there any way we can also capture other topics like IEPI? Are there themes that are left out? The IEPI grant will stop at some point, how can we continue the work?
- c. Other

## 11) Group Debrief & Adjournment

The meeting adjourned at 2:30pm

### Status of Previous Action Items

#### A. In Progress

- a. Liaison Support
  - i. Communication protocol (minimum standards)
  - ii. Communication template
  - iii. Outline of liaison handbook (based on [SP22 03.01 Resolution](#))
  - iv. Working to get standing committees to formally note connected liaisons

#### B. Completed

- a. FALL 2023-Recording of Pre-Plenary session for new attendees and held “meet and greet” session during event.
- b. Received support from ASCCC Executive committee on the increased liaison support project



## Relations with Local Senates Committee

**DATE: Wednesday January 10, 2024**

**TIME: 1:00pm – 2:30pm**

**Relations with Local Senates Committee Charge:** 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.

### Meeting Summary

1. Call to Order and Roll Call (\*in attendance) **Meeting Called to Order at 1:03pm**

Christopher Howerton-Chair *	Patricia Gomez	Ronald Slabbinck *
Maria-José Zeledón-Pérez– 2 <sup>nd</sup> Chair *	Luke Lara *	
Felipe Agredano	Kathy Osburn *	

2. Check-in, “Shout-outs”, Kudos & Connections. - Committee members shared local updates.

3. Procedural -

- a. Adoption of Agenda - adopted with the addition of items 7,8, and 9 below.
- b. Process of Minutes and committee review expectations - The chair will send the draft meeting summary shortly after this meeting. Committee members are asked to review and provide their endorsement or suggested edits within a week. Then the summary will be considered approved.
- c. [RwLS Committee Page](#)
- d. [Shared Committee Google Folder](#).

4. Standing Committee Meeting Dates (1-2:30pm) via [ZOOM](#)

- a. Fall 2023: ~~9/6, 9/27, 10/25, 11/8, 12/13~~
- b. Spring 2024: 1/10, 2/28, 3/27, 4/24, 5/22 - confirmed

5. [Community Agreements - Shared on agenda as a reference](#)

6. [Assigned Resolutions Tracking Document](#)

- a. [Committee Brainstorm Tracking Document](#)
- b. [Local Senates Handbook](#) Revision/Update?
- c. [2022-2023 RwLS End of Year Report](#)
- d. Possible projects for the committee

7. Brainstorm Possible Spring 2024 Plenary BO topics:

- a. It was suggested to create a “senator training”
  - i. How can we get this out to local senates
  - ii. How can we help senators be engaged and perform their duties
  - iii. How do we empower senators? appropriate versus inappropriate

- iv. We had some rostrum articles
  - b. Create the liaison handbook - create a session where we can gather information and engage senate leadership around the liaison, best practices, how they use liaisons.
  - c. Dual enrollment session
  - d. Create a session on transition leadership at the local senate and with ASCCC. It could be a rostrum article. Usually we have Spring elections for new leadership starting during fall.
  - e. Provide information to local senates about how their people can get involved in caucuses
  - f. Create community among AS leadership - who are AS Presidents, President Elects, delegates, first timers. Meet and greet reinvented
  - g. Look into the structure, more time to process and reflect on how to put learning into action. Time for people to discuss and process. Create space for the processing in a meaningful way. Add a break between lunch and other sessions where people can do what they want. Time to allow people to digest.
  - h. We created videos to help guests navigate. We have opportunities for front loading information to allow people to come and discuss. Maybe add to the sessions.
  - i. How about if we look into the way we share information in the sessions. Let's think about the concept of flipping the classroom. Allow the audience to learn and lead the conversation/discussion where they process and put into practice the information. Also, embed a time for the audience to network and at the same time they share best practices from their colleges. This is a captive audience.
  - j. Be clear about the type of session we are offering. Are they lecture/information based or project based learning or interactive communication/workshop/put into practice?
  - k. Can we have hybrid sessions instead of having in person participants looking at a session in zoom? Can the in person people meet in a room to participate in the session with others in zoom. There is appreciation about the recorded sessions. Those are great resources.
8. Update about Local Senate Visit
- a. We had some side conversations about the communication among local senates and our ASCCC organization. We do not have a way to be actively involved in these conversations of who is asking for a local visit. These decisions are being handled by the ASCCC office and we need to create a bridge with this committee.
  - b. Is there a way so we can support this work?
  - c. Depending how local senates submit their request, there will be a different response. There is inconsistency with the response with local senates.
  - d. If someone is asking how they are being redirected? Who responds? What is the timeline? What are the expectations for both sides?
  - e. Do we have formal mechanisms for all communication with local senates?
  - f. At least we should be providing input on predictable communication/structure.
  - g. There are three different ways people can contact ASCCC, it can be confusing.
  - h. Expected communications, what needs to be updated and how, expected follow through | on both sides
  - i. "Collegiality and Action" visits are different from "Local Senate Visits". There is a fee and other expectations and processes.
  - j. To request ASCCC services <https://www.asccc.org/content/request-services>
  - k. What is our role (our committee) in these processes?
9. We reviewed the draft Rostrum Article Discussion
- a. Ron and Luke wrote this article.
  - b. Wanted to present information in a brief and organized manner. Follow some points. Easier for the reader to follow.
  - c. Some of us will provide feedback on the paper so it can be strengthened and submitted by the March 3 due date.
  - d. We need to make sure to keep it centered around 10+1 and not Union areas.

- e. The finalized article will be added to our next meeting agenda.
10. [Liaison Support Recommendations](#) – Proposal submitted and approved by the ASCCC Executive committee. Discussion: Consider next steps as it relates to the various elements of the project. Feedback from the last ASCCC Committee will be shared.
- i. Communication protocol (minimum standards)
  - ii. Communication template
  - iii. Outline of liaison handbook (based on [SP22 03.01 Resolution](#))
  - iv. Working to get standing committees to formally note connected liaisons
11. Announcements
- a. [Upcoming ASCCC Events](#)
    - ASCCC Executive Committee Meeting ([January 11-12 Coronado Island Marriott](#))
    - Webinars
      1. Equity Centered Faculty Professional Development (1/19)
      2. OER Basics Series Understanding OER, Copyright, and Fair Use (2/1)
      3. CTE Regional Consortium – Central Mother Lode (2/2)
      4. ZTC Collaboration Cohorts (2/2)
      5. New Opportunities in Work Experience (2/7)
      6. OER Basics Series Introduction to Creative Commons Licensing (2/8)
      7. CTE Regional Consortium – Inland Empire (2/9)
    - ASCCC Executive Committee Meeting (Feb 9-10, 2024) Santa Clara
  - b. Other?
12. Future Agenda Topics
- a. [Possible Rostrum Articles](#) (next submission is January 14, 2023)
  - b. [Review local visits spreadsheet](#). (ASCCC Executive Committee Agenda – p.10)
  - c. Other
13. Group Debrief & Adjournment - Before the next meeting there will be some additional review of draft Rostrum Article to finalize during the next meeting. **Meeting adjourned at 2:25pm**

### Status of Previous Action Items

#### A. In Progress

- a. Liaison Support
  - i. Communication protocol (minimum standards)
  - ii. Communication template
  - iii. Outline of liaison handbook (based on [SP22 03.01 Resolution](#))
  - iv. Working to get standing committees to formally note connected liaisons

#### B. Completed

- a. FALL 2023-Recording of Pre-Plenary session for new attendees and held “meet and greet” session during event.
- b. Received support from ASCCC Executive committee on the increased liaison support project



**ACADEMIC SENATE**  
for California Community Colleges  
LEADERSHIP • EMPOWERMENT • VOICE

**FACULTY LEADERSHIP DEVELOPMENT COMMITTEE**  
<https://www.asccc.org/directory/faculty-development-committee-1>

**AGENDA 11/9/23/Minutes 11/6/23**

---

Parker, LaTonya is inviting you to a scheduled Zoom meeting.

**Topic: ASCCC FLDC Meeting**  
**Time: Nov 9, 2023 03:30 PM Pacific Time (US and Canada)**

Join Zoom Meeting  
<https://rccd-edu.zoom.us/j/86705049053?pwd=R9jMQ44EpCgrTBATfAu2c9b0EFbxZO.1>

Meeting ID: 867 0504 9053  
Passcode: 280738  
One tap mobile  
+16699006833, 86705049053#, \*280738# US (San Jose)  
+16694449171, 86705049053#, \*280738# US

- Dial by your location
- +1 669 900 6833 US (San Jose)
    - +1 669 444 9171 US
    - +1 719 359 4580 US
    - +1 253 205 0468 US
  - +1 253 215 8782 US (Tacoma)
  - +1 346 248 7799 US (Houston)
    - +1 360 209 5623 US
    - +1 386 347 5053 US

## I. Call to Order and Adoption of the Agenda

a. 9:03 meeting commences.

## II. Roll Call/Check In

a. Members checked in.

Member	Term		
LaTonya Parker	2023-24	Chair	Present
Mitra Sapienza	2023-24	2 <sup>nd</sup> Chair	Present
Alex Mata	2023-24		
Elizabeth Walker	2023-24		
Raeanne L. Napoleon	2023-24		
Anna Nicholas	2023-24		
Ingrid Greenberg	2023-24		Present
Michael Davis	2023-24		Present
Lisa Cox Romain	2023-24		
Kristine Oliveira	2023-24		

## III. Action: Approval of Minutes October 5 &amp; 9, 2023

a. **Mitra moved to approve; Michael second. Minutes approved.**

## IV. Norms/Expectations

a. Executive Community Agreements

## V. Reminder Item:

- i. ASCCC Live Binder Link: <https://www.livebinders.com/b/2403154>
- ii. Flight and Travel Request: <https://www.asccc.org/content/flight-and-travel-request>

## iii. Assigned Task

**ASCCC 2023-2026 four strategic directions:**[https://asccc.org/sites/default/files/2023-02/23-](https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf)[26%20Strategic%20Plan%20Directions%20ASCCC.pdf](https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf)

- Embracing Organizational Change
- Engaging Proactively in Partnerships and Advocacy to Advance Faculty Voice and Student Success
- **Developing Innovative Activities to Empower Faculty and Uplift Underrepresented Voices**
- Advancing Faculty Engagement in Data Literacy

## ○ FELA

- **Currently waiting for updates on progress. We have 8 mentors and 30 mentees. Once we get contact info, we can send some communication out and potentially meet at Plenary if folks are attending.**



## Faculty Empowerment and Leadership Academy

### Faculty Empowerment and Leadership Academy | ASCCC

FELA will focus on the development of faculty from historically underrepresented groups in higher education. The academy will provide opportunities to connect with leaders from across the state, to empower faculty to seek leadership roles, and to provide regular contact with mentors. All activities in this leadership development program are designed to ensure participants are ready to meet the challenges of engaging in transformative leadership and equity-minded approaches to working with diverse student populations.

#### PROGRAM MISSION

#### 1. Resolutions:

Resolution Number	Year	Session	Topic	Title	Committee	Status
20.02	2021	Spring	Students	Student Participation in Hiring Processes	Faculty Leadership Development Committee	Assigned
12.01	2017	Fall	Faculty Development	Creation of Professional Development College Courses in Effective Teaching Practices	Faculty Leadership Development Committee	Assigned
12.01	2016	Fall	Faculty Development	Include Professional Learning Network (PLN) Resources to Satisfy Flex Requirements	Faculty Leadership Development Committee	Assigned

- Spring 2021 Student Participation in Hiring Processes
- Fall 2017 Creation of Professional Development College Courses in Effective Teaching Practices
- Spring 2017 Support Use of Sabbaticals and Other Professional Development for Open Educational Resources Development
- Fall 2016 Resolution Number 12.01**  
<https://asccc.org/resolutions/include-professional-learning-network-pln-resources-satisfy-flex-requirements>

iv. **Action/Discussion Items:** Assigned Task Implementation/Action

## v. Rostrum Articles

## 1. Discussion: Rostrum Article

- **Mitra Sapienza Draft Article** - A Win Win: Experiential Student Learning meets Transformational Institutional Hiring  
**Reviewed outline; members made suggestions and reminded folks that rostrum articles are usually 1500 words. Members discussed the possibility of extending the rostrum to webinar in the Spring.**

## 2. Editorial Guidelines for the Rostrum

<https://asccc.org/sites/default/files/Editorial%20Guidelines%20for%20the%20Rostrum.pdf>

## Rostrum Timeline 2023-24

- a. February 2023 Rostrum <https://www.asccc.org/rostrum-reader/2023/February>  
b. Discuss January Rostrum Article Proposals and FLDC internal **December 2023 deadline**

Rostrum Timeline 2023-24				
To ED	To Editor	To President	To Visual Designer	To Field
<del>October 1</del>	<del>October 9</del>	<del>October 16</del>	<del>October 23</del>	<b>November 16</b>
<b>January 14</b>	January 22	January 29	February 5	February 23
March 3	March 11	March 18	March 25	April 18

**Status of Previous Action Items/Discussion:**

- c. **November Executive Committee Agenda Item Submitted:** This item presents a Faculty Leadership Development Committee action related to proposed digital literacy webinars. These webinars will serve as a professional learning opportunity for California community college (CCC) faculty and colleges that are seeking guidance on Digital Literacy Student Access: Digital Equity and Literacy practical applications.

Webinar(s) Proposed Dates:

**November 30, 2023** – Digital Literacy, Instructional Design – **one hour; Ingrid gave an overview of slides; framing the conversation state-wide while using individual colleges as examples.**

Should use ASCCC PPT templates:

[https://drive.google.com/drive/folders/1fA4\\_FAonSLMy7W6ApYO6jITfCc7CoL7t?usp=sharing](https://drive.google.com/drive/folders/1fA4_FAonSLMy7W6ApYO6jITfCc7CoL7t?usp=sharing)

**May 2, 2024** – Hyflex? Assigned Resolutions (strikethroughs indicate completed resolutions)

**Proposed Area:** Decreasing racial inequities in transfer is a key strategy for increasing race and income equality. The RP Group's [African American Transfer Tipping Point](#) (AATTP) project seeks to identify the factors contributing to African American/Black students' likelihood of transferring. The first phases of this work identified four core student experiences that significantly impact the transfer journeys of African American/Black community college students: (1) timely passing of transfer-level English and math, (2) academic counseling, (3) participation in Umoja, and (4) not being put on academic probation.

## VI. Announcements/Resources

- a. **Resolutions:** <https://www.asccc.org/resolutions-fall-2023>

## b. Action/Discussion Item:

- Upcoming Events and Meetings <https://www.asccc.org/calendar/list/events>

ASCCC Fall Plenary **November 16-18, 2023**

<https://www.asccc.org/events/2023-fall-plenary-session>

Program: <https://www.asccc.org/2023-fall-plenary-session-program>

**Thursday, November 16, 2023**

10:25 a.m. to 11:25 a.m. **Second General Session**

Academic and Professional Matters: Implementing Dual Enrollment with Intentionality (panel) (*Claire Coyne, Jerome Hunt, Kellie Nadler, Mark Osea, & LaTonya Parker*)

Assembly Bill number 288, (Holden) Public schools: College and Career Access Pathways partnerships was signed into law on October 8, 2015. Join this general session to discuss the most recent information on how high school students and students attending a noncredit or adult education high school or equivalency program can enroll in classes at their local community college. This includes students attending community schools, continuation high schools, juvenile court schools, or adult education programs. Equip yourself with other information such as intentional dual enrollment strategies to help under resourced students who struggle academically or who are at risk of dropping out and rethinking policies that govern dual enrollment, and establish a policy framework under which school districts and community college districts could create dual enrollment partnerships as one strategy to provide critical support for underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.

**Thursday, November 16, 2023**

11:35am-12:35pm, **Third General Session**

**The African American Transfer Tipping Point: Exploring the transfer journeys of over 7,000 African American/Black community college students**

Development  
Katie Brohawn, RP Group Director of Research, Evaluation, and

Darla Cooper, RP Group Executive Director

Alyssa Nguyen, MA, RP Group Senior Director of Research and

Evaluation

LaTonya Parker, ASCCC Secretary

Decreasing racial inequities in transfer is a key strategy for increasing race and income equality. The RP Group's [\*African American Transfer Tipping Point\*](#) (AATTP) project seeks to identify the factors contributing to African American/Black students' likelihood of transferring. The first phases of this work identified four core student experiences that significantly impact the transfer journeys of African American/Black community college students: (1) timely passing of transfer-level English and math, (2) academic counseling, (3) participation in Umoja, and (4) not being put on academic probation.

Building from this research, and with a focus on elevating student voice, in this presentation, we will share findings from the most recent phase of the work, which leveraged data from a statewide survey of over 7,000 transfer-intending African American/Black students to lift up the experiences and perspectives of African American/Black students about how these four key experiences impacted their transfer success. Discussion will center around actionable strategies for leveraging these findings to drive change.

**Thursday, November 16, 2023**1:45 p.m. to 2:45 p.m. **First Breakout Sessions**(Online) Dual Enrollment Follow-Up (*Claire Coyne, Jerome Hunt, LaTonya Parker, & Iolani Sodhy -Gereben*)

This session is a follow-up to the general session on Academic and Professional Matters: Implementing Dual Enrollment with Intentionality. If you have questions, information, or innovative ideas following that general session, then this session is for you! Join us for an interactive and lively discussion to take a deeper dive into AB 288 legislation. What can faculty do to stay engaged in the authorization of specified high school pupils to enroll in up to 15 units per term? How can faculty build partnership programs that ensure specified conditions are satisfied? How can faculty create conditions that would authorize a community college district to exempt special part-time and full-time students taking up to a maximum of 15 units per term from specified fee requirements? These questions and more will be discussed at this session.

**Thursday, November 16, 2023**3:00 p.m. to 4:00 p.m. **Second Breakout Sessions****Managing Change: Leadership and Strategic Thinking** (*Anna Nicholas LaTonya Parker, & Eric Wada*)

The leadership and strategic thinking in the California community college system revolves around the process of strategic management and change. Join this session and discuss how strategic leadership, change management, data analysis, decision-making, and planning can help you design effective programs and develop the personal management skills required to successfully lead transformation processes in your organization.

- c. President's Update <https://www.asccc.org/presidents-updates>
- d. Meeting Dates: FALL 2023 MEETING DATES AND TIMES

**Time: Nov 6, 2023 09:00 AM-10:30 AM Pacific Time (US and Canada)**

Join Zoom Meeting

<https://rccd-edu.zoom.us/j/82512198974?pwd=HdMPPRt7AutCruTBc5a7ULDT7FZN...>

Meeting ID: 825 1219 8974

Passcode: 386200

**Time: Nov 9, 2023 03:30 PM -5:00 PM Pacific Time (US and Canada)**

Join Zoom Meeting

<https://rccd-edu.zoom.us/j/86705049053?pwd=R9jMQ44EpCgrTBATfAu2c9b0EFbx...>

Meeting ID: 867 0504 9053

Passcode: 280738

**Time: Dec 11, 2023 09:00 AM - 10:30AM Pacific Time (US and Canada)**

Join Zoom Meeting

<https://rccd-edu.zoom.us/j/87218421037?pwd=UL9vI0KdBjhsbRz4HL6NZrki77Zc...>

Meeting ID: 872 1842 1037

Passcode: 745087

**Time: Dec 11, 2023 03:00 PM - 4:30 PM Pacific Time (US and Canada)**

Join Zoom Meeting

<https://rccd-edu.zoom.us/j/81240072102?pwd=KvStciVOXshLtJ7DjHXCyFMiN0F5...>

Meeting ID: 812 4007 2102

Passcode: 004212

VII. General Discussion

VIII. Adjournment

### **Status of Previous Action Items**

**A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

**B. Completed**

October Rostrum Article Submitted *The Faculty Empowerment and Leadership Academy (FELA) Project: Organizational Theory, Values and Ethics* Editors: LaTonya L. Parker Ed. D., Mitra Sapienza

Carolyn Grubbs Williams Leadership Development Institute October 15-20, 2023 Chair attendance with support of ASCCC <https://www.ncbaa-national.org/leadership-programs/carolyn-grubbs-williams-leadership-development-institute/>

CTE and Noncredit Regional at Venture Community College District October 6, 2023

**C. Resources**

---

**ASCCC Livebinder** <https://www.livebinders.com/b/2557634>



**ACADEMIC SENATE**  
for California Community Colleges  
LEADERSHIP • EMPOWERMENT • VOICE

**FACULTY LEADERSHIP DEVELOPMENT COMMITTEE**

<https://www.asccc.org/directory/faculty-development-committee-1>

**SEPTEMBER 7, 2023 MINUTES  
VIRTUAL MEETING**

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.

