THE FACULTY SENATE

PALOMAR COLLEGE

FACULTY SENATE MEETING

October 18, 2021

EXHIBITS

EXHIBIT 1

THE FACULTY SENATE
PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
October 11, 2021

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Molly Faulkner, Jenny Fererro, Sergio Hernandez, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Leigh Marshall, Adam Meehan, Susan Miller, Ben Mudgett, Scott Nelson, Wendy Nelson, Tina-Marie Parker, Candace Rose, Elizabeth Stephens, Fari Towfiq, Rocco Versaci, Reza Wrathall, Roxanna Vega (ASG), Anastasia Zavodny

ABSENT:

GUESS: Glyn Bongolan, Kelly Falcone**,** David Gray, Barbara Hammons, Kendyl Magnuson, Tanessa Sanchez, Netta Schroer, Alyssa Vafaei

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 COMMENTS - No public comments.

ANNOUNCEMENTS

Senate President Rocco Versaci said the Governing Board passed the resolution last week affirming that it continues to be unsafe for Palomar legislative bodies to meet in person and affirmed that this resolution applies to Faculty Senate. This resolution is in effect for 30 days. Subsequent and similar resolutions may be passed for the near future.

Senate Secretary Molly Faulkner thanked faculty who attended the first live, on campus, face-to-face theater performance over the last weekend. The performance was a huge success.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Towfiq/Fererro   Faculty Senate approval of meeting minutes dated October 4, 2021 (see Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: W. Nelson/Towfiq   Faculty Senate approval of curriculum actions taken October 6, 2021 (see Exhibit 2).

The motion carried.

Motion 3 MSC: W. Nelson/Towfiq   Faculty Senate approval of the general education proposal (see Exhibit 3).

Senator and Curriculum Co-Chair Wendy Nelson led the discussion saying these changes are to clarify the GE path for students. Senator Ben Mudgett added this change would allow students to choose the best general education package that best serves their goals. The biggest changes are to options B and C and option E is new.

The motion carried.

Motion 4 MSC: W. Nelson/Towfiq   Faculty Senate approval of changes to the Curriculum Committee governance structure (see Exhibit 4).

Senator Nelson said VP Kahn reached out to ask that a student services representative be added to the committee to help facilitate better communication with that division. The Curriculum Committee also approved and made changes for some non-voting roles to voting roles within the existing committee. Senator Anastasia Zavodny questioned language under Members, bullet one that reads "Part-time faculty representatives will be limited to no more than one per instructional division." Zavodny said this language is not existent in the most recent (2019) governance structure form for this committee. VP Fererro said that while she was involved with this committee in the past, part-time faculty roles were limited due to the nature of developing curriculum over the years and to warrant against potential part-time faculty turnover within a division or that part-time faculty may not always teach every semester. Consistent membership is important for this committee. Senator Zavodny acknowledged these points but added this goes against the spirit of supporting inclusion for part-time faculty. Senator Will Dalrymple added if a part-time faculty member was interested in joining the committee, more than likely this part-time faculty is well established, with seniority and will be here at Palomar for a while. Also, this may be a good opportunity to start testing out what some part-timers might be able to contribute to Palomar.

The consensus among the Senators was to vote on the motion as presented and the document as exhibited. Senator Nelson stated she will bring this part-time faculty limitation issue back to Curriculum for discussion at their next regular meeting and will report back to Senate.

Abstentions: Senator Will Dalrymple, Senator Susan Miller, and Senator Anastasia Zavodny

The motion carried.

B. Committee Appointments

Motion 5 MSC: Zavodny/Towfiq   Faculty Senate approval of the following committee confirmations (see Exhibit 5):

AB 705 – **Susan Miller**, Faculty, SBS

Workforce & Community Development Advisory Group – **Ashley Wolters**, Faculty, At-large

The motion carried.

Motion 6 MSC: Zavodny/Manneh   Faculty Senate approval to accept the results of the ballot for an AB 705 committee member (see Exhibit 5).

The motion carried.

Senator and Committee on Committees Chair Anastasia Zavodny emailed the ballot to Senators.

C.   Election of Part-Time Senate Seat

Motion 7 MSC: Laughlin/Towfiq   Faculty Senate approval to accept the results of the ballot for a Part-Time Faculty Senator (see Exhibit 6).

Tanessa Sanchez

The motion carried.

Senator and Elections Chair Beatrice Manneh emailed the ballot to Senators.

D.   Senate Goals '21-'22

Motion 8 MSC: Faulkner/Lawson   Faculty Senate approval of Senate goals for '21-'22 (see Exhibit 7).

Senate President Versaci reviewed the exhibit and explained the goals are listed in order of urgency and then asked Senators for comments. Senator Lawrence Lawson suggested inviting Governing Board Members to Senate meetings sooner rather than later. Senator Erin Hiro acknowledged that Faculty Senate does not have purview over the NOHE process but suggested that Senate become advocates for fixing that process and others like it that are broken and affect faculty. Senator and PFF Co-President Teresa Laughlin said PFF may be able to work side by side with Faculty Senate to influence improvements to the NOHE process.

The motion carried.

Versaci said Council will begin to map out the action plan for these goals and report back to Senate

INFORMATION ITEMS

A.   Proctoring Software/In-Person Proctoring (see Exhibit 8)

Senator and DE Committee Chair Erin Hiro said the DE Committee is in the process of making some important decisions regarding proctoring and has done a significant amount of research to get to this point. Senator Hiro presented her exhibit and reviewed important points made. Next, she provided potential options for improving proctoring and pointed out that Mira Costa uses option 3 – Zoom Proctoring by Palomar staff or faculty. Hiro said she is currently using Option 4 in her classes and finds that it is successful and acceptable to the students.

Hiro reminded that faculty can't require students to come on campus to take a test if the course is an online synchronous or an online asynchronous course. But we can provide an opportunity to students to take a proctored test on campus if that works better for them. It must be optional only. Versaci shared that the District is willing to create live proctoring on campus and Hiro encouraged Versaci to push for in person proctoring on campus and said maybe the Star program can expand its hours to accommodate this.

VP Fererro said the more options faculty and students have available, the better it will be because it's difficult to find a one size fits all approach, considering the different needs of different disciplines.

Versaci closed the discussion by saying he will bring the DE Committee proctoring options to Action at the Senate meeting next week.

B. Zoom Recording Deletion Policy

Senator Hiro reported ATRC notified her that Palomar faculty and other employees are recording ZOOM meetings and class lectures and then leaving them on ZOOM. The "Cloud" is getting saturated with recordings and Palomar has exceeded the capacity. A policy needs to be created letting ATRC know how long instructional recordings can stay on ZOOM before they conduct a mass delete of recordings.

Hiro said faculty can easily download recordings to a computer and then upload to YouTube or Vimeo or something similar. She is willing to offer training for faculty if needed. She also said that lectures should be recorded using Canvas Studio instead of ZOOM. Recording a lecture and then uploading it to a public website presents privacy issues for the students in that class as well.

The DE Committee is considering a policy that allows faculty to maintain recordings on ZOOM for an entire semester but must be removed within two weeks of the start of the next semester. David Gray emphasized the scope of the issue and shared his concern that even a six- or seven-month storage policy may still exceed the CC Tech Connect allotment and Palomar may incur additional fees because of this.

Some discussion occurred about how long a legislative body (Faculty Senate) that follows the Brown Act needs to keep meeting recordings. It was noted that 30 days meets the Brown Act requirement.

