



Minutes of the  
MEETING OF THE FACULTY SENATE  
October 14, 2019

APPROVED

**PRESENT:** Richard Albistegui-Dubois, José Briceño, Melinda Carrillo, William Dalrymple, Alexandra Doyle Bauer, Jenny Ferrero, Erin Hiro, Lawrence Lawson, Jackie Martin, Adam Meehan, Wendy Nelson, Patrick O'Brien, Lillian Payn, Travis Ritt, Julia Robinson, Chris Sinnott, Craig Thompson, Rocco Versaci, Lori Waite, Anastasia Zavodny

**ABSENT:** Teresa Laughlin, Fari Towfiq

**GUESTS:** Remy Arnold (ASG), Linus Smith (ASG), Susan Snow (Faculty), Jon Walker (ASG)

**Please note: All votes are presumed unanimous unless indicated otherwise.**

**CALL TO ORDER:** The meeting was called to order by Senate President Craig Thompson, at 2:30 p.m. in room SU-30.

**PUBLIC COMMENT:** None

**ANNOUNCEMENTS:** None

**AGENDA CHANGES:** None

**APPROVAL OF MINUTES:**

**Motion 1** MSC Ferrero/Ritt: Faculty Senate approval of minutes of September 30, 2019 (Exhibit I) as amended. Abstentions: Patrick O'Brien

The motion carried.

**ACTION:**

**A. Committee Appointments & Elections:**

**Motion 2** MSC Zavodny/Sinnott: Faculty Senate approval to confirm committee nominees (Exhibit II). They are as follows:

AB705 Support Subcommittee – Wendy Metzger (Faculty At-Large, Arts, Media, Business & Computer Sciences appointed by the Faculty Senate)

Curriculum Committee – Kevin Powers (Faculty, CTE 19-22)

Faculty Service Area Review Committee – Karen Donovan (Faculty, MSE, 19-21)

The motion carried.

1.A.1, 1.A.2, 1.B.1, 1.B.2

Senator Anastasia Zavodny reported that Senator Chris Stinnott is unable to serve on two committees due to scheduling conflicts. Zavodny is looking for senators to fill a position on the Student Services Planning Council and the Accreditation Steering Committee. She will confirm meeting schedules and reach out to senators via email and revisit the issue at next week's meeting. It was noted that "non-senate" faculty may be considered if the seats go unfilled. Senator Jenny Ferrero reminded the group that she will be on sabbatical next spring so her Elections Chair assignment needs to be filled by then.

B. Curriculum: Senator Wendy Nelson stated that curriculum is putting together a new workgroup. This new workgroup will include representation from GE areas to ensure feedback. Nelson is hoping to bring this back to Faculty Senate within the next few weeks.

1.A.1, 1.A.2, 1.B.1, 1.B.2, II.A.1

C. Administrators in "Acting" Positions: Lawrence Lawson

**Motion 3** MSC Lawson/Versaci: Faculty Senate approval to send "acting" hire letter to Human Resources (Exhibit III), as amended. Abstentions: Richard Albistegui-Dubois.

The motion carried.

Senator Lawrence Lawson distributed a draft letter that he prepared referencing Human Resources' exclusive reliance on Title V for "acting" recruitments. Lawson reviewed Title 5 53021 Sections A, B, and C with the senate and said he wonders whether Palomar College is violating this part of Title V when hiring "acting" administrators who were, at the time of their hire, already employed by the District. Lawson told the senate that the intent of the letter is to get more information about the District's legal basis for making these specific "acting" hires in light of the cited Title V 53021. Also, the District will be asked what the formal process was for each hire in question, among other questions. Various Senators questioned additional and recent assignment changes and agreed to keep this inquiry narrow in scope to current Palomar employees who recently received became "acting" administrators while already being employees of the District.

Senator Lawson will make suggested edits and will send a final copy to the Senate Office. The senate office will email the letter to VP Shanahan.

