<p align="center">**Thursday, April 27, 2023 at 3 pm**
Academic Senate Meeting Notes</p>

Preliminaries

1. Call to Order: Called to order at 3:03 pm
2. Approval of the Agenda: Approved
3. Approval of the Minutes: For April 13, 2023 Meeting
4. Introduction of Guests: Marlee Squire, Librarian Faculty, Pamela Bimbi, Distance Ed Faculty; LaQuisha Beckum, Psychology and LRCFT PT Representative.

5. Public Comment Period (3 min) -
   - Concern over the landscape project. No weed barrier was applied. Thus concern over what will be done for weed control, will chemicals be applied?
   - Faculty member thanked History Department and Ricardo Caton for sharing concerns in letter to Academic Senate at the previous Academic Senate meeting. Concern expressed in the letter that DI reports are positioned as an impetus for the reorganization, coupled with a lack of attention to other priorities discussed in the DI reports. It was noted that all of the DI reports discuss using Critical Race Theory as a lens. One of the tenets of CRT is interest convergence. Using one aspect of some DI reports to advance reorganization seems like an example of interest convergence.

6. President's Report:
   - Congrats to Sonya Reichel and Victor Zarate - they will be the new Center for Teaching & Learning (CTL) Professional Development Trainers in STEM:
   - Applications for the Universal Design for Learning and Accessibility (UDL/AS) Coordinator is due May 4th.
   - New set of OER Applications are open and due May 9th. This work can be done between Summer 2023 - Fall 2023. This program faculty can submit individual or team-based proposal to continue working on their OER content. Links provided on Canvas under "Supporting Materials."
   - Nominations for the 2023 Ken Deibert Award are due Friday, May 5th at 11:55 pm.

Consent Items:
7. Approval of remote meeting attendees - list below
   - Adrianne Avila (Non-Emergency); Corinne Arrieta Katzorke (Non-Emergency); Valerie Bronstein (Non-Emergency); Ricardo Caton (Non-Emergency); Ellen Bowden (Non-Emergency); Kim Queen (Non-Emergency); Kahkashan Shaukat (Non-Emergency); Chris Speck (Non-Emergency) - approved by consent.

Decision Items:
8. ARC Academic Senate Elections - Tak Auyeung

a. Candidate for President: Carina Hoffpauir - elected by acclamation.
b. Candidates for Vice President: David McCusker and Brian Knirk -
   ○ Candidates provided presentation and/or speech.
   ○ Electronic voting using Google form managed by the Election Chair
   ○ Results; David 10 votes; Brian 18 votes. Brian is elected as VP.
c. Candidate for Secretary: Veronica Lopez - elected by acclamation.

Reports (5 - 10 minutes per item)
9. Faculty Critical Hire and LTT Requests - Carina Hoffpauir
   ● List of Critical hires and LTTs provided (see attachment).
   ● See Critical Hire memo from Deputy Chancellor, Jamey Nye
   ● Next year we will go through a full hiring process.
   ● Questions expressed about interest to re-writing to reflect "growth" and to have LTT re-appointed.
   ● Questions expressed about LTT application process - what is it? Hired out of PT pool, there is a hiring committee. No application process and process is not transparent.
   ● Request to all Senators to please ask your departments/area for an outline of their process for hiring LTT's.

10. Center for Teaching and Learning Professional Development Update - Dean Jennifer Laflam
   ● Slides provided, see attachment. Highlights - Charge of CTL is to implement the ARC Professional Development & Training Plan. Reviewed work done last year with a strong focus on faculty and items that fall under 10+1 purview. Various workshops provided, collaborated with Office of Research, ITC, New Faculty Learning Community.
   ● At institutional level, CTL collaborated with SLOA Coordinator, Program Review Team, and Curriculum Communite Community of Practice.
   ● Transitioning with new members,
   ● Interest in knowing if CTL works with DO - no.
   ● Open door policy, if anyone has suggestions reach out to Jen, if you got Ideas, please fill out "Got Ideas" form

11. Student Learning Outcomes Assessment Committee - Corinne Arrieta Katzorke
   ● Detail notes provided (see attachment). AARR surveys sent to all faculty teaching this semester on 4/25/23. Please complete, should take 15-20 minutes. Faculty participation is important for meeting accreditation standards.
   ● SLO committee postponing annual assessment this year as revisions currently being made to Student Service Outcomes (SSOs).
   ● SLO committee recommending, SSO assessment documentation be moved from the purview of the SLO committee to Student Services.
   ● Institutional Student Learning Outcomes (ISLO) reviewed on a 6-year cycle, SLO committee reviewed the ISLOs this Spring and reaffirm the ISLOs another 6 years.
   ● Looking for a new SLO Coordinator. Three-year position at 0.2 FTE to start in the Fall 2023. JD will be posted by Office of Equity, Institutional Effectiveness and Inclusion.

12. [Title 5 § 55005 Publication of Course Standards](#) Update - Pamela Bimbi
    - Updates to Title 5§ 55005 states, "a community college shall make available to students through college publications all of the following facts before they enroll in the course." Section E states "Whether the course is offered in a distance education format, and if so, include the following information:
        1) All online and in-person synchronous meeting days/dates and times;
        2) Any required asynchronous in-person activities;
        3) Any required technology platforms, devices and applications;
        4) Any test or assessment proctoring requirements.
    - Any course offered in a distance education format.
    - Questions expressed about what to do about online homework assignments, ARC does not have a dedicated DE committee, keep up with curriculum, what to do about courses listed as TBA.
    - Recommendation for faculty to look at the online schedules, question around if this is an IT issue, PeopleSoft issue, SOCRATES, or instructor-specific issue.
    - Questions expressed about any response from District Office

13. Council Updates
    a. Institutional Effectiveness Council (Janay Lovering) - no report
    b. Operations Council (Araceli Badilla) - notes posted on Canvas under "Supporting Materials." Highlights - New operations website. Phone project will start in June, completed by Fall. Everyone gets a phone, unless faculty communicate otherwise. Student parking permits will be required starting Fall 23 (enforced 24/7); new parking machines to be installed by Aug 19th. Looking for someone to take over this position, meetings on Tuesday from 1:30 - 3:30 pm. Concerns expressed over parking and its impact on students that qualify services such as supplemental income. The process is not transparent for students who could qualify for cost of parking.
    c. Student Success Council (Veronica Lopez) - posted on Canvas under "Supporting Materials." Highlights - presentations by several DI groups, Native American Resource Center, Pacific Islander Asian American Resilience Integrity Self-Empowerment Education (PRISE), and PUENTE. Each group highlighted their successes, challenges, and continued need for support.

Discussion: (10-15 minutes per item)
14. California Community Colleges Statewide College Attendance Survey - tabled discussion

15. Report Back (Feedback from College Areas)
    - Open Issues from any Previous Agenda Item - Students having difficulty registering for classes. No button to "click here" during registration.

16. Report Out (Information from District Meetings and Other Areas)

- District Academic Senate - Adopt ARC Recommendation on Priority Registration for Learning Community Students (first reading): "ARC's Academic Senate affirms the importance of supporting the success of our Learning Community students, who experience unique course scheduling needs in cohorted programs. To address these scheduling impacts, we recommend that our college administration grant suggested .75 priority registration status to Learning Community students." Revisions to R-3412 Participatory Governance. Revisions to R-7137 on Credit for Military Education and PREP In-Facility Counseling Need.
- ASCCC Spring Plenary Session - Concerns over threats on academic freedom, curriculum impact with Cal-GETC, common course offers, OER, preserving community college mission, collegial consultation, and IDEAA - culture of belonging in AS
- Other Areas - none

17. Items from College Areas for Academic Senate Consideration - none

Upcoming meetings and Events:
- District Academic Senate: Tuesday, 5/2 3:00 PM (ARC Administration Building Conference Room)
- LRCCD Board of Trustees: Wednesday, 5/10 5:30 PM (LRCCD Boardroom)
- ARC Academic Senate: Thursday, 5/11 3:00 PM (ARC Student Center Boardroom)

Meeting Adjourned at 5:24 pm

Area	Senator	Adjunct/FT	Updated	2023-04-27
			Term End	
Behavioral & Social Sciences	Lauren Chavez	Adjunct	2024	Present
Behavioral & Social Sciences	Kristina Casper-Denman	Full-time	2023	Absent
Behavioral & Social Sciences	Brian Rosario	Full-time	2024	Present
Behavioral & Social Sciences	Ricardo Caton	Full-time	2025	Approv Remote
Behavioral & Social Sciences	Robin Akawi	Alternate Full-Tin		Present
Behavioral & Social Sciences	Ellen Bowden	Alternate Adjunct		Approv Remote
Business & Computer Sciences	Damon Antos	Full-time	2023	Present
Business & Computer Sciences	Tak Auyeung	Full-time	2025	Present
Business & Computer Sciences	Kahkashan Shaukat	Full-time	2024	Approv Remote
Business & Computer Sciences	Christian Speck	Adjunct	2023	Approv Remote
Business & Computer Sciences	Marc Condos	Alternate Full-Tin		
Business & Computer Sciences		Alternate Adjunct		
Counseling	Kim Queen	Full-time	2024	Approv Remote
Counseling	Joyce Fernandez	Adjunct	2024	Absent
Counseling	Reyna Moore	Full-time	2023	Present
Counseling	Carmelita Palomares	Full-time	2025	Present
Counseling	Kim Herrell	Alternate Full-Tin		Approv Remote
Counseling		Alternate Adjunct		
English	Valerie Bronstein	Adjunct	2023	Approv Remote
English	Robyn Borcz	Full-time	2023	Present
English	Caroline Prieto	Full-time	2024	Present
English	Gina Barnard	Full-time	2025	Present
English	Melissa Diaz	Alternate Full-Tin		
English		Alternate Adjunct		
Fine & Applied Arts	*Unfilled*	Full-time		
Fine & Applied Arts	Linda Gelfman	Full-time	2024	Present
Fine & Applied Arts	Diane Lui	Adjunct	2023	Present
Fine & Applied Arts	*Unfilled*	Full-time		
Fine & Applied Arts	Jodie Hooker	Alternate Full-Tin		
Fine & Applied Arts		Alternate Adjunct		
Health & Education	Cheri Garner	Full-time	2023	Absent
Health & Education	*Unfilled*	Full-time		
Health & Education	Susan Chou	Full-time	2024	Excused
Health & Education	*Unfilled*	Adjunct		
Health & Education		Alternate Adjunct		
Health & Education	John Coldiron	Alternate Full-Tin		
Humanities	Corinne Arrieta	Full-time	2025	Approv Remote
Humanities	Jill Birchall	Full-time	2024	Absent
Humanities	Caterina Falli	Full-time	2023	Present
Humanities	Andrew Fix	Adjunct	2025	Absent
Humanities	Erik Haarala	Alternate Full-Tin		
Humanities		Alternate Adjunct		
Kinesiology & Athletics	Kat Sulivan Torres	Full-time	2025	Absent
Kinesiology & Athletics	Eric Black	Full-time	2024	Absent
Kinesiology & Athletics	*Unfilled*	Full-time		
Kinesiology & Athletics	*Unfilled*	Adjunct		
Kinesiology & Athletics		Alternate Full-Tin		
Kinesiology & Athletics		Alternate Adjunct		

Area	Senator	Adjunct/FT	Term End					
		Updated	**2023-05-07**					
Area	**Senator**	**Adjunct/FT**	**Term End**					
Library/Learning Resources/Instructi	David McCusker	Full-time	2024	Present				
Library/Learning Resources/Instructi	Araceli Badilla	Full-time	2023	Present				
Library/Learning Resources/Instructi	Marianne Harris	Alternate Full-Tin						
Mathematics	Deborah Gale	Adjunct	2024	Present				
Mathematics	Joe Caputo	Full-time	2023	Present				
Mathematics	Adrianne Avila	Full-time	2024	Approv Remote				
Mathematics	Sonya Reichel	Full-time	2025	Present				
Mathematics	Lana Anishchenko	Alternate Full-Tin						
Mathematics		Alternate Adjunct						
Workforce/ Work Experience/Appre	Vivian Dillon	Full-time	2024	Approv Remote				
Workforce/ Work Experience/Appre	Carlos Ponce	Adjunct	2024	Absent				
Workforce/ Work Experience/Appre	Jody Johnson	Adjunct	2023	Absent				
Workforce/ Work Experience/Appre	*Unfilled*	Adjunct						
Workforce/ Work Experience/Appre	Lonetta Riley	Alternate Full-Tin						
Workforce/ Work Experience/Appre		Alternate Adjunct						
Science & Engineering	Mihaela Badea-Mic	Adjunct	2025	Present				
Science & Engineering	Glenn Jaecks	Full-time	2025	Excused				
Science & Engineering	Charles Thomsen	Full-time	2024	Excused				
Science & Engineering	Mike Holms	Full-time	2025	Absent				
Science & Engineering		Alternate Full-Tin						
Science & Engineering		Alternate Adjunct						
Student Support Services	Judith Valdez	Full-time	2024	Absent				
Student Support Services	*Unfilled*	Adjunct						
Student Support Services	Arthur Jenkins	Alternate Full-Tin						
Student Support Services		Alternate Adjunct						
Technical Education	Chris Moore	Full-time	2024	Absent				
Technical Education	Mikhail Drobot	Adjunct	2023	Absent				
Technical Education	Jordan Meyer	Full-time	2023	Present				
Technical Education	*Unfilled*	Full-time						
Technical Education		Alternate Full-Tin						
Technical Education		Alternate Adjunct						
Officers	Carina Hoffpauir		President	Present				
Officers	Brian Knirk		Vice President	Present				
Officers	Veronica Lopez		Secretary	Present				
Officers	Alisa Shubb		Past President	Absent				
Liaison	Janay Lovering		Program Review					
Liaison	Kate Williamson		Open Education					
Liaison	Beth Madigan		Classified Senat					
	Roxanne Morgan		Curriculum					
	Bill Simpson		Program Pathw					
					Yes Votes			
					No Votes			
					Abstain Votes			
Total Senate Seats Available (without Officers)		52						
Unfilled Seats		9			Total Votes			
Total Filled Seats		43						
Quorum (25% of filled seats)		11	(round 0.5 up)					
A = 2023	14							
B = 2024	18							

Area	Senator	Updated	2023-05-07					
		Adjunct/FT	**Term End**					
C = 2025	11							

In accordance with California's Code of Regulation, Title 5, ARC's Academic Senate is the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.

"Academic and professional matters" means the following policy development and implementation matters:

(1) curriculum, including establishing prerequisites and placing courses within disciplines;

(2) degree and certificate requirements;

(3) grading policies;

(4) educational program development;

(5) standards or policies regarding student preparation and success;

(6) district and college governance structures, as related to faculty roles;

(7) faculty roles and involvement in accreditation processes, including selfstudy and annual reports;

(8) policies for faculty professional development activities;

(9) processes for program review;

(10) processes for institutional planning and budget development; and

(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

American River College Academic Senate Regular Meeting AGENDA

Preliminaries
1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes
4. Introduction of Guests
5. Public Comment Period (3 minutes per speaker)
6. President's Report

Consent Items
7. Approval of Remote Attendees

Decision Items
8. ARC Academic Senate Elections
    a. *Candidate for President: Carina Hoffpauir*
    b. *Candidates for Vice President: David McCusker and Brian Knirk*
    c. *Candidate for Secretary: Veronica Lopez*

Reports (5-10 minutes per item)
9. Faculty Critical Hire and LTT Requests (*Derrick Booth and Carina Hoffpauir*)
10. Center for Teaching and Learning Professional Development Update
11. Student Learning Outcomes Assessment Committee (*Corinne Arrieta Katzorke*)
12. Title 5 § 55005 Publication of Course Standards Update (*Pamela Bimbi*)
13. Council Updates
    a. Institutional Effectiveness Council (*Janay Lovering*)
    b. Operations Council (*Araceli Badilla*)
    c. Student Success Council (*Veronica Lopez*)

Discussion (10-15 minutes per item)
14. California Community Colleges Statewide College Attendance Survey
15. Report Back (Feedback from College Areas)
    a. Open Issues from any Previous Agenda Item
16. Report Out (Information from District Meetings and Other Areas)
    a. District Academic Senate and District Meetings
    b. ASCCC Spring Plenary Session
    c. Other Areas
17. Items from College Areas for Academic Senate Consideration

Upcoming Meetings:
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From:	Nye, Jamey
Sent:	Tuesday, April 18, 2023 4:27 PM
To:	Shubb, Alisa; Hoffpauir, Carina; Crosier, Scott; Wada, Eric; Guzman, Sandra
Cc:	Nye, Jamey
Subject:	Critical Hires

Greetings Senate Presidents,

Following-up on our earlier conversation, here is some additional information about the critical hire process from the **Guidelines for Authorizing New and Replacement Faculty Positions**. As we discussed today, during the pandemic and resulting hiring freeze in Los Rios, we have been working under a much narrower definition of a critical hire (i.e. outside accreditation/compliance and program viability) which the Academic Senate Presidents and I drafted and agreed upon in 2021.

I look forward to returning to the more "regular" critical hire process in the new academic year. As part of this return, I believe we share an interest in reviewing and perhaps updating/clarifying the critical hire process to ensure it meets our interests and is clear for all stakeholders.

I appreciated your feedback today.

Best,

Jamey

2. Critical Hires for fall or spring employment

Although the majority of retirements and resignations are known when the November determination is made, some retirements and resignations are announced after this process. Reasons vary but sometimes include the death of a faculty member or other unexpected circumstances as well as just a delayed decision regarding retirement.

Regardless of the reason, a vacancy that occurs after the November process can be requested as a critical hire. Dependent upon the timing, the hiring process may occur in the spring for a fall start or during the fall for a spring start. Unlike the process in November, a critical hire generally can only be for a replacement of the position that was vacated. The rationale being that the position is critical to the program and would be ranked in the next authorization process such that it would most likely be authorized.

C. CRITICAL HIRES

Retirements and resignations occurring after the fall determination may be requested as a critical hire either to be made during the spring recruitment process or a fall recruitment process (spring start date).

1. Unanticipated Retirement/Resignation If late or unanticipated retirements/resignations occur in a critical area after the fall list is ranked, a written request for a regular shall be presented to VP Council after first consulting with the Academic Senate at the affected college. A copy of the request shall also be submitted to HR and Business Services. Such requests must be a replacement in the same discipline.

2. Faculty Transfers If a faculty transfer occurs between colleges, the vacated FTF shall stay with the college if the open position is assigned to a discipline with documented critical need. If a critical need does not exist in that discipline, the FTE will be moved to the retirement bank for the next faculty position authorization process.

3. Probationary Faculty The position for replacement of probationary faculty within the first three years of authorization shall stay with the college in the same discipline given the relatively recent justification/authorization of the position.

4. New Program Implementation For occasions, particularly those related to grants in CTE areas, when the implementation of a new program requires a critical need hire in order to provide faculty leadership for a new program and where there are no current available faculty, and the normal timelines of faculty prioritization/authorization cannot be used.

5. Counseling replacements A counseling replacement may be requested as a critical hire without requiring documentation of the need similar to classroom faculty. Counseling staffing ratios have been maintained at a significantly higher level than classroom faculty. However, the college should consider whether its counseling ratio allows for staffing of adjunct and overload services.

College Staffing Ratio (Internal Ratio)
Each college's full-time/part-time faculty ratio is calculated in accordance with Title V provisions excluding categorically funded positions.

These modified ratio calculations are referred to as the *college's staffing ratio* (internal use only). The overall goal of this calculated staffing ratio is to achieve some level of parity across the colleges. A college's staffing ratio will be a consideration when reviewing the allocation of positions and considers critical and delayed hires in projecting the following fall's FT:PT levels

Jamey Nye, Ph.D.
Deputy Chancellor

P. (916) 568-3031
1919 Spanos Ct, Sacramento, CA 95825

LOS RIOS
COMMUNITY
COLLEGE DISTRICT

DATE: April 25, 2023

TO: Carina Hoffpauir
Academic Senate President

FROM: Derrick Booth
Interim Vice-President of Instruction

SUBJECT: Critical Hires and LTTs

This semester, the Nursing department has had two full-time faculty departures and must adhere to strict faculty-to-student ratios to maintain their accreditation status. This memo serves to acknowledge our discussion (Academic Senate Leadership and Administration) and support for the critical need to hire these positions as quickly as possible. These positions meet the criteria set forth by the District for critical hires because they "are required for program accreditation".

In addition, I want to also acknowledge our consultation and mutual support of the following LTT positions from this current Spring 23 semester and those to date for the next semester, Fall 23. Would you please alert your Academic Senate colleagues including the Academic Senate Presidents at the other campuses?

Spring 23
Interior Design
BUS
PSTC

Fall 23
Hospitality
African American History
Legal Studies
Psychology (2)
Anthropology
Political Science
Biology (2)
Chemistry
Physics
HEED

Center for Teaching and Learning

2022-23

Mission

The CTL helps Classified Professionals, Faculty, and Administrators thrive online and on ground.

Implement the ARC Professional Development & Training Plan

Professional Equity

Andragogy, Data, and Supporting Success of Students who are Disproportionately Impacted

Student Centered Syllabi and Transforming Assignments

Collaborate for Change

Introduction to Data on Demand

Equity training integrated into OER Project

Equity and Culturally Responsive Teaching Online (Collaboration with ITC)

New Faculty Learning Community

Queering the Classroom: LGBTQIA+ Student Success and Inclusion in the ARC Classroom

The Way Forward: Justice for Black Students

Institutional Equity

SSOs through an Equity Lens

    Program Evaluation and Assessment Workshops and Consultation

Program Review and Annual Unit Planning Training

Curriculum Committee Community of Practice

Engaging Religious, Spiritual, and Secular Identities workshops from Interfaith America

Equity workshops in ALC and Administrators' Community of Practice

Organizational Structure

Convocation Planning Workgroup

Flex Week

Institutional Effectiveness Council

Collaboration with Senate Executive Team

2023-24 Preview

Program Review and Curriculum

Data Literacy

Equity and Culturally Responsiveness in Online Teaching (Sharla Berry)

Equity in the General Education Classroom

AAPI Student Success

Healing and Generative Spaces for BIPOC

STEM

Transitions: CTL Faculty with Emphasis in STEM

Veronica Lopez, Nutrition

- Mejorando ARC para nuestras comunidades (counselor co-facilitation)
- Transforming Assignments (Gholdy Muhammad)
- Collaborate for Change

Sonya Reichel, Math

Victor Zarate, Physics

SLOAC Spring Report: Academic Senate

- SLO (Student Learning Outcomes) Assessment
    - The AARR (Authentic Assessment Review Record) survey requests went out to all faculty teaching this semester on 4/25/23 asking them to document their appraisal of one randomly assigned SLO from one of their courses taught this spring.
    - The SLO Assessment team also sent an email on 4/20/23 to all faculty with an explanation, video demonstrations, and an FAQ to assist in completing the AARR.
    - One change this year is a qualitative question that asks faculty that have returned to campus how student learning may have changed after the pandemic.
    - It is a request and we ask that faculty complete the survey if it can be completed in 15-20 minutes.
    - It is one of the important ways we meet accreditation standards so please share this with faculty in your areas.
    - We ask that AARRs are completed May 31st or earlier.
- SSO (Student Service Outcomes) Assessment
    - The SLO committee is postponing the annual assessment this year as revisions are currently being made to the Student Service Outcomes.
    - Next steps will include developing assessment tools and revising the documentation process to be fully integrated into the Integrated Planning Portal (AUP and Program Review).
    - The SLO committee is recommending that the SSO assessment documentation be moved from the purview of the SLO committee to Student Services.
- ISLO (Institutional Student Learning Outcomes) Assessment
    - The ISLOs are reviewed on a 6-year cycle and the SLO committee reviewed the ISLOs this spring.
        - The committee reached the decision to reaffirm the ISLOs as is for another 6 years.
        - The ISLO student survey request has gone out to students applying for graduation.
        - The results from the AARR and the ISLO student surveys which are both used to assess ISLOs will be reviewed by the SLO committee in the fall.
    - Here are the reaffirmed ISLOs:

      Upon achievement of their intended educational goal (degree, certificate, or set of courses) at American River College, students will be able to:
        - Demonstrate personal and professional readiness for career and/or academic advancement.
        - Demonstrate skills and behaviors which contribute to inclusive and respectful communication of diverse ideas and beliefs.
        - Utilize a variety of methods to communicate effectively.
        - Work cooperatively and effectively with others.

