



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

58th SESSION RESOLUTIONS

Spring Plenary

FOR DISCUSSION THURSDAY

APRIL 7, 2022

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 to be debated and voted on by academic senate delegates at the Plenary Session on April 9, 2022.

Resolutions Committee 2021-2022

Amber Gillis, ASCCC South Representative, Area C (Chair)

Stephanie Curry, ASCCC Area A Representative (2nd Chair)

Nancy Persons, Santa Rosa College, Area B

Craig Rutan, Santiago Canyon College, Area D

Manuel Velez, ASCCC South Representative, Area D

SPRING 2022 VIRTUAL RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate 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, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All 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 (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning during the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on 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*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted at Area Meetings are marked with a +.
Resolutions and amendments submitted during Thursday are marked with a #.
Resolutions and amendments submitted during Friday are marked with a ^.

- *1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges
- *1.02 S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement
- *3.01 S22 Develop and Publish and IDEAA Liaison Handbook
- *3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework
- *5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning
- *10.03 S22 Disciplines List – Nanotechnology
- *17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students

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1.0 ACADEMIC SENATE

***1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges**

Whereas, In fall 2021 the Academic Senate for California Community Colleges adopted the *Periodic Review of the Academic Senate for California Community Colleges*¹ through Resolution [F21 01.01](#) *Adopt the updated Periodic Review of the Academic Senate for California Community Colleges* which required the ASCCC to:

Following the approval of this document through the ASCCC resolution process (for consideration Fall 2021), the ASCCC will form a workgroup to create the Periodic Review Criteria Template and Rubric:

1. A version to be completed by the ASCCC and
2. A version to be completed by the PRC.

The templates and rubrics will be considered through the resolution process by the delegates of the ASCCC at the next Plenary Session (Spring 2022); and

Whereas, The Academic Senate for California Community Colleges Executive Committee formed a work group and created the required documents in the *Periodic Review Rubric and Report Template*² for consideration by the delegates at the spring Plenary Session 2022;

Resolved, That the Academic Senate for California Community Colleges adopts the *Periodic Review Rubric and Report Template*

Contact: ASCCC Executive Committee

***1.02 S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement**

Whereas, the Academic Senate for California Community Colleges adopted its new Vision statement at its Fall 2020 Plenary Session;

Whereas, since that time, the Academic Senate for California Community Colleges has focused on the prioritization and inclusion of Anti-Racism in its DEI efforts through various resolutions and position papers;

Whereas, the Academic Senate for California Community Colleges recognizes that effective progress at Anti-Racism require life-long approaches and commitments; and

Whereas, the Academic Senate for California Community Colleges Executive Committee, at its March 5, 2022 meeting voted to adopt “Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA)” as its acronym for the work that the Academic Senate for California Community Colleges is doing;

¹ [Periodic Review Overview](#)

² [Periodic Review Rubric and Report Template](#)

Resolved, That the Academic Senate for California Community Colleges updates its vision, mission, and values to include anti-racism, for consideration by delegates at the Fall 2022 Plenary session.

Contact: ASCCC Executive Committee

3.0 DIVERSITY AND EQUITY

***3.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook**

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work—including through the California Community Colleges Chancellor’s Office Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps and to align with the California Community College Chancellor’s Office inclusion of accessibility (the acronym and terms used by the Chancellor’s Office is DEIA³);

Whereas, In June of 2020, the President of the Academic Senate for California Community Colleges, in the Call for Action, challenged system faculty to Support Infusing Anti-Racism/No Hate Education in Community Colleges and “to put these words into practice”;

Whereas, the Faculty of California Community College passed [Resolution SP21 3.02](#) *Include Cultural Competence in Faculty Evaluations* recommending that local academic senates to establish a local Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Liaison because “[i]nformation related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti-racism liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty”; and

Whereas, currently, information related to inclusion, diversity, equity, anti-racism, and accessibility can be found in various locations on the Academic Senate for California Community Colleges website creating an unnecessary barrier to needed resources for IDEAA liaisons and other interested faculty;

Resolved, That the Academic Senate for California Community Colleges develops and publishes an IDEAA Liaison Handbook by Spring 2023.

Contact: [Muhammed Sharif-Idiris](#), Equity and Diversity Action Committee

³ DEIA, used by the California Community Chancellor’s Office, is *diversity, equity, inclusion, and accessibility*.

***3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework**

Whereas, [Resolution F20 3.04](#) *Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies*⁴ directed the “Academic Senate for California Community Colleges [to] develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates”;

Whereas, Curriculum is one of the areas of the Academic Senate for California Community Colleges’ 10+1 academic and professional matters purview per [Title 5 §53200](#) and that the Academic Senate for California Community College has committed to supporting inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work through multiple resolutions, approved papers, its mission statements, and role in professional learning;

Whereas, The California Community College Curriculum Committee (5C) has produced a resource entitled, *DEI in Curriculum Model Principles and Practices*, that was developed collaboratively with representatives from the Academic Senate for California Community Colleges, Student Senate for California Community Colleges (SSCCC), California Community College Chancellor's office (CCCCO) and representatives from Administrative and Classified constituencies; and

Whereas, the Student Senate for California Community Colleges in their Anti-Racism Plan of Action⁵ calls for curriculum changes to “Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value”;

Resolved, That the Academic Senate for California Community Colleges adopts the *DEI In Curriculum Model Principles and Practices*⁶ and encourages local senates to use the model to review their curriculum practices; and

Resolved, That the Academic Senate for California Community Colleges works with system partners to support the implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning.

Contact: ASCCC Executive Committee

3.03 S22 Oppose Reliance on Textbook Publishers to Achieve Zero Textbook Cost

Whereas, California Education Code §78052 (a) states that “It is the intent of the Legislature that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of

⁴ <https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional>

⁵ https://scccc.org/file_download/inline/d0fb70f5-a721-4f61-9815-778806fcd3b6

⁶ [DEI in Curriculum Model Principles and Practices](#)

education for students and decrease the time it takes students to complete degree programs,” a goal that can promote student success without impinging on either academic freedom or faculty’s rights to choose appropriate instructional materials;

Whereas, California Education Code §78052 establishes that community college districts that develop and implement zero-textbook-cost degrees shall do the following:

- prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content.
- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.
- develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

Whereas, Higher Education Emergency Relief Funds (HEERF) and similar funding have been used to purchase textbooks for students, an efficient and temporary approach to textbook affordability that does not meet the intent or requirements established in California Education Code §78052; and

Whereas, Governor Gavin Newsom expressed an commitment to lowering costs for students by disrupting the entire system of commercial textbook publishing during his press conference unveiling his 2021 – 2022 budget proposal, saying he was “committed” to addressing the “usurious costs associated with textbooks,”⁷ which emphasizes his interest in seeing the state’s substantial financial commitment to zero-textbook-cost degrees implemented in ways that are consistent with the intent of California Education Code §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

Resolved, That the Academic Senate for California Community Colleges support the stated intent of California Education Code §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty’s right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print; and

⁷ Zinshteyn, Mikhail. (2021, January 13). “Newsom calls textbooks ‘racket,’ proposes money to create free ones.” *CalMatters*. <https://calmatters.org/education/2021/01/newsom-fund-free-textbooks/>.

Resolved, That the Academic Senate for California Community Colleges opposes the use of mechanisms to achieve zero-textbook-costs that are not sustainable and are inconsistent with the intent of California Education Code §78052.