President Versaci said he would be bringing this item to Action at the next Faculty Senate meeting.

C. Logistics Related to F2F Classes and Vaccine Mandate (see Exhibit 9)

VP Fererro summarized the agreement that was reached with the District last week. There is faculty teaching face to face who undoubtedly will end up with students in classes who are not vaccinated and are not exempt and do not get vaccinated. Faculty have the option to accommodate those students online, but it is a choice and certain criteria have to be met. 1) The faculty member needs to be certified to teach via distance education 2) The Department has approval for that class to be taught via distance education and 3) the Department has determined that it's pedagogically sound to teach only a portion of the students online. It's possible to have a class where one student is online and the rest are face to face. Faculty could have one or 20 students online and three are face to face. If a faculty member did choose to accommodate a student who isn't vaccinated, by switching modality of the class for that student, the face to face class would still be going on, faculty will be paid $2,000 per class where they have a modality change for face to face students who are not compliant with the vaccine requirement. There is going to be situations where that can't be accommodated and so those faculty need to meet with their department chair and Dean by the 19th to figure out what's going to happen. The District does not want to drop students unless that's absolutely the last resort.

This option is only for the fall 2021 semester. For winter intersession and spring 2022, students who are not vaccinated will not be able to enroll in classes that are face to face.

Fererro continued explaining how faculty are going to understand which students in their face to face classes are vaccinated or are cleared to be on campus. When faculty log into E-Services and go to the roster, you'll likely see a big row of "x"s next to much of the students which indicates they are not cleared to attend face to face classes that day. Don't be alarmed, the system is updated every 15 minutes. It is based on if a student is going to come to campus, they need to complete the questionnaire that is now on the Cleared4Work website. Palomar is no longer using the self-serve symptom checklist on the My Palomar APP. Students complete the questionnaire and then, if they have submitted their paperwork and are cleared either with an exemption and testing or with vaccine proved to be on campus, they'll get the

green checkmark. If they are not cleared to be on campus then they'll get the red X. If they have an exemption but have not been tested they'll have a yellow sun symbol of some sort and so that's the way it's working today.

The key is to be reminding students that they need to now switch from using the My Palomar APP to using the Cleared4Work website.

Fererro said faculty have the authority to verify the check marks for their students to ensure they are cleared to attend class that day, to require that masks are being worn appropriately and the authority to ask students to leave the class if they are not abiding by those requirements. Faculty cannot actively be working against the policies of the district. Faculty can't tell students "I don't really care if you're vaccinated, just come to class" or "we don't have to wear masks in my classroom." If faculty are doing this, then they are subject to discipline. Student Services is supposed to be following up with all face to face students who are not compliant.

If any faculty has questions, contact Jenny Fererro or Teresa Laughlin

   D. Review of AP 5010 (Admissions and Concurrent Enrollment) – Tabled.

REPORTS:

ASG (Mouawad)
The Associated Student Government will be hosting our annual Fall Retreat this week. September was a slow start in getting our new members ready for their roles, but now that almost all of our positions have been filled, and we will be starting our Internal Committees following the retreat. We look forward to working with you all throughout this semester. ASG will do our best to help assist you all to the best of our ability in any way we can.

President (Versaci)
On Monday, October 4, I attended the Policies and Procedures ad hoc Tech Review Committee meeting, where we took a look at several BPs/APs that are under review. There were two in particular of concern. One was AP 3725 (Accessibility of Electronic and Information Technology & Acceptable Use). Teresa Laughlin called attention to the proposed language that said syllabi must contain a specific statement about an alternate form of said syllabi being available upon request at the DRC. She pointed out that requiring specific language on a syllabus infringed on academic freedom, and also that there was no communication out to faculty about this proposed change. The group agreed to delete "syllabi" from the list of "district publications." The second controversy involved BP 3950 (News Media). The suggested wording changes on this one indicated that "members of the college community are required" to go through the Public Information Officer (PIO) Officer for press releases and media inquiries. Both I and Teresa raised several problems with this, including the infringement upon free speech. The group agreed to send it back to its originating council to address the use of the wording changes to "required" and "must." Although this particular wording change originated internally in HR, the wording for AP 3725 came from the Community College League of California (CCLC), and this led to a larger discussion about how the CCLC is NOT a governing body, but instead a group of current and former executive-level administrators who, as part of their "services" to colleges, provide policy language. I pointed out that there have historically been two central problems with this: First, that the policy language they provided is from an administrative perspective and is often blind (if not anathema) to faculty concerns (the "retreat rights" language that Senate pushed back on being a clear example of the latter); and second, that most people on councils and committees are unaware of this group's status and makeup. I asked that more context be presented when council and committee members are presented with CCLC-provided language, and President Rivera-Lacey agreed that we could start that conversation at College Council.

On Tuesday, October 5, I attended the Governing Board meeting. The highlights:
- Several people spoke about the growing vacancies among classified staff and how the District's failure to fill these positions has created a crisis at the college. Board members seemed very responsive to this news.
- It was the first meeting of newly-appointed Trustee Kartik Raju, and he was welcomed by all members of the Palomar community.

- There was a presentation from a political strategist about the steps necessary before going out for another bond (and even before making the decision to go out for another bond). The first step would be to conduct polling of the voting district; since 55% is required to pass a bond, the strategist said that he would be looking for polling results upward of 60% as promising. The last poll, taken in 2019, was somewhere around 52-53%, though the exact number was not on hand. There was general agreement among the board to go ahead with a new poll, if for no other reason than to develop a meaningful comparison between 2019 and now.
- Dennis Astl gave updates on the two major construction projects—the fieldhouse for the new football stadium, and the "Fallbrook 40," which is the planned 40,000 square foot building at the Fallbrook Center.
- In my report, I informed the Trustees about our enrollment barriers document and offered to share it with them if they were interested. Trustees Miyamoto and Raju both asked for copies during their reports, and I sent it to them.
- The Governing Board also approved the resolution to continue remote meetings for the next 30 days, and it was clarified that this resolution covered all legislative bodies of the District, which includes the Faculty Senate.

College Council (Versaci) – No report.
The College Council met on Friday, October 8 (before our Senate meeting but after reports were due).

Equity, Education, & Student Success (EESS) Council (Versaci)
The EESSC met on Friday, October 1. The highlights:
- We completed our "community agreements" activity, which was facilitated by Cynthia Cordova, and the approved agreements will appear on the EESSC agendas going forward. We also agreed to "check in" every few months to see how we're enacting those agreements.
- We discussed some of our planned operational subcommittees and reflected on the current membership of those. There was general consensus that the Faculty Prioritization Subcommittee should remain the same. Items requiring further consideration were the AB705 groups (the AB 705 Subcommittee, which was originally the Senate's Basic Skills Subcommittee, and the PRP Review Committee).
- VP Lakhani expressed the need to update the process by which we determine the hiring of librarians and counselors, and there were several volunteers to form a work group to review the existing process and recommend updates to the larger council.
- We reviewed several BPs/APs that are also wending their way through other councils.

