ASCCC Fall Plenary 2022
Nov. 3-5, 2022

General Session 1 (Thurs 11/2, 9:00): Legislative Update
- AB928: singular lower div GE pathway for transfer to both CSU and UC. UC not under same level of state control as CCCs and CSUs.
- Students will be placed on ADT pathway unless opt out
- The implementation committee will consider raising the 60-unit limit for STEM ADTs.
- AB928 IGETC committee page: https://www.ab928committee.org/
- Common Course numbering: Currently AB1111, former efforts SB851 (1983), SB450 (1995), SB1415
- AB927 BA degrees – memo just went out for new round of proposals, 15 will be considered
- ZTC Funding: see breakout session notes
- Chancellor search: process should be concluded by end of January
- ASCCC Strategic Plan: hope to use the Resolutions process to help drive their Strategic Planning

General Session 2 (Thurs 11/2, 10:15): Out of a Multitude of Tongues: Academic Freedom (AF) and the Importance of Diverse and Inclusive Discourse
- 1st amendment restricts the right of a public institution to regulate expression (including public colleges or universities)
- Speech must be germane to subject matter and advance an academic message (stick to the subject)
- Private institutions don't have same first amendment protections
- Email on district server, electronic communications, and faculty pages are not necessarily protected under "free speech"
- Scholars at Risk: https://www.scholarsatrisk.org/
- AF vs. Equity & Diversity: without right to speak, research and pursue diverse ideas, equity is not possible
- AF allow sfaculty to academically challenge racist ideologies and structures in the context of their expertise
- Exposes students to a diverse range of ideas...
- Use the COR – instructors must teach to it, use AF to develop it, have Equity in the COR
- Curriculum Committee should review the local Academic Freedom Policy, provide/support AF profi dev, and support open conversations about equity and AF
- See **Greene, 2022**, about AF: challenges to AF oppose social justice, equity and anti-racist curriculum that teaches students to "hate everything that makes America great."

  Faculty To-Do List: (see slide for complete list)
  - Title 5: 51023 states college must adopt a policy statement on academic freedom which shall be made available to faculty, adopt procedures which are consistent with the provisions...
  - **Senates should look carefully at the template (brief) for Academic Freedom**

- Elephant in the room: CA Ed Code is silent on Academic Freedom, accreditation standards as well
- AB1725 talks about the tenure system and mentions academic freedom, noting the tenure system is central, but nothing has made it into the regulations regarding AF
- ASCCC adopted same language as the AAUP several years ago, entitling teachers in the classroom to discuss matters related to their discipline
- **Review and revise college governance policies**
- **Provide professional development** on the privileges and responsibilities of AF for all faculty, administrators and board members
- **Adopt a statement (As A Senate) regarding the parameters and practice of academic freedom** in a variety of areas such as evaluations, implementation of diverse and innovative pedagogies, curriculum, and grading policies – this then provides our union colleagues with way to move these elements into the Contract
- Senates need to do this work first
- **See paper** "Strengthening Academic Freedom: Recommendations for Local Senates" and book *The Future of Academic Freedom* / Henry Reichman
- Need to work with union colleagues to develop due process around violations or perceived violations involving AF issues, including a duly constituted (appointed or elected) faculty committee to review and recommend action. Consider offering joint training on how to conduct evaluations that includes honoring the AF of our colleagues, include explicit language on protecting academic freedom in the evaluation tools
- "Californians for Equal Rights" recently won case erroneous attribution to Aztec but is Mayan the phrase "in La'ackech" - accusing it of speaking to some aspect of death (San Diego) - see https://thomasmoresociety.org/case/californians-for-equal-rights-foundation-v-state-of-california/ (the conservative side) or from EdSource: https://edsource.org/updates/state-settles-lawsuit-over-ethnic-studies-curriculum-to-remove-two-disputed-chants
- Watch out for challenges to Dual Enrollment classes – we are not K-12 and the school district cannot dictate our curriculum – call this out in policy and contract
- Look at C-ID (5 yr review cycle) - these drive our CORs
- **Faculty need professional develepment on evaluation of faculty – joint PDA or Flex with Union folks, or presentation from ASCCC?**

