



MEETING

November 13, 2023

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
November 6, 2023

APPROVED

PRESENT: Ben Adams, Melissa Bagaglio, Will Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Molly Faulkner, Jenny Fererro, Shelbi Hathaway, Kengo Hotta (ASG), Jason Jarvinen (ZOOM- EC), Lisette Lasater (ZOOM-EC), Lawrence Lawson, Vickie Mellos, Anne-Marie Mobilia, Michael Mufson, Wendy Nelson, Lakshmi Paranthaman, Beth Pearson (ZOOM-EC), Maryan Rizk, Tanessa Sanchez, Nina Shmorhun, Nicole Siminski, Anastasia Zavodny

ABSENT:

GUESTS: Barbara Baer, Lacey Craft, Matt Grills, Luis Guerrero, Barbara Hammons, Elyse Real, Hossna Sadat Ahadi, Norma Villegas

Notes: Senators participating in a meeting via ZOOM, and asserting an AP 2449 allowance, are considered present and attendance is recorded ZOOM-EC “emergency circumstances” or ZOOM-JC “just cause.” Senators observing the meeting via ZOOM without asserting an AP 2449 allowance are considered absent and attendance is recorded ZOOM-A.

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The meeting was called to order by Faculty Senate President Wendy Nelson in LRC-116 at 2:30 PM. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

No public comments.

ANNOUNCEMENTS

Senate Secretary Molly Faulkner said Performing Arts has many upcoming performances/events. For more information, go to: <https://www.palomar.edu/palomarperforms/>

Senator and Curriculum co-chair Vickie Mellos said the AB 928/1111 Task Force is meeting in ZOOM from 3 to 4 pm on November 7. Senators are welcome to attend. Senate President Wendy Nelson added that she recently emailed faculty about the two webinars on this subject matter as well.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1: MSC Faulkner/Doyle Bauer

Faculty Senate approval of meeting minutes dated October 23, 2023 as amended (Exhibit 1).

The motion carried.

Motion 2: MSC Doyle Bauer/Adams

Faculty Senate approval of meeting minutes dated October 30, 2023 (Exhibit 2).

Abstentions: Bagaglio, Rizk, San Juan

The motion carried.

ACTION

A. Curriculum

Motion 3: MSC Faulkner/Sanchez

Faculty Senate approval of Curriculum Committee actions taken on November 1, 2023 (Exhibit 3).

The motion carried.

B. Committee on Committees Elections

No Action required.

C. Approve 2023/2024 Senate Goals

Motion 4: MSC Fererro/Jacobo

Faculty Senate approval of Faculty Senate Goals for 2023-24 as revised (Exhibit 4).

The motion carried.

INFORMATION

A. ASG Report

ASG Senator Kengo Hotta said ASG hosted its first holiday themed Comet Hour last week. Many students came out for the activities at the Student Union.

B. Culturally Responsive Pedagogy & Practices Innovative Best Practices Grant (Exhibit 5)

Senate President Wendy Nelson said the College received a \$300,000 grant to be spent over two years and includes two different tracks for faculty.

Track One is an Intensive in-person training course. Faculty will learn how to read and understand their class student demographic data and revise and create assignments and activities to increase cultural relevance. The in-person training course will incorporate elements from several institutional programs/courses that focus on DEIAA Cultural Curriculum Audit, IDEAA, and PETAL. Track 1 will train 95 faculty over two years.

Track Two is a self-paced online training course. Faculty will learn how to read and understand class student demographic data and revise course syllabi to increase cultural relevance. The online training course will incorporate Cultural Curriculum Audit, IDEAA, and PETAL course information. Track 2 will train 220 faculty over two years.

President Nelson said faculty are needed to fill some important positions including a project lead, four faculty leads and coaches. These are paid positions, and she expects the first call will go out next week. Some Senators voiced their concerns regarding the timeline and Nelson said the timeline is somewhat flexible.

Senator Mellos added that Curriculum has a goal of developing tools to implement DEIAA in curriculum. She saw in this

project that there will be a faculty cultural curriculum teaching canvas course. She wants to make sure there are no duplications in efforts that are needed so communication will be important. Luis Guerrero, PD Coordinator added that given the ambiguity right now of AP 3000 PD training will be a separate issue until the District activates AP 3000. He said he sees it as a separate supplemental training right now.

C. ACCJC Standards (Exhibit 6)

President Nelson shared the ACCJC exhibit and timeline to ensure everyone was aware of the new standards. Palomar College is still a few years away from the next self-study using these standards to evaluate the work.

VP Jenny Fererro gave an oral summary of the seven year cycle of the accreditation process.

DISCUSSION

A. AP 3000 Faculty PD Training (Exhibit 7)

Luis Guerrero, PD Coordinator said there have been many good intentions but now action is needed. Guerrero shared the historical context of AP 3000 here at Palomar that was adopted in Fall 2021. We, as the collective district have failed to launch.

On the PD side, the District is committed for all employees to attend antiracist and equity professional development (PD) training and/or activities each academic year, which will further enhance their knowledge, teaching, and praxis to dismantling systemic and structural racism. Therefore, all members (staff, faculty, and board members) shall attend racial equity training or engage in racial equity activities each year. Guerrero said the PD office has made recommendations to all parties, the District via VPHR (both prior VPHR and current interim), and both bargaining units PFF/CCE with recommended MOU language to activate this AP 3000 since 2022, to no avail.

VP Fererro said PFF has been working on this for quite some time and all parties find it valuable and necessary. However, the language in the AP does not say every employee will do the same training nor does it say that everybody will do a certain number of hours. From a contractual perspective, the language that we currently have in the CBA covers this to occur. An MOU is not needed to move forward. In 2020/21, while moving this through shared governance, there was a strong resistance to the idea that it's a one size fits all approach, that everyone should do the same training. Unless she is missing something, Fererro said this may be the biggest holdup.

Guerrero said that other districts have in their CBA that 25% of their PD has to be cultural humility and cultural competence and he feels that 20% of every person's PD training at Palomar should be dedicated to DEIAA. Currently, Palomar's Human Resources website outlining the district's required employee training does not include AP 3000.

Guerrero shared the following information about vision:

- Encode in a formal sense the exact hours per year all employees need to take for DEIAA training, as prescribed in AP 3000.
- Make year one a common training for all employees (for example one or more modules from the already created IDEAA's course or other training identified by CDO/EDCC, etc.), then subsequent years have PD that is preapproved.
- Fixed hours can be translated into 20% of all PD per constituency group should be mandated to all employees to meet AP 3000 For PT faculty this should be on top of their normal eligible PD hrs.

Guerrero shared the following information about compliance:

- Have CDO in conjunction with EEDCC and equity council come up with a list of pre-approved sessions everyone can take each year to meet the ongoing yearly requirement.
- PD can code in the Portal in a clear manner which trainings in year two onwards satisfy this portion of the AP 3000 requirement and show up on each employee's PD transcript.

Guerrero said that Senate should have the following role:

- PD Is concerned that we are not setting our faculty up for success.
- New DEIAA competencies and criteria will appear in all employee evaluations.
- Need the already approved tools of AP 3000 to launch at scale the mandatory training in DEIAA that all faculty need in order to meet new evaluation criteria.
- If IDEAA's course continues to be voluntary it will remain a stopgap solution.
- PD needs Senate to get thing unstuck.

Guerrero provided the following recommendations:

- Have a shared table negotiation.
- Define and encode mandated hours of DEIAA PD in CBAs.
- Hardwire these hours in the HR mandated hours website.
- Support everyone, before the competencies and criteria portion appear in everyone's evaluation process.
- Engrain into everyone's consciousness this DEIAA work.
- Work with CDO, EEDCC, etc. to launch year one training for all

Hossna Sadat Ahadi said she believes there is a lack of activism on this campus supporting DEIAA work and that is the reason why this training has been placed on the back table. The DEIAA minute needs to be a DEIAA movement.

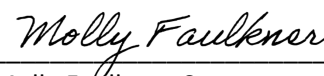
Some Senators added similar suggestions of what this training should look like and suggestions of how to best get the training finalized and started.

B. Faculty Responsibilities – Tabled.

C. EEDCC Statement in Response to Violence in Palestine and Israel – Tabled.

ADJOURNMENT: The meeting was adjourned at 3:55.

Respectfully submitted,



Molly Faulkner, Secretary

Exhibit 2

November 13 2023						
Name	Division	Department	Committee	Position	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?
Benedict Wehlage	AMBA	Media Studies	Distance Education Committee (DE)	AMBA (23-25)	My continued actions and commitment to D.E.I.A have played out recently by my attendance at the HSI Faculty Symposium supporting Latina/o/x students in promoting educational equity.	Outside of Palomar College, working with PBS Television I produced a series of commercials, broadcast during designated months such as Women's History Month, Black History Month, and Pride Month, these commercials celebrate the contributions and accomplishments of individuals and groups often overlooked or marginalized. This outreach effort was invaluable to the community and brought to light issues that normally wouldn't be addressed.
Wendy Nelson	AMBA	Media Studies	AB 1111/928 Steering Committee Taskforce	GE Subcommittee Area D: Social and Behavioral Sciences	I teach courses in the Media Studies Department. During my second year as part-time faculty member at Palomar College, I developed the department's first multicultural course. As curriculum chair, I spearheaded the "Equitizing Curriculum" workshop, guiding faculty in analyzing their success and retention data through a DEI/AA lens to improve their curriculum. My involvement with Palomar's participation in the Strong Workforce Institute began as a participant and evolved into a leadership role, focusing on DEI/AA initiatives. With a student-centered approach, I prioritize placing our students at the core of problem-solving. I am committed to integrating DEI/AA and anti-racist principles into my classes and all campus activities I engage in.	As Curriculum Co-Chair I was involved in reestablishing the GE subcommittee and was the co-chair with the articulation officer for 2 years. During that time the subcommittee rewrote AP/BP 4025 (Philosophy and Criteria for Associate Degree and General Education). We also worked with faculty to develop and update courses to meet the new CSUGE Area F Ethnic Studies. Once that was complete we discussed and approved replacing the Multicultural requirement with the Ethnic Studies requirement.



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2023 Fall Plenary Session Resolutions

For Discussion

Thursday, November 16, 2023

Disclaimer:

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Fall Plenary Session held on November 18, 2023.

Resolutions Committee

Erik Reese, ASCCC Resolutions Chair

Robert L. Stewart, Jr, ASCCC Resolutions Second Chair

Davena Burns-Peters, San Bernardino Valley College, Area D

Sonja Downing, Merced College, Area A

Mark Edward Osea, Mendocino College, Area B

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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 before the posted deadlines each day by email using resolutions@asccc.org.
- 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 and amendments 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](#))

New delegates are strongly encouraged to watch the New Attendee Information pre-plenary webinar.

Explore California legal codes via <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Explore California Code of Regulations, including title 5, via <https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?transitionType=Default&contextData=%28sc.Default%29>

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 through Thursday of the plenary session are marked with #
- Amendments and urgent resolutions submitted on Friday are marked with ^

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.