Institutional Effectiveness (IE) Council (Bongolan)
The Institutional Effectiveness, Planning and Fiscal Stewardship Council met September 17 and October 1, 2021. Here are a few bullet points from the meeting:
- Approved Accreditation Standards II and III, and Quality Focus Essay, and Improvement Plan to move forward. No major changes.
- Approved membership of Program Review and Resource Allocation Committee. This group is the resources allocation shepherds and looks at integration of resource allocation, timelines, and forms. Membership includes the following: Facilities Director and/or Construction Director, Technology Representative, Senior Director Fiscal Services (or designee), Senior Director Research and Planning (or designee), Accreditation Coordinator, Curriculum Co-Chair (or designee), Counseling Chair (or designee), Manager of Student Services Communication, Technology & Systems
- (September 17) Discussed the creation of the Fiscal Benchmark Task Force to review the 8 FCMAT recommendations. Taskforce will report to Budget committee which will report to Council.

Employees, Community, & Communications (ECC) Council (Fererro)
The EEC met on Friday, October 1 and spent considerable time making some changes to BP/AP before sending them to College Council. Of particular note for Faculty Senate was our Council's discussion on BP 7250. The ECC Council accepted Faculty Senate's suggestions and added language to BP 7250 that requires that the admin in question must meet min quals AND the discipline's FSA, and added a bullet that mirrors 20.2.1.2, which requires a majority of the tenured/tenure-track faculty in the department must approve of the move into the department.

Infrastructure & Sustainability (IS) Council (Lucindo) – No report.

PFF (Laughlin) – No report.

EEDCC – Educators for Equity, Diversity, and Cultural Consciousness (Aguilar/Sadat Ahadi) – No report.

Accreditation (Meehan) - No report.

Distance Education (Hiro)
- Here is what happened at the Distance Education Committee meeting Oct. 6
    - We saw a fantastic video introducing HyFlex. Take a look at the Hyflex video.
    - We have an online training at 11 a.m. on Nov. 3 on Canvas Discussions Redesign. Go to the PD Portal to sign up.
    - The DE Committee asked the ATRC to work with the library on creating a role in Canvas that allows faculty to easily add librarians and tutoring personnel to help with course content. This issue will come back to the committee for further review.
    - The committee spent a lot of time discussing proctoring and developed the following recommendation that will go to the Senate on Monday.
        - The unanimous motion was to eliminate third-party online proctoring systems, promote alternatives and Palomar-based proctoring solutions.
    - The DE Committee is also looking at ways to update and streamline TERB forms to work for all formats of classes. The committee discussed options but will bring back this issue at its Oct. 20 at 2:30 p.m.
    - Palomar has too many Zoom recordings and needs the DE Committee to recommend a deletion policy.
        - The DE Committee made the recommendation to send out frequent reminders and training throughout the semester and create a policy where faculty course Zoom sessions will be erased two weeks after the following semester begins.

Guided Pathways (Nelson) - No report.

Budget (Fererro) - No report.

TERB (Lawson) – No report.

Professional Development (Guerrero) – No report.

AB705 Subcommittee (Anfinson) - No report. The AB705 Subcommittee next meets on Thursday, October 14.

Sabbatical Leave (Lawson) – No report.

Equivalency (Towfiq) - No report.

Student Learning Outcomes (Bealo/Tavakkoly) – No report.

Faculty Service Areas (Mudgett) - No report.

Credit for Prior Learning (Rose) - No report.

ADJOURNMENT: The meeting was adjourned at 3:58 PM.

Respectfully submitted,

Molly Faulkner
Faculty Senate Secretary

EXHIBIT 2

October 18 2021							
Name	**Division**	**Department**	**Committee/ Council requested**	**Position**	**How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?**	**What are the knowledge, skills, and abilities you will bring to this committee?**	**Action: Confirm**
Trong Nguyen	Student Services	EOPS	Registration Committee	Faculty, at-large (20-22)	Being an EOPS counselor working directly with economic, social, and educationally disadvantaged students, I am constantly being reminded and bringing my attention to the social injustice stories that our students are facing in their daily life. Even more so as a counselor and a caring citizen, I still have a lot to learn and I am committed to learn and be trained more on DEI and Antiracism, as well as being active, being involve, being inclusive, and being a voice for the "voiceless" in our community and our institution.	Being an EOPS counselor for the past 26 years, I believe I have the training, the knowledge, the information, and the life experiences that I can share with others in light of advocacy for DEI and Antiracism. Being a counselor for a state-funded program EOPS/CARE/CalWORKs/FYRST to a wide spectrum of student population, I want to keep the best interests of those students who I serve everyday. By being part of the Registration committee, I can share with the committee members the students' stories and their challenges to make their way back to school, to maintain their family life, and to survive with much less resources and services.	

EXHIBIT 3

Palomar Proctoring Policy

Issue: How do we provide test security in an online setting that works for faculty but creates an equitable and anxiety-free testing environment for students.

Solution #1: Keep Proctorio and either limit what features teachers use on the administrative end or seek money to upgrade Proctorio to live tutors.

Solution #2: Switch to a different proctoring program that includes live proctoring and look for funding to pay for it.

Solution #3: Increase on-campus proctoring hours and begin Zoom proctoring by Palomar staff or faculty.

Solution #4
Develop and implement pedagogical strategies to eliminate/reduce need for proctoring.

ATRC Recommendations
Changing the pedagogy is the best for students. (Solution #4)
Zoom proctoring could work but difficult for military students (Solution #3)

DE Committee Recommendations
The unanimous motion was to eliminate third-party online proctoring systems, promote alternatives and Palomar-based proctoring solutions. (Solutions #3 and #4)

EXHIBIT 4

Zoom Recording Policy

Palomar runs its own Zoom and is way over its limit in storing Zoom recordings. Zoom is not meant to be a place to store video.

The DE Committee was asked to recommend a policy on how long faculty can keep Zoom recordings on Zoom before the ATRC can delete them.

Please note: Zoom recording can be easily downloaded from Zoom by going to your Zoom account, clicking on Recordings. Find the recording you want and click the More button. From there, you will see Download.

DE Committee's Recommendation:

The DE Committee voted to recommend the DE Coordinator send out frequent reminders and training throughout the semester and create a policy where faculty course Zoom sessions will be erased two weeks after the following semester begins. This policy would begin in February 2022.

EXHIBIT 5

Faculty Participation for HighPoint Technology Review

The Student Services Division is actively seeking technology which easily integrates with our Student Information System (SIS) and provides enhanced support for students, users and compliance. The SS Division has identified HighPoint Technology Website: https://www.mhighpoint.com/ as a potential tool and is seeking representation to review the product through a demonstration that is scheduled on **October 29,2021**. The lead workgroup is comprised of Mr. Michael Day, Dr. Kendyl Magnuson, Dr. Leslie Salas, Counseling faculty member, and Instructional faculty member. The group is seeking instructional representation for the following:

Lead workgroup = 1 faculty

9:00 – 9:50 am Campus Experience (with Hybrid iOS/Android App) = 1 faculty

HighPoint Campus Experience (HCX) provides a secure, fast, and easy way to navigate PeopleSoft Campus Solutions for students, faculty and advisors. Help students conduct the business of being a student, making it easier for them to manage classes, Financial Aid, administrative tasks, career path exploration, and communications - all from their pocket.

10:00 – 10:50 am Degree Planner= 2 faculty (1 preferably from curriculum)

HighPoint Degree Planner automatically helps students identify the courses they should take to graduate and clearly indicates the sequence in which to take them. Students can explore various scenarios and see which plan fits their needs to graduate on time.

11:00 – 11:50 am Schedule Builder = 1 faculty

HighPoint Schedule Builder gives students an easy way to build a perfect schedule that accommodates their life outside of school. By granting transparency into overall availability in real-time, students can find the right schedule to complete their degree on time.