Contact: ASCCC Executive Committee

+3.04 S22 Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705

Whereas, The California Community Colleges Chancellor's Office (CCCCO) required that all California Community Colleges submit an Equitable Placement Validation report on their AB 705 implementation strategies for the lowest GPA band of entering students using a template that asked colleges to report enrollments as placements and de-coupled pre-transfer level coursework from college-level courses (with or without a corequisite) so colleges could not separate enrollments from placement, and colleges might have reported intermediate algebra as a college-level course;

Whereas, Most California Community Colleges' (CCCs') pre-college level mathematics courses are two or more levels below transfer and the Equitable Placement Validation report template allowed for a local comparison of throughput rates of pre-transfer level courses and pre-college level courses resulting in an outcome that over 90% of California Community Colleges were not maximizing throughput;

Whereas, Previous California Community Colleges Chancellor's Office (CCCCO) memos related to AB 705 were co-signed by the Academic Senate for California Community Colleges (ASCCC), however the CCCCCO memo ESS 21-300-015 (November 18, 2021) was not co-signed by the ASCCC, and ESS 21-300-015 strongly guides colleges to place students in transfer-level courses based on the outcomes from the Equitable Placement Validation report, moreover colleges should ensure that placements are equitable and do not disproportionately impact students regardless of GPA; and

Whereas, The charge of the Academic Senate for California Community College's Data and Research Task Force is "to assist local academic senates in using data effectively to improve teaching and learning," "to establish data-driven processes to evaluate and advance diversity, equity, and inclusion in areas of academic and professional matters," and to include "data examination and exploration to improve educational programs and services to students."

Resolved, That the Academic Senate for California Community Colleges (ASCCC) and the Data and Research Task Force work with the California Community Colleges Chancellor's Office (CCCCO) to develop more robust and thorough methodologies that provide student-centered guidance to colleges that account for the differences among pre-college level, college level, and transfer level when reporting on AB 705 implementation efforts for disproportionate impacts;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) and the ASCCC Data and Research Task Force work with the California Community Colleges

Chancellor’s Office to examine throughput rates for students that begin in one level below transfer and throughput rates for students that begin in transfer level and receive a substandard grade; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) and the ASCCC Data and Research Task Force work with the California Community Colleges Chancellor’s Office to reinvestigate the outcomes of the 2021 Equitable Placement Validation report in light of the clearer definitions of course levels, course enrollment, and course placement, and include disaggregated student outcomes for all GPA bands and course-taking patterns.

Contact: [Eric Wada](#), Folsom Lake College, Area A

+3.05 S22 Disaggregate Asian and Pacific Islander Student Data

Whereas, The Asian and Pacific Islander (API) population is more heterogeneous than any other racial group in the US, with more than 48 ethnicities, over 300 spoken languages, various socioeconomic statuses, immigration histories, cultures, and religions; that “Asian American” is a political term originally intended to unite Asian sub groups in a unified fight for justice and equity; and that the California Community Colleges Chancellor’s Office (CCCCO) only publicly disaggregates Asian and Pacific Islander students into three ethnic groups: Asian, Filipino, and Pacific Islander⁸ and therefore misrepresents the needs of underserved API populations;

Whereas, the Academic Senate for California Community Colleges’ (ASCCC) [Inclusivity Statement](#) specifies a “goal of ensuring the equal educational opportunity of all students” and a “commitment to diversity requires that we strive to eliminate those barriers to equity,” and a lack of access to disaggregated API student data is a barrier to informed, targeted resource allocation and equitable educational opportunities;

Whereas, Only 27% of South East Asian Americans (SEAA) hold a higher-education degree compared to 49% of “Asian Americans”; hence, access to higher education disproportionately affects the 910,000 SEAA living in California, including Hmong, Vietnamese, Cambodian, and Laotian communities, when compared to “Asian Americans” as a whole community⁹; and

Whereas, The CCCCCO’s current grouping of API students does not allow for the identification of disproportionately impacted API student groups and therefore places SEAA and other unidentified disproportionately impacted API students at a disadvantage for resource allocation and decision-making purposes relating to initiatives such as AB 705, Student Equity, and Guided Pathways.

Resolved, That the Academic Senate for California Community Colleges collaborates with the California Community Colleges Chancellor’s Office (CCCCO) to refine data

⁸ https://datamart.cccco.edu/Students/Education_Status_Summary.aspx

⁹ https://www.searac.org/wp-content/uploads/2020/02/SEARAC_NationalSnapshot_PrinterFriendly.pdf

disaggregation processes to increase transparency of and access to CCCCO data so colleges can better serve misrepresented student populations such as South East Asian Americans and other unidentified disproportionately impacted Asian and Pacific Islander groups;

Resolved, That the Academic Senate for California Community Colleges urges local senates to apply the fully disaggregated data to allocate resources relating to equity initiatives and provide guidelines to make equitable decisions relating to students;

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office to develop guidelines for regularly reviewing and revising data practices to ensure our students are correctly represented; and

Resolved, That Academic Senate for California Community Colleges works with local senates to implement best practices regarding regularly reviewing data to ensure that disproportionately impacted Asian and Pacific Islander students are identified.

Contact: [Michael Takeda](#), Fresno City College, Area A

+3.06 S22 Noncredit Spanish Language Course Outlines of Record and Regional Support

Whereas, The State of California has seen a significant increase in Spanish-speaking residents over the last 10 years, an increase that is reflected in our student enrollment trends; and

Whereas, Several colleges, including Cerritos College and Los Angeles Trade Tech College, have already successfully implemented processes by which Spanish-language versions of their courses can be offered; and

Whereas, Demand for noncredit courses in Spanish has significantly increased especially in noncredit and Vocational Education/Career Technical Education (CTE) program areas such as automotive technology, culinary arts, sewing, computer literacy, electrical, and entrepreneurship; and

Whereas, The current lack of processes at local community colleges that could encourage and include Spanish-language courses could also result in a lack of regional collaborations that may benefit Spanish-speaking students in expanding their academic opportunities;

Resolved, That the Academic Senate for California Community Colleges urges local senates to encourage noncredit programs through regional collaborations to support the demand of Spanish-speaking students and explore new and existing noncredit, basic skills, and Vocational Education Career Technical Education courses that will allow for the courses to be taught in Spanish;

Resolved, That the Academic Senate for California Community Colleges urges local senates to work with their curriculum committees through their curricular process to develop or amend Spanish language indicators to be added to titles and course descriptions

of noncredit, basic skills, and Vocational Education Career Technical Education courses; and

Resolved, That the Academic Senate for California Community Colleges urges local senates work with their curriculum committees to develop or amend Course Outlines of Records that are intended to be taught in Spanish.

Contact: [Luciano Morales](#), Cerritos College, Area C

5.0 BUDGET AND FINANCE

***5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning**

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted Resolution [F21 03.03](#) *Support for Mental Health Awareness and Trauma Informed Teaching and Learning* that calls for the ASCCC to continue to support and advocate for funding for mental health resources, services, and professional learning on trauma-informed teaching and learning; and

Whereas, The Academic Senate for California Community Colleges adopted Resolution [S16 06.04](#) *Mental Health Services* which urged “local senates to advocate for the improvement of and access to mental health services at their local campuses” and “support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;”

Resolved, That the Academic Senate for California Community Colleges includes a request for funding for mental health resources, services, and professional development on trauma-informed teaching and learning in the California Community Colleges Chancellor’s Office 2023-24 System Budget Proposal; and

Resolved, That the Academic Senate for California Community Colleges supports AB1987¹⁰ (Salas, 2022, as of March 5, 2022) Postsecondary education: student mental health spending: report and AB 2122¹¹ (Choi, 2022, as of March 5, 2022) Public postsecondary education: mental health hotlines: student identification cards.