- *+01.01 F23 Honoring Wheeler North with Senator Emeritus Status
- *04.01 F23 Communicate Requirements of Articulation of High School Courses
- *06.01 F23 Recommendations for the Implementation of AB 607 (Kalra, 2023)
Amendments to California Education Code §66406.9
- *06.02 F23 Support Vision 2030 Goals and Strategic Directions
- *07.01 F23 Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars)
- *+07.03 F23 Clarify Student Placement into Math Pathways for the Business Administration
2.0 Associate Degree for Transfer
- *+07.04 F23 AB 1705 Meaningful Metrics for Equitable Outcomes
- *08.01 F23 Noncredit Counseling Professional Learning and Support for Students
- *+09.02 F23 Support of an Equitable Course Prefix in Lieu of 'ESL' in AB 1111 Common
Course Numbering
- *+09.03 F23 Proposed Revision to Title 5 related to the Associate Degree and American
Institutions and Ideals
- *+13.01 F23 Prioritizing the Prevention of Sexual Harassment and Discrimination at
California Community College Campuses
- *+13.02 F23 Revival of the California Virtual Campus-Online Education Initiative (CVC-OEI)
Proctoring Network for Online Classes
- *+14.01 F23 Attendance and Grading
- *+15.03 F23 Requiring C grades for Cal-GETC
- *+15.04 F23 Allowing the Use of Credit for Prior Learning on Cal-GETC
- *17.01 F23 Sustainability and Institutionalization of Zero-Textbook-Cost Pathway Efforts

- *17.02 F23 Part Time Faculty Inclusion in OER and ZTC Pathways
- *+20.01 F23 Equitable Treatment of Part-Time Students for Student Tutor Positions
- *+20.02 F23 Provide Student Access to Free Open Educational Course Resources

1 ACADEMIC SENATE

***+01.01 F23 Honoring Wheeler North with Senator Emeritus Status**

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of senator emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and 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 ASCCC;

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 its 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

3 DIVERSITY AND EQUITY

03.01 F23 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes

Whereas, the Academic Senate for California Community Colleges' (ASCCC) commitment to inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) has been affirmed in the following resolutions: 07.02 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials¹; 13.04 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation²; 01.01 F22 Adopt the Academic Senate for California

¹ <https://asccc.org/resolutions/ensuring-anti-racist-california-community-college-online-faculty-training-materials>

² <https://asccc.org/resolutions/resolution-support-academic-freedom-solidarity-faculty-across-nation>

Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism³; 03.01 F22 Advancing IDEAA in Guided Pathways⁴; 07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200⁵; 01.02 S22 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement⁶; 03.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook⁷; 03.02 S22 Adopt the DEI in Curriculum Model Principles and Practices Framework⁸; 19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work⁹; 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison¹⁰;

Whereas, Resolution 03.01 S21 Include Cultural Competence in Faculty Evaluations¹¹ directed the Academic Senate for California Community Colleges to "encourage local academic senates to collaborate with their union partners to explore the negotiation of cultural competence and diversity-focused criteria into faculty evaluation processes" and "work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes,"¹² and, as an outcome of that collaboration, updates to title 5, §53602¹³ were chaptered in April 2023 in order to advance diversity, equity, inclusion, and accessibility in evaluation and tenure review processes; and

Whereas, Resolution 19.01 S21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices¹⁴ directed the Academic Senate for California Community Colleges (ASCCC) to "endorse the ACHRO [Association of Chief Human Resource Officers] draft Screening and Selection Process Recommendations" as well as to "commit to continued partnership with ACHRO and other associations for the implementation of the actions included in the Screening and Selection Recommendations and the DEI Implementation Workgroup recommendations

³ <https://asccc.org/resolutions/adopt-academic-senate-california-community-colleges-mission-vision-and-values>

⁴ <https://asccc.org/resolutions/advancing-ideaa-guided-pathways>

⁵ <https://asccc.org/resolutions/incorporating-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-principles>

⁶ <https://asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement>

⁷ <https://asccc.org/resolutions/develop-and-publish-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa>

⁸ <https://asccc.org/resolutions/adopt-dei-curriculum-model-principles-and-practices-framework>

⁹ <https://asccc.org/resolutions/cultural-humility-driving-inclusion-diversity-equity-anti-racism-and-accessibility>

¹⁰ <https://asccc.org/resolutions/establishing-local-inclusion-diversity-equity-and-anti-racism-idea-liaison>

¹¹ <https://www.asccc.org/resolutions/include-cultural-competence-faculty-evaluations>

¹² <https://asccc.org/resolutions/include-cultural-competence-faculty-evaluations>

¹³ Title 5 §53602:

[https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

¹⁴ <https://asccc.org/resolutions/support-diversity-equity-and-inclusion-focused-hiring-practices>

and development of professional development resources to support local senate implementation efforts" to support diversity, equity, and inclusion-focused hiring practices, which is supported by ASCCC's "Model Hiring Principles and Procedures" Canvas resource¹⁵;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their local faculty unions prior to bargaining to make recommendations regarding revisions to faculty evaluation and tenure review processes to include diversity, equity, inclusion, and accessibility elements and ensure compliance with chaptered updates to title 5, §53602¹⁶;

Resolved, That the Academic Senate for California Community Colleges urge local senates to develop a culture of inclusion and belonging for new faculty through supportive inclusion, diversity, equity, anti-racism, and accessibility-centered onboarding and faculty mentoring/community building; and

Resolved, That the Academic Senate for California Community Colleges develop resources for inclusion, diversity, equity, anti-racism, and accessibility-focused professional development as well as faculty evaluation diversity, equity, inclusion, and accessibility elements.

Contact: Karen Chow, ASCCC Executive Committee, ASCCC Equity and Diversity Action Committee

4 ARTICULATION AND TRANSFER

***04.01 F23 Communicate Requirements of Articulation of High School Courses**

Whereas, AB 1705 (Irwin, 2022)¹⁷, signed into law on September 30, 2022, requires California community colleges to place and enroll nearly all students directly into transfer-level English and mathematics courses when enrolling in an English or mathematics course, and also establishes that community colleges may not require students to repeat courses taken in high school¹⁸; and

¹⁵ <https://ccconlineed.instructure.com/courses/4924~5733>

¹⁶ Title 5 §53602:

[https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

¹⁷ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

¹⁸ California Education Code §78213(i)(3):

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.

Whereas, California Code of Regulations title 5 §55051¹⁹ has specific requirements for when and how high school courses may satisfy college curricular requirements;

Resolved, That the Academic Senate for California Community Colleges work with the California Intersegmental Articulation Council to communicate widely the requirements of California Code of Regulations title 5 §55051²⁰ Articulation of High School Courses.

Contact: Ginni May, ASCCC Intersegmental Projects Director

6 STATE AND LEGISLATIVE ISSUES

***06.01 F23 Recommendations for the Implementation of AB 607 (Kalra, 2023) Amendments to California Education Code §66406.9**

Whereas, AB 607 (Kalra, 2023)²¹ modifies California Education Code §66406.9²² to expand the cost information required in course schedules, requiring that 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 40 percent by January 1, 2025, 55 percent by January 1, 2026, 65 percent by January 1, 2027, and 75 percent by January 1, 2028, of the total number of courses on the online campus course schedule for which a faculty member or course instructor has been assigned. “Course materials” as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions;

Whereas, Restricting “course materials” to “digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions” places inappropriate limits on the estimated costs to be included in course schedules by excluding homework systems, art supplies, uniforms, safety equipment, and other expenses that students should be informed of when registering for classes; and

¹⁹ Title 5 §55051:

[https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

²⁰ Title 5 §55051:

[https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

²¹ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607

²² California Education Code §66406.9:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66406.9.&lawCode=EDC

Whereas, California Code of Regulations, title 5, §59402²³ 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,” (Resolution 07.08 F22 Establishing Consistent Definitions for Course Resources²⁴) establishing the definition of “instructional materials” to include textbooks, supplemental materials, and any other course supplies that are required to achieve course objectives;

Resolved, That the Academic Senate for California Community Colleges recommend that the cost-transparency requirements in California Education Code §66406.9²⁵ as modified by AB 607 (Kalra, 2023)²⁶ be interpreted to include all instructional materials as defined in California Code of Regulations, title 5, §59402²⁷.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

***06.02 F23 Support Vision 2030 Goals and Strategic Directions**

Whereas, The Vision 2030²⁸ merges elements of the Vision for Success and the Governor’s Roadmap for California Community Colleges into three goals of Equity in Access, Equity in Support, and Equity in Success and three strategic directions of Equitable Baccalaureate Attainment, Equitable Workforce and Economic Development, and The Future of Learning, which were adopted by the Board of Governors on September 26, 2023; and

Whereas, Through many venues since June 2023, including Consultation Council, public input form, stakeholder town halls, and statewide events, the California Community Colleges Chancellor’s Office has solicited input into Vision 2030 and, as a result of inputs, has made revisions and will continue to revise the Vision 2030 metrics and actions until action by the Board of Governors in January 2024, with a plan to revisit metrics and actions annually;

Resolved, That the Academic Senate for California Community Colleges formally support the high-level goals and strategic directions of Vision 2030; and

²³ Title 5, §59402:

[https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

²⁴ <https://www.asccc.org/resolutions/establishing-consistent-definitions-course-resources>

²⁵ California Education Code §66406.9:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66406.9.&lawCode=EDC

²⁶ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607

²⁷ Title 5, §59402:

[https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

²⁸ Chancellor’s Office Vision 2030 Webpage: <https://www.cccco.edu/About-Us/Vision-2030>

Resolved, That the Academic Senate for California Community Colleges urge faculty to continue providing input on metrics and actions through Fall 2023 using the California Community Colleges Chancellor's Office Vision 2030 Feedback Form²⁹.

Contact: Cheryl Aschenbach, ASCCC Executive Committee

7 CONSULTATION WITH THE CHANCELLOR'S OFFICE

***07.01 F23 Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars)**

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

Whereas, The use of CCCApply for all students to enter the California Community Colleges system is required as part of the implementation of the Student Success and Support Program; yet, the CCCApply standard application creates challenges for incarcerated individuals aspiring to pursue higher education through a California community college; and

Whereas, Making informed data-based decisions is essential in fulfilling the promise of the Equity in Higher Education Act, which affords all persons, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or other specified bases, equal rights and opportunities in California postsecondary educational institutions (California Education Code §66251³⁰);

Resolved, That the Academic Senate for California Community Colleges engage the California Community Colleges Chancellor's Office in a dialogue with faculty teaching in carceral institutions regarding modification of the CCCApply standard application to remove all known barriers affecting current incarcerated individual's ability to successfully apply for admission to a California community college; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that the standard application for CCCApply is

²⁹ Chancellor's Office Vision 2030 Feedback Form: <https://www.cccco.edu/vision-2030-feedback-form>

³⁰ California Education Code §66251:

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66251&lawCode=EDC

modified to allow for the collection of data on justice-involved students needed to advocate for equitable allocation of student services and resources.