2:00 – 2:50 pm Message Center = 1 faculty

HighPoint Message Center provides a rapid, FERPA-compliant platform to communicate with students. Easily track when students engage in conversations with faculty and staff.

3:00 – 3:50 pm Course Auditor = 1 faculty (preferably from curriculum)

HighPoint Course Auditor ensures students take classes that qualify for their Financial Aid. Simplify the enrollment process by instantly notifying students of courses that will or will not qualify.

The demos will be recorded so that those who are unable to attend will be able to review the recording and provide feedback. Please reply to this with the faculty members name and email address next to the module they will be assigned to by **October 22,2021.**

EXHIBIT 6

Palomar Community College District Procedure   **AP 5010**

<div align="right">

STUDENT SERVICES

</div>

AP 5010 ADMISSIONS AND CONCURRENT ENROLLMENT

References:

> Education Code Section 76000;
> 34 CFR Section 668.16(p) (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
> ACCJC Accreditation Standard II.C.6

Admission

The District will designate:

- Authority and responsibility for the admissions process
- Admission procedures for students over 18 with a high school diploma
- Admission criteria and procedures for students over 18 without a high school diploma
- Admission procedures for non-resident students that include a determination of residency status (AP 5015 titled Residence Determination)
- Publication of admissions policies and procedures

Admission to Palomar College shall conform to existing Education Code and Administrative Code regulations and requirements. Unless exempted by Statute, every course, course section, or class, the FTE of which is to be reported for state aid, wherever offered and maintained by the District, shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets such prerequisites as may be established pursuant to Chapter II, Division 2, Part VI, Title 5 of the California Administrative Code, commencing with Section 51820.

Palomar College admits any person who is 18 years of age or older, who holds a high school diploma or equivalent, or minors who may benefit from instruction. To be considered for admission, minors must have completed the eighth grade or reached the age of 15 and have permission of the local accredited school district. Home-schooled minors may enroll with permission of the local accredited school district or provide the Private School Affidavit from the County Office of Education. Minors under 16 years of age, with permission from an accredited public or private school and the Palomar faculty member who is identified as the instructor of record for the course(s). Admission to the College does not guarantee enrollment in a class. The final decision as to whether a minor under the age of sixteen (16) may be enrolled in a class rests with the instructor. (California Education Code, Sections 76000-76002).

Classroom Participation

Only enrolled students are allowed into classes. Others are considered visitors and may attend a class session only with permission of the instructor. District employees or other District authorized person(s) may attend classes as necessary to perform assigned duties.

Date Approved: 4/8/2008; Revised 10/18/2011; Revised 5/16/17

(Replaces former Palomar College Procedure 400 and all previous versions of AP 5010.)

Denial of Admission

If the Governing Board denies a request for special fulltime or part-time enrollment by a pupil who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled Governing Board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Chief Student Services Officer shall establish procedures for evaluating the validity of a student's high school completion if the District or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

Office of Primary Responsibility: Enrollment Services

EXHIBIT 7

1

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

ASCCC AREA D MEETING
Topic: Dr. LaTonya Parker ASCCC Area D Representative's Zoom Meeting
Time: Oct 16, 2021 10:00 AM – 3:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/95645625943

Or iPhone one-tap (US Toll): +16699006833, 95645625943# or +13462487799, 95645625943#

Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 346 248 7799 (US Toll)
+1 253 215 8782 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
Meeting ID: 956 4562 5943
International numbers available: https://cccconfer.zoom.us/u/aki68OmrI

Or an H.323/SIP room system:
H.323: 162.255.37.11 (US West) or 162.255.36.11 (US East)
Meeting ID: 956 4562 5943

SIP: 95645625943@zoomcrc.com

Or Skype for Business (Lync):
SIP:95645625943@lync.zoom.us

AGENDA

I.   Call to Order, Adoption of the Agenda and Minutes
        Minutes: Saturday, March 27, 2021

II.   Welcome!

III.   Reports
        i.   ASCCC Presidents Report – ASCCC President Dolores Davison
             September 2021 President's Newsletter

        ii. ASCCC Foundation Report- ASCCC Foundation President, Stephanie Curry
             Posted - https://asccc.org/content/area-d-meeting
             1. Current Directors: Stephanie Curry (President), Manuel Velez (Treasurer),
                Michelle Bean (Secretary), Karen Chow and Krystinne Mica, Van Rider

2.   Directors approved four, in-person scholarships (one from each area) for the Fall 2021 Plenary and 13 online scholarships

3.   Innovation Scholarships provide faculty with funding to attend ASCCC events as well as external events and conferences to expand their understanding of best practices and apply them to their local college and share those results with the field at large.

4.   Faculty can support fellow faculty by donating to the ASCCC Foundation. Easy ways to donate are through 1) Selecting the ASCCC Foundation through Amazon Smile 2) Contribute through the Foundation Website https://asfccc.com/get-involved/
3) Contribute during Giving Tuesday (November 30, 2021)

IV.   Resolutions https://asccc.org/resolutions-fall-2021
   i.   Resolutions Handbook 2021
   ii. Resolution Packet

   iii. Review of Resolutions Process **Resolutions Fall 2021**
        GENERAL INFORMATION
        The Academic Senate employs the formal use of resolutions to identify and record the will of the academic senates of the California community colleges. The Academic Senate relies on formal resolutions to set direction for the organization as a whole. Members of the Academic Senate Executive Committee and its standing and ad hoc committees implement adopted resolutions to respond to issues, to conduct its work, and to take action. When new issues and situations emerge, the Executive Committee works with its committees and task forces to develop resolutions for consideration by the body at plenary sessions in order to determine the will of the organization as a whole. It is only in rare circumstances in which an issue is pressing and available time does not permit the adoption of a formal position by the body and a previous position does not exist that the Executive Committee or President may take a position or initiate an action independent of direction from existing or adopted resolutions by the body.
        NOTICE OF CHANGE TO PROCESS
        The Academic Senate for California Community Colleges meets biannually in Plenary session to adopt resolutions which become the basis for future Senate policies and which drive the work of its standing and ad hoc committees. Due to the continuing COVID-19 pandemic, the Fall 2021 Plenary Session will be held as a hybrid November 4-6, 2021. As a result, for the fall 2021 term, the ASCCC will be conducting Resolutions voting online using the software company Poll Everywhere.
        MEMBER SENATE RESPONSIBILITY - NOTIFICATION OF DELEGATES TO ASCCC
        In order to conduct the online resolutions voting, we will need each member Senate to verify that we have the college's correct delegate for voting. **The Senate President listed in the** Senate Directory **for each campus, will need to complete the delegate change form:** Fall 2021 Delegate Change Form**. The college will not be able to vote in the online election unless this form is submitted.** Forms must be emailed to the ASCCC Office - events@asccc.org by October 28, 2021.

FALL 2021 RESOLUTIONS TIMELINE
Pre-session Resolutions from Executive Committee – September 24, 2021
Pre-session Resolutions Packet out to the field – September 27, 2021
Resolutions from Field due – October 8, 2021
Resolutions Packet out to field – October 11, 2021
Area meetings October 15 and 16, 2021
Resolutions Packet out to the Field – October 18, 2021
Resolutions Committee Online Office Hours – October 25 – 29, 2021
Delegate Certifications due to ASCCC by October 28, 2021
Resolutions due to resolutions@asccc.org, by 2pm on Tuesday, November 2, 2021
Amendments due to resolutions@asccc.org during plenary by 4pm on Thursday, November 4, 2021
Urgent* resolutions and amendments due 12:30pm on Friday, November 5, 2021
*Urgent is defined in the *Resolutions Handbook* as, "a time critical issue [that] has emerged after the resolution deadline on Thursday and new information is presented on Friday which requires an established Academic Senate position before the next plenary session" (pg. 6).