Contact: ASCCC Legislative and Advocacy Committee

¹⁰ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1987

¹¹ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

6.0 LEGISLATIVE ISSUES

6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)

Whereas, The delegates of the Academic Senate for California Community Colleges adopted Resolution S16 06.01¹² *Support Legislation to Increase Cal Grant Awards*, as proposed in AB 1721 (Medina, 2016) and AB 1892 (Medina, 2016) at the 2016 Spring Plenary Session;

Whereas, The Academic Senate for California Community Colleges has prioritized Support on Expansion of Cal Grants¹³;

Whereas, The Academic Senate for California Community Colleges continues to advocate for increases to Cal Grant awards¹⁴; and

Whereas, AB 1746¹⁵ (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act would revise the existing Cal Grant Program into a new Cal Grant Program that would revise and recast the provisions establishing and governing the existing Cal Grant Program into a new Cal Grant 2 and Cal Grant 4 program, expand eligibility to be consistent with Pell Grant income eligibility, and include an inflationary increase to community college awards;

Resolved, That the Academic Senate for California Community Colleges supports AB 1746¹⁶ (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act; and

Resolved, That the Academic Senate for California Community Colleges continues to advocate for increases in Cal Grant award amounts in order to help students with funding for the total cost of attendance.

Contact: ASCCC Legislative and Advocacy Committee

+6.02 S22 Support of SR 45 (Min, 2021) on Academic Freedom as of March 17, 2022

Whereas, The Academic Senate for California Community Colleges acknowledges the importance of academic freedom, most recently through the Fall 2020 adoption of a paper Protecting the Future of Academic Freedom in a Time of Great Change and adoption of Resolution 06.02 F20 *Legislative and System Support for Academic Freedom*, which called for

¹² Resolution S16 06.01: <https://asccc.org/resolutions/support-legislation-increase-cal-grant-awards>

¹³ ASCCC Position January 2019:

<https://www.asccc.org/sites/default/files/Cal%20Grant%20Letter%20of%20Support%20-%20Jan%2014%202019.pdf>

¹⁴ Rostrum article, *Cal Grant Modernization and the True Cost of College*, April 2021

¹⁵ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

¹⁶ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

the Academic Senate for California Community Colleges “to work with system partners and faculty unions to advocate for inclusion of the definition, rights, and responsibilities of academic freedom into California Education Code, guard against legislative changes that erode educational freedom, and educate all stakeholders on the importance of protecting academic freedom”; and

Whereas, Current polarizing racial, cultural, and political events and increasing efforts to silence opposing viewpoints necessitate public reaffirmation of core principles of academic freedom, including that “academic freedom allows for students to be introduced to a diverse range of ideas that often contrast and even compete with each other within an academic framework and invites them to participate in a rigorous analysis and comparison of these ideas as a means of developing their own interpretations” (Vélez & Curry, Academic Freedom and Equity, ASCCC Rostrum, November 2020);

Whereas, While Title 5 §51023 requires governing boards of community college districts to adopt a policy statement on academic freedom, California Education Code does not include specific provisions protecting academic freedom, resulting in a wide variety of academic freedom policies across districts and colleges and a lack of “the uniformity necessary to uphold and ensure the principles of academic freedom across all of California’s community colleges” (SR45, Min as of March 17, 2022); and

Whereas, SR45 (Min, 2021) acknowledges that “Freedom of thought and expression are necessary for every higher education institution “ and “Academic freedom is foundational for the free flow of knowledge, ideas, and governance on college campuses” while also declaring, “that academic freedom is an essential requisite for teaching and learning in California Community Colleges”, a position that the ASCCC Executive Committee expressed in its letter of support following action at its February 4-5, 2022 Executive Committee meeting: “[SR 45] is thus both timely and important, and the ASCCC appreciates and endorses its accurate explanation of the significance of and issues surrounding academic freedom as well as its strong statement of support for the concept”;

Resolved, That the Academic Senate for California Community Colleges takes a position in support of SR 45 (Min, as of March 17, 2022).

Resolved, That the Academic Senate for California Community Colleges advocates for the explicit inclusion of Academic Freedom in California Education Code.

Contact: [Sharyn Eveland](#), Taft College, Area A

+6.03 S22 Upholding the California Community College Mission - Seeking Amendments to AB 1705 (Irwin, as of March 15, 2022)

Whereas, California education code 66010.4. (a) (1) defines the primary mission for the California community colleges to “offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school.”

Whereas, California education code 66010.4. (2) further requires the California community colleges to offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

Whereas, California education code 66010.4. (3) expands the primary mission of the California community colleges "to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement;" and

Whereas, The language of AB 1705 (Irwin, 2022) defines pre-transfer courses to include "basic skills," "remedial", and "college-level" including non-credit courses, and mandate most students are placed enrolled directly in transfer-level written communication and quantitative reasoning courses for programs which require any math or English courses;

Resolved, That the Academic Senate for California Community Colleges seek the following language amendments to AB 1705 (Irwin, 2022) in order to protect the mission and serve the students of the California community colleges:

"Placement and enrollment of students in a transfer-level English or Mathematics course should not prevent students from enrolling in a pre-transfer level English or Mathematics course when a *student determines* a course fulfills their academic needs based on the desire to:

1. Complete a certificate or Career Technical Education program.
2. Make up for learning loss from the COVID-19 global pandemic or break in education.
3. Build skills or re-skill.
4. Fulfill a lifelong learning priority in written communication and quantitative reasoning courses.

It is the intent of the legislature to neither prohibit nor deny a student the opportunity to enroll in any pre-transfer level English or mathematics course based on students' rights to determine their educational goals and academic needs."

Contact: [Wendy Brill-Wynkoop](#), College of the Canyons, Area C

+6.04 S22 Students’ Right to Choose to Take a Pre-Transfer Level English or Mathematics Course

Whereas, The right of students to enroll in a transfer level English or mathematics course resulting from AB 705 should not require that students forfeit their right to take a pre-transfer level English or mathematics course for the purpose of academic preparation, meeting non-transfer degree/certificate requirements¹⁷, re-skilling, or life-long education¹⁸;

Whereas, AB 705 requires colleges to maximize the probability that students will complete transfer-level English and mathematics within a one-year timeframe but does not explicitly prohibit colleges from offering pre-transfer level English and mathematics courses as an option for students;

Whereas, Concluding that pre-transfer level English and mathematics courses should no longer be offered runs counter to the intent of AB 705 given data suggesting otherwise¹⁹ or widening of equity gaps²⁰ that require further exploration; and

Whereas, That the Academic Senate for California Community Colleges has urged stakeholders to address COVID-19 related learning disruption by providing students with access to a community college education by offering adequate English and mathematics courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic²¹;

Resolved, That the Academic Senate for California Community Colleges supports the right of any student to choose to take pre-transfer level English or mathematic courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Chancellor’s Office and Board of Governors encourage colleges to offer the option of pre-transfer level English and mathematics courses for students interested

¹⁷ Note that Intermediate Algebra satisfies mathematics competence for the Associate Degree per CCR, Title 5, § 55063.