Contact: Juan Arzola, ASCCC Executive Committee, ASCCC Rising Scholars Faculty Advisory Committee

07.02 F23 Clarification of Licensing Requirement and Inclusion of CC-BY-NC License in Procedures and Standards of the Board of Governors

Whereas, Procedures and Standards of the Board of Governors (December, 2022)³¹ requires that “any published materials produced under an agreement or sub-agreement using public funds must be subject to a Creative Commons Attribution License (CC BY),” allowing such materials to be used, modified, and monetized by any entity provided the source is properly attributed;

Whereas, California Education Code §78052³² establishes that “it is the intent of the Legislature that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses,” and \$115 million dollars have been appropriated to the California Community Colleges Chancellor’s Office to disperse to the colleges to establish zero-textbook-cost pathways that “prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content”;

Whereas, The requirement to use the CC BY license as established in Procedures and Standards of the Board of Governors (December, 2022)³³ can be interpreted to mean that any resource developed by curating or modifying existing openly-licensed resources must be licensed CC BY, even when a CC BY license is inconsistent with the permissions associated with the content used to develop the resource; and

Whereas, When authoring or creating new content, faculty may want to prevent the commercialization of their work and choose to use CC BY-NC since the CC BY license does not prohibit the use of openly-licensed resources from being monetized;

³¹ Procedures and Standards of the Board of Governors (December, 2022): <https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

³² California Education Code §78052:

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC

³³ Procedures and Standards of the Board of Governors (December, 2022): <https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office clarify that any licensing requirement established by the California Community Colleges Board of Governors applies only to content authored or created using public funds, as opposed to curated collections of resources that may not be in conflict with the licensing mandates established by the Board of Governors; and

Resolved, That the Academic Senate for California Community Colleges request that the Board of Governors modify its licensing requirement to permit the use of the CC BY-NC license (attribution-noncommercial)³⁴ to allow authors to prohibit the commercial use of their intellectual property.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

***+07.03 F23 Clarify Student Placement into Math Pathways for the Business Administration 2.0 Associate Degree for Transfer**

Whereas, The California Community Colleges Chancellor's Office (CCCCO) has interpreted AB 1705 (Irwin 2022)³⁵ to require that students "begin in... math coursework that satisfies a requirement of their program..." and the guidance issued in memo ESS 23-19³⁶ states that colleges must place students pursuing the Associate Degree for Transfer in Business Administration 2.0 into a business calculus class or other calculus class; and

Whereas, The Transfer Model Curriculum (TMC) serves as the template for the Associate Degree for Transfer and the Business Administration 2.0 TMC³⁷ allows other mathematics classes besides business calculus such as finite math and college algebra to meet the Associate in Science for Transfer in Business Administration 2.0 degree requirements so long as the course has an articulation agreement for a major at a California State University (CSU) campus;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise the guidance provided in memo ESS 23-19³⁸ clarifying that students pursuing the Associate Degree for Transfer in Business Administration 2.0³⁹ shall be placed into the program-applicable math class that best suits their academic background in math and their academic and transfer goal.

Contact: Wayne Jensen, Folsom Lake College, Area A

³⁴ <https://creativecommons.org/licenses/by-nc/2.0/>

³⁵ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

³⁶ <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-23-19-ab-1705-validation-of-non-stem-transfer-level-prerequisites-a11y.pdf>

³⁷ https://c-id.net/cms-uploads/cms/FINAL_TMC_BusinessAdministration-Revised%204.20.20r.doc

³⁸ <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-23-19-ab-1705-validation-of-non-stem-transfer-level-prerequisites-a11y.pdf>

³⁹ https://c-id.net/cms-uploads/cms/FINAL_TMC_BusinessAdministration-Revised%204.20.20r.doc

***+07.04 F23 AB 1705 Meaningful Metrics for Equitable Outcomes**

Whereas, To increase transfer completion, the legislature has prioritized data-informed reforms, such as AB 1705 (Irwin, 2022)⁴⁰, with the goal of achieving equitable outcomes;

Whereas, The current throughput model⁴¹ uses all students enrolled in a prerequisite class in the calculation of the gateway course's success rate, regardless of whether those students passed the prerequisite or enrolled in the gateway course and thereby ignoring any confounding variables, with throughput only counting relative growth in pass rates, neglecting to account for disproportionate fail rates, particularly among students of color⁴²;

Whereas, Conditional throughput measures success rates exclusively for those students who enroll in and complete a gateway course and, according to the RP group's pre-calculus/business calculus research⁴³, shows maximized completion for those taking the prerequisite; and

Whereas, AB 1705 (Irwin, 2022)⁴⁴ does not mandate methodology for local data validation of the efficacy of prerequisite courses⁴⁵, thus allowing for local flexibility given the vast differences in math proficiency across districts⁴⁶;

Resolved, That the Academic Senate for California Community Colleges ask for open and public collaboration with the California Community Colleges Chancellor's Office to enhance the use of data to define and measure equitable outcomes with the goal of developing meaningful metrics;

Resolved, That the Academic Senate for California Community Colleges express its concern about the limitations of relying exclusively on throughput to ensure data-informed approaches to increasing equitable outcomes;

Resolved, That the Academic Senate for California Community Colleges research and assess conditional throughput as an acceptable metric for data validation and its impact on closing equity gaps, providing feedback to the field by the Fall 2024 Plenary; and

⁴⁰ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

⁴¹ See slide 3:

<https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Presentations/ValidatingPlacementSystems.pdf>

⁴² See pages 8-9:

https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/MaximizingCalcCompletionForBusinessAdminDegree_May2023.pdf?ver=2023-05-16-072731-540

⁴³ See 1:02:36 – 2:31:15 <https://www.youtube.com/watch?v=whQsv4PeeDY>

⁴⁴ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

⁴⁵ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

⁴⁶ <https://caaspp-elpac.ets.org/caaspp/CompareReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstGrade=13&lstSchoolType=A&lstCds1=19000000000000&lstCds2=21000000000000&lstCds3=15000000000000&lstNav=srch>

Resolved, That the Academic Senate for California Community Colleges call for allowing local districts to include any data validation metrics that allow local districts to work with system partners to determine how conditional throughput maximizes the probability of students completing math and English in the first year, better addressing their unique needs, particularly as they apply to equity.

Contact: Joshua Lewis, Bakersfield College, Area A

8 COUNSELING

***08.01 F23 Noncredit Counseling Professional Learning and Support for Students**

Whereas, The Academic Senate for California Community Colleges has long-standing support for the role of Counselors in supporting student success, including a paper on *The Role of Counseling Faculty and Delivery of Counseling in the California Community Colleges* (2012)⁴⁷ and resolutions such as 8.01 S21 Counseling Faculty, Student Success, and Transfer⁴⁸, 4.00 S92 Counselors⁴⁹ and 8.02 F94 Role of Counseling Faculty in Noncredit Programs⁵⁰;

Whereas, According to the California Community Colleges Chancellors Office Data Mart dashboard, there is a dramatic increase in the fall/spring noncredit enrollment over the past three years; data shows a 46.9% increase in the number of noncredit sections between 2020-2021 and 2022-2023; student enrollment also has a 3-year increase of 56.7% with 640,552 duplicated noncredit students in 2022-2023⁵¹;

Whereas, Noncredit course and program offerings are equity-driven opportunities for all students, including providing opportunities for first-generation students, second language learners, adult learners, and students looking to upskill, which require academic and personal counseling support; and

Whereas, Noncredit students have individualized needs on student education planning, basic needs support, noncredit to credit pathways, course sequencing, and credit for prior learning that need specialized counseling support; currently, there is not consistent noncredit counseling support across the California Community College System;

⁴⁷ <https://www.asccc.org/papers/role-counseling-faculty-and-delivery-counseling-services-california-community-colleges>

⁴⁸ <https://www.asccc.org/resolutions/counseling-faculty-student-success-and-transfer>

⁴⁹ <https://www.asccc.org/resolutions/counselors>

⁵⁰ <https://www.asccc.org/resolutions/role-counseling-faculty-noncredit-programs>

⁵¹ California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Non-Credit Course Sections Summary Report." Retrieved September 27, 2023, from https://datamart.cccco.edu/Courses/NCredit_Course_Summary.aspx

Resolved, That the Academic Senate for California Community Colleges encourage all local academic senates to prioritize a discussion on supporting the counseling needs for noncredit students, whether through an identified noncredit counselor or counseling faculty who are supported with professional development on counseling for noncredit students; and

Resolved, That the Academic Senate for California Community Colleges provide resources and tools to support and share effective practices in counseling noncredit students.

Contact: Stephanie Curry, ASCCC Executive Committee, ASCCC Noncredit, Pre-Transfer, and Continuing Education Committee

9 CURRICULUM

09.01 F23 Support Revisions to Title 5 to Include DEIA in the Course Outline of Record

Whereas, Resolution 09.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5⁵² called for the Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor's Office to "revise California Code of Regulations title 5 including section 55002 titled 'Standards and Criteria for Courses' to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled"; and

Whereas, In response to Academic Senate for California Community Colleges (ASCCC) Resolution 09.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5⁵³, the California Community Colleges Curriculum Committee (5C) engaged in the process of revision to California Code of Regulations Title 5 §55002⁵⁴ and related sections during the 2022-2023 academic year, resulting in draft regulations⁵⁵ available for consideration at the ASCCC Fall 2023 Plenary Session;

⁵² <https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline>

⁵³ <https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline>

⁵⁴ Title 5 §55002:

[https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

⁵⁵

[https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20\(strikethrough%20&%20underline\)%20.pdf](https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20(strikethrough%20&%20underline)%20.pdf)

Resolved, That the Academic Senate for California Community Colleges endorse the proposed revisions to California Code of Regulations title 5 §55001, §55001.5, §55002, and §55100⁵⁶, in recognition that minor subsequent revisions may be made by the California Community Colleges Chancellor's Office as a result of the required 45-day and 15-day comment periods conducted with first and second reads by the Board of Governors, per Board of Governors Standing Order 206⁵⁷.

Contact: Cheryl Aschenbach, ASCCC Executive Committee

***+09.02 F23 Support of an Equitable Course Prefix in Lieu of 'ESL' in AB 1111 Common Course Numbering**

Whereas, The Academic Senate for California Community Colleges has affirmed its commitment to inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) through numerous resolutions and resources that prioritize inclusive and affirming practices that recognize and help remove deficit-minded language, policies, and practices;

Whereas, The term 'English as a Second Language (ESL)' portrays multilingual students through a deficit lens, highlights their perceived lack of proficiency in English language skills, ignores that oftentimes students already speak several languages before learning English, results in the development of negative stereotypes and biases against them, and contributes to their stigmatization; and

Whereas, The current scholarship in second language teaching⁵⁸, along with an increasing number of community colleges and universities in California, such as Fresno City College, Ventura College, Santa Ana College, Los Medanos College, Bakersfield College, Santa Rosa Junior College, University of California Davis, University of California Irvine, University of California Santa Barbara, and the University of San Francisco have adopted more equitable terminology such as 'English for Multilingual Students' (EMS or EMLS); and

⁵⁶

[https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20\(strikethrough%20&%20underline\)%20.pdf](https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20(strikethrough%20&%20underline)%20.pdf)

⁵⁷ Procedures and Standing Orders of the Board of Governors, December 2022 Edition: <https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

⁵⁸ For instance, TESOL Quarterly, the leading academic journal in second language teaching, no longer uses the term ESL and instead uses 'multilingual students'. See sample articles here:

<https://onlinelibrary.wiley.com/action/doSearch?AllField=multilingual+students>

Furthermore, a growing number of publications in second language teaching and learning have transitioned to the use of the term 'Multilingual' instead of 'ESL'. See examples here:

https://scholar.google.com/scholar?scisbd=1&q=%22multilingual+students%22&hl=en&as_sdt=0,5

Whereas, AB 1111 (Berman, 2021)⁵⁹ may force these institutions to revert to the use of the stigmatized term English as a Second Language (ESL)' for transfer-level courses;

Resolved, That Academic Senate for California Community Colleges express its support for the adoption of a more equitable term such as 'EMLS' (English for Multilingual Students) in lieu of 'ESL' (English as a Second Language) in Common Course Numbering.

