



May 30, 2018

**VP Abe Ali was not at Cabinet as he was attending a conference.
Cabinet will not be held on June 5th due to previous commitments.**

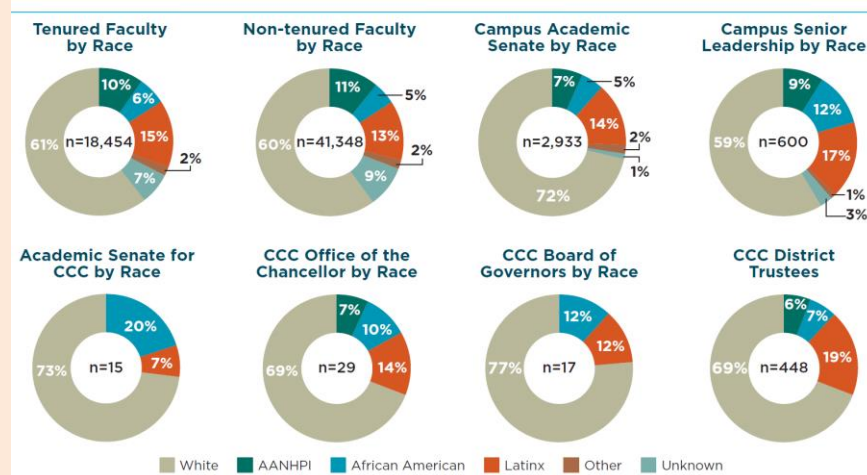
1. Cabinet reviewed and discussed the following information items:
 - a. The Chancellor's Office Technology, Research and Information Systems Division or TRIS ([link](#)) has now been renamed the Digital Innovation and Infrastructure Division or DII ([link](#)). Well, sort of—the TRIS name has not been entirely purged from the cccco.edu web site. This Division is overseen by Executive Vice Chancellor Van Ton-Quinlivan whose web page ([link](#)) gives her title as both EVC for Workforce and Economic Development and for Workforce and Digital Futures. (In March she was a finalist for Chancellor of the Minnesota State University [link](#).) A new publication out of her office is the *Digital Futures Newsletter* ([attached](#)). Central to the information in this newsletter is the reorganization of the entire technology structure of the system with the follow seven grant RFAs. (See links in the attachment for details.)

1. RFA No. 18-0081: California Community Colleges Core Applications Project (CCCCAP)	\$12,168,478 annually
2. RFA No. 18-0082: Data Services Program (DSP)	\$5,050,000 annually
3. RFA No. 18-0083: Data Science Tools (DST)	\$3,500,000 annually
4. RFA No. 18-0084: Shared Infrastructure Program (SIP)	\$21,000,000 annually
5. RFA No. 18-0085: Application Student Personalization Services (ASPS)	\$2,000,000 annually
6. RFA No. 18-0086: Digital Innovation and Infrastructure Technical Assistance Providers (DII TAP)	\$2,094,000 annually
7. RFA No. 18-0073: California Virtual Campus - Online Education Initiative (CVC-OEI) program	\$20,000,000 annually
 - b. The Chancellor Office has made available ([see attached memo](#)) a new resource: "Finish Faster" which is a CCC and CSU general education online course finder which includes 10,000 online, transferable classes. Try the new tool at <http://ccconlineed.org/>. (Irritatingly, the web site refers to us as "Mount San Antonio College.")
 - c. Dr. Estela Bensimon, USC Professor of Education, has published a monograph ([attached](#)) entitled, "Creating Racially and Ethnically Diverse Faculties" which is a quick read at just five pages. A few quotes are below—provocative, challenging, and a call to action.
 - I worry that the steps that states and institutions are now taking -- such as setting ambitious goals for attainment, [and] reforming the focus on remediation in higher education -- aren't enough. Too often, they're datacentric approaches that focus on structures, not people, to achieve more equitable outcomes. It's hard to see how a predominantly white faculty that isn't prepared to teach students from a wide range of racial and ethnic backgrounds can achieve equity with these practices alone.
 - The only way we will successfully close the racial equity gaps produced by our higher education system when it comes to black, Latino, Native American and marginalized Asian-American students is to address racial imbalance on our faculties.
 - We need to reform faculty hiring systems to elevate candidates of color who also show the qualities of "equity-mindedness."
 - We put inquiry tools into the hands of practitioners so they can study how they do things and see for themselves that whiteness in hiring is being produced by their practices....
 - For example, a deep assessment of the hiring guidelines conducted by the center uncovered many obstacles.
 - d. Justin Garcia— Prior Learning Assessment Coordinator at West Hills CCD—has written a nice two-page summary of his Innovation Grant project entitled "QuickPath PLA Project Overview" ([attached](#)). The paper gives links to existing prior assessment methods including 1) Credit by Examination, 2) Advanced Placement, 3) the College Level Examination Program (CLEP), and 4) military credit recommended by the American Council for Education Military Guide. Justin focuses on Portfolio Assessment which "allows students to demonstrate their knowledge as it relates to the learning outcomes of a specific course using both narrative and artifacts as evidence, rather than through proctored multiple-choice exams. Faculty subject matter experts evaluate student portfolios to determine their proficiency in meeting the learning outcomes of the course."