¹⁸ “There is a broad consensus among economists and higher education experts that re-skilling and life-long learning are central to the future of work.” Page 26, The Master Plan for Higher Education in California and State Workforce Needs (2018), https://opr.ca.gov/docs/20181226-Master_Plan_Report.pdf

¹⁹ Data from the Los Angeles Community College District’s Office of Institutional Effectiveness [https://go.boarddocs.com/ca/laccd/Board.nsf/files/CBY5UU11FD33/\\$file/Success%20Rates%20in%20English%2C%20Mathematics%20and%20Stat%20-%20disaggregated%20-%20Fall%202021%20-%2001-31-2022%20v1.pdf](https://go.boarddocs.com/ca/laccd/Board.nsf/files/CBY5UU11FD33/$file/Success%20Rates%20in%20English%2C%20Mathematics%20and%20Stat%20-%20disaggregated%20-%20Fall%202021%20-%2001-31-2022%20v1.pdf) found that students who recently completed intermediate algebra had a higher rate of success in transfer level mathematics in Fall 2019, Fall 2020, and Fall 2021.

²⁰ PPIC, A New Era of Student Access at California’s Community Colleges Technical Appendices, 2022, <https://www.ppic.org/wp-content/uploads/1120mcr-appendix.pdf>, found that while throughput grew for all student groups, there has been a widening of the equity gap in throughput for Black and LatinX students.

²¹ ASCCC Fall 2021 Plenary Resolution 20.01, Improve Mathematics and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption, <https://asccc.org/resolutions/improve-mathematics-and-english-outcomes-expanding-access-and-addressing-covid-19-related>

in such courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education; and

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urges the state legislature not to adopt reform measures that would deprive students of their right to choose to take pre-transfer English or mathematics courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education.

Contact: [Jeffrey Hernandez](#), East Los Angeles College, Area C

+6.05 S22 Regarding Chancellor’s Office Student Enrollment Data in AB 1705 (Irwin, 2022)

Whereas, AB 1705 (Irwin, 2022)²² as of March 16, 2022 would require that California Community Colleges create a Transfer Level Gateway Completion Dashboard by July 2023 that shall be updated annually and shall contain data on a statewide basis, and disaggregated by regional, district, and college levels, including drop out prior to census date counts in mathematics, English, and ESL English;

Whereas, The California Community Colleges Chancellor’s Office is assessing and evaluating AB 705 (Irwin, 2017)²³ or California Education Code section 78213²⁴ compliance by using student enrollment data in transfer-level coursework but does not include all enrollment data in the evaluation and assessment; and

Whereas, AB 1705 (Irwin, 2022)²⁵ as of March 16, 2022 would require that colleges not only place but also enroll students in transfer-level courses with limited exceptions;

Resolved, That the Academic Senate for California Community Colleges work with system practitioners, partners, and stakeholders as well as the legislature to include the requirement for the California Community Colleges Chancellor’s Office to create a Transfer Level Gateway

²² AB 1705 (Irwin, 2022):

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

²³ AB 1705 (Irwin, 2022):

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

²⁴ CA EDC:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78213.&lawCode=EDC

²⁵ AB 1705 (Irwin, 2022):

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

Completion Dashboard remains in AB 1705 (Irwin, 2022)²⁶ and includes a data element on student enrollment from the first day of each course through the census date for each college.

Contact: [Wendy Brill-Wynkoop](#), College of the Canyons, Area C

7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE

***7.01 S22 Public Access for Vision Resource Center Materials**

Whereas, The California Community Colleges have taken a national lead on transforming educational systems through Inclusion, Equity, Diversity, Anti-Racism and Accessibility creating a repository of supporting materials;

Whereas, The California Community Colleges Chancellor’s Office has collected documents, PowerPoints, trainings, webinars, and other resources in the Vision Resource Center that are used across the system for professional development; and

Whereas, Current access to the Vision Resource Center is restricted by password authentication that requires a current email with a .edu address that restricts access of materials to retired faculty, part-time faculty, industry partners, some students, and the general public;

Resolved, That the Academic Senate for California Community Colleges works with the California Community College Chancellor’s Office to establish an option for public access to the material in the Vision Resource Center.

Contact: ASCCC Executive Committee

7.02 S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

Whereas, California Education Code §78052 requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented” and that the California Community Colleges Chancellor’s Office ensure that “a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students,” a requirement that can only be met for the Zero-Textbook-Cost Degree Program if the implementation of the

²⁶ AB 1705 (Irwin, 2022):

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

program is truly statewide and collaborative;

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources are “the preferred and most sustainable mechanism for eliminating course costs” (Resolution 03.05 F21);

Whereas, The Academic Senate for California Community Colleges has requested that the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local Zero-Textbook-Cost implementation challenges; and

Whereas, The Academic Senate for California Community Colleges has established mechanisms for convening discipline faculty for the purposes of making curriculum determinations, including systems for ensuring statewide vetting of developed resources;

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in California Education Code §78052.

Contact: [Julie Bruno](#), ASCCC Open Educational Resources Initiative

9.0 CURRICULUM

***9.01 S22 Definition and Guidance for Cross-Listing Courses**

Whereas, The Course Outline of Record (COR) is at the center of local curricular process; its required elements have been outlined in [California Code of Regulations Title 5 § 55002](#) and the application of those requirements is detailed in the [Program and Course Approval Handbook \(PCAH\)](#);

Whereas the submission criteria for CSU GE Area F allows “courses without ethnic studies prefixes” to be submitted for Area F “if cross-listed with a course with an ethnic studies prefix”^{27, 28} but the processes should maintain the integrity of the discipline and instruction; and

²⁷ https://www.asccc.org/sites/default/files/COR_0.pdf

²⁸ <https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/geac/Documents/GE-Reviewers-Guiding-Notes.pdf>

Whereas, there is a lack of system guidance on the definition and appropriate practice of cross-listing sufficient to guide colleges on course development and submission;

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office to revise the Program and Course Approval Handbook to include a definition of cross-listing and guidance for its implementation; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include in future publications, webinars, and other resources guidance and multiple examples of whether, how, and when to appropriately cross-list courses.

Contact: [Sarah Harris](#), ASCCC Curriculum Committee

***9.02 S22 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment**

Whereas, [AB 705](#) (Irwin, 2017) was passed in 2017 and discouraged the placement of students into pre-transfer intermediate algebra and encouraged placing students directly into transfer-level math based on multiple measures data;

Whereas, With the implementation of AB 705 (Irwin, 2017), the scheduling of pre-transfer math courses, such as intermediate algebra, has significantly reduced over the past three years, with some colleges completely eliminating offerings in response to a [2022 required plan](#) from the California Community College Chancellor's Office that asks colleges to justify, with data, the scheduling of pre-transfer math courses;

Whereas, California State University and University of California articulation requirements require a prerequisite or corequisite of intermediate algebra skills for the transfer of courses such as biology; and

Whereas, C-ID also recommends prerequisites of intermediate algebra skills for course alignment;

Resolved, that the Academic Senate for California Community Colleges works with the California Community College Chancellor's Office and the Academic Senates of the California State University and University of California to provide continued guidance for the articulation of courses that require requisites below transfer level math.