RESOLUTIONS COMMITTEE ONLINE OFFICE HOURS
If you have any questions about the process, pre-session resolutions, or need help with resolutions, the Resolutions Committee will be holding online office hours October 25 – 29, 2021. You can also email resolutions@asccc.org with any questions and a Resolutions Committee member will get back to you with a response. In order to propose new resolutions and amendments, you must be a registered plenary attendee and provide your name and college. Resolutions will be due to resolutions@asccc.org, by 2:00pm on Tuesday, November 2, 2021. All amendments should be sent to resolutions@asccc.org by 4pm on Thursday, November 4, 2021. Any urgent resolutions and amendments are due by 12:30pm on Friday, November 5, 2021.
Register for the Open Office Hour Monday, October 25, 2021: 9:30am-10:30am | 12:00pm-1:00pm | 4:00pm-5:00pm
Register for the Open Office Hour Tuesday, October 26, 2021: 10:30am - 11:30am
Register for the Open Office Hour Wednesday, October 27, 2021: 9:30am-11:00am | 4:00pm-5:00pm
Register for the Open Office Hour Thursday, October 28, 2021: 10:30am-12:00pm | 4:00pm-5:00pm
Register for the Open Office Hour Friday, October 29, 2021: 9:30am-11:30am
RESOLUTION RULES FOR VIRTUAL RESOLUTION VOTING

PARTICIPATION
1. Anyone can participate in the debate.
2. **In order to vote, you must be a registered delegate by October 28, 2021.**
3. All attendees will be muted upon entering into the Zoom meeting space. Only those who are recognized are asked to unmute their line by clicking on the mic

icon at the bottom of the Zoom online screen or by pressing *6 on your phone (if you are calling in). After speaking, individuals are asked to mute the mic again.
4. The chatroom has been changed to be public so do not use the chatroom unless you want to be recognized.

QUORUM

Quorum will be established via Poll Everywhere at the beginning of plenary session.

DEBATE

Everyone, public or delegate, regardless of whether Pro or Con, is in the same speaking queue. The Chair will call on participants alternating between Pro and Con. Speakers must use the chatroom to queue up. Delegates need to enter the following in the chatroom, *"Pro, Name, College",* or *"Con, Name, College".*
The ASCCC staff will keep track of who is next, alternating between Pro and Con. Chair will be informed by voice who the next speaker is, e.g., *"Pro, Name, College",* or *"Con, Name, College".* When there is no speaker on the side of the motion that is to be heard next debate on that motion is closed.
● A timekeeper will be assigned
● Each speaker will be given 3 minutes.
● Each resolution debate will be a total 15 minutes. Time can be extended for a specific time by a parliamentary Motion to *"Extend Time"* by a registered Delegate. Debate can only be extended once per resolution for a maximum of 5 minutes.

PARLIAMENTARY MOTIONS

Any registered delegate may propose a motion other than a Resolution or an amendment to a Resolution and any attendee may ask a question. An attendee needs to enter the following in the chatroom, *"PM, Name, College.* The chair will recognize those who have parliamentary questions/motions by name and they will be instructed to unmute and make a motion (only delegates) or ask a clarifying questions *(all attendees).*
When the registered delegate is recognized to make a motion. Another registered delegate without being recognized may enter in the Chatroom, *"Name, College, Second."*

VOTING

Voting will be done live through Poll Everywhere. Attendees will use their smartphones to vote live on each resolution or motion. If a delegate does not have a smart phone they should request ASCCC staff for an alternate webpage. Results of each vote will be confirmed by the Chair and recorded by the Resolutions Chair.
All motions and resolutions are adopted by majority vote of the body except:
1. Resolutions that propose reversing existing Academic Senate Positions which requires an affirmative vote of two thirds of voting delegates.
2. Parliamentary Motions as Identified in *Roberts Rule of Order Newly Revised* that require a two-thirds vote in the affirmative or negative of the delegates voting depending on the motion.

iv. Additional Resolutions from the Area
v. Resolution Writing Advice

V.   Lunch 12:00noon-1:00pm

VI.   Disciplines List

Annually, the Academic Senate for California Community Colleges (ASCCC) conducts a review of the Disciplines List, which establishes the minimum qualifications for the faculty of California Community Colleges. The Disciplines List Hearing will be held Friday, November 5th from 8:00a.m. to 9:00a.m. During this session, attendees will be informed about the proposals submitted to change the Disciplines List by the authors or their designee. Delegates unsure about the Disciplines List process are encouraged to attend. Please click here for CCC Confer Participant Instructions.

   i.   Timelines
  ii.   Proposals
       Disciplines List Revision Proposals:
       Asian American Studies*
       Native America/American Indian Studies*
       Nanotechnology
       Geographic Information Systems

       *Two (2) identical proposals were received for Asian American Studies and Native American/American Indian Studies, therefore, we have provided the proposal that provides additional back-up documentation.

 iii.   Disciplines List Handbook
       https://asccc.org/sites/default/files/DLHandbook_Final_Revision_Spr_20.pdf

 iv.   Hearings **Disciplines List Hearing - Friday, November 5, 2021**
       ASCCC Fall Plenary Session 8:00 am - 9:00 am

VII.   Awards website link: https://asccc.org/awards

Academic Senate Awards
The Academic Senate for California Community Colleges is pleased to provide you with a list of the Senate awards that will be offered this year along with timelines for submission and the criteria for each award. Please note that as each deadline approaches, senate presidents will receive a reminder letter from the Academic Senate Office for that specific award. This letter will include all necessary application materials. You do not, however, need to wait for the materials to apply for any award. Just download the award material and work with your senate to process the application. Please note that no applications for awards will be accepted after the due date listed for each award, and no faxed applications will be accepted.
Click here to download the Awards Handbook
The following awards and scholarships are now available:

2022 Hayward Award
Application Deadline: December 10, 2021
Presentation Date: December 11, 2021

Submission of an application is via the online portal this year!

2022 Exemplary Program Award
Application Deadline: November 8, 2021
Presentation Date: November 9, 2021

Submission of an application is via the online portal this year!
The Academic Senate is pleased to announce the call for nominations for the Exemplary Program Award. Sponsored annually by the Foundation for California Community Colleges, the Board of Governors established the Exemplary Program Award in 1991 to recognize outstanding community college programs.

2022 Stanback-Stroud Diversity Award
Application Deadline: TBD
Presentation Date: TBD

*Also, *a reader is needed* from every Area, so if you would please ask for a volunteer from your Area that would be great. Readers will be asked to read through a set of the applications after the deadline. Please email me at latonya.parke@mvc.edu the names of anyone interested.