- Use various technologies to collect information and solve problems.
- Critically evaluate information to develop informed perspectives on a variety of issues, problems, and challenges.
- Contribute to society using personal knowledge, resources, and skills.
- For students earning degrees, demonstrate an understanding of basic content and methodology for the major areas of knowledge: arts and humanities, mathematics, natural sciences, and social sciences.
- SLO Coordinator Job Description
  - ARC is looking for a new SLO coordinator
  - The JD will be sent out soon by the office of Equity, Institutional Effectiveness and Inclusion.
  - The new coordinator will begin in Fall 2023 for a 3 year term.

OPERATIONS COUNCIL MEETING: APRIL 25, 2023

UPDATES AND BRIEF REPORTS

What are the current safety concerns and plans?   **Chris Day   15 min.**

• ARC shared stadium parking with neighbors during Ramadan, which is over now.
• graffiti was removed at fine and applied arts building.
• two officers have completed their training are cleared to begin work alone. One will be the swing-shift officer at ARC. Currently 7 officers in the district; interim captain at CRC; still in the process for SCC to get captain; Captain Day working with district on police retirement package to enhance applicant pool.
• campus police gearing up for on campus graduation ceremony on May 18.
• student parking permits will be required starting fall 23 (enforced 24/7); new parking machines to be installed by Aug 19.
• Current staff decals will expire by end of June; new ones will be available by fall. They expire every 2 years.

What is the status of the facilities projects?   **Margaret Lednicky   15 min.**

• athletics streaming project received favorable bid and it was accepted
• landscape project is complete; however, some irrigation is still soon to be completed.
• Volleyball project is waiting for PO; once this happens, the design team will be selected. Projected date of completion: Jan. 2026.
• Natomas 2 & 3 moving along; Natomas staff to meet district/facilities project members is scheduled for April 26, 23.
• Tech Ed modernization project is 14% complete. Projected date of completion: Nov. 2024. fencing will be moved but will not block access
• Veterans Resource Center to be completed by Feb. 2024.
• all major projects to be posted/updated on the Campus Operations' website which is still in development stage. Here's a peek at it:
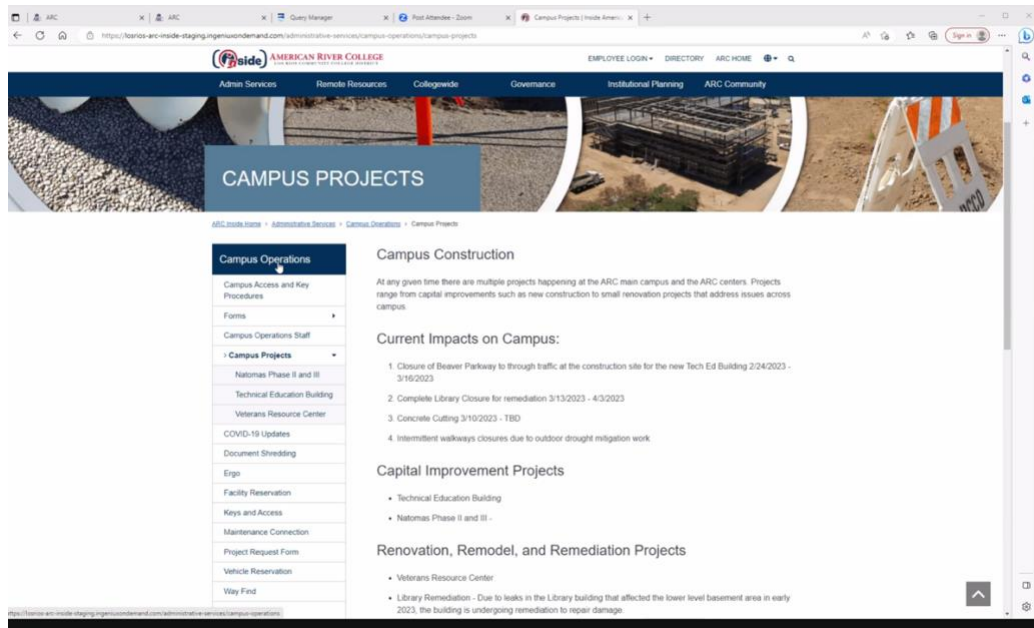
What is the status of IT projects?   Jeff Bucher   15 min.

• the laptop migration project is almost complete; CDC is the only area left.
• in September IT dept. will reevaluate and update the laptop replacement list; this will be the new process moving forward for new laptops.
If a dept. wishes to replace equipment on their own, they may use their own dept. funds; however, IT will provide new employees with new laptops.
• There is a problem with the license software update for Office 2023 with macs
• most desktops have been updated with Office 2023; project to be completed by the end summer term.
Office 2016 will no longer be accessible; Office 2019 still works for now before an update is required.
• phone project update: will start in June and be completed by start of fall.
new phones need to be activated online; instructions will be provided.
skype will no longer be available (only Microsoft Teams), hence why new physical phones are being replaced. If people are comfortable with using headset, they don't need new phone.
        Jeff Bucher   15 min.

What is the update on the college budget?   Koue Vang   15 min.

• Koue closing out budgets by June 30.

ACTION ITEMS:
None

DISCUSSION ITEMS:
None

ITEMS FOR FUTURE CONSIDERATION:
NA

OTHER INFORMATION:

BJ Snowden shared PET (president's executive team) data on students attaining a living wage when they leave ARC compared to other schools in the greater Sacramento region and across the state.   ARC ranks 1st in the region and 3rd in the state. Data is also disaggregated by race.

STUDENT LEARNING OUTCOMES ASSESSMENT (SLOA) COORDINATOR

Job Description:
Title: Student Learning Outcomes Assessment Coordinator (SLOA Coordinator)
Reports to: Dean of Institutional Effectiveness & Innovation
Term: 3 years with maximum of two terms beginning Fall 2023
Compensation: .2FTE
Minimum Qualifications: Tenured faculty from any discipline

Student Learning Outcomes (SLO) assessment is one of the primary methods that a college may use in order to ensure that student learning meets the vision and the mission of the college; and that continuous efforts at improvement are being made. As these efforts are very important to the college, internal and external oversight is required through the office of the Vice President of Instruction, Vice President of Student Services, the Academic Senate, and the accrediting agency (ACCJC). The main objective of the SLO Assessment Coordinator is to ensure that the various internal and external requirements are met through a collaborative, faculty-focused process that ensures efforts at continual and equitable improvement of student learning.

Interested candidates should submit a letter of interest and resume to Dr. BJ Snowden, Interim Associate Vice President of Equity, Institutional Effectiveness, & Innovation by **Friday, May 19, 2023 at 11:59P.M** using this link: [CLICK LINK HERE](#).

Applications will be reviewed by AVP Dr. BJ Snowden, Interim President Frank Kobayashi or designee, Academic Senate President Carina Hoffpauir or designee, outgoing SLOA Coordinator Corinne Arrieta, and Dean Jennifer Laflam.

Preferred Qualifications:
- Experience with the curriculum process at ARC, Program Review or Annual Unit Planning, and governance processes at ARC
- Experience applying the equity lens to college systems, processes, and policies
- Demonstrated interest in community college student equity
- Knowledge of data, surveys, or general research experience
- Knowledge of foundational equity concepts used at ARC
- Organization and communication skills
- Ability to work as a member of a collaborative team
- Flexibility to meet the diverse needs of employees in a changing environment

Responsibilities:
- Maintain and improve the formal Student Learning Outcomes Assessment process in conformance with college and accrediting agency requirements in a manner which
  - Respects faculty workload,
  - Relies on faculty expertise,

- ○ Works to meet the needs of a large college,
- ○ Has built-in flexibility,
- ○ Integrates with existing processes,
- ○ Practices shared governance when developing new procedures,
- ○ Meets or exceeds accreditation standards, and
- ○ Approaches work through an equity lens.
- Participate in onboarding professional development.
- Chair the monthly Student Learning Outcomes Assessment Committee meetings.
- Represent the SLOAC at the monthly Institutional Effectiveness Council meetings.
- Perform or delegate responsibility for SLOAC portion of curriculum tech review.
- Report to the Academic Senate and the Dean of Institutional Effectiveness & Innovation.
- Ensure that Institutional, Program Level, and Course Level SLOs are adequately assessed and that the results are used in an attempt to improve student learning and equity in outcomes
- Provide adequate training so all faculty, administrators, and classified staff are able to meet the requirements of our formal documentation of our SLO assessment system.
- Member - Accreditation Oversight Committee
- Member - Institutional Effectiveness Council

Resources:
- The ARC Office of Institutional Research provides substantial support to the formal documentation of the SLO Assessment system
- The SLO Website provides a substantial amount of information regarding our formal system of documentation of the SLO Assessment activities
- The SLO Assessment Handbook provides a strong overview of our philosophy and our processes.

Student Success Council Report for Academic Senate
Tuesday, April 18, 2023

- Presentations focused on the various DI groups. Potential areas of focus for the presentation: Program Overview Successes - Institutional - Programmatic Challenges Encountered - Barriers students encounter - Programmatic barriers Supports Needed - Student - Program

- Native American Resource Center (NARC) - Jesus Valle
    - NARC has been in operation for 22 years at ARC.
    - Moved center from Davis Hall to the UNITE Center.
    - Have had high schoolers that were not able to graduate and also returning elders (some of which are not degree-seeking, but interested in Arts, Sports, and self-exploration)
    - $30 million funding from State Chancellor to help build up NARC at 20 campuses, modeled after ARC. Funding will have a direct impact on students.
        - Hire FT coordinator and scale up elder in residence program (teaching history, indigenous planting)
    - Have an Elder in Residence on Tuesdays providing hands-on work with students on Natural Resources, community, building relationships
    - Population of Native American students within the California Community College system before pandemic was about 10,000. Became the most impacted group in terms of enrollment to approx. 6,000-8,000. Have rebounded around 7%, since outreach effort started about 1.5 years ago.
    - 150 Native students on campus, 20-30 actively using the center. Other students are working, taking remote classes, may have one class 1 day a week.
    - Oscar Gomez (HomeBase Coach and NARC alumni) has been instrumental in connecting students to NARC.
    - Goals to create MOU's with local tribes concerning their needs with outreach work. Relationship-based work, can't be rushed, grounded on being real. Holistic approach to education is how they approach learning; it's not separate from your lifeway or reality, so for students to see themselves supported through campus partnerships (MOUs) is powerful.

- Pacific Islander Asian American Resilience Integrity Self-Empowerment Education, PRISE Center - Caroline Prieto
    - New to the role
    - Potential name change to better incorporate students served
    - Pandemic impacted this learning community
    - Currently, 66 students (new/returning/graduating)
    - Serves more that Pacific Islander community (e.g. some Afghani students identify as Asian and others as Middle Eastern
    - Combination of support within and outside of classroom. Aiming to make experience culturally relevant
    - Looking for support staff (SPA) and counseling support

- - Data tracks classes but not student stories, need to track transfer rates
    - Hosting tutoring events in the UNITE Center, moving all meetings to in-person.
    - Needing help to boost program, currently have English and Communications classes that are exclusive to PRISE
    - Some suggestions were to connect with students after orientations, also additional support in securing descriptive outreach data
    -
- PUENTE - Melissa Diaz and Rick Ramirez
    - 40 year model that has expanded to Washington and Texas and to include Middle Schools
    - Three cohorts this semester, based on courses taught by equity-minded instructors
    - Model includes mentoring: one-on-one, small groups, online mixers to foster community (social and cultural events). Identifying mentors from 3 cohorts is a challenge, but allows adding students at any point in the school year
    - Create a Transfer culture
    - Statewide MOU wants fully in-person, but some students want online. Interest to meet students where they are at
    - Need support for the 3 cohorts, support students by providing various modalities. Need to align campus offerings for hybrid/online cohorts, in particular, to keep cohorts intact.
    - Additional 0.5 FTE (0.25 each for instructional and counseling)
    - Statewide office looking for more allotment for Cathy and Carmelita so additional cohorts have their own coordinator and counselor
    - Budget delays; district interaction can be slow and lacking transparency.

PET Data Share – Labor Market Info (State)

American River College ranks 3rd in the state of California and 1st in the Greater Sacramento Microregion for employment rates, the percentage of students employed two quarters after exiting post-secondary education (68%). In terms of the total number of exiting students employed, ARC ranks 1st in the state with 11,057, which is over 30% more than the 2nd ranked college.

Statewide (for all programs), the entry-level salary was $35,009 and the median annual salary was $64,207. Salaries were similar for the Greater Sacramento Microregion, with a higher entry-level salary of $35,323 and a lower median annual salary of $61,812. Entry-level and median annual salaries statewide and for the Greater Sacramento Microregion are provided for the top 5 occupations in 2021.

The top 5 projected occupations (by number of job openings) statewide from 2021 to2026 include Home Health and Personal Care Aides, Retail Salespersons, Heavy and Tractor-Trailer Truck Drivers, Real Estate Sales Agents, and Office Clerks. Four of these 5 are also among the top 5 projected occupations (by number of job openings) in the Greater Sacramento Microregion, with Management Analysts making the top 5 in place of Real Estate Sales Agents.

Employment Rates

American River College ranks 3rd in the state of California for the percent of exiting students employed two quarters after exiting post-secondary education at 68%[1].

Top Five Colleges for Employment Rates

Top five colleges with the highest percentage of exiting Community College Pipeline Students who were employed two quarters after exiting post-secondary education
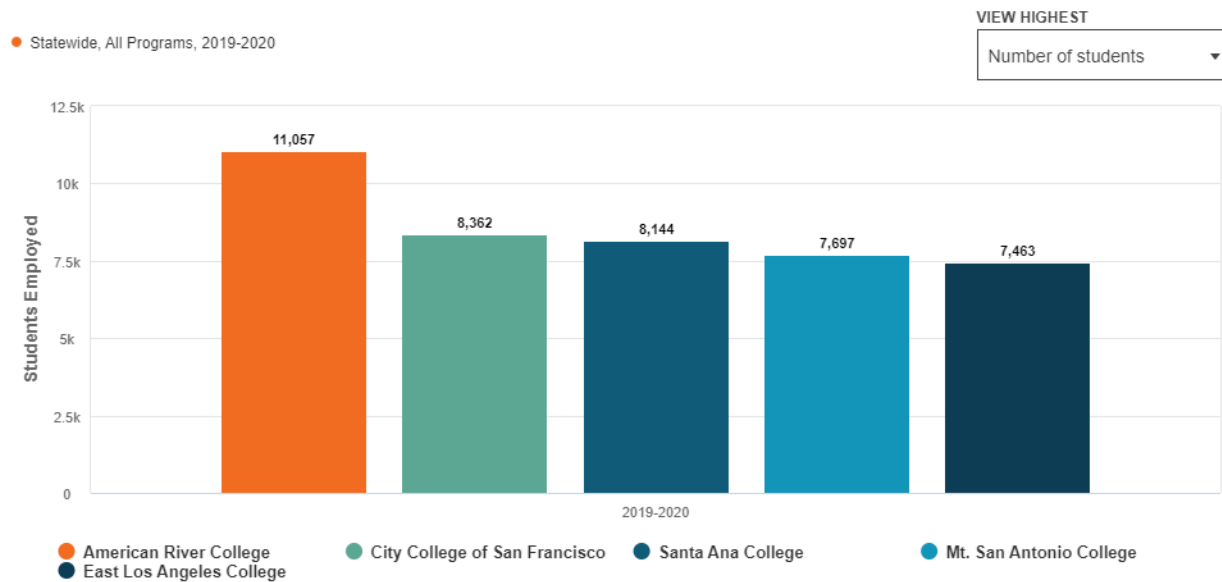
● Statewide, All Programs, 2019-2020

VIEW HIGHEST

Percent of students ▼

2019-2020

● Moreno Valley College   ● San Bernardino Valley College   ● American River College   ● Clovis Community College
● San Joaquin Delta College
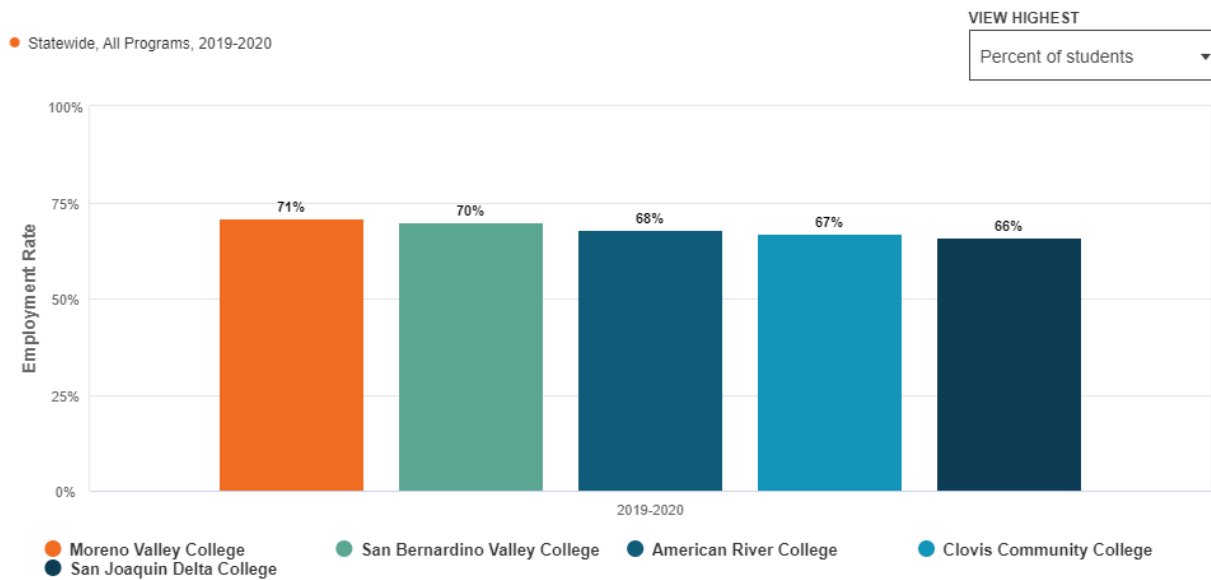
Source: Chancellor''s Office Management Information System, National Student Clearing House, CSU/UC Match

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[1] Notes: All data extracted from the California Community Colleges Chancellor's Office Launchboard hosted by Cal-PASS Plus: Community College Pipeline dashboard. 2019-2020 was the most recent year available for employment and earnings data. Additional Resources: *Understanding Employment and Earnings Data*.

American River College ranks 1st in the Greater Sacramento Microregion for the percent of exiting students employed two quarters after exiting post-secondary education at 68%.

Top Five Colleges for Employment Rates

Top five colleges with the highest percentage of exiting Community College Pipeline Students who were employed two quarters after exiting post-secondary education

● Greater Sacramento, All Programs, 2019-2020

VIEW HIGHEST

Percent of students ▼
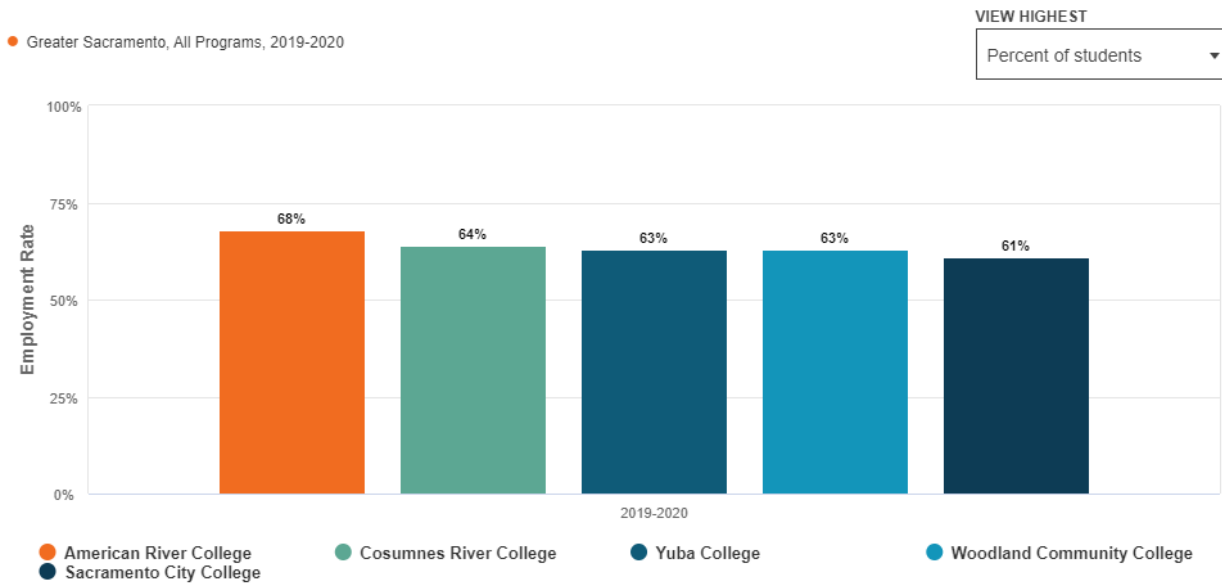
Source: Chancellor''s Office Management Information System, National Student Clearing House, CSU/UC Match

In terms of the *total numbers of exiting students employed*, ARC ranks 1st in the state with 11,057, which is over 30% more than the 2nd ranked college (City College of San Francisco = 8,362).

Top Five Colleges for Employment Rates

Top five colleges with the highest percentage of exiting Community College Pipeline Students who were employed two quarters after exiting post-secondary education

● Statewide, All Programs, 2019-2020

VIEW HIGHEST

Number of students ▼

Source: Chancellor''s Office Management Information System, National Student Clearing House, CSU/UC Match

Statewide (all programs in 2019-2020), the entry-level salary was $35,009 and the median annual salary was $64,207. Those salaries, along with salaries for the top 5 occupations in 2021 statewide are shown below.