Contact: Bitu Bookman, Santa Rosa Junior College, Area B

***+09.03 F23 Proposed Revision to Title 5 related to the Associate Degree and American Institutions and Ideals**

Whereas, History and political science courses teach the nuts and bolts of our government as well as the fragility and importance of our democratic institutions and at this time in our nation's history, where our democratic institutions are under attack, the importance of civic engagement with our democratic institutions, processes, and each other;

Whereas, In Spring 2019, the Academic Senate for California Community Colleges adopted resolution 15.02 S19 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement⁶⁰ resolving to “explore possibilities for adding a requirement similar to the California State University’s United States History, Constitution and American Ideals Requirement to the associate’s degree requirements for the California Community Colleges”; and

Whereas, In Spring 2023, the Academic Senate for California Community Colleges adopted resolution 01.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement⁶¹ resolving to “renew its commitment to the importance of the current United States History, Constitution and American Ideals Requirement”;

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 Requirement for California community college associate degrees established in California Code of Regulations title 5 §55061(c)⁶² be further amended to add the following: “(7) U.S. History and

⁵⁹ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1111

⁶⁰ Resolution 15.02 S19 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement: <https://www.asccc.org/resolutions/support-csu-united-states-history-constitution-and-american-ideals-requirement-commonly>

⁶¹ Resolution 01.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement: <https://www.asccc.org/resolutions/higher-education-and-health-democracy-solidarity-csu-faculty-colleagues-preserve>

⁶² On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations title 5, §§55060-

U.S. Government (minimum 6 semester/ 8 quarter units). Courses fulfilling this requirement include a baccalaureate-level course in U.S. history offered within the discipline of history and a baccalaureate-level course in U.S. government offered within the discipline of political science”;

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 Requirement for California community college associate degrees established in California Code of Regulations title 5 §55061(c)(4)⁶³ be further amended to update the following: “(4) Social and Behavioral Sciences (minimum of 3 6 semester / 4 8 quarter units)”;

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 Requirement for California community college associate degrees established in California Code of Regulations title 5 §55061(c)⁶⁴ be further amended to update the following: “(c) A minimum of 21 30 semester units (28 44 – 31 47.5 quarter units) of general education in the areas described below.” and title 5 §55062(a)(3)⁶⁵ be further amended to update the following: “(3) Completion of a minimum of 21 30 semester units (28 44 – 31 47.5 quarter units) general education pattern pursuant to section 55061, or completion of the requirements for an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University”.

Contact: Josh Franco, Cuyamaca College, Area D

13 GENERAL CONCERNS

55064: <https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64>

⁶³ On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations title 5, §§55060-55064: <https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64>

⁶⁴ On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations title 5, §§55060-55064: <https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64>

⁶⁵ On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations title 5, §§55060-55064: <https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64>

***+13.01 F23 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community College Campuses**

Whereas, Fostering a safe, inclusive, equitable, nonviolent, and discrimination-free educational environment is important for all students, faculty, administrators, and staff at California Community Colleges;

Whereas, The prevalence of sexual harassment and discrimination, as well as inadequate institutional responses to such incidents are still an ongoing concern at some college campuses⁶⁶; and

Whereas, All forms of sexual harassment and discrimination erode a culture of respect, undermine social justice, interfere with the mission of colleges, are incompatible with Vision 2030 goals, and jeopardize the well-being of all members of the college community;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate to their district governing boards to improve their efforts to prevent sexual harassment and discrimination, respond decisively to reported incidents, and ensure a survivor-centered approach to responses, with support provided to survivors throughout the process;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to call upon their college/district administrations to conduct timely, thorough, and impartial investigations into allegations of sexual harassment and discrimination, and take appropriate disciplinary actions if violations are found;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to ensure local community colleges regularly review their policies and procedures regarding sexual harassment and discrimination to ensure their effectiveness and compliance with changing legal standards and best practices and solicit recommendations for policy improvements from all stakeholders, including students, faculty, staff, and administrators; and

Resolved, That the Academic Senate for California Community Colleges engage in advocacy to ensure that California community colleges commit to ongoing collaboration with external organizations, experts, and advocacy groups to continually enhance their efforts to combat sexual harassment and discrimination on campus.

Contact: Angela C. Echeverri, Los Angeles Community College District, Area C

⁶⁶ <https://www.latimes.com/california/story/2023-10-16/inside-a-los-angeles-community-college-professors-sexual-harassment-fight>

***+13.02 F23 Revival of the California Virtual Campus-Online Education Initiative (CVC-OEI)
Proctoring Network for Online Classes**

Whereas, The California Virtual Campus-Online Education Initiative (CVC-OEI) proctoring network, prior to COVID-19, promoted equity and accessibility by allowing students to take online courses and complete in-person exams at nearby participating colleges;

Whereas, In-person assessments help to mitigate inequities which exist in online assessments due to unequal access to technology and reliable internet, both of which can exacerbate test anxiety for students;

Whereas, The proctoring network disintegrated during the pandemic, leading to the California Virtual Campus-Online Education Initiative (CVC-OEI) disallowing courses with in-person testing requirements to be listed; and

Whereas, The California Virtual Campus-Online Education Initiative (CVC-OEI) does not have the resources to rebuild the proctoring network on their own, and needs the support and participation of assessment centers to establish a robust proctoring network at many locations across the state;

Resolved, That the Academic Senate for California Community Colleges support the revival of the California Virtual Campus-Online Education Initiative (CVC-OEI) Proctoring Network for online classes;

Resolved, That the Academic Senate for California Community Colleges encourage all community colleges in California to participate in the revived California Virtual Campus-Online Education Initiative (CVC-OEI) proctoring network;

Resolved, That the Academic Senate for California Community Colleges urge the California Virtual Campus-Online Education Initiative (CVC-OEI) to reconsider its stance on not listing courses with in-person testing requirements; and

Resolved, That the Academic Senate for California Community Colleges collaborate with key stakeholders to gather support and participation from community colleges for the California Virtual Campus-Online Education Initiative (CVC-OEI) proctoring network's successful revival.

Contact: George Sweeney, Santa Ana College, Area D

14 GRADING

***+14.01 F23 Attendance and Grading**

Whereas, Title 5 §53200⁶⁷ makes grading policies the purview of the academic senate listed as number three of academic and professional matters, commonly referred to as the 10+1, which requires collegial consultation of the academic senate by a district's board;

Whereas, The Curriculum Resources for California Community Colleges website⁶⁸ attempts to answer the question of "Can an instructor assign a grade or points based on a student's attendance?" The answer is not definitive, but it appears to indicate that grading attendance is not allowed;

Whereas, A legal opinion⁶⁹ by Robert J. Bezemek, California Community Colleges counsel in 2009, in response to questions raised at the CFT Convention on March 21, 2009, concludes that "faculty authority to include attendance in determining grades is protected by the Education Code and the parties Agreement. A regulation regulating a curriculum committee's review of the academic content of courses for purposes of new course approval cannot detract from this legal right. Hopefully college districts will afford faculty the discretion they are allowed by law and contract to determine the proper role attendance should play in grades issued in their classes.";

Whereas, The authority relied upon in the legal opinion is primarily the California Education Code and therefore overrides title 5 which is the sole authority that the Curriculum Resources for California Community Colleges website⁷⁰ relies on to make its determination;

Resolved, That the Academic Senate for California Community Colleges provide recommendations and share effective practices on allowed uses of attendance in grading processes and reports out to the field at the Spring 2024 Plenary.

Contact: Tom Boroujeni, Fresno City College, Area A

15 INTERSEGMENTAL ISSUES

⁶⁷

<https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&transitionType=Default&contextData=%28sc.Default%29>

⁶⁸ <https://www.ccccurriculum.net/fag>

⁶⁹ <https://1drv.ms/b/s!AqHw5FvHmpd-rVPmPaYERf5FdI8m?e=VFKlgY>

⁷⁰ <https://www.ccccurriculum.net/fag>

15.01 F23 Support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of October 2023

Whereas, AB 928 (Berman, 2021)⁷¹ was signed into law on October 6, 2021 and required the formation of the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee⁷² consisting of 16 members, including one representative from the Academic Senate for California Community Colleges;

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee was charged with creating recommendations by December 31, 2023 in three specific areas⁷³:

- Goals: Identifying annual goals for increasing transfer rates in California and closing racial equity gaps in transfer outcomes to be adopted by the state;
- STEM: Proposing a new unit threshold for STEM degree pathways that meet the requirements for admission to the California State University and the University of California;
- Reengagement: Reengaging Associate Degree for Transfer earners who do not transfer or apply for transfer into a four-year postsecondary educational institution;

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Findings, Considerations, and Outline Draft of Final Report Elements report (September 8, 2023) and the Draft High-Level Recommendations document (October 2023) were created based on research and input from stakeholders in the California higher education segments⁷⁴ and the Committee; and

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of October 2023 are designed to improve transfer opportunities and close equity and achievement gaps for the students in the California Community College system;

Resolved, That the Academic Senate for California Community Colleges support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Draft High-Level Recommendations as of October 2023⁷⁵.

Contact: Ginni May, ASCCC Intersegmental Projects Director

⁷¹ AB 928 (Berman, 2021): https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

⁷² AB 928 Associate Degree for Transfer Intersegmental Implementation Committee: <https://www.ab928committee.org/committee-membership>

⁷³ AB 928 (Berman, 2021) §§(g)(1-3): https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

⁷⁴ September 18, 2023 Meeting: <https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/64e9128f1d6d9b21676d14f1/1692996242294/ab-928-draft-report-vaug2023-a11y.pdf>

⁷⁵ AB 928 ADT Intersegmental Implementation Committee Draft High-Level Recommendations (October 2023): <https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/6525b28113cc367684ddfb3/1696969356702/ab928-high-level-draft-recs-oct-2023-a11y.pdf>

15.02 F23 Support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023

Whereas, AB 1111 (Berman, 2021)⁷⁶ was signed into law on October 6, 2021, the fourth bill since the 1980s to require a common course numbering system for the California Community Colleges system;

Whereas, The AB 1111: Common Course Numbering Task Force⁷⁷ consisting of stakeholders in California higher education segments including faculty, students, administrators, and classified professionals from the California Community Colleges, the California State University, the University of California, and the Association of Independent California Colleges and Universities carefully created the Recommended Implementation Plan as of October 2, 2023⁷⁸ through their work beginning in October 2022 based on learning and working sessions; stories from students, faculty, and staff about their experiences regarding common course numbering; and broad vetting throughout the higher education systems in California;

Whereas, The Recommended Implementation Plan as of October 2, 2023 through several revisions has been designed to be iterative and nimble in order to respond to unanticipated or changing needs that may arise in implementing a common course numbering system in the largest system of higher education in the United States of America; and

Whereas, The Recommended Implementation Plan as of October 2, 2023 models existing processes and structures of the C-ID Course Numbering Identification System which was designed and is led by the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023⁷⁹.