---

I. Called to Order @ 9:05 am, and Adoption of the Agenda by Consensus

II. Roll Call/Check In Getting to Know Ice Breaker

<b>Member</b>	<b>Term</b>		
LaTonya Parker	2023-24	Chair	X
Mitra Sapienza	2023-24	2 <sup>nd</sup> Chair	X
Alex Mata	2023-24		X
Elizabeth Walker	2023-24		X
Raeanne L. Napoleon	2023-24		X
Anna Nicholas	2023-24		X
Ingrid Greenberg	2023-24		X
Michael Davis	2023-24		----
Lisa Cox Romain	2023-24		X
Kristine Oliveira	2023-24		X

- III. Action: Approval of Minutes N/A
- IV. Norms/Expectations Discussed
- a. [Executive Community Agreements- Chair reviewed ASCCC Exec adopted community agreements for the committee to consider](#)
  - b. In general, committee expectations discussed to include the following:
    - i. Have possibly two all-day Zoom meetings (If in-person the ASCCC will cover travel costs). The meetings will take place as follows: 1 in the fall, 1 in the spring. These meetings will be determined based on committee member availability.
    - ii. Meet once or twice a month by telephone or video conference (CCC Confer or Confer Zoom) for about 1.5 hours as needed and based on committee member availability.
    - iii. Communicate regularly via email.
    - iv. Participate in committee work as described in the Charge, which may consist of writing Rostrum articles and/or ASCCC papers (collaborations with committee members).
    - v. Presenting at Plenary, institutes, or regional meetings to support professional development activities within the scope of the committee goals and priorities.
- V. Reminder Item: Chair shared ASCCC Live binder, flight and travel requests and other resources.

- i. ASCCC Live Binder Link: <https://www.livebinders.com/b/2403154>
- ii. Flight and Travel Request: <https://www.asccc.org/content/flight-and-travel-request>

Committee members are responsible for flight arrangements and to follow up with Travel Reimbursement.

By submitting this request for travel in an official capacity for the Academic Senate for California Community Colleges (ASCCC), I acknowledge that non-refundable travel arrangements may be made. I also acknowledge that I may be financially responsible for any costs. due to updates, time changes or cancellations not initiated by the ASCCC. You can always make your own travel and lodging arrangements. However, please note that the Academic Senate will only reimburse you for the amount of the most economical means of transportation

and lodging.

Submission of request within two weeks of travel date cannot be guaranteed.

ASCCC Committee Chairs Role in Planning for Events/Institutes and Other Information

<https://www.asccc.org/sites/default/files/V.%20D.%20%281%29%20ASCCC%20Committee%20Chairs%20Role%20in%20Planning%20for%20Events%20gm.pdf>

- iii. Assigned Task: Chair reviewed the four ASCCC 2023-26 strategic directions, Faculty Empowerment and Leadership Academy (FELA)  
**ASCCC 2023-2026 four strategic directions:**  
<https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf>

- Embracing Organizational Change
- Engaging Proactively in Partnerships and Advocacy to Advance Faculty Voice and Student Success
- **Developing Innovative Activities to Empower Faculty and Uplift Underrepresented Voices**
- Advancing Faculty Engagement in Data Literacy

#### 1. FELA

##### **Faculty Empowerment and Leadership Academy**

##### [Faculty Empowerment and Leadership Academy | ASCCC](#)

FELA will focus on the development of faculty from historically underrepresented groups in higher education. The academy will provide opportunities to connect with leaders from across the state, to empower faculty to seek leadership roles, and to provide regular contact with mentors. All activities in this leadership development program are designed to ensure participants are ready to meet the challenges of engaging in transformative leadership and equity-minded approaches to working with diverse student populations.

##### PROGRAM MISSION

- **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.

##### OUTCOMES

- Demonstrate a clear understanding of the faculty purview as outlined in the 10 + 1
- Articulate the framework of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) in their professional development and leadership
- Identify various ASCCC resources for local leaders
- Consider their own personal leadership style(s)
- Discuss various structural or systemic challenges for faculty leadership emergence
- Relate their experience to impact their local academic senate work and future leadership

##### PROGRAM REQUIREMENTS

- At least one ASCCC Plenary (virtual or in person) through voting on resolutions
- **FELA Cohort Convening – 2-3** will be scheduled for the 2023-24 year by the Faculty Leadership Development Committee
- Meet monthly with the mentor (in person, phone, or virtual) - duration determined by the mentor in coordination with mentee approximately one half-hour or more per meeting check-in  
Pick a minimum of 3 other observation experiences
- Attend an Area meeting for networking
- Attend a local board of trustee meeting or other local governance meeting
- Attend virtually one ASCCC Executive Meeting
- Attend at least one other ASCCC-sponsored event (webinar/ regional/ standing committee meetings, etc.)

#### 2. Resolutions: Review of past resolutions assigned to FLDC



Resolution Number	Year	Session	Topic	Title	Committee	Status
20.02	2021	Spring	Students	Student Participation in Hiring Processes	Faculty Leadership Development Committee	Assigned
12.01	2017	Fall	Faculty Development	Creation of Professional Development College Courses in Effective Teaching Practices	Faculty Leadership Development Committee	Assigned
12.01	2016	Fall	Faculty Development	Include Professional Learning Network (PLN) Resources to Satisfy Flex Requirements	Faculty Leadership Development Committee	Assigned

- Spring 2021 [Student Participation in Hiring Processes](#)

Whereas, Student voice is critical to the hiring process, and California Education Code’s equal employment opportunity provision implies support for the participation of students to ensure the community college work force is “continually responsive to the needs of a diverse student population by ensuring that all persons receive an equal opportunity to compete for employment and promotion” (Ed. Code §87100 (a) (3));

Whereas, Chancellor’s Office General Counsel’s Legal Opinion 2020-08: Student Participation in Community College Recruitment (September 2020)<sup>1</sup>, states, “Nothing in state law prohibits students from participating in community college recruitment and selection processes”;

Whereas, Legal Opinion 2020-08 further states that students are adults and therefore are “capable of understanding the sensitivity of employment-related information, being trained in the proper treatment of confidential information, and being expected to adhere to confidentiality requirements”; and

Whereas, The California Community Colleges Board of Governors Diversity, Equity, and Inclusion Implementation Plan calls for diversifying hiring committees and includes student representation on screening and hiring committees as a best practice<sup>2</sup>;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to review their hiring processes, discuss the role of students in hiring processes, and include local student governments and human resource offices in those discussions; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources to support local academic senates in including students in hiring processes.

- Fall 2017 [Creation of Professional Development College Courses in Effective Teaching Practices](#)

Whereas, Student success depends on excellent teachers, and many faculty, both full-time and part-time, have limited training in the art of teaching, and the Center for Community Colleges reports that more than 58% of community college courses are taught by “contingent” faculty;<sup>[1]</sup>

Whereas, All faculty, full-time or part-time, would benefit from a program of online professional

development courses designed for community college faculty that present the best, most effective, and innovative ways to help students to learn;

Whereas, The sum of the total always being stronger than the individual parts, a statewide compilation of best teaching practices illustrating the innovative, original, new, novel, fresh, unusual, unprecedented, avant-garde, experimental, inventive, ingenious, and creative practices in the art of teaching would be a powerful tool for all faculty to utilize; and

Whereas, The California Community Colleges Chancellor’s Office (CCCCO) division of Institutional Effectiveness oversees development and operation of a comprehensive technical assistance program to

further student success that overlays every division of the CCCCCO including academic affairs, student services, economic and workforce development, research, and fiscal affairs, and will develop a framework of indicators focused on accreditation, fiscal viability, student performance, and compliance with state and federal guidelines;

Resolved, That the Academic Senate for California Community Colleges create a module of effective practices in teaching for the Professional Development College for all faculty, to utilize at their convenience; and

Resolved, That the Academic Senate for California Community Colleges seek funding from the California Community Colleges Chancellor's Office Institutional Effectiveness Partnership Initiative, or other sources, to create a systematic network of effective practices in teaching for the Professional Development College.

- Spring 2017 [Support Use of Sabbaticals and Other Professional Development for Open Educational Resources Development](#)

Whereas, Curriculum, including the selection and development of instructional materials, is an area of faculty primacy under Title 5 §53200 and the development of open educational resources (OER) is a worthwhile curriculum-related endeavor that will benefit students;

Whereas, Assembly Bill 798 (Bonilla, 2015) encourages the use of OER, and zero-textbook-cost degree efforts are underway that seek to provide an opportunity for students to earn a degree with no expenses associated with instructional materials;

Whereas, Access to and use of textbooks and ancillary materials can facilitate successful course completion by students, and students may postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion; and

Whereas, According to the senate paper *Sabbaticals: Benefitting Faculty, the Institution, and Students* (2007) major purpose of sabbaticals "...is to provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, and travel;"

Resolved, That the Academic Senate for California Community Colleges encourage local senates and bargaining units to work with their administration to allow the use of sabbaticals and other professional development opportunities for the development of accessible open educational resources.

- **Fall 2016 Resolution Number 12.01**  
<https://asccc.org/resolutions/include-professional-learning-network-pln-resources-satisfy-flex-requirements>

**Assigned to** Faculty Leadership Development Committee  
**Category** Faculty Development

Whereas, Many faculty are required to complete a minimum number of professional development or

Flex hours each semester;

Whereas, The Professional Learning Network (PLN) is an online professional development repository that provides access to professional development activities offered by vendors like Lynda.com as well as resources that have been developed and reviewed by community college faculty, administrators, and classified staff that cover many of the same topics that are presented during on campus Flex sessions;

Whereas, Allowing the use of professional development resources available through the PLN to meet Flex obligations will enable full- and part-time faculty to choose from a wide

array of materials that can be covered whenever it is convenient instead of only having professional development options during designated professional development or Flex days; and

Whereas, The California Community Colleges Chancellor's Office's *Guidelines for the Implementation of the Flexible Calendar Program* has not been amended or updated since April 2007;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to re-evaluate activities in the *Guidelines for the Implementation of the Flexible Calendar Program*<sup>[1]</sup> to include activities on the Professional Learning Network (PLN);

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to review and update the *Guidelines for the Implementation of the Flexible Calendar Program*; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to work through their local process to allow faculty to use professional development activities available through the Professional Learning Network (PLN) to satisfy their required Flex obligation.

iv. **Action/Discussion Items:**

v. **Rostrum Articles: Brainstormed a few Rostrum ideas**

1. Discussion: Rostrum Article: Brainstormed a few Rostrum ideas 1) on belonging and 2) response to including students in hiring processes (20.02 from Spring 2021) with potential overlap in statewide EEO efforts and Student Senate for CCC partnership.
  - Brainstorming Notes: Response to Spring 2021 [Student Participation in Hiring Processes](#) resolution
    - How to Include Students in Hiring Processes
    - How to Effectively update Hiring Practices
      - Collab with SSCCC or a student leader to co-author
        - The view from faculty, the view from students about WHY they should be included
          - Benefits to
            - Students --professional growth
            - Search committee members -- intentionality of centering students, student success and student outcomes, in every part of the hiring process
            - Department or program -- supporting students on another level (not just in course work, but beyond)
            - Institution -- student-informed processes empower student voice and embolden institutions to be more student ready

- Potential connection to Grow Your Own programs
- Search Committees as Professional Development

a. Editorial Guidelines for the Rostrum

<https://asccc.org/sites/default/files/Editorial%20Guidelines%20for%20the%20Rostrum.pdf>

Rostrum Timeline 2023-24

b. February 2023 Rostrum <https://www.asccc.org/rostrum-reader/2023/February>

Rostrum Timeline 2023-24				
To ED	To Editor	To President	To Visual Designer	To Field
October 1	October 9	October 16	October 23	November 16
January 14	January 22	January 29	February 5	February 23
March 3	March 11	March 18	March 25	April 18

I. Status of Previous Action Items

- a. Assigned Resolutions (strikethroughs indicate completed resolutions)

II. Announcements/Resources

- a. **Resolutions:** <https://www.asccc.org/events/2023-spring-plenary-session>

- b. New ASCCC Executive Board <https://www.asccc.org/executive-committee/members>

- c. Action/Discussion Item:

- i. Upcoming Events and Meetings <https://www.asccc.org/calendar/list/events>

**Executive Committee Meeting**

**September 15, 2023 - 8:00am - September 16, 2023 - 5:00pm** San Jose City College/San Jose Marriott

**CTE Collaborative Events and Regional Consortium**

**September 21, 2023 - 10:00am** Orange Coast College Planetarium

**2023 Accreditation Institute**

**September 29, 2023 - 10:30am - September 30, 2023 - 11:30am** 1770 South Amphlett Blvd

**CTE Collaborative Events and Regional Consortium**

**October 6, 2023 - 10:00am** South Central Coast

- d. President's June 2023 Update <http://createsend.com/t/y-9DA772CE56253E162540EF23F30FEDED>

III. Meeting Dates:

Chair discussed meeting agendas are collaborative, so members are encouraged to contribute  
Members discussed potential future meeting times; chair will send a doodle poll.

- IV. General Discussion: Review suggestions from last year’s FLDC in Status of Previous Action Items and End of Year Report (pg 8-9am)
- V. Adjournment

### Status of Previous Action Items

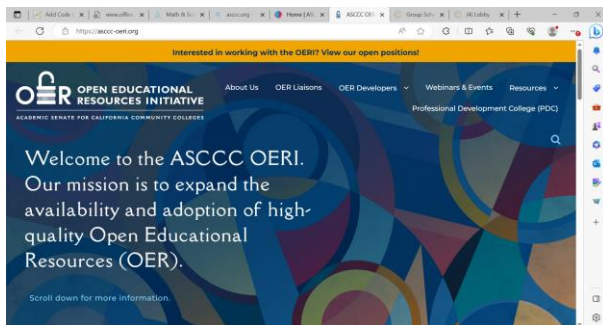
- A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
- B. **Completed**

#### Resource:

#### ASCCC Livebinder

<https://www.livebinders.com/b/2557634>

[ASCCC OERI - ASCCC Open Educational Resources Initiative \(asccc-oeri.org\)](http://asccc-oeri.org)



Academic Senate for California Community Colleges Professional Development College (PDC)  
[Professional Development College \(PDC\) - ASCCC Open Educational Resources Initiative \(asccc-oeri.org\)](http://asccc-oeri.org)

### Curriculum

Curriculum Development – The PDC is pleased to offer a **five-course series** that provides an overview of various aspects of curriculum development. Participants who complete all five courses may be eligible to earn ASCCC’s Curriculum Development Certificate of Completion. In order to earn a Certificate, all components of the five-course series must be successfully completed. Each course consists of multiple units. There is a quiz associated with each unit and a final exam for each course. Successful completion requires earning 100% on all quizzes and at least 80% on the final exam for each course. All assessments are multiple-choice. While quizzes may be taken more than once, the final exam for each course can only be taken once. Individuals who are interested in having their work formally recognized should contact Krystinne Mica for more information. The completion of the series should take approximately eight hours.

Important: All courses are offered via Canvas and set so that you can “self-enroll”. Please be sure that you are logged into your home instance of Canvas before attempting to access any PDC course.

[I. Curriculum 101: Introduction and Types of Courses](#)

[II. Programs and Awards](#)[III. The Course Outline of Record \(COR\)](#)[IV. Program and Degree Proposals](#)[V. Focus on Career Technical Education \(CTE\)](#)

Academic Senate for California Community Colleges. (2021). *Mentorship Handbook*. [https://www.asccc.org/sites/default/files/publications/asccc\\_mentorship\\_handbook\\_2021.pdf](https://www.asccc.org/sites/default/files/publications/asccc_mentorship_handbook_2021.pdf)

Rostrum Article: Faculty Empowerment Leadership Academy: Participation Matters  
November 2022 [Yessica Diaz Roman](#)  
<https://asccc.org/content/faculty-empowerment-leadership-academy-participation-matters>

Message from previous chair:

All FLDC agendas and minutes from the 22-23 year are on the [ASCCC FLDC webpage](#). However, I wanted to share the [22-23 FLDC google drive](#) that has a variety of tools and resources that were created to support the work of FELA. In this drive you will find materials for the three different cohort convenings we held

this past year (initial, midway, and final); sample cohort communications; monthly reading resources for the cohort; template for cohort summary reports; and this past year's cohort completed summaries with some excellent feedback and suggestions moving forward.

**Academic Senate for California Community Colleges  
End of Year Report Form for  
Standing Committees/Task Forces/Chancellor's Office (CO) Groups**

Each chair and faculty representative's responsibility is to the Academic Senate and the faculty it represents, as well as to the Executive Committee that carries out the Senate's charges. Each chair and representative has a responsibility to communicate clearly with successive committees what has been accomplished, what has only been partially addressed, what remains to be completed, and what possibilities lie ahead for the coming year.

The chair or senior appointed representative must write an end of year report outlining the actions taken and work done by the committee and contains information to allow subsequent chairs to continue to move forward with the work of the committee.

**Standing Committee/Task Force/Chancellor's Office Group Name:** ASCCC Faculty Leadership Development Committee (FLDC)

**Committee/Task Force Chair/ASCCC Representative Name:** Christopher Howerton, ASCCC North Representative

**Academic Year:** 2022-2023

**Number of meetings held this year:**

- 9 committee meetings

2022-2023 Meeting Dates

- **Fall 2022:** 8/29, 9/27, 10/26, 11/22; **Spring 2023:** 1/20, 2/15, 3/21, 4/12, 5/9

- 3 FELA Cohort Convenings (virtual): [Initial Convening 12/19/23](#); [2nd Convening 2/24/23](#); Final Convening 5/19/23)
  - [FELA Initial Convening Agenda](#);
    - [FELA Initial Convening Presentation](#) (12/16/2022)
  - [FELA Midway Check-in Convening Agenda](#);
    - [FELA 2nd Cohort Convening Presentation](#) (2/24/23)
  - [FELA Final-Summary Convening Agenda](#);
    - [FELA Final Cohort Convening Presentation](#) (5/19/2023)

**1. In addition to the ASCCC strategic plan goals, did the committee have other goals for this year? If so, please describe.**

- Restructure the Faculty Empowerment Leadership Academy (FELA) to include a focus on the ASCCC IDEAA framework, and to build a stronger sense of “cohort community”
- Develop a [repository for suggested monthly readings](#) for cohort mentors and mentees to support constructive interactions and discussions.
- Develop a set [standard sample communications](#) to be used for the FELA program
- Update application process and timeline, resources, program requirements (minimize cost for participants) and develop more flexibility.

