



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

55th SESSION RESOLUTIONS Fall Plenary

***FOR DEBATE,
SATURDAY NOVEMBER 7, 2020***

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 November 7, 2020.

Resolutions Committee 2020-2021

Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
Amber Gillis, Compton Community College, Area C
Carolyn (CJ) Johnson, College of Alameda, Area B
David Morse, Long Beach City College, Area D

FALL 2020 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 open comment period are marked with a #.

All resolutions on Consent Calendar passed as consent items

- *1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership
- *+3.06 F20 Develop a Resource(s) on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies
- *4.1 F20 Adopt the paper *Effective and Equitable Transfer Practices in the California Community Colleges*
- *+9.03 F20 Update Paper on Local Curriculum Committees
- *10.01 F20 *Disciplines List*—Registered Behavior Technician
- *10.02 F20 Adopt the Revised and Updated Paper *Equivalence to the Minimum Qualifications*
- *+11.01 F20 Include Meeting Times and Synchronous Designation for Synchronous Online Classes in Class Schedules
- *+12.01 F20 Increased Support for Lab-Based and Hard-to-Convert Courses During Emergencies
- *#12.02 F20 Include Academic Senate for California Community Colleges (ASCCC) Events, Courses, and Service as Pre-Approved Activities to Satisfy Flex Requirements
- *17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures
- *19.01 F20 Adopt the Paper *Protecting the Future of Academic Freedom in a Time of Great Change*
- *+20.01 F20 The Role of Student Employees in Advancing Faculty Diversification
- *#20.02 F20 Ensure Course Cost Transparency for Students
- *+21.01 F20 Critical Support for Early Childhood Education/Child Development Programs

Resolutions in **YELLOW** did not pass, all others passed. See the following pages for the actual resolution and wording.

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1.0 ACADEMIC SENATE

1.01 F20 Adopt Updated ASCCC Vision, Mission, and Values Statements

Whereas, The Academic Senate for California Community Colleges does not have a vision statement, its mission statement was created and adopted by delegates in spring 2005 (Resolution 1.03 S05) and has remained unchanged since, and its values statements were created by the Executive Committee in response to Resolution 1.02 F08 and adopted by delegates in fall 2009 (Resolution 1.02 F09);

Whereas, While the current mission and values statements remain relevant, they inadequately communicate the importance of diverse faculty representation and perspectives and inadequately emphasize student success; and

Whereas, Input was solicited in breakouts at plenaries in fall 2018, spring 2019, and fall 2019, and participant feedback significantly shaped the draft considered by the Executive Committee and proposed for adoption by delegates;

Resolved, The Academic Senate for California Community Colleges adopt the vision statement and updated mission and values statements¹.

Contact: ASCCC Executive Committee

***1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership**

Whereas, The Chancellor's Office Management Information System Datamart for fall of 2019 indicates that 69.7% of faculty in the California Community College system are part-time faculty, yet the most recent Local Senates survey² completed in 2017 by the Academic Senate for California Community Colleges indicates that 64 colleges indicated that they have part-time faculty serving as local senators;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions and papers supporting part-time faculty and the importance of their voice in effective governance;

Whereas, The Academic Senate for California Community Colleges' Bylaws, Article IV, Section 2 includes eligibility for part-time faculty to run for an Executive Committee position (i.e., Board of Directors), yet few part-time faculty have served; and

Whereas, In the last few years, approximately 26% of the total applicants interested in serving on statewide committees have been part-time faculty, yet only 15-17% of the appointments to Academic Senate for California Community Colleges' standing committees have been part-time faculty;

¹ [Proposed ASCCC Vision, Mission, and Values Statement](#)

² [Local Senates Survey 2017](#)

Resolved, That the Academic Senate for California Community Colleges develop a resource identifying effective practices and providing recommendations to assist colleges and local academic senates in creating and communicating equitable policies and various leadership opportunities for part-time faculty and bring the resource to the Fall 2021 Plenary Session for adoption; and

Resolved, That the Academic Senate for California Community Colleges widely communicate and encourage statewide leadership opportunities available to part-time faculty.

Contact: [Steven Chang](#), Part-time Committee

+1.03 F20 Senator Emeritus Status for Janet Fulks

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) 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 Janet Fulks 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, Janet Fulks has shaped California's discourse on student success through her service on the ASCCC Executive Committee from 2004 –2010, chairing of the Curriculum, Basic Skills, Noncredit, Standards and Practices, and Accreditation committees, service on groups such as Accountability Reporting for Community Colleges, Intersegmental Committee of Academic Senates, System Advisory Committee on Curriculum, Academic Senate/Research and Planning Student Learning Outcomes Collaborative, and ongoing participation as a member, lead, and co-chair of the Guided Pathways Taskforce as well as contributions to a number of other external committees, advisory groups, and task forces;

Whereas, Janet Fulks wrote the book on outcomes assessment for California Community Colleges, tirelessly supporting her colleagues statewide as faculty transitioned to a framework which without Janet's guidance seemed complex and pointless; and

Whereas, Janet Fulks' relentless engagement with statewide educational innovation such as the Basic Skills Initiative and the California Community Colleges Guided Pathways Award Program at the beginning of twenty-first century has helped strengthen the faculty voice in California and inspired new faculty leaders;

Resolved, That the Academic Senate for California Community Colleges recognize Janet Fulks' extraordinary and distinguished service by awarding her the status of Senator Emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Janet Fulks its heartfelt congratulations on her retirement and wish her every happiness and many joyous years of swimming, diving, biking, running, and enjoying her family.