General Session 3 (Thursday 11/3): Transforming Institutional Use of Data
- "Persistence" unlike retention, defined as the number of students who go from one semester to the next (excepting transfer)
- "It's always about how we comply with someone else's view of how we perform" (Craig Rutan, ASCCC presenter, Physics Instructor)
- Why are those the only measurements that matter? Why are they the focus?
- Forgotten elements: course success rates, grade distributions in courses, completion of course sequences, students being able to transfer to the school of their dreams, students completing their desired degrees after transfer
- Guided Pathways are for guiding students along a path, but that doesn't mean the wandering doesn't matter

- **Business or college: we cannot sacrifice the needs of individual students and let them become part of aggregated numbers on a page** (this makes a strong counterargument to resistors of SLO disaggregation)
- Reframe narrative about exploring being for the privileged – if that's the case, we need to make exploring possible for the not-so-privileged
- If we focus on a single method to support students so they succeed in transfer level courses, we are not serving our students well
- The number of meetings a Senate leader has to go to in order to be there for the framing of each conversation incorporating data are significant, we have to be there, and the Senate needs to be aware. Local senates need to drive the conversations about what the date is the college should be tracking
- Faculty need to be able to provide context on how data are interpreted
- Don't let others tell you why your students performed as they did, we have the context
- How often are students asked what we should be tracking?
- If an administrator has access to a report, so should the faculty
- Program Review: (See slide, many points here) - need to ensure our model includes everything necessary to develop a complete picture of how well we serve students, info faculty need to tell the full story of their programs and their students should be available and incorporated
- Exploring Instructional Modalities – need deep dive, faculty need more training

General Session 4 (Thursday, 11/3, 1:30-3:00

The Legislative Landscape and You: Using Authentic Voices and Experiences...
- See slide 2018-2022 Legislative history regarding CCCs
- Reviewed the process of how a bill becomes a law
- Assembly members 50 bills max in 2-year cycle, Senate 40 bills same timeframe
- Prop 28 (2012) introduced legislative term limits (12 years combined max)
- Post-2020 Census Redistricting resulted in new electoral districts
- After 2022 November election, at least 33 of 120 legislators will be new (25%) - losing some allies but also a time to foster new relationships and engage in advocacy
- Rules around trailer bills are looser, so this is a time to be extra vigilant
- If you don't participate, then you're not one of the people the legislator needs to worry about
- Center students in advocacy with legislators, means knowing your students
- Excellent links in slideshow for legislator and legislative information (some added to bookmarks)

General Session 5 (Thursday, 11/3, 2:30-3:15)

Aligning General Education Pathways
- Reminder, must agree on pattern by May 31, 2023, or administrative bodies will decide by December 2023
- Intersegmental Committee of Academic Senates (ICAS) 5 members each
- Came up with pathway: GE requirements for ADT, singular lower div GE for transfer to both CSU and UC, 11 courses/34 semester units
- See slide for proposed GE Pathway – CalGETC:

Proposed GE Pathway – CalGETC

CalGETC Area	Subject	Courses/Units
1 – English Communication	English Composition Critical Thinking and Composition Oral Communication	1 course (3 units) 1 course (3 units) 1 course (3 units)
2	Mathematical Concepts and Quantitative Reasoning	1 course (3 units)
3 – Arts and Humanities	Arts Humanities	1 course (3 units) 1 course (3 units)
4	Social and Behavioral Sciences	2 courses (6 units)
5	Physical Science Biological Science Laboratory (for Phys/Bio course)	1 course (3 units) 1 course (3 units) (1 unit)
N/A	Lifelong Learning and Self Development (CSU upper division GE)	
6	Language other than English (LOTE) (Currently UC only, carries no units)	
7	Ethnic Studies	1 course (3 units)
		11 courses (34 units)