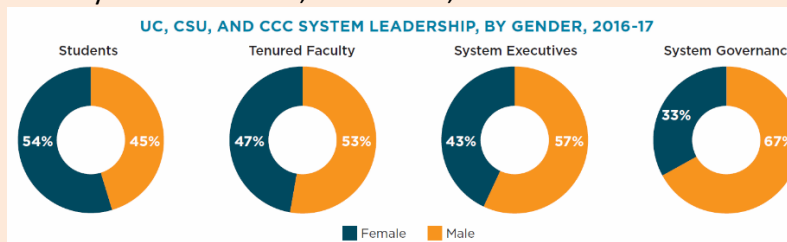
- e. California Forward ([link](#)) has produced a paper entitled, “Can Technology Help Us Get Future-Ready?” (Attached are a [summary](#) and the [full paper](#).) The paper explores the so-called “stranded adult worker” but is largely a puff-piece intended to support Chancellor Oakley’s 115th Fully Online Community College. The survey of such potential students do have a couple of insights:

What reasons would be important for you to earn a college degree, certificate or obtain new skills?		Which interpersonal/employability/soft skills do you consider to be key to effectively and efficiently perform your job duties?	
Personal satisfaction	69.1%	Communication	90.7%
Earn more money	61.9%	Adaptability	89.7%
Job promotion	53.6%	Collaboration	77.3%
Learn new skills using technology	39.2%	Analysis/solution mindset	76.3%
Set an example for children	27.8%	Empathy	68.0%
Enter a new career field	25.8%	Social/diversity awareness	66.0%
It is expected in the workplace	16.5%	Resilience	64.9%

- f. The Campaign for College Opportunity ([link](#)) has issued a paper, “Left Out—How Exclusion In California’s Colleges and Universities Hurts Our Values, Our Students, and Our Economy.” Attached are an [extract](#) and the [full paper](#). The paper begins with colorful graphic displays of the race/ethnicity of faculty, academic senate, senior management, trustees, and system offices of UC, CSU, and CCCs. Example for community colleges:



These graphics dramatically illustrate the dominance of white employees far in excess of the percentages of white students in each system: 26% in UC, 25% in CSU, and 27% in CCCs. Gender differences are reported also.



The paper highlights many key points in red type. Here are a few of such statements:

- To ignore race — or use race-neutral language — is to ignore the inequities in academic achievement, education opportunity, workforce participation and social integration that continue to plague our communities of color.
- Many on our college campuses believe diversity is an ideal. But not achieving diversity and inclusion seems to be perfectly acceptable. What we need is more than an “intellectual commitment” to diversity. We need inclusion-related action.
- While the lack of proportional representation acutely affects the experiences of “minoritized” students, the reality is that ALL STUDENTS have less exposure to diverse faculty and leaders.
- The validation of students experiences and struggles by faculty of the same ethnicity and gender builds self-confidence and self-esteem among students from disadvantaged backgrounds.

The paper concludes with a “Next Steps Toolkit”

1. Form a campus committee to assess the state of racial/ethnic and gender equity in campus leadership.
2. Collect disaggregated data showing racial/ethnic and gender representation and convene the committee to review it.
3. Inquire into institutional processes that lead to inequitable racial/ethnic representation among campus leadership.

g. Wheelhouse/UC Davis ([link](#)) has issued a new paper entitled, “Money Left on the Table—An Analysis of Pell Grant Receipt Among Financially-Eligible Community College Students in California.” Attached are a [two-page summary](#) and the [full paper](#). Why do 20% of eligible students not receive Pell Grants? The paper suggests:



1. Campus policies and advising resources may influence whether students can successfully navigate the verification process.
2. Students may have incorrect or incomplete information.
3. It is possible that some eligible students might be counseled to decline their current Pell award because they are entitled to no more than six years of federal aid.
4. Students who appear eligible in our data might actually not be eligible due to factors that we currently cannot observe.

2. The 2018-19 State Budget for Community Colleges—and for Mt. SAC is in the final weeks of discussion and negotiations in the Legislative Conference Committee. ([See the attached CCLC summary.](#))

3. President’s Advisory Council has approved the Mt. SAC Climate Action Plan ([attached](#)) which will go to the Board of Trustees as an information item. Below are the Areas of Sustainability and Goals.

Area of Sustainability	Established Goal
Greenhouse Gas Reduction	Reduce energy consumption from the 2014 baseline by 20% by the end of 2025, 50% by 2035 and 100% by 2050.
Green Building Standard	All new, major capital projects (10,000 square feet and above) will outperform Title 24 Standards by at least 15%, and all major renovation projects will outperform Title 24 by at least 10%.
Water Use Reduction	Reduce water use per student by 50% from 2014 levels by 2030.
Waste Diversion and Management	Net Zero Waste by 2050.
Institutionalization	Hire a full-time Sustainability Director by the end of 2018. Secure release time for a Sustainability Coordinator starting Fall 2019. Establish a Sustainability Center by 2020.
Curriculum Integration	Build sustainability into the educational experience of 50% of students by 2025, and 100% of students by 2035.
Professional Development	Establish professional development in sustainability for all new faculty and adjunct instructors by 2020. Integrate sustainability into campus Professional Development Plan by 2020. Offer online Sustainability Certificate for faculty
Research and Outreach	Publicize campus sustainability efforts to surrounding community annually, starting in 2019.

4. At a series of three forums this week, along with union leaders, I presented options for potential increase in the Mt. SAC CCD contribution to employees’ health benefit insurance premiums. The [attached](#) slide deck contains the information shared at the three forums.

5. Items for future agendas (items for the **next** Cabinet meeting are shown in **BOLD**:

a. Update on Multiple Measures Placement Workgroup (Audrey & Irene, 7/17)

6. Quarterly Reports to Cabinet

a. Emergency Response Plan Quarterly Report (Mike Williams & Melonee Cruse, 8/7)

b. Building 26A 2nd Floor Classroom Pilot Project (Mika, 9/11)

c. Faculty Position Control Quarterly Report (Irene & Rosa, 6/18—Monday)

d. Timely Employee Evaluations & Quarterly Cabinet Review (**ONE MONTH UPDATE, All, 6/12**)

e. Construction Project/Scheduled Maintenance Quarterly Report (Gary, 7/24)

f. IT Projects Quarterly Report (Dale, 8/7)

g. Grants Quarterly Update (Irene & Adrienne, 6/18—Monday)

h. Dual Enrollment Offerings at Local High Schools (Joumana & Francisco, 8/7)

i. International Student Update (**Audrey & Darren—George Bradshaw sub, 6/12**)

j. Student Support System Work Group (Dale, Barbara, Joumana, Madelyn, Tom, Francisco, Eric, 8/21)