Contact: [Lisa Harding](#), Bakersfield College, Area A

3.0 DIVERSITY AND EQUITY

3.01 F20 Support The Anti-Racism Pledge

Whereas, The Academic Senate for California Community Colleges adopted at the Fall Plenary of 2019 resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges; and

Whereas, The resolution established a commitment for the Academic Senate for California Community Colleges to “take steps to not only strive for a greater knowledge about and the celebration of diversity, but also to support deeper training that reveals the inherent racism embedded in societal institutions, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism”;

Resolved, That the Academic Senate for California Community Colleges distribute “The Anti-Racism Pledge”³;

Resolved, That the Academic Senate for California Community Colleges ask faculty and other stakeholders to examine their personal role and commit to dismantle structural racism by signing “The Anti-Racism Pledge”; and

Resolved, That the Academic Senate for California Community Colleges, in order to work toward ending institutional discrimination, provide deeper training that reveals and addresses the inherent racism embedded in societal and educational institutions to faculty by spring of 2021.

Contact: [Karla Kirk](#), Equity and Diversity Action Committee (2019-2020)

+3.01.01 F20 Amend Resolution 3.01

Amend the 3rd Resolve:

Resolved, That the Academic Senate for California Community Colleges, in order to work toward ending institutional ~~discrimination~~ racism and white supremacy, provide deeper training that reveals and addresses the inherent racism embedded in societal and educational institutions to faculty by spring of 2021.

Contact: [Angelica Yanez](#), Palomar College Area D

#3.01.02 F20 Amend Resolution 3.01

Amend the 2nd Resolve:

Resolved, That the Academic Senate for California Community Colleges ask faculty and other stakeholders to examine their personal role and commit to dismantling structural racism by signing ~~“The Anti-Racism Pledge”~~; and

³ [The Anti-Racism Pledge](#)

Contact: [Alisa Shubb](#), American River College

3.02 F20 Recommendation to Update Title 5 Language for Minimum Qualifications

Whereas, The Academic Senate for California Community Colleges adopted a new inclusivity statement in fall 2019—Resolution 3.03 F19, Replacing the Academic Senate for California Community Colleges Inclusivity Statement—that aligns with the Board of Governor’s Diversity, Equity, and Inclusion Statement;⁴

Whereas, The paper *Equity Driven Systems: Student Equity and Achievement in the California Community Colleges*, adopted through Resolution 3.04 F19, calls for the Academic Senate for California Community Colleges and local academic senates to move beyond individual actions to transformational system change addressing policies and procedures;

Whereas, Title 5 § 53024.1 acknowledges that “establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort”; and

Whereas, Title 5 § 53022 defines the minimum qualifications for all faculty positions and requires all faculty applicants to demonstrate “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to recommend changes for consideration regarding the minimum qualifications that may include an update to the Title 5 §53022 language to exhibit and reflect the demonstration of cultural humility,⁵ cultural responsiveness,⁶ and equity-mindedness⁷ that transcend “sensitivity” and further define the knowledge, skills, and behaviors in the second minimum qualification for faculty positions.

⁴Vision for Success Diversity, Equity, and Inclusion statement passed by the Board of Governors at its September 17, 2019 meeting. <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

⁵ Cultural humility is a lifelong commitment to self-evaluation and self-critique, redressing the power imbalances in the student-teacher dynamic, developing mutually beneficial partnerships with communities on behalf of individuals and defined populations. Source: Tervalon M, Murray-Garcia J: “Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education, “Journal of Health Care for the Poor and Underserved 1998; 9(2):117-124. Retrieved from https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility_Tervalon-and-Murray-Garcia-Article.pdf

⁶ Culturally responsive teaching recognizes the importance of including students' cultural references in all aspects of learning, enriching classroom experiences, and keeping students engaged. Retrieved from <https://www.tolerance.org/professional-development/being-culturally-responsive>

⁷ Equity-mindedness refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. Retrieved from <https://cue.usc.edu/about/equity/equity-mindedness/>

Contact: [Luke Lara](#), Faculty Leadership Development Committee (2019-2020)

+3.02.01 F20 Amend Resolution 3.02

Amend the Resolve

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to evaluate and ensure that ~~recommend changes for consideration regarding the minimum qualifications in that may include an update to the Title 5 §53022 language to exhibit and reflect the demonstration of cultural humility, cultural responsiveness, and equity-mindedness that transcend “sensitivity” and further define the knowledge, skills, and behaviors in the second minimum qualification for faculty positions.~~ exhibits equity-mindedness.

Contact: [Deborah Henry](#), Coastline College, Area D

#3.02.02 F20 Amend Resolution 3.02

Amend the Title

Recommendation to Update Title 5 Language for Section 53022 Minimum Qualifications

Amend the 3rd Whereas

Whereas, Title 5 § 53022 defines the ~~minimum qualifications~~ job requirements for all faculty and administrative positions and requires all ~~faculty applicants~~ for faculty and administrative positions to demonstrate “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students”;

Amend the Resolved

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office through the consultation process to ~~recommend changes for consideration regarding to the job requirements minimum qualifications that may include an update to the established in~~ Title 5 §53022 language to exhibit and reflect the demonstration of cultural humility, cultural responsiveness, and equity-mindedness that transcend “sensitivity” and further define the knowledge, skills, and behaviors in the second minimum qualification for faculty positions. by replacing the second sentence with the following:

For faculty and administrative positions, job requirements shall include (1) a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students as demonstrated by skills and abilities in cultural responsiveness and cultural humility; and (2) a demonstrated commitment to recognizing patterns of inequity in student outcomes, taking personal and institutional responsibility for the success of students, engaging in critical assessment of own practices, and applying a race-conscious awareness of the

social and historical context of exclusionary practices in American Higher Education.