Contact: [Adrienne C. Brown](#), ASCCC Curriculum Committee

+9.03 S22 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs

Whereas, AB 927 (Medina, 2021) expands baccalaureate degree programs in California Community Colleges;

Whereas, Applicants to California Community College Baccalaureate Degree Programs currently must complete the CSU General Education Breadth pattern or Intersegmental General Education Transfer Curriculum, both of which may soon be obsolete given the AB 928 (Berman, 2021) mandate to “establish a singular lower division general education pathway that meets the academic requirements necessary for admission to the California State University and the University of California” for implementation by fall 2025, and that the pathway “be the only lower division general education pathway used to determine eligibility and sufficient academic preparation for transfer into both segments”; and

Whereas, The scope and purpose of baccalaureate degrees differ between the California Community Colleges, the California State University, and the University of California, and specifics for lower division general education preparation differs based on those scopes and purposes;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to develop a lower division GE pathway specific to California Community College Baccalaureate Degree Programs for delegate approval by Spring 2023 and system-wide implementation by fall 2024.

Contact: [Erica Menchaca](#), Bakersfield College, Area A

+9.04 S22 Creation of a Separate Transfer Model Curriculum for Women and Gender Studies

Whereas, C-ID constructed a template in “Social Justice Studies” as a general “Area of Emphasis” for students wishing to transfer into Ethnic Studies programs or Women and Gender Studies programs;

Whereas, the fields of Ethnic Studies and Women and Gender Studies have long been recognized in higher education as distinct and legitimate disciplines and exist as separate programs and degrees at transfer institutions including California State University and University of California;

Whereas, assembling a transfer pattern for students wishing to pursue degrees in Ethnic Studies or Women and Gender Studies under the designator, “Social Justice Studies,” does not align with California State University and University of California disciplinary majors and denies students a disciplinary identity and home at the community college level and a clear transfer pathway; and

Whereas, the forthcoming departure of Ethnic Studies from the Social Justice Studies designator offers an opportunity to create a new transfer model curriculum (TMC) for Women and Gender Studies and reassess the effectiveness of the Social Justice TMC;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Curriculum Workgroup, C-ID Advisory Committee, and the California State

University Chancellor's Office to consider creating a transfer model curriculum for Women and Gender Studies by December 2022.

Contact: [Carl Sjovold](#), Sacramento City College, Area A

+9.05 S22 Defining Competencies for Associate Degree Requirements

Whereas, California Code of Regulations Title 5 §55063 establishes additional requirements for students to earn an associate degree including demonstrated competence in reading, written expression, and mathematics;

Whereas, Current regulations define the standards to meet these requirements by associating those requirements with specific courses or disciplines and outlining methods for establishing equivalencies to courses in those specific disciplines rather than defining reading, written expression, and mathematics competency statements; and

Whereas, The discipline-specific language in the regulation stifles colleges from allowing courses from a variety of disciplines to meet the requirements and severely impedes students from taking courses more relevant to their academic program and career goals that would also meet reading, written expression, and mathematics competency statements;

Resolved, That the Academic Senate for California Community Colleges bring faculty discipline groups together to create necessary and sufficient competency statements for the reading, written expression, and mathematics competency requirements associated with student demonstration of competency to meet graduation requirements, and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Curriculum Committee and the Chancellor's Office to revise the additional requirements section in Title 5 §55063 to include competency statements for reading, written expression, and mathematics rather than associating student demonstration of competence with any specific courses or disciplines.

Contact: [Randy Beach](#), Southwestern College, Area D

10.0 DISCIPLINES LIST

***10.01 S22 Disciplines List – Asian American 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 Asian American Studies:

Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American 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 recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Asian American Studies.

Contact: ASCCC Standards & Practices Committee

***10.02 S22 Disciplines List – Native American/American Indian 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 addition of the Native American/American Indian Studies:

Master's degree in Native American/American Indian studies OR a master's in Ethnic Studies and bachelor's degree in Native American/American Indian 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 recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Native American/American Indian Studies.

Contact: ASCCC Standards & Practices Committee

***10.03 S22 Disciplines List – Nanotechnology**

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 addition of the Nanotechnology:

Master of Science Degree in a STEM-related field, such as Chemistry, Physics, Biochemistry, or Engineering and a minimum of two years teaching nanotechnology courses in a college/university or two years of industry work experience as a leading scientist/engineer on a nanotechnology project; 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 recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Nanotechnology.

Contact: ASCCC Standards & Practices Committee

13.0 GENERAL CONCERNS

***13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost (ZTC) Certificates and Degrees**

Whereas, The California Community Colleges Chancellor’s Office, in its 2020 Zero-Textbook-Cost Degree Grant Program Legislative Report, has recommended that future ZTC funding should focus on investment priorities, including efforts to do the following:

- Evaluate existing ZTC programs and courses and incorporate culturally relevant content to contribute to advancing equity in teaching and learning;
- Share and adopt existing quality ZTC program and course materials, especially within the same community college district;
- Develop and curate quality ZTC materials for courses that satisfy general education requirements; and
- Post ZTC program courses on the California Virtual Campus Course Exchange and quickly make ZTC programs and courses available to all California community college students;

Whereas, The Academic Senate for California Community Colleges “recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs” ([Resolution 3.05 F21](#));

Whereas, Resources may only be modified, developed, curated, and freely shared when those resources are openly licensed, and the Academic Senate for California Community Colleges “encourage[s] the establishment of support structures for OER development that require developed resources to be openly licensed and made available to expand the diversity of OER resources” ([Resolution 9.05 S19](#)); and

Whereas, [California Education Code §78052](#) requires that “All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408,” yet no public-facing information is available that delineates how colleges that established ZTC certificates and

degrees did so, and the list of ZTC degrees developed reveals duplication of resources and degree pathways ([Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCCO 2020](#));

Resolved, That the Academic Senate for California Community Colleges urges the California Community Colleges Chancellor's Office to require that all recipient colleges and districts of Zero-Textbook-Cost (ZTC) funds delineate how ZTC status was achieved for all courses in a given pathway in a designated public-facing location and ensure that openly-licensed resources are shared as required by law; and

Resolved, That the Academic Senate for California Community Colleges encourages the California Community Colleges Chancellor's Office to support the development of a repository for the sharing of open educational resources used to establish Zero-Textbook-Cost certificates and degrees that can be searched by specific course parameters as defined by faculty.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

***13.02 S22 Faculty Responsibility for Equitable, Accessible Learning Environments**

Whereas, Accessibility in the digital learning environment is an essential part of an equitable learning environment, and students deserve to have access to digital learning materials and environments without revealing their disability status as provisioned by [Section 508 of the Rehabilitation Act](#);

Whereas, Accessibility in the digital learning environment—or compliance with Section 508 of the Rehabilitation Act—is required for all government-funded institutions including the California Community Colleges, and the California Community Colleges' Chancellor's Office Information and Communication Technology and Instructional Material Accessibility Standard ²⁹(2020) says that “ensuring equal access to equally effective instructional materials and ICT [information communication technology] is the responsibility of all California Community College administrators, faculty, and staff”; and

Whereas, Accessibility is an academic and professional matter per [Title 5 §53200](#), and faculty should have and maintain full freedom of and purview over their instructional materials and digital learning environments, while fulfilling their obligation as educators to provide accessible learning environments as required legally and as a tool for closing equity gaps;

Resolved, That the Academic Senate of California Community Colleges urges local senates to advocate for making accessibility a campus-wide priority because it relates to faculty agency over equitable student access in all teaching and learning environments;

Resolved, That the Academic Senate for California Community Colleges updates its paper [Ensuring Effective Online Programs: A Faculty Perspective](#) by Fall 2023 to include clarification

²⁹ <https://drive.google.com/file/d/1Bss1F09dH4yrc6cCid6zNK0HfLuXV5vp/view>

of the differences between Accommodations (as referenced in [Section 504 of the Rehabilitation Act](#)) and Accessibility (as referenced in Section 508 of the Rehabilitation Act) as these definitions relate to faculty fulfilling their responsibility as educators in all modalities, and also develop other resources as appropriate; and

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office and other stakeholders to guide the development of the local infrastructure necessary to support faculty with professional development, tools, and expert support in the creation of fully accessible learning environments.

