Exhibit 1

THE FACULTY SENATE
PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
October 5, 2020

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, William Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Katy Farrell, Molly Faulkner, Jenny Fererro, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Jackie Martin, Adam Meehan, Susan Miller, Kateri Mouawad (ASG), Ben Mudgett, Scott Nelson, Wendy Nelson, Patrick O'Brien, Candace Rose, Sabrina Santiago, Elizabeth Stephens, Craig Thompson, Fari Towfiq, Rocco Versaci, Ellen Weller, Reza Wrathall, Anastasia Zavodny

ABSENT:

GUESTS: Jon Walker, Leigh Marshall, Tracy Fung, Nimoli Madan, Erin Feld, Karl Seiler, Patriceann Mead, Vikash Lakhani

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

CALL TO ORDER: The video conference meeting was called to order by Senate President Rocco Versaci, at 2:30 PM.

PUBLIC COMMENT:

Senator Anastasia Zavodny made the following statement:

> "Last week we passed a motion to be signatories to a letter responding to a newspaper article. While I wholeheartedly support my colleagues, I still feel very strongly that the nature and scope of this motion was incorrect for Senate.
>
> We are now signatories to a letter with no known recipient.
>
> What was the issue we are trying to fix? If it was a show of our solidarity to our fellow faculty, why hasn't this body issued such a resolution or statement?
>
> Our sister college's Academic Senate responded clearly back in Spring: first with a letter directly from their Senate president, then with a special meeting of Senate and a 'resolution of a Declaration that Black lives matter.
>
> It is now October. Why hasn't Palomar done the same? Why is our only response to date to be signatories to an unaddressed rebuttal letter to a newspaper article about our former superintendent? I strongly urge my colleagues to call into reconsideration the motion from last week and to act with a clear resolution in affirmation of support for our colleagues and the greater message that Black lives matter."

ANNOUNCEMENTS:

Senator and Distance Education Coordinator Erin Hiro stated that a form was sent today to all department chairs requesting specific information as to which classes require cameras to be on during online class time next spring. This information will be included in the course descriptions.

Senator and Articulation Officer Ben Mudgett stated that last week CSU and UC announced the exceptions for pass/ no pass are no longer in place past summer 2020. When students are working with faculty for pass/no pass, just be mindful of this and refer to them to a counselor.

Senator Susan Miller announced an event on Wednesday, October 7 hosted by the Gender and Women's Studies Club featuring Olga Diaz. The subject is women in politics. She encouraged Senators to offer attendance as extra credit for student.

AGENDA CHANGES: No agenda changes.

APPROVAL OF MINUTES (see Echibit 1)

Motion 1 MSC: Thompson/ Laughlin   Faculty Senate approval of minutes dated September 28, 2020 as amended.

The motion carried.

ACTION

A. **Curriculum (see Exhibit 2)-** Senator and Curriculum Co-Chair Wendy Nelson stated that Curriculum has approved 408 courses for DE. If faculty still have courses that need the DE approval or identity from spring and summer or for fall of 20, those need to launch by November 20th. The MOU to pay faculty for that work is complete and the Instruction Office will be processing those payments via a NOHE in the next couple of weeks. Curriculum update deadline for new courses and changes to courses or programs in now October 15. Additional curriculum drop in dates have been added to the calendar. Those dates can be found here: https://www2.palomar.edu/pages/curriculum/ there is a meeting scheduled for October 23rd for a select number of disciplines to work with CSUSM to essentially create a four-year map for students that will be going to start at Palomar and finish at CSUSM.

Motion 2 MSC Nelson, W/Hiro   Faculty Senate approval of actions taken by Curriculum on September 30, 2020.

The motion carried.

B. **Committee Appointments (see Exhibit 3)**

Motion 3 MSC: Zavodny/Laughlin   Faculty Senate approval to accept the results of the ballot for committee election.

       Pillar 4 Lead – Sabrina Santiago

The motion carried.

C. **Faculty Senate & Antiracist Activities (see Exhibit 4) -** Senate President Rocco Versaci reviewed the exhibit showing potential antiracist initiatives and proposed actions that can be taken. Versaci suggested creating a Senate subcommittee to take the lead and tasked the Committee on Committees to discuss ideas for who should be on this Senate subcommittee. This subcommittee would include Senators and others on campus. Committee on Committees will bring ideas to Senate next week or the week after. Versaci also wants to create a Senate task force to work on a

support statement for Black Lives Matter for the campus and the creation of antiracist activities. Senator and Chair of Committee on Committees Anastasia Zavodny stated the committee will bring recommendations to Senate hopefully next week.

Several Senators voiced concerns and wanted clarification regarding the support statement or endorsement for Black Lives Matter. Was Faculty Senate supporting the antiracist cause or the organization itself?

Motion 4 **MSC**: Thompson/Towfiq	Faculty Senate approval to form a Senate subcommittee to focus on diversity and equity and to direct Committee on Committees to bring a proposal for such.

The motion carried.

Motion 5 **MSC**: Laughlin/Towfiq	Faculty Senate approval to form a Senate task force to discuss framework of an antiracist statement for Faculty Senate to adopt.

Abstention: Lawrence Lawson

The motion carried.

Volunteers for the Senate task force are Lawrence Lawson, Jackie Martin, Sabrina Santiago, Jason Jarvinen and Ben Mudgett.

D. Diversity in Faculty Hiring (see exhibit 5)

Motion 6 MSC: Thompson/Aguilar	Faculty Senate approval to direct Faculty Senate President to write a letter to HR and R&P asking for more detailed information regarding diversity in faculty hiring.

The motion carried.

Motion 7 MSC: Laughlin/Thompson	Faculty Senate approval to direct Faculty Senate President to take the list of suggestions compiled by Faculty Senate to the subcommittee on diversity hiring that President Kahn is forming and participate in those efforts.

The motion carried.

Motion 8 MSC: Lawson/Faulkner	Faculty Senate approval to create a Senate task force to draft a document for department (Chairs) that would solicit diversity hiring information and needs from them; provide a list of suggestions regarding antiracist frameworks and committee formation, job announcement language, interview questions, and teaching demonstrations; and address issues in the hiring practices/procedures of part time instructors.

The motion was withdrawn. Senators suggested that Committee on Committees include these hiring matters in their proposal (see Motion 4).