Contact: [Luke Lara](#), MiraCosta College

3.03 F20 Adopt Anti-Racism Education Paper

Whereas, The Academic Senate for California Community Colleges adopted Resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges;

Whereas, Recognizing the national history of discriminatory laws and history of racial diversification and equity efforts in the California Community Colleges system informs current faculty diversification and anti-racism efforts; and

Whereas, Applying tenets of anti-racism as well as principles for anti-racism professional development is critical for recognizing and dismantling racist structures and for building inclusive cultures within our colleges;

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper titled *Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*.⁸

Contact: ASCCC Executive Committee

***+3.04 F20 Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies**

Whereas, The Academic Senate for California Community Colleges adopted resolution 3.03 F19, which approved a Diversity, Equity, and Inclusion Statement that acknowledges institutional discrimination and implicit bias exist and “Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community”;

Whereas, Resolution 3.02 F19 directed the Academic Senate for California Community Colleges to “infuse Anti-Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible”;

Whereas, In June of 2020, the President of the Academic Senate for California Community Colleges, in the Call for Action, encouraged academic senate leaders to “Prioritize culturally responsive curricular redesign” and engage in discussion of anti-racism/no-hate education; and

⁸ [*Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*](#)

Whereas, As a result of COVID-19 and the racial unrest in the Spring of 2020, a team of the Academic Senate for California Community Colleges Executive Committee members were directed by the president to develop an effective practices for professional development paper on anti-racism education in California community colleges to be presented at the Fall 2020 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates by Fall 2021.

Contact: [Luke Lara](#), MiraCosta College, Area D

4.0 ARTICULATION AND TRANSFER

***4.01 F20 Adopt the paper Effective and Equitable Transfer Practices in the California Community Colleges**

Whereas, Resolution 4.01 S18 directed the Academic Senate for California Community Colleges to “develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper *Effective and Equitable Transfer Practices in the California Community Colleges*.⁹

Contact: [Lorraine Levy](#), Transfer, Articulation, and Student Services Committee (2019-2020)

6.0 STATE AND LEGISLATIVE ISSUES

6.01 F20 Oppose the Legislation of Curriculum without Inclusion of Academic Senate Participation

Whereas, Curriculum, especially curriculum that leads to the expansion of required courses and units, should be driven by faculty to meet the educational needs of the community it serves with consideration of transfer opportunities and the capacity to hire faculty in disciplines that could be required due to the legislation;

Whereas, Title 5, Division 6 of the California Code of Regulations, established by the California Community Colleges Board of Governors and including curricular requirements for the California Community Colleges, has the strength of law;

Whereas, The California Community Colleges Board of Governors Standing Orders Section 332 requires that “the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter”; and

⁹ [*Effective and Equitable Transfer Practices in the California Community Colleges*](#)

Whereas, Efforts to write California community colleges' curriculum into legislation have the potential to supersede collegial consultation and the primacy of academic senates in curriculum recommendations;

Resolved, That the Academic Senate for California Community Colleges assert that curricular requirements for the California Community Colleges system should reside in Title 5, Division 6 of the California Code of Regulations and not in California Education Code; and

Resolved, That the Academic Senate for California Community Colleges oppose legislation that establishes curriculum for the California community colleges but that does not include the ASCCC in curriculum and educational program development as specified in Title 5 53200(c).

Contact: [Christopher Howerton](#), Legislative and Advocacy Committee

6.02 F20 Legislative and Systemic Support for Academic Freedom

Whereas, Academic Freedom is a fundamental concept, supported by faculty tenure, that exists to ensure that institutions of higher education function for the public good and assures that colleges are constructed on the foundations of genuine trust and integrity but is not codified or protected in California Education Code;

Whereas, The principles of academic freedom, as an established position of the ASCCC though Resolution [13.01.S02](#), are at the core of what faculty do as professionals in their classrooms and affects not only faculty and the institution but also students ,since it ensures the integrity of instruction in higher education;

Whereas, Academic Freedom is essential to the student-centered equity and anti-racism work in the California communities colleges identified in the California Community Colleges Chancellor's Office Call to Action and the ASCCC Mission and Strategic Plan; and

Whereas, Academic Freedom language and practices should be reviewed and updated in this time of crisis, including the expansion of online education, budget cuts, and a call to address systemic racism;

Resolved, That the Academic Senate for California Community Colleges 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, including the need to increase funding for tenured positions in both instructional and non-instructional faculty roles;

Resolved, That the Academic Senate for California Community Colleges work with the UC and CSU Academic Senates to incorporate into graduate education for future professors and instructors the principles and importance of academic freedom, tenure, and governance to ensure the future protection and defense of academic freedom;

Resolved, That the Academic Senate for California Community Colleges collaborate with the Student Senate for California Community Colleges to support and develop a statement regarding student academic freedom; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to faculty and colleges, through breakouts, articles, workshops, or papers on academic freedom in a digital age with a focus on anti-racism.

Contact: [Julie Bruno](#), Sierra College

8.0 COUNSELING

#8.01 F20 Counseling Faculty and the 50% Law

Whereas, The primary function of The Academic Senate for California Community Colleges is to make recommendations with respect to academic and professional matters as defined in Title 5 §53200, which includes standards or policies regarding student preparation and success, in order to help students meet their educational goals such as earning a certificate, degree, or transfer to a baccalaureate institution;

Whereas, Counseling faculty play an integral role in facilitating student preparation and success by providing appropriate and necessary support programs and services that not only help students find their educational pathways but also stay on their educational pathways, helping to fulfill two of the four pillars of the guided pathways frameworks as referenced in the California Community Colleges Chancellor's Office *Vision for Success*¹⁰, which is vital to ensuring that students are able to meet their goals;

Whereas, During times of economic recession, programs such as student services and counseling often experience heavy decreases in funding since they are not considered instructional programs under California Education Code §84362, also known as the 50% Law: and

Whereas, Goal 2 in the California Community Colleges Chancellor's Office *Vision for Success*¹¹ is to "Over 5 years, increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU," Chancellor Oakley requested that a workgroup of stakeholders making recommendations to the 50% Law "reconvene and consider revisions to its original proposal in order to align it with the California Community Colleges' *Vision for Success* document accepted by the Board of Governors in July 2017." and the recommendations were presented to the CCCCCO Consultation Council in April in 2019^{12 13};

¹⁰ https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

¹¹ https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

¹² May 2016 Rostrum article, *The 50% Law and Faculty Obligation Number: A Proposal*: <https://asccc.org/content/50-law-and-faculty-obligation-number-proposal>

¹³ <https://drive.google.com/file/d/1zjUkO5P2LsFiFM8zBaRsRiWYtIHxkUj/view?usp=sharing>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other stakeholders to explore means to include counselor salaries and benefits as instructional expenses under California Education Code §84362, also known as the 50% Law, in order to provide the support that students need for successful certificate or degree attainment or transfer to baccalaureate institutions.