III.A.1, III.A.2, III.A.3

## **REPORTS:**

### **A. Senate President: Craig Thompson**

President Craig Thompson said he attended the Oct. 8 Governing Board meeting where Nancy Hensch became the new Governing Board President and Mark Evilsizer stepped down as board president and became the board secretary. Thompson also told the senate that the Student Equity Council meeting was cancelled last Friday. On Saturday, Thompson said he attended an Area D meeting at Mesa College with Senate VP Jackie Martin. There he heard a speech from California Community College's Chancellor Eloy Ortiz Oakley, who spoke about Calbright College, a new online college that began enrolling students Oct. 1. Thompson said the state senate has upcoming resolutions that he will bring to Palomar's Faculty Senate at the next meeting.

### **B. Planning Council Reports:**

IPC - Senator Travis Ritt reported that during IPC, it was announced that Palomar's FTES is up about 3% with the headcount up almost 2%. During that meeting, Research Director Michelle Barton added that this is showing a trend instead of just data points. Most of the meeting centered on the new Middle College concept Palomar is developing. Ritt said that Amanda Phillips, Assistant Superintendent at Escondido Union High School District, spoke at IPC about the type of student who would attend high school classes at Palomar's Escondido campus. She said the high school students would not be the students with the lowest or highest GPA. These students with average GPAS will opt in the program through a lottery system with an overall capacity of 400 students. The program is slated to start in fall 2020 with 100 9<sup>th</sup> graders. An additional 100 9<sup>th</sup> graders will follow in 2021, 2022 and 2023.

SSPC - Senator Chris Sinnott attended a SSPC meeting and reported that this council is in need of members.

- C. Palomar Faculty Federation: Senator Jenny Fererro reported that over 70 faculty members attended the Governing Board meeting on October 8. PFF is having a general membership meeting on Wednesday, October 30<sup>th</sup> from 3 p.m. to 5 p.m. in the Governing Board Room.
- D. ASG: Remy Arnold announced that Undocumented Student Week began today including the webinars. The link can be found in the meeting minutes from last week. Representatives will be speaking and demonstrating activities on Thursday and Friday. Arnold thanked senators who have added their preferred pronouns to their email signature.
- E. Guided Pathways: Tabled.
- F. Accreditation: Senator Lori Waite said that writing teams are assembled with training to begin immediately.
- G. Budget Committee: Senator Erin Hiro attended the Budget Committee meeting last week along with Senate President Craig Thompson, Senate VP Jackie Martin and Senator Fari Towfiq. Acting Vice President of Finance Stephen Garcia asked members there to come up with ways to increase revenue. The traditional FTEF revenue stream is not increasing and Garcia stated that the college is banking on the south and north sites getting a center status revenue boost. President Thompson added that there is no SCFF funding guarantee even if Palomar meets the outcomes.
- H. Senate Committee Reports:  
Senator Jenny Fererro, Elections Chair, asked members to remind faculty to submit their ballots by Oct. 21. Senator Alexandra Doyle Bauer stated it may be beneficial to set up ballot boxes at center sites to make it easier for faculty to vote.
- I. Other Reports:  
III.A.1, III.A.2, III.A.3

#### **INFORMATION ITEMS:**

- A. Area D Meeting/Resolutions: Tabled.
- B. CCAP: Tabled.
- C. Constitutional Review Committee: President Craig Thompson led members through the last subsection, President-Elect in SECTION 6: Officers.

- D. Policies and Procedures: Senator Lawrence Lawson stated that Dr. Blake and Trustee Halcon did not attend the first meeting of the year. Their second meeting was cancelled. The next meeting is scheduled on November 1.
- E. Website Workgroup: Senator Erin Hiro placed the Faculty Senate website on the overhead and highlighted some recent improvements. She explained that the senate's webpage workgroup's priority is to make appropriate updates to the material and to make the website more user-friendly. Hiro reminded everyone that this is an ongoing project and more improvements are on the way. She asked senators to provide feedback. <https://www2.palomar.edu/pages/facultysenate/>

**ADJOURNMENT:**

The meeting was adjourned at 3:50 PM.