- UC will NOT accept Area 5 as lower div, so CCC saying ok, how about if the CSU makes this a graduation requirement? UC has never taken it and says they won't take it (COUN, KAD, LIBRARY...) but as CSU Graduation Requirement would keep door open for CCCs (Resolution 15.01)
- Area 1: English Communication was almost lost, but UC does accept Oral Comm, so CCC will revise and strengthen if needed courses for Oral Comm
- Area 2: no change
- Area 3: decrease from 3 to 2 courses (arts, humanities)
- Are 4: went from 3 to 2 courses
- Area 5: "N/A" see above
- Area 6: UC will require for graduation Language Other Than English (LOTE) but **not lower div**
- Area 7: Ethnic Studies 1 course required (new)
- Next steps: Recommendations from CCC will be forwarded to Intersegmental Committee of Academic Senates (ICAS) in December 2022, ICAS must establish a final Singular Lower Div Pathway by May 2023 (or 3 system administrators take over)
- Webinars on AB928 available on ASCCC site
- Optional 2 areas for local AA/AS - has 2 more opportunities for additional courses
- CCC Baccalaureate Degrees and General Education – new GE pattern or path being discussed to potentially align with the proposed CalGETC pathway
- Goal is to align all three pathways
- Visual Alignment of all 3 Proposed GE Patterns:

Visual Alignment of 3 Proposed GE Patterns

Area	Proposed CalGETC Pathway	Proposed CCC Associate Degree GE Pathway	Proposed CCC Baccalaureate Degree GE Pathway (Lower Division)
1	English Composition (3/4) Critical Thinking and Composition (3/4) Oral Communication (3/4)	English Composition (3/4) Oral Communication and Critical Thinking (3/4)	English Composition (3/4) Oral Communication and Critical Thinking (3/4)
2	Mathematical Concepts and Quantitative Reasoning (3/4) *Transfer Level*	Mathematical Concepts or Quantitative Reasoning (3/4) *Transfer or College Level*	Mathematical Concepts or Quantitative Reasoning (3/4) *Transfer or College Level*
3	Arts (3/4) Humanities (3/4)	Arts and Humanities (3/4)	Arts and Humanities (3/4)
4	Social and Behavioral Sciences (6/8)	Social and Behavioral Sciences (3/4)	Social and Behavioral Sciences (3/4)
5	Physical Science (3/4) Biological Science (3/4) Laboratory (for Phys/Bio Science) (1/1)	Natural Sciences (3/4)	Natural Sciences (3/4)
	Life Long Learning and Self Development *Not required (CSU Upper Division GE)*	*Life Long Learning and Self Development* *Not required in current title 5 regulations*	*Life Long Learning and Self Development* *Not required in current title 5 regulations*
6	Language other than English (LOTE) *(Currently UC only, carries no units)*	Language other than English (LOTE) *Not required in current title 5 regulations*	Language other than English (LOTE) *Not required in current title 5 regulations*
7	Ethnic Studies (3/4)	Ethnic Studies (3/4)	Ethnic Studies (3/4)
			Additional units from above areas (6/8)
Total	11 courses (34 semester)	Minimum 21 Semester Units	Minimum 27 Semester Units 29

- Hope to have the CalGETC settled by February 2023, before the administration takes over the process
- Final vetting for Ethnic Studies competencies
- Minimum/Maximum: 11 courses, 3 units each, total to 34, but could be more units depending on individual colleges (they used same language as current IGETC in crafting, this is where this comes from)
- This GE Pattern won't be required until Fall 2025-26
- In prepping schedules, don't react too quickly – students will be in multiple catalog years, need Area E courses...
- Competencies: what is the hoped-for outcome? ==> The core courses must meet the competencies for GE to be included (This is being determined now for Ethnic Studies) - this is a new way of exploring how courses meet GE competencies – new to the CCCs to do this