Contact: [David Morse](#), Long Beach City College

9.0 CURRICULUM

9.01 F20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules

Whereas, Resolution 13.01 S19 asked that the “Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020”;

Whereas, Most California community colleges have overcome the technical challenges associated with implementing a “no-cost” designation in their online course schedules and are now seeking to perfect this implementation by ensuring consistency in the criteria used to determine which sections are marked with this designation and establishing procedures to ensure that no qualifying sections are missed;

Whereas, The details of the legislation—i.e., the requirement that sections marked with the no-cost designation be those “that exclusively use digital course materials”—are inconsistent with how “zero textbook cost” had been defined by the California Community Colleges Chancellor’s Office and do not address how courses that have never required a text, as documented in the course outline of record, should be treated; and

Whereas, Consistency and transparency across colleges is beneficial to students, faculty, and anyone with an interest in assessing the impact of efforts to reduce textbook costs;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges implement both of the following:

1. a no-cost designation for course sections that require a text but no-cost is passed on to students, and
2. a separate designation to recognize those courses that do not require a text and, have no associated costs for instructional resources;

Resolved, That the Academic Senate for California Community Colleges recommend that the no-cost designation be used to recognize those sections that use digital resources, as consistent with SB 1359 (Block, 2016), and those sections that require a text yet are “no-cost” due to something other than a digital alternative;

Resolved, That the Academic Senate for California Community Colleges recommend integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 (Block, 2016) no later than the Fall 2021 Plenary.

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

#9.01.01 F20 Amendment to 9.01

Amend the Title

9.01 F20 Recommendations for the Implementation of a ~~No-Cost~~ *Zero Textbook Cost*¹⁴ (ZTC) Designation in Course Schedules

Amend the 3rd Whereas

Whereas, The details of the legislation—i.e., the requirement that sections marked with the no-cost designation be those “that exclusively use digital course materials”—are inconsistent with how “zero textbook cost” had been defined by the California Community Colleges Chancellor’s Office[1] and ~~do not address how courses that have never required a text, as documented in the course outline of record, should be treated~~ silent with respect to whether the designation can be used when a student is required to purchase tangible supplies (e.g., goggles, a calculator, or paint); and

Delete the 1st Resolved

~~Resolved, That the Academic Senate for California Community Colleges recommend that colleges implement both of the following:~~

- ~~1. a no-cost designation for course sections that require a text but no-cost is passed on to students, and~~
- ~~2. a separate designation to recognize those courses that do not require a text and, have no associated costs for instructional resources;~~

Add a New 2nd Resolved

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to interpret the SB 1359 requirements as in alignment with those established by the California Community Colleges Chancellor’s Office for courses that are zero textbook cost (ZTC);

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

¹⁴ “Zero-textbook-cost degrees” means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies, including open educational resources. Discretionary student printing of instructional materials shall not be considered a cost as part of this program.

9.02 F20 Strengthen the Ethnic Studies Requirement

Whereas, The Academic Senate for California Community Colleges recognizes and embraces the vital role that ethnic studies curriculum plays in all levels of education;

Whereas, Title 5 §55063(b)(2) requires that “ethnic studies will be offered in at least one of the areas required by subdivision (1) [which outlines associate degree general education requirements],” and many colleges have a separate ethnic studies graduation requirement;

Whereas, The Academic Senate for California Community Colleges is deeply appreciative of the recognition by the legislature that ethnic studies is a crucial element in the education of California’s community college students, is committed to the principles of equity and diversity, and understands that an ethnic studies requirement is an essential tool in achieving those principles; and

Whereas, Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office through existing processes and recommend updates to the ethnic studies general education requirement in the California Code of Regulations Title 5 §55063.

Contact: ASCCC Executive Committee

***+9.03 F20 Update Paper on Local Curriculum Committees**

Whereas, Local curriculum committees play a critical role in the California Community College system;

Whereas, The role of local curriculum committees has expanded tremendously with the dynamics of local governance, demands for curriculum that is responsive to the needs of our diverse student populations, changes in regulations, and local and statewide emergency and crisis situations; and

Whereas, The changing demands of local curriculum committees have necessitated the need for faculty and curriculum committee members to fully understand the role of the curriculum committee as it pertains to diligence on supporting student success;

Resolved, That the Academic Senate for California Community Colleges update the 1996 paper titled "The Curriculum Committee: Role, Structure, Duties and Standards of Good Practice" and bring the paper for approval by the Spring 2022 Plenary Session.