Contact: Ginni May, ASCCC Intersegmental Projects Director

⁷⁶ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1111

⁷⁷ AB 1111: Common Course Numbering Task Force Membership: <https://www.cccco.edu/-/media/CCCCO-Website/docs/general/ccntaskforcerooster-a11y.pdf?la=en&hash=579346AE2045F31FEDC77A95325057878D4D5B91>

⁷⁸ Recommended Implementation Plan as of October 2, 2023: <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/ab1111-summary-report-oct2023-final-draft-a11y.pdf?la=en&hash=98150771593F22793F3278731DE98FEA9D5CE0FA>

⁷⁹ Recommended Implementation Plan as of October 2, 2023: <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/ab1111-summary-report-oct2023-final-draft-a11y.pdf?la=en&hash=98150771593F22793F3278731DE98FEA9D5CE0FA>

***+15.03 F23 Requiring C grades for Cal-GETC**

Whereas, The California General Education Transfer Curriculum was approved by the Intersegmental Committee of Academic Senates to be the “singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the California State University (CSU) and the University of California (UC)”⁸⁰;

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards states that “a minimum “C” grade is required in each college course for Cal-GETC” and that “a “C” is defined as a minimum of 2.0 grade points on a 4.0 scale”⁸¹;

Whereas, Requiring a grade of “C” or higher (on a 4.0 scale) for all courses on the California General Education Transfer Curriculum will create a system of inequity for transfer students whereby transfer students will be held to more restrictive standards for general education completion than native students of the University of California (UC) or California State University (CSU) systems where some UCs and CSUs may allow grades of less than C in general education courses as long as students maintain an overall grade point average of 2.0³; and

Whereas, The majority of California community college (CCC) students transfer to a California State University (CSU), requiring them to meet the more restrictive standards of University of California (UC) General Education (GE) completion will potentially block CCC students who would have met CSU GE requirements but under California General Education Transfer Curriculum are required to meet the stricter UC GE requirements from acquiring an associate degree for transfer;

Resolved, That the Academic Senate for California Community Colleges recommend to our intersegmental partners to allow completion of the California General Education Transfer Curriculum with an overall 2.0 GPA or higher (on a 4.0 scale) with “C” or better in Areas 1A, 1B, 1C, and 2⁸².

Contact: Mark Edward Osea, Mendocino College, Area B

⁸⁰ Cal-GETC Standards page 3: https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf

⁸¹ Cal-GETC Standards page 20: https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf

⁸² Areas 1A, 1B, 1C, and 2 on Cal-GETC refer to the Golden 4 areas required for minimum admission to the CSU system. Courses must be completed with grades of “C-” or higher (on a 4.0 scale) to be eligible for admission.

***+15.04 F23 Allowing the Use of Credit for Prior Learning on Cal-GETC**

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards does not allow the use of the College Level Examination Program (CLEP) or remains silent on other forms of Credit for Prior Learning, such as Military Service Credit, to meet any Cal-GETC areas^{83 84};

Whereas, The California State University General Education (CSU GE) Breadth has allowed credit for prior learning, such as passing scores on certain College Level Examination Program exams and Military Service Credit⁸⁵ to complete certain CSU GE areas⁸⁶;

Whereas, Credit for prior learning, such as Military Service Credit often entail rigorous training and exposure to diverse experiences that are comparable to formal educational settings, deserving recognition and credit in academic contexts; and

Whereas, The College Level Examination Program allows students to “receive college credit for what [they] already know, for a fraction of the cost of a college course”⁸⁷, and may be used as a form of credit for prior learning, thereby allowing students to “fast track their certificates and degrees, enabling them to more directly pursue their chosen careers”⁸⁸;

Resolved, That the Academic Senate for California Community Colleges work with the faculty representatives of the University of California and the California State University through the Intersegmental Committee of Academic Senates to allow credit for prior learning, such as use of a passing College Level Examination Program scores and Military Service Credit, on the California General Education Transfer Curriculum.

Contact: Mark Edward Osea, Mendocino College, Area B

17 LOCAL SENATES

***17.01 F23 Sustainability and Institutionalization of Zero-Textbook-Cost Pathway Efforts**

Whereas, California Education Code §78052⁸⁹ requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented” and the Academic Senate for California Community Colleges recognizes

⁸³ Cal-GETC Standards p. 18: https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf

⁸⁴ Although the Cal-GETC Standards mentions Credit by Exam, it does not address other forms of Credit for Prior Learning, such as Military Service Credit.

⁸⁵ See Article 4 of the California State University’s Credit for Prior Learning Policy: <https://calstate.policystat.com/policy/13630631/latest>. The policy states that “Credit shall be awarded for a specific university course or a specific requirement. Each campus shall determine the extent to which units earned for education, training and service provided by the Armed Forces of the United States shall be applied as major, general education, or elective credit according to established campus procedures.”

⁸⁶ <https://www.calstate.edu/apply/transfer/Pages/college-level-examination-program.aspx>

⁸⁷ <https://clep.collegeboard.org/clep-benefits-for-everyone>

⁸⁸ Rostrum November 2020: <https://www.asccc.org/content/credit-prior-learning-equity-lever>

⁸⁹ California Education Code §78052: https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC

open educational resources as the preferred and most sustainable mechanism for eliminating course costs (Resolution 03.05 F21 Zero Means Zero Textbook Cost⁹⁰);

Whereas, The Burden-Free Instructional Materials Task Force was convened to “provide recommendations and possible regulatory actions for system structural changes that will facilitate the creation of sustainable solutions that reduce instructional materials costs for students in the long term,” and Resolution Number 2023-18 of the California Community Colleges’ Board of Governors⁹¹ established that “the Chancellor’s Office shall work, in partnership with statewide participatory governance partners, to study implementation of the Burden Free Instructional Materials Taskforce recommendations, prioritizing actions that aim to remove barriers that unduly limit students’ ability to access timely and affordable instructional materials, establish a robust and sustained OER support infrastructure, and strengthen data collection capacity to better support local innovations towards reducing instructional material costs”;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges’ guiding resources, including institutional goals, educational master plans, equity plans, accreditation institutional self-evaluation reports, board policies, and administrative procedures or regulations (Resolution 13.01 S21 Institutionalizing Open Educational Resources⁹²); and

Whereas, Although the Academic Senate for California Community Colleges has urged “local academic senates to work with their administrations and other appropriate college constituencies to establish a faculty coordinator position that plays a leadership role with respect to the local implementation of the Zero Textbook Cost Program” and encouraged “local academic senates to work with their administrative colleagues to use a portion of the Zero Textbook Cost Program funds to support a faculty coordinator who leads the college’s open educational resources and Zero Textbook Cost Program efforts”(Resolution 17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty Coordinator⁹³), some colleges are expecting their designated Open Educational Resources liaison to assume this role without additional compensation and others are only providing stipends to faculty coordinators, which does not provide faculty with the necessary time to effectively oversee the zero-textbook-cost work and integrate it into the resources and structure of the college as is necessary for sustainability;

⁹⁰ <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

⁹¹ [https://go.boarddocs.com/ca/ccchan/Board.nsf/files/CTUQG96934A5/\\$file/resolution-of-the-board-of-governors-instructional-material-affordability-final-a11y.pdf](https://go.boarddocs.com/ca/ccchan/Board.nsf/files/CTUQG96934A5/$file/resolution-of-the-board-of-governors-instructional-material-affordability-final-a11y.pdf)

⁹² <https://www.asccc.org/resolutions/institutionalizing-open-educational-resources>

⁹³ <https://www.asccc.org/resolutions/using-zero-textbook-cost-funds-support-open-educational-resourcezero-textbook-costs>

Resolved, That the Academic Senate for California Community Colleges recognize that sustaining and institutionalizing zero-textbook-cost pathways requires substantial and on-going work and coordination by faculty; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate for the establishment of a local faculty coordinator position reassigned from their usual duties to lead their college's zero-textbook-cost efforts.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

***17.02 F23 Part Time Faculty Inclusion in OER and ZTC Pathways**

Whereas, The Academic Senate for California Community Colleges is committed to the participation of part-time faculty in all academic and professional matters as evidenced by the inclusion and recognition of part-time faculty through committee appointments, numerous resolutions, position papers, and the adoption of Resolution 1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee⁹⁴ adding a designated part-time faculty member to the Executive Committee;

Whereas, The Academic Senate for California Community Colleges "recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs" (Resolution 03.05 F21 Zero Means Zero Textbook Cost⁹⁵);

Whereas, In the creation of new open educational resources (OER), the Open Educational Resources Initiative has awarded projects to teams of faculty that included part-time faculty authors showing that adequately compensating part-time faculty supports their involvement in the creation and adaptation of OER; and

Whereas, As of Fall 2022, there are 36,305 (67.2%) part time faculty (labeled as "academic, temporary" in the dashboard) compared to 17,727 (32.8%) full time faculty in the California Community Colleges⁹⁶ indicating that part-time faculty teach the majority of classes and can have a substantial influence in helping colleges create zero-textbook-cost pathways by adapting and adopting open educational resources as instructional materials for their classes;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to review their local policies and practices related to part-time faculty participating in

⁹⁴ <https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee>

⁹⁵ <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

⁹⁶ California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Faculty & Staff Demographics Report." Retrieved September 21, 2023, from https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

open educational resources and zero-textbook-cost efforts to ensure that they do not create barriers for efforts that require a long-term commitment;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work in partnership with their administrative colleagues to ensure the inclusion of part-time faculty in all local open educational resources and zero-textbook-cost pathway efforts; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work in partnership with their union and administrative colleagues to secure the participation of part time faculty in adopting and adapting open educational resources and in the creation of zero-textbook-cost pathways by adequately compensating them for their work.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

20 STUDENTS

***+20.01 F23 Equitable Treatment of Part-Time Students for Student Tutor Positions**

Whereas, The California Education Code §88076⁹⁷ exempts from classified service “full-time students employed part time” and “part-time students employed part time in a college work-study program or in a work experience education program conducted by a community college that is financed by state or federal funds”, which results in less opportunity for employment of part-time students even though they make up over 65% of credit students⁹⁸;

Whereas, The Academic Senate for California Community Colleges has recognized the need to adopt comprehensive strategies to support the success of part-time students⁹⁹; and

Whereas, Creating greater flexibility for hiring part-time students as student tutors will enable more peer tutoring, which benefits students with personal connection and will help the part-

⁹⁷ California Education Code §88076 applies to community college districts with personnel commissions. See https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=88076&lawCode=EDC

⁹⁸ California Community Colleges Chancellor’s Office. Management Information Systems Datamart. “Full-time/Part-time (Unit Load) Status Summary Report.” Retrieved October 1, 2023, from https://datamart.cccco.edu/Students/Unit_Load_Status.aspx

⁹⁹ Resolution S23 07.03 Defining Success for Part-Time Students: <https://asccc.org/resolutions/defining-success-part-time-students>

time student tutor with enhanced campus engagement and further strengthening of their subject matter expertise¹⁰⁰;

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urge the California legislature to revise California Education Code §88076¹⁰¹ to add an additional exemption from classified service “part-time students employed part-time as student tutors” without necessitating that the student is in a college work-study program or in a work experience education program.