Respectfully submitted,



Erin Hiro, Secretary



EXHIBIT II

Oct 21 2019						
Name	Division	FT/ PT	Committee	Position	Statement	Confirm all
Patrick O'Brien	Student Services	FT	Elections Committee	Faculty, determined by EC chair (18-20)	Currently in Faculty Senate and past experience on this committee	
Marie Templo-Capule	Library	FT	Safety and Security Committee	Librarian		



Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020

Course #	Title	Short Title	Subj.	Impacts	Transfer Accept.	Distance Education	Multicultural	Grading Basis	Open Entry/Exit	Justification (if New)	Catalog Impacts	Student Records Impacts	Other Updates	Orig.
7	Administrative Personnel and Leadership in Early Childhood Education Internship in Child and Family Services	ADMIN II Pers Lead in ECE	CHDV	None	CSU	Online	No	No Pass	No	Course has been submitted to be aligned with other administration courses in CAP (Curriculum Alignment Project).	Updated title, description	Updated title, description, coding	General course updates not affecting catalog	Diane Studinka
9	CHDV 205 Internship: Child and Family Services	CHDV: Child & Family	CHDV	None	CSU	Online	No	No Pass	Yes	Need to make this change to align with new program.	Removed CHDV 105 prerequisite	Updated coding, removed CHDV 105 prerequisite	None	Laurel Anderson
10	EME 224 Clinical Refresher	EME Refresher	EME	None	CSU	No	No	No Pass	No	Updating prerequisites/entrance requirements across department.	Increased units from 0.5-1.5 to 1.0, increased lab hours from 1.5 to 3.0	Updated coding, increased units from 0.5-1.5 to 1.0, increased lab hours from 1.5 to 3.0	General course updates not affecting catalog	Sarah DeSimo

C. Credit Course Reactivations (Treated as New Course)

Course #	Title	Short Title	Subject	Impacts	Transfer Accept.	Distance Education	Multicultural	Grading Basis	Open Entry/Exit	Justification (if New)	Catalog Impacts	Student Records Impacts	Other Updates	Orig.
1	AB 110 Body Restoration and Assembly	Body Restoration and Assembly	AB	None	CSU	No	No	No Pass	No	Reactivating it due to industry demand.	Add to catalog	Add to Student Records databases	Course updated to offer again	David Wright

D. Noncredit Course Changes

Course #	Title	Short Title	Subject	Impacts	Transfer Accept.	Distance Education	Multicultural	Grading Basis	Open Entry/Exit	Justification (if New)	Catalog Impacts	Student Records Impacts	Other Updates	Orig.
1	N ESL 922 Beginning Conversation	Beginning Conversation	N ESL	Proposed for a future certificate	None	No	No	No Pass	May be	This course will now be offered as a part of a sequence. Students will be awarded a certificate after they complete the sequence.	Changed lecture hours from 32-64 to 30-72, added open entry/open exit option	Changed lecture hours from 32-64 to 30-72, added open entry/open exit option	General course updates not affecting catalog	Nimoli Madan

E. Distance Education

Course #	Title	Distance Ed Delivery Methods	Proposal Type
1	ASL 210L Discourse Analysis Lab	Distance Ed	Credit Course Change
2	BIOL 135 Introductory Biology: Marine Mammals	Computer Assisted, Online	Credit Course Change
5	CHDV 195 Adult Supervision and Mentoring in Early Care and Education	Television, Online	Credit Course Change



Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020

Course #	Title	Short Title	Subj.	Impacts	Transfer Accept.	Distance Education	Grading Basis	Multi-cultural	Open Entry/Exit	Justification (if New)	Catalog Impacts	Student Records Impacts	Other Updates	Orig.
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**F. Requisites**

Course #	Title	Requisite (s)	Proposal Type
1	ASL 210L	Discourse Analysis Lab	Credit Course Change
3	CHDV 205	Internship in Child and Family Services	Credit Course Change
4	AB 110	Body Restoration and Assembly	Credit Course Reactivation