CONTACT: [Vicki Jacobi](#), Taft College, Area A

+9.04 F20 Ethnic Studies Graduation Requirement

Whereas, Ethnic studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o Americans—offered through various disciplines including Ethnic Studies, Chicana and Chicano Studies, Latina and Latino Studies, African-American Studies, Black Studies, Asian-American Studies, Native-American Studies, Africana Studies, Mexican-American Studies, Indigenous Studies, Filipino Studies, La Raza Studies, and Central American Studies;

Whereas, Ethnic studies has a rich and important history in California community colleges dating back fifty years with the establishment of the first associate degrees in Black and Chicano Studies in the nation and has since then provided students with rigorous and dynamic instruction focusing on the history and contributions of black, Latinx, Asian-American, and Native-Americans to California and the nation through important ethnic-studies-based theoretical lenses;

Whereas, studies have found that

- All students benefit academically when they are reflected in the curriculum as well as socially from taking ethnic studies courses, and
- students learn to deconstruct internalized ideas of unworthiness or deconstruct internalized racism and oppression and become empowered, and
- such courses can play an important role in helping students identify and address issues impacting our society such as systemic racism, generational trauma, sexism, and homophobia; and

Whereas, The state of California has witnessed a growing call for ethnic studies requirements in virtually all levels of public education which has recently led to the signing of AB1460 by Governor Newsom, adding a minimum of one 3-unit course in ethnic studies to the Cal State University system’s graduation requirements as well as an expected growth in demand for courses in ethnic studies disciplines at California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office through existing processes and recommend that the California Code of Regulations Title 5 §55063 be amended to include an ethnic studies graduation requirement for California community college associate degrees by adding the following text:

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, in ethnic studies, and in mathematics...¹⁵

Effective for all students admitted to a community college for the Fall 2021 term or any term thereafter, competence in ethnic studies shall be demonstrated by

¹⁵ Add in the first paragraph of Title 5 §55063 “in ethnic studies” after “written expression” in the first sentence.

obtaining a satisfactory grade in a course from an ethnic studies discipline at the first- or second-year level. Satisfactory completion of an ethnic studies course at the first- or second-year level shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b) of this section.¹⁶

The competency requirements for ethnic studies may also be met by obtaining a satisfactory grade in courses in ethnic studies taught in or on behalf of other departments and disciplines that adhere to the minimum qualifications for ethnic studies disciplines as delineated in the California Community Colleges Chancellor's Office's *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.¹⁷

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

+9.05 F20 Clarify and Strengthen the Ethnic Studies General Education Requirement

Whereas, the current wording in Title 5 §55063 (b) (2), which states that "Ethnic Studies will be offered in at least one of the areas required by subdivision (1)," is written in such a way that it does not clearly define ethnic studies, allowing for different interpretations and inconsistent applications of this requirement across the state of California;

Whereas, Ethnic studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o American—offered through various disciplines including ethnic studies, chicana and chicano studies, Latina and Latino studies, African-American studies, black studies, Asian-American studies, Native-American studies, Africana studies, Mexican-American studies, indigenous studies, Filipino studies, la raza studies, and Central American studies;

Whereas, Ethnic studies disciplines are listed in the California Community Colleges Chancellor's Office's *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook under "Disciplines Requiring a Master's Degree," ensuring that the professors who teach courses within these disciplines meet the required minimum qualifications; and

Whereas, Courses offered from ethnic studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses that teach them about the history, expressions, and contributions of the diverse cultures that make up California and the U.S. and also how to engage in a critical analysis of these cultures in relation to each other and to society overall in order to understand and address how they are impacted by such things as systemic racism and classism;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes and

¹⁶ Add this paragraph to Title 5 §55063 after the third paragraph

¹⁷ Add this paragraph to Title 5 §55063 after the original fourth paragraph

recommend that Title 5 §55063 (b) (2) be removed from the California Code of Regulations; and

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes to establish an ethnic studies general education requirement for California Community colleges by adding a fifth area to Title 5 §55063 (b) (1) entitled (E) Ethnic Studies.

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

#9.06 F20 Resolution In Support of Reviewing the impact of the 2012 California Non-Repeatability Language

Whereas, The California Community Colleges Chancellor's Office has issued a call to action, to look with fresh eyes at the limitations and barriers to educational equity in California Community Colleges;

Whereas, Educational equity is in the requirements of the California Education Code and Title 5 Regulations, and educational equity requires understanding the unique challenges and barriers faced by individual students or by populations of students and each student having equitable access, guidance and support in pursuing educational pathways and career goals;

Whereas, California community college faculty, students, graduates, and supporters from 105 institutions petitioned¹⁸ in 2020 regarding the effects of the 2012 non-repeatability policy, unanimously sharing that the policy does not align with the advancement of equitable education in courses requiring practice-based skills for educational and career technical advancement, such as the arts and kinesiology;

Whereas, The Academic Senate for California Community Colleges recognizes and values the diversity in the California Community Colleges system, is committed to addressing structural racism as it impacts the most vulnerable and socially disadvantaged groups.

Resolved, That the Academic Senate for California Community Colleges recommend and support reexamining the 2012 non-repeatability policy's effect on student success and completion rates as it relates to equitable access for all demographics in courses requiring practice-based skills across higher education campuses in California.

Contact: [Rebekah Hathaway](#), Cerritos College

¹⁸[Petition to Reexamine Non-Repeatability in Higher Dance Education](#)

10.0 DISCIPLINES LIST

***10.01 F20 Disciplines List—Registered Behavior Technician**

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 Registered Behavior Technician discipline:

Certification as a Board-Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB);

AND

Master's in behavior analysis, education, or psychology
OR
the equivalent

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 Registered Behavior Technician.¹⁹

Contact: [Angela Echeverri](#), Standards & Practices Committee (2019-2020)

***10.02 F20 Adopt the Revised and Updated Paper Equivalence to the Minimum Qualifications**

Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications*²⁰ concludes that “Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning,” and at some districts equivalence is seldom or never granted or is framed in a manner that discourages applicants who might demonstrate equivalence from applying despite the mention of equivalence in California Education Code § 87359; and

Whereas, The Career Technical Education Faculty Minimum Qualifications Toolkit (2019) provides means to document equivalence to the associate’s degree and is intended

¹⁹ [Registered Behavior Technician Language](#)

²⁰ [Equivalency to the Minimum Qualifications \(2016\)](#)

“to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates”;

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the revised and updated paper *Equivalence to the Minimum Qualifications (2020)*,²¹ which now clarifies that equivalence is not only legally permissible but necessary to broadening hiring pools as a means of promoting faculty diversification.