Contact: ASCCC Online Education Committee

***13.03 S22 Establish ASCCC Rising Scholars Faculty Advisory Committee**

Whereas, At this time the California Community Colleges (CCC) serve over 15,000 incarcerated students at 35 California Department of Corrections and Rehabilitation (CDCR) site locations, in addition to numerous unique county regions and expects that number to reach over 20,000 students and 1000 FTE within 3 years;

Whereas, CDCR, county justice centers, and California community colleges are bound by complicated constraints, including laws, contractual agreements, policies, and funding formulas; and policies, procedures, and processes that meet the needs of incarcerated students, faculty, and collegiate support staff serving the incarcerated students and support the needs of the corrections staff under the Memorandum of Understanding (MOU) between the California Community Colleges Chancellor's Office and CDCR need to be established to preserve the best interest of both systems while meeting the goals of educating incarcerated students; and

Whereas, All parties, including but not limited to the California Community Colleges Chancellor's Office, colleges, Academic Senate for California Community Colleges (ASCCC), Student Senate for California Community Colleges (SSCCC), and CDCR, must work together to ensure that those working within the colleges and those working within the various facilities, representing the various government (federal, state, and local) agencies and unions, are appropriately relied upon to address incarcerated student needs, curricular and support services, curriculum and program development, transitional (incarcerated to paroled or released) support services, and community college to state university transfer needs, but current faculty representation in academic and professional matters is minimal at best as ASCCC only has two representative seats on the Chancellor's Office Rising Scholars Advisory Committee, and there is no current mechanism for ASCCC to collaborate with, regularly solicit input from, or prepare and provide professional development for faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges establishes a Rising Scholars Faculty Advisory Committee, to include faculty teaching in incarcerated education and at least one formerly incarcerated student;

Resolved, That the Academic Senate for California Community Colleges charges the Rising Scholars Faculty Advisory Committee with developing and sustaining a regional professional

learning network in the area of prison education utilizing local Academic Senate structures, dedicated to the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#), and furthering the advancement of local programs and local professional learning in the areas of equity, pedagogy, and community building amongst prison education practitioners, and with advancing the faculty voice in spaces where incarcerated education is discussed and policies or agreements are made, including with the Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and CDCR, so that faculty primacy in academic and professional matters is honored and the education provided to incarcerated students by California community colleges is a model for educating incarcerated students;

Resolved, that the Academic Senate for California Community Colleges expects the ASCCC Rising Scholars Faculty Advisory Committee to disseminate policies, procedures, and Memorandums of Understanding produced by ASCCC, the Rising Scholars Network, the California Community Colleges Chancellor's Office, and/or California Department of Corrections and Rehabilitation (CDCR) to their local networks of faculty teaching in incarcerated environments, and share faculty-related concerns, problems, and barriers experienced at the local level to the ASCCC Rising Scholars Faculty Advisory Committee for communication with the Rising Scholars Network, the California Community Colleges Chancellor's Office, and CDCR; and

Resolved, That the Academic Senate of California Community Colleges requests of the Chancellor's Office and California Department of Corrections and Rehabilitation (CDCR) that the Academic Senate for California Community Colleges and the Academic Senate Rising Scholars Faculty Advisory Committee be consulted for Memorandums of Understanding concerning prison education, particularly the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) between CDCR and the California Community Colleges Chancellor's Office and, for local Memorandums of Understanding between CDCR and local colleges, with local academic senates.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

***13.04 S22 Establish Rising Scholars Faculty Liaisons**

Whereas, Facilitation of teaching and learning in incarcerated environments is a coordinated effort of many entities, including California Department of Corrections and Rehabilitation (CDCR), California Community College Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and local jails, and faculty are often excluded from system-level communications specific to Rising Scholars programs;

Whereas, Direct communication to faculty as a critical constituency in incarcerated education is currently missing, and system-level Memorandums of Understanding, standard procedure, and best practices, have been imposed on California Community College faculty without the knowledge of or participation in those processes, and, when top-down policies, procedures, and practices affect the work of faculty working inside of the prisons, the Academic Senate for

California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) issues have been ignored;

Whereas, The Academic Senate for California Community Colleges and faculty engaged in incarcerated education whether through face-to-face college, correspondence, or other distance education college instruction could both benefit from having a mechanism for direct sharing of information with and for solicitation of input from faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges urges local senates to identify a faculty member teaching or engaged in incarcerated instruction inside of prisons, jails, or other local carceral facilities to act as a local Rising Scholars liaisons to facilitate communication among Rising Scholars faculty, the local academic senate, and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges be responsible for working collaboratively with these liaisons to ensure communication and opportunities for input on the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) issues are met by California Department of Corrections and Rehabilitation (CDCR), California Community Colleges Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and the ASCCC before implementation of those said policies, procedures, and practices; and

Resolved, That the Academic Senate for California Community Colleges urges local senates to request utilization of local Rising Scholars funds to compensate their designated Rising Scholars liaisons.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

***13.05 S22 Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Learning**

Whereas, AB 417 Rising Scholars Network: justice-involved students (McCarty, 2021)³⁰ charges the California Community Colleges Chancellor's Office with establishing the Rising Scholars Network and providing funding to up to 50 community colleges for services in support of justice-involved students;

Whereas, Faculty are integral participants in the education of justice-involved students, and ongoing professional development specific to education in incarcerated environments is critical to ensuring the delivery of high quality instruction within the constructs and opportunities in these environments;

Resolved, That the Academic Senate for California Community Colleges requests of the California Community College Chancellor's Office through the Rising Scholars Network compensation to support ongoing preparation and delivery of statewide faculty professional

³⁰ [AB 417 Rising Scholars Network \(McCarty, 2021\)](#)

learning and facilitation of a statewide faculty community of practice for incarcerated education; and

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to advocate for designation of Rising Scholars funds or other monies to support ongoing professional learning at the local level for part- and full-time faculty delivering incarcerated instruction, especially in-person.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

***13.06 S22 Faculty Responsibility for Confirming Course Resource Accuracy**

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations [Title 5 §59404](#));

Whereas, Provisions of the [Higher Education Opportunity Act](#) that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule;

Whereas, The Academic Senate for California Community Colleges 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 ([Resolution 20.02 F20](#)); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to regularly check the online class schedule to ensure their textbook and class resource information are clear and accurate and that their sections are marked with a zero-cost or low-cost icon, if appropriate.