Information

The following courses have completed the course outline review process between May 11, 2019 and October 11, 2019 and are effective Spring 2019

Course #	Title	Distance Education	Originator
1	AIS 125	American Indians Today Television, Online (Existing)	Patricia Dixon





**From:** [Shanahan, Michael W.](#)  
**To:** [Senate Office](#)  
**Subject:** RE: Clarification on Recruitment and Title V 53021  
**Date:** Wednesday, October 16, 2019 3:09:22 PM  
**Attachments:** [101619FS Title V.pdf](#)  
[image002.png](#)

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I am acknowledging receipt of your inquiry. It is lengthy and detailed, and I have literally zero relevant information at this time. I will begin preparation of a response following my inquiries, but it is not realistic to expect a response by the end of this month. In fact, given my current workload and staffing, I cannot predict when a response will be ready, but certainly no earlier than late next month, at best.

Michael Shanahan, J.D.  
Vice President, Human Resources Services (Acting)



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**From:** Senate Office <senateoffice@palomar.edu>  
**Sent:** Wednesday, October 16, 2019 12:12 PM  
**To:** Shanahan, Michael W. <mshanahan@palomar.edu>  
**Subject:** Clarification on Recruitment and Title V 53021

Good morning VP Shanahan,

Attached please see a letter from Faculty Senate addressing clarification on recruitment and Title V53021.

Thank you.

Pam Grasso  
760-744-1150 ext. 2446  
**Faculty Senate Office**  
**SU-29**





**GOALS FOR 2017-18**

GOAL	IN PROGRESS	ON HOLD	ACCOMPLISHED	RESPONSIBLE PARTIES
1	Review and update the role of the Oversight Committee for Grant Funded Projects.	X		Waiting for grant writer
2	Update Committee on Committee Guidelines on Faculty Senate Webpage while reviewing Faculty Senate Operational Committees to improve efficiency	X		Committee on Committees
3	Align Faculty Senate minutes with accreditation standards	X		Senate Secretary
5	Hold a Senate Orientation on first meeting of Spring '18 Semester	X		Senate President
6	Conduct faculty poll in the Fall semester to determine what the faculty needs from the Senate and review in the Spring semester.	X		Faculty Council
7	Revisit Faculty Hiring Procedure and review and remind the campus community of the Senate's dedication to best practices in hiring.	X		Senate President

**ONGOING RESPONSIBILITIES**

1	<p>Maintain oversight and reporting relationships in the following areas:</p> <ul style="list-style-type: none"> <li>a. Basic Skills/Title V HSI Committee</li> <li>b. Academic Technology Committee</li> <li>c. Workforce and Community Development Advisory Group</li> <li>d. Academic Technology Resources Center</li> <li>e. STEM Grants 1 &amp; 2 Committees</li> <li>f. Learning Outcomes Council</li> <li>g. Tenure &amp; Evaluations Review Board</li> <li>h. Curriculum Committee</li> <li>i. Professional Development</li> <li>j. Tutoring Committee</li> <li>k. Maintain primacy by the Faculty Senate on Academic &amp; Professional Matters per the district's 10 + 1 + 1, following policy adopted by the Board of Governors</li> <li>l. Maintain oversight of the Student Success Task Force recommendations while helping departments maintain the quality and integrity of their programs.</li> </ul>
2	<p>Increase faculty service on committees and councils by</p> <ul style="list-style-type: none"> <li>a. Ensuring that membership calls are sent out regularly</li> <li>b. Reminding faculty of the importance of service on councils and committees.</li> </ul>
3	Review proposed guidelines related to the academic and professional elements of online courses and instruction.
4	Monitor the use of the Palomar Outcomes Database/TracDat data-collection system in Student Learning Outcomes Assessment.