**2. Please summarize accomplishments of the committee/task force/CO group this year, highlighting specific resolutions, papers, resources, or Rostrum articles developed:**

1. Maintained [FLDC/FELA](#) ASCCC Webpages
2. Update FELA Timeline. Including the recruitment of participants, expectations for completion, and review of letters.
3. Update FELA application forms (new google forms)
4. Developed and structured FELA cohort convenings
5. Fall 2022 Plenary BO Session
6. Selected FELA participants (mentors and mentees)
7. Held first initial cohort convening (Dec 2022)
8. Sent readings for January to cohort
9. Sent readings for February to cohort
10. Held 2nd FELA Cohort Convening (Feb 2023)
11. Sent readings for March to cohort

12. Sent readings for April to cohort
13. added FELA ribbons for Cohort to wear on name badges during Plenary events
14. Started recruitment for 2023-2024 FELA cohort (Mentors and Mentees)
15. Book in common recommendation for cohort. Juana Bordas' Salsa, Soul, and Spirit: Leadership for a Multicultural Age (ISBN) 978-1-60994-117-8
16. Sent May readings and FELA summary report template to cohort
17. Planned and held final FELA Cohort Convening (May 2023)
18. Developed repository of cohort communications
19. Developed a [FELA Cohort final summary/Report template](#) for mentee participants.

**3. Were there assignments that your committee was unable to address this year or are currently in progress and not completed? If so, please describe.**

- There is a need to still fully revise the Mentor and Mentee selection rubrics to fully include IDEAA criteria and align with updated mission/vision for academy.

**4. Do you have any recommendations for what the committee should focus on next year?**

- Monitor the number of mentor applications and actively recruit with some personal “reach outs”/ invitations. Maybe consider other former ASCCC Exec members who are still faculty as an invitation. (We had one current and two former exec members serving as mentors for the 22-23 cohort)
- Consider any feedback from the 22-23 cohort that was collected on their summary-reflection reports.
- Consider a formal repository of developed resources and suggestions into a FELA Coordinator Handbook/Toolkit as a guide to ensure consistency and momentum for this program. (possibly a google doc or canvas shell?) TBD
- In the 22-23 year we had many more mentee applications than mentor applications. With the desire to keep the mentor experience as near one-to-one as possible we only had 6 mentors, and accepted a total of 11 mentees (over 30 applied) for this revised FELA pilot. The early recruitment of mentors may help in the total numbers of mentees we can serve. Also, we did have a couple of mentees that were unable to continue in the program, there was not a waitlist to bring in new mentees for mentors. I had one mentor who’s mentees left the program, but was able to keep the mentor engaged and welcomed her to the formal cohort convenings (as she was still part of the cohort community even without mentees) where she could share her experiences to the entire cohort.
- Marketing with testimony and success stories from participants (both from mentors and mentees) to share the impact of this experience.

Other comments:



The primary focus for the FLDC this year was the support and work on FELA. Now that a FELA structure and initial resources have been developed the committee may want to consider other overall professional development support that may be needed in the field and consider partnerships with ASCCC Relations with Local Senates to support local senate president professional leadership support, or support with empowering our formal ASCCC liaisons and caucuses to support diversity in leadership. Opportunity to promote diversity in leadership and actively encourage new leaders in our system.

### 2022-2023 Members

Christopher Howerton, ASCCC North Representative, Chair

Manuel Velez, ASCCC Area D Representative

Anna Nicholas

Elizabeth Walker

Suman Mundunuri

Kathy Osburn

Miryan Nogueira

### 2022-2023 FELA Cohort Shared Resources Repository

\*See below this list for some additional academy suggestions from the 22-23 mentors based on their experience that could be considered for the 23-24 cohort.

Date	Submitted By	Resource	Description
Jan 2023	C. Howerton	<ul style="list-style-type: none"> <li>• <a href="#">Women in Leadership: Finding your Voice</a></li> <li>• <a href="#">‘What’s has the most significant impact on leadership of color?’ 16 Philly-area leaders answer our question.</a></li> <li>• <a href="#">Is our leadership approach stuck in the 1840’s</a> (Oct. 10, 2022)</li> </ul>	three conversation starter articles for mentors and mentees.
Jan 2023	C. Howerton	<ul style="list-style-type: none"> <li>• <a href="#">ASCCC Local Senates Handbook</a></li> <li>• <a href="#">ASCCC Mentoring Handbook</a></li> </ul>	ASCCC published handbooks
Jan 2023	M. Cruz	<ul style="list-style-type: none"> <li>• <a href="#">Self Care Day</a></li> </ul>	Self-Care
Feb 2023	C. Howerton	<ul style="list-style-type: none"> <li>• <a href="#">Contingency Theory of Leadership and various contingency leadership models</a></li> </ul>	In Prep for 2nd Cohort Convening

		<ul style="list-style-type: none"> <li>• <a href="#">Impact of Transformational and Servant Leadership on Organizational Performance: A comparative Analysis</a></li> <li>• <a href="#">The Role of Servant Leadership and Transformational Leadership in Academic Pharmacy</a></li> <li>• <a href="#">Difference between Servant Leadership and Transformational Leadership</a></li> <li>• <a href="#">Transformational versus Servant Leadership: A difference in Leader Focus</a></li> <li>• <a href="#">styles perspectives</a></li> </ul>	
Feb. 2023	C. Howerton	<ul style="list-style-type: none"> <li>• <a href="#">3 Tips for Successful Mentoring Conversations   ATD</a></li> <li>• <a href="#">The Fundamentals of Mentoring</a></li> </ul>	For Mentors
March 2023		<p><b>For the Mentors</b></p> <ul style="list-style-type: none"> <li>• <a href="#">What the Best Mentors Do</a></li> </ul> <p><b>For the full Cohort</b></p> <ul style="list-style-type: none"> <li>• <a href="#">10 Principles of Leadership Latino Style - Dr. Santalynda Marrero</a></li> <li>• <a href="#">Leadership Styles of Ethnic Minority</a></li> </ul>	

		<p><a href="#">Leaders</a> (note some reference for further reading)</p> <ul style="list-style-type: none"> <li>• <a href="#">Gender, Leadership and Organization</a></li> <li>• <a href="#">3 Incredible Black Leaders with Exceptional Leadership Style</a></li> <li>• <a href="#">50 Questions to ask a Mentor for a Great Mentorship Experience</a></li> </ul>	
March 2023	Pablo Martin	<p><a href="#">Hosting hybrid meetings under the traditional Brown Act Google Form</a></p>	<p>For folx interested in (the rather cumbersome efforts required for) hosting hybrid meetings for ALL senators, here's the Google Form we're using to do so.</p> <p>-Thanks for the add, Pablo - CH</p>
April 2023	C. Howerton	<ul style="list-style-type: none"> <li>• <a href="#">The Importance of Intersectionality in Higher Educational and Educational Leadership Research</a></li> <li>• <a href="#">ASCCC Resolution Handbook</a></li> <li>• <a href="#">ASCCC Resolution Writing and General Advice</a></li> <li>• <a href="#">Adopted ASCCC Resolutions Repository</a></li> </ul>	<p>In preparation for Spring Plenary, some information about ASCCC Resolutions and follow up from a question during 2nd cohort convening.</p>

		<ul style="list-style-type: none"> <li>• <a href="#">ASCCC Election Information</a></li> </ul>	
May 2023	C. Howerton	<p>FINAL Cohort Reading and Reminders:</p> <ul style="list-style-type: none"> <li>• FELA Summary Form (must be submitted to FELA Coordinator and ASCCC Executive Director by end of May)</li> <li>• Link for ASCCC Leadership Institute</li> <li>• Link to volunteer for ASCCC state-wide committee service</li> <li>• <a href="#">Leading with Integrity</a></li> <li>• <a href="#">The Necessity of Integrity for Leading in Times of Crisis</a></li> <li>• <a href="#">4 Reasons Why You Must Lead with Integrity</a></li> </ul>	<p>In preparation to finalize academy experience and recruit for state-wide service.</p> <p>Also, a final thought reading on integrity and leaderships</p>

### Feedback from Academy Mentors for consideration (collected 5/19/23)

#### Themes and Suggestions

- Is there an opportunity with the foundation or other ways to set up ongoing donations to help support the FELA program to promote **sustainability**?
- The mentors would benefit from a **mentors-only orientation** about some strategies to help keep mentees engaged or support for suggested structure of interaction.
- Remember that not all faculty are seeking senate leadership, but to also support faculty who lead in their classrooms, may move into chairing departments or college-wide activities that are also leadership.
- Enjoyed the focus on diverse leadership styles and including the cultural perspectives
- Consider the timing of the cohort convenings to not overlap with end-of-the year obligations.
- If a mentor is assigned more than one mentee, try to ensure that the mentees have similar goals or level of experiences to support the mentor.

- try to **intentionally make space** and opportunities for mentors/mentees during the plenary events **if appropriate and possible**. (due to the late start of the 22-23 cohort we were only able to invite participants to the Spring plenary)



**ACADEMIC SENATE**  
**for California Community Colleges**  
LEADERSHIP • EMPOWERMENT • VOICE

**FACULTY LEADERSHIP DEVELOPMENT COMMITTEE**

<https://www.asccc.org/directory/faculty-development-committee-1>

**AGENDA/MINUTES**

Time: Oct 5, 2023 05:00 PM Pacific Time (US and Canada)

Time: Oct 9, 2023 10:30 AM Pacific Time (US and Canada)

---

Zoom Meeting

## Call to Order and Adoption of the Agenda

Members gave one-minute check-ins

## Roll Call/Check In

Member	Term		
LaTonya Parker	2023-24	Chair	10/5
Mitra Sapienza	2023-24	2 <sup>nd</sup> Chair	10/5
Alex Mata	2023-24		10/9
Elizabeth Walker	2023-24		
Raeanne L. Napoleon	2023-24		
Anna Nicholas	2023-24		10/5
Ingrid Greenberg	2023-24		10/5
Michael Davis	2023-24		
Lisa Cox Romain	2023-24		
Kristine Oliveira	2023-24		

Action: Approval of **Minutes September 7, 2023**

**Approved unanimously**

Norms/Expectations

[Executive Community Agreements](#)

Reminder Item:

ASCCC Live Binder Link: <https://www.livebinders.com/b/2403154>

Flight and Travel Request: <https://www.asccc.org/content/flight-and-travel-request>

Assigned Task

**ASCCC 2023-2026 four strategic directions:** <https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf>

Faculty Empowerment and Leadership Academy

[Faculty Empowerment and Leadership Academy | ASCCC](#)

FELA will focus on the development of faculty from historically underrepresented groups in higher education. The academy will provide opportunities to connect with leaders from across the state, to empower faculty to seek leadership roles, and to provide regular contact with mentors. All activities in this leadership development program are designed to ensure participants are ready to meet the challenges of engaging in transformative leadership and equity-minded approaches to working with diverse student populations.

PROGRAM MISSION

Resolutions:

Spring 2021 [Student Participation in Hiring Processes](#)

Fall 2017 [Creation of Professional Development College Courses in Effective Teaching Practices](#)

**Alex -General discussion 3CSN partnerships. Creating course pathways and gap opportunities (i.e. ethnicity piece). Discuss next meeting.**

Spring 2017 [Support Use of Sabbaticals and Other Professional Development for Open Educational Resources Development](#)

**Fall 2016 Resolution Number 12.01** <https://asccc.org/resolutions/include-professional-learning-network-pln-resources-satisfy-flex-requirements>

Action/Discussion Items: Assigned Task Implementation/Action

#### Rostrum Articles

Discussion: Rostrum Article

Editorial Guidelines for the Rostrum

<https://asccc.org/sites/default/files/Editorial%20Guidelines%20for%20the%20Rostrum.pdf>

#### Rostrum Timeline 2023-24

February 2023 Rostrum <https://www.asccc.org/rostrum-reader/2023/February>

Discuss January Rostrum Article Proposals and FLDC internal December 2023 deadline

**Discussion of potential rostrum on Including Students on Hiring Committees**

Mitra will send an email to all FLDC members to share the initial idea and draft outline to solicit interest in collaborating on an article on this topic.

10/9 General discussion boundaries and faculty responsibilities, faculty equity issues and burnout. Ensuring 10+1 and not working conditions. What is the ASK? Alex will follow up for January completion.

Rostrum Timeline 2023-24					
To ED	To Editor	To President	To Visual Designer	To Field	
<del>October 1</del>	October 9	October 16	October 23	November 16	
January 14	January 22	January 29	February 5	February 23	
March 3	March 11	March 18	March 25	April 18	

#### Status of Previous Action Items

Assigned Resolutions (strikethroughs indicate completed resolutions)

Announcements/Resources

**Resolutions:** <https://www.asccc.org/events/2023-spring-plenary-session>

Carolyn Grubbs Williams Leadership Development Institute October 15-20, 2023 Chair

attendance with support of ASCCC <https://www.ncbaa-national.org/leadership-programs/carolyn-grubbs-williams-leadership-development-institute/>

#### Action/Discussion Item:

Discussion about digital literacy

A webinar about this could offer practical applications

Digital Literacy Student Access: Digital Equity and Literacy

November 30, 2023 –Digital Literacy, Instructional Design

May 2, 2024 – Hyflex

[https://docs.google.com/document/d/1W7oRpHT\\_sOn7G56ICs2yBEq7E94bMSmyrMBSOap0Erc/edit](https://docs.google.com/document/d/1W7oRpHT_sOn7G56ICs2yBEq7E94bMSmyrMBSOap0Erc/edit)

RP collaboration: LaTonya will follow up with RP group about a third webinar on counseling faculty data report. African American Transfer Tipping Point study

<https://rpgroup.org/All-Projects/ArticleType/ArticleView/ArticleID/269>

Fall Plenary General Session #3. African American Transfer Tipping Point study and have invited them to present in a general session at Plenary.

Upcoming Events and Meetings <https://www.asccc.org/calendar/list/events>



**CTE Collaborative Events and Regional Consortium October 6, 2023 -  
10:00am South Central Coast**

Area Meetings

**[Area C Meeting](#)**

**October 27, 2023 - 9:00am** Zoom Events

**[Area A Meeting](#)**

**October 27, 2023 - 9:00am** Zoom Events

**[Area D Meeting](#)**

**October 27, 2023 - 9:00am** Zoom Events

**[Area B Meeting](#)**

**October 27, 2023 - 9:00am** Zoom Events

ASCCC Fall Plenary **November 16-18, 2023**

<https://www.asccc.org/events/2023-fall-plenary-session>

*Review of members for panel discussion on Dual Enrollment panel*

**Thursday, November 16, 2023**

10:25 a.m. to 11:25 a.m. **Second General Session**

Academic and Professional Matters: Implementing Dual Enrollment with Intentionality  
(panel) (*Parker*)

**Thursday, November 16, 2023** 1:45 p.m. to 2:45 p.m.

**First Breakout**

**Sessions**

(Online) Dual Enrollment Follow-Up (*Parker*)

**Thursday, November 16, 2023** 3:00 p.m. to 4:00 p.m.

**Second Breakout**

**Sessions**

Managing Change: Leadership and Strategic Thinking

President's Update <https://www.asccc.org/presidents-updates>

Meeting Dates: FALL 2023 MEETING DATES AND TIMES

**Thursday, September 7, 2023 9:30 am-10:30 am Zoom**

<https://rccd->

[edu.zoom.us/j/87170651586?pwd=Z0xaaWxzSIFlaXVTdUd1aEpRaE1Zdz09](https://rccd-edu.zoom.us/j/87170651586?pwd=Z0xaaWxzSIFlaXVTdUd1aEpRaE1Zdz09)

**Meeting ID: 871 7065 1586 Passcode: 935299**

Topic: ASCCC FLDC Meeting-Cancelled

Time: Oct 2, 2023 11:30 AM -1:00 PM Pacific Time (US and Canada)

**Time: Oct 5, 2023 05:00 PM-6:00PM PM Pacific Time (US and Canada)**

Join Zoom Meeting

<https://rccd->

[edu.zoom.us/j/86703388332?pwd=DImaYKNaA56YEPN0K5bjJHIwZCTu...](https://rccd-edu.zoom.us/j/86703388332?pwd=DImaYKNaA56YEPN0K5bjJHIwZCTu...)

Meeting ID: 867 0338 8332

Passcode: 169676

**Time: Oct 9, 2023 10:30 AM Pacific Time (US and Canada)**

Join Zoom Meeting

<https://rccd-edu.zoom.us/j/86185805154?pwd=Ff1Cl1hvWQfyzKZv3QJ9NB01pTdA...>

Meeting ID: 861 8580 5154

Passcode: 956152

**Time: Oct 27, 2023 01:00 PM -2:00 PM Pacific Time (US and Canada)**

Join Zoom Meeting

<https://rccd-edu.zoom.us/j/83151462050?pwd=kkpKTMTbYSexBwo16YAiNC AfXyrK...>

Meeting ID: 831 5146 2050

Passcode: 259773

**Time: Nov 6, 2023 09:00 AM-10:30 AM Pacific Time (US and Canada)**

Join Zoom Meeting

<https://rccd-edu.zoom.us/j/82512198974?pwd=HdMPPRt7AutCruTBc5a7ULDT 7FZN...>

Meeting ID: 825 1219 8974

Passcode: 38620

**Time: Nov 9, 2023 03:30 PM -5:00 PM Pacific Time (US and Canada)**

Join Zoom Meeting

<https://rccd-edu.zoom.us/j/86705049053?pwd=R9jMQ44EpCgrTBATfAu2c9b0 EFbx...>

Meeting ID: 867 0504 9053

Passcode: 280738

**Time: Dec 11, 2023 09:00 AM - 10:30AM Pacific Time (US and Canada)**

Join Zoom Meeting

<https://rccd-edu.zoom.us/j/87218421037?pwd=UL9v10KdBjhsbRz4HL6NZrki77 Zc...>

Meeting ID: 872 1842 1037

Passcode: 745087

**Time: Dec 11, 2023 03:00 PM - 4:30 PM Pacific Time (US and Canada)**

Join Zoom Meeting

<https://rccd-edu.zoom.us/j/81240072102?pwd=KvStciVQXshLtJ7DJhXCYFMi NOF5...>

Meeting ID: 812 4007 2102

Passcode: 004212

VI. General Discussion

VII. Adjournment

Status of Previous Action Items

**In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

Completed

October Rostrum Article Submitted *The Faculty Empowerment and Leadership Academy (FELA) Project: Organizational Theory, Values and Ethics* Editors: LaTonya L. Parker Ed. D., Mitra Sapienza

Resources

---

ASCCC Livebinder <https://www.livebinders.com/b/2557634>



**Rising Scholars Faculty Advisory Committee Meeting**  
**Friday, August 25<sup>th</sup>, 11:00 am – 12:30 pm**

The work of the Rising Scholars Faculty Advisory Committee shall advance the 10+1 while championing students and advocating for student success within carceral education programs. The committee’s work shall support faculty professional learning in the areas of equity, pedagogy, social justice, and community building as it relates to instruction, governance, and student support for carceral-impacted students. ASCCC and RSFAC are committed to representational identity, including lived experiences, of members that is a reflection of the students being served. The committee will provide input and make recommendations to the Executive Committee, the Chancellor’s Office Rising Scholars Advisory Committee, and will express the faculty voice in spaces where carceral education discussions take place and policies and agreements that impact faculty and students are made. The Rising Scholars Faculty Advisory Committee will utilize liaisons to disseminate information from ASCCC, the Rising Scholars Network, and the Chancellor’s Office to local faculty teaching in carceral-impacted settings.