Contact: Jeffrey Hernandez, Los Angeles Community College District, Area C

***+20.02 F23 Provide Student Access to Free Open Educational Course Resources**

Whereas, Academic Senate for California Community Colleges resolution 20.02 F20 Ensure Course Cost Transparency for Students¹⁰² 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”;

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July, 2010 require each institution of higher education receiving federal financial assistance to “disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes”¹⁰³ but do not require that colleges provide the URLs where students can access open educational resources that may be used in

¹⁰⁰ For an example of research on the benefits of peer tutoring, see Valeria A. Russ, *The Relationship Between Final Grades and Tutoring Methods of At-risk College Freshmen*, (2015). *Walden Dissertations and Doctoral Studies Collection*. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1200&context=dissertations>

For an example of research on the benefits for the peer tutor, see Kait Bouthillette, “Tutor, Guide, Lead: Examining the Experiences of Peer Tutors” (2016). *Higher Education Student Work*. 11.

https://scholarworks.merrimack.edu/soe_studentpub/11

For a quick summary of findings on the effectiveness of peer tutoring, see Troy Markowitz, *The Power of Peers In Higher Education*, Forbes, July 9, 2020 <https://www.forbes.com/sites/troymarkowitz/2020/07/09/the-power-of-peers-in-higher-education/?sh=2ded07de313c>

For a testimonial from a student tutor on how peer tutoring benefits the tutor and tutee, see Doug Kovel, *Peer Tutoring in the Pandemic*, Inside Higher Education, March 23, 2021

<https://www.insidehighered.com/views/2021/03/24/benefits-peer-tutoring-and-how-develop-effective-program-opinion>

¹⁰¹ California Education Code §88076 applies to community college districts with personnel commissions. See https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=88076&lawCode=EDC

¹⁰² <https://www.asccc.org/resolutions/ensure-course-cost-transparency-students>

¹⁰³ Higher Education Opportunity Act page 33: <https://www.govinfo.gov/content/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf>

lieu of commercial texts, thereby denying students the opportunity to peruse readily-available resources and, when available, to obtain print versions of those resources; and

Whereas, Faculty who are using open educational resources (OER) in lieu of a commercial text and wish to provide access to that OER via the internet course schedule may not be provided with a mechanism for doing so;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations to develop a procedure to publish URLs to free open educational resources in the course schedule; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop title 5 language that requires districts to publish in course schedules the URLs where students may access free open educational resources.

Contact: Michelle Pilati, Rio Hondo College, Area C

Faculty Senate Committee/Council Reports- October 2023

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Committee on Service Learning

Report submitted by: Gina Wilson

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

We welcomed new committee members. Reviewed the goals and objectives of Service Learning - discussing the difference between volunteering and service learning. Service Learning is connected to the course and has a reflection assignment. It can be offered as extra credit, a choice assignment, or a required assignment.

Based on the Online Registration Forms, there are 19 professors in 15 courses who are supporting 157 students to complete Service Learning assignments this semester. It is estimated that students will complete 7600 service hours in 91 non-profit/not-for-profit organizations by the end of the semester. There will be more as the semester progresses.

The Fall 2023 Service Learning Fair took place on 8/30/23. Fourteen community partners participated in our Service Learning Fair with students, faculty, and President Rivera-Lacey attending the event.

We are running our third Faculty Cohort of professors preparing to build Service Learning into their courses (with

funding from the Regional Strong Workforce Program Equity Grant).

A group of about 15 faculty will complete three sessions this semester and integrate Service Learning into their spring courses.

Future Focus:

Work with Faculty Cohort III to build a syllabus integrating Service Learning by the end of the fall semester, and implement Service Learning in a Spring 2024 course.

Focussing on looking for more on-campus Service Learning opportunities especially for ESL students.

Looking for ways to remove barriers for students. Students have transportation issues. Currently, we have gas cards and trolley passes for students who experience financial barriers. They can submit a transportation request form online to our office.

It would be great to have funding to pay for students' background checks, if required from the volunteer organizations. The Service Learning Office does not have a budget to pay for this item so we are looking for alternative ways to cover these costs to students.

We also are continuously looking for donations to our scholarship fund (held by the Foundation).

Goals:

Tenure and Evaluations Review Board (TERB)

Report submitted by: Debbie Nielsen

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

- TEC Chairs were approved for departments with no available tenured faculty member.
- All Tenure Evaluation Committees were filled.
- Approved the use of Zoom for evaluator observation of evaluatee during one on one counseling sessions in BHCS.
- TERB agreed to have student course evaluation questions translated to Spanish.

Future Focus:

- Sample final evaluation peer, probationary, and part-time reports are being created for evaluator/committee use.
- Complete the translation to Spanish of student course evaluations for BHCS.

Goals:

Create an improved, streamlined process for the submission of evaluation materials.

Equitable Placement and Completion Committee

Report submitted by: Erin C. Feld

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

Presentation and discussion of enrollment management from Cindy Anfinson to help the committee think about how these things affect our students.

Finalized goals that we will begin working on.

Future Focus:

We will be working on our goals: encouraging student to complete Math and English in the first year; looking at messaging going to students related to AB 705/1705; working on roadblocks students are facing with registering, understanding enhanced classes, etc.

Goals:

1. How best to encourage students to complete math and English in their first year. 2. Look at messaging going to students in light of changes, work with counseling so it is consistent and accurate and understandable. Making class registration transparent. 3. San Diego County or Region 10 summit for AB1705 to see what other colleges in the region are doing to be able to talk to other schools. 4. Placements programmed in PeopleSoft. 5. All students see a counselor for an abbreviated ed plan with math and English. 6. Finding a solution to the enhanced class or linked class in Math.

SLO Coordinator - LOSC and Technology Taskforce

Report submitted by: Shelbi Hathaway

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

Shelbi Hathaway presented an activity to both Curriculum and Faculty Senate to start realigning the current GEILO dimensions to the new ACCJC standards. The LOSC focused on collecting data through a card sort. The technology Taskforce met twice to discuss what technology we are interested in using moving forward.

Future Focus:

The LOSC will look at the data collected and start re-aligning the dimensions to the new ACCJC standards. The goal is to eventually bring this Curriculum for feedback then to Senate for final approval. The technology taskforce is meeting twice to continue the discussions of the technology and make a decision.

Goals:

1. Realign GEILO dimensions to the updated ACCJC Standards. 2. Determine the new technology for SLO and ILO mapping and data.

Employees, Community, and Communication Council (ECCC)

Report submitted by: Jenny Fererro

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

At our October 6th meeting, we discussed governance changes and suggested revisions to the proposed draft residency policy. At our October 20th meeting, we reviewed the EEO Draft plan, which was presented to the Governing Board at their special meeting the following week. We worked on fine-tuning goals for the council at both meetings and via Teams in between meetings.

Future Focus:

Finalizing ECCC goals and continued discussion on the residency policy.

Goals:

In progress

Equivalency

Report submitted by: Scott Klinger

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The Equivalency committee meets on Wednesdays at 11:00 to review applications.

Future Focus:

Goals:

Distance Education Committee

Report submitted by: Kelly Falcone

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

Accessibility

Reminder: The ATRC can help you check materials for accessibility and help you to revise digital materials for accessibility. Schedule an appointment with ATRC or submit a help ticket.

Kaltura Discontinuation

DE Committee was informed by the ATRC that the Kaltura system has reached end-of-life. ATRC has created a

process to move to using Canvas Studio instead of Kaltura. If you use Kaltura in your class, please reach out to ATRC or the Library. The library is working with ATRC in this transition.

AP 4105

We have updated the DE Administrative Procedure, AP 4105. It was approved by the Distance Education Committee, the Curriculum Committee, and the Faculty Senate. It now needs approval from EESSC, the Policies and Procedures Technical Review Committee, and then College Council.

Instructure Impact

The CCCCCO is now paying for colleges to use Instructure Impact, which is a data analytic and communication platform in Canvas. There is a one time cost of \$3700 and an implementation process. DE is working with ATRC to get the program implemented.

Student Success Hub in Canvas Global Navigation

Working with ATRC to create a student success hub so students can easily located our student support services from Canvas. This would add an additional icon in the Canvas global navigation ensuring students can always access it from any course.

Merging courses in Canvas and FERPA concerns

DE Committee discovered that other colleges provide guidance to faculty who merge courses in Canvas to address FERPA concerns, Palomar has not previously provided any guidance on this. DE Committee agreed that faculty should still be able to merge classes in Canvas, but only after receiving information and support on the FERPA concerns.

Future Focus:

Focusing on our goals

Goals:

1. Increase the number of online courses at Palomar college that meet “Quality-Reviewed” standards. 2. Utilize data to inform Distance Education course offerings and importance to student success and equity. 3. Develop a DE Handbook

Sabbatical Leave Committee

Report submitted by: Mark Clark

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

Digital Storage of Reports in the Library

Revising the Application Revision Form

Revising the Salary Credit form for Projects and Work Experience

Future Focus:

Approval of 2024/2025 applications for Sabbatical

Goals:

Faculty Service Area Committee

Report submitted by: Jason Jarvinen

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

Revisions to FSA Committee website; Communication to full-time faculty about the role of Faculty Service Areas and the opportunity to apply for additional FSAs; reviewing updates to discipline FSAs.

Future Focus:

Updating discipline FSAs, communication to full-time faculty about individual FSAs

Goals:

- a. Communication to chairs on the upcoming discipline FSA renewal cycle (due in 2024)
- b. Improve communication to full-time faculty on applying for personal FSAs

Credit for Prior Learning

Report submitted by: Candace Rose

Did your Committee meet last month? No

Accomplishments and/or Topics of Importance:

Future Focus:

Goals:

Accreditation Steering Committee

Report submitted by: Adam Meehan

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The Accreditation team has completed its Follow-Up Report, which was requested by our accreditor ACCJC following the submission of the 2022 Institutional Self-Evaluation Report (ISER). The Report was brought to the Governing

Board for first reading on Tuesday, October 24, and will return for approval on November 14. It will be due to ACCJC the following day.

Future Focus:

Goals:

Academic Integrity Taskforce

Report submitted by: Katy Farrell

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

We are drafting an new administrative procedures document, AP 5505 Academic Integrity

Future Focus:

Submitting our proposed AP 5505 to Senate, EESSC, and eventually the Governing Board for Approval. Seeking funding to support an Academic Integrity information awareness campaign and resources for students and faculty.