Contact: [Eric Thompson](#), Standards & Practices Committee (2019-2020)

11.0 TECHNOLOGY

***+11.01 F20 Include Meeting Times and Synchronous Designation for Synchronous Online Classes in Class Schedules**

Whereas, California Community Colleges have largely moved to an online format because of the global COVID-19 pandemic;

Whereas, The Academic Senate for California Community Colleges has resolved to support the new distance education definitions in resolution 09.06 adopted in Spring 2019, but the Distance Education Guidelines have still not been approved by the California Community Colleges Chancellor’s Office;

Whereas, Students, especially first-generation college students, new to online education may not have the background knowledge about scheduling, attendance, and other parts of college culture or may not be provided with sufficient information to know that they have registered for a synchronous online class; and

Whereas, The rapid transition to online delivery or changes in schedules for fall of 2020 led to class schedules that did not in all cases inform students of synchronous requirements or meeting times;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to ensure that any synchronous online courses are designated with meeting times in all published schedules; and

Resolved, That the Academic Senate for California Community Colleges work with the Distance Education and Educational Technology Advisory Committee and the California Community Colleges Chancellor’s Office to provide guidance to colleges on how to designate synchronous fully online courses and required meeting times in class schedules.

Contact: [Kelly Kulzer-Reyes](#), Taft College, Area A

²¹ [Equivalence to the Minimum Qualifications \(2020\)](#)

12.0 PROFESSIONAL DEVELOPMENT

***+12.01 F20 Increased Support for Lab-Based and Hard-to-Convert Courses During Emergencies**

Whereas, Lab-based courses and hard-to-convert courses in other disciplines may need to be moved into an exclusively online format due to pandemics and other natural disasters;

Whereas, While most people may believe that hard-to-convert courses are largely science-based, other lab-based disciplines are also subject to discipline-specific challenges and limitations, including but not limited to nursing, fire science, performing and fine arts, CE/CTE, ASL, kinesiology and physical education, early child development, communication studies, and anthropology;

Whereas, Faculty may not have the time or resources needed to obtain specialized equipment and to conduct simultaneous assessment of pedagogical growth that supports a successful online class or section, and lack of such resources may impede successful online learning; and

Whereas, Students in these courses need to demonstrate and the faculty must assess skill sets and real-time mastery of course learning objectives for certification or transfer requirements under face-to-face supervision;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to increase funding and professional development offerings to colleges in order to address the ongoing needs of discipline-specific hard-to-convert courses that may need to be offered online.

Contact: [Dylan Altman](#), Oxnard College, Area C

***#12.02 F20 Include Academic Senate for California Community Colleges (ASCCC) Events, Courses, and Service as Pre-Approved Activities to Satisfy Flex Requirements**

Whereas, Many faculty are required to complete a minimum number of professional development or Flex hours each term or year;

Whereas, Part of the Academic Senate for California Community Colleges' (ASCCC) mission is to foster "the effective participation by community college faculty in all statewide and local academic and professional matters," a mission it achieves through an infrastructure that includes various committees and a wide-array of events intended to inform, engage, and listen;

Whereas, The ASCCC Professional Development College (PDC) consists of online professional development opportunities tailored to meet the needs of faculty and others in the California Community Colleges and covers many of the same topics that are presented during college-hosted Flex sessions;

Whereas, Allowing the use of attendance at ASCCC events, participation in ASCCC committees, and completion of PDC coursework and modules to meet Flex obligations will enable full-time and part-time faculty to choose from an array of experiences and materials that can provide on-going, relevant, and timely professional development and may be accessed when it is convenient and necessary instead of only relying on professional development opportunities during designated college professional development or Flex)days; and

Whereas, Although Resolution 12.01 F16 called for a review and update, the California Community Colleges Chancellor's Office's *Guidelines for the Implementation of the Flexible Calendar Program* has not been amended or updated since April 2007;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to re-evaluate activities in the *Guidelines for the Implementation of the Flexible Calendar Program*²² to include ASCCC events, committee work, activities, and PDC courses and modules; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work through their local processes to allow faculty to use ASCCC events, committee work, activities, and PDC courses and modules to satisfy their required professional development or Flex obligation.

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

13.0 GENERAL CONSERNS

+13.01 F20 Administrator Retreat Policies

Whereas, Education Code section 87454 allows tenured faculty within a given district the right to retain their faculty tenure when assigned to an educational administrator position, while Education Code section 87458 states that educational administrators without faculty tenure have the right to become first-year probationary faculty provided all of the requirements of section 87458, commonly known as “retreat rights,” including the existence of a process reached by joint agreement between the representatives of the governing board and the academic senate and approved by the governing board and not subject to dismissal by the governing board under the provisions of Education Code section 87732;

Whereas, In its decision in *Wong v. Ohlone College*²³ the California Court of Appeals (First District, Division 3) ruled that the right of an educational administrator without

²² https://www.asccc.org/resolutions/include-professional-learning-network-pln-resources-satisfy-flex-requirements#_ftn

²³ <https://caselaw.findlaw.com/ca-court-of-appeal/1419242.html>

faculty tenure to become a first-year probationary faculty is discretionary, not absolute, as articulated in the following passage from the appellate court decision:

Although statutory language is, of course, a most important guide in determining legislative intent, there are unquestionably instances in which other factors will indicate that apparent obligatory language was not intended to foreclose a governmental entity's or officer's exercise of discretion. (Id. at pp. 910-911, fn. 6, 136 Cal.Rptr. 251, 559 P.2d 606.) That a terminated administrator "shall have the right to become" a first-year probationary faculty member, does not impose a mandatory duty on the college to make an appointment. Wong's argument ignores that part of the statute that conditions the appointment on the governing board making "a determination" by applying a new statutory procedure, or an existing procedure. (§ 87458, subds. (a), (b); see § 84755, subd. (b)(9).) The statutory reference to the governing board's determination strongly suggests that the Legislature did not intend to foreclose the college's exercise of discretion in deciding whether to deny or grant an appointment under section 87458. Had the Legislature intended to make a section 87458 appointment nondiscretionary, the Legislature could have clearly done so by requiring that an administrator "shall become" a first-year probationary faculty member if he or she meets certain statutory conditions.;