**Zoom Info:**

**Juan Arzola (el/ese/he/him/his) is inviting you to a scheduled Zoom meeting.**

<https://cos-edu.zoom.us/j/3279913568?pwd=ZfVubzdYlJRd3pFQ2lhQ0dXSEdGZz09>

**Meeting ID: 327 991 3568 Passcode: 318247**

**One tap mobile**

**+16694449171, +12532158782**

**Meeting ID: 327 991 3568 Passcode: 318247**

**MINUTES**

I. Call to Order and Roll Call:

Juan Arzola – 1 <sup>st</sup> Chair	Sarah Shepard – 2 <sup>nd</sup> Chair	Jessica Paisley
Anne-Marie Beck	Ashley Knowlton	Ariana Flores
Jacqueline Alvarez	Gail Ann Rulloda	Joseph Almeida
Donna Necke		

II. Introductions of committee members

*All members introduced themselves.*

III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2023 – 2024](#).

*Jessica volunteered to take minutes.*

*Juan reviewed the contents of the shared folder, in particular, items from last year and where to find documents.*

IV. Committee agreements

*Homework—identify some absolute principles and values we are going to abide by when we come into this space.*

V. 2023 – 2024 RSFAC Goals and Priorities.

A. RSFAC activities carried over from last year’s committee

1. Implement 2023 – 2024 RSFAC Work Plan

a. Webinar—give at least 1 this year, ideas and topics?

- b. Faculty Office Hours—*provide time for RSN colleagues to check in with us. Share experiences, success, thoughts. Coffee hours” 2x/session. We need to bring definition to what this looks like.*
  - c. Regional gatherings—*we are up for doing these. Need to do some collaboration and create a game plan.*
    - i. Expand faculty participation to include those in state and county programs.
  - d. Increase interaction with Rising Scholars Liaisons through newsletters and listserv.
- B. Rostrum articles—*file on google shows last year’s ranking and ideas. Juan and Sarah will do a rostrum about the committee with hope to elevate this committee and its work.*
1. Status update on rostrum articles started last year?
    - a. Topics from last year in order of interest:
      - i. Forgotten Voices of the Carceral System
      - ii. Gender Identity in Prison: Policing Trans Bodies
      - iii. Tie—The Need for Ally Training Programs on Campus & Challenges and Considerations for Hiring Formerly Incarcerated or Justice-involved Students on Campus
      - iv. Identity-lived Experience-Scholarly= Autoethnographic Space in the Academy
      - v. Programming in Youth Facilities: Transitioning to College and Connecting to Support Services, and Building Community
      - vi. Pedagogical Considerations for RISE Students
      - vii. Imposter Syndrome in RISE Faculty
- C. Resolutions
1. Ideas?
    - a. Update CCCApply to allow data on justice-involved students at the local level to be collected to support equitable resource allocation.  
*Can we add a separate application for currently incarcerated students CCCapply IDs now needed but there is no support—20 minute time limit per application.*  
*New MIS data requirements—gathering this data from CCCapply rather than putting on programs. Guidance on how to properly get this data.*

- VI. Announcements—*Juan reviewed these announcements with the committee.*
- A. [Fall 2023 Plenary](#)
    1. November 16 – 18 in Costa Mesa
    2. Theme: To be determined at Sept. ASCCC Executive Board meeting
  - B. Check for upcoming events at [here](#)
  - C. [Application for Statewide Service](#)

- VII. Closing Comments
- A. Any other final comments or suggestions?  
*Committee members present agreed that a Friday around 11 am, seems to work best. Consequently, it was agreed that one Friday per month for the fall session would be identified for regular meetings.*

VIII. Adjournment

**In Progress**

**Completed Tasks:**



## Baccalaureate Degree Program (BDP) Workgroup Notes Tuesday, December 4, 2023 10:00 a.m. – 11:00 a.m.

1. **Members present:** Leslie LeBlanc, Jolena Grande, Carrie Roberson, Frank Nigro, Shelly Hess, Leslie Minor, Carmen Dones, Dolores Davison, Lillian Justice

### 2. Chancellor's Office Updates

#### a) BDP Cycle 2

- Five programs are still awaiting evidence from CSU on specific objections. There have been no updates to this.

#### b) BDP Cycle 3

- Twelve out of twenty applications were given provisional approval to move forward to the next step.
- The twelve programs have been sent to the segments for review. They have until 1/8/24 to provide objections and evidence of duplication.

#### c) BDP Cycle 4

- The cycle 4 application was released on 11/17/23 and will be due on 1/15/24. The link to apply and a pdf of the application is available on the BDP website.
- There were minimal changes. One question was added to the non-duplication section on collaborative efforts with CSU.
- A Call for Readers will be sent out shortly. Several members present volunteered.

#### d) ICAS and intersegmental meetings

- ICAS will be providing their recommendations on duplication soon and the Dispute Resolution Workgroup continues to meet. No other updates.

### 3. Community College Baccalaureate Degree Title 5

#### a) New Regulations

- The 5C BDP workgroup is continuing their work on a draft of new title 5 regulations for community college baccalaureate degrees. It is hoped the draft will go to the full 5C in January.

#### b) Repeal and Revise Regulations

- Title 5, section 55009 was shared and discussed. The members agreed that there may still be a handbook, but it will be more of a guide and that this regulation should be repealed.
- Title 5, section 58520 was shared and discussed. There is cleanup "pilot" language that needs to be removed and the 5C BDP workgroup is considering added language to require the upper division fees be used for the BDP.
  - Concern that lower division students could not use upper division materials or sharing of faculty and counselors.
  - Initial intent was to track use of funds.



**Key take away:**

- i. The proposed change could complicate matters.
- ii. The full 5C group should discuss.

## 4. BDP Scoring Rubric

- a) The group discussed proposed revisions to the BDP Scoring template that will make all sections an equal value of 30 points.
  - Concern this lessens the value of workforce need which was the intent of the legislation.
  - Concern colleges applying for previously approved programs or where there is no similar program will be disadvantaged due to inability to demonstrate analysis of comparison. There is nothing to compare.

**Key Takeaways:**

- i. Equal values make sense as each section is equally important.

## 5. Open Discussion

- a) Question asked on the difference between the BDP Workgroup and BDP Steering Committee?
  - The Workgroup is how to get there; the Steering Committee is, now we are here, what do we do; troubleshooting for colleges.
- b) Question on whether approved colleges know to submit their program to COCI?
  - Suggestion to send reminder email to approved colleges.

## 6. Next Meeting

January 9, 2024

## CalGETC Standards Comparison Chart

### Version 1.0 vs. 1.1 – Revision History Updates only

Updated Area	Version 1.1	Version 1.0
<b>Subject Area 3: Arts &amp; Humanities</b>	<p><b>9.3</b> (2 courses: 6 semester or 8 quarter units)</p> <p>At least one Cal-GETC Area 3A (<i>Arts</i>) course and one Cal-GETC Area 3B (<i>Humanities</i>) course are required.</p> <p>The Arts and Humanities requirement shall be fulfilled by completion of two courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, <b>religious</b> and cultural importance.</p> <p>Students who have completed this requirement shall have been exposed to a pattern of coursework that</p> <ul style="list-style-type: none"> <li>• is designed to develop and advance historical understanding of major civilizations and cultures, both Western and non-Western, through the study of philosophy, language, literature, <b>religion</b> and the fine arts.</li> <li>• recognizes the contributions to knowledge, civilization, and society that have been made by men and women as well as members of various ethnic or cultural groups.</li> <li>• encourages students to analyze and appreciate works of philosophical, historical, literary, <b>religious</b> and cultural importance.</li> <li>• historically constitutes the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person.</li> </ul> <p>Note: CSU campuses have the discretion on whether to allow Cal-GETC Area 3A (<i>Arts</i>) courses and/or Cal-GETC Area 3B (<i>Humanities</i>) courses to also satisfy the CSU</p>	<p><b>9.3</b> (2 courses: 6 semester or 8 quarter units)</p> <p>At least one Cal-GETC Area 3A (<i>Arts</i>) course and one Cal-GETC Area 3B (<i>Humanities</i>) course are required.</p> <p>The Arts and Humanities requirement shall be fulfilled by completion of at two courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework that</p> <ul style="list-style-type: none"> <li>• is designed to develop and advance historical understanding of major civilizations and cultures, both Western and non-Western, through the study of philosophy, language, literature, and the fine arts.</li> <li>• recognizes the contributions to knowledge, civilization, and society that have been made by men and women as well as members of various ethnic or cultural groups.</li> <li>• encourages students to analyze and appreciate works of philosophical, historical, literary, and cultural importance.</li> <li>• historically constitutes the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person.</li> </ul> <p>Note: CSU campuses have the discretion on whether to allow Cal-GETC Area 3A (<i>Arts</i>) courses and/or Cal-GETC Area 3B (<i>Humanities</i>) courses to also satisfy the CSU</p>



	<p>United States History, Constitution and American Ideals (AI) graduation requirement.</p> <p>Note: Not every class that meets the Arts and Humanities requirement needs to individually meet each element of the above standards. For example, a class meeting the standards might focus on works of historical but not literary importance or exclusively on Chinese art or philosophy.</p> <p><b>9.3.1 Courses That Fulfill the Arts Requirement</b></p> <p>Courses that have as their major emphasis the integration of history, theory, aesthetics, and criticism. Performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism (e.g., courses in dance history, film art, history of architecture, history of modern art, the history of or introduction to theatre, multicultural theatre, music history, the jazz experience, music theory and analysis).</p> <p><b>9.3.2 Courses That Do Not Fulfill the Arts Requirement</b></p> <p>Courses which focus on technique, skills or performance do not meet the Cal-GETC Area 3A (Arts) requirement (e.g., courses in beginning drawing, beginning painting, and readers theater and oral interpretation courses focusing primarily on performance and/or skills-building) (see Section 5.3.1).</p> <p><b>9.3.3 Courses That Fulfill the Humanities Requirement</b></p> <p>Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, religious, and cultural importance. Advanced foreign language and ESL</p>	<p>United States History, Constitution and American Ideals (AI) graduation requirement.</p> <p><b>9.3.1 Courses That Fulfill the Arts Requirement</b></p> <p>Courses that have as their major emphasis the integration of history, theory, aesthetics, and criticism. Performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism (e.g., Dance History in Cultural Context, Film Art, History of Architecture, History of Modern Art, Multi-Cultural Theatre, Music History and Literature, The Jazz Experience).</p> <p><b>9.3.2 Courses That Do Not Fulfill the Arts Requirement</b></p> <p>Courses which focus on technique, skills or performance do not meet the Cal-GETC Area 3A (Arts) requirement (e.g., Beginning Drawing, Beginning Painting, and Readers Theater and Oral Interpretation courses focusing primarily on performance) (see Section 5.3.1).</p> <p><b>9.3.3 Courses That Fulfill the Humanities Requirement</b></p> <p>Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Advanced foreign language and ESL courses (which do not have a principal focus on skills acquisition) may be approved if they include substantial literary or cultural aspects. Theater and film courses may be approved if taught with emphasis on substantial historical, literary, or cultural aspects. <del>Advanced English Composition courses may be approved if they include significant literary and humanities content and/or a methodological, epistemological, or theoretical focus.</del></p>
--	--	---

	<p>courses (which do not have a principal focus on skills acquisition) may be approved if they include substantial literary or cultural aspects. Theater and film courses may be approved if taught with emphasis on substantial historical, literary, or cultural aspects.</p> <p><b>9.3.4 Courses That Do Not Fulfill the Humanities Requirement</b></p> <p>Courses such as English Compositions, logic, speech, creative writing, oral interpretation, readers theatre, and all elementary language other than English courses are skills or performance courses that do not meet the curricular specifications for Cal-GETC Area 3B (<i>Humanities</i>).</p> <p><b>9.3.5 Restriction on Unit Distribution</b></p> <p>Completion of a single course is required to fulfill Cal-GETC Area 3A (<i>Arts</i>) requirement. A separate course is required to fulfill the Cal-GETC Area 3B (<i>Humanities</i>) requirement. If a course is approved as satisfying both 3A and 3B, it can be used to satisfy only one of those requirements.</p>	<p><b>9.3.4 Courses That Do Not Fulfill the Humanities Requirement</b></p> <p>Courses such as English Composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theatre, and all elementary language other than English courses are skills or performance courses that do not meet the curricular specifications for Cal-GETC Area 3B (<i>Humanities</i>).</p> <p><b>9.3.5 Restriction on Unit Distribution</b></p> <p>Completion of a single course is required to fulfill Cal-GETC Area 3A (<i>Arts</i>) requirement. A separate course is required to fulfill the Cal-GETC Area 3B (<i>Humanities</i>) requirement.</p>
--	--	---

Updated Area	Version 1.1	Version 1.0
<p><b>Subject Area 4: Social &amp; Behavioral Sciences</b></p>	<p><b>9.4</b> (2 courses: 6 semester or 8 quarter units) Two academic disciplines are required. The Cal-GETC Area 4 (<i>Social and Behavioral Sciences</i>) requirement shall be fulfilled by completion of two courses focusing on how individuals, organizations, institutions, and societies interact and/or behave within socially-constructed dynamics. The two courses used must be from two academic disciplines or in an interdisciplinary sequence (e.g., an inherently</p>	<p><b>9.4</b> (2 courses: 6 semester or 8 quarter units) Two academic disciplines are required. The Cal-GETC Area 4 (<i>Social and Behavioral Sciences</i>) requirement shall be fulfilled by completion of two courses dealing with individual behavior and with behavior in human social, political, and economic institutions. The two courses used must be from two academic disciplines or in an interdisciplinary sequence (e.g., an inherently interdisciplinary prefix [cf., Humanities or Global Studies])</p>

	<p>interdisciplinary prefix [cf., <b>Social Justice Studies or Global Studies</b>] or if one of the two courses is cross-listed [cf., Psychology and Women’s Studies]). The pattern of coursework completed shall provide opportunities for students to develop understanding of the perspectives and research methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement will have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of <b>individuals and groups, including but not limited to diverse genders, sexualities, races, ethnicities, classes, countries, cultures, and societies.</b> The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects.</p> <p>Courses in Cal-GETC Area 4 (<i>Social and Behavioral Sciences</i>) provide students with the opportunity to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives that have been made by <b>different genders</b> as well as members of various ethnic or cultural groups as part of such study will provide a more complete and diverse view of the world.</p> <p>Note: CSU campuses have the discretion on whether to allow Cal-GETC Area 4 (<i>Social and Behavioral Sciences</i>) courses to also satisfy the CSU United States History,</p>	<p>or if one of the two courses is cross-listed [cf., Psychology and Women’s Studies]). The pattern of coursework completed shall provide opportunities for students to develop understanding of the perspectives and research methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement will have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of men, women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. Note: CSU campuses have the discretion on whether to allow Cal-GETC Area 4 (<i>Social and Behavioral Sciences</i>) courses to also satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement.</p> <p>Courses in Cal-GETC Area 4 (<i>Social and Behavioral Sciences</i>) provide students with the opportunity to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives that have been made by men and women as well as members of various ethnic or cultural groups as part of such study will provide a more complete and diverse view of the world.</p>
--	--	--

	<p>Constitution and American Ideals (AI) graduation requirement.  Note: Certification of an Introduction to American government course for Cal-GETC Area 4 (<i>Social and Behavioral Sciences</i>) does not necessarily imply that the course would meet the CSU American Institutions Graduation Requirement.</p> <p><b>9.4.1 Courses That Do Not Fulfill the Social and Behavioral Sciences Requirement</b>  Courses that are not taught from the perspective of a social or behavioral science do not meet Cal-GETC Area 4 (<i>Social and Behavioral Sciences</i>) requirements. Consequently, courses such as Physical Geography and Statistics do not meet the Cal-GETC specifications for this area and are not approved. Community colleges should resubmit these courses in more appropriate subject areas. Courses with a practical, personal, career professional or applied focus are not approved (see Section 5.3.1). Courses in disciplines such as Administration of Justice may be approved if the content focuses on core concepts of the social and behavioral sciences.</p> <p><b>9.4.2 Restriction on Unit Distribution</b>  Completion of two courses in separate disciplines (see section 9.4) is required to fulfill the Cal-GETC Area 4 requirement.</p>	<p>Note: Certification of an Introduction to American government course for Cal-GETC Area 4 (<i>Social and Behavioral Sciences</i>) does not necessarily imply that the course would meet the CSU American Institutions Graduation Requirement.</p> <p><b>9.4.1 Courses That Do Not Fulfill the Social and Behavioral Sciences Requirement</b>  Courses that are not taught from the perspective of a social or behavioral science do not meet Cal-GETC Area 4 (<i>Social and Behavioral Sciences</i>) requirements. Consequently, courses such as Physical Geography and Statistics do not meet the Cal-GETC specifications for this area and are not approved. Community colleges should resubmit these courses in more appropriate subject areas. Courses with a practical, personal, career professional or applied focus are not approved (see Section 5.3.1). Administration of Justice courses may be approved if the content focuses on core concepts of the social and behavioral sciences.</p> <p><b>9.4.2 Restriction on Unit Distribution</b>  Completion of a single course is required to fulfill the Cal-GETC Area 3A (<i>Arts</i>) and a separate course for the Cal-GETC Area 3B (<i>Humanities</i>) requirement.</p>
--	--	--

Updated Area	Version 1.1	Version 1.0
Subject Area 5: Physical &	9.5 (At least 2 courses: 7 semester or 9 quarter units)	9.5 (At least 2 courses: 7 semester or 9 quarter units)

<p><b>Biological Sciences</b></p>	<p>A minimum of one course in each area is required, and at least one must include a lab.</p> <p>The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses: one in Cal-GETC Area 5A (<i>Physical Science</i>) and one in Cal-GETC Area 5B (<i>Biological Science</i>). At least one of these two courses must be associated with a laboratory as defined in Cal-GETC Area 5C (<i>Laboratory</i>). Courses must emphasize experimental methodology, the testing of hypotheses, investigation, and the process of systematic questioning and assessment, rather than the recall of facts, data, and events. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.</p> <p>The contemporary world is influenced by science, discoveries, and its applications. Many of the most difficult and relevant choices facing individuals, leaders and institutions concern the relationship of scientific advancements and capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic scientific concepts of the physical and biological aspects of the world as well as an understanding of science as a human endeavor including its limitations and power.</p> <p><b>9.5.1 Courses That Fulfill the Physical and Biological Sciences Requirement (Area 5A and 5B)</b></p> <p>Courses that focus on the core concepts of a physical or biological science discipline (e.g. observation, hypothesis testing, evidence-based reasoning, introduction, and application of fundamental theoretical principles) are appropriate to satisfy Areas 5A and 5B. Courses that</p>	<p>A minimum of one course in each area is required, and at least one must include a lab.</p> <p>The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses: one in Cal-GETC Area 5A (<i>Physical Science</i>) and one in Cal-GETC Area 5B (<i>Biological Science</i>). At least one of these two courses must be associated with a laboratory as defined in Cal-GETC Area 5C (<i>Laboratory</i>). Courses must emphasize experimental methodology, the testing of hypotheses, investigation, and the process of systematic questioning and assessment, rather than the recall of facts, data, and events. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.</p> <p>The contemporary world is influenced by science, discoveries, and its applications. Many of the most difficult and relevant choices facing individuals, leaders and institutions concern the relationship of scientific advancements and capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic scientific concepts of the physical and biological aspects of the world as well as an understanding of science as a human endeavor including its limitations and power.</p> <p><b>9.5.1 Courses That Do Not Fulfill the Physical and Biological Sciences Requirement</b></p> <p>Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied focus and therefore unacceptable for this area. Courses which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be</p>
-----------------------------------	--	--

