



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2023 Spring Plenary Session Resolutions

For Discussion at AREA MEETINGS
March 24/25, 2023

Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair

Juan Arzola, ASCCC Resolutions Second Chair

Kim Dozier, College of the Desert, Area D

Peter Fulks, Cerro Coso College, Area A

Mark Edward Osea, Mendocino College, Area B

Michael Stewart, Calbright College, Area A

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held on April 22, 2023, in Anaheim, CA.

PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area meetings for review.
- Amendments and new pre-session resolutions are generated in the Area meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee using the online form before the posted deadlines each day.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and appendices are available on the [ASCCC website](#).

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted during the plenary session are marked with #

*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Goals

*1.03 S23 Flexible Area Meetings

*6.01 S23 Support AB 607 (Kalra, 2023), If Amended

*7.01 S23 Destigmatize Academic Probation Language and Processes

*7.02 S23 Replace TOP Code with CIP Code

*10.01 S23 Disciplines List–Ethnic Studies

*12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)

*13.01 S23 Low Textbook Cost Designation and Search in CVC Online Course Finder

*13.02 S23 Adopt “Enrollment Management Revisited Again: Post Pandemic” Paper

*13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper

*13.04 S23 Define Academic Freedom in Title 5

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1.0 Academic Senate

1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee

Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty as demonstrated in resolutions¹ and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the Inclusion, Diversity, Equity, Antiracism and Accessibility commitment of the ASCCC;

Whereas, Resolution S96 01.05² called for the Academic Senate for California Community Colleges to develop a proposal to ensure participation of part-time faculty on the Executive Committee and a paper titled "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" was developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, the paper recommended several bylaws changes to make it possible for part-time faculty to run for election, yet the paper fell short of "assuring participation on the Executive Committee"³;

Whereas, Since the 1998 paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" only one known part-time faculty member has successfully run for a seat on the Academic Senate for California Community Colleges (ASCCC) Executive Committee, showing that changes to the bylaws alone will not assure that there will be a part-time faculty voice on the ASCCC Executive Committee and there are still significant barriers to part-time faculty running for election including the qualification requirements; and

Whereas, According to the California Community Colleges Datamart Dashboard, in Fall 2022 part-time faculty (labeled as "academic, temporary" in Dashboard) made up approximately 67% of the faculty workforce encompassing over half of the faculty in the California Community College system,⁴ and part-time faculty are important voices that are currently not represented on the Academic Senate for California Community Colleges Executive Committee;

Resolved, That the Academic Senate for California Community Colleges revise its bylaws to create a fifteenth elected member of the Executive Committee as a designated at-large part-time faculty member and review polices to support part-time faculty's ability to run and that these changes be brought back to the body by 2024 Spring Plenary;

¹ Resolution F95 17.02 Part-time Faculty Involvement in Local Senates: <https://www.asccc.org/resolutions/part-time-faculty-involvement-local-senates>.

² Resolution S96 01.05 Participation of Part-time Faculty on the Executive Committee: <https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee>.

³ "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" (1998) found at <https://www.asccc.org/papers/participation-part-time-faculty-executive-committee-academic-senate-california-Community>.

⁴ California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. Faculty & Staff Demographics Report. Retrieved March 10, 2023, from https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.

Contact: Anastasia Zavodny, Reedley College, Part-time Faculty Committee

***1.02 S23 Adopt the 2023–2026 ASCCC Strategic Goals**

Whereas, Strategic planning is a critical component of successful organizations, which provides clear direction and stability and ensures that the organization’s leadership is responsive to its members;

Whereas, Since the 2018–2023 Strategic Plan⁵ of the Academic Senate for California Community Colleges (ASCCC) is set to expire in 2023, the ASCCC Executive Committee engaged in comprehensive and public strategic planning sessions from December 2022 through February 2023;⁶

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee considered ASCCC’s mission and vision, resolutions, recommendations from the periodic reviews, as well as current issues impacting academic and professional matters to guide the planning; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee has proposed the 2023–2026 Strategic Goals⁷ for consideration and adoption by the delegates of the ASCCC to be actualized annually through a planning process;

Resolved, That the Academic Senate for California Community Colleges adopt the 2023–2026 ASCCC Strategic Goals.

Contact: Ginni May, Executive Committee

***1.03 S23 Flexible Area Meetings**

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have been consistently held on a Friday, and the Area C and Area D meetings have been consistently held on a Saturday, which is often outside of the traditional work week;

⁵ 2018—2023 Strategic Plan can be found at

https://www.asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf.