Whereas, Educational administrator retreat policies should be designed to do what is best for students, not what is best for a retreating administrator, including assuring that retreating administrators without faculty tenure go through a process that is at least as rigorous as and equivalent to a probationary faculty hiring process; and

Whereas, The Academic Senate paper *Administrator Retreat Rights: An Introduction and A Model Procedure*, adopted in 1990, is significantly outdated and needs to be replaced with a new paper that accounts for the significant changes in the legal and higher education landscapes that have occurred since 1990;

Resolved, That the Academic Senate for California Community Colleges assert that the right of educational administrators without faculty tenure to become first-year probationary faculty articulated in Education Code section 87458 is not an absolute right but rather at the discretion of the district governing board through the locally established policies and procedures per the requirements of Education Code section 87458 and in accordance with the 2006 appellate court decision in *Wong vs. Ohlone College*;

Resolved, That the Academic Senate for California Community Colleges assert that the requirement articulated in Education Code section 87458 that procedures for reassigning administrators without faculty tenure to faculty assignments "shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that the administrator possesses the minimum qualifications for employment as a faculty member" represents a minimum requirement for local administrative retreat policies, not the only requirement, and thus the methods used for evaluating the qualifications and readiness to serve as probationary

faculty established through local hiring processes or other equivalent processes may be included in local administrator retreat rights policies; and

Resolved, That the Academic Senate for California Community Colleges draft a new paper by Spring 2022 on educational administrator retreat rights that includes a model policy that accounts for the 2006 appellate court decision in *Wong vs. Ohlone College* and any other relevant case law that may exist and that provides effective practices for assessing the needs for and provision of professional development for any educational administrator seeking to retreat to a faculty assignment regardless of faculty tenure status within the district.

Contact: [Angela C. Echeverri](#), Los Angeles Community College District, Area C

#13.02 F20 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses

Whereas, During the current emergency conditions, the Alternative Attendance Accounting Procedure, Title 5 § 58003.1(f), is employed for noncredit distance education courses that do not use the Positive Attendance Procedures, Title 5 § 58003.1 (e), requiring a calculation of student contact hours that includes

- (a) The total number of hours of instruction in the class
- (b) The number of hours expected for any outside-of-class work
- (c) Instructor contact as defined by Title 5 § 55204;

Whereas, The Alternative Attendance Accounting Procedure does not take into consideration the nature of noncredit distance education open-entry/exit courses because only students who enroll by the first census date (20% of the course) can be included in noncredit distance education attendance collection, resulting in an inability to report students entering after 20% of the course;

Whereas, The difficulties presented by the Alternative Attendance Accounting Procedure used for noncredit distance education open-entry/exit courses create inequities for already underrepresented noncredit students, since it limits offerings of noncredit distance education open-entry/exit courses, which provide pathways to adults who are underprepared for college-level coursework, returning to school, unemployed and seeking employment, employed and seeking career advancement, and English language learners, making it more difficult for them to successfully complete their college education and enter the workforce; and

Whereas, The Alternative Attendance Accounting Procedure has impacted the workload of faculty, both full-time and part-time, due to the tremendous amount of time needed to develop and teach a distance education course in order to meet the attendance requirements of the Alternative Attendance Accounting Procedure, limiting the time they can spend focusing on instruction and student contact in a distance education course;

Resolved, That the Academic Senate for California Community Colleges recognize that noncredit distance education open-entry/exit courses provide valuable opportunities that prepare diverse adult learners for transition into credit certificate and degree programs as well as entry into the workforce; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that noncredit attendance collection procedures equitably allow for noncredit distance education open-entry/exit courses in order to equitably serve noncredit students.

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

17.0 LOCAL SENATES

***17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures**

Whereas, The funding to support institutional transformation as codified by the California Community Colleges Guided Pathways [Award] Program is coming to an end, with the final allocation of the remaining 10% in July 2021;

Whereas, The work of establishing and improving a college's guided pathways framework is integral with all institution-wide work;

Whereas, The integration of a college's guided pathways framework with college practices and processes in areas such as governance, workflow, and responsibilities requires thoughtful, proactive planning that is institution-wide, and

Whereas, Key elements for institutional change through a guided pathways framework are academic and professional matters as provided for in Title 5 §53200 and fall under the purview of the local academic senate;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work within their local processes to infuse, expand, and integrate guided pathways efforts into institutional structures and practices; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources on topics such as but not limited to creating integration plans, sharing successful strategies, and identifying challenges to infuse, expand, and integrate guided pathways efforts into institutional structures and practices.

Contact: [Jeffrey Hernandez](#), Guided Pathways Task Force

18.0 MATRICULATION

18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways

Whereas, All placement methods, including the California Community Colleges Chancellor's Office "default placement rules," must be evaluated regularly for efficacy and bias; and

Whereas, Substantial shifts in placement, enrollment, and successful completion have been experienced as a result of both full AB 705 (Irwin, 2017) implementation and COVID-19 pandemic challenges; and

Whereas, Local governing boards are to consult collegially with local academic senates on all academic and professional matters and in particular curriculum, degree and certificate requirements, grading policies, program development, and standards or policies regarding student preparation and success (Title 5 §53200), which are integral to determining student placement protocols that provides students with the best chance of success; and

Whereas, The Guided Pathways Task Force report *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*²⁴ identified key data elements associated with placement data that indicated areas for a more in-depth and collaborative analysis;

Resolved, That the Academic Senate for California Community Colleges encourage, support, and assist local academic senates in collaboration with college research professionals to create evaluation plans that examine throughput, student success, persistence, retention, unsuccessful course attempts, and completion with a goal of optimizing student success and addressing inequities and achievement gaps among disproportionately impacted or marginalized student groups; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the Spring 2022 Plenary Session.