	<p>evidence assessments measuring application of foundational principles are encouraged.</p> <p><b>9.5.2 Cal-GETC Laboratory Science Requirement (Area 5C)</b></p> <p>A general education lab course used as part of Cal-GETC may represent the singular exposure to the physical or biological sciences and must therefore support learning by exposing students to discovery-based experiments that reveal the empirical nature of science. Science laboratory courses should rely on hands-on or validated simulation of manipulations of matter, equipment, and instrumentation. Laboratories should introduce students to the safe use of equipment and instruments relevant to the particular subject.</p> <p>The Cal-GETC physical and biological science area requires a minimum of two courses, at least one of which must include a laboratory component. The intent of the Cal-GETC laboratory science requirement is that students take at least one physical or biological science course incorporating a laboratory component. Since the experimental methodology and hypothesis testing taught in a lab builds on the principles presented in the lecture portion of the course, the two must be related. Therefore, the laboratory must correspond to one of the lecture courses taken to fulfill this Cal-GETC requirement. A student cannot use lecture courses in two subjects and a laboratory in a third subject to satisfy Cal-GETC Area 5C (<i>Laboratory</i>). It is expected that the lecture course is a prerequisite or co-requisite of the laboratory course. Lecture and lab courses may have separate course numbers. Lab science courses must include a clearly identified lab manual in the course outline.</p>	<p>considered. Courses which do not focus on the core concepts of a physical science discipline, such as “Energy and the Way We Live,” are not acceptable. Courses which survey both the physical and biological sciences but are not comparable in depth and scope to a traditional science course or focus on a particular subject will not satisfy Cal-GETC Area 5 requirements.</p> <p><b>9.5.2 Cal-GETC Laboratory Science Requirement (Area 5C)</b></p> <p>The Cal-GETC physical and biological science area requires a minimum of two courses, at least one of the two must include a laboratory component. The intent of the Cal-GETC laboratory science requirement is that students take at least one physical or biological science course incorporating a laboratory component. Since the experimental methodology and hypothesis testing taught in a lab builds on the principles presented in the lecture portion of the course, the two must be related. Therefore, the laboratory must correspond to one of the lecture courses taken to fulfill this Cal-GETC requirement. A student cannot use lecture courses in two subjects and a laboratory in a third subject to satisfy Cal-GETC Area 5C (<i>Laboratory</i>). It is expected that the lecture course is a prerequisite or co-requisite of the laboratory course. Lecture and lab courses may have separate course numbers. Lab science courses must include a clearly identified lab manual in the course outline.</p> <p><b>9.5.3 Restriction on Unit Distribution including Unit Requirement for Laboratory Science Courses</b></p> <p>Three semester or four quarter unit laboratory science courses may be used for Cal-GETC to meet the laboratory science requirement as long as the minimum unit value is</p>
--	---	--

	<p><b>9.5.3 Restriction on Unit Distribution including Unit Requirement for Laboratory Science Courses</b></p> <p>Three semester or four quarter unit laboratory science courses may be used for Cal-GETC to meet the laboratory science requirement as long as the minimum unit value is met for this area (7 semester or 9 quarter units). Stand-alone lab courses which have a prerequisite or co-requisite of the corresponding lecture course must be a minimum of 1 semester/quarter unit.</p> <p>Example 1: 1 Biological Science w/lab, 3 semester units 1 Physical Science, lecture, 4 semester units Conclusion: Area 5 satisfied</p> <p>Example 2: 1 Biological Science w/lab, 3 semester units 1 Physical Science, lecture, 3 semester units 1 Physical Science corresponding Lab, 1 semester unit</p>	<p>met for this area (7 semester or 9 quarter units). Stand-alone lab courses which have a prerequisite or co-requisite of the corresponding lecture course must be a minimum of 1 semester/quarter unit.</p> <p>Example 1: 1 Biological Science w/lab, 3 semester units 1 Physical Science, lecture, 4 semester units Conclusion: Area 5 satisfied</p> <p>Example 2: 1 Biological Science w/lab, 3 semester units 1 Physical Science, lecture, 3 semester units 1 Physical Science corresponding Lab, 1 semester unit</p>
--	---	--

<b>Updated Area</b>	<b>Version 1.1</b>	<b>Version 1.0</b>
<b>Certification Form</b>	Page 34	Page 34

10.4 Cal-GETC Certification Form

California General Education Transfer Curriculum  
Cal-GETC Certification

NAME \_\_\_\_\_ Student ID# \_\_\_\_\_  
(Last) (First) (Middle)

Certifying School \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

A minimum "C" grade is required in each college course for Cal-GETC. A "C" is defined as a minimum 2.0 grade points on a 4.0 scale.  
 AP = Advanced Placement. IB = International Baccalaureate

**AREA 1 – ENGLISH COMMUNICATION** (three courses — 9 semester or 12 quarter units)

**1A ENGLISH COMPOSITION** (one course — 3 semester or 4 quarter units)  
 Course \_\_\_\_\_ College \_\_\_\_\_ AP (No IB score accepted for this area) Units Comp. \_\_\_\_\_

**1B CRITICAL THINKING AND COMPOSITION** (one course — 3 semester or 4 quarter units)  
 Course \_\_\_\_\_ College \_\_\_\_\_ (No AP or IB score accepted for this area) Units Comp. \_\_\_\_\_

**1C ORAL COMMUNICATION** (one course — 3 semester or 4 quarter units)  
 Course \_\_\_\_\_ College \_\_\_\_\_ (No AP or IB score accepted for this area) Units Comp. \_\_\_\_\_

---

**AREA 2 – MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING** (one course — 3 semester or 4 quarter units)  
 Course \_\_\_\_\_ College \_\_\_\_\_ AP / IB \_\_\_\_\_ Units Comp. \_\_\_\_\_

---

**AREA 3 – ARTS AND HUMANITIES** (two courses — 6 semester or 8 quarter units)

**3A ARTS** (one course — 3 semester or 4 quarter units)  
 Course \_\_\_\_\_ College \_\_\_\_\_ AP / IB \_\_\_\_\_ Units Comp. \_\_\_\_\_

**3B HUMANITIES** (one course — 3 semester or 4 quarter units)  
 Course \_\_\_\_\_ College \_\_\_\_\_ AP / IB \_\_\_\_\_ Units Comp. \_\_\_\_\_

---

**AREA 4 – SOCIAL AND BEHAVIORAL SCIENCES** (two courses from two academic disciplines — 6 semester or 8 quarter units)  
 Course \_\_\_\_\_ College \_\_\_\_\_ AP / IB \_\_\_\_\_ Units Comp. \_\_\_\_\_

Course \_\_\_\_\_ College \_\_\_\_\_ AP / IB \_\_\_\_\_ Units Comp. \_\_\_\_\_

---

**AREA 5 – PHYSICAL AND BIOLOGICAL SCIENCES** (two courses, one Physical Science and one Biological Science; at least one of the two courses must be associated with a laboratory — 7 semester or 9 quarter units)

**5A PHYSICAL SCIENCE** (one course — 3 semester or 4 quarter units)  
 Course \_\_\_\_\_ College \_\_\_\_\_ AP / IB \_\_\_\_\_ Units Comp. \_\_\_\_\_

**5B BIOLOGICAL SCIENCE** (one course — 3 semester or 4 quarter units)  
 Course \_\_\_\_\_ College \_\_\_\_\_ AP / IB \_\_\_\_\_ Units Comp. \_\_\_\_\_

**5C LABORATORY** (1 semester or 1 quarter unit)  
 Course \_\_\_\_\_ College \_\_\_\_\_ AP (No IB score accepted for this area) Units Comp. \_\_\_\_\_

---

**AREA 6 – ETHNIC STUDIES** (one course — 3 semester or 4 quarter units)  
 Course \_\_\_\_\_ College \_\_\_\_\_ (No AP or IB score accepted for this area) Units Comp. \_\_\_\_\_

---

**(OPTIONAL) – UC GRADUATION REQUIREMENT: LANGUAGE OTHER THAN ENGLISH** (Not part of Cal-GETC; may be completed prior to transfer)  
 (Proficiency equivalent to two years of high school study in the same language with a minimum grade of "C" or better)

1. Course \_\_\_\_\_ College \_\_\_\_\_ (No AP or IB score accepted for this area) Units Comp. \_\_\_\_\_

2. Completed in High School \_\_\_\_\_ 3. Other \_\_\_\_\_

---

**(OPTIONAL) – CSU GRADUATION REQUIREMENT: U.S. HISTORY, CONSTITUTION & AMERICAN IDEALS** (Not part of Cal-GETC; may be completed prior to transfer)  
 (6 semester or 8 quarter units)

Course \_\_\_\_\_ College \_\_\_\_\_ AP / IB \_\_\_\_\_ Units Comp. \_\_\_\_\_

Course \_\_\_\_\_ College \_\_\_\_\_ AP / IB \_\_\_\_\_ Units Comp. \_\_\_\_\_

SIGNATURE: \_\_\_\_\_ Phone #: \_\_\_\_\_ Date: \_\_\_\_\_  
 Certified by: \_\_\_\_\_ Title: \_\_\_\_\_

10.4 Cal-GETC Certification Form

California General Education Transfer Curriculum  
Cal-GETC Certification

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_  
(Last) (First) (Middle)

Transferring to: \_\_\_ UC \_\_\_ CSU School: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

A minimum "C" grade is required in each college course for Cal-GETC. A "C" is defined as a minimum 2.0 grade points on a 4.0 scale.

	Units Comp.
<b>AREA 1 – ENGLISH COMMUNICATION</b>	
<b>1A ENGLISH COMPOSITION</b> (one course — 3 semester or 4 quarter units) Course: _____ College: _____ Advanced Placement (No IB score accepted for this area): _____	
<b>1B CRITICAL THINKING AND COMPOSITION</b> (one course — 3 semester or 4 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
<b>1C ORAL COMMUNICATION</b> (one course — 3 semester or 4 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
<b>AREA 2 – MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING</b> (one course — 3 semester or 4 quarter units) Course: College: _____ Advanced Placement/International Baccalaureate: _____	
<b>AREA 3 – ARTS AND HUMANITIES</b> (Two courses - one Arts and one Humanities, 6 semester or 8 quarter units)	
<b>3A ARTS</b> (one course — 3 semester or 4 quarter units) Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
<b>3B HUMANITIES</b> (one course — 3 semester or 4 quarter units) Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
<b>AREA 4 – SOCIAL and BEHAVIORAL SCIENCES</b> (2 courses from two academic disciplines, 6 semester or 8 quarter units)	
Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
<b>AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES</b> (2 courses - one Physical Science and one Biological Science; at least one of the two courses must be associated with a Laboratory, 7 semester units or 9 quarter units)	
<b>5A PHYSICAL SCIENCE</b> (one course — 3 semester or 4 quarter units) Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
<b>5B BIOLOGICAL SCIENCE</b> (one course — 3 semester or 4 quarter units) Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
<b>5C LABORATORY</b> (1 semester or 1 quarter unit) Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
<b>AREA 6 – ETHIC STUDIES</b> (1 course; 3 semester or 4 quarter units; this course must be in ethnic studies or in a similar field provided that the course is cross-listed with ethnic studies.) Course: _____ College: _____	
<b>(optional) UC GRADUATION REQUIREMENT: LANGUAGE OTHER THAN ENGLISH</b> (Proficiency equivalent to two years of high school study in the same language)	
1. Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
2. Completed in High School: _____ 3. Other: _____	
<b>(Optional) CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION &amp; AMERICAN IDEALS</b> (not part of Cal-GETC; may be completed prior to transfer, 6 units)	
Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	

Cal-GETC certified: YES \_\_\_ NO \_\_\_  
 Signature: \_\_\_\_\_ Phone #: ( \_\_\_\_\_ )  
 Certified by (print name): \_\_\_\_\_ Title: \_\_\_\_\_  
 Date: \_\_\_\_\_



Rising Scholars Advisory Committee  
 Thursday, October 5, 2023 (10:00 a.m. -11:30 p.m.)  
 Via Zoom: <https://cccconfer.zoom.us/j/81623387925>

**AGENDA**

I.	10:00 - 10:15	<p><b>Welcome</b></p> <p>Chancellor’s Office RSN Team</p> <ul style="list-style-type: none"> <li>- Dr. Williams called the meeting to order;</li> <li>- Introductions were made by all the attendees</li> </ul>
II.	10:15 - 11:00	<p><b>Chancellor's Office Items</b></p> <ol style="list-style-type: none"> <li>1. Reentry grant augmentation for 1.0 grants                     <p style="margin-left: 20px;">NOVA used to update plans. September, funding began to be distributed and will continue through November.</p> <p style="margin-left: 20px;">New fiscal agent has been contracted and the relationship with previous fiscal agent will come to a close.</p> <p style="margin-left: 20px;">Funding reimbursement for digital content forms are available and can be distributed to folks, if need be.</p> </li> <li>2. Juvenile Justice Grant                     <p style="margin-left: 20px;">The BOG made decisions on the Juvenile Justice Grant in September. 44 institutions were selected and funding will begin in January.</p> <p style="margin-left: 20px;">Administration element of the grant is still being formed, but will be ready to support the grant in January.</p> </li> <li>3. Program staffing plans                     <p style="margin-left: 20px;">There will be additional supporting positions with the CCCCO Rising Scholars Network.</p> </li> <li>4. MIS Reporting Recommended Changes                     <p style="margin-left: 20px;">Kellie presented on this item. Discussed SG15 and the updates to how efforts to collect better data on MIS have led to changes to SG15. Kellie requested feedback on the updates. Feedback needs to be received by end of the month.</p> </li> </ol>

Kellie introduced SG24, MIS code for students in a juvenile justice program. Asking for feedback from the updated form and codes.

5. RSN Conference (Fall 2024?)

CCCCO is seeking feedback for offering a state-wide conference next fall. All advisory members shared support for offering this professional development/learning opportunity.

Committee will meet next meeting to establish a subcommittee to start the planning for this event.

### Regional Coordinator Updates

1. Javier Rodriguez

Unable to deliver updates, left meeting early.

1. Chelsea Esquibias

Shout out to Annette at Southwest College and the efforts to ensure that Rising Scholar students are supported on community colleges and transfer to universities.

Attended local facility graduation with BA degrees. Shared her observations.

1. Kellie Nadler

Kellie provided update on RSN events that are occurring in her region, particularly juvenile-justice grant receiving institutions.

Shout out to Shane who is doing work for Rising Scholars through his local institution's program.

Acknowledged Juan for the ideas and actions taken to advance faculty voice in matters affecting Rising Scholar student learning.

### CDCR Update

		<p>Rebecca shared retirement of the lead. And transitioning is still occurring.</p> <p>Shared challenges with how transcripts are being handled and the barriers that Rising Scholars are being confronted with.</p> <p>Discussed the recent Legislative Affairs Office (LAO) visits to the field and different constituencies. There are huge waitlist problems due to students who are receiving multiple degrees and might be creating a bottle neck. This issue is compounded by failures by institutions not responding to transcript requests.</p> <p>Mentioned that the MOU has been presented to system partners and once signatures have been received it will be circulated to the field. Unfortunately, there continues to be issues, such as open enrollment, that affect the program and students. In effect, there have been piecemeal approaches, such as restricting enrollment by CDCR folks, that will be tried this session and next to see if a possible solution will be identified.</p> <p><b>ASCCC Update</b></p> <p>Juan provided a report on ASCCC organizational activities, as well as the efforts that the ASCCC Rising Scholars Faculty Advisory Committee is engaging in this year.</p> <p><b>Student Representative Update</b></p> <p>Candyce delivered a report on Rising Scholars program efforts at her local institution.</p>
III.	11:00 - 11:30	<p><b>Wrap Up: Future Discussion Items &amp; Feedback</b>  Proposed Future Meeting dates and time: 10:00 AM - 11:30</p> <ul style="list-style-type: none"> <li>1. November 30, 2023, 2023</li> <li>1. March 7, 2023</li> <li>1. June 7, 2023</li> </ul>



**ACADEMIC SENATE**  
for California Community Colleges  
LEADERSHIP • EMPOWERMENT • VOICE

**ASCCC CTE Leadership Committee**

**November 20, 2023**

**10-11am**

**Via Zoom**

**Meeting Summary**

- I. Call to Order and Adoption of the Agenda – The chair called the meeting to order at 10:00am

(\*notes present for meeting)

Stephanie Curry – Chair*	John Grounds*	Marie Templo-Capule
Christopher Howerton – 2 <sup>nd</sup> Chair*	Alexander Jones*	Sigrid Williams*
Amar Abbott	Nicole Marquez*	
Jimmie Bowen*	Brian Palmiter	Lynn Shaw*
Alana Gates*	Stephanie Rowe	

- II. Approval of October 30, 2023 Minutes – The committee approved our last meeting minutes by consensus. The chair will forward to ASCCC Executive Committee.
- III. ASCCC and Regional Consortium Planning – Prior to this topic discussion the chair shared that Lynn and herself facilitated a breakout session during the recent ASCCC Plenary. Other members of the committee shared sessions they attended and perceptions from the event. As other announcements, the chair shared there will be an upcoming noncredit institute and CTCL may have an opportunity to participate.

There are some leadership transitions happening with some of the regional consortiums. The chair, Lynn, and CJ will work on preplanning meetings for the early spring collaborative events. In planning,

- IV. Webinar Planning/Support – Discussion: The chair reminded the group about the approved upcoming webinars and the secured presenters for these upcoming webinars. Based on some informal conversations with administrators and the faculty practitioners in the field, there is a need for some clarity and “lessons” from those who are involved with the CBE Pilot. Especially clarity on how CBE is different than credit by examination. As additional information another conference was shared about the [Fall 2023 Inaugural California Regions at Work Conference](#) hosted by Orange County Regional Consortium. The chair is encouraging faculty involvement in addition to the primary audience.

The committee discussed the format options as a “webinar” or “meeting” using zoom and other online collaborative tools as desired.

- a. CBE (December 7, 2023) – [Event Information](#)
- b. Work Experience (February 7, 2024) – A planning meeting will be scheduled soon. <sup>116</sup>

c. Gender and CTE Fields (March 7, 2024)

- V. Rostrum Brainstorming – The committee continued to brainstorm and discuss possible upcoming topics for the following submission deadlines. The recent November Rostrum publication was shared with the committee as well as the [Rostrum Editorial Guidelines](#)
  - a. January 14, 2024
    - i. Working with Regional Consortiums
    - ii. Evolution of MAP –
  - b. March 3, 2024
    - i. MQs and Equivalency
    - ii. Gender and CTE

- VI. Brainstorming Ideas for Supporting CTE Faculty with MQs and Equivalency – Lynn shared some of the history and overview of the current [CTE Faculty MQ Toolkit](#) and some of the “high level” recommendations and expectations. Committee members shared some of the challenges and some of the unique needs and perception from CTE equivalency processes locally.

If the committee would recommend an update to align the toolkit with recent changes to GE, especially considering those who received their degrees prior to the recent GE updates. GE Section Update: on the Ethnic Studies  
 Need to also push this tool to our HR colleagues ([ACHRO](#)) possible a joint presentation or communication to the districts.