Regional Entry-Level and Median Annual Salaries

The regional average entry-level (10th percentile) and median annual salaries of people employed in occupations associated with the selected industry sector or TOP code in the locale selected

● Statewide, All Programs, 2019-2020
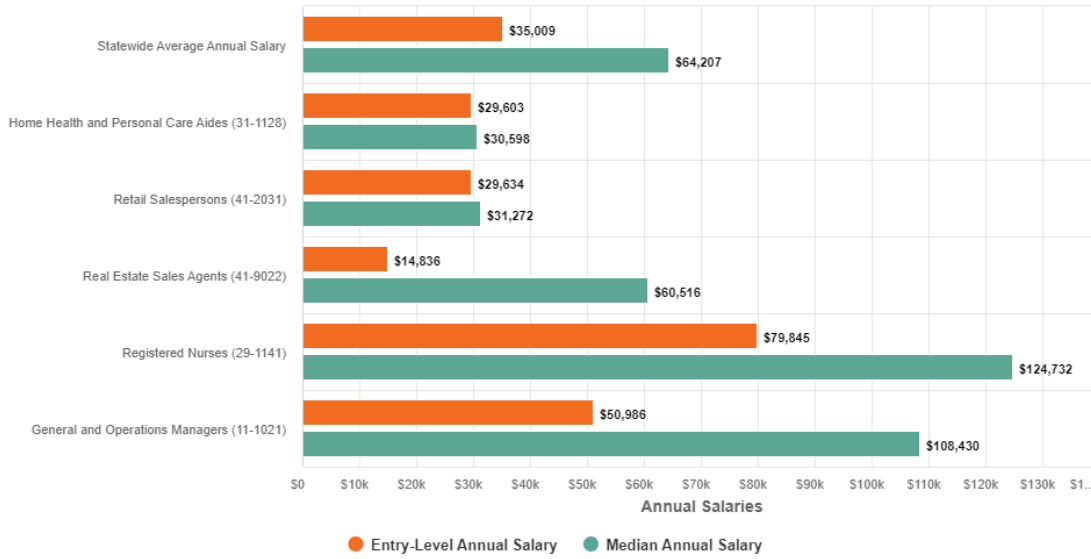
Source: Lightcast (formerly Emsi) Labor Market data 2022.3, TOP-SOC Crosswalk

Overall, salaries were similar for the Greater Sacramento Microregion, with a higher entry-level salary of $35,323 and a lower median annual salary of $61,812. Those salaries, along with salaries for the top 5 occupations in 2021 for the Greater Sacramento Microregion are shown below.

Regional Entry-Level and Median Annual Salaries

The regional average entry-level (10th percentile) and median annual salaries of people employed in occupations associated with the selected industry sector or TOP code in the locale selected

● Greater Sacramento, All Programs, 2019-2020

Source: Lightcast (formerly Emsi) Labor Market data 2022.3, TOP-SOC Crosswalk

3

The top 5 projected occupations (by number of job openings) statewide for the 2021-2026 time period include Home Health and Personal Care Aides, Retail Salespersons, Heavy and Tractor-Trailer Truck Drivers, Real Estate Sales Agents, and Office Clerks.

Projected Regional Job Openings

Annual replacement jobs, average annual new jobs and average annual job openings for 2021-2026 time period in the top 5 occupations for annual openings associated with the selected industry sector or TOP code in the locale selected

● Statewide, All Programs, 2019-2020

	Annual Projections for 2021-2026		
	Annual Replacement Jobs ❓	Annual New Jobs ❓	Annual Openings ❓
Statewide Totals	1,733,079	1,858,815	1,903,920
Middle Skill: Postsecondary Non-Degree Award			
Heavy and Tractor-Trailer Truck Drivers (53-3032)	33,460	53,063	37,544
Middle Skill: HS Diploma Or Equivalent ❓			
Home Health and Personal Care Aides (31-1128)	116,981	321,760	152,846
Real Estate Sales Agents (41-9022)	34,727	415	35,294
Office Clerks, General (43-9061)	34,663	528	35,122
Middle Skill: On-The-Job Training ❓			
Retail Salespersons (41-2031)	56,404	14	57,050

Source: Lightcast (formerly Emsi) Labor Market data 2022.3, TOP-SOC Crosswalk

Four of these 5 are also among the top 5 projected occupations (by number of job openings) in the Greater Sacramento Microregion, with Management Analysts making the top 5 in place of Real Estate Sales Agents.

Projected Regional Job Openings

Annual replacement jobs, average annual new jobs and average annual job openings for 2021-2026 time period in the top 5 occupations for annual openings associated with the selected industry sector or TOP code in the locale selected

● Greater Sacramento, All Programs, 2019-2020

	Annual Projections for 2021-2026		
	Annual Replacement Jobs ❓	Annual New Jobs ❓	Annual Openings ❓
Regional Totals	115,754	154,733	130,972
Higher Skill: Bachelor's Degree Or Higher			
Management Analysts (13-1111)	2,738	4,978	3,016
Middle Skill: Postsecondary Non-Degree Award			
Heavy and Tractor-Trailer Truck Drivers (53-3032)	2,474	4,343	2,967
Middle Skill: HS Diploma Or Equivalent ❓			
Home Health and Personal Care Aides (31-1128)	7,517	23,513	10,048
Office Clerks, General (43-9061)	2,770	49	2,860
Middle Skill: On-The-Job Training ❓			
Retail Salespersons (41-2031)	3,865	0	3,960

Source: Lightcast (formerly Emsi) Labor Market data 2022.3, TOP-SOC Crosswalk

PET Data Share – Community College Pipeline: Earnings

ARC ranks 1st in the Greater Sacramento Microregion in exiting students attaining a living wage, ranks 2nd in median percent change in earnings after exiting, and ARC exiting students' median annual earnings have increased 40% over the past 7 years from $36,732 in 2013-2014 to $51,280 in 2019-2020. However, equity gaps exist for each of these earnings metrics. African American exiting ARC students are particularly disproportionately impacted, earning on average 73 cents for every dollar earned by White exiting ARC students.

Living Wages

American River College is 1st in the Greater Sacramento Microregion for the percent of exiting students attaining a living wage at 71%[1].

Top Five Colleges for Living Wages

Among exiting CCP students who last took a course or earned an award in the selected TOP code in the selected year and who did not transfer, top five colleges with the highest proportion of CCP students who attained the district county living wage for a single adult

● American River College, All Programs, 2019-2020
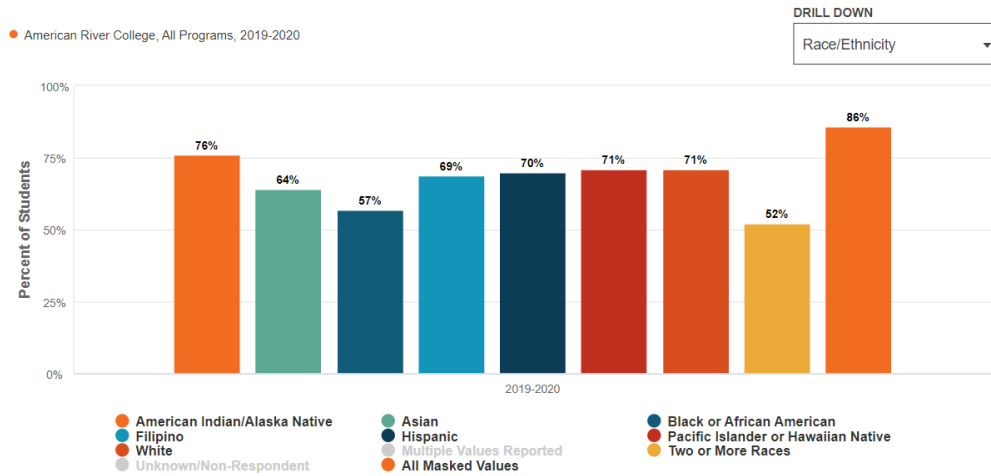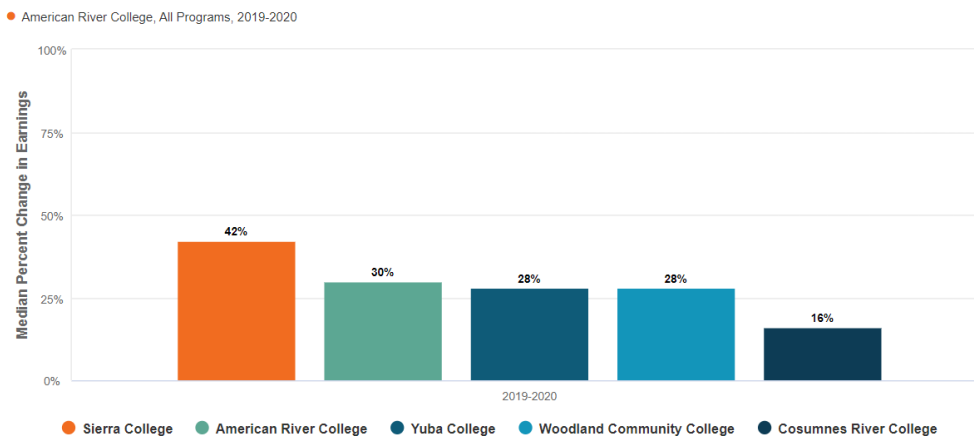
VIEW HIGHEST
Percent of students ▼
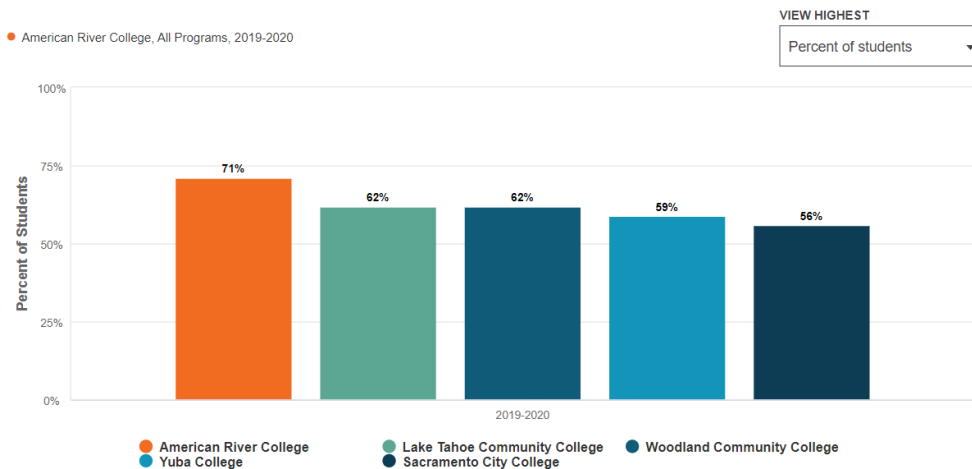
Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match, Insight Center for Community Economic Development

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[1] Notes: All data extracted from the California Community Colleges Chancellor's Office Launchboard hosted by Cal-PASS Plus: Community College Pipeline dashboard. 2019-2020 was the most recent year available for earnings data. Additional Resources: *Understanding Employment and Earnings Data*.

In terms of *numbers of students*, more exiting students attained a living wage from American River College (7,808), than from Sacramento City, Cosumnes River, and Folsom Lake College combined (6,168).

Top Five Colleges for Living Wages

Among exiting CCP students who last took a course or earned an award in the selected TOP code in the selected year and who did not transfer, top five colleges with the highest proportion of CCP students who attained the district county living wage for a single adult

● American River College, All Programs, 2019-2020

VIEW HIGHEST
Number of students ▼

Legend: ● American River College ● Sacramento City College ● Cosumnes River College ● Sierra College ● Folsom Lake College
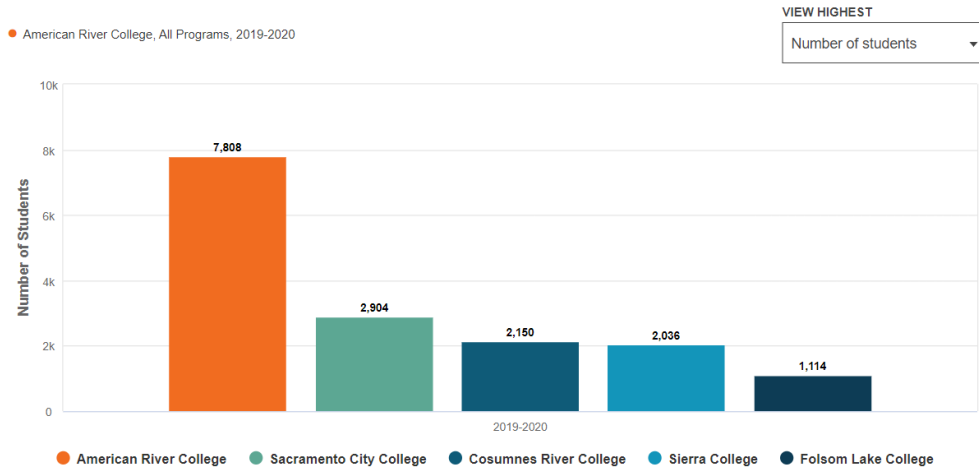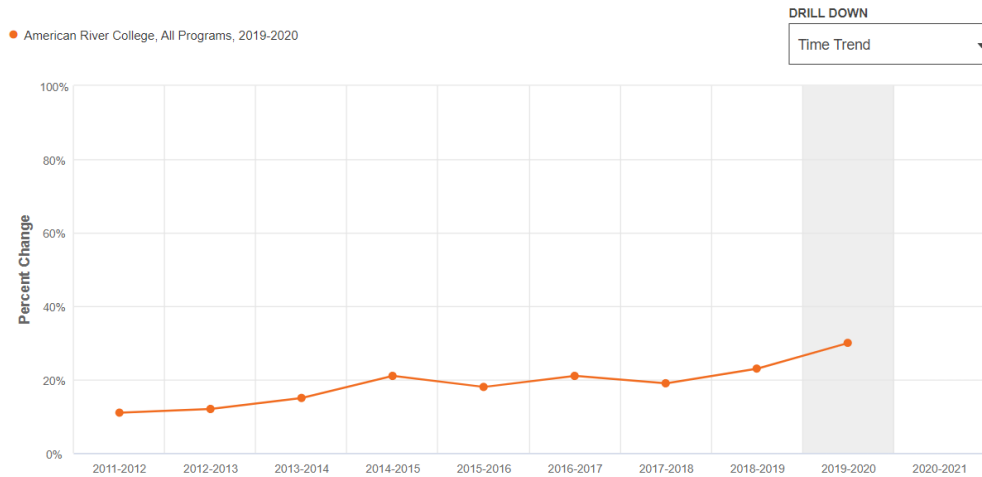
Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match, Insight Center for Community Economic Development

The percent of exiting ARC students attaining a living wage has steadily increased over the last 7 years from 57% (2013-2014) to 71% (2019-2020).

Attained the Living Wage*

Among CCP students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit

● American River College, All Programs, 2019-2020
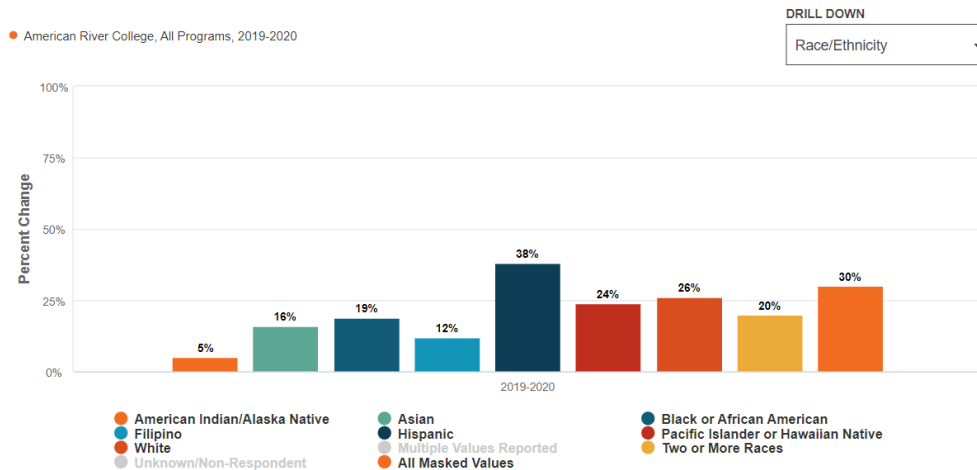
DRILL DOWN
Time Trend ▼
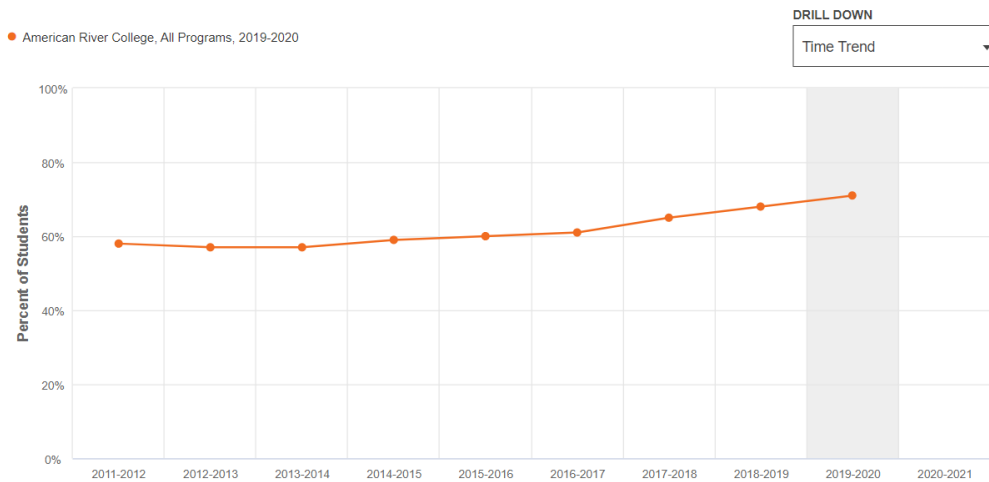
Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match, Insight Center for Community Economic Development

However, the percent of **African American** exiting ARC students attaining a living wage (in 2019-2020) was just 57% (3rd bar from the left, below), substantially lower than the 71% rate for all exiting ARC students, 76% for Native American exiting ARC students (1st bar on the left, below), and 70% for Latinx exiting ARC students (middle bar, below).

Attained the Living Wage*

Among CCP students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit

DRILL DOWN

Race/Ethnicity

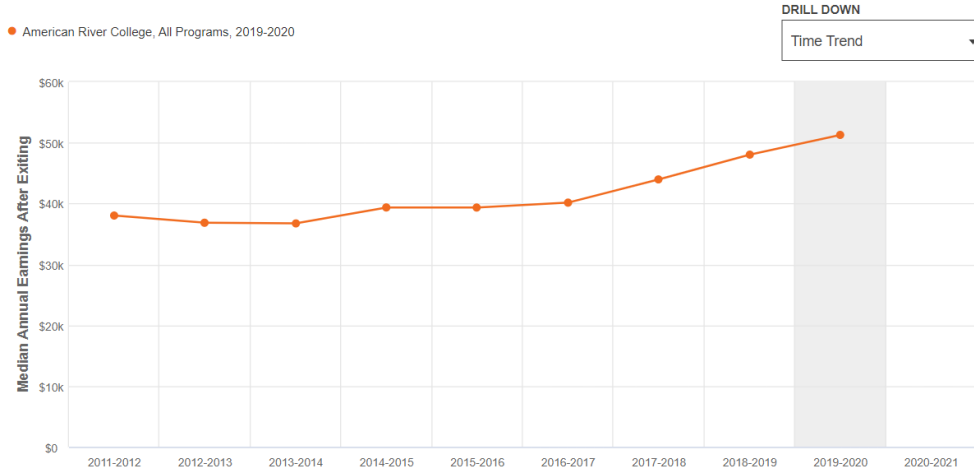● American River College, All Programs, 2019-2020

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match, Insight Center for Community Economic Development

Median Percent Change in Earnings

In terms of the median percent change in earnings for exiting students, American River College (green bar below) ranked 2nd in the Greater Sacramento Microregion at 30%, only behind Sierra College (42%).

Top Five Colleges for Change in Earnings

Among exiting CCP students who last took a course or earned an award in the selected TOP code in the selected year and who did not transfer, top five colleges with the highest median % change in earnings for CCP students between the second quarter prior to the beginning of the academic year of entry and the second quarter after the end of the academic year of exit from the last college attended

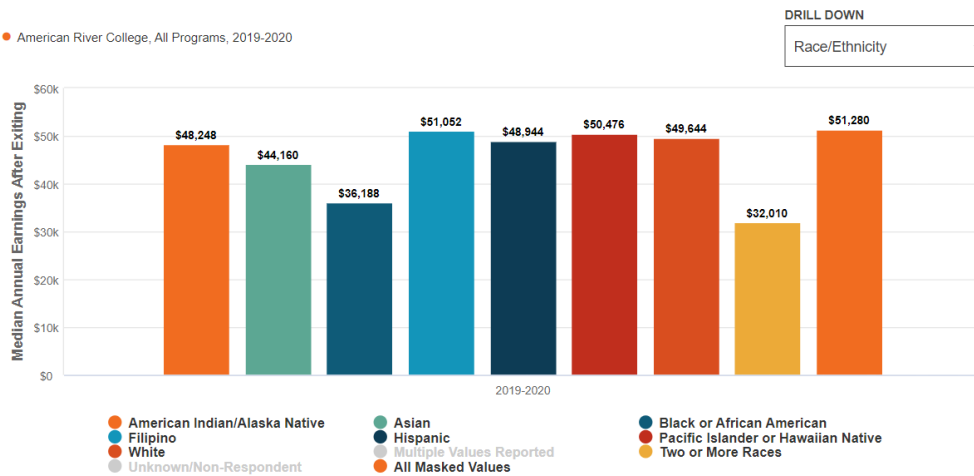● American River College, All Programs, 2019-2020

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

The median percent change in earnings for exiting ARC students has steadily increased over the last 9 years from just 11% (2011-2012) to 30% (2019-2020).

Median Change in Earnings*

Among CCP students who exited and who did not transfer, median change in earnings between the second quarter prior to the beginning of the academic year of entry and the second quarter after the end of the academic year of exit from the last college attended

However, the median percent change in earnings was just 5% for **Native American** exiting ARC students (1st bar on the left, below) and 19% for **African American** exiting ARC students (3rd bar from the left, below) in 2019-2020, both well below the 30% average. Interestingly, the population with the *highest* median percent change in earnings was 38% for **Latinx** exiting ARC students (middle bar, below).

Median Change in Earnings*

Among CCP students who exited and who did not transfer, median change in earnings between the second quarter prior to the beginning of the academic year of entry and the second quarter after the end of the academic year of exit from the last college attended

Median Annual Earnings (But how much do exiting ARC students earn after they leave?)

The median annual earnings after exiting was $51,280 for 2019-2020 ARC exiting students. The median annual earnings for exiting ARC students has steadily increased over the last 7 years from $36,732 (2013-2014) to $51,280 (2019-2020), a 40% increase.

Median Annual Earnings After Exiting*

Among CCP students who exited the community college system and who did not transfer to any postsecondary institution, median earnings measured immediately following academic year of exit

DRILL DOWN: Time Trend

● American River College, All Programs, 2019-2020

Source: Chancellor''s Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

However, median annual earnings after exiting was just $36,188 for **African American** exiting ARC students (3rd bar from the left, below), $48,248 for **Native American** exiting ARC students (1st bar on the left, below) and $48,944 for **Latinx** exiting ARC students (middle bar, below) in 2019-2020. Comparing the median annual earnings for African American students to White students, the ratio equates to just under 73 cents for African American students for every dollar earned by White students.