Contact: Contact: [Michelle Pilati](#), ASCCC Open Educational Resources Initiative

Note: This resolution was referred to the Executive Committee (see [Resolution 13.01 R F21](#)) for clarification on intent and how each “Resolved” can be carried out locally and is resubmitted to the delegates for discussion and debate for Spring Plenary Session 2022.

+13.07 S22 Advocate for the Protection of Online Learning Integrity

Whereas, During the last decade, there has been significant support from the California Legislature for online and distance education to improve access to California Community Colleges, and during the COVID-19 pandemic, online course offerings at California Community Colleges have increased dramatically and enrollment trends indicate a continued increased interest in online learning;

Whereas, Faculty have engaged in professional development including strategies, pedagogies, and course design for online learning all while meeting Federal and State regulations to provide sustainable and flexible access to college in order to meet the increasing demand for high quality remote learning;

Whereas, The sharp increase in online learning has also created an economic market for educational fraud where companies sell their services to take courses on behalf of students for a fee or companies masquerading as study sites but in practice are fraud libraries providing paying users answers to assignments or access to essays for sale as documented in reporting from The Los Angeles Times³¹, The Atlantic³², and The Hechinger Report³³ and thus violate the integrity of degrees and security of college enterprise systems and;

Whereas, It is evident that online education is here to stay and the solution to the nefarious mischiefs caused by this growing cottage industry of fraud is to innovate and protect the integrity of online courses and enterprise systems, not to backtrack from this inclusive learning modality;

Resolved, That the Academic Senate for California Community Colleges advocate with the Chancellor's Office for vital resources to support local IT departments in the implementation of additional online learning protections such as multifactor authentication or IP address monitoring to help protect against educational fraud;

Resolved, The Academic Senate for California Community Colleges advocate with the Chancellor's Office for additional resources to support local procurement of online learning tools that assist faculty in monitoring academic dishonesty, and;

Resolved, The Academic Senate for California Community Colleges advocate with the Chancellor's Office for continued and expanded support of professional learning to gain additional pedagogical skills to help prevent and identify educational fraud of this nature.

Contact: [Kelly Rivera](#), Mt. San Antonio College, Area C

+13.08 S22 The Open Educational Resources Initiative and Technical Assistance for the Zero-Textbook-Cost Degree Program

³¹ <https://www.latimes.com/opinion/story/2021-10-24/online-cheating-apps-remote-learning>

³² <https://www.theatlantic.com/education/archive/2015/11/cheating-through-online-courses/413770/>

³³ <https://hechingerreport.org/another-problem-with-shifting-education-online-cheating/>

Whereas, The Academic Senate for California Community Colleges Open Educational Resources Initiative (OERI) was formally launched in early 2019 with funds allocated to the ASCCC in Assembly Bill 1809 (Higher Education Trailer Bill, 2017-2018) “to support the development of, and the expansion of the use of, open educational resources for the California Community Colleges” and has established a faculty-led infrastructure to support local open educational resources (OER) implementation efforts, but the funding for the OERI was scheduled to end in 2023, thereby dramatically curtailing or ending the statewide development, curation, and implementation efforts as well as coordinated maintenance and updating of resources developed under the OERI;

Whereas, The OERI, in helping to unlock the potential of faculty to create innovative learning experiences for students through the development of new content, has a proven track record of meeting the OER needs of faculty and students across the state, and, as reported in the ASCCC OERI Department of Finance Progress Report in February, 2022, accomplishments of the OERI since its inception include the following:

- Facilitated the awareness, adoption, and adaptation of OER through the hosting of over 135 general, discipline-specific, and tool-specific webinars that have been attended by over 2100 faculty. In addition, 56 webinars were hosted for local OER advocates or OER liaisons,
- Identified—and supported—OER liaisons at each of the colleges to ensure on-going communication between the OERI and local faculty and college colleagues,
- Created a website—asccc-oen.org—to promote OER and simplify the identification of available OER by providing easy access to OER resources organized by 27 comprehensive discipline collections, general education area, and 25 transfer model curricula,
- Established a team of over 30 discipline leads to curate existing OER and facilitate OER awareness and adoption,
- Initiated the formation of discipline-specific communities of practice to support faculty OER efforts,
- Developed a wide array of resources to support OER-related work, including two self-paced courses (OER Basics and Accessibility Basics), a series of OER “Quick Guides” on OER-related topics that can be accessed online or printed for local use, a variety of resources for OER developers, and an ever-expanding collection of resources to support local OER advocacy,
- Supported the creation of 63 new OER over three competitive funding cycles, with an emphasis on collaboration, meeting state-wide needs, and sustainability,
- Developed the ASCCC OERI IDEA Framework for reviewing and revising OER and other course resources to ensure that they are inclusive, diverse, equitable,

and antiracist, which will be integrated into future OERI supported projects and used to review and modify existing resources, and

- Collaborated with representatives from the California State University and the University of California to host Cal OER, a free OER conference intended to highlight the state’s OER/ZTC work and attended by over 400 faculty;

Whereas, In the 2021-2022 Budget Act, the California Legislature and Governor Gavin Newsom designated \$115 million for investment in the expansion of zero-textbook-cost (ZTC) degrees and open educational resources at the state’s community colleges, and in Resolution 3.05 F21, “the Academic Senate for California Community Colleges recognized open educational resources as the preferred and most sustainable mechanism for eliminating course costs unless where instances will arise in which eliminating costs is not possible”; and

Whereas, Education Code §78052 states “that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs” and “to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content,” indicating the legislative intent of the use of OER in ZTC degrees and the need for collaboration with established initiatives such as OERI;

Resolved, That the Academic Senate for California Community Colleges advocates to the California Community Colleges Chancellor’s Office and system partners for allocating a portion of the \$115 million to fund the work of the OERI to reduce duplication and guarantee usability in OER development and implementation as well as ensure a statewide approach and promote sustainability in ZTC degrees.

Contact: [Josh Franco](#), Cuyamaca College, Area D

+13.09 S22 Understanding the Impact of HyFlex Modalities and Non-Academic Entities

Whereas, The COVID-19 pandemic has accelerated an interest in online and hybrid modalities of instruction including the “HyFlex” modality which attempts to create a classroom environment that includes fully online and traditional face-to-face options for students within the same section;

Whereas, Universal access to education cannot be addressed by technology alone, but requires the commitment of pedagogical adaptation, human facilitation of access, changes to the built environment, and affordability;

Whereas, Numerous concerns over the impact of HyFlex modalities in the classroom have been expressed by faculty and students, including concerns over accessibility, quality of education, surveillance, confidentiality, academic freedom, and student rights; and

Whereas, Concerns have also been expressed by faculty that the technical requirements of HyFlex modalities may encourage the participation of for-profit companies and other non-academic entities whose primary purposes are not student-focused and who may negatively impact the learning environment;

Resolved, That the Academic Senate for California Community Colleges researches the role and prevalence of for-profit technology companies and other non-academic entities in HyFlex course offerings in California's community colleges and HyFlex technologies impact on student learning, and present their findings via a position paper by the Spring of 2023; and

Resolved, That the Academic Senate for California Community Colleges reaffirms that the determination of the modalities by which courses are offered is the purview of instructional faculty and any decisions regarding modalities should include approval by the local Academic Senate as the representative body of the faculty.