Stephanie and CJ will submit an ASCCC proposal for an update/ “senate addendum” for the Toolkit on practical application. The need for equivalency training, HR collaborations, professional learning, update to the GE pattern (including Ethnic Studies), and possible other topics such as eminence, etc.

The CTCL may forward a proposal for ASCCC Spring plenary or curriculum institute BO session or GS with HR/Senate for CTE and CTE MQ Toolkit with possible scenarios.

- VII. Future Meetings – Next meeting will be in January. The chair will send out a future poll to establish date/time.
- VIII. Upcoming Events – The chair shared these upcoming events with the committee.

Central/Motherload Regional Collaborative Event	February 2, 2024
<a href="#">Inland Empire Regional Collaborative Event</a>	February 9, 2024
San Diego/Imperial	March 2, 2024
North Far North Regional Collaborative Event	March 27, 2024
Los Angeles Regional Collaborative Event	May 3, 2024
Bay Area Regional Collaborative Event	May 10, 2024

- IX. Adjournment – The meeting adjourned at 10:54am

### **Status of Previous Action Items**

**A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

- Demystifying CBE Webinar (December 7, 2023)

**B. Completed** (include a list of those items that have been completed as a way to build the end of year report).

- Orange Country Regional CTE Event -September 21, 2023- Orange Coast College
- South Central Coast Regional CTE Event- October 6, 2024 – Ventura Community College District Office
- Rostrum Article- [Zoos, Planes, and Urban Agriculture: Celebrating the Diversity and Scope of California Community College CTE Programs \(November 2023\)](#)



**Rising Scholars Faculty Advisory Committee Meeting**  
**Friday, December 8<sup>th</sup>, 11:00 am – 12:30 pm**

The work of the Rising Scholars Faculty Advisory Committee shall advance the 10+1 while championing students and advocating for student success within carceral education programs. The committee’s work shall support faculty professional learning in the areas of equity, pedagogy, social justice, and community building as it relates to instruction, governance, and student support for carceral-impacted students. ASCCC and RSFAC are committed to representational identity, including lived experiences, of members that is a reflection of the students being served. The committee will provide input and make recommendations to the Executive Committee, the Chancellor’s Office Rising Scholars Advisory Committee, and will express the faculty voice in spaces where carceral education discussions take place and policies and agreements that impact faculty and students are made. The Rising Scholars Faculty Advisory Committee will utilize liaisons to disseminate information from ASCCC, the Rising Scholars Network, and the Chancellor’s Office to local faculty teaching in carceral-impacted settings.

**Zoom Info:**

**Juan Arzola (el/ese/he/him/his) is inviting you to a scheduled Zoom meeting.**

<https://cos-edu.zoom.us/j/3279913568?pwd=ZfVubzdYlJRd3pFQ2lhQ0dXSEdGZz09>

**Meeting ID: 327 991 3568 Passcode: 318247**

**One tap mobile**

**+16694449171, +12532158782**

**Meeting ID: 327 991 3568 Passcode: 318247**

**AGENDA**

I. Call to Order and Roll Call:

Juan Arzola – 1 <sup>st</sup> Chair	Sarah Shepard – 2 <sup>nd</sup> Chair	Jessica Paisley
Anne-Marie Beck	Ashley Knowlton	Ariana Flores
Jacqueline Alvarez	Gail Ann Rulloda	Joseph Almeida
Kalinda Jones	Chelsea Esquibias	Kelly Nadler

II. Member check-ins, affirmations, challenges, wins, etc.

III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2023 – 2024](#).

IV. [Committee agreements](#)

V. Spring meetings

- A. [January meeting](#)
- B. [February meeting](#)
- C. [March meeting](#)
- D. [April meeting](#)
- E. [May meeting](#)

VI. [2023 – 2024 RSFAC Goals and Priorities](#).

A. RSFAC activities carried over from last year’s committee

1. Implement 2023 – 2024 RSFAC Work Plan

a. Webinar

- i. Series of conversations delivered under the broad theme of: Changing Hearts and Minds. Three conversations in total delivered on the following dates:

- February 1<sup>st</sup>
  - March 15<sup>th</sup>
  - April 26<sup>th</sup>
- b. Faculty Office Hours
    - i. Offer a one-hour session via Zoom, at least twice a month, starting in January 2024. Chairs to be joined by at least one other committee member.
  - c. Increase interaction with Rising Scholars Liaisons through newsletters and listserv.
    - i. Develop a newsletter to be sent out to the field in February and April 2024
    - ii. Use the Rising Scholars Liaison listserv to communicate faculty office hours and webinars.
- B. Rostrum articles
    1. [Possible spring Rostrum article\(s\) ranking](#)
  - C. Resolutions
    1. Spring Plenary
      - a. Ideas?
- VII. Announcements
    - A. [Application for Statewide Service](#)
  - VIII. Closing Comments
    - A. Any other final comments or suggestions?
  - IX. Adjournment

### **In Progress**

- Schedule spring 2024 committee meetings;
- Schedule Spring 2024 Rising Scholars Faculty Office Hours;
- Schedule and plan Spring 2024 Changing Hearts and Minds series of webinars;
- Identify and draft possible rostrum article(s) for spring 2024; and
- Identify and draft possible resolution for spring 2024 plenary

### **Completed Tasks:**

- Fall plenary resolution: Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars).
- Fall Rostrum Article: Rising Scholars Faculty Advisory Committee: Supporting Faculty Navigating the Borderland of Higher Education and Carceral Systems.
- Scheduled fall 2023 committee meetings.





**Rising Scholars Faculty Advisory Committee Meeting**  
**Friday, November 8<sup>th</sup>, 11:00 am – 12:30 pm**

The work of the Rising Scholars Faculty Advisory Committee shall advance the 10+1 while championing students and advocating for student success within carceral education programs. The committee’s work shall support faculty professional learning in the areas of equity, pedagogy, social justice, and community building as it relates to instruction, governance, and student support for carceral-impacted students. ASCCC and RSFAC are committed to representational identity, including lived experiences, of members that is a reflection of the students being served. The committee will provide input and make recommendations to the Executive Committee, the Chancellor’s Office Rising Scholars Advisory Committee, and will express the faculty voice in spaces where carceral education discussions take place and policies and agreements that impact faculty and students are made. The Rising Scholars Faculty Advisory Committee will utilize liaisons to disseminate information from ASCCC, the Rising Scholars Network, and the Chancellor’s Office to local faculty teaching in carceral-impacted settings.

**Zoom Info:**

**Juan Arzola (el/ese/he/him/his) is inviting you to a scheduled Zoom meeting.**

<https://cos-edu.zoom.us/j/3279913568?pwd=ZfVubzdtYlJRd3pFQ2lhQ0dXSEdGZz09>

**Meeting ID: 327 991 3568 Passcode: 318247**

**One tap mobile**

**+16694449171, +12532158782**

**Meeting ID: 327 991 3568 Passcode: 318247**

**MINUTES**

I. Call to Order and Roll Call:

Juan Arzola – 1 <sup>st</sup> Chair	Sarah Shepard – 2 <sup>nd</sup> Chair	Jessica Paisley
Anne-Marie Beck	Ashley Knowlton	Ariana Flores
Jacqueline Alvarez	Gail Ann Rulloda	Joseph Almeida
Kalinda Jones	Chelsea Esquibias	Kelly Nadler

**Key Takeaways**

Discussed potential topics for upcoming webinars, including facilitating difficult conversations in the classroom and recognizing power dynamics.

Brainstormed ideas for newsletter content, including spotlighting colleges' academic senate work related to Rising Scholars.

Legislative advocacy day in January could be an opportunity to advocate for increased Rising Scholars funding.

**Topics:**

**Spring Meeting Dates**

Juan shared links to calendars for committee members to indicate their availability to help identify dates for spring meetings. He and Sarah will also use this to schedule office hours and webinars.

### Goals and Priorities

Discussed holding webinars in a "community of practice" style rather than traditional webinars. Ashley suggested webinar topics on facilitating difficult conversations about race, gender, identity in the classroom and recognizing power dynamics. Gail brought up advising students on their overall academic progress as a need. Sarah and Juan will develop webinar topics based on committee feedback.

### Newsletters

Updates on potential changes to ASCCC newsletter templates and process. Once new template is approved, can start planning Rising Scholars newsletter.

### Resolutions

Provided update on two resolutions passed at Fall Plenary related to Rising Scholars. Discussed potential issues that could be addressed through future resolutions.

### Rostrum Articles

Juan encouraged members to submit Rostrum article ideas. Ranking of previous ideas also shared for input.

### Next Steps:

Committee members to fill out calendar links for spring meeting availability.

Juan and Sarah to develop webinar topics and schedule office hours based on committee feedback.

Committee members to continue submitting ideas for newsletter content and potential resolutions.

Fill out Rostrum article ranking form.

## Intersegmental Cal-GETC Administrative Implementation Workgroup –Meeting Summary Notes LaTonya Parker Ed. D.

January 17, 2024

**Attendees:** *Bob Quinn*, Kim Anderson, James Chalfant, Molly Thompson, Elizabeth Whitt, Sarah Wood, Lindsey Caputo, Dawn Hovey, Craig Kutil, LaTonya Parker, Dawn Hovey, Marci Sanchez,

### Agenda

1. Welcome & Introductions
2. AB 928 Implementation Guidance Memo Update - Scheduled to go out in January 2024? from all three systems
  - A. Correlation with CalGETC Standards Version 1.1 Chart (See Attachment)
  - B. Distribution Guidance Memo routing. The distribution will be managed by each segment's operations or management offices. This will follow executive review and mediation. There will be an email for inquiries and questions that will go out to the field. On February 28, 2024 @ 10 am a one hour webinar to follow to answer questions with the scope being administrative function. Discussion concerns catalog rights and courses completed prior to fall 2025 CalGETC. Data migration of all areas with the exception of Area 1C.
3. 3<sup>rd</sup> Party Communications Update –Similar memo for IT folks and 3<sup>rd</sup> party providers (California Virtual Campus, Assist, Transcript Providers etc.) Next step memo has not been crafted for review.
  - A. Dra memo
  - B. Distribution
4. Timeline Review
5. Additional Memos
6. Next Steps
7. Next Meeting – Poll will go out.

[Share Folder](#) Resource

**Approved Baccalaureate Degree Programs**

<b>College</b>	<b>Degree</b>
Antelope Valley College	Airframe Manufacturing Technology
Bakersfield College	Industrial Automation
	Research Laboratory Technology
Cerritos College	Dental Hygiene
Crafton Hills College	Respiratory Care
Cypress College	Mortuary Science
De Anza College	Automotive Technology Management
El Camino College	Respiratory Care
Feather River College	Equine and Ranch Management
	Ecosystem Restoration & Applied Fire Mgmt.
Foothill College	Dental Hygiene
	Respiratory Care
Fresno City College	Dental Hygiene
Hartnell College	Respiratory Care
Los Angeles Mission College	Biomanufacturing
Los Angeles Valley College	Respiratory Therapy
MiraCosta College	Biomanufacturing
Modesto Junior College	Respiratory Care
Moorpark College	Biomanufacturing
Mt. San Antonio College	Histotechnology
Rio Hondo College	Automotive Technology
San Diego City College	Cyber Defense and Analysis
San Diego Mesa College	Health Information Management
San Diego Miramar College	Public Safety Management
Santa Ana College	Occupational Studies
Santa Monica College	Interaction Design
Shasta College	Health Information Management
Skyline College	Respiratory Care
Solano Community College	Biomanufacturing
Taft College	Dental Hygiene Administration
Ventura College	Automotive Career Education
West Los Angeles College	Dental Hygiene
	Aviation Maintenance Technology: Avionics

**Cycle 2 Pending Intersegmental Agreement**

College of the Canyons

Moorpark College

Pasadena City College

Rio Hondo College

Santa Monica College

Sustainable Architecture

Applied Cybersecurity and Network Operations

Stem Cell and Gene Technologies

Performance and Production of Electronic Popular Music:  
emphasis on electronic digital instrument performance

Cloud Computing



**Model Curriculum Workgroup (MCW)**  
December 11, 2023

**Via Zoom**

*In Attendance:*

NAME:	PRESENT:
Adrienne Brown*, Articulation Officer, Los Angeles Harbor College	X
Karen Chow*, ASCCC Area B Representative	X
Julie Clark*, Articulation Officer, Merced College	X
Dolores Davison, C-ID Curriculum Director	X
Roger Gerard*, Hospitality Faculty, Shasta College	X
Carlos Guerrero*, ASCCC South Representative	X
Sarah Harris*, Curriculum Coordinator, College of the Sequoias	X
Ginni May, Intersegmental Curriculum Council, Chair	X
Krystinne Mica, ASCCC Executive Director	
LaTonya Parker*, ASCCC Secretary	X
Carrie Roberson, MCW Committee Chair	X

*Staff:*

Miguel Rother, C-ID Program Manager, ASCCC  
Megan Trader, C-ID Program Coordinator, ASCCC

**I. Introductions and Announcements**

Chair Roberson welcomed committee members and introductions were made.

**II. Approval of the Agenda**

The December 11, 2023 agenda was approved by consensus.

**III. Approval of the November 20, 2023 MCW Meeting Minutes**

The November 20<sup>th</sup> MCW Meeting minutes were approved by consensus.

**IV. 2023-24 Priorities**

1. See [MCW Google Drive](#) Folder

(<https://drive.google.com/drive/u/0/folders/15HqvqvMzMqEZzyDiwop60kA9wf3Goqxs>)

2. Committee priorities

3. Defining model curriculum
4. Review process to update “existing” model curriculum
5. Model Curriculum FIELD INFO

Roberson led the discussion to update and revise the [MCW 2023-24 priorities](#) and setting the timeline to accomplish the priorities and taskforce work. Roberson led the discussion regarding the creation of a logo and branding for the MCW. The ICC had previously met to discuss and approve the creation of uniform Transfer Model Curriculum (TMC) templates, and the MCW would be continuing this process by updating the Model Curriculum (MC) templates to be uniform. The MCW discussed updating the MC templates by possibly convening a small task force (including three articulation officers) to consider the details that would need to be included or streamlined. Roberson suggested that if the MCW members working on updating the templates noticed any discipline MCs that need to be reviewed again, to make note of it to discuss further at the next MCW meeting.

**Follow Up: Update and revise MC templates to be uniform and send to the January 2024 ICC meeting for consideration and approval.**

Roberson also led the discussion regarding the possibility of updating MC definitions and a clear explanation of the process, which would be included in the handbook being developed for the MCW.

#### **V. Spring 2024 Meeting Dates/Times**

The MCW Committee decided upon the following dates and times for the upcoming meetings for spring semester:

January 22nd 10:30am – 12pm  
February 12th 10:30am – 12pm  
March 11th 10:30am – 12pm  
April 8th 12pm – 1pm  
May 13th 10:30am – 12pm

#### **VII. Future Agenda Items**

1. Updating MC templates and competencies
2. MC discipline review proposals
3. Discuss and define/redefine MC review process

#### **VIII. Adjournment**



# ACADEMIC SENATE for California Community Colleges

LEADERSHIP • EMPOWERMENT • VOICE

## Noncredit, Pre-Transfer, & Continuing Education Committee September 9, 2023

### MINUTES

Attendees: Leticia Barajas, Stephanie Curry, Dr. Kim Dieu, Mary Margarita Legner, Wendy Holmes, Farrah Nakatani, Juan Pablo Sanchez, Joshua Scott, Dr. Kimberley H. Stiemke

---

I. Call to Order, Roll Call, and Approval of the Agenda

The meeting was called to order at 9:31, attendance was taken and the agenda was approved by consensus.

II. Welcome and Introductions

Chair welcomed everyone to the committee and committee members introduced themselves, their college, position and responded to an icebreaker filling in the phrase "Just because I'm \_\_\_ doesn't mean I'm that \_\_\_".

III. Committee Charge

The committee reviewed the charge of the committee and discussed the holistic framework of the committee charge and the historical perspective of the name of the committee. Recommended opportunity to reflect on the name of committee and its purpose in the current environment. Perhaps need to add a focus on skills refreshment or enhancement with students in the field and with industry partnerships. Discussion on the language around the term noncredit.

*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.*



#### IV. Community Agreements and Expectations

Committee members recommended community agreements.

- Be respectful of everyone's time and voices
- Empathy with communication and listening
  
- Ask questions be open to questions and be patient
- Be open to discussions and new ideas
- Intentional focus on serving student needs in our communities
- Innovate despite regulations

#### V. Noncredit Committee End of Year Report 2022-2023

Chair shared the end of year report for the 2022-2023 committee. Discussion included number of meetings, regionals, breakouts, professional development and recommended projects.

#### VI. Key Projects and Assigned Resolutions

##### a. Noncredit Tool Kit

The initial work of the tool kit was shared with the committee. Committee members were tasked with reviewing the current draft. A more detailed discussion will be agendized in a future committee meeting.

##### b. Assigned Resolutions

The committee reviewed current assigned resolutions on the ASCCC website

- 07.01 Fall 2018: Redefine the Faculty Obligation Number to Include Noncredit (In Progress) - Possible Rostrum article.
- 03.06 Spring 2022: Noncredit Spanish Language Course Outlines of Record and Regional Support (Assigned)
- 09.07 Spring 2016: Guidance on Using Noncredit Courses as Prerequisites and Co-requisites for Credit Courses (Assigned)
- 13.02 Fall 2015: Update System Guidance for Noncredit Curriculum (In Progress)

Suggestion to incorporate some of these topics into the Noncredit toolkit, focused on guidance and innovative ideas.

#### VII. Goal Setting and Planning

The committee brainstormed ideas for areas of focus to address through resolutions, professional learning and rostrum articles

##### a. Proposed Resolutions

- Credit for Prior Learning and Noncredit-How to facilitate and streamline processes.
- Noncredit counselors and/or training on noncredit for counselors (for Fall)
  - Recommend noncredit counselor or training to counselors on noncredit
  - Recommend to ASCCC to provide professional learning on holistic student support for noncredit counseling
- Serving noncredit students with categorical funding (SEA, Guided Pathways, Strong Workforce etc. Including basic needs funding)
- Data on impact of noncredit programs on student success

Deadline for submission is September 20

b. Noncredit Institute

Brainstorming on how committee and ASCCC can support noncredit innovation.

Committee discussed modalities of supporting professional learning in noncredit

May need layered competency opportunities for professional learning

- i. CORE details of Noncredit Basics
- ii. Noncredit as onramp to CPL, CBE and beyond
- iii. Holistic support for noncredit
- iv. ZTC pathways in noncredit

**Committee recommends a 2024 institute in the spring/summer focused on noncredit supported by committee designed as a stand alone or in compliment with another event.**

May also target breakouts with plenary and breakouts at CI.

c. Rostrum Articles Brainstorming

- Math and English support in Noncredit
- Curriculum components of AB 1705 Implementation
- Importance of Noncredit counseling support

Deadlines were shared with the committee.