INFORMATION ITEMS

A. **Tutoring C0-Location Proposal (see Exhibit 6)** – Tracy Fung began the presentation by sharing background on the project and proposal. Currently there are three tutoring/learning centers in Languages & Literature; an ESL one, a reading one and a writing center. For the past year, the idea of colocation or consolidation and a desire to reduce costs is something that's been brought forth repeatedly particularly in spring this year. It became a focus and then in early summer a decision was announced that the unit was moving into STAR. More faculty involvement was requested in this process and decision making. An extension of time was granted through this October for a work group to form and meet and then make some options and a proposal. Three options were presented and the work group selected Model 1 for a variety of reasons outlined in the exhibit. The work group has taken their recommendation to the Tutoring Committee who also endorsed Model 1. This model is the most equitable and includes accessible co-location options for tutoring that is closely connected to faculty and instruction with positive impacts on persistence, retention, and completion. Retaining two centers allows students to have more options as well as focused and connected discipline-specific tutoring. A literacy and writing center would provide support for students impacted by AB-705. And Model 1 offers reduced costs and increased apportionment. Senator Jenny Fererro pointed out that there is no longer any sort of budget deficit. Palomar now shows a surplus with an expected surplus next year as well. Granted that surplus is not a lot of money but the motivation for pursuing this type of consolidation to make financial cuts and savings may have changed. Palomar is at a real different place in terms of what everyone thought the budget was. Now we know what the budget is and there's not this need for massive, massive cuts.

This item will be placed back on the agenda for October 12 to accommodate further discussion.

Motion 9 MSC: Towfiq/Faulkner   Faculty Senate approval to extend the meeting.

Nays: Kelly Falcone

The motion carried.

B. **Faculty Appointments to Grant-Funded & Other Assignments (see exhibit 7)** – Tabled.

C. **Strategic Enrollment Management Plan Summary (see exhibit 8)** – Tabled.

D. **Dance Program Endangerment (see Exhibit 9) - Dance Program Endangerment (see Exhibit 9) -** Patriceann Mead reported that the administration is systematically dismantling the Afro-Cuban/Brazilian Drum and Dance Ensemble (AGOGO) and the World Drum and Dance programs. Their actions include no longer supporting the two-teacher model and reducing the number of live drummers needed. As of 9/11, they have confirmed the change in the policy with no explanation or offering a viable solution that honors the Afro-Cuban/Brazilian traditions or this vital program. This program directly supports cultural diversity and students of color and yet the District is actively destroying this flagship program. The District promotes embracing anti-racism but shutting down this program says quite the opposite. The mission of the world classes/events is to provide a safe, culturally diverse and inclusive community as well as a bridge to the campus to our students of color and our at risk students. It is also a bridge to our General Dance AA/ Certificate and to all of Palomar College. If the two-teacher model is not reinstated, the program will need assistance to find a funding source for both the Musical Director (54 hour per semester) and a Latin Social dance instructor (54 hours per semester /24 hours in the summer), and assistance to preserve the right to use the accompaniment budget as the program deems necessary. Originally the department was given until fall of 2021 to find solutions to some of the issues but some changes will already go into effect beginning with the spring 2021 semester even though we are currently within budget. Dean Smiley has agreed to meet with VP Sivert to further discuss these matters. The administration wants to look like it is promoting diversity, but they're not willing to fund the classes that actually provide multicultural, multi ethnic cultural experiences as if the only way to learn about another culture is from a textbook. We see this when the scheduling committee schedules lots and lots of euro centric art classes and very few classes that deal with marginalized or Native American cultures. The department is not seeing the District put their money where their mouth is. So if we want to seem diverse, we can talk about it but if we really want to offer equitable and diverse curriculum, that means there are going to be

smaller programs that need support that will continue to have opportunities for people of diverse backgrounds to join. Mead, along with Senators Ellen Weller and Molly Faulkner are hoping that the Senate will come out in support of these smaller but extremely important programs. This item will come back to Senate next week.

REPORTS

President (Versaci) - As this was the fifth week of the month, there was a pleasant lull in governance committee meetings, one exception being IPC (see report below).

- The Public Affairs office is working on a series of articles about the various antiracist activities going on around campus, and I was interviewed about this by Tom Pfingsten on Tuesday, September 29.

SSEC (Versaci) - There was a special meeting regarding the Student Equity and Achievement (SEA) money and budgeting for tutoring on Wednesday, 9/30. It was attended by me, VP Lakhani, VP Sivert, and Olga Diaz. Olga gave an overview to the funding, and the conversation for most of the meeting focused on the cost of tutoring. I was the lone faculty representative—though an earlier invite included faculty members Leanne Maunu, Rafiki Jenkins, Fari Towfiq, and Cindy Anfinson. I voiced objection to this privately in an email to Vikash and Shayla and then in the meeting itself. My main concern was that those particular faculty members know far better than I what kind of questions to ask and points to make concerning tutoring costs and funding. Some of the specific questions I asked concerned 1) the inclusion of an employee's benefits in the "reassigned time" costs in the tutoring budget and 2) how they were calculating the costs of embedded tutoring. I made (another) request that we include the relevant faculty and a PFF person—Teresa Laughlin or Jenny Fererro—to provide information about how reassigned time is calculated and/or accounted so that we're all in the same room (so to speak) at the same time. This was somewhat resisted, but there was talk of a larger meeting down the line somewhere. Shayla said that she would be discussing the issue of costs with her Deans and the Coordinators (a group that includes some of the faculty members listed above). SSEC will next meet on Friday,   October 9.

SPC (Versaci) - SPC will next meet on Tuesday, October 6.

IPC Report (Versaci)
- Ben Mudgett announced information about AB 1460, which addresses how the CSUs will include an Ethnic Studies class as a graduation requirement.

- Name changes for two departments were approved; "Multicultural Studies" is now "Ethnic Studies," and "English and Humanities" is now "English, Humanities, and Reading."

- Some concerns were raised during the second reading of AP4120 (program development, revitalization, and discontinuance). Some of these were suggestions for more clear formatting. I shared Lawrence Lawson's concern about non-credit ESL classes and read a statement he prepared. Shayla was going to look at the language again. I also raised the issue of how programs may be "informally" discontinued by eliminating funding or in some crucial way changing the teaching model. Shayla suggested that Section C might address this, but the items in that particular section are part of the process when a program enters its "revitalization" phase, and the cuts/changes I was positing could/would likely happen before a program is even identified as needing to go through this process.

- Some issues were also raised during the second reading of the Strategic Enrollment Management Executive Summary. I relayed the suggestion made at the 9/28 Senate meeting that the specific members of the Enrollment Management Task Force (EMTF) be listed. I also asked a question about the language for the one item under the "Planning Assumptions" (page 10)—"SEM acknowledges that some disciplines, programs, or degrees have unique needs that may necessitate flexible and unique planning, implementation, enrollment, student support, and marketing strategies." Specifically, I asked if the language here could be a little more clear/active in terms of what that means (i.e., "acknowledging" something doesn't mean that special consideration will be enacted). Anastasia

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Zavodny raised concerns about the EMTF and its relation to a previous group and its lower number of faculty members as compared to that group. She also asked about the unclear reporting structure. Shayla was going to look into this.