Breakout 1 (Thursday 11/3, 3:30-4:15
    ZTC/OER:
- Use of **H5P** (an app) to add little exercises into textbook chapters - "if you can build a quiz in Canvas, you can do this" (**See ASCCC OERI for webinar on using H5P**)
- Using publisher texts limits our ability to assert academic freedom in what we feel should be used for student instruction
- OERI got a late start, so they've gotten an extension for another 2 years.
- **XB12 Data Element**
    - Prior to July 2022 all the OERI folks knew was what the Governor shared in a press conference
    - Tinyurl.com/OER4ZTC
    - Resolution in packet for XB12 data element (low- and no-cost resources) - new to formally gather this information

- o Dan Crump: college has page in Faculty Portal where faculty report what type of resources they are using, textbook from bookstore, OER, etc.
- o The introduction of this element means that there's hope the system will make the whole process of textbook costs clearer, streamlined for reporting
- **ZTC Grant Program**:
  - o Phase 2 funds held up because discussion going on about definition expanding (Associate Degrees and Certificates)
  - o $$$ were supposed to roll out Jan. 2022, but not. Friday July 29th announced as part of GP email, dead links (from Chancellor's office)
  - o Phases 1 through apportionment to General Fund, $20K to accept it, must certify by Nov. 1, or will get notified to go in and certify.
  - o Phase 2 $180,000 to implement
  - o $$ can be used for whatever it takes to get the OER going – could use to have a faculty member take the lead on development of OER
  - o **Phase 1: College needs to know baseline data – do we already have a complete GE pattern that can be completed with ZTC**? If we've been marking the No Cost sections you've got a way to start
  - o Workload: pay someone to do the thing – to reach out to faculty, or using faculty who are lacking enrollment
  - o **Phase 2: A competitive grant to support colleges in implementing a ZTC program locally**
  - o Taskforce to be convened fall of 2022 to: "evaluate the existing infrastructure in place that guides instructional material choices and provide recommendations to structural changes that will facilitate the creation of sustainable solutions that reduce textbook costs for students in the long term." ==> Presenters asked us: What "existing infrastructure...guides instructional material choices?" - what are they referring to here?
  - o Resolution 7.08 is about Establishing Consistent Definitions for Course Resources
  - o Instructional Materials Task Force (IMTF) was the Task Force mentioned above, with actions outlined in presentation
    - ▪ Inform development of a systemwide approach...
    - ▪ Provide recommendations on baseline statues, regulations...
    - ▪ Provide guidance on maximizing, leveraging, or adjusting existing system resources...
    - ▪ Provide recommendations for establishing a robust and sustained OER support infrastructures
    - ▪ Inform strategies for state-level support and resources need to enhance campus efforts...
  - o Need to get out in front of the task force to make sure local practices should ensure that faculty consider both the cost and necessity of those materials when selecting them
  - o **Look for our policies and regulations to see that we are in fact directing instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials – we should have a local policy per Title 5 section 59404 –** we are required to ensure that there is a policy, that faculty consider both the cost and necessity of those materials when selecting them – so what's the process?

- o HEOA

Area Meeting (Friday, 11/4, 8:45-10:45)

Breakout 2 (11:00-12:15) (missed due to SRJC committee meeting)

General Session 6: Chancellor's Address
- 3 Key areas to keep leaning into:
  - o Statewide focus on student success and structural transformations needed to do this: Financial Aid - Inequitable structures for Cal Grants, we enroll 2/3 of students but only receive 7% of funds for Financial Aid
  - o Transforming local campus culture to nurture sense of belonging – Guided Pathways to AB705 – clear pipelines supporting the work of our students - "tools not destination" - Commitment to Equity and student success – culturally competent instruction, Ethnic Studies
  - o Innovation in teaching and modalities – need to stabilize the system, have a statewide agenda for Distance Education and funding formulas to support this work – need to remove barriers to Hyflex modality, Competency-based education, Dual-enrollment and Early College.
- "Build, pilot, and monitor" sees role of ASCCC as engine of transformation