October 1, 2023, for final publication to the field November 16, 2023

January 14, 2024, for final publication to the field February 23, 2024

March 3, 2024, for final publication to the field April 18, 2024

d. Plenary Ideas

Committee will submit ideas for the Spring Plenary

e. Professional Development

[Committee discussed the idea for a noncredit website to host information and the toolkit.](#)

VIII. Announcements and Closing

[Committee members shared Wish, Wow, or a Wonder.](#)

IX. Adjournment

[The Committee adjourned at 11:00am.](#)

References

[ASCCC 10+1](#)

[Resolutions Handbook](#)



**Rising Scholars Faculty Advisory Committee Meeting**  
**Friday, November 3<sup>rd</sup>, 11:00 am – 12:30 pm**

The work of the Rising Scholars Faculty Advisory Committee shall advance the 10+1 while championing students and advocating for student success within carceral education programs. The committee’s work shall support faculty professional learning in the areas of equity, pedagogy, social justice, and community building as it relates to instruction, governance, and student support for carceral-impacted students. ASCCC and RSFAC are committed to representational identity, including lived experiences, of members that is a reflection of the students being served. The committee will provide input and make recommendations to the Executive Committee, the Chancellor’s Office Rising Scholars Advisory Committee, and will express the faculty voice in spaces where carceral education discussions take place and policies and agreements that impact faculty and students are made. The Rising Scholars Faculty Advisory Committee will utilize liaisons to disseminate information from ASCCC, the Rising Scholars Network, and the Chancellor’s Office to local faculty teaching in carceral-impacted settings.

**Zoom Info:**

**Juan Arzola (el/ese/he/him/his) is inviting you to a scheduled Zoom meeting.**

<https://cos-edu.zoom.us/j/3279913568?pwd=ZFUubzdtdYlJRd3pFQ2lhQ0dXSEdGZz09>

**Meeting ID: 327 991 3568 Passcode: 318247**

**One tap mobile**

**+16694449171, +12532158782**

**Meeting ID: 327 991 3568 Passcode: 318247**

**AGENDA**

I. Call to Order and Roll Call:

Juan Arzola – 1 <sup>st</sup> Chair	Sarah Shepard – 2 <sup>nd</sup> Chair	Jessica Paisley
Anne-Marie Beck	Ashley Knowlton	Ariana Flores
Jacqueline Alvarez	Gail Ann Rulloda	Joseph Almeida
Kalinda Jones	Chelsea Esquibias	Kelly Nadler

II. Member check-ins, affirmations, challenges, wins, etc.

III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2023 – 2024](#).

IV. [Committee agreements](#)

V. [2023 – 2024 RSFAC Goals and Priorities](#).

A. RSFAC activities carried over from last year’s committee

1. Implement 2023 – 2024 RSFAC Work Plan

a. Webinar

i. Series of conversations delivered under the broad theme of: Changing Hearts and Minds. Three conversations in total delivered on the following dates:

- February 1<sup>st</sup>
- March 15<sup>th</sup>
- April 26<sup>th</sup>

b. Faculty Office Hours

i. Offer a one-hour session via Zoom, at least twice a month, starting in January 2024. 1<sup>st</sup> Chair to be joined by at least one other committee member.

c. Regional gatherings

- i. Regionals in March 2024. Northern, Central Valley, and Southern Regionals. Sites to be identified.
      - ii. Expand faculty participation to include those in state and county programs.
    - d. Increase interaction with Rising Scholars Liaisons through newsletters and listserv.
      - i. Develop a newsletter to be sent out to the field in February and April 2024
      - ii. Use the Rising Scholars Liaison listserv to communicate regionals, faculty office hours, and webinars.
  - B. Rostrum articles
    - 1. Possible spring Rostrum article(s) ranking
    - 2. New topics?
  - C. Resolutions
    - 1. Fall Plenary
      - a. [Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students](#) (Rising Scholars).
    - 2. Spring Plenary
      - a. Ideas?
- VI. Announcements
  - A. [Fall 2023 Plenary](#)
    - 1. November 16 – 18 in Costa Mesa
    - 2. Theme: Journey to Vision 2030: Faculty Perspectives
      - a. Breakout session assigned to RSFAC—Humanizing Students and Advancing Equity in Carceral Systems - Changing Hearts and Minds
  - B. Upcoming events
    - 1. Curriculum Regionals
      - a. [Central Valley—Sat, Nov. 4th 2023, 10am – 3 pm \(Bakersfield College\)](#)
    - 2. Demystifying CBE Webinar—Dec. 7<sup>th</sup>, 2023. Registration can be done [here](#).
  - C. [Application for Statewide Service](#)
- VII. Closing Comments
  - A. Any other final comments or suggestions?
- VIII. Adjournment

### **In Progress**

### **Completed Tasks:**

- Fall plenary resolution: Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars).
- Fall Rostrum Article: Rising Scholars Faculty Advisory Committee: Supporting Faculty Navigating the Borderland of Higher Education and Carceral Systems.



**Rising Scholars Faculty Advisory Committee Meeting**  
**Friday, November 3<sup>rd</sup>, 11:00 am – 12:30 pm**

The work of the Rising Scholars Faculty Advisory Committee shall advance the 10+1 while championing students and advocating for student success within carceral education programs. The committee’s work shall support faculty professional learning in the areas of equity, pedagogy, social justice, and community building as it relates to instruction, governance, and student support for carceral-impacted students. ASCCC and RSFAC are committed to representational identity, including lived experiences, of members that is a reflection of the students being served. The committee will provide input and make recommendations to the Executive Committee, the Chancellor’s Office Rising Scholars Advisory Committee, and will express the faculty voice in spaces where carceral education discussions take place and policies and agreements that impact faculty and students are made. The Rising Scholars Faculty Advisory Committee will utilize liaisons to disseminate information from ASCCC, the Rising Scholars Network, and the Chancellor’s Office to local faculty teaching in carceral-impacted settings.

**Zoom Info:**

**Juan Arzola (el/ese/he/him/his) is inviting you to a scheduled Zoom meeting.**

<https://cos-edu.zoom.us/j/3279913568?pwd=ZfVubzdYlJRd3pFQ2lhQ0dXSEdGZz09>

**Meeting ID: 327 991 3568 Passcode: 318247**

**One tap mobile**

**+16694449171, +12532158782**

**Meeting ID: 327 991 3568 Passcode: 318247**

**MINUTES**

I. Call to Order and Roll Call:

Juan Arzola – 1 <sup>st</sup> Chair	Sarah Shepard – 2 <sup>nd</sup> Chair	Jessica Paisley
Anne-Marie Beck	Ashley Knowlton	Ariana Flores
Jacqueline Alvarez	Gail Ann Rulloda	Joseph Almeida
Kalinda Jones	Chelsea Esquibias	Kelly Nadler

II. Member check-ins, affirmations, challenges, wins, etc.

III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2023 – 2024](#).  
*Member present adopted the agenda as presented.*

IV. [Committee agreements](#)

V. [2023 – 2024 RSFAC Goals and Priorities](#).

VI.

A. RSFAC activities carried over from last year’s committee

*Chair discussed the potential activities presented on the agenda. The goals is to continue the work from last year’s RSFAC as well as continuing to advance how we serve this community.*

1. Implement 2023 – 2024 RSFAC Work Plan

a. Webinar

i. Series of conversations delivered under the broad theme of: Changing Hearts and Minds. Three conversations in total delivered on the following dates:

- February 1<sup>st</sup>
- March 15<sup>th</sup>

- April 26<sup>th</sup>

*Broad idea to continue the theme of the Fall Plenary presentation.*

*Discussion of webinar saturation, how do we differentiate ourselves from CCCCCO RSN, need specific topics, appreciate the value of webinars, discuss CCCCCO spring 2024 plans with Chelsea and Kellie.*

b. Faculty Office Hours

- Offer a one-hour session via Zoom, at least twice a month, starting in January 2024. 1<sup>st</sup> Chair to be joined by at least one other committee member.

*Rotating shared responsibility for committee members. Last year's Faculty Point of Contact meetings were very valuable, need just-in-time support, sharing ideas. Strong committee support. Juan and Sarah will work together to develop schedule and organize committee participation.*

*Student participation could be useful in a guided discussion or topic*

c. Regional gatherings

- Regionals in March 2024. Northern, Central Valley, and Southern Regionals. Sites to be identified.
- Expand faculty participation to include those in state and county programs.

Hybrid allows for more participation, more equitable and inclusive. Looked at curriculum regionals as a guide/model/idea. Meetings are hosted by local college

d. Increase interaction with Rising Scholars Liaisons through newsletters and listserv.

- Develop a newsletter to be sent out to the field in February and April 2024
- Use the Rising Scholars Liaison listserv to communicate regionals, faculty office hours, and webinars.

B. Rostrum articles

- Possible spring Rostrum article(s) ranking
- New topics?

C. Resolutions

- Fall Plenary
  - [Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students](#) (Rising Scholars).
- Spring Plenary
  - Ideas?

VII. Announcements

A. [Fall 2023 Plenary](#)

- November 16 – 18 in Costa Mesa
- Theme: Journey to Vision 2030: Faculty Perspectives
  - Breakout session assigned to RSFAC—Humanizing Students and Advancing Equity in Carceral Systems - Changing Hearts and Minds

B. Upcoming events

- Curriculum Regionals
  - [Central Valley—Sat, Nov. 4th 2023, 10am – 3 pm \(Bakersfield College\)](#)
- Demystifying CBE Webinar—Dec. 7<sup>th</sup>, 2023. Registration can be done [here](#).

C. [Application for Statewide Service](#)

VIII. Closing Comments

- A. Any other final comments or suggestions?

IX. Adjournment

**In Progress**

**Completed Tasks:**

- Fall plenary resolution: Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars).
- Fall Rostrum Article: Rising Scholars Faculty Advisory Committee: Supporting Faculty Navigating the Borderland of Higher Education and Carceral Systems.





**Rising Scholars Faculty Advisory Committee Meeting**  
**Friday, November 3<sup>rd</sup>, 11:00 am – 12:30 pm**

The work of the Rising Scholars Faculty Advisory Committee shall advance the 10+1 while championing students and advocating for student success within carceral education programs. The committee’s work shall support faculty professional learning in the areas of equity, pedagogy, social justice, and community building as it relates to instruction, governance, and student support for carceral-impacted students. ASCCC and RSFAC are committed to representational identity, including lived experiences, of members that is a reflection of the students being served. The committee will provide input and make recommendations to the Executive Committee, the Chancellor’s Office Rising Scholars Advisory Committee, and will express the faculty voice in spaces where carceral education discussions take place and policies and agreements that impact faculty and students are made. The Rising Scholars Faculty Advisory Committee will utilize liaisons to disseminate information from ASCCC, the Rising Scholars Network, and the Chancellor’s Office to local faculty teaching in carceral-impacted settings.

**Zoom Info:**

**Juan Arzola (el/ese/he/him/his) is inviting you to a scheduled Zoom meeting.**

<https://cos-edu.zoom.us/j/3279913568?pwd=ZfVubzdYlJRd3pFQ2lhQ0dXSEdGZz09>

**Meeting ID: 327 991 3568 Passcode: 318247**

**One tap mobile**

**+16694449171, +12532158782**

**Meeting ID: 327 991 3568 Passcode: 318247**

**AGENDA**

I. Call to Order and Roll Call:

Juan Arzola – 1 <sup>st</sup> Chair	Sarah Shepard – 2 <sup>nd</sup> Chair	Jessica Paisley
Anne-Marie Beck	Ashley Knowlton	Ariana Flores
Jacqueline Alvarez	Gail Ann Rulloda	Joseph Almeida
Kalinda Jones	Chelsea Esquibias	Kelly Nadler

II. Member check-ins, affirmations, challenges, wins, etc.

III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2023 – 2024](#).

IV. [Committee agreements](#)

V. [2023 – 2024 RSFAC Goals and Priorities](#).

A. RSFAC activities carried over from last year’s committee

1. Implement 2023 – 2024 RSFAC Work Plan

a. Webinar

i. Series of conversations delivered under the broad theme of: Changing Hearts and Minds. Three conversations in total delivered on the following dates:

- February 1<sup>st</sup>
- March 15<sup>th</sup>
- April 26<sup>th</sup>

b. Faculty Office Hours

i. Offer a one-hour session via Zoom, at least twice a month, starting in January 2024. 1<sup>st</sup> Chair to be joined by at least one other committee member.

c. Regional gatherings

- i. Regionals in March 2024. Northern, Central Valley, and Southern Regionals. Sites to be identified.
      - ii. Expand faculty participation to include those in state and county programs.
    - d. Increase interaction with Rising Scholars Liaisons through newsletters and listserv.
      - i. Develop a newsletter to be sent out to the field in February and April 2024
      - ii. Use the Rising Scholars Liaison listserv to communicate regionals, faculty office hours, and webinars.
  - B. Rostrum articles
    - 1. Possible spring Rostrum article(s) ranking
    - 2. New topics?
  - C. Resolutions
    - 1. Fall Plenary
      - a. [Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students](#) (Rising Scholars).
    - 2. Spring Plenary
      - a. Ideas?
- VI. Announcements
  - A. [Fall 2023 Plenary](#)
    - 1. November 16 – 18 in Costa Mesa
    - 2. Theme: Journey to Vision 2030: Faculty Perspectives
      - a. Breakout session assigned to RSFAC—Humanizing Students and Advancing Equity in Carceral Systems - Changing Hearts and Minds
  - B. Upcoming events
    - 1. Curriculum Regionals
      - a. [Central Valley—Sat, Nov. 4th 2023, 10am – 3 pm \(Bakersfield College\)](#)
    - 2. Demystifying CBE Webinar—Dec. 7<sup>th</sup>, 2023. Registration can be done [here](#).
  - C. [Application for Statewide Service](#)
- VII. Closing Comments
  - A. Any other final comments or suggestions?
- VIII. Adjournment

### **In Progress**

### **Completed Tasks:**

- Fall plenary resolution: Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars).
- Fall Rostrum Article: Rising Scholars Faculty Advisory Committee: Supporting Faculty Navigating the Borderland of Higher Education and Carceral Systems.



## Rising Scholars Faculty Advisory Committee Meeting

Friday, October 20<sup>th</sup>, 11:00 am – 12:30 pm

The work of the Rising Scholars Faculty Advisory Committee shall advance the 10+1 while championing students and advocating for student success within carceral education programs. The committee’s work shall support faculty professional learning in the areas of equity, pedagogy, social justice, and community building as it relates to instruction, governance, and student support for carceral-impacted students. ASCCC and RSFAC are committed to representational identity, including lived experiences, of members that is a reflection of the students being served. The committee will provide input and make recommendations to the Executive Committee, the Chancellor’s Office Rising Scholars Advisory Committee, and will express the faculty voice in spaces where carceral education discussions take place and policies and agreements that impact faculty and students are made. The Rising Scholars Faculty Advisory Committee will utilize liaisons to disseminate information from ASCCC, the Rising Scholars Network, and the Chancellor’s Office to local faculty teaching in carceral-impacted settings.

**Zoom Info:**

**Juan Arzola (el/ese/he/him/his) is inviting you to a scheduled Zoom meeting.**

<https://cos-edu.zoom.us/j/3279913568?pwd=ZFUubzdtdYlJRd3pFQ2lhQ0dXSEdGZz09>

**Meeting ID: 327 991 3568 Passcode: 318247**

**One tap mobile**

**+16694449171, +12532158782**

**Meeting ID: 327 991 3568 Passcode: 318247**

## Meeting Minutes

---

I. Call to Order and Roll Call:

Juan Arzola – 1 <sup>st</sup> Chair	Sarah Shepard – 2 <sup>nd</sup> Chair	Jessica Paisley
Anne-Marie Beck	Ashley Knowlton	Ariana Flores
Jacqueline Alvarez	Gail Ann Rulloda	Joseph Almeida
Chelsea Esquibias	Kelly Nadler	Kalinda Jones

II. Member check-ins, affirmations, challenges, wins, etc.

III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2023 – 2024](#).

IV. [Committee agreements](#)

- [Agreed to adopt committee agreements](#)
- [We are suggesting folks ground themselves in these principles](#)

V. [2023 – 2024 RSFAC Goals and Priorities](#).

A. RSFAC activities carried over from last year’s committee

1. Implement 2023 – 2024 RSFAC Work Plan

a. Webinar

i. Ideas for dates, times, and topics?

- [First person of delivery and knowledge, not necessarily interactive. What would we like to do?](#)
- [Continuing “changing hearts” and minds?](#)
- [Do we want to add something about WIFI access to our students?](#)
- [Maybe piggybacking off already existing webinars.](#)

- Should we even offer more webinars since there is an abundance already?
  - Instead do a professional development (flex day) on behalf of rising scholars for some campus?
    - o RSFAC can implement this to folks that want to do this
    - o Jessy is already doing one to those that want to do it
    - o Ambassadors on that campus for Flex from our RSFAC
    - o Can we use the listserv to send out a PD (flex) Day invite
    - o Is there a previous repository to look at to use for campus that are newer?
    - o Add approved flex days to RSFAC folders and try to participate and support
  - Can we provide and develop a curriculum for these staff and faculty or (toolkit)?
    - o Can we use Melon group curriculum already?
    - o Maybe we can study it more to expand and learn it to incorporate it.
- b. Faculty Office Hours
- i. Ideas for dates and times?
    - Making ourselves available to folks outside the of class
    - Maybe instead of Webinars, office ours to discuss and decompress these to hold space
    - Every other week? Let us identify a day we can each offer hours.
      - o Can we create a document to add our hours individually?
- c. Regional gatherings
- i. Ideas for topics, dates, and times?
  - ii. Expand faculty participation to include those in state and county programs.
    - Piggybacking on Chancelors office gatherings or our own for our colleagues
- d. Increase interaction with Rising Scholars Liaisons through newsletters and listserv.
- i. Interest from committee members to develop a newsletter
    - To engage our liaisons our newsletter
    - Sometime in the Spring?
- B. Rostrum articles
1. Status update on rostrum articles started last year?
    - a. Topics from last year in order of interest:
      - i. Forgotten Voices of the Carceral System
      - ii. Gender Identity in Prison: Policing Trans Bodies
      - iii. Tie—The Need for Ally Training Programs on Campus & Challenges and Considerations for Hiring Formerly Incarcerated or Justice-involved Students on Campus
      - iv. Identity-lived Experience-Scholarly= Autoethnographic Space in the Academy
      - v. Programming in Youth Facilities: Transitioning to College and Connecting to Support Services, and Building Community
      - vi. Pedagogical Considerations for RISE Students
      - vii. Imposter Syndrome in RISE Faculty
        - Do we want to add something about WIFI access to our students? Technological divide in general
    - b. Fall Rostrum article
      - i. Rising Scholars Faculty Advisory Committee: Supporting Faculty Navigating the Borderland of Higher Education and Carceral Systems

c. Spring Rostrum article(s)

i. Ideas?

- Middle to end of February to submit
- Jackie and Ari doing *Gender Identity in Prison: Policing Trans and Women Bodies* Hopefully for Spring
- Maybe reassess the ranking Hopefully by November 3<sup>rd</sup> will add to Shared Drive
- Sara and Juan have already submitted one about who we are as RSFAC (still waiting to see if it was accepted)
- Maybe a part two with who we are individually as a committee

C. Resolutions

1. Fall Plenary

a. Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars).

- Each resolution needs a contact that is listed for those who are willing to be a contact: text, email, call
- Must be attending at plenary
- At plenary when this is being debated, contact should be the one who speaks on behalf of the resolution if folks are against.

2. Spring Plenary

a. Ideas?

- Is there an idea that has not been addressed?
- Spring Plenary April 18-20<sup>th</sup>
- Do we want to bring forth a resolution?
  - o If so, must be submitted before ASCCC March meeting, (February)
  - o Ari suggests adding resolution to commit to hire more carceral impacted staff and faculty

VI. Announcements

A. Fall 2023 Plenary

1. November 16 – 18 in Costa Mesa
2. Theme: Journey to Vision 2030: Faculty Perspectives

- Great themes calling out representation of particular groups of students
- Plenary agenda up now

B. Upcoming events

1. Area meetings

- Gatherings of state delegated to gather in areas to go over resolution packets and resolution can be presented in these meetings
- Area B&D bring a lot of resolution in

a. All areas meetings will occur on Oct. 27<sup>th</sup> from 9 am – 3 pm. Use the following links to register for your area meeting.