Median Annual Earnings After Exiting*

Among CCP students who exited the community college system and who did not transfer to any postsecondary institution, median earnings measured immediately following academic year of exit

DRILL DOWN: Race/Ethnicity

● American River College, All Programs, 2019-2020

Legend:
- American Indian/Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic
- Pacific Islander or Hawaiian Native
- White
- Multiple Values Reported
- Two or More Races
- Unknown/Non-Respondent
- All Masked Values

Source: Chancellor''s Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

5

MAKING SPACE FOR CONNECTION AND BELONGING AS WE CENTER AUTHENTIC VOICES AND LIVED EXPERIENCES IN THE 10+1

SPRING PLENARY SESSION

APRIL 20-22, 2023
HYBRID EVENT
HILTON HOTEL ANAHEIM

ACADEMIC SENATE
FOR CALIFORNIA
COMMUNITY COLLEGES

First General Session

April 20 | 9:15-10:30

Agenda

Call to Order	Ginni May, ASCCC President
Land Acknowledgement	
Adoption of Procedures	Cheryl Aschenbach, ASCCC Vice
Presentation of Minutes	President
2022-23 Budget Update	
Foundation Report	Manuel Vélez, ASCCC Area D Representative, ASFCCC President
State of the Academic Senate	Ginni May, ASCCC President

2

Land Acknowledgement

We acknowledge that this important work is taking place throughout the unceded territory of California, home to nearly 200 tribal nations. We acknowledge and honor the original inhabitants of our various regions. A land acknowledgment is a critical step towards working with native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands.

We begin today by acknowledging that we are holding our gathering on the land of the Tongva (Gabrieleño) Nations who have lived and continue to live here. We recognize the Tongva (Gabrieleño) Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Orange County. As we begin, we thank them for their strength, perseverance, and resistance.

We also wish to acknowledge the other Indigenous Peoples who now call Orange County their home, for their shared struggle to maintain their cultures, languages, worldview, and identities in our diverse City.

Actions

Adoption of Procedures for 2023 Spring Plenary Session

Procedures can be found on the Spring 2023 Resolutions Page, linked in the Resolutions tab of the 2023 Spring Plenary Session webpage

Adoption of Minutes from 2022 Fall Plenary Session

2022 Fall Plenary Session Minutes OR under Resources tab on 2023 Spring Plenary Session webpage

Also, please review the ASCCC Treasurer's Report (2/28/2023) available on the 2023 Spring Plenary Session Event webpage

4

Add in Manuel's slides.

Welcome!

Welcome　欢迎光临　Bienvenue

Bienvenidos　✋　Willkommen

Добро пожаловать　Hoş geldiniz

Benvenuti　Welkom　Dobrodošli

歡迎光臨　Bem-vindo　ようこそ

Bonvenon　Witamy　أهلاً و سهلاً

Aloha　Selamat datang　ברוך הבא

Được tiếp đãi ân cần　환영합니다
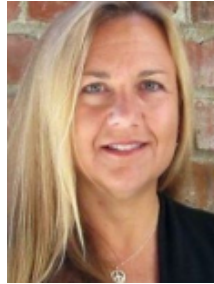
President
Ginni May

Vice President
Cheryl Aschenbach

Secretary
LaTonya Parker

Treasurer
Michelle Bean

Executive Director
Krystinne Mica

Area A Rep
Stephanie Curry

Area B Rep
Karen Chow

Area C Rep
Erik Reese

Area D Rep
Manuel Vélez

North Rep
Eric Wada

North Rep
Christopher Howerton

South Rep
Robert L. Stewart Jr.

South Rep
Amber Gillis

At-large Rep
Juan Arzola

At-Large Representative
Carrie Roberson

ASCCC Office Staff

Executive Director
Krystinne Mica

Director of Administration
Tonya Davis

Director of Finance
Alice Hammer

Administrative Assistant
Kyoko Hatano

C-ID Program Manager
Miguel Rother

Program Manager
Selena Silva

Program Coordinator
Megan Trader

Visual Designer
Katie Nash

Communications Coordinator
Emily Nicol

Research Associate
Gina Lam

Events Planner
Kayla Vue

Accounting Clerk
Brando Jimenez

Administrative Assistant
Amy Liao

Executive Assistant
Patricia Carrillo

Recognizing You

Overview of the 2023 Spring Plenary Session

*Making Space for Connection and Belonging as
We Center Authentic Voices and Lived Experiences in the 10+1*

- ✓ Program: QR Code for full program; printed at-a-glance program
- ✓ 7 General Sessions: all hybrid
- ✓ 3 Breakouts Sessions: Each block has 4 in-person and 2 online
- ✓ Thursday lunch: nominations for Executive Committee
- ✓ Thursday evening: Academic Senate Foundation Restaurant Dine-out
- ✓ Friday morning: Candidate Speeches
- ✓ Friday Keynote Speaker: Ben Chida from the Governor's Office
- ✓ Friday afternoon: Officer Candidate Forum
- ✓ Friday President's Reception and Dance: 7:30-10:00
- ✓ Saturday Elections and Resolution voting

Breakout Topics to Look for…

- New delegates or new to academic senate
- Understanding Resolutions
- General Education
- Legislation and Advocacy
- Academic Freedom
- Accreditation
- Attendance Accounting
- Strategic Enrollment Management
- Collegiality in Action

- Common Course Numbering
- DEIA in Evaluations
- Brown Act
- Technology for Teaching
- Curriculum Design
- Statewide Service
- Minimum Qualifications
- Leadership and Governance: Cultivating Belonging
- Noncredit
- Faculty Using Data

Upcoming Events

2023 Faculty Leadership Institute

- June 14-17
- Westin San Francisco Airport and Zoom Events Virtual Platform
- Partnering with the Student Senate for California Community Colleges on Wednesday afternoon and Thursday morning

2023 Curriculum Institute

- July 12-15
- Riverside Convention Center
- Hybrid Event

ASCCC Events

Awards in 2022-23

Hayward Award

- Excellence in Education

- Recipients honored at March Board of Governors meeting:
  - Angeli Francois, part-time at nominating college: College of the Canyons
  - Jane Le Scaife, part-time at Sierra College
  - Kenneth Chairprasert, full-time at East Los Angeles College
  - Tamara Chesire, full-time at Folsom Lake College

Exemplary Program Award

- Established by the Board of Governors in 1991 to recognize outstanding community college programs.

- 2022-23 Theme: Walk a Mile in Someone Else's Shoes: An Ethnic Studies Approach to California Community Colleges Curriculum

Regina Stanback Stroud Diversity Award – tomorrow at 12:45

Faculty Empowerment Leadership Academy (FELA)

- Revitalized and updated

- Focus on the development of faculty from historically underrepresented groups in higher education.

- One-on-one mentoring experience:

    - connections,

    - empowerment,

    - guidance

- The 2022-23 cohort is about to complete their experience

- Applications for the 2023-24 cohort open.

[f.e.l.a]

ASCCC Faculty Empowerment and Leadership Academy

Webpage and Application

ASCCC in 2022-23

- Strides toward transformational systemic and IDEAA work:
  - [Reimagining with Purpose 2023-2026 Strategic Planning](#)
  - [ASCCC Strategic Plan Directions 2023-2026](#)
  - Invested in Extended Cultural Humility Training through next year
- Papers
  - Enrollment Management Revisited Again: Post Pandemic
  - Effective and Equitable Online Education: A Faculty Perspective
  - Changes to Assessment, Placement, and Instruction in Mathematics
- Legislative Advocacy
  - January Meet and Greet for Legislators and Staff
  - February Legislative Day: 27 visits
- College Visits
  - Collegiality in Action – 14 visits by June 2023
  - Local Academic Senate – 33 visits by May 2023

ASCCC with CCCCO and other System Partners in 2022-23

Implementing Initiatives and Legislation:

- AB 928
  - Intersegmental Implementation Committee
  - Intersegmental Committee of Academic Senates (ICAS)
- AB 1111: Common Course Numbering Task Force
- AB 89: Modern Policing Degree Task Force
- Equitable Student Experience: Burden-free Instructional Materials Task Force
- Rising Scholars Network
- Open Educational Resources Initiative (OERI)
- DEIA in Evaluations and Tenure Review
- C-ID
- AB 927: CCC Baccalaureate Degree Program
- AB 1187: Supervised Tutoring – regulations out for public vetting process
- There's more…but that's enough for now

Legislation 2022-23

Bills to Watch

- AB 811 (Fong) – Repeating Credit Courses
  - ASCCC Positions: F11 09.05, F11 09.07, F11 09.08
  - Course Repetition and Repeatability – A Rostrum Article, 2019
  - Another Look at Course Repetition and Repeatability – A Rostrum Article, 2014
  - Repeatability: Dealing with New Regulations – A Rostrum Article, 2012
- AB 1749 (McCarty) – ADT for UC
  - Students would need 3.0 GPA (CSU requires 2.0 GPA)
  - Would all ADTs have to meet UC standards?
- Learn more in the Legislative and Advocacy Update session today at 10:45

Legislation 2022-23

Legislative Priorities – Watch Trailer Bills

- Academic Freedom – Session today at 10:45
  - Support for the protection of academic freedom for faculty and students through legislative action

- Open Educational Resources Initiative – See the OERI table
  - Supports Zero Textbook Cost programs
  - Key for creating student-centered institutions and unconditional belonging

Embracing the Consultative Process

- Record number of Collegiality in Action visits and requests for coaching or assistance
- AB 1725 (Vasconcellos, 1988) Landmark legislation that:
  - Decoupled the CCCs from the K-12 system
  - Defined the CCC Mission
  - Provided for CCC Governance:
    - Academic senates have primary responsibility for making recommendations in the areas of curriculum and academic standards
    - Faculty, staff, and students have the right to participate effectively in college/district governance
  - Informed Title 5 Regulations on Effective Participation vs. Collegial Consultation
  - Rostrum Article from April 2013: 10+1 Myths?...

Embracing the Consultative Process

- Collegial Consultation: Rely Primarily or Reach Mutual Agreement
- Academic Senates and Unions to consult before negotiations commence
- Consultation:
  - State level: ASCCC and other constituency organizations, 5C, Consultation Council, Board of Governors and Standing Orders
  - District level/College level: Academic Senate and other constituency groups, Curriculum Committee, Shared Governance Council, Board of Trustees
  - It takes time
  - When done with care, it builds trust, community, and a better outcome

Embracing the Consultative Process

- Consultation:
  - **Not** sitting through presentations about decisions already made. That is information.
  - Being provided with an issue or proposal and discussing the opportunities and challenges that arise.
  - Engaging with college, district, and system partners seeking broad feedback: Faculty, Administrators, Classified Professionals, Students, Trustees
  - **Not** dismissing those with a different view point or that challenge the status quo or current trend.
  - Includes transparency, respect, and collaboration

Re-Embracing the Consultative Process

- The Time is now, to re-embrace the consultative process
- Starting with the Mission of the California Community Colleges
  - Describes broad educational purposes, types of educational offerings, students served
  - Baccalaureate Degrees not included
  - Provision of remedial (or pretransfer) education no longer included
- Homework:
  - Read AB 1725 (Vasconcellos, 1988)
  - Read California Education Code §66010.4

Remember…

- Faculty, in consultation with students and other staff, have worked and continue to work hard meeting students where 'students are'.

- Academic senates have been key in transforming classrooms and colleges into culturally responsive and student-centered learning environments.

- Our work continues to be grounded in the tenets and principles of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).

- **We are 57,000 strong**…you do not have to do this alone:
  - Work as a team
  - Take care of yourself
  - Care for others

Over the next three days...

Take time to:

- Make space for connection and belonging
- Center on authentic voices and lived experiences in the 10+1,
- Thank a colleague for the good work they do,
- Thank a student for their advocacy,
- Thank your family for letting you be here, and
- Enjoy this time with colleagues!

Thank you!

2023 Spring Plenary Session Resolutions

For Debate and Voting
Saturday, April 22, 2023

Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair
Juan Arzola, ASCCC Resolutions Second Chair
Kim Dozier, College of the Desert, Area D
Peter Fulks, Cerro Coso College, Area A
Mark Edward Osea, Mendocino College, Area B
Michael Stewart, Calbright College, Area A

PLENARY RESOLUTIONS PROCESS

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

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

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

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

CONSENT CALENDAR

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

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

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

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted after Area meetings through Thursday are marked with #
- Amendments and urgent resolutions submitted on Friday are marked with ^

*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Directions
*1.03 S23 Flexible Area Meetings
*+1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events
*#3.01 S23 In Support of Identifying and Addressing the Need for LGBTQIA+ Student Centers on all California Community College Campuses
*#4.01 S23 Faculty Approval of High School Articulation Agreements
*6.01 S23 Support AB 607 (Kalra, 2023), If Amended
*#6.06 S23 Support Supervised Tutoring for all Students
*+7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials
*+7.04 S23 Defining Success for Part-Time Students
*#7.05 S23 Review of Credit for Prior Learning Regulations
*#7.07 S23 Revisit Baccalaureate Degree Upper Division GE and MQ Requirements
*10.01 S23 Disciplines List–Ethnic Studies
*13.02 S23 Adopt "Enrollment Management Revisited Again: Post Pandemic" Paper
*13.03 S23 Adopt "Effective and Equitable Online Education: A Faculty Perspective" Paper
*+13.05 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation

Table of Contents

1.0 Academic Senate

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

Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty as demonstrated in resolutions[1] and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the Inclusion, Diversity, Equity, Antiracism and Accessibility commitment of the ASCCC;

Whereas, Resolution S96 01.05[2] called for the Academic Senate for California Community Colleges (ASCCC) to develop a proposal to ensure participation of part-time faculty on the Executive Committee and a paper titled "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" was developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, the paper recommended several changes to the ASCCC bylaws to make it possible for part-time faculty to run for election, yet the paper fell short of "assuring participation on the Executive Committee"[3];

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

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

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

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

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

[4] California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. "Faculty & Staff Demographics Report." Retrieved March 10, 2023, from https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx. Data table can be found at https://drive.google.com/file/d/10PwvOLbRqIyPoF-qvU_Az70_ecs4KnNn/view?usp=sharing.

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

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

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

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

*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Directions

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

Whereas, Since the 2018–2023 Strategic Plan[5] of the Academic Senate for California Community Colleges (ASCCC) is set to expire in 2023, the ASCCC Executive Committee engaged in comprehensive and public strategic planning sessions from December 2022 through February 2023;[6]

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

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee has proposed the 2023–2026 Strategic Directions[7] for consideration and adoption by the delegates of the ASCCC to be actualized annually through a planning process;

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

Contact: Ginni May, Executive Committee

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[5] "The Academic Senate for California Community College [sic] Strategic Plan, 2018-2023." (Power Point). https://www.asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf.
[6] "Reimagining with Purpose: ASCCC 2023 - 2026 Strategic Planning December 2022 to February 2023." (Power Point). https://asccc.org/sites/default/files/2023-04/ASCCC%202023-2026%20Strategic%20Planning%20R.pdf.
[7] 2023—2026 ASCCC Strategic Directions—see slide titled "Academic Senate for California Community Colleges Strategic Plan Directions 2023–2026." (Power Point). https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf.

*1.03 S23 Flexible Area Meetings

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

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

Contact: Pablo Martin, San Diego Miramar College

*+1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events

Whereas, Resolution F21 1.05 states in-part "the Academic Senate for California Community Colleges should make remote attendance an option at all Academic Senate for California Community Colleges-organized events[8]" without consideration of resources and technology requirements associated with the provision of remote attendance;

Whereas, The Academic Senate for California Community Colleges promote and provide a variety of organized events in addition to plenary sessions, such as regional events, institutes, conferences, workshops, and other forums through the most appropriate format available given resource considerations including financial and technology support costs; and

Whereas, The Academic Senate for California Community Colleges desires to ensure access to members while supporting opportunities for interaction in person to the fullest extent possible;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) provide guidance and consideration factors for deciding when remote options should be available and when remote options place undue challenges on the ASCCC; and

Resolved, That the Academic Senate for California Community Colleges provide guidance and support for presenters and attendees when remote attendance options are provided, including posting of recordings or asynchronous access for which remote attendance for the event was an option.

Contact: Sharyn Eveland, Taft College, Area A

+1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement

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[8] Resolutions F21 01.05 Remote Attendance Option for ASCCC Events: https://asccc.org/resolutions/remote-attendance-option-asccc-events

Whereas, The California Community College system, with 1.8 million students at 116 colleges, is the largest system of higher education in the country[9] empowered with the Vision for Success from the California Community Colleges Chancellor's Office to remain "accessible and personal institutions that can help students on an individual level regain their hopes and rebuild their futures" and the "California Community Colleges have always been an instrument for achieving broad access to higher education,"[10] where the core vision of the California Community Colleges is to put students first;

Whereas, The United States History, Constitution and American Ideals Requirement, commonly known as the American Institutions Requirement, in California Code of Regulations, title 5 §40404, "ensure(s) that students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens"[11] is a vital part of the California Community College mission, not just California State University system, and is as vital today as it was 60 years ago when it was written into law to ensure an educated, empowered, and informed citizenry contributing to public life[12] and civic engagement;[13]

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[9] "Key Facts" (2023). *California Community Colleges*. California Community Colleges Chancellor's Office. https://www.cccco.edu/About-Us/Key-Facts.

[10] "Update to the Vision for Success: Reaffirming Equity in a Time of Recovery." (July 2021). pg. 5. https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf.

[11] California Code of Regulations, title 5 §40404: https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-2-educational-program/article-5-general-requirements-for-graduation/section-40404-requirements-in-united-states-history-constitution-and-american-ideals.

[12] Based upon a 2022 survey conducted, employers ranked critical thinking, communication, and teamwork—complex skills fundamental to historical study—as the most important competencies for job candidates. See source: Gray, K. and Collins, M. (18 October 2022). "New College Graduates and Employers Agree on Key Competencies, But at Odds About New Grad Proficiency." National Association of Colleges and Employers. https://www.naceweb.org/about-us/press/new-college-graduates-and-employers-agree-on-key-competencies-but-at-odds-about-new-grad-proficiency/.

[13] "Americans' Civics Knowledge Drops on First Amendment and Branches of Government." (13 September 2022). Annenberg Constitution Day Civics Survey. Annenberg Public Policy Center. https://www.asc.upenn.edu/news-events/news/americans-civics-knowledge-drops-first-amendment-and-branches-government.

Whereas, The California State University (CSU) History Council, a group of historians from across the CSU system, have published in their March 2023 American Institutions Memo ("CSU History Council, American Institutions Memo Opposing Changes to American Institutions Requirement"[14]) "insist[ing] that the American Institutions requirement is an essential requirement, and is more important than ever to an accessible, equitable, and comprehensive higher-level education for California's diverse college students" and "contends that understanding the history and government of American Institutions and values as mandated by Title 5 has become even more important to the education of all students of California's public colleges and universities and should be preserved in a manner that effectively meets the needs of all students"[15]; and

Whereas, The Academic Senate for California Community Colleges in 2019 resolved[16] its support for and belief in the importance of the current United States History, Constitution and American Ideals Requirement and committed to explore possibilities to add a similar requirement to the associate's degree requirements for the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges renew its commitment to the importance of the current United States History, Constitution and American Ideals Requirement and communicate to the Academic Senate of the California State University its support for this as lower division requirement, accessible to the greatest number of students in our college systems;

Resolved, That the Academic Senate for California Community Colleges stand with the hundreds of history and political science faculty from throughout the California Community Colleges who have signed a petition[17] to support the California State University History Council's memo in recognition of the essential role these American Institutions courses provide for our students as pathways to understanding their essential rights and responsibilities in this policy; and

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[14] California State University History Council, March 2023:
https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhcILdSfxf7EJzQ/edit?usp=sharing.
[15] Ibid.
[16] Resolution S19 15.09 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement: https://www.Academic Senate for California Community Colleges.org/resolutions/support-csu-united-states-history-constitution-and-american-ideals-requirement-commonly+fn1.
[17] Petition of California Community College Faculty to Support the CSU History Council on American Institutions AI/Title 5 Outreach to California Community Colleges:
https://docs.google.com/document/d/1g4o0og8W9z9B6BsXKp1C998GV7Zxvw-l/edit?usp=sharing&ouid=115492749693624265068&rtpof=true&sd=true.

Resolved, That the Academic Senate for California Community Colleges stand in solidarity with the message articulated in the March 2023 American Institutions Memo from the California State University (CSU) History Council to oppose "any reduction to or weakening of the American Institutions requirement and strongly oppose a wholesale move of American Institutions to an upper-division requirement"[18] and call for "transparency with the CSU Chancellor's Office, the CSU Academic Senate, and respective representatives in the California State Assembly . . . to actively seek input and guidance from stakeholders and disciplinary experts from all three segments of public higher education in California, as curricular discussions continue"[19] and report the message of solidarity to all intersegmental committees and workgroups by fall of 2023.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

+1.06 S23 Honoring Wheeler North with Senator Emeritus Status

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

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

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

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

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

Contact: Pablo Martin, San Diego Miramar College, Area D

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[18] California State University History Council, March 2023: https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhcILdSfxf7EJzQ/edit?usp=sharing.
[19] Ibid.

3.0 Diversity and Equity

*#3.01 S23 In Support of Identifying and Addressing the Need for LGBTQIA+ Student Centers on all California Community College Campuses

Whereas, The Academic Senate for California Community Colleges (ASCCC) embraces equity principles for all in its Values Statement,[20] which states, "The ASCCC empowers faculty from diverse backgrounds and experiences, promoting actions resulting in inclusion, diversity, equity, anti-racism, and accessibility through its publications, resources, activities, policies, and presentations" and "believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level";

Whereas, The LGBTQIA+ community is currently being targeted by harmful legislation nationwide with the American Civil Liberties Union tracking[21] a total of 460 anti-LGBTQ [IA+] bills in the United States this year, in which 218 of these are education-related;

Whereas, Existing research[22] demonstrates that one in three (33%) LGBTQIA+ college students seriously considered suicide in the past year, seven percent reported a suicide attempt in the past year, and where the rates of college students considering suicide were higher among LGBTQIA+ college students of color (35%), and "LGBTQ[IA+] college students with access to LGBTQ[IA+] student services through their college had 44% lower odds of attempting suicide in the past year compared to LGBTQ[IA+] college students without access," demonstrating the potential positive impact of a college's effort to intentionally support LGBTQIA+ students; and

Whereas, A 2016 study[23] on faculty supporting LGBTQIA+ college students found that faculty serve an important function in supporting [LGBTQIA+ students] towards success," and that "faculty are in a position to assist LGBTQ[IA+] students in leaving the margins and seeking the center of the higher education experience";

Resolved, That the Academic Senate for California Community Colleges work with system partners, such as the Student Senate for California Community Colleges and the California Community Colleges Chancellor's Office, to survey local California community colleges regarding existing LGBTQIA+ resources or the lack thereof;

Resolved, That the Academic Senate for California Community Colleges work with system partners to collect and synthesize survey findings and conduct further or follow-up research to gain a better understanding of the needs of LGBTQIA+ students in the California community colleges; and

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[20] ASCCC Values Statement can be found at: https://www.asccc.org/about/values-statement.
[21] American Civil Liberties Union has tracked and mapped Attacks on LGBTQ Rights in U.S. State Legislatures; research can be found at: https://www.aclu.org/legislative-attacks-on-lgbtq-rights?impact=.
[22] The Trevor Project Research Brief on Suicide Risk and Access to Care Among LGBTQ College Students can be found here: https://www.thetrevorproject.org/wp-content/uploads/2022/09/September-Research-Brief-September-Research-Brief.pdf
[23] Nguyen, D. et al. (2016). Faculty as Sources of Support for LGBTQ College Students. *College Teaching*, 64(2), 55 – 63. Accessed at https://www.tandfonline.com/doi/abs/10.1080/87567555.2015.1078275

Resolved, That the Academic Senate for California Community Colleges explore options to support local colleges in the development of LGBTQIA+ professional learning opportunities and also in the creation of LGBTQIA+ Student Centers at local colleges that focus on meeting unique educational and basic needs of LGBTQIA+ students in a safe and welcoming environment.