Contact: [Lance Heard](#), Guided Pathways Task Force

19.0 PROFESSIONAL STANDARDS

*19.01 F20 Adopt the Paper Protecting the Future of Academic Freedom in a Time of Great Change

Whereas, Resolution 01.03 F18 directed the Academic Senate for California Community Colleges "to provide guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update

²⁴ [Optimizing Student Success: A Report on Placement in English and Mathematics Pathways](#)

the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020”;

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the paper *Protecting the Future of Academic Freedom in a Time of Great Change*.²⁵

Contact: [Wendy Brill-Wynkoop](#), Educational Policy Committee (2019-2020)

20.0 STUDENTS

*+20.01 F20 The Role of Student Employees in Advancing Faculty Diversification

Whereas, The Academic Senate for California Community Colleges has promoted the goal of faculty diversity for decades²⁶;

Whereas, The Academic Senate for California Community Colleges’ paper *A Re-examination of Faculty Hiring Processes and Procedures (2018)*²⁷ promoted faculty diversity and included “the creation of ‘grow your own’ programs seeking to hire students who attended California Community Colleges” as a district measure for promoting equal employment opportunity;

Whereas, Anecdotal accounts suggest many students employed as peer mentors and tutors are students of color who aspire to a career as a community college faculty member; and

Whereas, Students employed as peer mentors and tutors have long been recognized as an essential component of strategies to promote student success and equity;²⁸

Resolved, The Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor’s Office work with local districts to identify student employees working as peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, interested in a career pathway as a community college faculty member;

Resolved, The Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to include as a priority in the next

²⁵ [Protecting the Future of Academic Freedom in a Time of Great Change](#).

²⁶ *The Challenge of Cultural Diversity in the California Community Colleges* (1988) https://asccc.org/sites/default/files/publications/Challenge_0.pdf and Resolution 03.02 S01 Faculty Diversity, <https://asccc.org/resolutions/faculty-diversity>

²⁷ https://asccc.org/sites/default/files/Hiring_Paper.pdf

²⁸ *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007) <https://files.eric.ed.gov/fulltext/ED496117.pdf> and *Practices that Promote Equity in Basic Skills in California Community Colleges* (2010) https://asccc.org/sites/default/files/publications/promote_equity_basicskills-spr2010_0.pdf

system budget proposal special funding to provide professional growth activities for peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, who are pursuing a career pathway as a community college faculty member; and

Resolved, The Academic Senate for California Community Colleges encourage local senates to advocate for the preservation of funding for student employees working as peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, in the interest of advancing student success and equity and to support career pathways as a community college faculty member;

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

***#20.02 F20 Ensure Course Cost Transparency for Students**

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;

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July, 2010 required 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 used for preregistration and registration purposes”;

Whereas, Ensuring the transparency of textbook, supplemental material, supply, and other course-related costs is of critical importance when unpredictable costs associated with course-taking may exceed the fees students pay to take courses, placing additional financial burdens on students; and

Whereas, Some disciplines and colleges have well-established and clearly visible processes for informing students of costs and fees prior to registration while others do not;

Resolved, That the Academic Senate for California Community Colleges encourage 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.

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

21.0 CAREER TECHNICAL EDUCATION

***+21.01 F20 Critical Support for Early Childhood Education/Child Development Programs**

Whereas, The state of California will experience no economic recovery without securing safe and equitable accessible childcare for Californians as well as employment

opportunities and child education for the California Early Childhood Education workforce, over 85% of whom complete classes at California community colleges;

Whereas, Early care and education field-based courses have been especially hard hit by the COVID-19 pandemic, and new state guidelines disallow non-essential adults into classrooms, so students are unable to complete required coursework, thus jeopardizing the completion of their degrees and certificates and further impacting the early care and education workforce, adding to the existing teacher shortage;

Whereas, The California Early Childhood Mentor Program (CECMP), from which the state of California is proposing to diminish or withdraw funds by 2021-22, gives early childhood education students—the majority of whom are women and people of color seeking a teaching career—the necessary practical, verifiable, and curated experiences with young children in an appropriate instructional setting; and

Whereas, Adaptations to the COVID-19 pandemic have severely limited the requirement of direct experience in a classroom with children, necessitating the less optimal, costly, and often inaccessible alternative of video footage resources, and the absence of this direct experience will continue to impact the ability of ECE programs to adequately prepare students in accordance with the requirements of the California Community College Early Childhood Education certificates and degrees and the California Child Development Teaching Permit issued by the State Commission for Teacher Credentialing;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to purchase access to the necessary quality, closed-captioned, and accessible raw footage of early childhood education classrooms and other distance-education materials available from the California State Department of Education and nationally recognized organizations and corporations and make these materials accessible to Early Childhood Education departments statewide;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the governor, and the governor's Early Childhood Policy Committee, to advocate for and support full funding for the California Early Childhood Mentor Program to the California Department of Education;

Resolved, That the Academic Senate for California Community Colleges assert to the California Community Colleges Chancellor's Office and California community college CEOs that lab schools and college early childhood centers must be reopened to ensure that California has a trained early childhood workforce that will allow for post-COVID economic recovery and security; and

Resolved, That the Academic Senate for California Community Colleges support full funding for lab schools and early childhood centers to provide access to appropriate personal protective equipment, cleaning equipment and supplies, and training as well

as sufficient staffing to ensure a healthy work environment for staff and a safe learning environment for children and families.

Contact: [Kate Williams Browne](#), Skyline College, Area B