Contact: [Paul Alexander](#), San Diego City College, Area D

17.0 LOCAL SENATES

***17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students**

Whereas, The COVID pandemic forced a quick pivot, within weeks after California Governor Newsom's March 19, 2020 [Stay At Home Order](#), of most of California's community colleges' course offerings from in-person to online teaching and learning;

Whereas, Most of this online teaching and learning necessitated faculty and students quickly learned how to use and navigate learning management systems (LMS) and other online educational tools and services for course delivery and engagement;

Whereas, The California Community Colleges' Chancellor's Office responded by November 2, 2020³⁴ to the sudden systemwide shift to online teaching and learning, by providing all California Community Colleges funding support until June 30, 2021 for the following array of online learning tools: Canvas LMS, Canvas Studio, Pisces Online Tutoring Platform, Zoom, Labster virtual science lab platform, NetTutor online tutoring service, as well as special pricing

³⁴ <https://www.cccco.edu/-/media/CCCCO-Website/Files/DII/nov022020-ongoing-digital-resources-support-memo-dii-v2.pdf?la=en&hash=E284243BE2321D09DC590BF69D1C85BC47EC003A>

for California community colleges to access/purchase the following services: SmarterServices online readiness assessment; Urkund and Turnitin online plagiarism and student integrity services; Proctorio online proctoring service; Pronto online student engagement service; Esri geographic information system; Grackledocs accessibility for Google G-Suite; Adobe digital and electronic signature platform; TimelyMD Telehealth services; OptimumHQ contact tracing software; Cranium Café online student services platform; and Uber Eats food aid distribution platform; and

Whereas, The impact of this sudden and dramatic increase of online learning tools on local college campuses, even beyond the California Community Colleges Chancellor's Office June 30, 2021 funding support deadline, has created a very high demand for local campus online education support services and staff to assist faculty, staff, students, and administrators in the adoption, setup, and use, including the troubleshooting, of these online tools;

Resolved, That the Academic Senate for California Community Colleges survey local Academic Senates about online education tools used at their campus, online education support their campus provides, and whether there is equitable access to and use of online education support across all faculty and student groups;

Resolved, That the Academic Senate for California Community Colleges urges all local colleges and districts to work collaboratively with their local Academic Senates and online education support areas to identify and mitigate equity gaps regarding online education support access and delivery to faculty and students, and that online education support areas receive adequate support from their local colleges in order to provide services needed by students and faculty; and

Resolved, That the Academic Senate for California Community Colleges encourages local Academic Senates to formally acknowledge their appreciation for their online education and course design support professionals for all the ways in which they have supported faculty and students, especially during the COVID pandemic and the unprecedented demand that it created for online education support services.

Contact: ASCCC Online Education Committee

***17.02 S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons**

Whereas, Part-time faculty comprise the majority of the faculty on every community college campus and are vital to the success and retention of students throughout the California Community College system, and that the representation of part-time faculty is crucial for the Academic Senate for California Community Colleges and California Community College Chancellor's Office to fulfill their respective missions;

Whereas, Although the Academic Senate for California Community Colleges continues to encourage local academic senates to include part-time faculty participation in governance in response to Resolutions [F20 1.02](#) and [S21 19.01](#), professional development, committee service,

and other leadership opportunities and yet support for the participation of part-time faculty still varies widely and is generally insufficient;

Whereas, The Academic Senate for California Community Colleges appoints part-time faculty to numerous initiatives, workgroups, committees, and task forces to ensure their voices are represented, but it is often difficult to retain part-time faculty involvement throughout the academic year; and

Whereas, Information pertinent to teaching and learning which impact the roles and responsibilities of part-time faculty may not always be disseminated to all local colleges and districts;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to identify a part-time faculty member to act as a part-time faculty liaison to increase communication between the local academic senates and their respective local part-time faculty.

Contact: ASCCC Part-Time Faculty Committee

+17.02.01 Amend 17.02.S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons

Add a 2nd Resolved

Resolved, that the Academic Senate for California Community Colleges encourage local academic senates to work with their respective collective bargaining units to advocate for compensation for their part-time faculty liaisons, especially in districts and colleges where college service is not part of the job duties for part-time faculty.

Contact Gregory Beyrer, Cosumnes River College, Area A

+17.03 S22 Faculty Participation in the Creation of Course Enrollment Maximums for Community College Departments and Courses

Whereas, Previous Academic Senate for California Community Colleges presentations have recognized that course enrollment maximums are maximum student enrollment limits specified for each course, and course enrollment maximum determinations have sometimes been made inconsistently on the basis of classroom size and other arbitrary factors;

Whereas, Even though California Community Colleges are functioning under a new funding formula that also binds student attainment to funding, most colleges still rely too heavily on an enrollment strategy that chases full-time equivalent student (FTES) by foregrounding perceived notions of efficiency and productivity;

Whereas, Pedagogical practices that foreground Inclusion, Diversity, Equity, Antiracism, and Accessibility (IDEAA) thrive in an environment that humanizes the student/teacher relationship

and allows the space for the building of trust, community, and unity— conditions that require both time and space to achieve, and are antithetical to the “full classrooms” strategy of enrollment; and

Whereas, Faculty members who practice IDEAA pedagogies work hard to cultivate relationships of trust and learning with their students and community, and should be able to have a hand in deciding what constitutes a “full class” for the sake of true learning and educational connection;

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to engage in collaboration with their bargaining agents to determine appropriate course enrollment maximums in consideration of pedagogical, health, and safety factors, including, but not limited to, the methods of instruction, course modality, objectives and outcomes of the course, and the assessment methods as established on the Course Outline of Record (COR) and in alignment with IDEAA values; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) update the paper³⁵, “Setting Course Enrollment Maximums: Process, Roles, and Principles,” adopted 2012 with guidelines to assist faculty in the determination of course enrollment maximums based on promising practices and culturally responsive pedagogy, teaching, and learning that are framed by IDEAA principles and the exigencies occasioned by the Covid-19 pandemic and bring to the fall 2023 Plenary Session for consideration by the ASCCC delegates.

Contact: [Matthew Goldstein](#), College of Alameda, Area B

19.0 PROFESSIONAL STANDARDS

***19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work**

Whereas, [Resolution 3.01 SP14 *Infusing Cultural Competence*](#) directed “the Academic Senate for California Community Colleges [to] engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates”;

Whereas, Resolution 3.01 SP14 *Infusing Cultural Competence* directed “the Academic Senate for California Community Colleges [to] report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates”;

Whereas, Cultural competence, as an epistemological and ontological concept, reifies approaches that fail to recognize that the only constant of culture is that it is constantly changing, which, in

³⁵ Setting Course Enrollment Maximums: Process, Roles, and Principles:
https://www.asccc.org/sites/default/files/ClassCapsS12_0.pdf

turn, demands that our understanding and appreciation of culture must constantly evolve and progress; and

Whereas, Cultural humility, as an epistemological and ontological concept, offers approaches that align with inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work that the Academic Senate for the California Community Colleges has been engaged in;

Resolved, That the Academic Senate for California Community Colleges recognizes that cultural humility, as an epistemological and ontological concept, shall inform the professional training at its annual Executive Committee orientation; and

Resolved, That the Academic Senate for California Community Colleges make available the Cultural Humility Tool³⁶ and respective resources as a model for local senates to develop their own cultural humility action plan that will guide and/or enhance the IDEAA efforts engaged in by local senates and the Academic Senate for California Community Colleges.

Contact: [Nadia Khan](#), Equity and Diversity Action Committee

³⁶ [Cultural Humility Tool](#)