⁶ “Reimagining with Purpose: ASCCC Strategic Planning Session December 2022 to February 2023.” (Power Point) may be found at <https://asccc.org/sites/default/files/2023-02/ASCCC%20Strategic%20Planning%20Process%202023-2026.pdf>.

⁷ 2023—2026 ASCCC Strategic Goals can be found at <https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf>.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore options for Area meetings that align with the needs and best interest of each individual Area while also balancing logistical considerations of the ASCCC Executive Committee and ASCCC office team starting with the Fall 2023 Area meetings.

Contact: Pablo Martin, San Diego Miramar College, Standards and Practices Committee

6.0 State and Legislative Issues

*6.01 S23 Support AB 607 (Kalra, 2023), If Amended

Whereas, AB 607 (Kalra, as of February 17, 2023)⁸ proposes to modify California Education Code §66406.9⁹ by adding the requirement that the California Community Colleges “prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly related to those materials, for no less than 75 percent of the total number of courses on the online campus course schedule. 'Course materials' as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions”;

Whereas, California Education Code §66406.9¹⁰ currently uses the term “course materials” and “digital course materials” to refer to course resources that are exclusive of devices and supplies such as calculators;

Whereas, Resolution F20 20.02 Ensure Course Cost Transparency for Students encourages “local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore”¹¹; and

Whereas, California Code of Regulations, title 5 §59402¹² states that required instructional materials “means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course,” establishing “instructional materials” as inclusive of textbooks, supplemental materials, and course supplies;

⁸ AB 607 (Kalra): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607.

⁹ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

¹⁰ Ibid.

¹¹ Resolution F20 20.02 Ensure Course Cost Transparency for Students: <https://www.asccc.org/resolutions/ensure-course-cost-transparency-students>.

¹² California Code of Regulations, title 5, §59402: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions>.

Resolved, That the Academic Senate for California Community Colleges support AB 607 (Kalra, as of February 17, 2023), if amended: amend “course materials” to “instructional materials” to ensure that definitions within California Education Code §66406.9¹³ are consistent to prevent the introduction of a definition into law that is inconsistent with a definition that is presently in regulation.

Contact: Michelle Pilati, Open Educational Resources Initiative

7.0 Consultation with the Chancellor’s Office

***7.01 S23 Destigmatize Academic Probation Language and Processes**

Whereas, Current California Code of Regulations, title 5, §55031 Standards for Probation¹⁴ requires colleges to place students on Academic or Progress Probation if they fall below Grade Point Average (GPA) or successful course completion standards;

Whereas, The term “probation” is a deficit-minded principle that is associated with criminal activity and this term and current practices are perpetuating trauma for students who identify as Black, Indigenous, People of Color (BIPOC) as well as justice-impacted students;¹⁵

Whereas, Studies such as the Research and Planning Group's *The African American Transfer Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students* (2022) show that being put on academic probation “presents a significant barrier to making it near the transfer gate for students of all races/ethnicities”¹⁶; and

Whereas, The Research and Planning Group study also showed that practices like putting students on academic and/or progress probation disproportionately impacted Black students as they found that 41% of Black students were placed on probation versus 24% of white students in California Community Colleges from 2011 and 2016;¹⁷

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to overhaul the title 5 language on probation including a name change and updating the language and processes to be asset-minded, not punitive; and

¹³ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

¹⁴ California Code of Regulations, title 5, §55031 Standards for Probation: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-3-probation-and-dismissal/section-55031-standards-for-probation#:~:text=A%20student%20who%20has%20attempted,system%20described%20in%20section%2055023>.

¹⁵ *The African American Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students Brief 1 of 3* may be found at [https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-\(AATTP\)-Study/AATTP_Brief1_Fall2022.pdf](https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_Brief1_Fall2022.pdf).

¹⁶ Ibid.

¹⁷ Ibid.

Resolved, That the Academic Senate for California Community Colleges support local academic senates with professional development and resources to encourage reviewing local policies and practices with an aim of mitigating local processes that may negatively impact students who are on academic and/or progress probation while title 5 changes are in progress.