VIII.   Future Area D Meeting Locations

IX.   Reports and Updates from Local Colleges

X.   Announcements/Events
- 2021 Curriculum Virtual Regionals Monday October 18 from 9-12 and Thursday October 21 from 1-4.
- 2021 Fall Plenary – Long Beach/Hybrid – November 4-6, 2021
- 2022 Part-Time Faculty Institute Virtual Event- February 4-5, 2022
- 2022 Accreditation Institute- February 25-26, 2022

XI.   Adjournment

EXHIBIT 8

Area D Report

ASCCC President Update

Legislation

- AB 927 passed; this bill allows for California Community Colleges to apply to offer 4-year degrees. These degrees will likely be applied baccalaureates in CTE fields, and they must be non-duplicative of programs offered in the schools' areas. This will be limited to 15 colleges per cycle (2 times per year). Those applications are not yet available.
- AB 1111 passed; this bill calls for the creation of common course numbers for the UCs, CSUs, and CCCs. This is a big undertaking, and a workgroup will be formed to discuss how to do this.
- AB 928 passed. There are three main parts to this: first, that an intersegmental committee on transfer will be formed; second, that there will be a single general education path for all transfer students; and third, that students who declare for transfer and have a transfer major will be automatically placed on an ADT path. This bill was widely opposed by a wide range of different groups.
- AB 1456 passed, but was vetoed by Governor Newsom. This bill would have changed CalGrants and provided much more opportunities for students.

Enrollment

- Enrollment went up for the UCs and CSUs, while it has declined—in some cases precipitously—for the CCs across the state. These differences are largely due to the fact that Covid has disproportionately impacted the students that the CCCs serve.

Reopening

- The specifics of reopening will remain as local decisions; the Chancellor's Office has stated that it will not interfere with local governing boards.

Brown Act

- ASCCC President Dolores Davison confirmed that CCC Faculty Senates should be good for continued remote meetings until at least the end of January.

Resolutions

No controversies about any of the resolutions, most of which passed on the consent calender. The real debate—if there is to be any—will take place on Saturday, November 6, at the ASCCC Fall Plenary.

Disciplines List

We brought forth a question about the GIS discipline creation from faculty member Wing Cheung. He has several concerns about the creation of GIS as a separate discipline, and the question he wished us to ask was whether or not research and teaching assistantships would be considered as part of the "professional experience" mentioned in the proposed minimum qualifications for this discipline. The answer was that issues of "professional experience" are set at the local level.

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP·EMPOWERMENT·VOICE

57th SESSION RESOLUTIONS
Fall Plenary

FOR DISCUSSION AT AREA-MEETINGS

OCTOBER 15-16, 2021

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 6, 2021.

Resolutions Committee 2021-2022
Amber Gillis, ASCCC South Representative, Area C (Chair)
Stephanie Curry, ASCCC Area A Representative (2nd Chair)
Manuel Velez, ASCCC South Representative, Area D
Craig Rutan, Santiago Canyon College, Area D

FALL 2021 VIRTUAL RESOLUTIONS PROCESS

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

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

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

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

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

CONSENT CALENDAR

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

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted at Area Meetings are marked with a +.
Resolutions and amendments submitted during open comment period are marked with a #.

*1.01   F21 Adopt the Updated Periodic Review of the Academic Senate for California Community Colleges
*3.01   F21 Resources for Racial Justice and Critical Race Theory
*3.02   F21 Equity in Science, Technology, Engineering, and Math (STEM)
*3.03   F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning
*3.04   F21 Develop Statewide Recommendation for Low-Cost Definition
*4.01   F21 Transfer Pathways Guarantees
*7.01   F21 System-Level Zero-Textbook-Cost Resources
*9.02   F21 Update Baccalaureate Degree Handbook
*9.03   F21 Adopt "The Role of Faculty in Tutoring and Learning Centers" Paper
*17.01 F21 Local Senate Policies Regarding Textbook Adoption
*19.01 F21 Support Diversity, Equity, and Inclusion-Focused Hiring Pages

TABLE OF CONTENTS

1.0 ACADEMIC SENATE

*1.01 F21 Adopt the updated Periodic Review of the Academic Senate for California Community Colleges

Whereas, In spring 2013 the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the ASCCC, through Resolution S13 1.02, to develop a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability;

Whereas, The purpose of the periodic review is to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its services and operations in order to meet its stated goals, and to improve its policies and procedures; and

Whereas, In following a process of self-review and improvement, and in response to the Periodic Review Reports of 2016-17 and 2020-21, the Academic Senate for California Community Colleges (ASCCC) formed a Periodic Review Process Committee to review and update the Periodic Review process; and

Whereas, In spring 2014 the first set of guidelines and process documents for the Periodic Review were adopted through Resolution S14 1.02, and have been updated for consideration by the delegates of the Academic Senate for California Community Colleges(1);

Resolved, That the Academic Senate for California Community Colleges adopt the updated *Periodic Review of the Academic Senate for California Community Colleges*.

Contact: ASCCC Executive Committee

3.0 DIVERSITY AND EQUITY

*3.01 F21 Resources for Racial Justice and Critical Race Theory

Whereas, Racial justice practices have been called for in 2020 by the Academic Senate for California Community Colleges, California Community College Chancellor's Office, and the Student Senate for California Community Colleges to address systemic racism;

Whereas, Critical race theory is an academic concept established in the 1970s in Critical Legal Studies by legal scholars who were interested in assessing the outcomes of civil rights laws on our society and the role that racism continues to play in our everyday actions and which has since informed other disciplines by providing a theoretical framework through a racial justice and equity-minded lens;

Whereas, Since its introduction in academia, critical race theory, as a theoretical practice of critique, has played an essential role in challenging the Eurocentric foundations in academia as well as encouraging dialogue and actions to address systemwide inequities at our colleges; and

Whereas, By exercising their right to academic freedom, faculty have been able to introduce critical race theory, critical thinking in teaching and learning, and other racial and social justice focused theories-to-practice that have served to diversify and rethink college curriculums with the intentional goal of providing students with a more accurate and comprehensive understanding of the how race and racism permeates all aspects of society.

Resolved, That the Academic Senate for California Community Colleges recognizes critical race theory as a well-established school of thought and racial justice framework and supports the right of California community college faculty to utilize critical race theory as well as other theories relevant to their disciplines.

Resolved, That the Academic Senate for California Community Colleges by fall 2022 provide a resource to define critical race theory and its importance and tools for faculty and colleges to utilize critical race theory in antiracist education, teaching, and learning.

Contact: Juan Arzola, Equity and Diversity Action Committee

*3.02 F21 Equity in Science, Technology, Engineering, and Math (STEM)

Whereas, The Academic Senate for California Community Colleges has published the paper "Building Equity Driven Systems" that calls for equity-minded practitioners;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions supporting the success of students in math; and

Whereas, Data and research[1] supports the effectiveness of equity-minded and culturally relevant practices in science, technology, engineering, and math, yet California community colleges data continues to show the opportunity gap in student success in STEM areas[2][3][4];

Resolved, That the Academic Senate for California Community Colleges write a paper focused on optimizing student success through models of equity-minded teaching and learning practices in STEM online and traditional course modalities and present it to the body by the spring 2023 plenary session.

Contact: Roberto Rubalcaba, Equity and Diversity Action Committee

---

[1] Hammond, Zaretta (2015). *Culturally Responsive Teaching and the Brain.* Corwin.

[2] Johnson, K. M. S. (2019). Implementing inclusive practices in an active learning STEM classroom. Advances in Physiology Education, 43(2), 207–210.