SSPC (O'Brien) - No report.

HRPC – No report.

FASPC - There are currently two Senate-appointed faculty vacancies on this council.

PFF (Laughlin) - No report.

Distance Education (Hiro) - Three things to know:
- As of Sept. 29, we have 643 people on the list of [Certified Instructors for Online Teaching](#). Of those, 446 are trained in the new POET class. It is not too late to join. Enroll in POET through the PD Portal.
- We are hosting two half-day trainings Oct. 2 and Oct. 16 called POET HAPPY HOUR. The trainings cover accessibility to Canvas Studio to Faculty Showcases. Please consider joining by signing up through the PD Portal.
- The DE Committee is set to meet Oct. 7 at 2 p.m. Everyone is invited. Zoom id: 99578026727 Password: 950357

Guided Pathways (Nelson - No report

Policies and Procedures (Lawson) – No Report. Policies and Procedures will meet on Friday, October 2.

Budget (Fererro) - No report.

TERB (Lawson) – No report.

Professional Development (Falcone) – No report.

Sabbatical Leave (Lawson) – No report.

ASG (Mouawad) - No report.

ADJOURNMENT:
The meeting was adjourned at 4:00 PM.

Respectfully submitted,

Margaret Faulkner
Molly Faulkner, Secretary

Exhibit 2

October 7, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

A. ACTION: New Credit Courses - effective Fall 2021												
	Subj.	Nmbr	Title	Short Title	Impacts	Trnsf.	Dist. Ed.	Mul.	Grade Basis	Open Entry/ Exit	Justification	Reqs	Orig.
1	CSNT	150	AWS Academy Cloud Foundations	AWS Academy Cloud Foundations	None	CSU	Online	No	Grade/ Pass/N o Pass	No	The justification for this program and the four AWS Academy courses is to provide students a learning opportunity in cloud computing. As business organizations continue to move their network infrastructure to the cloud, technology professionals will need to adapt and learn how to architect, manage and support cloud computing operations. Forbes Magazine has ranked AWS certification as one of the top 15 most valuable IT certifications. Additional research suggests that there is over a 120% growth rate for jobs requesting cloud computing skills between 2013 and 2017. Furthermore, Global Knowledge's 2017 IT Skills and Salary Report states that 68% of IT decision-makers reported a gap between employee skill levels and organizational needs in cloud computing.	None	David Meske

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

	Subj.	Nmbr	Title	Short Title	Impacts	Trnsf.	Dist. Ed.	Mul.	Grade Basis	Open Entry/ Exit	Justification	Reqs	Orig.
2	WTE	102	Fundamentals of Water and Wastewater	Fundamentals Water/Wastewater	None	CSU	No	No	Grade/ Pass/No Pass	May be	Currently students begin their water technology coursework with "Calculations in Water and Wastewater Technology". This course provides the basic mathematical skills necessary to progress to more advanced classes in water technology. However, many students do not have a basic understanding nor a broad perspective of the water industry. Therefore we are showing students the calculations to processes that they may have never learned about. This fundamentals course would establish the foundation needed for students to begin their career at Palomar in water technology.	None	Jacob Shiba

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

B. ACTION: Credit Course Changes - effective Fall 2021

Subj.	Nmbr.	Title	Short Title	Impacts	Trnsf.	Dist. Ed.	Multi.	Grade. Basis	Open Entry/ Exit	Edits	Reqs.	Orig.

Items removed

C. ACTION: New NonCredit Programs - effective Fall 2021

	Program Title	Disci.	Award	Units	Justification	Orig.
1	Getting Started with Drone Careers and Safety	N GEOG	Cert./ Comp	0	This program will provide students and members of the general public with a basic understanding of drone safety, applications, and career pathways. Students will learn about general safety principles in drone operations, as well as specific requirements that apply to recreational and commercial drone operators. In addition, students will learn about best practices from	Wing H. Cheung

D. ACTION: Distance Education

The following courses may be offered as distance learning and meet Title 5 Regulations 55200-55210, effective Fall 2021

	Course Number	Title	Scheduling	Distance Ed	Originator	
1	CSNT 150	AWS Academy Cloud Foundations	Anytime	Fully/Partially Online	David	Meske

E. ACTION: Credit Course Reviews with Distance Education

The following courses may be offered as distance learning and meet Title 5 Regulations 55200-55210, effective Fall 2020

	Course Number	Title	Scheduling	Distance Ed	Originator	
1	FASH 175	Analysis, Evaluation, and Comparison of Ready-to-Wear	Anytime	Fully/Partially Online	Rita	Campo Griggs
2	WELD 108	Technical Mathematics	Anytime	Fully/Partially Online	Kevin	Powers
3	AIS 101	The American Indian Frontier From Colonialism Through the Present	Anytime	Fully/Partially Online	Patricia	Dixon

F. INFORMATION: Credit Course Reviews

The following courses have completed the course review process effective Fall 2020

	Course Number	Title	Scheduling	Distance Ed	Originator	
1	ARTD 210	Typography Design	No DE		Jay T.	Schultz
2	ARTD 220	Motion Design	No DE		Jay T.	Schultz
3	ASTR 210	Life in the Universe	No DE		Scott Kardel	Kardel
4	DNCE 281	Summer Dance Workshop	No DE		Margaret M.	Faulkner
5	WELD 145	Pipe Welding	No DE		Kevin	Powers

Exhibit 3

Oct 12 2020							Action: Confirm
Name		**Division**	**FT/PT**	**Committee**	**Position**	**Statement**	
Daniel	Finkenthal	MSE	Full time	Student Services Plannng Council	Faculty, Instruction	I am very enthusiastic at promoting student services and equity at our college. I believe the student experience with our staff, services, and resources is a primary factor in a student's academic success and overall well-being.	