Goals:

Review and update District Academic Integrity policies.

Secure funding/resources for the taskforce initiatives and promotion.

Address faculty support/expectations for upholding academic integrity with a DEIAA lens.

Publish and make accessible transparent policies and guidelines for students.

Institutional Effectiveness, Planning, and Fiscal Stewardship Council

Report submitted by: Glyn Bongolan

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The Council is reviewing its goals. Quorum was an issue for the Council, so one of the scheduled meetings was cancelled so that the co-chairs could discuss how to address the issue of making quorum.

Future Focus:

Council goals (TBD) and standing reports from (1) Accreditation, (2) Budget Committee, and (3) Program Review and Resource Allocation Committee.

Goals:

Goal are TBD.

CALM

Report submitted by: William Carrasco & Anastasia Zavodny

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

October was a relatively uneventful month for CALM. We held two regularly scheduled meetings (1st and 3rd Monday), though due to a conflicting meeting of the Faculty Senate for the annual retreat, the CALM Committee failed to make quorum for our first meeting of the month. CALM has distributed a survey to all faculty for feedback on the status of ZTC/LTC symbols appearing in our online class schedule. Results from this survey will be discussed in our November meetings. The committee is also working on an update to our CALM Canvas training course.

Future Focus:

CALM continues to prepare for our CCCCCO ZTC program grants and will be finalizing our tracking and record keeping processes in November. We anticipate notifying faculty of their grant acceptance status in November as well. The CCCCCO continues to admit programs to the grant; it is likely we may see additional acceptances into December.

Goals:

Educators for Equity Diversity and Cultural Consciousness

Report submitted by: Michael Mufson

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

- Welcoming New Members
- Affirming the Values and Goals for this Academic Year
- Planning for the upcoming Social Justice Community Festival (SJCF)
 - Confirming Funding via Professional Development etc.
 - Determining the Theme for the SJCF - "Cultivating Belonging to Build an Inclusive and Welcoming College"
 - Design, Plan and distribute a survey to the college on experiences and attitudes related to belonging and inclusion at the college.
 - Discussing most accessible time for SJCF
- Introduce our committee to the new CDO and the new VP of Student Services
- Draft a response to the violence in the Middle East
- Participate in the DEIAA Competencies and Criteria Task Force
- Brainstorm additional initiatives or programs for this Year

Future Focus:

- All aspects of planning and implementing the Social Justice Community Festival
- Consulting with Faculty Senate regarding changes to Volunteer Interest form for Faculty Senate Committees
- Continued brainstorming and Planning for additional initiatives and programming

Goals:

- Produce the Social Justice Community Festival (Possibly as part of Fall Plenary). Increase participation.
- Produce additional events & workshops on smaller scale than Festival with particular attention towards serving students.
- Advocate and participate in creating an institution-wide vehicle to connect and communicate all DEI/AA activities and initiatives.
- Offer Participation and support for [Affinity Group] Monthly Observances and Celebrations.
- Create vehicle for Students to communicate DEI/AA issues (anonymously) on our campuses for the purpose of information gathering.
- Develop ways to cultivate belonging and inclusion among BIPOC and allied faculty, especially those who feel isolated and/or attacked for their identity or teaching practices.
- Revise Governance Structure
- Add Classified Employee representative
- Add student representative
- Anonymous Survey to employees re: belonging etc.

DFA

Report submitted by: Travis Ritt

Did your Committee meet last month? No

Accomplishments and/or Topics of Importance:

Future Focus:

Goals:

Infrastructure & Sustainability Council

Report submitted by: Tim Martin

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The mural project for Escondido that was approved by ISC was approved by College Council. It was recommended that ISC will propose an approval process for future mural/art projects.

Future Focus:

The council continues to discuss which operational committee would be appropriate to work to support goals including accessibility mapping, improved signage and QR codes.

Goals:

AB 928/1111 Taskforce

Report submitted by: Vickie Mellos

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

The GE subcommittee (which is a part of the 928/111 Taskforce) met in September and October to discuss Title 5 changes that will make associate degree GE requirements mirror the CalGETC pattern (AB-928). We discussed how this change would impact our local GE requirements. Ethnic Studies and Mathematical Concepts & Quantitative Reasoning would move from a district competency to an AA GE requirement. Also, this Title 5 change removed Lifelong Learning as an associate degree GE requirement. We discussed ideas for what our district requirements could look like in light of the Faculty Senate's resolution in support of Lifelong Learning & Self-Development. We researched what other community colleges around the United States require for their GE and how it is presented to students on college websites.

Future Focus:

The AB-928/1111 taskforce will meet on November 7th 3-4pm. We will get updates from Student Services on AB-928 implementation and an overview on AB-928 and AB-1111.

Goals:

1. Make recommendations for district competencies in light of Title 5 changes and the Faculty Senate's resolution in support of Lifelong Learning.

2. Prepare for AB-928 implementation.

By August 1, 2024, California Community Colleges are required to place students who declare a goal of transfer on their mandatory education plans on the ADT pathway if the student has not opted out, as specified, and if such a pathway exists for their intended major.

By the fall term of 2025-2026, California Community Colleges will have a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California.

3. Prepare for Title 5 Code of California Regulations relating to Associate Degree Requirements.

Comets Affordable Learning Materials (CALM) Committee

Report submitted by: William Carrasco & Anastasia Zavodny

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

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Future Focus:

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Goals:

N/A

EESSC

Report submitted by: Wendy Nelson

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

A. EESSC discussed and approved the Preferred Name Policy. This policy allows:

1) a student can change their legal name by court action they chance complete a change form and the new legal name will appear on college all documents.

2) a student may choose to identify themselves within the PCCD

community with a preferred first and/or middle name that differs from their legal name. The will change the student's name in Canvas and MyPalomar.

B. EESSC discussed removing "My Class Finder" now that the new "My Palomar" is live. There was discussion around when it will be disabled. However, the final date was not decided.

C. Changes to AP 4021 PROGRAM DEVELOPMENT, REVITALIZATION, AND/OR

DISCONTINUANCE were discussed and approved. The changes removed IPC and Curriculum from overseeing this process and updated/changed the "New Program Subcommittee" to the "Program Development, Revitalization, and/or Discontinuance Committee".

D. The EESSC Goals were discussed but not approved.

E. It was brought to EESSC's attention that the Access and Inclusion Committee is not meeting this semester. Members discussed the reasons for this and possible solutions.

F. Katy Farrell, chair of the Academic Integrity Taskforce presented a draft of a new Academic Integrity Policy.

Future Focus:

EESSC is still finalizing goals.

Goals:

none yet.

College Council

Report submitted by: Wendy Nelson

Did your Committee meet last month? Yes

Accomplishments and/or Topics of Importance:

College Council did the following:

Finalized its Goals and discussed how the council will work toward achieving the goals.

Discussed and approved the Accreditation Follow-up Report

Discussed the Escondido Center mural, reviewed the mural notes provided by the artist and approved the mural.

Discussed the plan for food services.

Reviewed the Vision Plan 2035 for a final time.

Reviewed an update of the Policies and Procedures Review and Revision Process

Reviewed and discussed the EEP Plan.

Future Focus:

not sure

Goals:

1. Implement an effective shared governance structure which includes the following:

a. Clear internal communication to the campus community (e.g., standard reporting of action items, minutes, goals).

b. Centralized membership tracking.

c. Clearly defined and implemented roles of the governance chair, co-chair, council members, and council support to ensure effective leadership and operation of the governance groups.

d. Ongoing orientation and training.

e. Alignment of shared governance goals to the Vision Plan 2035.

2. Implement the Policies and Procedures review cycle.

a. Develop a process to ensure councils know which BP/APs to review and when they are due.

b. Clarify which shared governance groups must review or approve BP/APs (i.e., information item or action item).

3. Develop and implement a coordinated approach for carrying out the Vision Plan 2035.

a. Conduct a cross-walk of all current plans (i.e. technology plan, staffing plan, equity plan, guided pathways) and their alignment with the Vision Plan.

b. Develop a process for prioritizing resource requests and funding to meet Vision Plan goals.

The Educators for Equity, Diversity, and Cultural Consciousness (EEDCC) subcommittee is disturbed and saddened by the current violence in the Israeli-Palestinian conflict. As a committee, we call for an end to violence against innocent Palestinian and Israeli civilians. The Committee understands and sympathizes with the complexity of the issues involved and calls for people of goodwill to find peaceful resolutions to the conflict.

As part of our mission to “infuse equity and anti-racism throughout our college,” the Committee believes that one can legitimately criticize Israeli policies in Palestinian territories without association to anti-Semitic ideology. Individuals can also condemn the violence of Hamas and other organizations without similarly appealing to anti-Muslim tropes. The Committee asks that everyone remember innocent civilians are being harmed as we speak and whatever our differences, we all still share a common humanity.