[3] Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. Review of Educational Research, 86(1), 163– 206. https://doi.org/10.3102/0034654315582066

[4] Nagthall, N.V. (2020). (Re)Imagining STEM Instruction: An Examination of Culturally Relevant Andragogical Practices to Eradicate STEM Inequities Among Racially Minoritized Students in Community Colleges (Publication No. 28154244) [Doctoral dissertation, University of Southern California]. ProQuest Dissertations Publishing

*3.03 F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning

Whereas, The Academic Senate for California Community Colleges has adopted resolution 06.04 in spring of 2016, which urged "local senates to advocate for the improvement of and access to mental health services at their local campuses" and "support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;"

Whereas, The global pandemic starting in 2020 and continuing into 2021 has exacerbated and increased the need for mental health awareness, support, and education; and

Whereas, Both students and educators may experience stress and trauma, as a result of the pandemic and other traumatic experiences and teachers may experience the effects of vicarious trauma; and

Whereas, Both students and educators may be survivors of various Adverse Childhood Experiences (ACE) and as a result may be more likely to experience depressive symptoms, ADHD symptoms, tobacco use, alcohol use, marijuana use, consumption of less than four cups of fruits or vegetables a day, sleep issues, and obesity.

Resolved, That the Academic Senate for the California Community Colleges work with discipline experts to develop resources identifying effective practices for ACE awareness including screening, resources and referral sources by Fall 2022;

Resolved, That the Academic Senate for California Community Colleges develop resources identifying effective practices for mental health awareness and trauma-informed teaching and learning and present the strategies to local academic senates by Fall 2022; and

Resolved, That the Academic Senate for California Community Colleges continue legislative advocacy for the funding of mental health services, support, and professional development on trauma-informed teaching and learning.

Contact: Leslie Shull, Equity and Diversity Action Committee

*3.04 F21 Develop Statewide Recommendation for Definition of Low-Cost Course Materials

Whereas, The Academic Senate for California Community Colleges supports efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students and encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials (Fall 2017, Resolution 13.01);

Whereas, Recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9), some colleges and districts have implemented a low-cost designation with the definition of low-cost not being readily available or varying between less than $30.00 to less than $50.00;

Whereas, Efforts to mark course sections as zero-cost or low-cost should be informed by students' perspectives since the designations are intended to inform students of the financial burden of a given course section; and

Whereas, Students may register for courses at more than one college, and various definitions of low-cost at different institutions can be confusing and even misleading for students.

Resolved, That the Academic Senate for California Community Colleges work with the Student Senate for California Community Colleges and Chancellor's Office to identify a recommended definition of "low-cost" to be considered for adoption throughout the California Community Colleges system.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

3.05 F21 Zero Means Zero

Whereas, Zero-Textbook-Cost (ZTC) refers to instances in which textbooks are available to students at no cost, and California Education Code §66406.9 requires that California community colleges "Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials," providing a mechanism for marking course sections that are zero-textbook-cost;

Whereas, California Education Code §78052, which originally established a zero-textbook-cost degree grant program in the California Community Colleges system, states that "'Zero-textbook-cost degrees' means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies," and the California Community Colleges Chancellor's Office has recommended that future ZTC funds should "ensure the ZTC programs and courses are truly zero cost to the students by eliminating hidden costs" (Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCO 2020);

Whereas, The 2021 revisions to California Education Code §78052 redefine "zero-textbook-cost degrees" to allow for "low-cost" to be recognized as "zero" in ill-defined instances, stating, "For purposes of this paragraph, 'zero-textbook-cost degrees' may include a low-cost degree option if a no-cost equivalent option is not available or cannot be developed"; and

Whereas, While open educational resources (OER) provide a mechanism to reduce or eliminate costs for instructional materials and textbooks, in some instances eliminating costs using OER is not possible because instructional resources require the use of such works as photographs, literature, and other materials that are under copyright;

Resolved, That the Academic Senate for California Community Colleges work to further communicate that zero-textbook-cost has a clear and specific meaning by affirming California Education Code's original definition of zero-textbook-cost that refers to "courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies," and recognize that a variety of approaches can be used to bring course costs for students to zero, including college library subscriptions, purchasing access to copyrighted resources, and purchasing print resources;

Resolved, That the Academic Senate for California Community Colleges recognize open educational resources as the preferred and most sustainable mechanism for eliminating course costs but acknowledge that instances will arise in which eliminating costs is not possible;

Resolved, That the Academic Senate for California Community Colleges assert that while open educational resources can reduce or eliminate instructional materials and textbook costs, resources should be dedicated to convening discipline faculty to determine the most sustainable mechanisms for reducing the costs of course resources; and

Resolved, That the Academic Senate for California Community Colleges encourage the use of approaches that significantly reduce course resource costs such that course sections with a low-cost can obtain zero-textbook-cost status by virtue of the cost being absorbed by the college, district, or the state.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

4.0 ARTICULATION AND TRANSFER

*4.01 F21 Transfer Pathway Guarantees

Whereas, AB 928 (Berman, 2021), the Student Transfer Achievement Reform Act of 2021 aims to further streamline and make the transfer process easier for students to navigate but does not address the crucial need for additional spaces for transfer students to the California State University or University of California, especially for students to transfer to institutions in or near their community college service area;

Whereas, The Academic Senate for California Community Colleges (ASCCC) has a long history of supporting transfer opportunities and streamlined processes, and has approved *Transfer in the Higher Education System* to be an area of focus of the ASCCC for 2021-22;

Whereas, The Intersegmental Committee of Academic Senates is considering transfer to be a prioritized component of their work for 2021-22; and

Whereas, The *Vision for Success* goals for transfer and equity are unattainable unless additional spaces for transfer students are assured;

Resolved, That the Academic Senate for California Community Colleges work with practitioners within and among the California Community College, the California State University, and the University of California systems to build transfer guarantees that will increase the number of spaces for community college students transferring to the California State University or the University of California, especially for students to transfer to institutions in or near their community college service area.

Contact: ASCCC Executive Committee

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

*7.01   F21 System-Level Zero-Textbook-Cost Resources

Whereas, The legislative intent of California Education Code §78052 is "that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs";

Whereas, California Education Code §78052 requires that districts "Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented," "ensure compliance with the federal Americans with Disabilities Act (Public Law 104-197) and the federal Copyright Act of 1976 (Public Law 94-553)," "develop and implement a degree that other community college districts can use or adapt," and "ensure faculty shall have flexibility to update and customize degree content as necessary within the parameters of this program";

Whereas, The option to update and customize course content is only available when course resources are openly licensed; and

Whereas, Accessibility and licensing concerns may be barriers to resource adoption, curation, and development;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

7.02 F21 HyFlex Modality Accounting and Apportionment

Whereas, Hybrid Flexible, also referred to as "HyFlex," is an instructional modality that combines face-to-face and online learning, where class sessions and activities are offered in person, synchronously online, and asynchronously online, and where students have the flexibility of choosing any of these modalities in the same course during the same term;

Whereas, colleges are implementing, with increased use, HyFlex in various manifestations that offer students varying amounts of flexibility during the COVID-19 Pandemic, yet there is not a clear system-wide definition of, or coding for, HyFlex instruction;

Whereas, in order to assess the effectiveness of this modality and its impact on equity metrics, coding designations are needed for both local and statewide assessment; and

Whereas, an apportionment designation is necessary for the HyFlex modality in order to properly anticipate and support colleges' investment in the technological setup as well as faculty professional development for successful and equitable use of this multi-modal instruction;

Resolved, that the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office to establish a working definition and description of the modality as well as designated coding for HyFlex as a distance education modality; and

Resolved, that the Academic Senate for California Community Colleges work with appropriate system faculty, administrators, and student constituent groups to define apportionment models for HyFlex modality.