- i. [Area A](#)
- ii. [Area B](#)
- iii. [Area C](#)
- iv. [Area D](#)

2. Curriculum Regionals

- a. [Southern California—Sat, Oct 21 2023, 10am – 3 pm \(Orange Coast College\);](#) Registration ended on Oct. 18<sup>th</sup>.
- b. [Northern California—Sat, Oct 28 2023, 10am – 3 pm \(Woodland College\);](#) Registration ends on Oct. 25<sup>th</sup>.
- c. [Central Valley—Sat, Nov. 4th 2023, 10am – 3 pm \(Bakersfield College\);](#) Registration ends on Nov. 1<sup>st</sup>.
  - i. Look at how to be more intention to faculty who are vacationing versus available to go to the curriculum institute or we are teaching

- ii. Many could not go before, thus made them on Fridays and Saturday's to now go giving more access
- iii. Take note of the registration deadlines

C. Application for Statewide Service

VII. Closing Comments

- A. Any other final comments or suggestions?

VIII. Adjournment

**In Progress**

**Completed Tasks:**

- Fall plenary resolution: Address CCC Apply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars).
- Fall Rostrum Article: Rising Scholars Faculty Advisory Committee: Supporting Faculty Navigating the Borderland of Higher Education and Carceral Systems.



**Rising Scholars Faculty Advisory Committee Meeting**  
**Friday, September 8<sup>th</sup>, 11:30 am – 1:00 pm**

The work of the Rising Scholars Faculty Advisory Committee shall advance the 10+1 while championing students and advocating for student success within carceral education programs. The committee’s work shall support faculty professional learning in the areas of equity, pedagogy, social justice, and community building as it relates to instruction, governance, and student support for carceral-impacted students. ASCCC and RSFAC are committed to representational identity, including lived experiences, of members that is a reflection of the students being served. The committee will provide input and make recommendations to the Executive Committee, the Chancellor’s Office Rising Scholars Advisory Committee, and will express the faculty voice in spaces where carceral education discussions take place and policies and agreements that impact faculty and students are made. The Rising Scholars Faculty Advisory Committee will utilize liaisons to disseminate information from ASCCC, the Rising Scholars Network, and the Chancellor’s Office to local faculty teaching in carceral-impacted settings.

**Zoom Info:**

**Juan Arzola (el/ese/he/him/his) is inviting you to a scheduled Zoom meeting.**

<https://cos-edu.zoom.us/j/3279913568?pwd=ZfVubzdYlJRd3pFQ2lhQ0dXSEdGZz09>

**Meeting ID: 327 991 3568 Passcode: 318247**

**One tap mobile**

**+16694449171, +12532158782**

**Meeting ID: 327 991 3568 Passcode: 318247**

**AGENDA**

I. Call to Order and Roll Call:

Juan Arzola – 1 <sup>st</sup> Chair	Sarah Shepard – 2 <sup>nd</sup> Chair	Jessica Paisley
Anne-Marie Beck	Ashley Knowlton	Ariana Flores
Jacqueline Alvarez	Gail Ann Rulloda	Joseph Almeida

II. Member check-ins, affirmations, challenges, wins, etc.

III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2023 – 2024](#).

IV. Committee agreements

A. [ASCCC Community Agreements](#)

1. Do we have ideas for our own Community Agreements?

B. Committee members expectations

V. [2023 – 2024 RSFAC Goals and Priorities](#).

A. RSFAC activities carried over from last year’s committee

1. Implement 2023 – 2024 RSFAC Work Plan

a. Webinar

b. Faculty Office Hours

c. Regional gatherings

i. Expand faculty participation to include those in state and county programs.

d. Increase interaction with Rising Scholars Liaisons through newsletters and listserv.

- B. Rostrum articles
  - 1. [Status update on rostrum articles started last year?](#)
    - a. Topics from last year in order of interest:
      - i. Forgotten Voices of the Carceral System
      - ii. Gender Identity in Prison: Policing Trans Bodies
      - iii. Tie—The Need for Ally Training Programs on Campus & Challenges and Considerations for Hiring Formerly Incarcerated or Justice-involved Students on Campus
      - iv. Identity-lived Experience-Scholarly= Autoethnographic Space in the Academy
      - v. Programming in Youth Facilities: Transitioning to College and Connecting to Support Services, and Building Community
      - vi. Pedagogical Considerations for RISE Students
      - vii. Imposter Syndrome in RISE Faculty
    - b. Sarah and Juan’s Idea for a Rostrum article
      - i. [Rising Scholars Faculty Advisory Committee: Supporting Faculty Navigating the Borderland of Higher Education and the Prison Industrial Complex](#)
- C. Resolutions
  - 1. Ideas
    - a. [Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students \(Rising Scholars\).](#)

VI. Announcements

- A. [Fall 2023 Plenary](#)
  - 1. November 16 – 18 in Costa Mesa
  - 2. Theme: To be determined at Sept. ASCCC Executive Board meeting
- B. Check for upcoming events at [here](#)
- C. [Application for Statewide Service](#)

VII. Closing Comments

- A. Any other final comments or suggestions?

VIII. Adjournment

**In Progress**

- Fall plenary resolution: Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars).
- Fall Rostrum Article: Rising Scholars Faculty Advisory Committee: Supporting Faculty Navigating the Borderland of Higher Education and the Prison Industrial Complex.

**Completed Tasks:**





Veterans Services Advisory Committee Meeting

September 5, 2023 - 11:00AM-1:00PM

Attendees

Region 1	Dan Torres, Butte College		DSPS Representative	Christopher Crone, Las Positas College
Region 2	Amy Kennedy, Solano College		Academic Senate	Vacant
Region 3	Luis Padilla, College of San Mateo		Academic Senate	Arthur Lara, Long Beach City College
Region 4	Gemma Uribe & Ligia Polio, Hartnell College		Academic Senate	Juan Arzola, College of the Sequoias
Region 5	Ashley Martinez, College of the Sequoias		Cal State Representative	Marshall Thomas, Office of the Chancellor
Region 6	Thomas Renard, College of the Canyons		University of California Rep	Tamara Thacker, UC Riverside
Region 7	Jessica Peak, East Los Angeles College		Member at Large	Todd Steffan, Diablo Valley College
Region 8	Maria Buffo, Citrus College		Student Senate	Robert Alexander, San Bernardino Valley
Region 9	Lizette Tenorio, Riverside College		Student Senate	Clemaus Tervalon
Region 10	Tina Barlolong, Palomar College		Chancellor's Office	Gina Browne, Interim Asst. Vice Chancellor
			Chancellor's Office	Heather McClenahan, Veterans Specialist

\*New members – Robert Alexander, Student Senate for CCC

Alternates: James Konopitski-Shasta College Region 1, Carol Calandra -Pasadena College Region7, Nick Arman-Fullerton College Region 8, Eric Betancourt – Norco College Region 9

## Meeting Notes

<p><b>Introductions</b></p>	<ul style="list-style-type: none"> <li>• Welcome &amp; Introductions             <ul style="list-style-type: none"> <li>- All attendees introduced themselves and the role that they fill in the space.</li> </ul> </li> </ul>
<p><b>Chancellor’s Office Updates</b></p>	<p>Gina Browne, Assistant Vice Chancellor</p> <p>Heather McClenahan, Veterans Program Specialist</p> <ul style="list-style-type: none"> <li>- Heather and Gina provided updates on CCCCCO efforts that are being pursued this year.</li> </ul>
<p><b>Government Relations Updates</b></p>	<ul style="list-style-type: none"> <li>• Justin C. Salenik, Government Relations Analyst             <ul style="list-style-type: none"> <li>- Justin advised the group that there are two bills, related to Student Veterans, that are still making their way through the legislative process.</li> </ul> </li> </ul>
<p><b>Partner Updates</b></p>	<ul style="list-style-type: none"> <li>• <b>CSU Office of the Chancellor</b> - Marshall Thomas</li> <li>• <b>UC</b> – Tami Thacker, UC Riverside</li> <li>• <b>CalVet</b> – Cheryl Iannello, Roberto Herrera, David Lawrence, Shane Ferrebee,</li> <li>• <b>MAP Initiative</b> - Terence Nelson, Norco College             <ul style="list-style-type: none"> <li>- Each partner representative gave updates on efforts to improve the educational experience of student veterans. For example, Tami (UC) shared that UC Riverside is holding a transfer application workshop for student veterans in September for community college students in Southern region. A date for a northern regional is still be identified, but it is hoped that it will take place this morning or, at the latest, early October.</li> <li>- Another important update was delivered by Terence Nelson on the Military Articulation Program (MAP) Initiative. Particularly, Terence reported that there are faculty workgroups that are looking to develop and formalize career pathways for student veterans in several disciplines, such as Administration of Justice, Automotive Technology (ASE Certification), and EMT. These career pathways will look to utilize current MAP articulated courses to help student veterans reduce the time to their educational goal.</li> </ul> </li> </ul>
<p><b>VRC Minimum Standards</b></p>	<ul style="list-style-type: none"> <li>• Updated Summer 2023             <ul style="list-style-type: none"> <li>- The CCCCCO is nearly complete with the final iteration of this reporting tool. The Veteran Resource Center (VRC) Minimum Standards reporting tool is meant to help VRCs ensure that they are meeting federal and state requirements for the student support services. It is anticipated that the</li> </ul> </li> </ul>

	<p>reporting tool will be sent out in October to all community college institutions that provide for a VRC.</p>
VRC Survey 2023	<ul style="list-style-type: none"> <li>• Fall 2023</li> <li>• Review &amp; Suggestions <ul style="list-style-type: none"> <li>- Heather discussed the survey and asked for any suggestions on modifying the tool. She advised the committee members that the opportunity to provide feedback on the survey will remain open until the end of the month.</li> </ul> </li> </ul>
Veterans Symposium	<ul style="list-style-type: none"> <li>• Spring/Summer 2024 – Southern CA</li> <li>• Recommendations &amp; Suggestions</li> <li>• Speakers</li> <li>• Topics</li> <li>• Partners <ul style="list-style-type: none"> <li>- Heather reported that the Veterans Symposium, for the fall, will not take place. Yet, the event will occur in spring 2024, somewhere in southern California. Heather asked committee members for volunteers to help plan the event. Interested members were directed to reach out to her via email.</li> </ul> </li> </ul>
Regional Updates & Field Concerns	<ul style="list-style-type: none"> <li>• Regional Representatives Updates &amp; Announcements <ul style="list-style-type: none"> <li>- Heather invited regional representatives to provide updates on issues that have arisen in their jurisdiction.</li> </ul> </li> </ul>
Next Meeting	<ul style="list-style-type: none"> <li>• December 2023</li> </ul>

**Academic Senate for CA Community Colleges  
Statement of Activities - Income Stmt  
As of November 30, 2023**

	Year To Date 11/30/2023	Year Ending 06/30/2024	
	Actual	Budget	Variance YTD
<b>Income Statement</b>			
<b>Revenue</b>			
<b>Membership Dues</b>	499,306.93	495,000.00	4,306.93
<b>Program Fees</b>			
Fall Session	135,430.00	142,500.00	(7,070.00)
Spring Session	0.00	175,000.00	(175,000.00)
Accreditation	17,405.00	0.00	17,405.00
Curriculum Institute	376,450.00	315,000.00	61,450.00
Faculty Leadership Institute	0.00	78,000.00	(78,000.00)
Academic Academy/Accred Inst	0.00	60,000.00	(60,000.00)
<b>Total Program Fees</b>	<b>529,285.00</b>	<b>770,500.00</b>	<b>(241,215.00)</b>
<b>Grant Revenue</b>			
<b>State Grants</b>			
Governor's Grant	1,111,000.00	1,111,000.00	0.00
C-ID	333,773.49	685,000.00	(351,226.51)
OER	334,584.52	1,100,000.00	(765,415.48)
Rising Scholars	6,945.75	0.00	6,945.75
<b>Total State Grants</b>	<b>1,786,303.76</b>	<b>2,896,000.00</b>	<b>(1,109,696.24)</b>
<b>District Grants</b>			
IEPI Grant	33,000.00	132,000.00	(99,000.00)
<b>Total District Grants</b>	<b>33,000.00</b>	<b>132,000.00</b>	<b>(99,000.00)</b>
<b>Total Grant Revenue</b>	<b>1,819,303.76</b>	<b>3,028,000.00</b>	<b>(1,208,696.24)</b>
<b>Other Income</b>	<b>83,836.20</b>	<b>27,000.00</b>	<b>56,836.20</b>
<b>Total Revenue</b>	<b>2,931,731.89</b>	<b>4,320,500.00</b>	<b>(1,388,768.11)</b>

**Expenses****Executive**

Executive Reassign Time	311,808.92	332,600.00	(20,791.08)
Executive Activities			
Exec Meetings	46,054.31	120,000.00	(73,945.69)
Member Services - Field Activities	15,027.20	50,000.00	(34,972.80)
FELA Academy	28.40	20,000.00	(19,971.60)
Professional Dev Resources Review	4,193.30	30,000.00	(25,806.70)
Cultural Humility and Strategic Plan Contractor	12,952.89	70,000.00	(57,047.11)
Total Executive Activities	<u>78,256.10</u>	<u>290,000.00</u>	<u>(211,743.90)</u>
Total Executive	390,065.02	622,600.00	(232,534.98)

**Liaison**

Chancellor's Office	14,885.28	40,000.00	(25,114.72)
Groups	0.00	10,000.00	(10,000.00)
Conferences, Senate	16,783.03	40,000.00	(23,216.97)
Conferences OER	7,430.78	0.00	7,430.78
Conferences C-ID	610.09	0.00	610.09
Total Liaison	<u>39,709.18</u>	<u>90,000.00</u>	<u>(50,290.82)</u>

**Grant Expenses**

Initiatives Reassign Time			
Faculty Coordinator, C-ID	140,073.30	160,000.00	(19,926.70)
Initiatives OER	135,766.52	150,000.00	(14,233.48)
Total Initiatives Reassign Time	<u>275,839.82</u>	<u>310,000.00</u>	<u>(34,160.18)</u>
Grant Meetings			
Grant Meetings, C-ID	1,577.04	50,000.00	(48,422.96)
Grant Meetings OER	1,402.37	30,000.00	(28,597.63)
Total Grant Meetings	<u>2,979.41</u>	<u>80,000.00</u>	<u>(77,020.59)</u>
Stipends			
Stipends, C-ID	49,510.00	100,000.00	(50,490.00)
Stipends, OER	70,284.00	600,000.00	(529,716.00)
Total Stipends	<u>119,794.00</u>	<u>700,000.00</u>	<u>(580,206.00)</u>
Total Grant Expenses	<u>398,613.23</u>	<u>1,090,000.00</u>	<u>(691,386.77)</u>

**Programs**

Plenary Session			
Fall Session	192,933.62	130,000.00	62,933.62
Spring Session	292.00	140,000.00	(139,708.00)
Total Plenary Session	<u>193,225.62</u>	<u>270,000.00</u>	<u>(76,774.38)</u>
Institutes			
Academic Academy/Accred Inst	0.00	60,000.00	(60,000.00)
Accreditation Institute	19,989.88	0.00	19,989.88
Curriculum Institute	217,659.26	230,000.00	(12,340.74)
Faculty Leadership	3,937.77	60,000.00	(56,062.23)
Part-Time Faculty Leadership Institute	0.00	15,000.00	(15,000.00)
Career and Noncredit Event	0.00	15,000.00	(15,000.00)
Cal OER Conference	753.40	15,000.00	(14,246.60)
Total Institutes	<u>242,340.31</u>	<u>395,000.00</u>	<u>(152,659.69)</u>
Pubs, Marketing, Tech, Services	81,959.60	196,600.00	(114,640.40)
Total Programs	<u>517,525.53</u>	<u>861,600.00</u>	<u>(344,074.47)</u>

**Salaries and Benefits**

Staff Salaries	231,382.96	710,000.00	(478,617.04)
Staff Salaries OER	70,052.83	142,400.00	(72,347.17)
Staff Salaries, C-ID	51,216.23	142,400.00	(91,183.77)
Instructional Salaries Grants	0.00	55,000.00	(55,000.00)
Staff Training/Development	6,172.94	25,000.00	(18,827.06)
Benefits- Health	56,721.40	165,000.00	(108,278.60)
Defined Benefit Retirement Plan	55,173.93	106,500.00	(51,326.07)
Payroll Processing	1,175.62	7,000.00	(5,824.38)
Payroll Taxes - Employer	5,423.04	27,500.00	(22,076.96)
Total -Salaries and Benefits	<u>477,318.95</u>	<u>1,380,800.00</u>	<u>(903,481.05)</u>

**Nonpersonnel**

Equipment and Furniture	1,643.48	12,000.00	(10,356.52)
Office	94,328.31	205,920.00	(111,591.69)
Professional Services	20,895.74	33,000.00	(12,104.26)
Business Expenses	1,081.86	10,000.00	(8,918.14)
Total Nonpersonnel	<u>117,949.39</u>	<u>260,920.00</u>	<u>(142,970.61)</u>
Total Expenses	<u>1,941,181.30</u>	<u>4,305,920.00</u>	<u>(2,364,738.70)</u>

**Total Income Statement**

	<u><b>990,550.59</b></u>	<u>14,580.00</u>	
'+ Net Assets - Beginning	<u>3,026,666.57</u>	<u>0.00</u>	
Net Assets - Ending	<u><u>4,017,217.16</u></u>	<u><u>14,580.00</u></u>	

**Academic Senate for CA Community Colleges**  
**Statement of Financial Position**  
**As of November 30, 2023**

	Year To Date 11/30/2023	Prior Year To Date 11/30/2022
	Current Year Balance	Prior Year
<b>Assets</b>		
Current Assets		
Cash and Cash Equivalents	4,554,463.63	4,933,182.68
Accounts Receivable	384,192.56	460,229.66
Other Current Assets		
1150 - Prepaid Expenses	58,465.93	8,100.49
1151 - Prepaid Expenses-Curriculum Institute	3,757.00	8,125.00
1152 - Security Deposits	7,785.25	7,785.25
1153 - Prepaid Expenses - Flight and travel credits	639.67	0.00
Total Other Current Assets	70,647.85	24,010.74
Total Current Assets	5,009,304.04	5,417,423.08
Long-term Assets	298,627.14	382,029.30
<b>Total Assets</b>	<b>5,307,931.18</b>	<b>5,799,452.38</b>
<b>Liabilities and Net Assets</b>		
Liabilities		
Short-term Liabilities		
Accounts Payable	206,193.44	212,294.64
Accrued Liabilities	59,621.28	44,674.20
Deferred Revenue	701,451.60	1,333,950.51
Total Short-term Liabilities	967,266.32	1,590,919.35
Long Term Liabilities	323,447.70	412,045.70
<b>Total Liabilities</b>	<b>1,290,714.02</b>	<b>2,002,965.05</b>
<b>Net Assets</b>		
Net Assets	3,026,666.57	2,923,585.68
<b>Change In Net Assets</b>	<b>990,550.59</b>	<b>872,901.65</b>
Total Net Assets	4,017,217.16	3,796,487.33
<b>Total Liabilities and Net Assets</b>	<b>5,307,931.18</b>	<b>5,799,452.38</b>