Committee Elections

Exhibit 4

Oct 12 2020			
Name	**Why would you like to be selected as the Pillar 3 Lead? ***	**Is there anything else you wish for Faculty Senate to know before making their selection?**	**Vote for ONE (1):**
Glyn Bongolan, PJ DeMaris, Lorena Lomeli-Hixon, Katie Morris, Elvia Nunez	Five counselors are submitting our names as a team for Pillar 3 Lead. Individuals on this team are intimately involved in projects directly related to Pillar 3 such as Starfish Degree Planner, Early Alert, Mapper tool, Academic Advising Report, Ad Astra, and limited access programs such as Nursing. We work across departments in the various areas such as Admissions, Student Success & Engagement, STEM, Nursing, and Instruction, so relationships have already been built. Therefore, we are the most appropriate folks to lead these discussions and lead the work. We anticipate most, if not all, of us attending the bi-weekly meetings. Combined, we have over 100 years of experience. Most of all, we are dedicated to the work and passionate about Guided Pathways.	As counselors, Pillar 3 work is central to our job functions.	
Julee Hollis	For 13 year I worked in outreach and provided community college students as well as high school juniors and seniors with support from navigating high school, to choosing a major, to understanding what careers and education are available for students with little knowledge of what may be next. Seeing those students cross the finish line with a tassel in one hand and a job offer in the other is one of the most gratifying and fulfilling moments. I may be new to Palomar, but I am not new to the system. I am always looking for ways to improve the student experience and success rate, whether as a professor, outreach, or a friend of a friend of a friend. Additionally, I have mentored students over years in writing and educational technology skills. I designed and taught Career Development and designed the curriculum used University-wide at DeVry University. My philosophy is to ensure students have the tools to succeed in how they define success. Because students learn and grow differently, it is important to immediately connect and communicate to find the learning sweet spot for students and make sure they are on the right road. This learning curve is critical no matter what your background or ethnicity. The difference is the position and guidance of the facilitator/mentor/counselor. We can help guide students on their path to educational success. But we also need to help them stay on the path. The line to the goal is not always straight, this year has definitely underscored that message. It has also taught us that a little support can go a long way to finding our way back to the trail. The third pillar is critical in student success. We can all lead a horse to water. We need to be creative in the second part of the proverb; the action. My strength is executing a plan. This pillar is right up my ally of experience and aspiration. I am committed to providing the best possible support to students. Above all, I have a passion for helping students achieve their futures and it is indicative in my interactions every day.		
Nina Shmorhun	This pillar is important to me because of my experiences in my other position, where I mentor close to 150 First-Generation, low-income, high school students at a college readiness non-profit based in City Heights, San Diego. I help equip High School students with the necessary skills and knowledge to get them into the college-going mindset. I am very connected to high school-aged youth and work to support their success in staying on their path to graduation and applying for colleges. However, I recognize that once my students leave our organization, their college-going journey has only just begun; they now have to navigate staying-in and graduating-from college. Being the Pillar 3 Lead would extend my current experiences in supporting students navigate often confusing pathways and systems, and allow me to continue to foster a positive experience for the many underrepresented (e.g., First-Generation, low-income, racial minority, female, students with disabilities, adult learners, veterans) students who attend Palomar college. In addition to regularly performing many of the duties described for the Pillar 3 Lead such as, act as the main point of contact, work with software systems teams, ensure SOAA is updated, present Pillar 3 information to the campus community, and regularly attend meetings, I would hope to be an integral part of collaborating with those who are already working to expand the essential practices from "not systematic" to "scaling in progress" amongst Guided Pathways Pillars. It is essential for all students to have the necessary resources and advisement to ensure they have a viable path to transfer or begin their careers. Finally, I hope to become the Pillar 3 Lead because I am passionate and determined to create equitable spaces and pathways in higher education. My passion is a direct result of my journey through higher academia. Where, as a woman of color and one who overcame a lot of barriers in my field, I want to ensure that other students feel just as empowered as I did after support and guidance from numerous college faculty, staff, and colleagues at my undergraduate and graduate schools.	As an adjunct faculty member in the sciences, I could further add to the diversity of voices that represent and lead the Guided Pathways initiative across Palomar Colleges campus.	

Manupriya Sharma	I believe that I possess the necessary skills and experience to make a valuable addition to the pillar 3 project. I have been teaching Physics as an adjunct at Palomar College for six-year and strongly feel that the success of pillar 3 project will ensure equity in our education system and provide help and guidance to the students when they need it the most. I am very motivated and driven. I feel excited about joining the project and use the project management skills that I learned during my MBA from the Rady School of Management.	I have a Ph.D in Physics and an MBA from Rady School of Management. I have almost18 years of teaching experience.	

Exhibit 5

Erin Feld (Reading), Tracy Fung (ESL), Rafiki Jenkins (English), Nimoli Madan (ESL), Leanne Maunu (English)

October 8, 2020

MODEL 1:

ENG, ESL, and READ together in a Literacy & Writing Center in the H building (formerly READ center); STAR as currently

We recommend Model 1 because:

1. It is more beneficial for students.
    a. It creates a safer, quieter, more accessible and familiar place for them to go to seek help.
    b. Students get input that is more relevant to them because the tutors are trained and closely supervised by faculty who teach the classes the students are taking.
    c. Struggling students will benefit from the foundational skills and knowledge this center will offer.
    d. Students will receive course/discipline-specific tutoring and other subject-specific resources combined with easy access to department faculty and staff.
2. It will help faculty support students better – more interaction means deeper connection.
    a. Faculty are in the same building and may even have classes in the center, so there will be more faculty involvement.
    b. Faculty will be able to train and supervise tutors more closely because tutors and faculty will share space.
    c. Supervising tutors closely would also mean a closer connection between faculty and tutoring.
3. Better for the Staff -- specialists vs. generalists
    a. They will have the opportunity to grow in a field of their choice.
    b. They will have an opportunity to work closely with faculty.
    c. They will develop a better understanding of program and student needs.
4. Given the college's commitment to antiracism and equity, this is the model that best supports our AB705 students taking English 100 with support, and this model also provides opportunities for connections between Humanities tutoring and Umoja and Puente.
5. Areas of cost savings have been identified for Model 1 such as not rehiring retirees, reduced hourly costs, reduced materials costs, and use of faculty line of sight for apportionment.
6. If faculty/instruction remains integrally connected to tutoring, as we recommend, there would not be additional cost savings involved in choosing Model 3 over Model 1.
7. Model 1 would rely upon discipline faculty oversight and involvement, an important factor in the success of any tutoring model and identified as the key reason for the success of large tutoring programs such as that at Pierce College.
8. AB 705 and Guided Pathways are both better supported and implemented by the departments and disciplines in Model 1.
9. This Model meets the goal of reducing/simplifying the total number of "tutoring centers" on campus, while still retaining a discipline/department run tutoring and learning support center in the Humanities Building located <u>close to the classroom.</u> The importance of this type of careful positioning of tutoring and support services is highlighted in Edgecombe, N., & Bickerstaff, S. (2018). Addressing academic under-preparedness in service of college completion. Texas Education Review, 6(1), 75-83. doi:10.15781/T27941B74 https://ccrc.tc.columbia.edu/publications/addressing-academic-underpreparedness-college-completion.html