Contact: Kandace Knudson, ASCCC Online Education Committee

9.0 CURRICULUM

9.01   F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to COR Requirements in Title 5

Whereas, The Course Outline of Record (COR) is at the center of local curricular process; its required elements have been outlined in Title 5 including Section 55002 and the application of those requirements is detailed in the Program for Course and Approval Handbook (PCAH);

Whereas the elements of the COR need to be integrated so each reinforces the purpose of the other elements and obvious relationships should be built between course objectives, methods of instruction, assignments, and methods of evaluation;

Whereas, the California Community Colleges Chancellor's Office (CCCCO) through its Call to Action calls for campuses to "create an action plan to create inclusive classrooms and anti-racism curriculum," including calling for faculty to "evaluate all courses for diversity of representation and culturally-relevant content";

Whereas, The Academic Senate for California Community Colleges (ASCCC) through its mission, planning documents, webinars, and events have committed to promoting culturally responsive curriculum in the California Community College system including resolution 3.04 Spring 2020 which directs the ASCCC to "develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies";

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise Title 5 including section 55002 titled "Standards and Criteria for Courses" to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include in future publications, webinars, and other resources guidance and multiple examples of how to infuse cultural responsiveness, equity mindedness and anti-racism in the COR.

Contact: Sarah Harris, ASCCC Curriculum Committee

*9.02 F21 Update *Baccalaureate Degree Handbook*

Whereas, California Code of Regulations Title 5 §55009 established that the California Community Colleges Chancellor's Office "shall prepare and maintain a handbook detailing requirements for district baccalaureate degree pilot programs established pursuant to California Education Code Section 78041," and that the handbook "shall include, but not be limited to, requirements related to admissions, curriculum, student services, and financial aid," much of which are academic and professional matters; and

Whereas, The first version of the *Baccalaureate Degree Pilot Program Handbook* was developed by stakeholders, including the Academic Senate for California Community Colleges, and approved by the Board of Governors of the California Community Colleges in 2016 in response to SB 850 (Block, 2014), which authorized the Board of Governors of the California Community Colleges to establish a statewide pilot baccalaureate degree program at not more than 15 pilot colleges, and from which pilot designation has since been removed; and

Whereas, Baccalaureate programs in the California community colleges regularly operate according to the standards included in the *Baccalaureate Degree Pilot Program Handbook,* yet the handbook has not been updated since its initial approval;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to update the *Baccalaureate Degree Handbook*.

Contact: ASCCC Executive Committee

*9.03 F21 Adopt "The Role of Faculty in Tutoring and Learning Centers" Paper

Whereas, In Fall 2019, the Academic Senate for California Community Colleges adopted Resolution [16.01 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the Role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators](#), which recognized the evolution of the field of learning assistance since prior learning assistance center and tutoring resolutions; and

Whereas, Faculty leaders of learning centers have contributed their expertise in collaboration with the 2020-2021 Transfer, Articulation, and Student Success Committee, resulting the draft paper titled "The Role of Faculty in Tutoring and Learning Centers in the Community College*";*

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled "[The Role of Faculty in Tutoring and Learning Centers in the Community College](#)" and disseminate the paper to local academic senates upon its adoption.

Contact: Ted Blake, Transfer, Articulation, and Student Success Committee

13.0 GENERAL CONCERNS

13.01 F21 Faculty Responsibility for Confirming Course Resource Accuracy

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations Title 5 §59404);

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to "disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore (Resolution 20.02 F20); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate, and ensure that their textbook and class resource information is clear and accurate.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

15.0   INTERSEGMENTAL ISSUES

*15.01 Adopt the ICAS ESL Report: 2020 Update

Whereas, English language learners (ELLs) represent an important demographic served across the three segments of higher education in California;

Whereas, The complexities in addressing the needs of ELLs in California public higher education remain unchanged in the last fifteen years, and recent statewide legislation along with national and international developments have rendered the landscape even more precarious for ESL instruction and support services;

Whereas, Faculty, intersegmental groups, and professional organizations are concerned with and seeking to prioritize meeting the specific needs of ELL students; and

Whereas, Legislators and local and statewide governmental entities may benefit from a greater understanding of ELL students and ESL instruction needs in colleges and universities to support intersegmental communication and coordination for ELL student success;

Resolved, That the Academic Senate for California Community Colleges adopt the Intersegmental Committee of Academic Senates (ICAS) ESL Task Force Report: A 2020 Update; and

Resolved, That the Academic Senate for California Community Colleges work with segment partners to advocate and support the recommendations in the ESL Task Force Report: A 2020 Update in order to provide ELL students equitable access to educational opportunities and pathways.

Contact: ASCCC Executive Committee

17.0 LOCAL SENATES

*17.01 F21 Local Senate Policies Regarding Textbook Adoption

Whereas, Faculty have both the academic freedom to select the course materials they deem most appropriate (Resolution 19.01 F04) and the responsibility to consider the cost burden as they do so (Title 5, § 59404);

Whereas, Provisions of the Higher Education Opportunity Act require each institution of higher education receiving federal financial assistance to "disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes";

Whereas, California Education Code §66406.9 requires the California Community Colleges to "clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions"; and

Whereas, Students who register for a course and act on the available course information, purchasing a nonreturnable text or choosing a section that is identified as no-cost or low-cost, should not be negatively impacted in the event that the instructor of record changes;

Resolved, That the Academic Senate for California for Community Colleges provide guidance to local senates in developing policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources by Fall of 2022; and

Resolved, That the Academic Senate for California for Community Colleges encourage local senates to adopt policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

19.0 PROFESSIONAL STANDARDS

19.01 F21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices

Whereas, faculty must meet two minimum qualifications for employment at California Community Colleges: a discipline-specific qualification aligned with minimum discipline standards set in the Minimum Qualifications for Faculty and Administrators in the California Community Colleges and "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students" (CA Ed Code §87360(a)); yet current screening and selection practices at most colleges focus solely on the discipline-specific minimum qualification; and

Whereas, Academic Senate for California Community Colleges delegates passed Resolution 12.01 (Fall 2015), which acknowledged that hiring faculty who have a sensitivity and understanding of diverse students positively impacts student success, consistent with research included in the Chancellor's Office Diversity, Equity, and Inclusion Task Force *Literature Review on Faculty, Staff, and Student Diversity* (2019) and *Report* (2020);

Whereas, Strategies in the Recommendations from the Vision for Success Diversity, Equity, and Inclusion Task Force call for implementation of innovative and hiring and outreach practices focused on diversity, revised procedures that address diversity, equity, and inclusion to reduce bias in the hiring process, and inclusion of cross functional staff in hiring and screening committees; and

Whereas, at its August 12-14, 2021 meeting, the Executive Committee of the Academic Senate for California Community Colleges took action to support the Association of Chief Human Resource Officers (ACHRO) Screening and Selection Recommendations (July 23, 2021 version) for innovative hiring practices focused on diversity, developed in collaboration with associations represented on the Vision for Success Diversity, Equity, and Inclusion Workgroup, including trustees, chief executive officers (CEOs), chief instructional officers (CIOs), chief student services officers (CSSOs), chief business officers (CBOs), and the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges endorse the ACHRO draft Screening and Selection Process Recommendations; and

Resolved, That the Academic Senate for California Community Colleges commit to continued partnership with ACHRO and other associations for the implementation of the actions included in the Screening and Selection Recommendations and the DEI Implementation Workgroup recommendations and development of professional development resources to support local senate implementation efforts.

Contact: ASCCC Executive Committee