General Session 7 (Friday, 11/4, 20:00): Increasing Access to Local Academic Senate Meetings Support Inclusion, Diversity, and Equity in Faculty Leadership
- Talked about how space (physical) must be adequate for the Senate and interested guests' capacity
- Time of meeting as barrier
- What is our communication policy? How are faculty and others informed? How inclusive are you of part- and full-time faculty, others?
- Padlet – when used can download and print what's recorded, can live on...
- Inclusion does not just mean attendance – how much empowerment is being shared? Can they participate to the point of gaining experience that will help them become strong leaders?
- Who gets to hold exec committee positions? Are people of color included?
- *Radical Hope* / Kevin Gannon
- What about pushback?
  - o Cultural Humility Toolkit
    https://www.asccc.org/sites/default/files/Cultural_Humility_Toolkit_FINAL_Fillable.pdf
  - o Canvas resources from ASCCC
    https://drive.google.com/drive/folders/1vqxoIui8yI5c0SX4c3tdTh7TM1c7kUOn
  - o Responding to microaggressions: https://asccc.org/content/dealing-hate-they-give-antidotes-microaggressions-racelighting-and-attribution-ambiguity
- Legislation's effect on our local academic senate meetings:
  - o AB361 (Rivas) - Sept 2021, suspended some rules around teleconferencing
  - o AB2449 (Rubio) - Sept 2022 extended 361 through 2026

- o Are we intentional with the location and time of our meetings? Taking advantage of the extended remote rules helps remove barriers
- o Do we make local senate meeting a space welcome to guests
- To do:
    - o Review list of attendees at our meetings – are we missing people?
    - o Greet participants warmly by name
    - o Provide time for quick check-in before meetings
    - o Make sure norms intentionally foster inclusion
    - o Take note of who is actively participating or not – connect with those who are not
    - o Be vigilant about microaggressions
    - o Follow up with folx after meetings
    - o Thank attendees for input
    - o As leaders be specific when defining inclusivity
    - o Engage in continuous improvement – regularly assess inclusivity and participation
    - o Encourage new faculty prevented from formal participation by inviting them to come as guests and indicate they and their feedback are welcome
    - o Work with union to reexamine contract and restrictions that may be affecting 10+1 matters
    - o Take your new faculty out to lunch

General Session 8 (11/4, 3:00): Authentic Leadership: Collaboration Between Administration and Faculty Leaders in the California Community College System
- Authentic leadership is cultivating collegial relationships with others through transparency and values-based principles, while acknowledging gaps in knowledge or limitations and uplifting the content knowledge and potential of others
- Change has 3 conditions: 1: an influential champion, 2: adequate financial resources, 3: a sense of urgency for change (Kania et al., 2011)
- Calling in rather than out:
    - o Can you say a bit more about what you mean by *[insert statement, process, or word you want to understand]*?"
    - o I appreciate your intent *and* I'd like to talk about the impact this has on…"
    - o I can see where you're coming from, *and* I don't want us to…"
    - o Thanks for sharing your perspective on this topic. I want to revisit *[insert word or statement]* because …"
    - o You mentioned that we've been doing this process for a while, and it's been successful, which is great. I also wonder what we can do differently that can further support our diversity efforts? For example…"

General Session 9 (11/4, 4:00-5:00): Mission Still Possible Career Education
- Mission of the CCC: California Ed Code 66010.4 lists areas including contribution to workforce improvement
- Some CCCs for Guided Pathways have chosen to put students into certain groups of core classes. This has caused some programs such as Philosophy to close completely. At another, the CTE programs were already doing what GPs were calling for.

- Add CTE Min Quals Toolkit to Equivalency Team site
- ZTC funds are for Associate Degrees **and for CTE certificates**
- See either FACCC or ASCCC for webinar from Ginny May and Wendy Brill-Wynkoop talk about how to talk to legislators, explain things like "what is the BOG" etc "FACCC/ASCCC … webinar"