L & L
Tutoring Co-location Review

FALL 2020

Erin Feld, Reading

Tracy Fung, ESL

Rafiki Jenkins, English

Nimoli Madan, ESL

Leanne Maunu, English

Tutoring Co-Location
3 MODELS

MODEL 1: Two Centers
- English + ESL + Reading in the Reading Center
- STAR in current location

MODEL 2: Three Locations for Two Centers
- English + ESL + Reading sharing both Reading and Writing Centers
- STAR in current location

MODEL 3: One Center
- English + ESL + Reading + STAR in current STAR location

Recommended:
MODEL 1: Two Centers
Literacy and Writing Center & STAR Center

PROS:

❖ Accessible: all resources in one building (H building) thus best option for marginalized students

- Resources - departments, faculty offices, classes, tutoring, ADA, staff, etc.

❖ Equitable Tutoring: supportive of AB 705 and Guided Pathways

- Instructors in H building with Center; not able to oversee tutors in STAR as they would in H building.

- Trained tutors who work with faculty in a direct and connected way are able to help students build foundational knowledge and skills necessary to be successful in the courses the students are taking. This has a positive impact on persistence, retention and completion.

MODEL 1: Two Centers (cont'd)

❖ Line of sight provided by discipline faculty in Literacy and Writing Center

- Allows for focused and connected discipline-specific oversight
- Encourages students to use tutoring services

❖ Cross-trained Languages and Literature staff to help students with specific coursework, programs, classes, careers, etc.

❖ Space in Humanities tutoring for two classrooms and several rooms for other purposes

- Classrooms in the current Reading Center are appropriately-sized for our L&L classes

❖ More tutoring hours available due to shared staff in the ENG/ESL/READ location

❖ More opportunity for Puente and Umoja students to connect with tutors and services

- Dedicated tutors and faculty teaching in the center

MODEL 1: Two Centers (cont'd)

❖ MODEL 1 Literacy and writing center will be a small, safe space that includes integrated learning including labs, book clubs, speaking and listening rooms, etc.

❖ English, Reading, and ESL already share students across our areas; this will allow better integration of tutoring

- Easier for faculty to bring students to Center in H Building where classes and offices are located
- Informational visits and small group tutoring easily available for classes
- Lab connected to classes will allow for flexible teaching
- SI sessions with ESL will be able to use rooms available for group tutoring in an area close to the classroom
- Faculty can easily connect students with one-on-one tutoring

MODEL 2:
Two Centers in Three Locations

English, ESL, and Reading would share the current Writing Center and Reading Lab spaces, and STAR would exist in its current location

PROS:

❖ Same pros as Model 1

❖ Additional space available – ESL Tutoring Center, Writing Center, and Reading Center would all be combined into two physical locations (currently the Writing Center and the Reading Center), but would function as one center for ESL, writing, and reading tutoring

CONS:

❖ Requires careful coordination of staff and faculty for line of sight

❖ Requires careful identification/presentation of where to locate specific services

MODEL 3: One Center (STAR)

PROS:

❖ Single center and location

CONS:

❖ Less connection between tutoring and instruction which may negatively impact marginalized students who may not get the specific skills needed for individual course success

❖ Less instructor and program involvement in STAR

❖ No access to a tutoring space in the primary instructional building for READ/ENG/ESL

❖ No access to dedicated classrooms and reading lab in STAR; thus losing three classrooms

❖ More physical distance between tutoring and instruction which may negatively impact use by marginalized students

❖ Current space in STAR unable to accommodate needs of 3 additional departments (offices, classrooms, class materials, etc.); the current Proctoring Room would not be a good classroom since it's too large and a partition would make it noisy for two classes to be in there

❖ Current space and location of STAR unlikely to promote community, again impacting persistence and retention

❖ Fewer tutoring space options for students

Thoughts on Costs

All 3 MODELS include the following costs:

- ❏ STAR Costs
- ❏ ESL Coordinator release time (currently 60% negotiated)*
- ❏ Writing Center Director release time (currently 60% negotiated)*
- ❏ English ISA 3
- ❏ ESL BSI Specialist (funded through equity funds)
- ❏ Reading ISA 3
- ❏ Reading ISA 2
- ❏ Peer tutors in English, ESL, Reading (Some ESL tutors are funded through Title V and Noncredit grant funds)
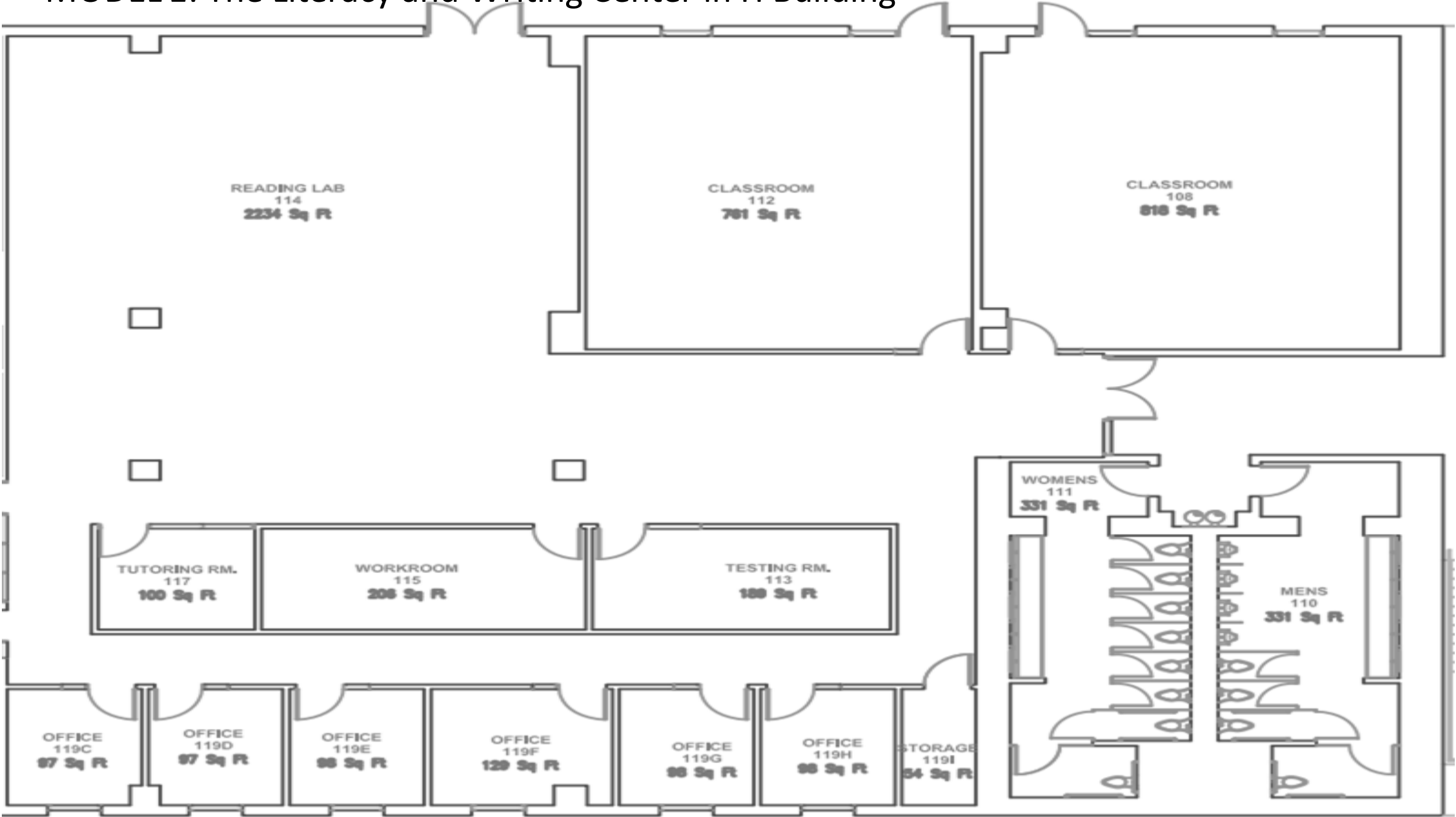- ❏ Supplies