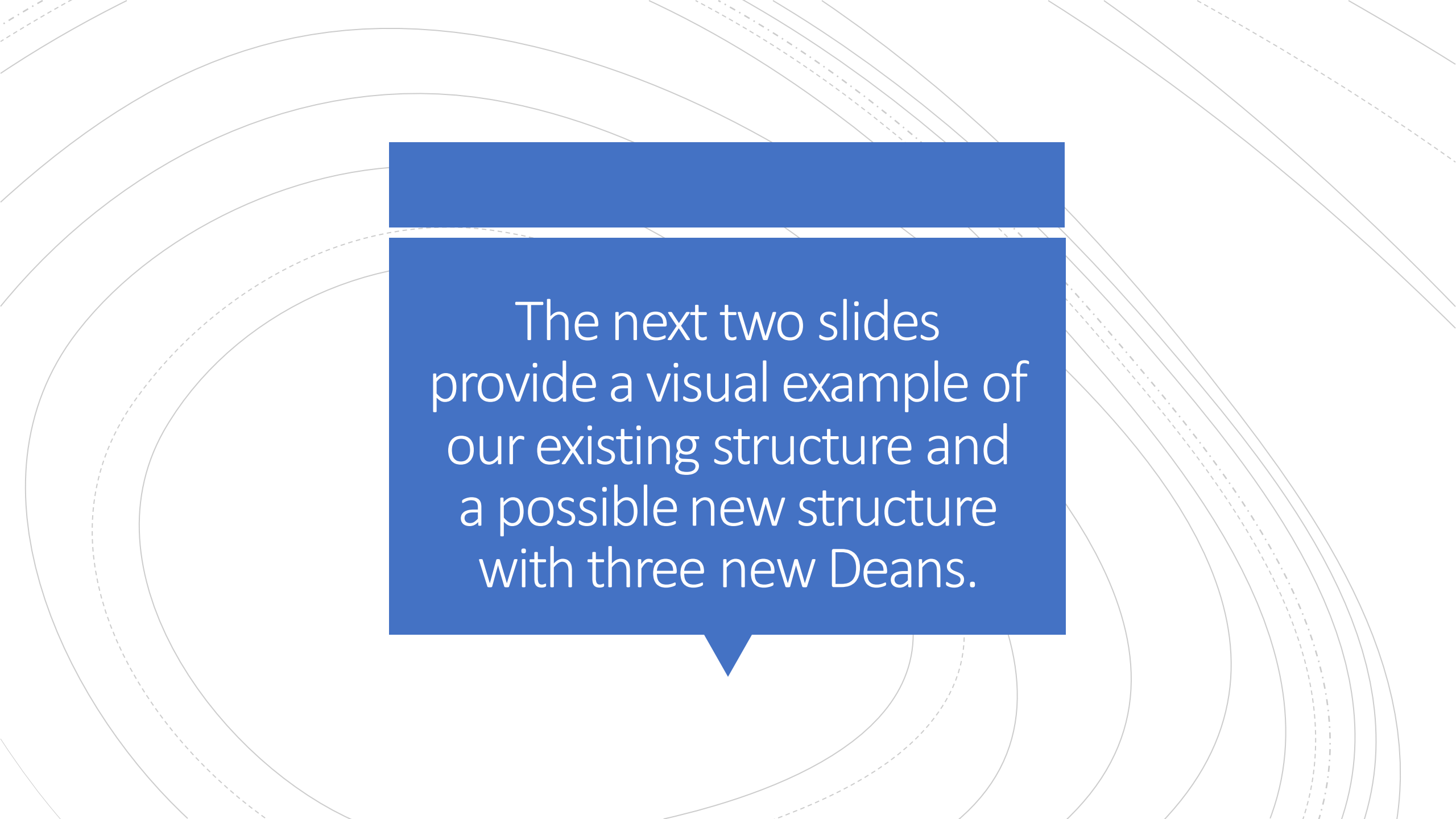
Reimagining Instruction

Faculty Senate Response and Recommendation to the VPIs Presentation on Re-Envisioning Instruction

The background of the slide features several thin, curved lines in shades of gray, some solid and some dashed, creating a sense of motion and depth. A large blue rectangular box with a speech bubble tail at the bottom left contains the main heading.

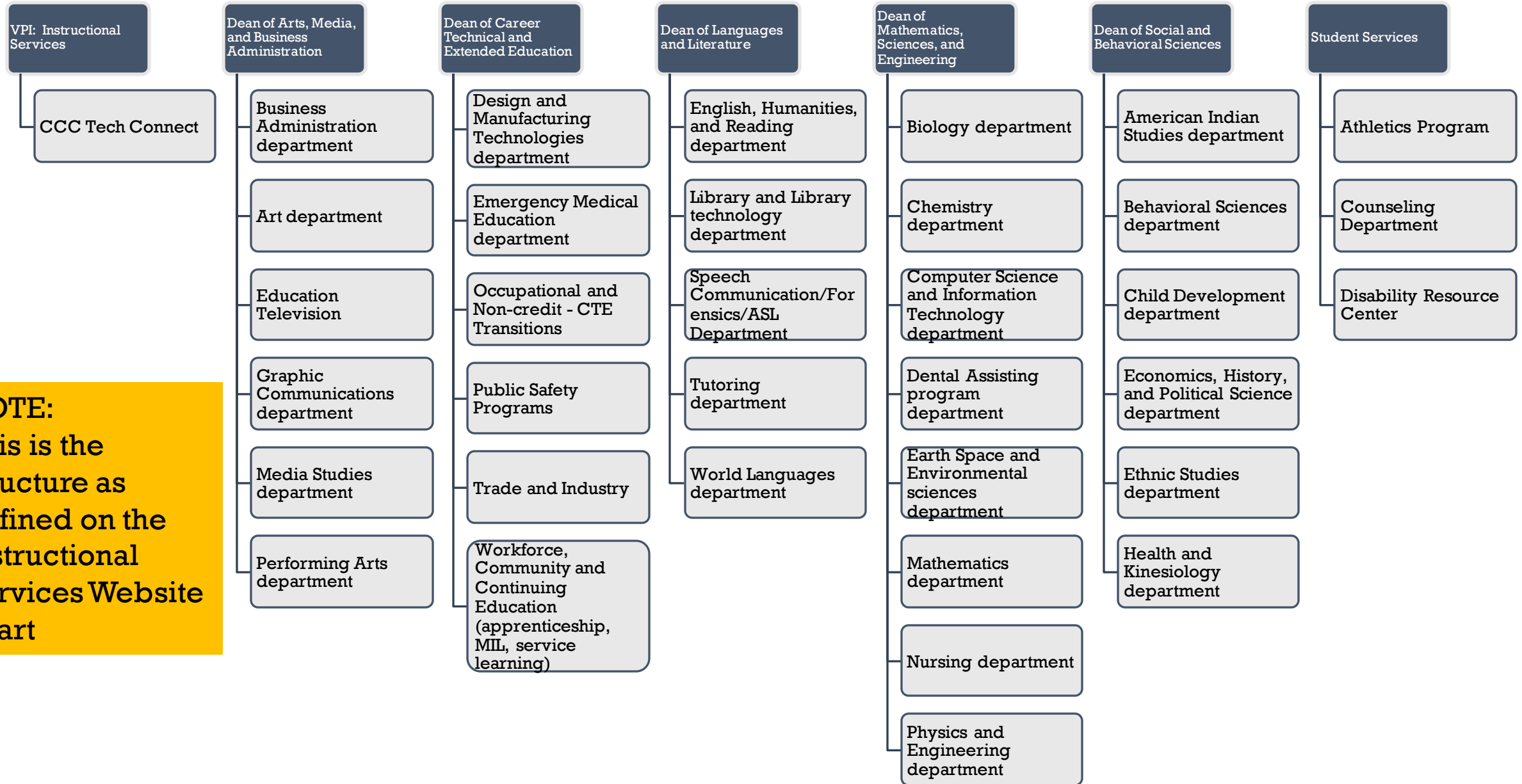
Goal: Restructure Instructional Divisions

- In Fall 2023, VP Recalde held a reimagining Instruction event to allow for the Palomar community to provide feedback on possible reorganization to Instructional Services.
- Goal: To redesign instructional divisions taking into consideration the workload of the Palomar Deans and additional work to ensure excellence in instruction.
- VP Recalde provided a summary of the feedback to the Faculty Senate.

The background of the slide features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A solid blue rectangular callout box is centered on the slide, containing white text. The box has a small triangular pointer at the bottom center.

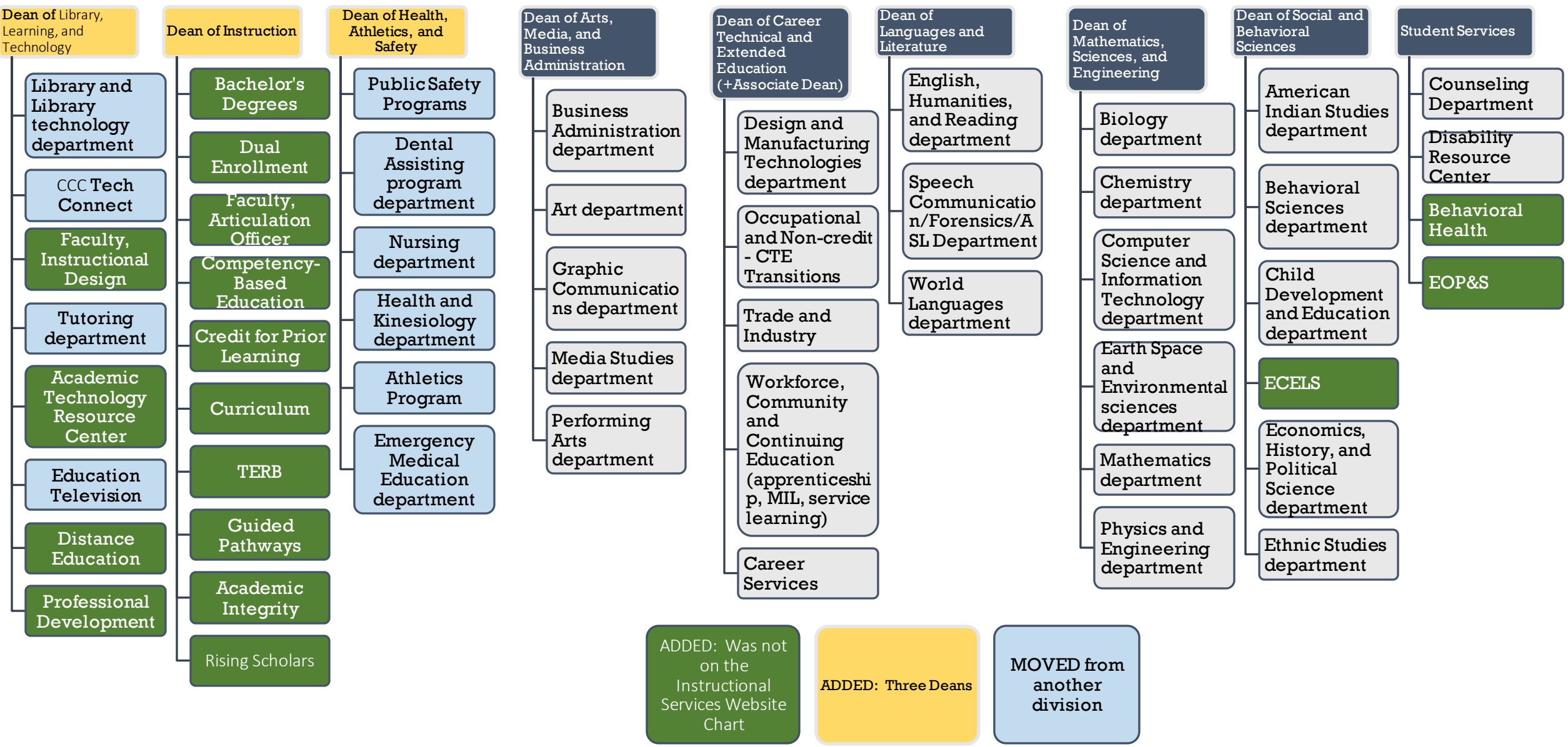
The next two slides
provide a visual example of
our existing structure and
a possible new structure
with three new Deans.

Current Divisions (as listed on [Instructional Services website](#))



NOTE:
This is the structure as defined on the Instructional Services Website chart

Possible New Divisional Structure



Faculty Senate Response

- The Faculty Senate of Palomar College recognizes that the reorganization of Instructional Services is the responsibility and decision of the district.
- In response to the event held and the summary provided, the Faculty Senate would like to share recommendations for consideration.

Faculty Senate Recommendations

- Determine the best structure now and hire all of the Deans needed for implementation at one time rather than hiring the additional Deans over time.
 - It will have less of an impact to our college to do one full restructuring.
- Hire three additional Deans to begin in Summer 2024
- Conduct one hiring committee for all of the new Dean positions
- Summer 2024: Update all systems to ensure accurate data for the redesign. For example, updating employee information to their new divisions.
- Launch our new academic divisions in Fall 2024

Questions

- Can the college fund three new deans and stay within the 50% law?
- What is the workload of each of our existing Deans in terms of FTEF and FTES?
- How would FTEF and FTES change for each Dean with the new structure?