Contact: Sean Moore, Compton College

4.0 Articulation and Transfer

*#4.01 S23 Faculty Approval of High School Articulation Agreements

Whereas, California Code of Regulations, title 5, §55051 states that "the term 'articulated high school course' means a high school course or courses that the faculty in the appropriate discipline, using policies and procedures approved by the curriculum committee established pursuant to section §55002, have determined to be comparable to a specific community college course,"[24] which suggests that policies and procedures guiding the established high school articulation agreements are within the purview of local academic senates; and

Whereas, It was reported at the 2018 Curriculum Institute[25] that California Code of Regulations (CCR), title 5, §55051 was being revised to include language that states "the nature and content of the articulated course and examination process shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the local curriculum committee established pursuant to section §55002," and further that "the faculty shall determine that: (a) Content of the articulated course substantially corresponds to the content and rigor of the course outline of record and; (b) The examination adequately measures mastery of the course content as set forth in the course outline of record," yet such revisions to CCR, title 5, §55051 have yet to be made;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and appropriate system partners to revise California Code of Regulations, title 5, §55051 to ensure that high school articulation agreements are clearly identified as an academic and professional matter, that such articulation agreements uphold the content and rigor of college courses as established in the course outlines of record, that such articulation agreements are developed and approved only with the consent of the college faculty with the appropriate discipline expertise, and bring forward its recommendations for review and consideration for action by the 2024 Spring Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges develop guidance and resources for local academic senates by Spring 2024 that provide standards and effective practices for the establishment of high school articulation agreements that uphold the standards and established course outline of record of college courses.

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[24] 2018 Curriculum Institute breakout session "Dual Enrollment – How Do We Move Forward?," slides 30-32.
[25] "Dual Enrollment – How Do We Continue to Move Forward?" (PowerPoint).
https://www.asccc.org/sites/default/files/Dual%20Enrollment%20CI%202018.pptx

Contact: John Freitas, Los Angeles City College

#4.02 S23 Separate CSU Approval for "Golden Four" Courses

Whereas, The minimum transfer admission requirements to the California State University for California community college students are the completion of 60-units of baccalaureate-level coursework with a grade point average of 2.0, which must include the satisfactory completion of courses in the so-called "Golden Four" areas of oral communication, written communication, critical thinking, and mathematical and quantitative reasoning;

Whereas, The California General Education Transfer Curriculum (Cal-GETC) general education pattern will be the only intersegmental general education pattern available to students enrolling in the California community colleges beginning in fall 2025;

Whereas, The standards for approval of California community college courses in oral communication, written communication, critical thinking, and quantitative and mathematical reasoning for inclusion in the California General Education Transfer Curriculum (Cal-GETC) general education pattern will be subject to the minimum standards of the University of California, which are more stringent than the current standards set by the California State University for inclusion in those so-called "Golden Four" areas in the California State University General Education (CSUGE) Breadth pattern, which will exclude current courses approved for the "Golden Four" areas in the CSUGE Breadth from the Cal-GETC pattern; and

Whereas, The exclusion of courses currently approved for the so-called "Golden Four" areas in the California State University General Education Breadth from the California State University General Education (CSUGE) Breadth pattern has the potential to create inequities in student achievement and completion by increasing the difficulty of coursework approved for the "Golden Four, and subsequently harm the ability of students to transfer to the California State University, unless the California State University establishes policies and procedures for certifying California community college courses for the "Golden Four" separate from approval for inclusion in the Cal-GETC pattern;

Resolved, That the Academic Senate for California Community Colleges advocate to the Academic Senate of the California State University for the establishment of policies and procedures for certifying California community college courses in the areas of oral communication, written communication, critical thinking, and mathematics and quantitative reasoning, as meeting California State University transfer admission coursework requirements, regardless of whether or not such courses are approved for inclusion in the California General Education Transfer Curriculum (Cal-GETC) pattern.

Contact: John Freitas, Los Angeles City College

6.0 State and Legislative Issues

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

Whereas, AB 607 (Kalra, as of February 17, 2023)[26] proposes to modify California Education Code §66406.9[27] by adding the requirement that the California Community Colleges "prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly related to those materials, for no less than 75 percent of the total number of courses on the online campus course schedule. 'Course materials' as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions";

Whereas, California Education Code §66406.9[28] currently uses the term "course materials" and "digital course materials" to refer to course resources that are exclusive of devices and supplies such as calculators;

Whereas, Resolution F20 20.02 Ensure Course Cost Transparency for Students encourages "local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore"[29]; and

Whereas, California Code of Regulations, title 5 §59402[30] states that required instructional materials "means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course," establishing "instructional materials" as inclusive of textbooks, supplemental materials, and course supplies;

Resolved, That the Academic Senate for California Community Colleges support AB 607 (Kalra, as of February 17, 2023), if amended to replace "course materials" with "instructional materials" to ensure that definitions within California Education Code §66406.9[31] are consistent to prevent the introduction of a definition into law that is inconsistent with a definition that is presently in regulation.

Contact: Michelle Pilati, Open Educational Resources Initiative

+6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee Meetings Governed by the Brown Act

Whereas, On September 14, 2022, Governor Gavin Newsom signed Assembly Bill 2449 (Rubio)[32] (scheduled to sunset in January of 2026) authorizing guidance for videoconferencing guidelines

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

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

[28] Ibid.

[29] Resolution F20 20.02 Ensure Course Cost Transparency for Students: https://www.asccc.org/resolutions/ensure-course-cost-transparency-students.

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

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

[32] AB 2449 (Rubio): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449.

for local Brown Act bodies that impact local academic senate meeting modalities, per California Government Code §§54950—54963,[33] requiring open meetings of groups to whom boards have delegated authority, such as the academic senate;

Whereas, Education Code §70902(b)(7)[34] calls on the California Community Colleges Board of Governors to enact regulations to "ensure faculty, staff, and students...the right to participate effectively in district and college governance" while California Code of Regulations, title 5 §51023.7[35] and §51023.5[36] state requirements for the "effective participation" of students and staff, in the development of recommendations to the governing board";[37]

Whereas, Some California community colleges report experiencing unprecedented levels of participation since the Covid-19 state of emergency required virtual and hybrid meeting options that have enabled fuller interdepartmental representation, fuller participation of more diverse voices, and fuller institutionalization of equity and inclusion providing greater public access to academic senate and subcommittee meeting agendas, materials, and live sessions through digital platforms, with the understanding that technological resources and meeting facilities for colleges varies widely, resulting in different access to hybrid meeting options; and

Whereas, AB 1275 (Arambula, as of March 28, 2023) would "authorize the recognized statewide community college student organization and other student-run community college organizations to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of the student organization's members participate from a singular physical location";[38]

Resolved, That the Academic Senate for California Community Colleges advocate for state legislation, similar to AB 1275 (Arambula, as of March 28, 2023),[39] to allow local academic senate bodies, to use teleconferencing for their meetings without having to (1) post agendas at

[33] California Government Code §§54950-5496:
https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article=.
[34] Education Code §70902(b)(7):
https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article.
[35] California Code of Regulations, title 5 §51023.7:
https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).
[36] California Code of Regulations, title 5 §51023.5:
https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1).
[37] "Participating Effectively in District and College Governance" (2020). Academic Senate for California Colleges. https://Academic Senate for California Community Colleges.org/sites/default/files/Participating_Effectively_200503.pdf.
[38] AB 1275 (Arambula): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB1275.
[39] Ibid.

all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of California community college or district academic senate members participate from a singular physical location;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for resources to ensure all colleges have access to technological resources and facilities to enable effective meetings regardless of modality, including a publicly accessible physical campus space to view streamed meetings and interact with committees in place of a physical room with an in-person quorum; and

Resolved, That the Academic Senate for California Community Colleges work to support legislation that requires local academic senate bodies to sustain and maintain the ethics of the Brown Act by adopting meeting modalities that maximize inclusivity, transparency, and access at each individual institution.

Contact: Mitra Sapienza, City College of San Francisco, Area B

+6.02.01 S23 Amend 6.02 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee Meetings Governed by the Brown Act

Amend Third Whereas

Whereas, Some California community colleges report experiencing unprecedented levels of participation since the Covid-19 state of emergency required virtual and hybrid meeting options that have enabled fuller interdepartmental representation, fuller participation of more diverse voices, including those with disabilities, and fuller institutionalization of equity and inclusion providing greater public access to academic senate and subcommittee meeting agendas, materials, and live sessions through digital platforms, with the understanding that technological resources and meeting facilities for colleges varies widely, resulting in different access to hybrid meeting options; and

Contact: Angela Medina Rhodes, Rio Hondo College

+6.03 S23 Support for Additional Exemptions for AB 1887

Whereas, AB 1887 (Low, 2016) "prohibits California from approving a request for state-funded or state-sponsored travel to such a state [with laws discriminating against lesbian, gay, bisexual, and transgender people]"[40] and California community college districts have enacted measures that align with AB 1887 prohibitions;

Whereas, AB 1887 and similar measures enacted at California community college districts may result in the denying of funding for transfer center directors or coordinators to visit many out-of-state campuses, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB 1887's prohibitions, for the purpose of arranging

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[40] AB 1887 (Low, 2016): https://openstates.org/ca/bills/20152016/AB1887/.

transfer and scholarship agreements;

Whereas, California community college students have been denied much needed funding from their colleges to attend out-of-state campus visits that promote diversity, equity, and inclusion, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB 1887's prohibitions; and

Whereas, AB 1887 and similar measures enacted at California community college districts deny funding to employees and students for the purpose of attending events promoting diversity, equity, and inclusion when such events are held in states covered by AB 1887's prohibitions, such as the 2023 National Conference on Race and Ethnicity that will be held in New Orleans, LA;[41]

Resolved, That the Academic Senate for California Community Colleges support an additional exemption to AB 1887 that would allow students and college employees to receive funding for travel to states covered by AB 1887's prohibitions when such travel promotes diversity, equity, and inclusion; and

Resolved, That the Academic Senate for California Community Colleges ask the California Community Colleges Chancellor's Office to encourage local districts to provide exemptions for employees and students for travel to states covered by AB 1887's prohibitions when such travel promotes diversity, equity, and inclusion.

Contact: John Crocitti, San Diego Mesa College, Area D

^06.03.01 S23 Amend 13.04 Support for Additional Exemptions for AB 1887

Amend Second Whereas

Whereas, AB 1887 and similar measures enacted at California community college districts may result in the denying of funding for transfer center directors or coordinators to visit many out-of-state campuses, including visits to ~~affordable~~ Historically Black Colleges and Universities that are primarily located in states covered by AB 1887's prohibitions, for the purpose of arranging transfer and scholarship agreements;

Amend Third Whereas

Whereas, California community college students have been denied much needed funding from their colleges to attend out-of-state campus visits that promote diversity, equity, and inclusion, **anti-racism and accessibility** including visits to **affordable** Historically Black College and Universities that are primarily located in states covered by AB 1887's prohibitions; and

Amend the First Resolved

Resolves, That Academic Senate for California Community Colleges support an additional exemption for AB 1887 that would allow students and college employees to receive funding for travel to states covered by AB 1887's prohibitions when such travel promotes diversity, equity,

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[41] 2023 National Conference on Race and Ethnicity conference information:
https://web.cvent.com/event/af7553a8-de0d-4284-a3b9-3b09317aa3e0/summary?environment=P2.

~~and~~ inclusion**, anti-racism and accessibility**; and

Amend the Second Resolved

Resolved, That Academic Senate for California Community Colleges ask the California Community Colleges Chancellor's Office to encourage local districts to provide exemptions for employees and students for travel to states covered by AB 1887's prohibitions when such travel promotes diversity, equity, ~~and~~ inclusion**, anti-racism and accessibility**.

Contact: Mitra Sapienza, City College of San Francisco

+6.04 S23 Support for AB 811 (Fong, as of March 28, 2023)

Whereas, AB 811 (Fong, as of March 28, 2023)[42] calls for

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

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

Whereas, California community college students often face challenges, such as food and housing instability, changing employment conditions, mental health, and longstanding systemic inequity[43] which impact their ability for success under present course repetition policy; and

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

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[42] AB 811 (Fong, 2023): https://legiscan.com/CA/text/AB811/2023.

[43] "#RealCollege. Real Hunger." California Community Colleges. California Community Colleges Chancellors Office. https://www.cccco.edu/About-Us/News-and-Media/California-Community-Colleges-Outlook-Newsletter/College-News.
"Meeting Basic Needs to Support Student's Mental Health and Success." California Community College Student Mental Health Program. California Community College Chancellor's Office. http://www.cccstudentmentalhealth.org/docs/CCCSMHP-Students-Basic-Needs-Fact-Sheet.pdf.

Resolved, That the Academic Senate For California Community Colleges support AB 811 (Fong, as of March 28, 2023).

Contact: Geoffrey Johnson, San Diego Mesa College, Area D

#6.04.01 S23 Amend 6.04 for AB 811 (Fong, as of March 28, 2023)

Amend First Whereas

(3) The requirement that policies include a requirement that the community college inform a student whether the decision to repeat the course will impact the student's financial aid qualifications, and to provide priority registration for credit courses to students who require the course for their intended major and to students who have not taken the course.

Amend the Title

Support for AB 811 (Fong, as of ~~March 28~~, April 12, 2023)

Amend the Resolved

Resolved, That the Academic Senate For California Community Colleges support AB 811 (Fong, as of ~~March 28~~, April 12, 2023).

^06.04.02 S23 Support for AB 811 (Fong, 2023)

Add a New Second Whereas

Whereas Current course repetition policies arbitrary prohibit student success with unnecessary gatekeeping, further disempowering students, who may also face other challenges;

Contact: Mitra Sapienza, City College of San Francisco

#6.05 S23 Support Brown Act Teleconferencing Legislation

Whereas, Local academic senates are considered legislative bodies as defined by the Ralph M. Brown Open Meeting Act, necessitating compliance with all open meeting requirements;

Whereas, Modifications to the Brown Act during the COVID-19 pandemic through Governor Newsom's Executive Order N-29-20 in March 2020 , Executive Order N-35-20 in March 2020, and AB 361 (Rivas, 2021) allowed for attendance via teleconferencing without compliance with some of the long-standing requirements for teleconferencing "when a declared state of emergency is in effect, or in other situations related to public health,"[44] and have resulted at many colleges in improved access to academic senate meetings and increased attendance

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[44] AB 2249 (Blanca Rubio, 2022), An act to amend, repeal, and add Sections 54953 and 54954.2 of the Government Code, relating to local government: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449

engagement by faculty as senators and as members of the public;

Whereas, The declared state of emergency resulting from the COVID-19 pandemic ended February 28, 2023, necessitating a return to long-standing Brown Act requirements for teleconferencing, reducing the robust participation and engagement by faculty given that subsequent legislative solutions, including AB 361 (Rivas, 2021) and AB 2449 (Blanca Rubio, 2022), apply in very specific situations and for limited durations of time; and

Whereas, Leaders of academic senates, curriculum committees, and their subcommittees are recommending bodies seeking means of conducting meetings transparently consistent with the intention of the Brown Act while allowing engagement of members and public attendees via teleconferencing in ways similar to what was allowable during the COVID-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges support AB 817 (Pacheco, 2023 as of April 14, 2023) Open meetings: teleconferencing: subsidiary body, and

Resolved, That the Academic Senate for California Community Colleges support SB 411 (Portantino, 2023 as of April 14, 2023) Open meetings: teleconferences: bodies with appointed membership.

Contact: Cheryl Aschenbach, Executive Committee

*#6.06 S23 Support Supervised Tutoring for all Students

Whereas, AB 1187 (Irwin, 2022)[45] was approved by the governor of California on September 30, 2022 and amended California Education Code §84757 by adding the following paragraph to subdivision (a): "(10) Supervised tutoring for foundational skills and for degree-applicable and transfer-level courses, as authorized pursuant to regulations adopted by the board of governors on or before July 31, 2023. These regulations shall ensure that community colleges are compliant with Education Code section 78213 in the implementation of supervised tutoring pursuant to this paragraph";

Whereas, The Academic Senate for California Community Colleges has supported AB 1187 and prior initiatives to provide academic support for all students through tutoring opportunities for all credit and noncredit courses, as stated in a June 2022 letter[46] to the Chair of the Senate Committee on Appropriations supporting AB 1187; and

Whereas, The "proposed revisions to [t]itle 5 Regulations Related to Supervised Tutoring (First Reading)"[47] to California Code of Regulations, title 5, §58160 submitted by California Community College's Chancellor's Office to the California Community College Board of

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[45] AB 1187 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1187.
[46] Letter to Chair of the Senate Committee on Appropriations: https://www.ascc.org/sites/default/files/position-letters/AB_1187_%28Irwin%29_Support_June_23_2022.pdf.
[47] Proposed Revisions to Title 5 Regulations Related to Supervised Tutoring (First Reading): https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/proposed-supervised-tutoring-regulatory-action-text-a11y.pdf?la=en&hash=AA00375BE79FC1226F8981ADD4982640296FEEF2.

Governors to meet the requirements of California Education Code §84757(a)(10)[48] are under consideration;

Resolved, That the Academic Senate for California Community Colleges support California Code of Regulations that ensure district resources for supervised tutoring, including allocations of state apportionment funding, shall be provided so that all students taking foundational skills, degree-applicable, and transfer-level courses who need or desire academic support have access to supervised tutoring.

Contact: Ginni May, Executive Committee

#6.07 S23 Support Revised Title 5 Associate Degree Requirements

Whereas, The Intersegmental Committee of Academic Senates established a "singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California" named California General Education Transfer Curriculum (Cal-GETC)[49] as required by AB 928 (Berman, 2021)[50];

Whereas, The Academic Senate for California Community Colleges (ASCCC) worked with the California Community Colleges Curriculum Committee and the California Community Colleges Chancellor's Office to propose amended language for the Associate Degree Requirements in California Code of Regulations, title 5, §55060-55064[51] to align with Cal-GETC per ASCCC Resolution F22 07.01[52];

Whereas, The proposed requirement in §55062(a)(4)[53] may help students to earn an associate degree in cases where excess units factored into their grade point average would render them ineligible for the associate degree, yet transfer institutions may still require that all transferable courses are factored into the grade point average, creating confusion for students who earn an associate degree but are not eligible for transfer with that associate degree; and

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[48] EDC §84757(a)(10):
https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=50.&chapter=5&article=2.
[49] Cal-GETC: https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC_Framework_2-9-2023.pdf.
[50] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.
[51] California Code of Regulations title 5, Division 6, Chapter 6, Subchapter 1, Article 6:
https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I62AB8E104C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default).
[52]Resolution F22 07.01 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway: https://www.asccc.org/resolutions/comprehensive-title-5-revision-align-associate-degree-general-education-ab-928-required#ftn2.
[53] Proposed §55062(a)(4): If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges shall compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements.

Whereas, The provisions of California Code of Regulations, title 5, §55064 Acceptance of Noncredit Courses was inadvertently left out of the proposed revised associate degree requirements;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to investigate any possible negative impacts to students for the proposed requirement in §55062(a)(4)[54]; and

Resolved, That the Academic Senate for California Community Colleges support the proposed amended language for the Associate Degree Requirements in California Code of Regulations, title 5, §55060-55064[55] provided that provisions for the acceptance of noncredit courses are included.

Contact: Ginni May, Executive Committee

^6.07.01 S23 Amend 6.07 Support Revised Title 5 Associate Degree Requirements

Amend the First Resolved:

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to investigate any possible negative impacts to students for the proposed requirement in §55062(a)(4)[56], <u>and identify possible means or alternatives for offsetting any negative impacts of those proposed requirements; and</u>

Contact: John Freitas, Los Angeles City College

^6.08 S23 In Support of Completing Cycle Two of the Baccalaureate Program Approval Process

Whereas, The Academic Senate for California Community Colleges has supported the creation of appropriate baccalaureate degrees at the community college level[57] after completion of a five-year pilot[58] period plus a first round of baccalaureate degree programs created under AB 927 (Medina, 2021);

Whereas, Many graduates of community college programs are either interested in attaining an applied baccalaureate degree or desire a baccalaureate degree but are unable to participate in

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[54] Ibid.

[55] Proposed revisions to California Code of Regulations, title 5, §§55060–55064: https://docs.google.com/document/d/12tKAs2sC0Xl5tZlXYZIdXfODdc000abu/edit?usp=sharing&ouid=1154927496 93624265068&rtpof=true&sd=true .

[56] Proposed §55062(a)(4): If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges shall compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements.

[57] Resolution 6.06 S21 Support AB 927 (Medina, 2021) As of April 9, 2021: https://www.asccc.org/resolutions/support-ab-927-medina-2021-april-9-2021.

[58] SB 850 (Block, 2014): http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0801-0850/sb_850_bill_20140109_introduced.html.

programs offered at California State University or University of California institutions due to constraints such as distance, cost, or other responsibilities that constrain the ability to physically attend a university;

Whereas, The Academic Senate for California Community Colleges supports cooperation across the intersegmental groups, yet aside from the letter[59] to the California Community College Chancellor's Office and the California Community College Board of Governors from Senator Josh Newman, Chair of the Senate Education Committee and Assemblymember Mike Fong, Chair of Assembly Committee on Higher Education, no evidence has come to light indicating a critical or immediate need to refine the duplication consultation process, criteria, or the current resolution process for disputes that would justify delays in completing the cycle two application process; and

Whereas, The cycle one application process was paused to allow intersegmental collaboration and refinement of the approval process, including resolution process for disputes, resulting in the resubmission of program applications previously submitted but not completed in cycle one and creating a back-log within the system;

Resolved, That the Academic Senate for California Community Colleges support the completion of cycle two baccalaureate degree applications.

Contact: Sharyn Eveland, Taft College

7.0 Consultation with the Chancellor's Office

7.01 S23 Destigmatize Academic Probation Language and Processes

Whereas, Current California Code of Regulations, title 5 §55031 Standards for Probation[60] requires colleges to place students on Academic or Progress Probation if they fall below Grade Point Average (GPA) or successful course completion standards;

Whereas, The term "probation" is a deficit-minded principle that is associated with criminal activity and this term and current practices are perpetuating trauma for students who identify as Black, Indigenous, People of Color (BIPOC) as well as justice-impacted students;[61]

Whereas, Studies such as the Research and Planning Group's *The African American Transfer*

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[59] Joint Letter to CCC Leaders (April 18, 2023): https://asccc.org/sites/default/files/2023-04/Joint%20Letter%20to%20CCC%20Leaders%20%281%29.pdf.

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

[61] "The African American Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students." Brief 1 of 3. (October 2022). https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_Brief1_Fall2022.pdf.

Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students (2022) show that being put on academic probation "presents a significant barrier to making it near the transfer gate for students of all races/ethnicities"[62]; and

Whereas, The Research and Planning Group study also showed that practices like putting students on academic and/or progress probation disproportionally impacted Black students as they found that 41% of Black students were placed on probation versus 24% of white students in California Community Colleges from 2011 and 2016;[63]

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

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

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

7.02 S23   Replace TOP Code with CIP Code

Whereas, The California Community Colleges system has made numerous unsuccessful efforts in the past decade to move the system of identifying programs/courses with the Taxonomy of Programs (TOP) codes to Classification of Instructional Programs (CIP) codes[64];

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

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

Resolved, That the Academic Senate for California Community Colleges work with the California

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[62] Ibid.

[63] Ibid.

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

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

Resolved, That the Academic Senate for California Community Colleges recommend the California Community Colleges Chancellor's Office create a taskforce to finalize the plan of action[65] by fall of 2024 and set a completion date for discontinuing Taxonomy of Programs codes and convert to Classification of Instructional Programs codes.

Contact: Carrie Roberson, Executive Committee, CTE Leadership Committee

^07.02.01 S23 Withdraw 07.02 Replace TOP Code with CIP Code

Motion To Withdraw Resolution 07.02

Contact: Carrie Roberson, Executive Committee

*+7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials

Whereas, The California Community Colleges Chancellor's Office Call to Action states: "Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum"[66] and current Student Equity and Achievement Plans are required to include action plans around Race Consciousness in their development and implementations;

Whereas, The Center for Urban Education report "California Community College Student Equity Plan Review: A Focus on Racial Equity" states, "The process of achieving racial equity relies on the power of practitioner inquiry, reflective practice, as well as institutional responsibility as drivers of change," and "practitioners should view racial inequity as a problem of practice, placing the onus of responsibility for student success with the institution, not the student" and that "race consciousness is critical and essential to this work";[67]

Whereas, In addition to inequities embedded in and operational limitations of some aspects of

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[65] The TOP to CIP Plan of Action created by the initial California Community Colleges Curriculum Committee workgroup that began meeting in 2018: https://docs.google.com/document/d/15mjK89tej0tnz-bmr6dhaBgK8pF02uFqNcT_sYWrGVw/edit?usp=sharing.

[66] California Community Colleges June 2020 Call to Action letter: https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family.

[67] Chase, M., Felix, E., and Bensimon, E. (September 2020). "California Community College Student Equity Plan Review: A Focus on Racial Equity." Center for Urban Education, Rossier School of Education, University of Southern California. https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/161161439701 4/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf.

Canvas, current faculty online teaching training materials adopted by many California Community Colleges contain outdated texts and deficit language regarding students and their success that do not align with anti-racist practices[68]; and

Whereas, rubrics and tools have been created to scrutinize teaching materials faculty produce, such as the Peralta Online Equity Rubric[69]–"a research-based course (re)design evaluation instrument to help teachers make online course experiences more equitable for all students"– the California Community Colleges DEI In Curriculum: Model Principles and Practices tool[70] and the Academic Senate For California Community Colleges OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Audit Framework[71] for faculty to review their own curriculum;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) collaborate with the California Community Colleges Chancellor's Office to conduct and publish a review of all state contracted and required faculty training materials, in order to meet the urgency of promoting anti-racism through institutional inquiry as outlined in the California Community Colleges Chancellor's Office Call to Action,[72] the Center for Urban Education report *California Community College Student Equity Plan Review: A Focus on Racial Equity*[73] and the ASCCC adopted paper "Equity Driven Systems: Student Equity and Achievement in the California Community Colleges";[74]

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to provide recommendations that model the use, impact, and improvements in faculty training materials as a result of a review of the state contracted online faculty training materials; and

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[68] Examples in the online training materials include phrases that assume and problematize students as unprepared for online coursework and center on instructors' comfort over student-centered practices, promoting the instructor as the "one solution" who gives *kindness* in a transactional mindset rather than as a co-learning and facilitator with an equity-mindset who acknowledges the inequities and systemic barriers students face.

[69] Peralta Community College District Online Rubric: https://www.peralta.edu/distance-education/online-equity-rubric.

[70] DEI in Curriculum Principles and Practices: https://www.Academic Senate for California Community Colleges.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf.

[71] OERI IDEA Audit framework: https://Academic Senate for California Community Colleges-oeri.org/wp-content/uploads/2022/03/Inclusion-Diversity-Equity-and-Anti-Racism-IDEA-3-7-22-V1A-PDF-for-E.pdf.

[72] California Community Colleges June 2020 Call to Action letter: https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family.

[73] Chase, M., Felix, E., and Bensimon, E. (September 2020). "California Community College Student Equity Plan Review: A Focus on Racial Equity." Center for Urban Education, Rossier School of Education, University of Southern California. https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf.

[74] "Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges." (2019). Academic Senate for California Community Colleges. https://Academic Senate for California Community Colleges.org/sites/default/files/Equity%20Driven%20Systems%20Paper%20-%20for%20Area%20Meetings%20Oct%202019.pdf.

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office (CCCCO) work together to facilitate anti-racist, inclusive, and transparent methods for Black, Indigenous, people of color constituents to lead and be included in the review of online faculty training contracted by the CCCCO.

Contact: Mitra Sapienza, City College of San Francisco, Area B

*+7.04 S23 Defining Success for Part-Time Students

Whereas, Despite over a decade of policies by the state of California that have implemented strategies and employed metrics applicable to encouraging the success of full-time students, most students continue to attend part-time (over 65% of California community college students in fall 2022 were part-time students, i.e., students who attempted less than 12 units)[75] and, undoubtedly, many do so for a diversity of life choices, including, but not limited to, the following:

- To be able to spend more time with family
- To continue a successful career trajectory
- To earn household income beyond what a normal student budget provides
- To take the one class, or few classes, needed for career development/promotion
- To only seek remediation for skill development for academic or career goals
- To minimize the stress from the student workload while managing stresses from their own health or learning diversity;

Whereas, In light of the diversity of reasons why students attend part-time, part-time students deserve pathways that incorporate a comprehensive set of strategies to support their success as well as new metrics that are not time-bound and not limited simply to the standard completion metrics;

Whereas, The California Community Colleges does not currently have pathways for part-time students that define success based on the ability of students to meet both their academic goals and the diversity of life choices that explain their part-time status; and

Whereas, The Academic Senate for California Community Colleges has historically recognized a diversity of student needs, whether full-time or part-time students;[76]

Resolved, That the Academic Senate for California Community Colleges works with the

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[75] California Community Colleges Chancellor's Office. *Management Information Systems Datamart.* "Full-time/Part-time (Unit Load) Status Summary Report." Retrieved March 27, 2023, from https://datamart.cccco.edu/Students/Unit_Load_Status.aspx.
[76] Resolution F11 07.02 Community Access and Student Achievement in California Community Colleges: https://Academic Senate for California Community Colleges.org/resolutions/community-access-and-student-achievement-california-community-colleges; Resolution F92 13.01 Student Services: https://Academic Senate for California Community Colleges.org/resolutions/student-services; and Resolution F92 13.02 Financial Aid: https://Academic Senate for California Community Colleges.org/resolutions/financial-aid.

California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors to develop a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is based on a holistic definition of student success that incorporates progress towards academic goals and toward life choices that explain their part-time status; and

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urges the state legislature to adopt measures to support a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is based on a holistic definition of student success that incorporates progress towards academic goals and toward life choices that explain their part-time status.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

^7.04.01 S23 Amend 7.04 Defining Success for Part-Time Students

Amend Third Whereas

Whereas, The California Community Colleges does not currently have pathways for part-time students that define success based on the ability of students to meet both their academic goals and the diversity of situations of life ~~choices~~ **situations** that ~~explain~~ **require** their part-time status; and

Amend First Resolved

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors to develop a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is based on a holistic definition of student success that incorporates progress towards academic goals ~~and toward life choices that explain their part-time status~~ **of a dynamic student body needing part-time educational opportunities**; and

Amend Second Resolved

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urges the state legislature to adopt measures to support a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is a based on a holistic definition of student success that incorporates progress towards academic goals ~~and toward life choices that explain their part-time status~~ **of a dynamic student body needing part-time educational opportunities**; and

Contact: Mitra Sapienza, City College of San Francisco

*#7.05 S23 Review of Credit for Prior Learning Regulations

Whereas, The most recent amendment to California Code of Regulations (CRC), title 5, §55050[77] Credit for Prior Learning became effective March 21, 2020, and includes allowances for multiple methods of awarding credit for prior learning, including "credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, and standardized exams," and further required that each district certify to the California Community Colleges Chancellor's Office by December 31, 2020 that the policies required pursuant to CRC, title 5, §55050 were adopted and implemented;

Whereas, Subsequent to the amendment to California Code of Regulations, title 5, §55050 taking effect on March 21, 2020, the California State University Chancellor's Office has twice revised its Executive Order 1036 Credit for Prior Learning Policy (October 7, 2021 and March 4, 2023)[78];

Whereas, While there is considerable overlap between the requirements for granting college credit using credit for prior learning (CPL) between what the California State University allows in Executive Order 1036 and what the California Community Colleges allow in California Code of Regulations, title 5, §55050, any differences between the two segments on how college credit is granted for CPL could cause unintended consequences for students; and

Whereas, Consistency of credit for prior learning (CPL) requirements between the California State University and California Community Colleges will be of benefit to students who seek to both earn community college credit through CPL and transfer to the California State University, and discerning the differences between the CPL requirements of the two segments requires careful review;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office and appropriate system partners to review California Code of Regulations, title 5, §55050 Credit for Prior Learning, in comparison with California State University Chancellor's Office Executive Order 1036 Credit for Prior Learning Policies, to identify any differences between the credit for prior learning requirements of the two segments and, if necessary, propose amendments to California Code of Regulations, title 5, §55050, and present its findings by the 2024 Spring Plenary Session.

Contact: John Freitas, Los Angeles City College

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[77] Title 5 section §55050 is found at
https://govt.westlaw.com/calregs/Document/I629435824C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).
[78] CSUCO EO 1036 is found at https://calstate.policystat.com/policy/13085511/latest/

#7.06 S23 Promoting the Mission and Vision of the California Community Colleges Amidst Changes to California Education Code

Whereas, California Education Code §66010.4[79] notes that "The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students," and "A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement;"

Whereas, AB 2973 (Committee on Higher Education, 2022),[80] an omnibus bill, revised California Education Code (EDC) §66010.4, eliminating the provision of "remedial instruction for those in need of it" and replacing it with "instruction and additional learning supports to close learning gaps for those in need of it" and changed the terms "remedial" to "pretransfer" and "basic skills" to "foundational skills," throughout other sections of EDC, fundamentally revising the mission of the California Community Colleges, reducing access to college preparatory coursework;

Whereas, The Academic Senate for the California Community Colleges passed "Reaffirming the Mission and Vision of the California Community Colleges"[81] in the 2022 Fall Plenary Session with the intent of expanding access to all students, including those most vulnerable in our society and those that may benefit from remedial (or pretransfer) college preparatory education in order to support their academic trajectory, under the auspices of a previously unrevised California Education Code §66010.4; and

Whereas, The Academic Senate for the California Community Colleges appreciates reform that attempts to meet the needs of students by increasing access to all coursework, while cognizant that the unintended consequences of enacting changes to California Education Code can adversely affect the robust student population of the system;

Resolved, That the Academic Senate for the California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to reembrace the consultative process, particularly as it relates to consideration of proposed legislation that amends the mission and vision of the California Community Colleges; and

Resolved, That the Academic Senate for the California Community Colleges reaffirm a commitment to and work with the California Community Colleges Chancellor's Office and system partners to commit to placing students' goals first, including those that directly benefit from remedial (or pretransfer) college preparatory instruction.

Contact: Raul Madrid Jr., Mt. San Antonio College

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[79] California Education Code §66010.4:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66010.4.&lawCode=EDC.
[80] AB 2973 (Committee on Higher Education, 2022):
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB2973.
[81] Resolution 07.14 F22 Reaffirming the Mission and Vision of the California Community Colleges:
https://www.asccc.org/resolutions/reaffirming-mission-and-vision-california-community-colleges.

*#7.07 S23 Revisit Baccalaureate Degree Upper Division General Education and Minimum Qualifiactions Requirements

Whereas, SB 850 (Block, 2014) initiated the California Community College Baccalaureate Degree Pilot Program, and AB 927 (Medina, 2021) made pilot programs permanent and expanded opportunities for colleges to implement baccalaureate degree programs;

Whereas, Initial upper division faculty minimum qualifications and baccalaureate degree general education requirements, developed through stakeholder collaboration based on University of California and California State University philosophies for upper division education and adopted by the Board of Governors in the 2016 *Baccalaureate Degree Pilot Program Handbook* upon the recommendation of the Academic Senate for California Community Colleges, were revised to comply with requirements of the Accrediting Commission for Community and Junior Colleges; and

Whereas, Accrediting Commission for Community and Junior Colleges has vetted and will soon adopt new standards which shift from prescription of requirements to encouraging and supporting innovation in all aspects of community college operations;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system practitioners to develop a philosophy statement for upper division general education specific to the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system practitioners to revisit current baccalaureate degree upper division general education requirements; and

Resolved, That the Academic Senate for California Community Colleges recommend implementation of the faculty minimum qualifications for baccalaureate degree upper division instruction first adopted with Resolution F15 10.01 Minimum Qualifications for Instruction of Upper Division Courses at the California Community Colleges and included in the 2016 *Baccalaureate Degree Pilot Program Handbook*.

Contact: Cheryl Aschenbach, Executive Committee

#7.08 S23 Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement

Whereas, The California Community Colleges Ethnic Studies graduation requirement, codified in California Code of Regulations, title 5, section §55063 Minimum Requirements for the Associate Degree[82] upon action of the Board of Governors (BOG) in 2021, and per BOG President Pamela Hayes' comments that ethnic studies serves as a means to help "break down barriers to equity" by placing "diversity, equity, and inclusion…and anti-racism at the heart of our work"[83]; this requires experts within the four autonomous disciplines of ethnic studies: African American Studies, Chicana/o/x Latina/o/x Studies, Asian American Studies, or Native American Studies to teach ethnic studies courses;

Whereas, Courses offered from the four autonomous ethnic studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses and frameworks that teach all students about these histories, expressions, and their contributions to the diverse cultures that make up California and the U.S.; ethnic studies disciplines engage students in a critical analysis of these cultures and their relationship to the society at large in order to understand and address how systems and structures of racism, classism, etc. impact all populations within the U.S.; and

Whereas, Section e, (3) of §55063 Minimum Requirements for the Associate Degree states: "Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines," which has been misinterpreted to allow for ethnic studies courses to be taught by non-ethnic studies scholars and for non-ethnic studies disciplines to misrepresent courses as authentic ethnic studies course; if unchanged, students may wind up getting credit for the ethnic studies requirement without ever completing an authentic ethnic studies course;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, through existing processes, to recommend that the Ethnic Studies graduation requirement for California Community College associate degrees established in California Code of Regulations, title 5 §55063 be amended as follows: "(3) Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course from one of the four autonomous ethnic studies disciplines: Asian American Studies, American Indian/Native American Studies, Black Studies/African American or Africana Studies, and/or Chicana/o/x Latina/o/x Studies."[84]

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[82] California Education Code, title 5,section 55063 Minimum Requirements for the Associate Degree: https://govt.westlaw.com/calregs/Document/I43B642004E0E11EDA19AD993669B28BD?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default

[83] California Community College Ethnic Studies Requirement Frequently Asked Questions 2 September 2022 available through the Vision Resource Center.

[84] Replacement of the following paragraph number (3) of title 5 §55063, under the header (e) Additional

Contact: Thekima Mayasa, San Diego Mesa College

#7.09 S23 AB 1705 Data Validation and Transfer-Level Prerequisites

Whereas, AB 1705 (Irwin, 2022)85 goes beyond ensuring that students who have successfully completed pre-requisite coursework not be required to repeat that work and requires that all students be allowed to bypass transfer-level pre-requisite courses for calculus beginning July 1, 2024 (for business calculus) and July 1, 2025 (for STEM calculus) unless the colleges are able to validate these pre-requisites using a metric that has not yet been determined as of April, 2023;

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

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

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

Resolved, That the Academic Senate for California Community Colleges seek an amendment to California Education Code that would extend the timeline for the AB 1705 (Irwin, 2022) data validation by at least two years;

Resolved, That the Academic Senate for California Community Colleges seek an amendment to California Education Code that would remove the language that says that colleges that fail to justify their transfer-level prerequisite courses may not recommend those courses to students and shall notify students that the prerequisite, "does not improve their chances of completing calculus for their STEM program";

Requirements: Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.

[85] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that discipline faculty are involved in the process of identifying sensible data and metrics for pre-requisite validation and to encourage that any data validation include a review of the current placement standards employed by the California State University and University of California system so that, should the data show that modifications are needed in the current placement system, these modifications not be so sweeping as to put the community colleges out of alignment with these transfer institutions; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop examples, models, and professional development of counseling practices that would, while working within the mandates of AB 1705 (Irwin, 2022), allow colleges to empower all students to self-advocate in making decisions regarding course selection and enrollment that are best for their educational goals.

Contact: Heidi Ochoa, Saddleback College

9.0 Curriculum

#9.01 S23 Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines

Whereas, At the Academic Senate for California Colleges in Fall 2020 approved Resolution F20 9.03 Ethnic Studies Graduation Requirement[86] and Resolution F20 9.04 Clarify and Strengthen the Ethnic Studies General Education Requirement and in July 2021 the Board of Governors Approved the ethnic studies requirement in that "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";

Whereas, The California Community College Chancellor Office's June 9, 2022 FAQs on Ethnic Studies provide guidance and clarification in the Ethnic Studies Requirement that was supported by the Board of Governors, "Per Board of Governors (BOG) President Pamela Haynes, the BOG voted on the ethnic studies requirement as a means to help 'break down barriers to equity' by placing "diversity, equity, and inclusion…and anti-racism at the heart of our work." This requires true experts in African American studies, Chicana/o/x Latina/o/x Studies, Asian American studies, or Native American studies to teach ethnic studies course core competencies"; and

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[86] Resolution F20 09.03 Ethnic Studies Graduation Requirement: https://www.asccc.org/resolutions/ethnic-studies-graduation-requirement.

Whereas, Section e, (3) of § 55063 Minimum Requirements for the Associate Degree states "Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines"; and

Whereas, The Academic Senate for California Community Colleges' February 2022 Rostrum article spells out the importance of hiring faculty as prescribed in the 2022 Minimum Qualifications Handbook87 and clearly states "Some disciplines at colleges faced with a scarcity of faculty have attempted the single course equivalency solution. Although reasons for desiring to circumvent the regulations may stem from understandable difficulties, such problems are no excuse for hiring someone who is not qualified to teach in the discipline. Individuals hired as faculty members, both full-time and part-time, are expected to have the expertise to teach the range of courses in the disciplines for which they were hired;"

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to appropriately assign ethnic studies courses offered "in or on behalf of other disciplines" only to the ethnic studies discipline and/or the appropriate autonomous core discipline of ethnic studies and consistent with the 2022 Minimum Qualifications Handbook88 which states that courses should be taught by discipline faculty, and in the case of ethnic studies, faculty from the four core disciplines of Ethnic Studies; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senate equivalency committees to review equivalency applications with an eye towards ensuring an applicant's academic training is equivalent to at least a Master's degree in the discipline to which a course is assigned.

Contact: Tamara Cheshire, Folsom Lake College, Area A

^9.01.01 Amend 9.01 Assigning Ethnic Studies Courses to Faculty Meeting Ethnic Studies Minimum Qualifications

Amend First Resolved

Resolved that the Academic Senate for California Community Colleges urge local Senates and Curriculum Committees to appropriately assign Ethnic Studies courses offered "in or on behalf of other disciplines" ~~only to the ethnic studies discipline and/or the appropriate autonomous core discipline of ethnic studies and consistent with the 2022 Minimum Qualifications Handbook 4 which states that courses should be taught by discipline faculty, and in the case of ethnic studies, faculty from the four core disciplines of Ethnic Studies; and~~ <u>to Ethnic Studies,</u>

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87 *Minimum Qualifications Handbook* (2022). https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2022-report-min-qualifications-a11y.pdf?la=en&hash=C250C473024B24162799C9E64C787EF7E50DC5C6. pp. 7, 27, 30, 38, 45 & 2 p. 26
88 Ibid.

Contact: Tamara Cheshire, Folsom Lake College

10.0 Disciplines List

*10.01 S23 Disciplines List–Ethnic Studies

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

> Master's in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies
>
> OR
>
> Master's in Ethnic Studies
>
> OR the equivalent;

and

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

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

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

+10.02 S23 Clarify Local Control Regarding the Application of the Disciplines List

Whereas, The document *Minimum Qualifications for Faculty and Administrators in California Community Colleges*[89], commonly referred to as the Disciplines List, establishes the specific degrees that qualify faculty to teach in the California Community Colleges system;

Whereas, At many California community colleges, degree titles that contain minor variations in wording from those included in the Disciplines List—such as "theater" rather than "theater arts," "counseling and guidance" rather than "guidance counseling," and "accounting" rather

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[89] *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, 16th ed.: https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2021-report-min-qualifications-a11y.pdf?la=en&hash=AB424D9D2AEDEEBE2A54757BF58ABFC2B852A2F9.

than "accountancy"—are rejected in terms of meeting minimum qualifications even though the degrees are in fact of the same educational content and within the same discipline as those indicated in the Disciplines List;

Whereas, While California community colleges may declare the holders of these degrees with minor title variations to be eligible to teach through equivalency processes, such processes take time and should not be necessarily based on minor technicalities rather than educational content; and

Whereas, Although colleges have the right to determine that degrees with minor language variations from those listed in the Disciplines List do indeed indicate the degrees listed in the Disciplines List and thus do not require the applicants to go through equivalency, some local human resources offices are very conservative regarding such decisions and refuse to allow any variation from the exact wording included in the Disciplines List;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with discipline faculty and their colleges to create their own expanded degree title lists to pre-approve degrees with minor language variations in their titles from those in the Disciplines List but that are in fact indicating the same degree with the same educational content from within the same discipline; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the Association of Chief Human Resources Officers to advise local human resources offices that colleges have the flexibility to determine that minor differences in wording within a discipline may represent the same degree and thus the degree holder may meet the minimum qualifications even when the precise language of the degree title does not exactly match listed degrees.

Contact: Gabriela Segade, Contra Costa College, Area B

12.0 Faculty Development

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

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

Whereas, the Online Network of Educators (@ONE) team of educators provides such innovative pedagogical and technical training that they are routinely called upon as experts in distance education pedagogy, setting the highest standard for the systematic delivery of professional development for online teaching, their catalog of courses and their delivery are instrumental in the delivery of distance education that many colleges have built their entire professional development plans around @ONE's continued offerings, and that @ONE's focus on equitable

and culturally responsive distance education practices have supported individual faculty members and colleges to supplement local efforts, especially for smaller colleges that may not have the resources for full-time instructional designers;

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

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

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

Contact: Amber Gillis, Executive Committee, Online Education Committee

+12.01.01 S23 Amend 12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)

Amend the Title:
Assert the Value of the Work Done by the Online Network of Educators (@ONE) and Support Local Senate Reliance on Training Resources

Add a Second Resolved:
Resolved, That the Academic Senate for California Community Colleges urges the California Community College Chancellor's Office to include consideration of the need for and local reliance on pedagogical and technical training, including on equity and culturally responsive distance education practices, when evaluating service providers associated with faculty professional development, including for distance education.