Contact: Stephanie Curry, Executive Committee, Transfer, Articulation, and Student Services Committee

***7.02 S23 Replace TOP Code with CIP Code**

Whereas, The California Community Colleges system has made numerous unsuccessful efforts in the past decade to move the system of identifying programs/courses with the Taxonomy of Programs (TOP) codes to Classification of Instructional Programs (CIP) codes¹⁸;

Whereas, The 2004 Taxonomy of Programs (TOP) manual is outdated and not aligned with the *Program and Course Approval Handbook* (PCAH) and converting to the Classification of Instructional Programs (CIP) codes will align California Community Colleges with other educational partners and employment data outcomes, while eliminating the issues with the PCAH, such as Career Technical Education (CTE) limited TOP codes, incongruence with non-CTE degree or certificate outcomes, and mismatched terminology; and

Whereas, The California Community College Curriculum Committee in conjunction with West Ed and the Centers for Excellence and other system stakeholders have already been in discussions regarding the steps and factors that would be necessary to convert from the use of Taxonomy of Programs code to Classification of Instructional Programs code in the California community colleges and have made significant progress but not with all colleges/districts and programs;

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop a strategy, work plan, and timeline for switching course and award codes from Taxonomy of Programs (TOP) code to Classification of Instructional Programs code while considering how this change will affect Guided Pathways-related program mapping, Chancellor's Office Curriculum Inventory specifications, local and statewide Management Information System structures, technical assistance requirements, and implications of TOP code conversion for other use; and

¹⁸ Classification of Instructional Programs (CIP) codes are used nationally by the US Department of Education and only required of California community colleges in contexts such as IPEDs and accreditation. Resolution F10 09.02: Examining Conversion from TOP to CIP asked for the work to begin and to "provide communication and implementation strategies if a greater conversion of TOP to CIP codes is inaugurated": <https://asccc.org/resolutions/examining-conversion-top-cip>.

Resolved, That the Academic Senate for California Community Colleges recommend the California Community Colleges Chancellor's Office create a taskforce to finalize the plan of action¹⁹ by fall of 2024 and set a completion date for discontinuing Taxonomy of Programs code and convert to Classification of Instructional Programs codes.

Contact: Carrie Roberson, Executive Committee, CTE Leadership Committee

10.0 Disciplines List

***10.01 S23 Disciplines List–Ethnic Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the Ethnic Studies discipline:

Master's in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies

OR

Master's in Ethnic Studies

OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Ethnic Studies.

Contact: Tamara Cheshire, Folsom Lake College, Standards and Practices Committee

12.0 Faculty Development

***12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)**

Whereas, The Online Network of Educators was established in conjunction with the California Virtual Campus-Online Education Initiative to provide free or low-cost robust and comprehensive innovative professional learning and development opportunities for California community college faculty, staff, and administrators to increase student engagement and success through the effective use of digital tools and platforms;

¹⁹ The TOP to CIP Plan of Action created by the initial California Community Colleges Curriculum Committee workgroup that began meeting in 2018 can be found at https://docs.google.com/document/d/15mjk89tej0tnz-bmr6dhaBgK8pF02uFqNcT_sYWrGVw/edit?usp=sharing.

Whereas, the Online Network of Educators (@ONE) team of educators provides such innovative pedagogical and technical training that they are routinely called upon as experts in distance education pedagogy, setting the highest standard for the systematic delivery of professional development for online teaching, their catalog of courses and their delivery are instrumental in the delivery of distance education that many colleges have built their entire professional development plans around @ONE's continued offerings, and that @ONE's focus on equitable and culturally responsive distance education practices have supported individual faculty members and colleges to supplement local efforts, especially for smaller colleges that may not have the resources for full-time instructional designers;

Whereas, The Online Network of Educators' training and support to faculty have been pivotal in the development of Canvas trainings for faculty and colleges that aim to design and implement a local Peer Online Course Review (POCR) process and these trainings were, and continue to be, pivotal to helping faculty across the system pivot quickly to online teaching during the COVID-19 pandemic and continue to increase online learning accessibility and equity-minded online teaching practices, especially since many colleges do not have adequate distance education coordinators, specialists, or instructional designer support for faculty; and

Whereas, Funding for the Online Network of Educators has been provided through the California Community Colleges Chancellor's Office and managed by the Foothill-DeAnza Community College District but, as of March 14, 2023, has not been renewed by the California Community College Chancellor's Office for the 2023—2024 academic year, and there is no current plan to address the loss of these resources that are needed to support the increased online instruction that continues after the 2020 COVID-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges assert the value of the work done by the Online Network of Educators around their student-centered and equity-driven approach to supporting the faculty of the California Community Colleges in creating, innovating, and enhancing online education as important foundational work for online accessibility and equity.

Contact: Amber Gillis, Executive Committee, Online Education Committee

13.0 General Concerns

***13.01 S23 Low Textbook Cost Designation and Search in CVC Online Course Finder**

Whereas, Resolution F22 17.05, "Adopt Student Senate for California Community Colleges Low-Cost Recommendation" encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for reporting purposes and designation in the class schedule;

Whereas, Establishing a low-cost definition is a local determination yet a single meaning of low-cost is necessary when students are provided the opportunity to select courses from different colleges since various definitions of low-cost at different institutions can be confusing and even misleading for students;

Whereas, The California Virtual Campus Exchange’s online Course Finder enables students to access online courses across the state and both designates when a section is Zero Textbook Cost (ZTC) with a symbol and enables students to limit their search to only those sections that are ZTC; and

Whereas, The Academic Senate for California Community Colleges has encouraged colleges to implement a mechanism for identifying course sections that employ low-cost course materials and recognizes that although reducing costs to zero may not be immediately possible, efforts to substantially decrease the costs of course materials should be recognized;

Resolved, That the Academic Senate for California Community Colleges request that the California Virtual Campus (CVC) add a Low Textbook Cost (LTC) symbol to recognize those sections that have a cost of textbooks and supplemental resources that do not exceed \$30 and include the LTC symbol in the search feature in the CVC’s online Course Finder.

Contact: Michelle Pilati, Open Educational Resources Initiative

***13.02 S23 Adopt “Enrollment Management Revisited Again: Post Pandemic” Paper**

Whereas, In Fall 2018, the Academic Senate for California Community Colleges adopted Resolution 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning,²⁰ which recognized the significant environmental changes that California community colleges find themselves operating in; and

Whereas, Faculty leaders, in 1999 and 2009, contributed their expertise on 10 + 1 academic and professional matters as they relate to enrollment management that subsequently resulted in the crafting of a paper titled the “Role of Academic Senates in Enrollment Management”²¹ and a paper titled “Enrollment Management Revisited”²²

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “Enrollment Management Revisited Again: Post Pandemic”²³ and disseminate the paper to local academic senates upon its adoption.

Contact: Carlos R. Guerrero, Los Angeles City College, Educational Policies Committee

²⁰ Resolution F18 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning: <https://www.asccc.org/resolutions/guided-pathways-strategic-enrollment-management-and-program-planning>.

²¹ “Role of Academic Senates in Enrollment Management” (1999) found at <https://www.asccc.org/papers/role-academic-senates-enrollment-management>.

²² “Enrollment Management Revisited” (2009) found at <https://www.asccc.org/papers/enrollment-management-revisited>.

²³ “Enrollment Management Revisited Again: Post Pandemic” can be found at <https://www.asccc.org/sites/default/files/2023-03/Enrollment%20Management%20Revisited%20Again%20-%2017.23.pdf>

***13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper**

Whereas, In spring 2022, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments,²⁴ which recognized the need to update the existing ASCCC position paper entitled, “Ensuring Effective Online Programs: A Faculty Perspective” to include current and clarifying information regarding accessibility in online learning environments related to Sections 504²⁵ and 508²⁶ of the Rehabilitation Act, as well as faculty responsibility in providing these accessible learning environments for students;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled "Effective and Equitable Online Education: A Faculty Perspective"²⁷ and disseminate the paper to local academic senates upon its adoption.

Contact: Amber Gillis, Executive Committee, Online Education Committee

***13.04 S23 Define Academic Freedom in Title 5**

Whereas, In July 2021, the California State Senate passed Senate Resolution 45 (Min, 2021)²⁸ “recogniz[ing] the lack of consistent academic freedom policies across the state, [and] declar[ing] that academic freedom is essential for teaching and learning in California’s community colleges”²⁹; and

Whereas, California Code of Regulations, title 5 §51023 mandates “the governing board of a community college district to adopt a policy statement on academic freedom and make the policy statement available to the faculty,”³⁰ yet there remains no statutory or regulatory language that defines academic freedom, which has left California community colleges operating with “inconsistent” and “insufficient” policies related to academic freedom³¹;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise California Code of Regulations, title 5 §51023

²⁴ Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments: <https://asccc.org/resolutions/faculty-responsibility-equitable-accessible-learning-environments>.

²⁵ “Protecting Students With Disabilities.” (10 January 2020). US Department of Education. <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

²⁶ “Section 508 Compliance” (2023). Level Access. <https://www.levelaccess.com/accessibility-regulations/section-508-rehabilitation-act/>.

²⁷ “Effective and Equitable Online Education: A Faculty Perspective” can be found at <https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education%20Final%2003%2016%202023.pdf>.

²⁸ SR 45 (Min, 2021): https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SR45

²⁹ Senate Resolution 45 (Min). March 16, 2022: https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.

³⁰ California Code of Regulations, title 5, §51023: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-2-community-college-standards/subchapter-1-minimum-conditions/section-51023-faculty>.

³¹ Senate Resolution 45 (Min). March 16, 2022: https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.

to include a definition for academic freedom needed by California community colleges to establish a standard for their curriculum and classrooms.³²

Contact: Juan Arzola, Executive Committee, Educational Policies Committee

³² Ibid.

Area D Resolutions

AB 1705 Data Validation and Transfer-Level Prerequisites

Heidi Ochoa Saddleback College

Whereas, AB 1705 (Irwin 2022) goes beyond ensuring that students who have successfully completed pre-requisite coursework not be required to repeat that work, but requires that all students be allowed to bypass transfer-level pre-requisite courses for calculus (courses that articulate as comparable to required pre-requisites at many of the Cal State and UC schools to which our students transfer) beginning July 1, 2024 (for business calculus) and July 1, 2025 (for STEM calculus) unless the colleges are able to validate these pre-requisites using a metric that has not yet been determined as of March 14, 2023; and

Whereas, any new guidelines for prerequisite validation should be thoroughly vetted by discipline faculty and viewed not only through the lens of throughput and course success but also: course and program attrition; mastery and retention of student learning outcomes; long-term career and transfer outcomes; and the equity impact of all the above; and

Whereas, there are inherent difficulties in creating a study to determine the effectiveness of transfer-level pre-requisite coursework that is both statistically sound and fair to students; expecting each college district to complete such a study in a short timeframe is unlikely to lead to reliable data, and using this data could have lasting negative impact on the academic success, retention, and mental health of the students involved. Further, failing to prove the benefit of a prerequisite using narrowly defined metrics is not equivalent to proving the prerequisite does not improve success in subsequent courses; and

Whereas, students and faculty are still grappling with the academic, social, mental health, and personal struggles caused by the Covid-19 pandemic and would benefit from additional time and flexibility to address changes to educational policies and practices;

Resolved, that the Academic Senate for California Community Colleges (ASCCC) urge the California legislature to extend the timeline for the AB 1705 data validation by at least 2 years and ensure that discipline faculty are involved in the process of identifying sensible data and metrics for that validation; and **DISCUSSION: asked for a revise on this resolution as A1705 is already in law and ASCCC does not have purview to change the law. The request was to consider resoutions that could support faculty in current times.**

Resolved, that the ASCCC urge the Chancellor's office to require that any data validation include a review of the current placement standards employed by the Cal State and UC system so that, should the data show that modifications are needed in the current placement system, these modifications not be so sweeping as to put the community colleges out of alignment with these transfer institutions; and

Resolved, that the ASCCC urge the California legislature to amend AB 1705 to remove the language that says colleges that fail to justify their transfer-level prerequisite courses may not recommend those courses to students and shall notify students that the prerequisite, "does not improve their chances of completing calculus for their STEM program," and allow colleges to provide evidence-based counseling to its students that does not promote a particular reading of the data, but empowers each student to make the decision that is best for their situation. **DISCUSSION: asked for a revise on this resolution as A1705 is already in law and ASCCC does not have purview to change the law. The request was to consider resoutions that could support faculty in current times.**

Heidi Ochoa, Saddleback College

DRAFT ASCCC Resolution, Area D, Spring 2023

Resolution in Support of Academic Freedom/Solidarity with Florida Faculty

Authors: Pablo Martin (S.D. Miramar College), María-José Zeledón-Peréz (S.D. City College), and John Crocciti (S.D. Mesa College)

Whereas The ASCCC recognizes the struggles of all higher education faculty across the country are the struggles of those in California;

Whereas, The ASCCC recognizes the immense value of general education, majors, and minors in and related to the fields of Diversity, Equity, or Inclusion (DEI); or Critical Race Theory (CRT);

Whereas, The ASCCC recognizes that individuals with academic and andragogical expertise should have final say and purview over academic offerings, while still being open to ideas and theories supported by facts and reasoning that are non-traditional or outside the mainstream;

Resolved, That the ASCCC condemn political agents seeking to curtail academic self-direction and to censor academic offerings, the historical record, and research;

Resolved, That the ASCCC stand in solidarity with those groups across the nation seeking to bolster academic freedoms, such as the AFT and others;

Resolved, That the ASCCC task its workgroups to research the best practices to bolster academic freedom in higher education through legal, academic, and other mechanisms, with the goal of developing a toolkit to effectively oppose efforts that seek to gut them, such as Florida's House Bill 999: Public Postsecondary Educational Institutions

Contact, Pablo Martin, Miramar College

Honoring Wheeler North With Senator Emeritus Status DISCUSSION: This was pulled from FA22 due to Wheeler not attending Plenary. Pablo will be the contact now and resolution will move forward with Wheeler being present for SP23.

Whereas, The bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Wheeler North has satisfied those requirements as a faculty member of the California Community Colleges system whose service has well exceeded the required five years of significant service to the Academic Senate;

Whereas, Wheeler North was a tireless advocate for career education programs and ensured that the needs of career education students were part of all campus, district, and statewide discussions;

Whereas, Wheeler North served as chair or co-chair of many statewide committees including the Academic Senate for California Community Colleges' (ASCCC) Curriculum Committee, the ASCCC Vocational Education Committee, and the Technology and Telecommunications Advisory Committee (TTAC); and

Whereas, Wheeler North was always available to provide advice, albeit "weedy" at times, and assistance to any faculty member and could provide them with any needed citation from title 5 and education code;

Resolved, That the Academic Senate for California Community Colleges confer upon Wheeler North their highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of California.

Contact: Laura Murphy, Miramar College, Area D

Resolution on AB 1887 **DISCUSSION: the focus is to ask the CCCC to add an exemption that would allow student travel (with necessary faculty/staff) to banned states to provide access to things such as HBSUs, etc.**

Whereas AB1887 “prohibits California from approving a request for state-funded or state-sponsored travel to such a state [with laws discriminating against lesbian, gay, bisexual, and transgender people]” and California Community College Districts have enacted measures that align with AB1887 the prohibitions

Whereas AB1887 and similar measures enacted at California Community College Districts deny funding for transfer directors to visit many out-of-state campuses, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB1887’s prohibitions, for the purpose of arranging transfer and scholarship agreements

Whereas many California Community College students are denied much needed funding from their colleges to attend out-of-state campus visits that promote diversity, equity and inclusion, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB1887’s prohibitions

Whereas AB1887 and similar measures enacted at California Community College Districts deny funding to employees and students for the purpose of attending events promoting diversity, equity and inclusion when such events are held in states covered by AB1887’s prohibitions, such as the 2023 National Conference on Race and Ethnicity that will be held in New Orleans, LA

Resolved that ASCCC support an additional exemption to AB1887 that would allow students and college employees to receive funding for travel to states covered by AB1887’s prohibitions when such travel promotes diversity, equity and inclusion

Resolved that ASCCC ask the Chancellor's Office for California Community Colleges to encourage local districts to provide exemptions for employees and students for travel to states covered by AB1887's prohibitions when such travel promotes diversity, equity and inclusion

Contact: John Crocitti, San Diego Mesa College

Support for AB811 **DISCUSSION: This may not go far for a multitude of reasons. Request was to reference the version of the bill specifically being addressed in the resolution.**

Whereas AB 811 (Fong) calls for:

1) Authorization for a student to repeat, no less than five times, a credit course for which the student previously received a grade indicating substandard academic work. "Substandard academic work" means coursework for which the grading symbols "D," "F," "FW," or "NP" have been recorded. If the repeated course is a transfer-level mathematics or English course pursuant to Section 78213, the policies shall require a community college to inform the student of the concurrent supports available to the student pursuant to subdivision (k) of Section 78213.

(2) Authorization for a student to repeat, no less than three times, a credit course for which the student previously received a satisfactory grade and which the student is retaking for enrichment and skill-building purposes, with "Satisfactory grade" means that for the course in question, the student's academic record has been annotated with the symbol "A," "B," "C," or "P."

Whereas students continue face to challenges from food and housing instability, to changing employment conditions, to mental health, and longstanding systemic inequity which inhibit their success under present course repetition policy.

Whereas allowing a student to repeat a credit course for which they have secured a satisfactory grade gives them the additional enrichment and skills that can significantly augment their personal and professional skills, aiding their employability along with emotional, mental, and physical well-being.

Be it resolved that ASCCC supports the passage of AB811 (Fong).

Contact: Geoffrey Johnson

NOT MOVING FORWARD

Proposed inclusion of Adjunct Faculty in Academic Senates offered by Carlyne Allbee

Whereas: Adjunct Faculty have the same college degrees and the same teaching requirements as their Full Time Faculty counterparts

Whereas: It is estimated that Adjunct Faculty teach 60% of the courses sections offered at Community Colleges in the State of California

Whereas: It is estimated that Adjunct Faculty make up approximately 75% of the faculty in a typical Community College in the State of California.

Whereas: Adjunct Faculty are Faculty

Whereas: The Visibility of the ASCCC Mission Statement states 'Faculty leading change, serving students, and advancing inclusion, diversity, equity, anti-racism, and accessibility.

Whereas: Inclusion and accessibility should especially apply to Adjunct Faculty

Be it therefore resolved that the ASCCC urge each college's Academic Senate to include At Large Adjunct Faculty Representatives with full voting rights and that the number of At Large Adjunct Faculty Representatives should approximate one percent of total faculty at that college or the equivalent proportion as that of Contract Faculty Senate representatives compared to number of Contract Faculty at that college.

Resolved that the ASCCC urges each college's Academic Senate to have at least one Adjunct Faculty member of the Academic Senates Executive Committee with full voting rights.

Resolved that Adjuncts can run for any office within the Academic Senate at any level and that all Academic Senates include the Adjunct Representatives at all levels of the Academic Senate.

Resolved that all Adjunct Faculty Representatives at large and/or serving on the Executive Committee should be compensated at the Hourly Non Classroom pay rate or equivalent rate for all Senate related meetings, workshops and other Senate required events to show equitable treatment compared to Faculty in general.

Contact: Carlynne Abbey, San Diego Mesa College

Mission and Vision of ASCCC

MISSION

As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to advancing inclusion, diversity, equity, anti-racism, accessibility, student learning, and student success. The ASCCC acts to:

- Empower faculty to engage in local and statewide dialog and take action for continued improvement of teaching, learning, and faculty participation in governance
- Lead and advocate proactively for the development of policies, processes, and practices
- Include diverse faculty, perspectives, and experiences that represent our student populations
- Develop faculty as local and statewide leaders through personal and professional development
- Engage faculty and system partners through collegial consultation

VISION

Faculty leading change, serving students, and advancing inclusion, diversity, equity, anti-racism, and accessibility.

Proposed Increased Fiscal Responsibility on behalf of faculty offered by Carlyne Allbee

Note: fiscal responsibility is about using taxpayer money wisely, without overspending.

Whereas: CCCC.O.edu reports that a) the California Community Colleges, which include 73 districts and 116 colleges, is among the state's largest employers with 91,328 full-time and part-time faculty and staff and b) Payroll alone amounted to \$8.5 billion

Whereas: The California Community Colleges have a fiscal responsibility to the taxpayers to make sure that these monies are spent responsibly

Whereas: Faculty within those colleges account for the majority of those payroll costs and they share the fiscal responsibility toward the use of both the Districts' and taxpayers' monies

Whereas: Collective bargaining stipulates that for a full time instructor teaching a full time load which typically is 15 units that represents 15 hours, the instructor has other bargained responsibilities which brings the total hours to 40 hours per week. A typical agreement states that the mandatory forty (40) hours per week shall be distributed as follows: WEEKLY TEACHING FACULTY HOURS DISTRIBUTION* Classroom Hours 15; Advisement 5 hours; Campus Assigned Hours 10; Off Campus Non-assigned hours 10; Total Activity Hours* 40

Whereas: The professional obligation of academic employees comprises both scheduled and non-scheduled activities. (Source: AFT Guild Contract with SDCCD ARTICLE VII - WORK LOAD)

Whereas: Some faculty are given "release time" to take the place of the classroom hour obligation so that they can complete other assignments required by the college such as department chair duties. Such release time should be accounted for as are the other hours.

Whereas: Some faculty teach "overload assignments" which are classroom hours in addition to their normal full time load

Whereas it is commonly accepted that many faculty do have outside employment such as other education institutions and industry

Be it therefore resolved that:

Each college's Academic Senate should work with the appropriate bargaining unit to ensure that faculty are sharing in the fiscal responsibility in part by meeting their contractual obligations to the college and the taxpayers

That it is understood that Overload assignments are be in addition to the mandatory 40 hour obligation

Where a faculty member does receive release time, that any overload assignments are not conducted as part of that release time.

That faculty refusing to participate in such non-classroom assignments as shared governance, committee participation or other assignments may have their compensation adjusted and their tenure status re-examined,

Faculty performing services for other educational institutions are expected to do them in addition to their 40 hours obligated to their home college and cannot be overlapping (such as the same online course including students enrolled at more than one college in the same online sessions. This may result in compensation being reduced.

And be it further resolved that a common practice found in industry, payroll audits, can be conducted on a periodic basis, to verify that faculty are meeting their fiscal and contractual responsibilities toward District and taxpayer monies in a manner worked out by the Academic Senates, Administration and any involved bargaining units.

Resolution on Indication of Modality on Course Transcripts

Whereas currently there is no indication of course modality on a student's transcript, thereby preventing a community college from knowing the modality in which units received in transfer were taught

Whereas Title 5, §55100 gives colleges (<https://www.law.cornell.edu/regulations/california/5-CCR-55100>) local control over their curriculum (see reference below)

Whereas in some disciplines (such as science labs), online modality may be considered an inappropriate modality and acceptance of an online course would be contrary to local policy regarding online instruction and therefore relinquishes local control

Whereas transfer and articulation agreements with universities might be jeopardized when a community college receives units in transfer that were potentially gained in an online modality

Whereas the Academic Senate of the University of California, a major transfer partner of California Community Colleges, recently banned online degrees

Be it resolved that transcripts issued by California Community Colleges include a column that indicates modality of units earned.

Contact: Rob Fremland, San Diego Mesa College

Reference:

(a) The governing board of each community college district shall establish policies for, and may approve credit courses pursuant to section 55002, section 55002.5, and the Chancellor's Office Program and

Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a).

(b) The chief executive officer, chief instructional officer, college academic senate president, and college curriculum committee chair of each college and/or district shall annually certify to the Chancellor, before the conclusion of each academic year, compliance with the following requirements related to the approval of credit courses:

(1) the curriculum committee and district governing board have approved each credit course pursuant to section 55002, section 55002.5, and the Chancellor's Office Program and Course Approval Handbook

prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a);

Statewide Guidelines for Discipline Approval for Cross-listed Courses

Whereas the recently established CSU Area F Ethnic Studies requirement has created a demand for cross-listing of courses from Ethnic Studies disciplines with non-Ethnic Studies courses across California's community colleges and faculty across the state have expressed concern over the use of cross-listing by other disciplines to offer courses that fulfill CSU's Area F requirement without approval or input from Ethnic Studies discipline experts or department chairs and have asserted through local resolutions the need to include discipline approval from both departments involved in cross-listing in order to ensure the integrity of Ethnic Studies disciplines

Whereas, the CSU Area F Ethnic Studies requirement has served as a catalyst for the proliferation of departments related to the Ethnic Studies disciplines throughout the California community colleges and has and has placed these disciplines and their faculty in a position to evolve and expand their discipline; unfortunately this growth is hindered by attempts to retain and continue the practice of cross-listing by other disciplines and/or designate a course outside of the domain of Ethnic Studies to address race and ethnicity in the curriculum;

Whereas, currently no guidance or structure is offered at the statewide level in regards to cross-listing of courses in community colleges, leading to an inconsistent applications and processes;

Resolved that the ASCCC work with the CCC Chancellor's Office to include a section in the Program and Course Approval Handbook that offers general guidelines for community colleges on cross-listing that include input and approval from both departments involved in cross-listing

Resolved that in cases where courses are cross-listed to meet CSU Area requirements, the ASCCC urges local senates to work with their curriculum committees to ensure that the core competencies for cross-listed courses are identical and that they originate in the discipline that fulfills the Area requirement and that all cross-listing processes are driven by discipline experts from each discipline and include approval in written form from both departments involved in the cross-listing.

Resolved that the ASCCC develop a resource such as a position paper or toolkit that offers guidance on developing processes for cross-listing to local academic senates and curriculum committees

Contact: Angelica Gonzalez, Southwestern College