*Please note that release times are negotiated with PFF.

Cost Savings & Increased Revenue: MODEL 1

❖ No need to rehire FT staff retirees now or in future (two)
❖ No need for 50% short-term hourly employees since multiple staff will be co-locating
❖ STM Hourly Tutoring costs reduced as some tutoring can be provided by ISAs in co-located areas
❖ Decreased materials/supplies costs due to shared resources
❖ Apportionment can be generated by faculty line of sight provided by: full-and part-time faculty office hours, two Reading faculty doing lab supervision, faculty coordinators
❖ Center can possibly be open additional hours with more staff sharing hours since staff are co-locating
❖ Increased student use of tutoring center, which would result in increasing apportionment
❖ Increased student retention because of strong ties between faculty and students, thus, more FTES generated for the college

Current STAR Center
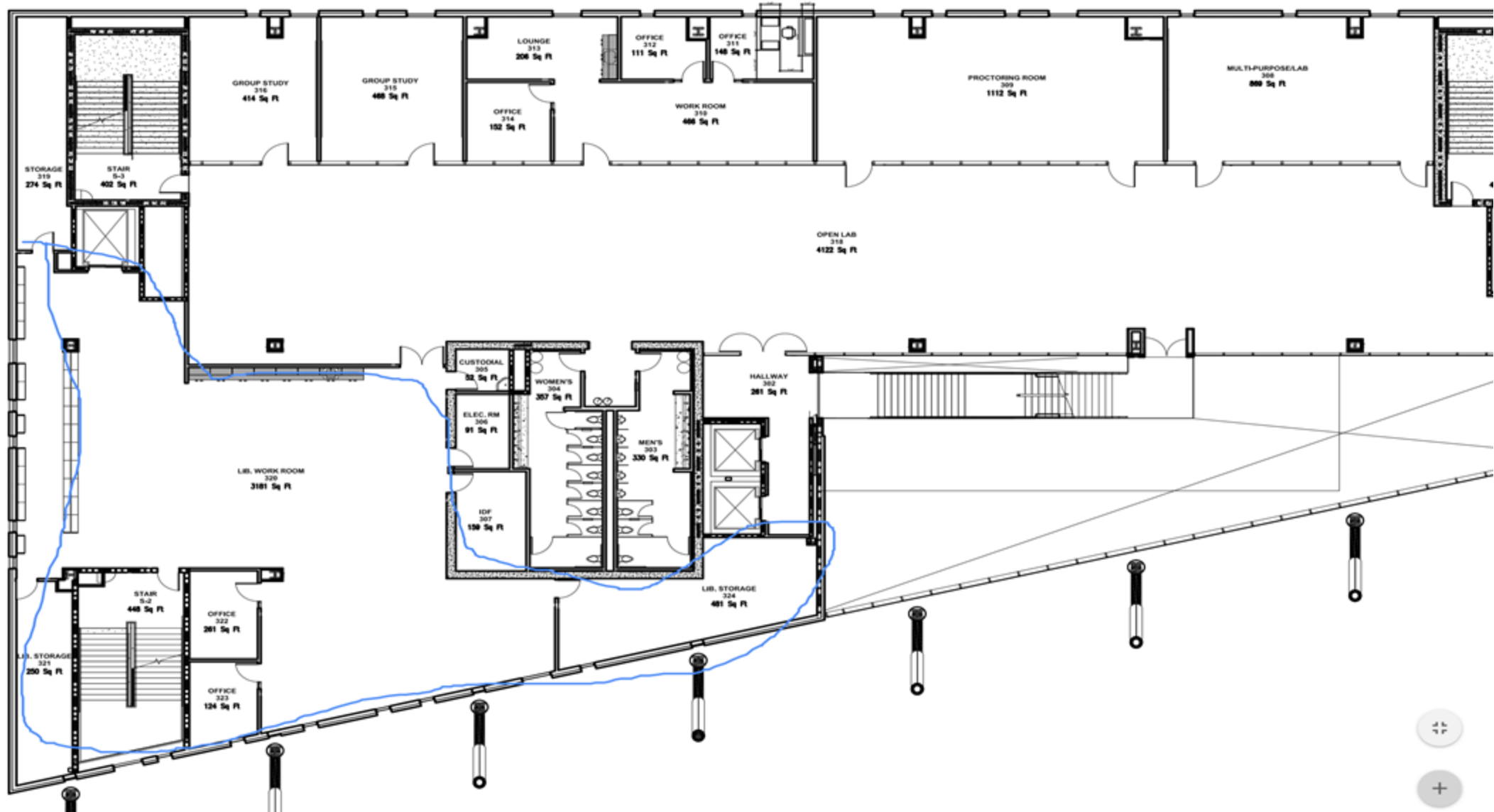
MODEL 1: The Literacy and Writing Center in H Building