Contact: Sharyn Eveland, Taft College, Area A

13.0 General Concerns

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

Whereas, Resolution F22 17.05, "Adopt Student Senate for California Community Colleges Low-Cost Recommendation"[90] encourages local academic senates to adopt $30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for reporting purposes and designation in the class schedule;

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

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

Whereas, The Academic Senate for California Community Colleges has encouraged colleges to implement a mechanism for identifying course sections that employ low-cost course materials and recognizes that although reducing costs to zero may not be immediately possible, efforts to substantially decrease the costs of course materials should be recognized[91];

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

Contact: Michelle Pilati, Open Educational Resources Initiative

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

Whereas, In fall 2018, the Academic Senate for California Community Colleges adopted Resolution 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning,[92] which recognized the significant environmental changes that California community colleges find themselves operating in; and

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[90] Resolution F22 17.05 Adopt Student Senate for California Community Colleges Low-Cost Recommendations: https://asccc.org/resolutions/adopt-student-senate-california-community-colleges-low-cost-recommendation.
[91] Resolution F20 09.01 Recommendations for the Implementation of Zero Textbook Cost (ZTC) Designation in Course Schedules: https://asccc.org/resolutions/recommendations-implementation-zero-textbook-cost-ztc-designation-course-schedules.
[92] Resolution F18 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning: https://www.asccc.org/resolutions/guided-pathways-strategic-enrollment-management-and-program-planning.

Whereas, Faculty leaders, in 1999 and 2009, contributed their expertise on 10 + 1 academic and professional matters as they relate to enrollment management that subsequently resulted in the crafting of a paper titled the "Role of Academic Senates in Enrollment Management"[93] and a paper titled "Enrollment Management Revisited"[94]

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled "Enrollment Management Revisited Again: Post Pandemic"[95] and disseminate the paper to local academic senates upon its adoption.

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

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

Whereas, In spring 2022, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments,[96] which recognized the need to update the existing ASCCC position paper entitled, "Ensuring Effective Online Programs: A Faculty Perspective" to include current and clarifying information regarding accessibility in online learning environments related to sections 504[97] and 508[98] of the Rehabilitation Act, as well as faculty responsibility in providing these accessible learning environments for students;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled "Effective and Equitable Online Education: A Faculty Perspective"[99] and disseminate the paper to local academic senates upon its adoption.

Contact: Amber Gillis, Executive Committee, Online Education Committee

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[93] "Role of Academic Senates in Enrollment Management." (1999). Academic Senate for California Community Colleges. https://www.asccc.org/papers/role-academic-senates-enrollment-management.
[94] "Enrollment Management Revisited." (2009). Academic Senate for California Community Colleges. https://www.asccc.org/papers/enrollment-management-revisited.
[95] "Enrollment Management Revisited Again: Post Pandemic." (2023). Academic Senate for California Community Colleges. https://www.asccc.org/sites/default/files/2023-03/Enrollment%20Management%20Revisited%20Again%20-%203.17.23.pdf.
[96] Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments: https://asccc.org/resolutions/faculty-responsibility-equitable-accessible-learning-environments.
[97] "Protecting Students With Disabilities." (10 January 2020). US Department of Education. https://www2.ed.gov/about/offices/list/ocr/504faq.html.
[98] "Section 508 Compliance" (2023). Level Access. https://www.levelaccess.com/accessibility-regulations/section-508-rehabilitation-act/.
[99] "Effective and Equitable Online Education: A Faculty Perspective." (2023). Academic Senate for California Community Colleges. https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education_Final_03_16_2023.pdf.

13.04 S23 Define Academic Freedom in Title 5

Whereas, In July 2021, the California State Senate passed Senate Resolution 45 (Min, 2021)[100] "recogniz[ing] the lack of consistent academic freedom policies across the state, [and] declar[ing] that academic freedom is essential for teaching and learning in California's community colleges"[101]; and

Whereas, California Code of Regulations, title 5 §51023 mandates "the governing board of a community college district to adopt a policy statement on academic freedom and make the policy statement available to the faculty,"[102] yet there remains no statutory or regulatory language that defines academic freedom, which has left California community colleges operating with "inconsistent" and "insufficient" policies related to academic freedom[103];

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations, title 5 §51023 to include a definition for academic freedom needed by California community colleges to establish a standard for their curriculum and classrooms.[104]

Contact: Juan Arzola, Executive Committee, Educational Policies Committee

^+13.04.01 S23 Amend 13.04 Define Academic Freedom in Title 5

Add a Third Whereas:

Whereas, Since 1940, the American Association of University Professors, (AAUP) in their Statement of Principles of Academic Freedom and Tenure[105] defined academic freedom, which continues to serve as the current standard definition that most educators refer to for guidance and direction, yet, the context and demographics of higher education has changed significantly over the last 80 years since the AAUP definition was crafted, showing a need for an updated definition of academic freedom;

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[100] SR 45 (Min, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SR45
[101] "Executive Summary." SR 45 (Min). March 16, 2022:
https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.
[102] California Code of Regulations, title 5 §51023: https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-2-community-college-standards/subchapter-1-minimum-conditions/section-51023-faculty.
[103] Senate Resolution 45 (Min). March 16, 2022:
https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.
[104] Ibid.
[105] "1940 Statement of Principles of Academic Freedom and Tenure." American Association of University Professors. https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure.

Add a Second Resolved:

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office consider the AAUP's definition[106] as a starting point for an updated definition for academic freedom that takes into consideration the current context of higher education and in support of the equity driven mission of the California Community Colleges.

Contact: Sharyn Eveland, Taft College, Area A

^13.04.02 S23 Withdraw 13.04.01 Define Academic Freedom in Title 5

Motion To Withdraw Resolution 13.04.01

Contact: Sharyn Eveland, Taft College

^13.04.03 S23 Withdraw 13.04.02 Define Academic Freedom in Title 5

Motion To Withdraw Resolution 13.04.02

Contact: Chris Cruz-Boone, Bakersfield College

^13.04.04 S23 Amend 13.04 Define Academic Freedom in Title 5

Add a Third Whereas

Whereas, Finkin and Post (2009) remind us educators that "academic freedom consists of the freedom to pursue the scholarly profession according to the standards of that profession"[107] and our professional ethics and responsibilities prohibit educators from weaponizing our right to academic freedom to create educational and/or work environments hostile to protected classes and/or diversity, equity, inclusion, accessibility and anti-racism work (DEIAA).

Add a Fourth Whereas

Whereas, Joan W. Scott defines expertise as "the production of knowledge informed by disciplined research, [and] science in the public interest" and "the century-old notion of academic freedom insists on the expertise of scholars and the importance of expertise for advancing 'the common good'"[108] academic freedom is necessary for public educators to successfully guide students to become publicly engaged citizens, critical thinkers, and future employees.

Amend First Resolved

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations, title 5 §51023 to include a definition for academic freedom <u>and an explanation of the associated</u>

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[106] Ibid.

[107] Post, R. C., Finkin, M. W. (2009). *For the Common Good: Principles of American Academic Freedom*. Ukraine: Yale University Press.

[108] Scott, J. W. (2019). *Knowledge, Power, and Academic Freedom*. Columbia University Press. https://doi.org/10.7312/scot19046

responsibilities and professional ethics needed by California community colleges to establish a standard for their curriculum and classrooms.

Contact: Chris Cruz-Boone, Bakersfield College

^13.04.05 S23 Amend 13.04 Define Academic Freedom in Title 5

Add a Third Whereas

Whereas, Since 1940, the American Association of University Professors, (AAUP) in their Statement of Principles of Academic Freedom and Tenure defined academic freedom, which continues to serve as the standard definition that most educators refer to for guidance and direction, yet, the context and demographics of higher education has changed significantly as Finkin and Post (2009) remind us that, "academic freedom consists of the freedom to pursue the scholarly profession according to the standards of that profession"[5]. Our professional ethics and responsibilities prohibit educators from weaponizing our right to academic freedom to create educational and/or work environments hostile to protected classes and/or diversity, equity, inclusion, accessibility and anti-racism work (DEIAA), and the need for a shared definition is evident.

Add a Fourth Whereas

Whereas, Joan W. Scott defines expertise as "the production of knowledge informed by disciplined research, [and] science in the public interest" and "the century-old notion of academic freedom insists on the expertise of scholars and the importance of expertise for advancing 'the common good'"[6] academic freedom is necessary for public educators to successfully guide students to become publicly engaged citizens, critical thinkers, and future employees.

Amend First Resolved

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations, title 5 §51023 to include a definition for academic freedom and an explanation of the associated responsibilities and professional ethics needed by California community colleges to establish a standard for their curriculum and classrooms.[7]

Add Second Resolved

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office consider AAUP's definition as a starting point for an updated definition for academic freedom that takes into consideration the current context of higher education and support of equity driven mission of the California Community Colleges.

Contact: Chris Cruz-Boone, Bakersfield College

*+13.05 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation

Whereas, The Academic Senate California Community Colleges recognizes the struggles of all higher education faculty across the country are the struggles of those in California and recognizes the immense value of general education, majors, and minors in and related to the fields of Inclusion, Diversity, Equity, and Accessibility (IDEA), and Critical Race Theory;

Whereas, Academic freedom is defined by the American Association of University Professors , as "indispensable requisite for unfettered teaching and research in institutions of higher education," and that "institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition"[109];

Whereas, The definition of academic freedom, as defined by the American Association of University Professors conveys the importance of academic freedom in relation to free speech and the Academic Senate for California Community Colleges has previously expressed the importance of academic freedom through resolutions and in academic senate position papers such as "Protecting the Future of Academic Freedom During a Time of Significant Change", recognizing that individuals with academic and andragogical expertise should have final say and purview over academic offerings, while still being open to ideas and theories supported by facts and reasoning that are non-traditional or outside the mainstream; and

Whereas, Multiple states, counties, cities, and school boards have passed or are debating the passing of legislation to limit academic freedom within primary, secondary, and higher education, specifically targeted at Critical Race Theory and racial and social justice, and where those efforts are not just attempts to remove Critical Race Theory from curriculum, rather they are attempts to remove inclusion, diversity, equity, and accessibility from our educational system, and these efforts are deeply problematic, could stifle a full exploration of the role of race and racism in the history of the United States, and could erase some people from the same classroom in which they have the right to be participants as educators and students;

Resolved, That the Academic Senate for California Community Colleges condemns political agents and opposes any legislation or codification of documents that undermines academic freedom, limits free speech, and/or seeks to curtail academic self-direction and to censor academic offerings, the historical record, and academic research;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) calls on past and present leaders of the ASCCC, the California Community College Chancellor's Office, local senates of the California community colleges (CCC) and CCC faculty to reject all attempts by external groups to restrict or dictate college curriculum on any matter, including but not limited

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[109] "1940 Statement of Principles of Academic Freedom and Tenure." American Association of University Professors. https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure; https://www.aaup.org/sites/default/files/AAUP_academic_freedom.pdf.

to, matters related to inclusion, diversity, equity, and accessibility, and racial and social justice and to stand in solidarity with those groups across the nation seeking to bolster academic freedoms, such as the Academic Freedom Alliance, the American Library Association, the American Federation of Teachers, and the American Association of University Professors;

Resolved, That the Academic Senate for California Community Colleges task its workgroups to research the best practices to bolster academic freedom in higher education through legal, academic, and other mechanisms, with the goal of developing a toolkit to effectively oppose efforts that seek to gut academic freedom, such as Florida's House Bill 999: Public Postsecondary Educational Institutions;[110] and

Resolved, That the Academic Senate for California Community Colleges stands with our colleagues in higher education and K-12 throughout the state and country who may be affected by similarly harmful legislation.

Contact: Pablo Martin, San Diego Miramar College, Area D

^13.05.01 Amend 13.05 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation

Amend First Resolved:

Resolved, That the Academic Senate for California Community Colleges condemns political agents who attempt to undermine academic freedom, and opposes any legislation or codification of documents that undermines academic freedom, limits free speech, and/or seeks to curtail academic self-direction and to censor academic offerings, the historical record, and academic research;

Contact: John Crocciti, San Diego Mesa College

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[110] Florida's CS/HB 999: Postsecondary Educational Institutions: https://www.flsenate.gov/Session/Bill/2023/999. The following cites some of the Florida bill to provide some context and perspective: HB 999 specifically bans state colleges and universities from financially supporting any programs or campus activities that "espouse Diversity, Equity, or Inclusion (DEI), or Critical Race Theory (CRT) rhetoric" – even though the bill does not define CRT rhetoric. Postsecondary Educational Institutions: Revises powers & duties of BOG; revises academic & research excellence standards for preeminent state research universities; provides requirements for hiring university faculty; provides requirements for employment, promotion, & evaluation processes for state university employees; authorizes state university boards of trustees to review tenure status of faculty members; requires such boards to confirm selection & reappointment of specified personnel; requires state university presidents to annually present specified information to such boards; creates Institute for Risk Management & Insurance Education within College of Business at UCF; revises requirements for general education core courses. Effective Date: July 1, 2023.

+13.06 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom

Whereas, California Code of Regulations, title 5 §41301[111] and the California Community Colleges Chancellor's Office Legal Opinions 07-12[112] and 95-31[113] promote academic integrity and aim to stymie academic dishonesty by outlining academic and professional ethics and disciplinary actions;

Whereas, Advancements in artificial intelligence (AI) have progressed rapidly, with generative technologies such as OpenAI's ChatGPT, AI-powered Bing, and Google's Bard, among other AI technologies, have created powerful tools whereby students and faculty may generate powerful responses to queries that are not a product of the individual's own effort, and could lead to potential questions and ethical dilemmas related to academic integrity; and

Whereas, Generative artificial intelligence is a new technology that could disrupt higher education should it go unregulated;

Resolved, That the Academic Senate for the California Community Colleges prioritize the development of resources addressing artificial intelligence and its implications on education and academic integrity, develop a framework for local colleges to use in developing academic and professional policies, and present these resources to the delegates no later than the 2024 Spring Plenary Session or as soon as feasible.

Contact: Raul Madrid, Jr., Mt. San Antonio College, Area C

#13.07 S23 Establishing Low-Cost Textbook Parameters

Whereas, Resolution F17 13.01, "Recognition of Course Sections with Low-Cost Course Material Options," established that the Academic Senate for California Community Colleges encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials and supports efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students;

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[111] California Code of Regulations, title 5 §41301: https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-4-student-affairs/article-2-student-conduct/section-41301-standards-for-student-conduct.

[112] California Community Colleges Chancellor's Office Legal Opinion 07-12: https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/2007-12-opinion-assigning-incomplete-or-failing-grade-for-a-cheating-student-a11y.pdf?la=en&hash=733C05A93549EAC60AA41378BB39BA2BC11A8B6F.

[113] California Community Colleges Chancellor's Office Legal Opinion 95-31: https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/bcedu/s3fs-public/26960-Plagiarism-Grade-to-Fail.pdf.

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

Whereas, XB12, Instructional-Material-Cost section level data element, was added to the California Community Colleges Management Information System Data Element Dictionary for implementation in summer 2022 and requires colleges to code course sections that have "low instructional material costs (as defined locally)"[114]; and

Whereas, Local academic senates have sought guidance regarding what parameters should be used to determine the cost used when deciding whether a given course section is below the locally established low-cost threshold;

Resolved, That the Academic Senate for California Colleges recommend that local low-cost course material definitions specify that the price point be based on the costs of textbooks and supplemental materials—e.g., homework systems—at or through the college bookstore that are available to all students; and

Resolved, That the Academic Senate for California Colleges recommend that local low-cost course material definitions specify that the price point be based on the costs of textbooks and supplemental materials that students will own or have access to permanently.

Contact: Michelle Pilati, Rio Hondo

#13.08 S23 Asserting Faculty Primacy with Respect to Establishing Low-Cost Definitions and Instructional Materials Cost-Reduction Goals

Whereas, Determining course instruction materials is part of the academic and professional matters under the 10+1 and faculty have a responsibility to take into consideration the cost associated with those instructional materials;

Whereas, The California Community Colleges have been increasingly subjected to mandates that were initially introduced as optional in areas that are clearly the purview of academic senates, including the creation of Associate Degrees for Transfer, the submission of courses to the Course Identification Numbering System (C-ID), the removal of many math and English prerequisites, implementation of Guided Pathways, and approaches to maximizing the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt; and

Whereas, The charge of the Equitable Student Experience: Burden-Free Instructional Materials Task Force—initially referred to as a ZTC Taskforce—is to evaluate the existing infrastructure in place that guides instructional material choices and provide recommendations to structural

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[114] California Community Colleges Management Information System Data Element Dictionary: https://webdata.cccco.edu/ded/xb/xb12.pdf

changes that will facilitate the creation of sustainable solutions that reduce textbook costs for students in the long term[115];

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to assert academic senate primacy in addressing course instructional material costs issues, including all aspects of local low-cost definitions and any goal-setting related to instructional materials costs or the offering of zero textbook cost and low textbook cost sections.

Contact: Julie Bruno, Sierra College

^13.08.01 S23 Amend 13.09 Asserting Faculty Primacy with Respect to Establishing Low-Cost Definitions and Instructional Materials Cost-Reduction Goals

Amend first Resolved

Whereas, ~~determining~~ Selecting course instructional materials is part of the academic and professional matters under the 10+1 and faculty have a responsibility to take into consideration the cost associated with those instructional materials[116];

Contact: Michelle Pilati, Rio Hondo College

15.0 Intersegmental Issues

#15.01 S23 Urging the Inclusion of Logic Courses in the Cal-GETC Critical Thinking Component

Whereas, The California Intersegmental General Education Transfer Curriculum (Cal-GETC) includes a component titled "Critical Thinking and Composition,"117 the name of which would seem to exclude such philosophy courses as Introduction to Logic (C-ID 110) and Symbolic Logic (C-ID 210);

Whereas, Philosophy courses in Introduction to Logic and Symbolic Logic currently satisfy the Critical Thinking component (Area A3) of the California State University (CSU) transfer requirements118 and will continue to satisfy the Critical Thinking component of the CSU

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[115] Zero Textbook Cost Program Updates, February 23, 2023: https://asccc-oeri.org/wp-content/uploads/2023/02/ztc-program-overview-and-guidance-a11y.pdf

[116] California Code of Regulations Title 5 §59404: https://www.law.cornell.edu/regulations/california/5-CCR-59404

[117] Cal-GETC Subject Area 1, English Communication, includes three one-course components: English Composition, Critical Thinking and Composition, and Oral Communication. https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC_Framework_2-9-2023.pdf.

[118] Colleges that offer both Introduction to Logic and Symbolic Logic, and where both of those courses satisfy CSU-GE area A3, include: Berkeley City College, Cabrillo College, Chabot College, Citrus College, Clovis Community College, Coastline Community College, College of the Canyons, Cypress College, De Anza College, Diablo Valley College, East Los Angeles College, El Camino College, Folsom Lake College, Foothill College, Glendale Community College, Long Beach City College, Los Angeles City College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Madera Community College, Modesto Junior College, Moorpark College, Moreno Valley College, Norco College, Orange Coast College, Oxnard College, Palomar College, Pasadena City College, Reedley College, Rio Hondo College.

breadth requirements119;

Whereas, Logic courses provide excellent training in Critical Thinking because they challenge students to engage in linguistic and structural analysis, to evaluate the form and the content of deductive and inductive arguments, and to construct rigorous and systematic proofs; and

Whereas, When standards are written that will determine which California Community College (CCC) courses satisfy the Cal-GETC subject areas and which do not, the Special Committee on Cal-GETC would best serve students by defining the subject areas in a broad way that ensures flexibility and options for students, rather than in a narrow way that limits student options;

Resolved, That the Academic Senate for California Community Colleges urge the Special Intersegmental Committee on Cal-GETC to define the subject areas of the transfer pathway in a broad way that ensures flexibility for students; and

Resolved, That the Academic Senate for California Community Colleges urge the Special Intersegmental Committee on Cal-GETC to define the "Critical Thinking and Composition" component broadly in a way that explicitly allows for California community college courses to include courses such as Introduction to Logic and Symbolic Logic to satisfy that requirement to be included.

Contact: Wesley Sims, Cuesta College

#15.02 S23 Include Lifelong Learning and Self-Development as a Graduation and General Education Requirement

Whereas, AB 928 (Berman, 2021) presents unintended consequences for students in many disciplines, including kinesiology, health, physical education, dance and nutrition, within the California Community College system;

Whereas, The mental and physical well-being of all California Community College and university students continues to be of serious concern, as confirmed by more than 3,500 students in a statewide survey and over 700 students in a single district survey who support including lifelong learning courses in the GE and/or graduation requirements and 1,300 California Community College students who have expressed their voice and concern regarding the elimination of lifelong learning and self-development courses in letters written and sent to the Chair of the Senate Education Committee, Chair of the Assembly Higher Education Committee, Assemblyman Marc Berman and the Intersegmental Committee of the Academic Senates ;

Whereas, The California Master Plan for Higher Education (CMPHE) differentiates the distinct roles and respective missions of California's three tier higher educational systems – California Community Colleges, California State University, and University of California – and indicates

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[119] "Although Cal-GETC will be the only general education pathway for the associate degree for transfer, the California State University has no plans to discontinue CSU GE Breadth." https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC_Framework_2-9-2023.pdf.

that a single transfer curriculum should recognize these system differences without ignoring the physical and mental health needs of all students served by the CMPHE; and

Whereas, Kinesiology, physical education, dance, athletics, nutrition and health education are building blocks of academic success for all students, particularly those who are disproportionately impacted, and the elimination of lifelong learning and self-development courses due to streamlining the GE pattern will result in course cancellations due to reduced enrollment in the disciplines identified above and will deny the opportunity for knowledge and skill development which will exacerbate inequities and health disparities that contribute to the success gaps in disproportionately impacted students;

Resolved, That the Academic Senate of the California Community Colleges encourage California community colleges to include lifelong learning self-development courses in local general education requirements for associate degrees, to ensure that California community college students have the benefit of education in critical areas that affect their academic success, health, and well-being.

Contact: Kathleen O'Connor, Santa Barbara City College

<u>Senate-Led District Committees</u>

1.1 Senate-led Los Rios Community College District Committees

    1.1.1 Senate-led Los Rios Community College District Committees (i.e., the District Curriculum Coordinating Committee and District Equity and Student Success Committee) are under the direction of the District Academic Senate and report back to the District Academic Senate on a regular basis. Proposals on regulations, policies and procedures from the following committees will come first to the District Academic Senate for review. The District Academic Senate will send its recommendations to the Los Rios Community College District Board of Trustees and/or its representative and all other recommendations to the Chancellor or designee.

1.2 District Curriculum Coordinating Committee (DCCC)

    1.2.1 Purpose: To provide recommendations to the Board of Trustees and/or its representative on District-wide curriculum matters.

    1.2.2 Areas of Responsibility:

        1.2.2.1 Review College proposals for new and deleted courses/programs prior to their recommendation to the Board of Trustees or its representatives;

        1.2.2.2 Coordinate the review of District-wide graduation competencies prior to making recommendations to the Board of Trustees and its representative;

        1.2.2.3 Review District-wide general education requirements for associate and associate for transfer degrees;

        1.2.2.4 Work toward consensus on those curriculum issues having implications for two (2) or more Colleges;

        1.2.2.5 Develop and review District grading procedures;

        1.2.2.6 Place courses into disciplines; and

        1.2.2.7 Perform other duties related to curriculum.

    1.2.3 Committee Composition: The District Curriculum Coordinating Committee will consist of the following:

        1.2.3.1 Three (3) faculty members from each College recommended for appointment by the College Academic Senate President and appointed by the District Academic Senate President;

1.2.3.2 One (1) District Academic Senate representative appointed by the District Academic Senate President;

1.2.3.3 The Vice President of Instruction or designee from each College;

1.2.3.4 The Vice Chancellor of Education and Technology or designee, who serves as Administrative Liaison Officer;

1.2.3.5 One (1) student representative from each College, nominated by the Student Advisory Committee;

1.2.3.6 One (1) Articulation Officer appointed by the District Academic Senate President; and

1.2.3.7 The Chair, a non-voting faculty member determined by the rotation noted in 1.2.4.

1.2.4 The Chair shall serve for two academic years from June 1 through May 31 by College on a rotating basis in alphabetic order based on the College name.

1.2.4.1 When the Chair is selected from the existing membership of the DCCC, that position will be backfilled by appointment of a new member by the College Academic Senate President.

1.2.4.2 The Chair will serve as an ex officio member of the District Academic Senate.

1.2.5 The Chair-Elect of the Committee will be a faculty member recommended by the Curriculum Committee and the local Academic Senate President of the College next in line to chair the DCCC, and appointed by the District Academic Senate President.

1.2.5.1 The Chair-elect will be appointed by September of the second year of the Chair's term.

1.2.5.2 The Chair-elect shall be trained by the Chair during the second year of the Chair's term.

1.2.6 All members of the Committee are voting members except the Chair and the Chair-elect, unless the Chair-elect is a current voting member.

1.2.7 DCCC agendas and minutes shall be routinely forwarded to the District Academic Senate President.

1.2.8 Competency Committees:

1.2.8.1 The District Curriculum Coordinating Committee shall call for a review of Reading, Writing and Mathematics competencies once per semester or on an interim basis as needed.

1.2.8.2 The DCCC shall designate a faculty chair to preside over a

committee for each area of Mathematics, Writing and Reading competency. The initial selection of the chair shall be by random selection and shall rotate every two years to the next College in alphabetical order. The DCCC shall keep the official record of each of the faculty chairs. The composition of each of the committees is the following:

1.1.8.2.1 One (1) dean or an appropriate administrator from each College (subject area);

1.1.8.2.2 One (1) subject matter faculty member from each College, selected by the Academic Senate President;

1.1.8.2.3 One (1) related subject matter faculty member from each College, selected by the Academic Senate President;

1.1.8.2.4 One (1) counselor from the College of the chair, selected by the College Academic Senate President;

1.1.8.2.5 One (1) faculty member from each College representing assessment interests; these members are non-voting;

1.1.8.2.6 The faculty chair shall be appointed by the District Academic Senate President to preside over the committee; and

1.1.8.2.7 The competency standards are set forth in Administrative Regulation (R-7241).

1.2.8.3 Reports from the Competency Committees will be made at the District Curriculum Coordinating Committee. The DCCC will rely primarily upon those recommendations. The DCCC will make a recommendation to the Board of Trustees and/or its representative. The course outline of record will contain the new competency designation and shall be forwarded to the Board of Trustees for approval. In lieu of submitting the course outline of record, the DCCC chair may make a separate report of all competency changes and submit that to the Board of Trustees for approval.

1.2.9 Subcommittees: The committee shall form the appropriate sub-committees necessary to carry out the tasks associated with its responsibilities.

1.3 Equity and Student Success Committee (DESSC)

1.3.1 Purpose: To provide recommendations to the District Academic Senate and advise the Board of Trustees or its representatives on matters related to District-wide issues of equity in our education system, including initiative and legislation, and those of student support services and

technologies designed to onboard students and move them through to completion.

1.3.2 Areas of Responsibility:

    1.3.2.1 Recommend policy related to issues of equity in our educational system, including initiative and legislation, and to student support services and technologies related to onboarding students to a college and moving them through the college to successful goal completion as defined in Title 5 regulations;

    1.3.2.2 Examine those areas relating to issues of equity in our educational system, including initiative and legislation, and those of support services and technologies related to onboarding student to a college and moving them through the college to successful goal completion which impact two (2) or more Colleges and support the effort to work toward consensus;

    1.3.2.3 Convene and adopt existing workgroups which pertain to issues of equity in our educational system, including initiative and legislation and to student support services and technologies related to onboarding student to a college and moving them through the college to successful goal completion; and

    1.3.2.4 Develop recommendations related to issues of equity in our educational system, including initiative and legislation, and to student support services and technologies related to onboarding students to a college and moving them through the college to successful goal completion that are assigned to the committee by the District Academic Senate or by the Board of Trustees or its representatives.

1.3.3 Committee Composition:

    1.3.3.1 All appointments are for two-year terms; all members are voting members, except the Chair who will vote only in the event of a tie.

    1.3.3.2 Membership

        a) The DESSC chair is a faculty member appointed by the District Academic Senate President to serve a two-year term following the academic calendar. The DESSC Chair must have served as al College Committee Chair. The Chair shall serve for two academic years from June 1 through May 31 in a rotating basis by College as follows: SCC, FLC, CRC, and ARC. The faculty chair is the representative of the District Academic Senate.

        b) One (1) faculty member from each college and (1) classified member from each college who are involved in equity efforts (examples: equity coordinator disproportionate impact

workgroup, student equity committee chair), and/or core matriculation services, and/or serving on a workgroup designed to facilitate academic goal completion, appointed by the appropriate district governance group's president.

c) One (1) counseling faculty member from each College Appointed by the District Academic Senate President.

d) The Associate Vice Chancellor of Education Services, or designee, who serves as the Administrative Liaison Officer.

e) One (1) student representative from each College, appointed by the Associated Student Government. Up to two (2) additional students from each College to serve as designees of the appointed student representative.

f) Two (2) Vice Presidents of Student Services, or designees, to serve on a two-year term on a rotational basis: as follows: CRC & ARC; SCC & FLC.

1.3.4 Subcommittees: The DESSC shall form the appropriate subcommittees it deems necessary to carry out the tasks associated with its responsibilities included in 1.3.2.

1.3.5 Through its representatives on these committees, the District Academic Senate may request assistance from the committee in carrying out the District Academic Senate's task of making broad policy recommendations on academic and professional matters, as outlined in Title 5, Section 53200 (c) (1)-(11).

1.3.6 Meetings: The committee shall meet at least once per month during the fall and spring semesters and may call additional meetings as necessary.

1.3.7 Voting: Members of the DESSC shall act as representatives of their local College areas or divisions. Members shall share vital information with all affected parties in a timely way pursuant to Board Policy 3412, Section 5.0. Feedback may be gathered electronically in order to expedite the process. Members shall vote based upon their College areas' interests. Abstentions must be formally stated. Lack of response shall not be considered an abstention. The majority of yes or no votes shall constitute a decision.

Non-Senate Led District Committees

2.1 Non-Senate Los Rios Community College District Committees are under the direction of the Chancellor.

2.1.1 Academic Calendar Committee (See R-7123).

2.1.2 District Budget Committee (See R-8122).

2.1.3 Educational Technology Committee.

  2.1.1.1 Purpose: To discuss and make recommendations on District-wide issues and initiatives related to educational technology, broadly defined as classroom, laboratory or faculty computing; classroom multi-media, and distance education.

  2.1.1.2 Areas of Responsibility: To explore and provide input to the appropriate District committees and constituent leaders on the following subjects:

    a) Classroom/lab and distance education software, equipment, and infrastructure planning, selection, and implementation;

    b) Accreditation distance education policy implementation requirements;

    c) Student support for using educational technology;

    d) Educational technology tools and strategies;

    e) Non-classroom faculty technology tools (e.g. online grading);

    f) Classroom and student related data security, FERPA compliance;

    g) Institutional research regarding educational technology;

    h) Faculty training related to areas of responsibility for this committee;

    i) Input to District IT's Technology Plan; and

    j) Input to District Board Policies and Regulations which address educational technology issues.

2.1.4 Committee Composition:

    2.1.1.2.1 The Vice Chancellor of Education and Technology is appointed by the Chancellor and serves as committee co-chair;

    2.1.1.2.2 One (1) District Academic Senate representative appointed by the District Academic Senate President and serves as committee co-chair;

    2.1.1.2.3 Twelve (12) at-large faculty members, three (3) from each College, appointed by the District Academic

Senate President;

2.1.1.2.4 Four (4) instructional development/distance education coordinators, one (1) from each College appointed by the District Academic Senate President;

2.1.1.2.5 Four (4) College administrators, one (1) from each College, appointed by the College President;

2.1.1.2.6 One (1) Librarian, appointed by the Colleges in two year rotation cycle (ARC, CRC, FLC, SCC); and

2.1.1.2.7 Two (2) District IT representatives, appointed by the Vice Chancellor of Education and Technology.

2.1.1.2.8 One (1) representative appointed by the Los Rios College Federation of Teachers.

2.1.1.3 Procedures for Reporting to the Representative Constituency Groups: Committee members are responsible for providing regular committee updates to their constituency groups and to soliciting input for use by the Educational Technology Committee as requested by the committee co-chairs. The co-chairs will post electronic committee notes or minutes on a regular basis.

2.1.5 International Education Committee

2.1.1.4 Purpose: To discuss and make recommendation on District-wide issues and initiatives related to international education, broadly defined as international students attending Los Rios Colleges, student Study Abroad programs, faculty study abroad and exchange opportunities, and strategies to enhance global studies programs and activities.

2.1.1.5 Areas of Responsibility: To explore, discuss best practices, and provide input to the appropriate District Committees and constituent leaders on the following subjects:

a) Best practices on developing programs and services for international students enrolled in Los Rios Colleges, including how to better integrate them into the Colleges;

b) Input to Los Rios student Study Abroad programs;

c) Input to faculty study abroad and exchange opportunities;

d) Best practices to integrate global awareness throughout the curriculum and in College activities;

e) Best practices to enhance student internships with local companies and agencies working with international partners or

projects;

f) Faculty and staff training related to the areas of responsibility for this committee; and

g) Input to District Board Policies and Regulations which address international education issues.

2.1.1.6 Committee Composition:

2.1.1.6.1 The Vice Chancellor of Education and Technology is appointed by the Chancellor and serves as committee co-chair;

2.1.1.6.2 One (1) District Academic Senate representative appointed by the District Academic Senate President to serve as committee co-chair;

2.1.1.6.3 Eight (8) faculty members, two (2) from each College recommended by the College Academic Senate President for appointment by the District Academic Senate President;

2.1.1.6.4 Two (2) classified staff members recommended for appointment by his or her College's Classified Senate President;

2.1.1.6.5 Four (4) College administrators, one (1) from each College, appointed by the College President; and

2.1.1.6.6 One (1) College administrator, who serves as the District-wide Study Abroad Coordinator.

2.1.1.7 Procedures for Reporting to the Representative Constituency Groups: Committee members are responsible for providing regular committee updates to their constituency groups and soliciting input for use by the International Educational Committee as requested by the committee co-chairs. The co-chairs will post electronic committee notes or minutes on a regular basis.

2.2 All non-senate led District-wide committees are advisory to the Chancellor and will not address matters within the scope of collective bargaining unless otherwise agreed to under the collective bargaining contract.

2.2.1 Each District-wide committee will be periodically reviewed by the Chancellor's Cabinet. The Cabinet may make recommendations to the Chancellor concerning composition, continuance and charge of the committee. If the recommendation of the Chancellor's Cabinet is not accepted by the Chancellor then the Chancellor will forward a written reply which states the reasons for not accepting the committee's recommendation.

2.2.2 Proposals to establish new, District-wide committees will be developed by the constituencies of the Chancellor's Cabinet. These proposals will include but not be limited to the following elements:

a) Purpose;

b) Area(s) of responsibility;

c) Committee membership;

d) Appointment process for members; and

e) Procedures for reporting to the representative constituency groups.

2.2.2.1 The Chancellor's Cabinet will review each proposal and make a recommendation to the Chancellor.

2.2.2.2 The Chancellor will decide whether to authorize and implement the recommendation of the Cabinet.

2.2.2.3 If the recommendation of the Cabinet is not accepted by the Chancellor, then the Chancellor will forward a written reply which states the reasons for not accepting the committee's recommendation.

2.2.3 Each District-wide committee will have an administrator co-chair appointed by the Chancellor and faculty co-chair appointed by the District Academic Senate President unless otherwise specified.

2.2.4 District Committees may establish subcommittees and/or task forces within their charge. The Chancellor's Cabinet must be informed of the development of any subcommittees and/or task forces. Any proposed change of committee charge or a substantive alteration must be approved by the Chancellor's Cabinet.

2.2.5 The Chancellor's Cabinet may form temporary task forces or subcommittees to address educational issues that are not otherwise addressed by existing District Committees.

2.3 The appointment of faculty members to serve on District committees, task forces, or other groups shall be made by the College or District Academic Senates or, when appropriate, by the collective bargaining representative.

2.4 A District list describing the District Committees and their subcommittees and/or task forces will be updated and published annually by the Chancellor or designee.

2.4.1 The list will be widely distributed and all members of the Chancellor's Cabinet will receive copies.

Los Rios CCD
Proposed Regulatory Changes:
Joint Services Transcript
Credit for Military and Veterans
SB1071

Presentation to

DESSC & Los Rios District Academic Senate

April 17 & 18, 2023

Education Code & Title 5 Compliance Change

Proposed LRCCD regulation change would bring us into compliance with Education Code 66025.71 (SB1071, Roth) and Title 5 which requires:

- "consistent policy to award military personnel and veterans who have an official Joint Services Transcript containing courses that have been evaluated by the American Council on Education with full descriptions and credit recommendations, course credit for California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, or local community college general education requirements, as appropriate for the student's needs, in a course with subject matter similar to that of his or her military education, training, and service.

- By December 31, 2020, each community college district shall have a policy consistent with the policy developed by the CCCCO to assess Joint Services Transcripts for the awarding of course credit.

- Each community college campus shall post on its Internet Web its process for evaluating and awarding military personnel and veterans with JST's credit

LOS RIOS
COMMUNITY
COLLEGE DISTRICT

Proposed Change to Los Rios CCD R-7137

10.0 Credit for Military Education

10.1   A military or veteran student requesting credit for prior learning through evaluation of the Joint Services Transcript containing courses that have been evaluated by the American Council on Education with full descriptions and credit recommendations must meet the general eligibility criteria in section 2.0 and the following:

- 10.1.1   A completed petition for credit is on file.
- 10.1.2   An official copy of the student's Joint Services Transcript has been received by the college Admissions and Records Office.
- 10.1.3 The colleges shall consider the credit recommendations of the American Council for Education pursuant to Education Code section 66025.71 and award course credit in courses with subject matter similar to that of the student's military education, training, and service.

Proposed Regulation Review Timeline

- DESSC reviewed 4/17/23

- DAS update 4/18/23

- DAS first read of regs: TBA 2023

- DAS 2nd read: TBA 2023

- Chancellor's Cabinet: Fall 2023

Closing Comments/Next Steps

- *Feedback on proposed regs welcomed*
  - *Sonia Ortiz-Mercado, AVC of Ed Services*
  - *Tammy Montgomery, AVC of Instruction*
  - *Jason Ralphs, DIrector of Admissions & Records*

SB1071 Changes to Ed Code 66025.71

(1) By September 1, 2019, develop a consistent policy to award military personnel and veterans who have an official Joint Services Transcript containing courses that have been evaluated by the American Council on Education with full descriptions and credit recommendations, course credit for California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, or local community college general education requirements, as appropriate for the student's needs, in a course with subject matter similar to that of his or her military education, training, and service.

(2) Periodically review and adjust the policy developed pursuant to this subdivision to align it with policies of other public postsecondary educational institutions.

(b) By December 31, 2020, each community college district shall have a policy consistent with the policy developed by the chancellor pursuant to subdivision (a) to assess Joint Services Transcripts for the awarding of course credit.

(c) Each community college campus shall post on its Internet Web site the most recent policy adopted pursuant to this section.

DAS PREP Committee: Requests Counseling Support for Currently Incarcerated Students
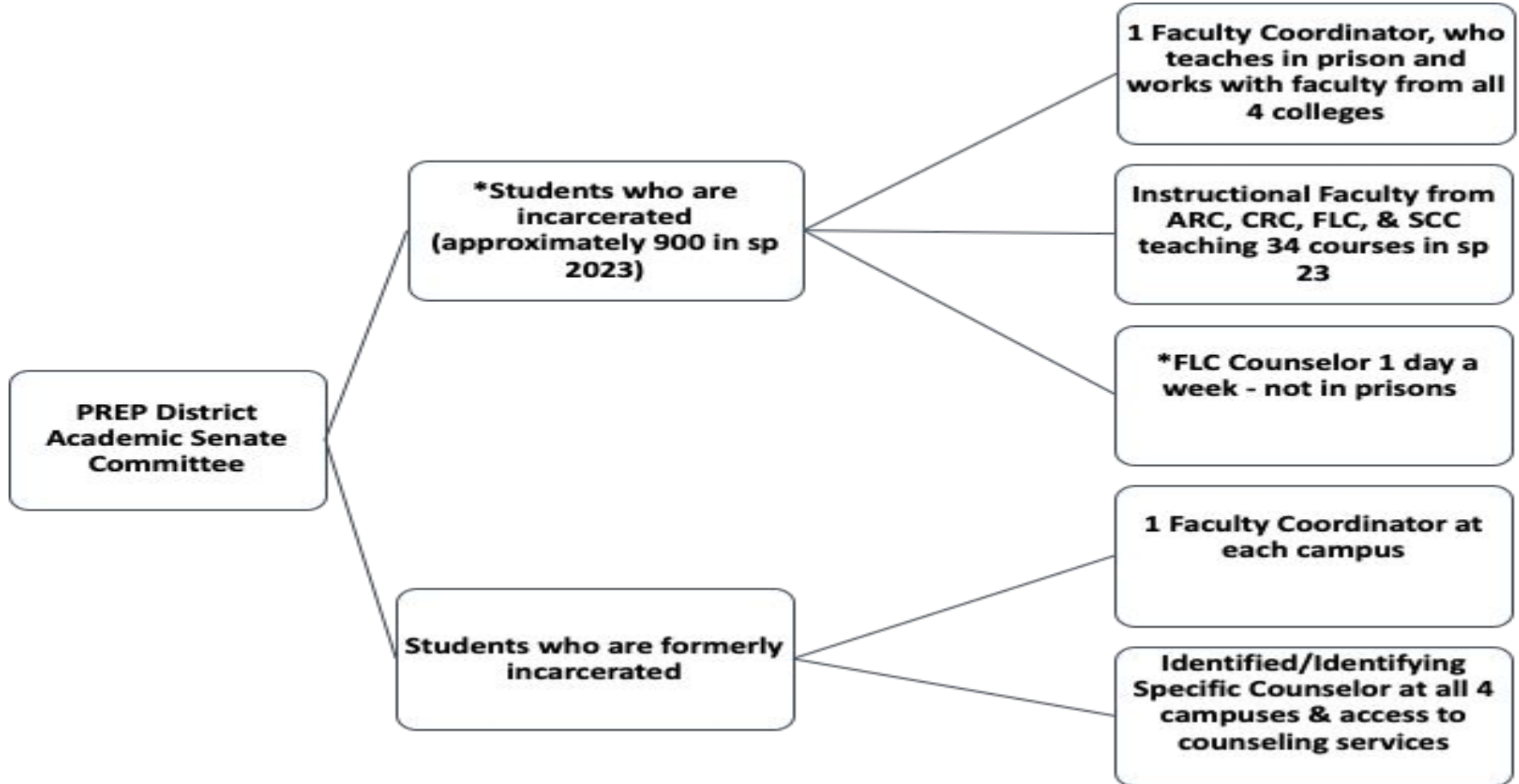
Students' Request

"For too long we have gone without access to a counselor or other critical support services to guide us on a successful path through college…We cannot build collegiate excellence without the simple ability to inquire about what courses are needed from a counselor. We would appreciate the same opportunities afforded other students per the law. We are in an environment due to our violating the law, yet laws protecting us are being violated daily: 'Counseling programs shall include the following: academic counseling, in which the student is assisted in assessing, planning and implementing his or her immediate and long-term academic goals (California Code of Regulations, 1991).' "

- Christopher Purtill & Raul Torres, Los Rios Students (have taken classes from ARC, CRC, FLC, & SCC)

Faculty in PREP's Districtwide Program

PREP District Academic Senate Committee

*Students who are incarcerated (approximately 900 in sp 2023)

- 1 Faculty Coordinator, who teaches in prison and works with faculty from all 4 colleges
- Instructional Faculty from ARC, CRC, FLC, & SCC teaching 34 courses in sp 23
- *FLC Counselor 1 day a week - not in prisons

Students who are formerly incarcerated

- 1 Faculty Coordinator at each campus
- Identified/Identifying Specific Counselor at all 4 campuses & access to counseling services

The Context:
Los Rios Students Who are Incarcerated

- 2 prisons, 6 distinct yards (like centers on campuses but no movement between)
- Approximately 900 current students; undetermined # of past students who may or may not have completed degrees
- No internet access; little to no access to college catalogs
- 4-8 classes offered from Los Rios each semester
- Many also take courses from correspondence colleges
- Completion of A.A degree = 6 months off sentence (+$54,000 taxpayer savings per person)
- 2 yards B.A degree

Some Unmet Counseling Needs

- No clear access to counseling services
- No access to face-to-face counseling
- Ed Plans (which and how many classes to take, when they are ready/have completed courses for certificate/degree)
- Certificate & Degrees completed but students are unaware or have not petitioned
- Lack of holistic counseling services (e.g., career/education alignment, transitioning to 4 year upon release, etc.)

Students' Concerns

- "For too long we have gone without access to a counselor or other critical support services to guide us on a successful path through college…We cannot build collegiate excellence without the simple ability to inquire about what courses are needed from a counselor. We would appreciate the same opportunities afforded other students per the law. We are in an environment due to our violating the law, yet laws protecting us are being violated daily: 'Counseling program shall include the following: academic counseling, in which the students is assisted in assessing, planning and implementing his or her immediate and long-term academic goals (California Code of Regulations, 1991).' "

    - Christopher Purtill & Raul Torres, Los Rios Students

- Advocacy Campaign

Additional Concerns

- Accreditation

- Collecting apportionment (approximately 130% of general population students) but no services

- Compliance with Ed Code

Request to DAS

- Provide recommendation for a full-time coordinator/counselor for PREP counseling program & counseling services supporting incarcerated students from each of the 4 colleges.
- Options that have been considered by DAS PREP Committee:

	Grant Funding	General Fund Apportionment (*Note: Incarcerated Students = 130% higher than general student population)
Option 1	Up to 5 year grant-funded counselor/coordinator	Counseling support from each campus
Option 2	Critical hire tenure track counselor/coordinator	Counseling support from each campus