5	Actively participate in the process of maintaining accreditation status.
6	Actively Participate in the revision of the Palomar College Governing Board Policies & Procedures.
7	Guide and approve the development of Transfer AA/AS Degrees.
8	Influence the college's review, discussion, and implementation of proposed changes in <ol style="list-style-type: none"><li>a. system-wide policies for The California Community Colleges</li><li>b. State legislation.</li></ol>
9	Maintain a collaborative relationship between the Faculty Senate and the Palomar Faculty Federation.
10	Oversee the college's implementation of the Enrollment Management Plan while helping departments maintain the quality and integrity of their programs.



FACULTY SENATE GOALS FOR 2009-10

GOAL	ACCOMPLISHED IN 2009-10	IN PROGRESS	ONGOING IN 2010-11
1	Develop a process for administrative retreat rights	X	
2	Develop a procedure for addressing a faculty member's charge that a student has engaged in academic dishonesty.	X	
3	Participate in the follow-up accreditation report; prepare for and facilitate the commission's follow-up site visit.	X	
4	Maintain oversight and reporting relationships in the following areas: a. Basic Skills/Title V HSI Committee b. Academic Technology Committee c. Workforce and Community Development Advisory Group d. Academic Technology Resources Center.	X	X
5	Increase faculty service on committees and councils by a. Ensuring that membership calls are sent out regularly b. Reminding faculty of the importance of service on councils and committees.	X	X
6	Monitor and evaluate the implementation of the Trac-Dat data-collection system in Student Learning Outcomes Assessment.	X	X
7	Participate in the design and implementation of the Strategic Plan 2013.	Design	Implementation
8	Participate in the design and implementation of an integrated planning and resource allocation model.	Design	Implementation
9	Participate in the review and revision of the college's Policies and Procedures	X	X
10	Review proposed guidelines related to the academic and professional elements of online courses and instruction.		X
11	Begin work toward a formal document delineating roles and jurisdictions of the Faculty Senate and the Palomar Faculty Federation.	X	





**3.01 F19 Assessing Student Equity and Achievement Program Contribution to Guided Pathways Implementation**

Whereas, The Student Equity and Achievement Program was established to boost achievement by closing equity gaps through, among other things, implementing activities pursuant to the California Guided Pathways Award Program;<sup>3</sup>

Whereas, College districts must, as a condition of receiving the Student Equity and Achievement Program funds, maintain a Student Equity Plan that is developed with the active involvement of the local academic senate, other constituencies, and the community;<sup>4</sup>

Whereas, College districts must, as a condition of receiving the Student Equity and Achievement Program funds, provide an annual report detailing how funds were used and include an assessment of progress in advancing program goals, which includes implementing activities pursuant to the California Guided Pathways Award Program;<sup>5</sup> and

Whereas, Implementation and evaluation of a guided pathways framework and the Student Equity and Achievement Program are pertinent to several areas of academic senate purview, including but not limited to curriculum, educational program development, standards or policies for student preparation and success, and processes for institutional planning and budget development;<sup>6</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop guidance for college districts on including in their annual Student Equity and Achievement (SEA) Program report an assessment of how SEA Program funded activities contribute to local guided pathways implementation; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to participate in the annual report on Student Equity and Achievement Program and the assessment of how SEA Program funded activities contribute to local guided pathways implementation.

Contact: Jeffrey Hernandez, East Los Angeles College, Guided Pathways Task Force

**3.02 F19 Support Infusing Anti-Racism/No Hate Education in Community Colleges**

Whereas, The California Community Colleges Diversity, Equity, and Inclusion Statement characterizes the California Community Colleges System as follows:

<sup>3</sup> California Education Code §78222 (a) (2):

<sup>4</sup> California Education Code §78222 (b) (1) and §78220 (b):

<sup>5</sup> California Education Code §78222 (b) (5):

<sup>6</sup> California Code of Regulations §53200:

*As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation;*

**Whereas, The Academic Senate for California Community Colleges Inclusivity Statement**

*recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society;<sup>7</sup>*

**Whereas, To eliminate institutional discrimination, the Academic Senate for California Community Colleges strives to do the following:**

- 1. To integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically,**
- 2. To identify how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups and how these limitations have challenged and continue to challenge our society,**
- 3. To encourage all members of the educational community to examine assumptions and prejudices, including but not limited to racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees,**
- 4. To offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse employees in community colleges,**

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<sup>7</sup> ASCCC Inclusivity Statement

5. To coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and health and care needs of diverse population groups, and
6. To promote a safe and inclusive environment for all; and

Whereas, Racism and racial discrimination threaten human development because of the obstacles that they pose to the fulfillment to basic human rights to survival, security, development, and social participation, because racism has been shown to have negative cognitive, behavioral, affective, and relational effects on both child and adult victims nationally and globally, historically and contemporarily, and because racism, racial discrimination, xenophobia, and related intolerance have been shown to be attitudes and behaviors that are learned;

Resolved, That the Academic Senate for California Community Colleges denounce racism for its negative psychological, social, educational, and economic effects on human development throughout the lifespan;

Resolved, That the Academic Senate for California Community Colleges, to eliminate institutional discrimination, take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism; and

Resolved, That the Academic Senate for California Community Colleges infuse Anti-Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible.

Contact: Karla Kirk, Fresno City College, Equity and Diversity Action Committee

### **3.03 F19 Replacing the Academic Senate for California Community Colleges Inclusivity Statement**

Whereas, The Academic Senate for California Community Colleges (ASCCC) co-chaired the Board of Governors Vision for Success Faculty and Staff Diversity TaskForce and contributed to the creation of a system Diversity, Equity, and Inclusion Statement;

Whereas, The ASCCC Executive Committee endorsed the California Community Colleges Diversity, Equity, and Inclusion Statement at its August 2019 meeting to forward to the Board of Governors; and

Whereas, The Equity and Diversity Action Committee of the ASCCC evaluated the ASCCC's current Inclusivity Statement and endorsed the adoption of the system Diversity, Equity, and Inclusion Statement as more aligned to the present goals and vision for the Academic Senate;

## **6.0 STATE AND LEGISLATIVE ISSUES**

### **6.01 F19 Reversal of Position Regarding Baccalaureate Degrees and Removal of Pilot Designation**

Whereas, In 2010 legislation was introduced calling for the creation of baccalaureate degrees in the California Community College System, and the Academic Senate for California Community Colleges (ASCCC) voted to oppose such an action for multiple reasons, including opposition to “any expansion of the California community college mission as proposed in AB 2400 (Anderson, March 2010)”<sup>11</sup>;

Whereas, While subsequent attempts to create baccalaureate degrees in the California Community College System were met with opposition from the ASCCC, SB 850 (Block, 2014) established a “statewide baccalaureate degree pilot program at not more than 15 community college districts, with one baccalaureate degree program each, to be determined by the chancellor and approved by the board of governors”<sup>12</sup> with a pilot sunset date of 2022-23 that was later extended to 2025-26;

Whereas, Initial reports from the baccalaureate pilot program colleges have demonstrated positive results, including over 200 graduates with baccalaureate degrees; and

Whereas, Students may be hesitant to enroll in baccalaureate programs at California community colleges if they believe that the programs will only continue through 2025-2026, despite the demonstrable success of such programs;

Resolved, That the Academic Senate for California Community Colleges remove its opposition to the creation of baccalaureate degrees in the California Community College system; and

Resolved, That the Academic Senate for California Community Colleges urge the removal of the designation of “pilot” from the baccalaureate degree programs.

Contact: Jolena Grande, Cypress College

### **6.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health**

Whereas, SB 850 (Block, 2014) established a pilot program to create baccalaureate degrees in 15 districts within the California Community Colleges system, based in part on concerns regarding the potential gap in the number of students needing baccalaureate degrees by 2030 and beyond;

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<sup>11</sup> ASCCC Resolution 6.01 S10: Opposition to Proposed Modification of the Community College Mission

<sup>12</sup> SB 850 (Block, 2014)

ESL Data Revision Project Recoding Regional Meetings and in response to a survey distributed September 25-October 3, 2019;

Resolved, That the Academic Senate for California Community Colleges approve the updated CB21 rubric for ESL<sup>13</sup> and endorse its use for coding ESL course levels based on outcomes for local college credit, noncredit, and adult education.

Contact: Kathy Wada, Cypress College, California Community Colleges AB 705 ESL Advisory Committee

### **13.0 GENERAL CONCERNS**

#### **13.01 F19 Collegial Consultation during Implementation of Guided Pathways**

Whereas, The Guided Pathways Award Program, as described in legislation, relies on collegial consultation with faculty and the existence of grassroots governance at every level for successful implementation;

Whereas, The principles and tenets of guided pathways address academic and professional matters, including counseling, curriculum, and program processes to clarify pathways that lead to employment, assist students to select and enter chosen pathways, provide support on the pathways, and ensure learning is taking place; and

Whereas, Academic Senate for California Community Colleges Resolution 17.02 F17 “affirm[s] the right of local academic senates and senate leaders to play central roles in the development of all elements of a guided pathways framework at their college that are relevant to academic and professional matters”;

Resolved, That the Academic Senate for California Community Colleges assert that guided pathways efforts such as course mapping and meta major design are integral to implementing a guided pathways framework and fall within academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges conduct a survey to ascertain and evaluate if and how collegial consultation has been used to implement the areas of guided pathways that fall within academic and professional matters and use the results of the survey to create professional development training on Governance and Guided Pathways implementation.

Contact: Ty Simpson, San Bernardino Valley College, Guided Pathways Task Force

#### **13.01.01 F19 Amend Resolution 13.01**

Amend the second resolved:

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<sup>13</sup> English as a Second Lanugage Levels by Domain. Sept. 25, 2019 Draft (also attached as appendix)

Resolved, That the Academic Senate for California Community Colleges develop a standards of practice resource, such as a paper, web resource, or guidebook, for learning assistance and tutoring in the California Community Colleges, including the role of learning skills coordinators or instructors and tutoring coordinators by July 30, 2021.

Contact: Ted Blake, Mt. San Jacinto College, Area D

## **19.0 PROFESSIONAL STANDARDS**

### **\*19.01 F19 Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines**

Whereas, Use of equivalency to minimum qualifications for employment is allowed by California Education Code §87359, and the “agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications”;

Whereas, The subjective nature of evaluating a candidate’s experience and training against the degrees and professional experience required to meet minimum qualifications makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal academic education, especially in career technical education disciplines where industry professionals may be experts in their fields without having completed an associate’s degree;

Whereas, Equivalency processes at California community colleges are locally established, vary widely, may or may not include a means for evaluating equivalency to the general education component of the associate’s degree, and may or may not include discipline faculty input or input from faculty qualified in related disciplines, particularly when hiring in CTE disciplines; and

Whereas, ASCCC Resolution 10.05 SP 2017 called for the Academic Senate for California Community Colleges “to develop and disseminate resources that empower local senates to evaluate and assess” the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation, and 2017-2019 collaborations within the California Community Colleges Chancellor’s Office Career Technical Education Minimum Qualifications Task Force resulted in development and release of the Career Technical Education Faculty Minimum Qualifications Toolkit<sup>19</sup> to aid colleges in determining equivalencies to the associate’s degree;

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<sup>19</sup> Career Technical Education Faculty Minimum Qualifications Toolkit

**Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to promote dissemination of equivalency resources within the Career Technical Education Faculty Minimum Qualifications Toolkit, including general education equivalency examples and effective equivalency practices; and**

**Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to provide technical assistance to local academic senates and equivalency committees to aid in implementation of effective equivalency practices for determining equivalencies to the associate's degree when hiring in career technical education disciplines.**

**Contact: Rebecca Eikey, College of the Canyons**