READING LAB
114
2234 Sq Ft

CLASSROOM
112
781 Sq Ft

CLASSROOM
108
818 Sq Ft

WOMENS
111
331 Sq Ft

MENS
110
331 Sq Ft

TUTORING RM.
117
100 Sq Ft

WORKROOM
115
206 Sq Ft

TESTING RM.
113
189 Sq Ft

OFFICE
119C
97 Sq Ft

OFFICE
119D
97 Sq Ft

OFFICE
119E
96 Sq Ft

OFFICE
119F
129 Sq Ft

OFFICE
119G
96 Sq Ft

OFFICE
119H
96 Sq Ft

STORAGE
119I
54 Sq Ft

Tentative Use of Space for Recommended MODEL 1 in H Building

- H 114 - lab - area for tutoring, reading lab computers
- H 112 - classroom - 34 students - dedicated to English
- H 108 - classroom - 32 students - up to four reading classes - dedicated for three f2f Reading classes that have a lab component and possibly Puente and Umoja
- H 119 - Tutor Room
- H 117 - Tutor Room
- H 115 - Workroom – two computers for ISAs, copier, storage
- H 113 - Test Room - line of sight supervision room or small group tutoring; also has floor to ceiling cabinets for storage
- H 119 B - Office - ESL - listening and speaking room
- H 119 C-D - Offices - used for ESL book and conversation clubs, reserved rooms for students and/or faculty
- H 119 - E - English
- H 119 F - Office - Erin
- H 119 G - Office - Katy
- H 119 - H - Office - ESL
- H - 119 I - Storage

Final Recommendations

We recommend MODEL 1 for the following reasons:

- ❖ This model is the most equitable, accessible co-location option for tutoring that is closely connected to faculty and instruction with positive impacts on persistence, retention, and completion.
- ❖ Retaining two centers allows students to have more options as well as focused and connected discipline-specific tutoring.
- ❖ A literacy and writing center would provide support for students impacted by AB-705
- ❖ This model offers reduced costs and increased apportionment

We would like to express deep concerns about MODEL 3:

- ❖ This model presents numerous concerns, particularly regarding providing accessible and equitable tutoring options for our most vulnerable and marginalized students.
- ❖ Potential impacts may include a drop in student persistence and retention, as well as disconnecting tutoring from instruction.

Questions?

Exhibit 6

CSU Ethnic Studies

- Approved SLOs AS-3438-20/AA September 17-18, 2020.

- Revised EO1100 (with SLOs) will be an Information Item for BOT in November

- Focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: **Native Americans, African Americans, Latina/o Americans and/or Asian Americans**

- What is in place:
  - A new Area F Ethnic Studies will consist of 3 units.
  - Area D will be reduced by 3 units.

AREA D: SOCIAL SCIENCES – Minimum of 9 semester units – 3 courses required from at least 2 disciplines:

AIS 101, 102, 110, 115, 125, 130, 140, 165+(F96)
AJ 100
AMS 200+(F95)
ANTH 105, 107, 110, 115, 125, 126+(F96), 130, 137, 140
AS 100, 101, 102, 120, 126+(F96)
ASL 110+(F17)
CHDV 100, 110, 115, 172+(F20)

COMM 100, 105
CS 101, 102, 140+(F16)
ECON 100, 101, 102, 110, 115, 120, 125
ENG 150
GCMW 100+(F09)
GEOG 103, 105
HIST 101, 102, 105+(F15), 106+(F15), 107, 108, 121+(F07), 130, 140, 141, 150+(F94), 151+(F94), 160

LS 121+(F15), 240+(F16)
MCS 100, 125, 160, 200+(F95)
POSC 100, 101, 102, 110, 121, 240+(F16)
PSYC 100, 105+(F05), 110, 120, 130+(F95), 211, 225+(F07), 235+(F07)
RS 102, 103+(F08-F10; F19), 108
SOC 100, 105+(F05), 110, 115, 130, 135, 165, 170, 175, 200+(F95)
SPCH 120, 131+(F97)

Course: _____   C   IP   N

Course:_____   C   IP   N

Course:_____   C   IP   N

CSU Ethnic Studies Learning Outcomes

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.

2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.

3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.

4. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.

5. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

CSU Ethnic Studies (cont)

- Courses must be available to students beginning Fall 2021.

- Courses must have course prefix that reflects one of the four ethnic groups in the legislation, or a generic ethnic studies prefix. Note: creating required course prefixes can occur without creating new academic departments.

- Extended deadline for GE course submissions: February 5, 2021.

Exhibit 7

55th SESSION RESOLUTIONS
Fall Plenary

FOR DISCUSSION AT AREA MEETINGS, October 16 & 17, 2020

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 7, 2020.

Resolutions Committee 2020-2021
Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
David Morse, Long Beach City College, Area D
Amber Gillis, Compton Community College, Area C
Carolyn (CJ) Johnson, College of Alameda, Area B

FALL 2020 VIRTUAL RESOLUTIONS PROCESS

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

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

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

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click here)
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

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

CONSENT CALENDAR

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

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted on Thursday are marked with a +.
Resolutions and amendments submitted on Friday are marked with a #.

*1.01   S20 Adopt Updated ASCCC Vision, Mission, and Values Statements
*1.02   F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership
*3.01   S20 Support The Anti-Racism Pledge
*3.02   S20 Recommendation to Update Title 5 Language for Minimum Qualifications
*3.03   F20 Adopt Anti-Racism Education Paper
*4.1   F20 Adopt the paper *Effective and Equitable Transfer Practices in the California Community Colleges*
*6.01   F20 Oppose Legislated Curriculum
*9.01   S20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules
*9.02   F20 Bolster the Ethnic Studies Requirement
*10.01 S20 *Disciplines List*—Registered Behavior Technician
*10.02   F20 Adopt the Revised and Updated Paper *Equivalence to the Minimum Qualifications*
*17.01   F20 Integration of Guided Pathways Work and Institutional Processes and Structures
*18.01   F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways
*19.1   F20 Adopt the Paper *Protecting the Future of Academic Freedom in a Time of Great Change*

TABLE OF CONTENTS

1.0 ACADEMIC SENATE

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

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

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

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

Resolved, The Academic Senate for California Community Colleges adopt the vision statement and updated mission and values statements[1].

Contact: ASCCC Executive Committee

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

Whereas, The Chancellor's Office Management Information System Datamart for fall of 2019 indicates that 69.7% of faculty indicated as temporary, which includes part-time faculty, in the California Community College system are part-time faculty, yet the most recent Local Senates survey[2] completed in 2017 by the Academic Senate for California Community Colleges indicates that 64 colleges indicated that they have part-time faculty serving as local senators;

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

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

Whereas, in the last few years, approximately 26% of the total applicants interested in serving on statewide committees have been part-time faculty, yet only 15-17% of the

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[1] Proposed ASCCC Vision, Mission, and Values Statement
[2] Local Senates Survey 2017

appointments to Academic Senate for California Community Colleges' standing committees have been part-time faculty;

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

Resolved, That the Academic Senate for California Community Colleges widely communicate and encourage statewide leadership opportunities available to part-time faculty and bring the aforementioned resource to the Fall 2021 Plenary Session for adoption.

Contact: Steven Chang, Part-time Committee

3.0 DIVERSITY AND EQUITY

*3.01   F20 Support *The Anti-Racism Pledge*

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

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

Resolved, That the Academic Senate for California Community Colleges distribute "The Anti-Racism Pledge"[3];

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

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

Contact: Karla Kirk, Equity and Diversity Action Committee

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[3] *The Anti-Racism Pledge*

*3.02   F20 Recommendation to Update Title 5 Language for Minimum Qualifications

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to recommend changes for consideration regarding the minimum qualifications that may include an update to the Title 5, §53022 language to exhibit and reflect the demonstration of cultural humility,[5] cultural responsiveness,[6] and equity-mindedness[7] that transcend "sensitivity" and further define the knowledge, skills, and behaviors in the second minimum qualification for faculty positions.

Contact: Luke Lara, Faculty Leadership Development Committee

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

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

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

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

*3.03   F20 Adopt Anti-Racism Education Paper

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

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

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

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

Contact: ASCCC Executive Committee

4.0 ARTICULATION AND TRANSFER

*4.01   F20 Adopt the paper Effective and Equitable Transfer Practices in the California Community Colleges
Whereas, Resolution 4.01 S18 directed the Academic Senate for California Community Colleges to "develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption";

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

Contact: Lorraine Levy, Transfer, Articulation, and Student Services Committee

6.0 STATE AND LEGISLATIVE ISSUES

*6.01   F20 Oppose the Legislation of Curriculum without Inclusion of Academic Senate Participation
Whereas, Curriculum, especially curriculum that leads to the expansion of required courses and units, should be driven by faculty to meet the educational needs of the

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[8] *Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*
[9] *Effective and Equitable Transfer Practices in the California Community Colleges*

community it serves with consideration of transfer opportunities and the capacity to hire faculty in disciplines that could be required due to the legislation;

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges oppose legislation that establishes curriculum for the California community colleges without inclusion of the Academic Senate in curriculum and educational program development as specified in Title 5 53200(c).

Contact: Christopher Howerton, Legislative and Advocacy Committee

9.0 CURRICULUM

*9.01   F20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules
Whereas, Resolution 13.01 S19 asked that the "Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020";

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

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

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

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

1. a no-cost designation for course sections that require a text but no-cost is passed on to students and

2. a separate designation to recognize those courses that do not require a text and, consequently, have no associated costs for instructional resources;

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

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

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 (Block, 2016) no later than the Fall 2020 Plenary.

Contact: Michelle Pilati, Faculty Coordinator ASCCC Open Educational Resources Initiative

*9.02   F20 Strengthen the Ethnic Studies Requirement

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

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

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

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

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

Contact: ASCCC Executive Committee

10.0 DISCIPLINES LIST

*10.01 F20 *Disciplines List*—Registered Behavior Technician
Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the *Disciplines List*, supported the following addition of the Registered Behavior Technician discipline:

Master's in behavior analysis, education, or psychology
OR
the equivalent
AND
certification as a Board-Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB); and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the *Disciplines List* for Registered Behavior Technician.[10]

Contact: Angela Echeverri, Standards & Practices Committee

*10.02   F20 Adopt the Revised and Updated Paper *Equivalence to the Minimum Qualifications*
Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The 2016 Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications*[11] concludes that "Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning," and at some districts equivalence is seldom or never granted or is framed in a manner that discourages applicants who might demonstrate equivalence

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[10] [Registered Behavior Technician Language](#)
[11] [Equivalency to the Minimum Qulifications (2016)](#)

from applying despite the mention of equivalence in California Education Code § 87359; and

Whereas, The Career Technical Education Faculty Minimum Qualifications Toolkit (2019) provides means to document equivalence to the associate's degree and is intended "to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates";

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the revised and updated paper *Equivalence to the Minimum Qualifications (2020)*,[12] which now clarifies that equivalence is not only legally permissible but necessary to broadening hiring pools as a means of promoting faculty diversification.

Contact: Eric Thompson, Standards & Practices Committee

17.0 LOCAL SENATES

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

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

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

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

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

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

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

Contact: Jeffrey Hernandez, Guided Pathways Task Force

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[12] *Equivalence to the Minimum Qualifications(2020)*

18.0 MATRICULATION

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

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

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

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

Whereas, The Guided Pathways Task Force report *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*[13] identified key data elements associated with placement data that indicated areas for a more in-depth and collaborative analysis;

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

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

Contact: Lance Heard, Guided Pathways Task Force

19.0 PROFESSIONAL STANDARDS

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

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

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[13] *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*

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

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the paper *Protecting the Future of Academic Freedom in a Time of Great Change.*[14]

Contact: Wendy Brill-Wynkoop, Educational Policy Committee

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[14] *Protecting the Future of Academic Freedom in a Time of Great Change.*

Exhibit 8

PALOMAR COLLEGE
Learning for Success

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Anastasia Zavodny, on behalf of Committee on Committees	**Date:** October 2020

Proposed Name of Requested Group:
Diversity, Equity, and Cultural Competency (DEqCC) Subcommittee

	Council		Committee	x	Subcommittee		Task Force
Action Requested:	x	Add		Delete		Change	

Role: Changing the status quo by informing, engaging, and advising the Faculty Senate on matters relating to cultural competency and cultural proficiency. Integrate diversity, equity, and cultural competency into faculty experiences (governance, training, discussions).

Products:
Engaging faculty on matters of cultural competency to include:
1.) Annual professional development training for faculty focused on diversity, equity, inclusion and cultural competency.
2.) Regularly occurring all-faculty meetings to dialogue on diversity, equity, inclusion, cultural competency and implicit bias.
3.) Further implementation and integration of diversity, equity, inclusion and cultural competency in the classroom and curriculum.

Reporting Relationship: Faculty Senate

- **Meeting Schedule:**

Chair: 1 Faculty Senator Co-Chair; 1 Co-Chair elected from the subcommittee membership

Members:

- 8 Faculty, At-Large

Approved:
Reviewed by Strategic Planning Council: