



FACULTY SENATE MEETING

November 1, 2021

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
October 25, 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, Tanessa Sanchez, Elizabeth Stephens, Fari Towfiq, Rocco Versaci, Reza Wrathall, Roxanna Vega (ASG), Anastasia Zavodny

ABSENT:

GUESTS: Jennifer Backman, Melissa Haickel Bagaglio, Renea Burns, Abbie Cory, April Cunningham, Kelly Falcone, Richard Hishmeh, Martin Japtok, Lisette Ordorica Lasater, Michael James Lundell, Leanne Maunu, Billianne McLellan, Stacey Trujillo, Alyssa Vafaei

Please 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

Senate VP Jenny Fererro shared the link to the November issue of the ASCCC Senate Rostrum. VP Fererro, along with Abbie Cory and Hossna Sadat Ahadi, co-authored an article in this recent issue. Link to article: https://asccc.org/sites/default/files/asccc_rostrum_2021_Nov_2021.pdf

Alyssa Vafaei shared that the remaining Disability Awareness Month hours will feature faculty presenting their best practices concerning accessibility and inclusion. Faculty Leigh Ann Van Dyke from DRC, Tanessa Sanchez from Child Development, Kelly Falcone from Health & Kinesiology and Richard Albistegui-Dubois from Biology will be the featured speakers.

Senator and PFF Co-President Teresa Laughlin announced that a turkey and food distribution event will take place on Saturday, November 20. She asked Senators to share this information with all of their networks.

ANNOUNCEMENTS

Senate Secretary Molly Faulkner shared that the Comet Concert Band, along with Palomar's Contemporary Ensemble Dancers will be performing this Saturday in the Howard Brubeck Theatre. Tickets can be purchased here: www.palomarperforms.com

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Laughlin/Towfiq

Faculty Senate approval of meeting minutes dated October 18, 2021 (see Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: W. Nelson/Laughlin

Faculty Senate approval of Curriculum actions taken on October 20, 2021 (see Exhibit 2).

Abstention: Jenny Ferrero

The motion carried.

Motion 3 MSC: W. Nelson/Zavodny

Faculty Senate approval of Curriculum Committee goals for 21-22 (see Exhibit 3).

The motion carried.

Senator and Curriculum Co-Chair Wendy Nelson explained that the first seven goals are carry-overs from last year. She further explained goals eight through 13.

B. Committee Appointments

Motion 4 MSC: Zavodny/Towfiq

Faculty Senate approval of committee confirmations (see Exhibit 4).

The motion carried.

Distance Education Committee – **Wendy Gideon**, MSE, 20-22

GE Subcommittee – **Gary Castaneda**, Faculty, Competence in American History

GE Subcommittee – **Sara Krause**, Faculty, Area B Natural Sciences

GE Subcommittee – **Erin Feld**, Faculty, Area E Lifelong Learning and Self-Development

INFORMATION ITEMS

A. Review of AP 5010 (Admissions and Concurrent Enrollment)(see Exhibit 5)

Senate President Rocco Versaci started the continuation of the issue, should faculty have the final say whether a student under 16 years of age can enroll in their courses. The two issues are whether the language should be changed in AP 5010 so that faculty no longer have the final say. The other issue presented but not in AP 5010 is the process these minor students must follow to obtain signatures. An alternative, or more streamlined process may be better.

Senate VP Fererro recommended coming up with a list of recommendations to improve the process for registering these minor students at Palomar but does not support removing faculty as the final authority over a minor student's enrollment.

English department chair Leanne Maunu read the following statement:

Dear Senators,

All nineteen full-time faculty members and the part-time faculty members listed below from the Department of English, Humanities, and Reading are urging you as Senators to not repeal the part of AP 5010 that grants us the authority to decide whether or not we let minors under the age of sixteen into our classes.

We support AP 5010 as it is, especially this line: "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)."

As a department, we are opposed to the idea of relinquishing this right since some of the subject matter we teach and discuss would be inappropriate for minors. In our discipline, we discuss topics such as racism, sexuality, suicide, war, trauma, incest, substance use, and other difficult themes. Films we show might have nudity, sex scenes, or adult language, which is called "*adult language*" for a reason. This content isn't just present in contemporary texts, but is even present in older texts like Chaucer's *The Canterbury Tales*, Shakespeare's plays, and Sophocles' *Antigone*. We discuss these topics because they are the frequent subject of literary works and of art in general. In the humanities, we focus on the whole of human experience, not just the happy and child-friendly parts.

There's also a reason that the lower grades wait until students are juniors and seniors in high school to teach particular texts and topics; they know that those texts and topics deal with subject matter that is inappropriate for younger students.

Removing this clause of AP 5010 would also harm our academic freedom and lead to less robust classroom conversations. As you all know, academic freedom gives us the ability to engage our students in difficult and challenging subject matter, without fear that we will be censored or reprimanded for choosing to teach such content. If we lose the ability to judge whether or not a minor possesses the relative maturity and experience to be exposed to these topics, we open ourselves up to scrutiny and possible misrepresentation of our aims in teaching such content. Additionally, when other students see minors in the classroom, they might worry about expressing their ideas, making our discussions and conversations limited or stilted, and not as rich as they would otherwise be.

In researching this topic, we also learned that the Academic Senate for California Community Colleges posted a 2006 paper entitled "Minors on Campus: Underage Students at Community Colleges." In that paper, which remains their position on the issue of minors in classes, they recommend that "board policy should affirm that *individual instructors retain the right to determine enrollment of minors into their courses*" [emphasis added]. In that same report, they also explain that minors should be approved by the instructor due to "the possibly controversial content of courses, the maturity level of minor students that enables them to learn the content and perform as equals to the adults in the classroom, [and] the ability for minors to perform out-of-class assignments that may require travel or admission to adult environments such as R-rated movies." If the *state* Faculty Senate supports the right of individual instructors to determine if their course content is suitable for minors, we believe that Palomar's Faculty Senate should as well.

We agree that the process for enrolling minors into classes is more complicated than it should be and agree that it should be simplified and streamlined so that our students who are minors have an easier time enrolling in our classes. However, that issue is separate from the matter of whether or not the responsibility of

enrolling minors in our classes rests with instructors. We believe that it should continue to do so, and we want to urge you to vote to keep AP 5010 in place as it is.

Respectfully,

The Department of English, Humanities, and Reading

Robin Avner, PT English
Jen Backman, FT English
Russ Backman, FT English
Shannon Baker, PT English
Adam Bishop, PT English
Katherine Buffington, PT English
Sarah Burns, PT English
Abbie Cory, FT English
Katy Farrell, FT Reading
Erin Feld, FT Reading
Al Gardella, PT English
Brent Gowen, PT English, Faculty Emeritus, and former Senate President
Melissa Haickel-Bagaglio, FT English
Richard Hishmeh, FT English
Martin Japtok, FT English
Jerry "Rafiki" Jenkins, FT English
Kevin Kearney, FT English
Lisette Ordorica Lasater, FT English
Michael Lundell, FT English
Leanne Maunu, FT English
Adam Meehan, FT English
Elaine Minamide, PT English
Katie Montagna, PT English
Kathleen Nelson, PT English
Fergal O'Doherty, FT English
Ron Reed, PT English
Clare Rolens, FT English
Carlton Smith, PT English and Faculty Emeritus
Stacey Trujillo, FT English
Rocco Versaci, FT English and Senate President
Steve Wasak, PT English
Syndee Wood, PT English
Sue Zolliker, FT English

Senator Anastasia Zavodny said that since the first discussion regarding this matter in Senate last week, she's had the opportunity to speak to more Palomar faculty on this matter and wanted to refine and amend her initial recommendations for changing AP 5010. First, she believes that there may be a consensus among Senators to update the process for enrollment of high school or minor students. Second, she would like to see Senate recommend or advocate for the creation of unconscious bias training for faculty with regards to under age 16 students. It concerns

her when she hears faculty refer to these students as separate from Palomar's students. She has heard comments from faculty who are concerned that under age 16 students are taking away slots from quote "our current students." She said that there are registration processes in place to ensure that under age 16 students are in no way, shape or form in a position to swarm and overtake the courses before our continuing students are able to register. Zavodny said the shift in perception is subtle but consequential when we think of under age 16 students as not necessarily our students. The training would be professional development and falls under the 10+1+1 and authority of Faculty Senate. A conversation with the Union needs to take place but Zavodny is confident this training is well within the scope of Faculty Senate purview.

English faculty Lisette Lasater read the following statement written by Dr. Russell Backman, Assistant Professor, English, Humanities, and Reading Department:

I write in support of retaining direct faculty approval for enrolling students under sixteen. In my position as a probationary faculty member, I see the change of this policy as creating unnecessary confusion for interactions with parents of younger students and as having a chilling effect on academic freedom.

Prior to starting at Palomar, I worked as a part time faculty member in other college districts where I did not have oversight on the admission of younger students to my classes. As a result, I have been approached by parents unclear on the boundaries governing college classrooms. These experiences put me in a difficult position without adequate structural support to guide my interactions with parents, several of whom would show up physically at the classroom with the expectation of discussing their child's work in the course. As a part time faculty member, these interactions left me feeling vulnerable to the effect of possible complaints by these parents or students. While my department at Palomar offers me much stronger support and clearer guidance, having individual autonomy on the decision to admit younger students prevents any potential understandings from the outset.

In my current position, the issue of academic freedom feels most pertinent. As a teacher of contemporary literature, I am continually working to keep my course materials current and broadly representative of diverse voices and experiences. Of necessity, these materials often address complex and difficult personal and cultural topics, which require careful handling even with my regular student population. Adding younger students, who are not adequately prepared, into this classroom environment can have a dampening effect on the entire class. It seems entirely likely that less secure faculty members—part time and probationary—if unable to oversee admitting younger students will feel the need to plan their curriculum more conservatively. Retaining this right for faculty, on the other hand, provides the simple and necessary point of intervention for the faculty member to directly convey to the younger student and their parents what materials a course entails and removes any misunderstanding from the decision to admit or not admit the student to the class.

At its core this is an issue of area expertise and classroom autonomy that it is important for us as a faculty to defend. Thank you for allowing me to share my perspective.

Senator Will Dalrymple said this seems to be an equity issue for faculty as well. This gives faculty the power to be differently responsive to different needs on the part of the students but also in terms of the material that are used by faculty.

Senator Adam Meehan agreed that talking as if these high school students are not "our" students is problematic. He suggests that another conversation is needed for priority of enrollment and the enrollment process for high school students. As English 100 faculty, Senator Meehan's classes fill up very quickly. There have been situations where a high school student was added to his class and it prevented a "current" student from enrolling or putting the class over the

CAP. Currently enrolled students who are on a path to a degree or who might be in their final semester should have some priority. These are all important considerations.

Senator Eduardo Aguilar added that in his Ethnic Studies classes, they talk about many controversial issues including race, gender, sexuality, religion, politics and other topics and some of these younger students may not have the critical thinking necessary to participate. Some of the “equity” work happening in classes may not be appropriate for these younger students as well. Senator Aguilar said this is an issue of academic freedom and faculty should decide at the end, who comes into the classrooms.

Senator Tina-Marie Parker said that many of the issues lie with the parents rather than students. She struggles with the idea of punishing students because of the actions of their parents. She would like to see better or more clear communications to the parents. Senator Parker also mentioned that having younger students in the class can clearly change the classroom dynamic or faculty’s ability to teach certain content. Also, are instructors flat out saying “no” to younger students because of a previous bad experience with one or are they willing to figure out what they might be looking for when they have a conversation with a new student. How are faculty making those decisions and Parker feels this is important to review.

Martin Japtok shared that parents are pushing students into college earlier and earlier because maybe there is something really wrong with high schools, and maybe one should look there first. Secondly, Japtok said he thinks this may be a working conditions issue.

Senator Meehan said he has signed the form for every minor student who has asked to be in one of his classes. When he emails the student to say yes, he also takes that opportunity to make it very clear what adult themes the class will be covering. Meehan likes to be able to have this paper trail with the minor student. He also cautioned that some part-time faculty might be concerned about getting in trouble for teaching some adult content.

President Versaci said he was not hearing a lot of support for changing the pertinent wording in the AP but said Faculty Senate needs to take a closer look at the process and offer some specific recommendations about the logistics which lies outside of AP 5010. Versaci asked for volunteers for a small work group that could make some specific recommendations to enrollment services about how this process could be streamlined for students under 16 years of age. Senator Zavodny was the only volunteer. Senator Laughlin said a work group is not needed, just simply using Adobe Sign would make it a better process. Versaci said he will talk to President Rivera-Lacey about this and report back to Senate.

B. Senate Involvement with PRP Process

President Versaci reported that the PRP process was formally a task of the Instructional Planning Council (IPC). IPC consisted of mostly faculty. Now, with the new governance structure, less faculty are involved. VP Kahn has asked Versaci about involving more faculty in the process.

Senator Wendy Nelson said Senate needs to be a bigger voice in the instructional PRP process. This is an opportunity to gather valuable information as we self-evaluate our programs. During the process, we can look at data and reflect on what we are doing right and what we need to improve. Nelson strongly urged that a group from Faculty Senate be formed to get involved.

Senator and TERB Coordinator Lawrence Lawson reminded Senate that when the new councils were formed and the PRP work was brought up, it was suggested that a committee be formed within that council made up primarily of

faculty who would do the PRP work. Senator Lawson suggested that a Faculty Senate workgroup work alongside this other committee or form a joint committee.

Versaci will take this feedback back to VP Kahn.

C. Develop Schedule for Trustees to Attend Senate

President Versaci asked for feedback from Senators about launching an invite schedule to trustees to attend Senate meetings. Senators shared several ideas for frequency and the number of invitees. A consensus was reached to extend an invitation to trustees to attend the first meeting of the month, but only one trustee RSVP per month. This may give Faculty Senate a better opportunity to interact more fully with the trustee with only one trustee present. Versaci will send an invite to trustees for the first December meeting.

D. Senate Month-by-Month “To Do” Calendar (see Exhibit 6)

President Versaci shared the exhibit and asked Senators for changes. The final document will be available on the website for future Senate leadership.

Senators recommended changing some of the odd year positions to even years because there is often a small pool of experienced candidates to fill those seats. Also, moving some of the calls to the fall semester instead of all in spring may also be helpful. Those calls can be made in late fall, move the voting up but the position won't take place until spring. This may help improve the pool.

In order to move some positions from odd to even years, it will be necessary to put out a one year call for the first year as the position moves. Subsequent calls for that position will then fall back to two year calls.

Versaci will make the suggested edits and bring the calendar back to Senate.

E. Senate Constitution “Clean up” – Tabled.

F. Canvas Access for Librarians (see Exhibit 7)

Senator and DE Chair Erin Hiro stated that currently, faculty have the ability to add an observer to their Canvas course that is usually used primarily for evaluations. That access is limited. April Cunningham came to the DE Committee in September and asked that faculty be given the ability to add Librarians to their Canvas courses without having to go through a formal request process. Librarians are regularly asked by faculty to add content to the courses and interact with students so access would also need to be broadened as well.

A new role called Librarians could be added with additional but still limited access (see exhibit). Librarian April Cunningham thanked the DE Committee for considering this change. Removing some of the barriers so librarians can provide more narrative to students will be beneficial to both students and to faculty.

Senator Lawson asked if librarians would have access to the students' grades. Both Senator Hiro and April Cunningham said they thought so but are waiting on confirmation from David Gray. Cunningham went on to explain that the librarians' purpose is to provide feedback. There may be a rare occasion for a library specific assignment where a librarian may be asked to provide a grade for a low stakes item.

Versaci will bring this item back to Senate for Action next week.

REPORTS:

ASG (Mouawad)

The Associated Student Government met on October 18th for the ASG regular meeting. We are currently working on writing our compensation piece, and By-Law edits. The ASG's Internal Affairs Committee is meeting Monday before the regular meeting to discuss edits. ICC host their Club Rush successfully and will hopefully be collaborating with ASG to put on a Halloween event this upcoming week, but we will be discussing this topic further on the Monday meeting.

President (Versaci)

I followed up with VPHR Montoya (and later included President Rivera-Lacey) on two pressing items regarding hiring: 1) the payment of advertising in places other than what HR has chosen, and 2) the wording on job announcements regarding degrees in progress. Both of these issues were amended in the Faculty Hiring Procedures by the Senate on August 30 (and were soon after sent to VP Montoya). In the case of the former, the new language requires the District—and not departments—to pay for additional advertising. This was changed to promote a wider applicant pool, since budget-strapped departments would likely not be able to meet this expense; in the case of the latter, the newly-adopted language aimed to increase the applicant pool by formalizing the fact that people whose degrees were in progress are eligible to apply. I did not get an initial response from VP Montoya, despite the pressing nature (jobs are currently being advertised and posted). I later heard from President Rivera-Lacey that they were working on additional funding for advertising. I have not yet received a reply regarding the job announcement wording. There is a meeting scheduled for Tuesday, November 2 with the three of us, Senate VP Fererro, and VPI Kahn to discuss the above two issues, as well as the issues of consensus, the failing of searches, and the final decision-making power.

College Council (Versaci) – No report.

College Council met on Friday, October 22 (before the Senate meeting but after reports were due).

Equity, Education, & Student Success (EESS) Council (Versaci)

The EESSC met on Friday, October 15. Included on the agenda were first readings on various BP/APs, a presentation from ESL Chair Tracy Fung regarding a new ESL Biliteracy Certificate Program, a presentation from Cindy Anfinson on Palomar Connect (the same presentation she made in Senate), and the appointment of members from EESSC to the Library/Counseling Hiring Taskforce. We also heard from Dean Fabienne Chauderlot about the proposed new name of the Languages & Literature Division: "Languages, Literature, Library, and Learning Resources." There were several comments made about the awkwardness of this name, and chairs from the division informed EESSC members that the new name proposal was not discussed with division chairs. The Council agreed to send it back to the division for further review and refinement.

Institutional Effectiveness (IE) Council (Bongolan)

IEPFS Council met on October 15, 2021. Here are some highlights from the meeting:

- Council voted to disband the SEM committee and make that recommendation to the College Council. SEM committee efforts are duplicated in other strategic plans.
- Accreditation Steering Committee structure was reviewed and approved.
- A quick overview of the budget was provided. Council members are encouraged to review a recording of a budget presentation in the Budget committee. Link to the recording will be forthcoming.
- Budget Committee structure was reviewed and tabled. There was also discussion about whether or not the Budget Committee should report directly to College Council or first to IEPFS Council. Questions arose about how fiscal stewardship was intended to function in our governance structure.

Employees, Community, & Communications (ECC) Council (Ferreiro) - No report.

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

PFF (Laughlin) – No report.

Educators for Equity, Diversity, and Cultural Consciousness – EEDCC (Aguilar/Sadat Ahadi)

Palomar College's inaugural Social Justice Convening (brought to you by EEDCC) will take place on Friday January 28, 2022 (virtually). Our foci this year is "Our Heart, Our Community: In Lak Ech". More information will be shared this week by co-chairs Eduardo J. Aguilar and Hossna Sadat Ahadi. If you would like to present at the Social Justice Convening, please complete this proposal form.

https://docs.google.com/forms/d/1oWoBdLayD4lcqoIP3wfyZV2j6GqCbln5uQWOe5_-S0o/edit

Accreditation (Meehan)

The Governing Board has reviewed a full draft of the Institutional Self-Evaluation Report (ISER). They shared their feedback with the Accreditation Writing Leadership Team (AWLT) at a special workshop meeting on Tuesday, October 19. AWLT is making revisions based on their feedback and another special Governing Board meeting is being planned for early November to review the revised draft.

Distance Education (Hiro)

- HyFlex Training update
 - The list of HyFlex teachers for spring 2022 is still in flux.
 - Current HyFlex instructors are creating training now for implementation in December or January
- POCR Update
 - The Peer Online Course Review team submitted an application to the state to become a POCR-certified institution and are waiting on state feedback. They are still planning on starting a faculty POCR program in the Spring.
- Proctoring Update
 - With Senate approval of a new proctoring policy, the DE Committee is getting to work on implementing Senate instructions. This was also turned into a year-long goal.
- Library access to Canvas
 - The DE Committee voted to recommend the Senate direct the ATRC to create a second Canvas access called Librarian. This access will allow faculty to add librarians to their Canvas classes. Librarians would have access to add Canvas modules, rubrics and communicate with students through the Canvas Inbox. The librarians would also have access to grades but could not delete content. This access would be controlled by the faculty and not require a formal request process.
- The DE Committee approved and worked on an action plan for its goals.
 - Implement Peer Online Course Review using CARES Act money and make it sustainable into the future.
 - Test and promote HyFlex courses during the Fall and Spring Semester and make recommendations on whether to continue HyFlex into future years.
 - Develop Universal Design Training, that includes Authentic Assessment, Accessibility and templates with suggested due dates and continuity for online classes.
 - Revisit CVC Home/Teaching College process
 - Provide guidance and resources on Proctoring issue
 - Work with ATRC on strategic plan for evaluating what Canvas programs are most needed by faculty.
 - Work with TERB to requirements to require faculty teaching online after Covid should have one online class reviewed and update online observations to reflect the CVC rubric.

Guided Pathways (Nelson) – No report.

Budget (Ferrerro) - No report.

TERB (Lawson)

Lately, we've been discussing ways to get evaluation report submission rates up. In the past month, the TERB Office has been working with faculty to get outstanding reports in so that completion rates submitted in the ISER report accurately

reflect the work faculty did on faculty-led evaluations. In many cases, rates went from mid-60% to low-to-mid 90%. The TERB Office appreciates everyone's patience in getting that work done, but there are more evaluations to collect. Collecting Fall 2019 evaluations have been particularly challenging as we went remote right when those paper-based evaluations were due. As a result, some evaluations made it to TERB, some remained in faculty offices, some got stuck in the mail, etc. The TERB Office is working on getting outstanding Fall 2019 and Spring 2021 evaluation reports in and completed.

In addition, TERB is talking about barriers faculty are facing on campus in regard to participation in campus/department discussions and evaluations. Lawson has heard numerous times lately, including in Faculty Senate, that someone want to speak up and share their perspective but felt like they could not do so because they were under evaluation. Evaluations should not be a tool to silence dissent or criticism or good ideas, and TERB is interested in reflecting on policy and practices to ensure faculty—especially faculty who feel vulnerable such as part-time and probationary—feel comfortable participating in ongoing discussions without fearing their professional participation would lead to negative effects on evaluations. At this stage, all TERB would like to do is listen to faculty on this issue. A survey for faculty is being worked on and will be sent out later in the semester.

Last, the TERB Committee and the DE Committee is working together to simplify the observation forms so that there is just one form that can be used for evaluations in any modality—online, hybrid, hybrid, face-to-face, etc.

Professional Development (Guerrero) - No report. The next meeting is on Tuesday, October 26.

AB705 Subcommittee (Anfinson)

The AB705 Subcommittee met Thursday, October 14.

- Action
 - We approved the September 2021 minutes.
 - Readings/Research: We went over the following research:
 - From CAP: Transforming the Research Paper: Using Oral History to Center Students' Voices and Communities
 - From the CCCCO: Reaffirming Equity in a Time of Recovery
 - From the CCCCO: Transfer-level Gateway Completion Dashboard
 - From the RP Group: Maximizing Math Throughput of Students Who Did Not Complete Algebra 2 in High School
- Reports
 - Comet Connect: Nancy Browne and Kineta Rios presented the Comet Connect Update.
 - AB705 Workgroup: the focus of the last workgroup meeting was on the new statewide dashboard for AB705 Completion Data (second the 3rd bullet in Readings for the link). Departments were requested to set throughput goals by December. as that group has yet to meet this semester.
 - No report from Guided Pathways.
- Group Work
 - This fall the AB705 SSC is looking into closing equity gaps. We started by looking at the big picture. We will zoom in on DI groups later.
 - We broke out into 3 groups based on the focus areas below
 - Communication, Common Language, Common Advising
 - Tutoring and other Support Services
 - Data and Research into programs that help underserved students succeed, and Placement, Enrollment, Scheduling, and appearance in the schedule
 - Groups selected 1 or 2 priority goals from the May meeting and continued working on an actionable plan to send forward to the EESS Council and Faculty Senate.
- Announcements
 - No official meeting in November due to the Veterans Day Holiday. Unofficial meeting to be held on Nov 18th 2:30-4pm. Next official meeting on Thursday, Dec. 9th 2:30-4

Sabbatical Leave (Lawson)

We had a meeting to help folks applying for sabbaticals in AY 22-23 learn about the process. Those folks have already submitted their intention to go on sabbatical, and they'll need to complete the next step in the coming weeks.

Equivalency (Towfiq) – No report. The Equivalency Committee will meet on Tuesday, October 26 at 1:30.

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 3:50 PM.

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary

EXHIBIT 2

November 1 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
Alexandra Doyle Bauer	L&L	Library	Elections	Faculty 21-23	I am committed to being antiracist and also working in an antiracism environment. As a Librarian I can promote antiracism through my teaching and also in the materials provide for our College Community. I hope to provide my voice in this committee to honor the antiracism pledges that the College took recently!	As a Librarian I can promote antiracism through my teaching and also in the materials provide for our College Community.	
							Vote for 1
LeAnne Farmer	SBS	KINE	AP5140	KINE faculty DRC review	Continued, conscious self-regulation to identify areas of unconscious bias through continued education in the experiences of marginalized groups. Evaluation of course practices to reflect current research in inclusive practices.	Experience teaching KINE 181, 184, 128, HE100, and HE100L	
Ben Adams	SBS	Health/ Kinesiology	AP5140	KINE faculty DRC review	My plan to use utilize this lens to focus on the specific demographics and what hurdles are faced on a daily basis. I commit to consistently learning about D.E.I. and antiracism by participating in various workshops, speaking engagements and grass-roots engagement to enable be to gain as much knowledge and perspective.	Current Faculty member who has experience with these accommodation requests	

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Senator Last name	Senator First name	AP5140 KINE
Aguilar	Eduardo	LeAnne Farmer
Craft	Lacey	LeAnne Farmer
Dalrymple	Will	LeAnne Farmer
Doyle Bauer	Alex	LeAnne Farmer
Faulkner	Molly	LeAnne Farmer
Fererro	Jenny	Ben Adams
Hernandez	Sergio	LeAnne Farmer
Hiro	Erin	Ben Adams
Jarvinen	Jason	LeAnne Farmer
Laughlin	Teresa	Ben Adams
Lawson	Lawrence	LeAnne Farmer
Manneh	Beatrice	
Marshall	Leigh	LeAnne Farmer
Meehan	Adam	
Miller	Susan	LeAnne Farmer
Mudgett	Ben	Ben Adams
Nelson	Scott	LeAnne Farmer
Nelson	Wendy	LeAnne Farmer
Parker	Tina	
Rose	Candace	LeAnne Farmer
Sanchez	Tanessa	LeAnne Farmer
Stephens	Elizabeth	
Towfiq	Fari	Ben Adams
Versaci	Rocco	Ben Adams
Wrathall	Reza	LeAnne Farmer
Zavodny	Anastasia	Ben Adams
Mouawad (ASG)	Marie-Therese	Select if choosing to vote for NO ONE.

Librarian Access Proposal Second Review

Background: Librarian April Cunningham came to the DE Committee in September and asked that faculty be given the ability to add Librarians to their Canvas courses without having to go through a formal request process.

NOTE: The question posed by the Senate is whether the Librarian role would have access to all grades in Canvas or just grades associated with Librarian-created modules. The ATRC told us you can't tailor grade access for individual modules. The Librarian function would have full access to all grades in a Canvas class.

Currently, faculty have the ability to add an Observer to their class for evaluation purposes but that role is too limited for librarians, who are asked by faculty to add content to the courses and interact with students.

The DE Committee instructed April to work with ATRC's David Gray on a possible solution. The result was creating a role called Librarian that would allow Librarians the following access:

- Add modules
- Create assignments
- Grade through the speedgrader.
- Email students through the Canvas Inbox
- Create and delete rubrics

The role cannot delete assignments. This role, like the Observer Role, would be controlled by faculty with no formal request process.

The DE Committee voted Oct. 20 to recommend the Senate instruct the ATRC to create and add the Librarian Role to Canvas. Like the Observer Role, faculty could add Librarians without a formal request process. The recommendation also included increased communication to faculty on adding the roles and the responsibility of faculty to protect student privacy and not misuse the Canvas roles.

Senate Month-by-Month “To Do” Calendar

June

July

August

Senate Retreat/New Senator Onboarding

September

Set Senate Goals for upcoming year

October

November

ad hoc Committee on Constitutional Review to assess need for review
Every two years, odd years

December

- President puts out calls for:
 - Curriculum Co-Chair
 - Every two years, **even years**
 - Professional Development Coordinator
 - Every two years, **even years**
 - Service Learning Coordinator
 - Every two years, **even years**
 - Credit for Prior Learning Coordinator
 - Every two years, **odd years**
 - Distance Education Coordinator
 - Every two years, **odd years**
 - SLOAC Co-Coordinators (2)
 - Every two years, **one in even years, one in odd years**
 - GP Pillar Leads
 - Every year (if money continues)

January

February

- Select President-Elect at 2nd meeting of the semester
 - Every two years, even years
- Senate Council plans for year-end faculty celebration
- Selection of (late February):
 - Curriculum Co-Chair
 - Every two years, **odd years**
 - Professional Development Coordinator
 - Every two years, **odd years**
 - Service Learning Coordinator

- Every two years, **odd years**
- Credit for Prior Learning Coordinator
 - Every two years, **even years**
- Distance Education Coordinator
 - Every two years, **even years**
- SLOAC Co-Coordinators (2)
 - Every two years, **one in even years, one in odd years**
- GP Pillar Leads
 - Every year (if money continues)

March

Elections Chair puts out calls for new senators

President puts out call for:

- Puente Coordinator
 - Every two years, even years
- Umoja Co-Coordinators
 - Every two years, odd years
- Faculty Service Award and Scholarly & Professional Achievement Award

April

- Senate Council chooses Margie Ruzich Gift of Time Award (but doesn't reveal)
- Review Senate Goals
- Election of new senators
- Selection of:
 - Puente Coordinator
 - Every two years, **even years**
 - Umoja Co-Coordinators
 - Every two years, **odd years**

May

- Announce Faculty Awards Winners
 - Faculty Service Award
 - Scholarly & Professional Achievement Award
 - Margie Ruzich Gift of Time Award
 - Distinguished Faculty Awards
- Seat new senators (2nd to last regular meeting)
- Elect Senate Council (every year, 2nd to last regular meeting)
 - Vice President, Secretary, At-Large Member
- Elect Elections Chair
 - Every two years, **even years**
- Elect Committee on Committees Chair
 - Every two years, **odd years**

Constitution of the Faculty of Palomar College

PREAMBLE

In order to promote the effective exercise of the rights, duties, privileges, and responsibilities that are placed in their trust by their profession, their society, their state, and their local district, and conscious of the high nature of that trust as it is shared by all other institutions of higher learning in the State of California and in the United States, and in order that they or the instruments of their creation may perform such academic duties as are appropriate to teaching faculties of community colleges, the academic faculty members of Palomar College, as defined below, have adopted this Constitution.

ARTICLE 1: DEFINITION OF ACADEMIC FACULTY

A member of the faculty of Palomar College is an academic employee who is employed in a position that is not designated as administrative, managerial, or classified and falls under one of the following categories:

FULL-TIME FACULTY are those faculty members who are employed in regular tenured positions.

PROBATIONARY FACULTY are those faculty members who are employed in tenure track faculty positions and who have not yet been granted tenure by the college.

TEMPORARY FACULTY are non-tenure track faculty with an assignment greater than 67% and who are employed for a designated period of time. For voting purposes, temporary faculty are included with full-time, tenured and probationary faculty.

EMERITUS FACULTY are those faculty members who, upon retirement, were granted Emeritus status by virtue of their years of service. Emeritus faculty may vote with part-time faculty during any semester in which they teach part-time after retiring.

PART-TIME FACULTY are those non-tenure track faculty members whose assignments are no more than 67% of a full-time load.

ARTICLE 2: RIGHT OF PETITION OF THE FACULTY BODY

Ten percent of the Full-Time, Probationary and Temporary Faculty may, upon the presentation of a signed petition to the Faculty Council, call for proceedings of review, referendum, initiative, censure, or recall in the context of any issue, policy, question, or person elected by the Full-Time, Probationary and Temporary Faculty.

Ten percent of the Part-Time and Emeritus Faculty may, upon the presentation of a signed petition to the Faculty Council, call for proceedings of review, referendum,

initiative, censure, or recall in the context of any issue, policy, question, or person elected by the Part-Time and Emeritus Faculty.

If the determination is made that such proceedings are necessary, a request for such proceedings must be included on the agenda of the next regular meeting or special meeting of the Senate and shall precede other new business. The Senate shall appoint a task force of three faculty members (two Senators and one non-Senator) to conduct proceedings in an open meeting to address the matter stated in the petition. Any action taken as a result of the proceedings shall require a simple majority of the appropriate faculty group on matters of review, referendum, or initiative, and a two-thirds (2/3) majority in matters of censure or recall.

ARTICLE 3: CODE OF ETHICS

Faculty members have an obligation to the college, their students, colleagues, profession, the public and themselves to maintain the highest standards of ethical conduct. In recognition of this obligation, faculty members adopt the following standards of ethical conduct (Adapted from the "American Association of University Professors (AAUP) Ethics Statement"):

1. Professors, recognizing their social responsibility:
 - Develop and improve scholarly competence,
 - Exercise critical self-discipline and judgment in transmitting knowledge,
 - Practice intellectual honesty.

2. Professors, as teachers:
 - Encourage the free pursuit of learning in their students,
 - Demonstrate respect for students as individuals,
 - Keep to their proper roles as intellectual guides and counselors,
 - Evaluate students in an unbiased manner,
 - Respect the confidentiality of students,
 - Acknowledge significant or scholarly assistance from students,
 - Do not exploit, harass, or discriminate against their students.

3. Professors, as colleagues:
 - Do not discriminate against or harass colleagues,
 - Respect and defend the free inquiry of associates,
 - Exchange criticism and ideas,
 - Acknowledge academic debt,
 - Strive to be objective in their professional judgment of colleagues,
 - Accept their share of faculty responsibilities for the governance of their institution.

4. Professors, as members of an academic institution:
 - Seek to be effective teachers and scholars,
 - Uphold academic freedom,
 - Maintain their right to criticize and seek revision,

- Give due regard to their responsibilities within the institution,
 - When considering termination of their employment, give due notice of their intentions.
5. Professors, as members of their community:
- When they speak or act as private persons avoid creating the impression of speaking or acting for their college,
 - Promote free inquiry and further public understanding of academic freedom.

ARTICLE 4: THE FACULTY SENATE OF PALOMAR COLLEGE

SECTION 1: NATURE AND POWER

The faculty members of Palomar College hereby establish the Faculty Senate as the primary legislative and executive body representing the faculty on all Academic and Professional Matters, which include the governance and committee structure at Palomar College. By legislation, the Faculty Senate is represented on the Statewide Academic Senate and, through it, on the California Community College Board of Governors. Regular meetings of the Faculty Senate shall be held every teaching Monday at 2:30 p.m. during the academic year. All other meetings shall be considered special meetings.

- I. Senators shall retain all the rights, duties, privileges, and responsibilities normal to faculty membership.
- II. Actions taken at an official meeting of the Senate shall be deemed to be “approved action” and shall be effective for immediate implementation. All such approved action shall be published and distributed to the faculty within three school days. The official minutes of the meeting in which they are approved shall follow within ten school days.
- III. Approved actions are actions which have been approved by a majority of members present at an official regular or special meeting of the Senate; or,
- IV. A majority of votes cast by full-time and probationary faculty in an official electronic or mail ballot.
- V. Members of the faculty reserve the right to protest any approved action of the Senate. Protest shall be submitted in writing to the Senate President and shall bear the signature(s) of the protester(s).
- VI. If, within ten teaching days after publication and distribution of any approved action, protests are received from at least twenty percent of the full-time and probationary faculty, a special meeting of The Faculty Senate shall be called for the purpose of reviewing said approved action. The meeting shall be scheduled no later than ten teaching days after receipt of the minimum required number of

protests and shall be set for a time and a place convenient to the membership. Two separate notices of the meeting shall be distributed to the membership.

- VII. Following reasonable and adequate discussion of the issue(s), the full-time and probationary faculty shall have an opportunity to vote either to reaffirm the approved action or to rescind it. Voting shall be conducted by electronic or mail ballot beginning within five teaching days after the special meeting. Notice of the results shall be published and distributed to the Governing Board and all academic employees within fifteen teaching days after the special meeting.

SECTION 2: SENATE DUTIES

The Faculty Senate:

- I. Shall formulate policies on Academic and Professional Matters as specified in state legislation and supported by Governing Board policy.
- II. The term “Academic and Professional Matters” refers to the following twelve matters:
 1. Curriculum, including establishing prerequisites and placing courses within disciplines;
 2. Degree and certificate requirements;
 3. Grading policies;
 4. Educational program development;
 5. Standards or policies regarding student preparation and success;
 6. Governance structures, as related to faculty roles;
 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
 8. Policies for faculty professional development activities;
 9. Processes for program review;
 10. Processes for institutional planning and budget development;
 11. Faculty hiring policy, faculty hiring criteria, and faculty hiring procedures; and
 12. Other academic matters as mutually agreed upon between the Governing Board and the Faculty Senate.
- III. May also function in an advisory capacity to the College Council Strategic Planning Council in such matters.
- IV. Shall promote the understanding and practice of professional standards and conduct and of democratic policies and procedures.
- V. Shall concern itself especially with the consideration of any policy or procedure that affects the status and morale of the faculty of the college.
- VI. Shall advise the Superintendent/President of the College and/or the Governing Board in the selection of administrative personnel. The Senate shall be responsible for the

appointment of all faculty members to selection committees other than those faculty appointed by the bargaining unit.

- VII. Shall maintain a continuing study of proposed legislation affecting schools and the faculty, and shall keep the faculty informed regarding such proposed legislation and its progress.
- VIII. Shall obtain information and inform the faculty regarding the records and opinions of candidates for public office where such records and opinions clearly affect the welfare of schools and faculty.
- IX. Shall, through its Committee on Committees, nominate the faculty personnel who serve on college committees other than those appointed by the bargaining unit. Unless the committee position requires a ballot of the full-time or probationary faculty, or some portion thereof, the Senate may confirm the nominees at any regular Senate meeting.
- X. May serve the President of the College as an Advisory Council, and may meet with him/her upon request.

SECTION 3: COMPOSITION

The Senate shall consist of the immediate past president of the Senate, the faculty co-chair of the Curriculum Committee, and 23 full-time Faculty, tenured or probationary, and four are part-time. All are elected from their respective Faculty body. Ex-officio members, the past president and Curriculum co-chair, have voting privileges and act as Senators, but are not individually elected. President, Vice-President, and Secretary are always elected from within the existing Senate body at the time of election for officers. In the event that a sitting Senator is elected to a two-year term as Faculty Senate President with one year remaining in his/her Senate term, the Senate membership will consist of 30 members for one year. In addition, the ASG has a named position with an advisory vote.

The elected members are subject to the following provisions:

1. That no more than two full-time or probationary faculty members shall be elected from a single department with the exception of ex-officio members and any faculty member holding one position under Appendix F of the Collective Bargaining Agreement (CBA) with 100% release time (ex: Articulation Officer).
2. That no more than one part-time faculty member shall be elected from a single department of the faculty. In situations where a part-time faculty member represents more than one department, that part-time faculty member will be considered eligible to serve so long as at least one of their departments is not yet represented by another part-time faculty member.
3. That no more than five members shall be probationary faculty.

4. That terms shall be staggered so that not all Senators are new at any one time.

SECTION 4: ELIGIBILITY

All Senators shall be faculty members as defined in Article 1 of this Constitution, excluding faculty who hold administrative, managerial, or classified assignments.

SECTION 5: TERMS OF OFFICE AND METHOD OF ELECTION

I. Terms of Office:

Senators

- A. Shall serve for a term of three years.
- B. Shall be eligible for re-election, and normal Senate vacancies shall be filled at the spring election.
- C. Shall attend the first regular meeting in May following their election and shall take office at the subsequent meeting.

II. Method of Election:

- A. One-third of the Senate positions shall be open for election each year.
- B. During the spring semester for a two-week period, the Senate Elections Committee shall send out nominating forms to all faculty members for the Senate positions on the Faculty Senate.
- C. During the Spring semester for a two-week period, the Senate Elections Committee shall send ballots to faculty to elect Senators. The ballots may include a twenty-five word or less description of each candidate's qualifications.
- D. If the number of candidates is equal to or less than the number of seats available, then no election shall be held and all qualified candidates shall become Senators.
- E. Full-time and probationary faculty senators shall be elected by a vote of full-time and probationary faculty; part-time faculty senators shall be elected by a vote of part-time faculty.
- F. The Senate will ratify the votes of any election.

III. A Permanent Vacancy shall occur when:

- A. A Senator misses more than three consecutive meetings of the Senate or a total of four regular meetings in one semester. In the case of newly elected Senators, absences occurring in May caused by conflicts resulting from instructional or institutional responsibilities shall not be counted under this provision.
- B. A Senator takes a leave (sabbatical or other type). A Senate position shall be vacated the last teaching day before this leave starts.

IV. Filling Permanent Vacancies:

- A. The provisions of Article 4, Section 5 shall apply to the election of Senators.

- B. If a permanent vacancy occurs within the Faculty Senate within one (1) month of a previous election, the next highest vote-getter in the just-concluded election shall be awarded the seat. In the event the previous election was uncontested, the position shall be filled by a special election (see Article 4, Section 5). Positions elected in this case shall complete that vacant term.
- C. Permanent vacancies that occur after one month following the spring election can be filled by a special election at the discretion of the Faculty Senate. Positions elected in this case shall complete that vacated term.
- D. In the event that the Senate has fewer than 2/3 of its membership as stipulated in Section 3, a special election will be held as soon as possible after the vacancy occurs. Senators elected in this case shall complete that vacated term.

V. Special Election Provisions

- A. Should the Senate choose to fill any permanent Senator vacancies, the Senate shall send a call for nominations to the applicable faculty group for these positions; this nomination period shall be open not fewer than four business days. All nominations received will be considered by the Senate. The Senate shall conduct an electronic vote from the requisite faculty group if there are more eligible nominations than permanent vacancies; this voting window shall be open for not fewer than four business days. In the event that the number of eligible nominations is equal to the number of permanent vacancies, the Senate shall vote to confirm. In the event a permanent vacancy occurs in a Senator position with one semester or less of its term remaining, the Senate may choose to not fill the position.
- B. In the event that a permanent vacancy occurs in the role of Secretary or Vice President and a special election is warranted, the Senate shall entertain nominations of Senators and shall conduct a vote of the Senate membership to fill the position(s) for the remainder of that vacated term. In the event the vacancy occurs in March or later, the Senate may choose to not fill the position.

V. Senator Expectations:

- A. To attend Senate meetings regularly;
- B. To stay informed about state and local policies relating to the welfare of the College;
- C. To serve on at least one academic, Senate, ASCCC, or governance committee throughout their tenure on Senate.

SECTION 6: OFFICERS

- I. Shall be elected from among the Senators.

- II. The Senate shall elect its own Vice-President and Secretary as the first item of business on the day that newly-elected Senators are seated in the Senate or at the next regular meeting after a permanent vacancy shall occur in any office.
- III. The Senate shall elect its own President-Elect at the second regular meeting of the spring semester during the last year of the active President's term. The individual elected shall be expected to serve through the remainder of the spring semester as the President-Elect, then shall take office as President for the subsequent two academic years.
- IV. Nominations for each position (President, Vice-President, and Secretary) shall be solicited from the floor. Current officers may be nominated for subsequent terms as defined below for each position.
- V. Newly elected officers (Vice President and Secretary) shall take office immediately following their election.
- VI. President and Vice-President positions must be held by permanent, tenured faculty.

President

- I. Shall serve a two-year term and may not be elected to serve more than two consecutive terms.
- II. Shall not publicly vote on any issue before the Senate unless a tie vote exists, or to create a tie.
- III. Shall function as Faculty Senate liaison with the Administration and the Governing Board in relation to college policy.
- IV. Shall serve as the representative of the Senate to the College Council Strategic Planning Council and shall attend all regular meetings of the Governing Board. In emergency situations, a designee can serve in the President's place for no more than one consecutive council or committee meeting and no more than three per school year. The preference of the Senate is for the President to attend all Governing Board meetings, but in the event of special meetings of the Governing Board, the President may elect to send a designee. When there is no scheduled open session, the President may use their discretion about whether to attend. The Senate President shall also serve as Tri-Chair of the Equity, Education, and Student Success Council (EESSC), a member of the Guided Pathways Task Force, and a member of the Budget Committee.
- V. Shall, with the approval of the Senate, together with the Superintendent/President and in accordance with Academic Standards and Practices, identify issues as they relate to Academic and Professional Matters, designate the appropriate committee or task force, and establish the membership

of that committee or task force.

- VI. Shall further preside at all regular and special meetings of the Senate and meetings of the Faculty Council.
- VII. Shall ensure that all meetings are conducted in accordance with rules formulated by the Senate, except that no Senate rules shall violate any provision of this Constitution or the Brown Act, nor shall any revision in the Senate rules take effect until the meeting following its approval. For the regular conduct of meetings, *Robert's Rules of Order, Revised*, shall be employed.

Vice President

- I. Shall serve a one-year term. May not be elected to serve more than four consecutive terms.
- II. Shall serve as Assistant to the President and fulfill the duties of the President in the President's absence or when that office shall fall vacant.
- III. Shall require that the President-Elect be elevated to President by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President of the Faculty Senate.
- IV. Shall require that a new President-Elect be elected by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President-Elect of the Faculty Senate.
- V. Shall serve as liaison to the Administrative Association, the Council of Classified Employees (CCE), the Confidential and Supervisory Team (CAST), the Palomar Faculty Federation (PFF), and the Associated Student Government (ASG).
- VI. Shall serve as a member on the Budget Committee.
- VII. Shall require that a new President be elected by the Senate at the next scheduled meeting of the Faculty Senate should a vacancy occur in the office of President of the Faculty Senate and if the President-Elect office is not held.

Secretary

- I. Shall serve a one-year term. May not be elected to serve more than four consecutive terms.
- II. Shall see that a permanent record of the proceedings of minutes is maintained.
- III. Shall provide for distribution of the minutes to members of the faculty.
- IV. Shall verify that a quorum is present at all meetings.

- V. Shall verify attendance of Senators and notify Senators if they are approaching the limitations in Article 4, Section 5, subsection III.
- VI. Shall conduct correspondence as directed by the President.
- VII. Shall bring to each meeting a complete record of the proceedings of the current academic year, a copy of the Constitution, a copy of Robert's Rules of Order, Revised, a copy of the Brown Act, and a copy of the Senate's formal actions.
- VIII. Shall keep a record of the term of office of each Senator and when it expires.
- IX. Shall keep a separate up-to-date list of all formal actions approved by the Senate.
- X. Shall keep a voting roster.
- XI. Shall keep a record of those faculty granted emeritus status.
- XII. Shall serve as a member on the Budget Committee.**

Past President

- I. Shall serve on the Faculty Council, and as a member of the Faculty Senate, for the term of the succeeding president.
- II. Shall serve to help the President transition into their position.
- III. May serve as a designee for the President when mutually agreeable.
- IV. If the Past-President is unable or unwilling to continue in that role, the Faculty Senate shall elect a replacement from among the Senators who shall serve as the Past-President Designee to the Faculty Council. In the event that one-third or less of the term is remaining, the Senate may choose to not fill the vacated position.

- V. Shall serve as a member on the Budget Committee.**

President-Elect

- I. Shall be elected from the Senators.
- II. Shall maintain all regular rights and privileges as a regular member of the Senate.
- III. Shall work with the current Senate President to train for the position of President and establish working relationships with other constituent bodies.

- IV. If the President-Elect is unable or unwilling to continue in that role, the Faculty Senate shall elect a replacement from among the Senators who shall serve the remainder of the term and subsequently assume the role of President.

SECTION 7: MEETINGS

The Senate shall meet at 2:30 p.m. each teaching Monday during the academic year, and at such special times as may be called by the Faculty Council or by written request of twenty-five percent of the Senate membership, or ten percent of the full-time, tenured and probationary faculty, or by ten percent of the Part-Time and Emeritus faculty.

All meetings of the Senate are open to all members of the Palomar community and to the public. No vote or motion shall be accepted after 3:50 p.m. unless a motion is passed to extend the time limit.

- A. A quorum consists of one more than one-half of the elected Senate membership.
- B. The Senate shall hold adjourned meetings at the discretion of the Senate President.
- C. During the summer, a quorum of the Senate shall consist of one more than one-half the number of Senators who state their summer availability at the last regular meeting of the Senate.
- D. Meetings of the Senate during the summer may be called at the discretion of the Senate President or by petition of a majority of available Senators.
- E. Agenda: Agenda items must be submitted to the Senate President by noon the Wednesday prior to each Senate meeting. The Senate President in consultation with the Council shall be responsible for the agenda.
- F. Voting: A simple majority of those present at any meeting having a quorum shall be accepted for passing a proposed agenda item. (This rule shall be subject to exception by a vote of those present.)
- G. Executive Session: Any Senator, any member of an involved committee, or any party to a personnel question may request an Executive Session. The Senate shall go into Executive Session unless such a session is opposed by a majority of those present. Executive Sessions are subject to requirements imposed by the Brown Act.
- H. Recusal: As a matter of professional practice, a Senator or a member of the faculty appointed by the Senate to a reassigned faculty position should voluntarily recuse themselves from any committee or situation in which a bias may exist as a result of personal or professional interest. Recusal by any Senator or faculty member on a particular matter because of concerns about impartiality or conflict of interest does not reflect adversely on the Senator or faculty

member. It is simply an acknowledgement that, in a complex and interconnected society such conflicts of interest may occur. Any conflict of opinion with regard to the appropriateness of the recusal of a Senator or faculty member shall be referred to the **Professional Procedures Committee**, which shall determine whether recusal is necessary and report back to the Senate.

- I. Minutes: The minutes shall come to the Senate for approval prior to distribution to the faculty at large.

SECTION 8: COMMITTEES

The Senate shall establish those standing and/or special committees that are necessary for the efficient conduct of its business.

- A. Membership on committees shall include both Senate and non-Senate faculty members. All Senate committee chairs must be Senators. All Senate sub-committees must meet at least once each semester with established meeting days/times published.
- B. The Committee on Committees shall solicit nominations for committee membership for Senate appointed representation.
- C. Faculty membership on all college committees shall be confirmed by the Senate except those designated to be appointed by the bargaining unit.
- D. Committee reports may be requested at the discretion of the Senate President. Senate Committee Chairs shall submit an end-of-year report to the Senate.
- E. When any committee report is being considered by the Senate, non-Senate members of the committee may be invited to be present during said discussion.
- F. The Senate shall have the power to dissolve a Senate committee by a vote of the Senate when it is believed that a committee is no longer needed.

SECTION 9: CODE OF ETHICS AS APPLIED TO THE FACULTY SENATE

Faculty Senators have an obligation to the college and to their colleagues to maintain the highest standards of ethical conduct. In recognition of this obligation, the Faculty Senate has promulgated the standards of ethical conduct for all faculty members as defined in Article 3 of this Constitution. Any alleged violation of the Ethics Code by a Senator or faculty member in their capacity as a Senator or as a faculty member appointed by the Senate to a reassigned faculty position shall be referred to the **Professional Procedures Committee**, which shall determine whether a violation has occurred. This determination shall be reported to the Senate in an open meeting. Any further action shall be initiated as defined in Article 2 of this Constitution.

SECTION 10: OPINION POLLING

- I. Whenever in the course of its business the Senate shall decide that a reasonable

doubt exists as to the wishes of the faculty, it may direct its Committee on Elections to conduct a poll of all full-time and probationary faculty. Unless otherwise designated, those eligible to vote shall be full-time and probationary faculty.

- II. Further, a poll of all faculty or full-time and probationary faculty shall be taken on any subject, regardless of whether said subject has been considered by the Senate in the course of its deliberations, when requested by an appropriate petition as outlined in Article 2 and submitted to the President of the Senate.

SECTION 11: RIGHT OF PETITION OF THE FACULTY SENATE

Twenty-five percent of the Faculty Senate's current membership may, upon presentation of a signed petition to the Faculty Council, call for review, referendum, initiative, censure, or recall in the context of any issue, policy, question, or person elected by the Faculty Senate or appointed by the Senate to a reassigned faculty position.

If the Senate votes to proceed, such proceedings must be included on the agenda of the next regular meeting or special meeting and shall precede other new business. The proceedings shall be convened and conducted by the Senate's Professional Procedures Committee within ten days of the agenda announcement.

Action taken by the Faculty Senate under these proceedings shall require a simple majority in matters of review, referendum, or initiative, and a two-thirds (2/3) majority in matters of censure or recall.

SECTION 12: GRANTING OF EMERITUS STATUS

Emeritus Status shall be granted by formal action of the Faculty Senate to full-time faculty retiring from the District who served for at least twenty years as members of the faculty at Palomar College, with at least ten years of service as a full-time faculty member.

Emeritus Status may be granted to full-time faculty with at least fifteen years' service to Palomar College provided they receive a majority of the votes cast by the Faculty Senate of Palomar College and meet one or more of the criteria listed below:

- I. Served on the Faculty Senate for at least two years.
- II. Served for a total of four years on one or more Faculty Senate Committees.
- III. Served for a total of six years on any other active (meets at least four times per academic year) college committee.
- IV. Has demonstrated extraordinary dedication to students and the discipline as evidenced by nomination by five faculty members and a review by an ad hoc committee of the Faculty Senate.

V. Five years of service as a Part-Time faculty member at Palomar College.

For the purpose of Emeritus Policy, sabbatical leaves and other leaves of absence are not counted as a break in service when determining eligibility. An individual who has been granted Emeritus Status at Palomar College shall be honored at the graduation ceremonies following the granting of this status and listed by name as Faculty Emeritus in the College Catalog.

ARTICLE 5: THE FACULTY COUNCIL

- I. The Faculty Council consists of five members: the Faculty Senate President, the Faculty Senate Vice President, the Faculty Senate Secretary, the Past President of the Senate, and one Senator who is appointed by the Senate body for a term of one year on Council.
- II. The Faculty Council shall have weekly meetings during the academic year at a time determined by the Council and shall meet with Senate and Governance Committees as it sees fit or as directed by the Senate or the governance structure.
- III. The Faculty Council duties include:
 - a. Advising the Faculty Senate President on matters coming before the Senate and reviewing the agenda prior to each meeting.
 - b. Planning for the presentation and selection of Faculty Senate Awards (Faculty Service Award, Margie Ruzich Gift of Time Award, Scholarly and Professional Achievement Award, etc.)
 - c. Planning a Faculty Senate retreat each year.
 - d. Planning for faculty social events (examples include the Faculty Achievement Celebration of Excellence, joint events with PFF, new faculty orientations, etc.)
 - e. Reviewing release time available to the Senate under the CBA and bringing suggestions for distribution to the Senate. Decisions about release time will be discussed in the spring of each year to be effective for the following school year. No one Senator can make unilateral decisions about distribution or allocation of release time.
 - f. Reviewing petitions for review, referendum, initiative, censure or recall (see Article 2).
 - g. Calling for additional meetings of the Senate (see Article 4, Section 7).

- h. Polling the faculty and gathering information on issues relevant to Senate (see Article 4, Section 10).

ARTICLE 6: CONSTITUTIONAL REVIEW

I. COMMITTEE ON CONSTITUTIONAL REVIEW

The Faculty Council shall appoint a Committee on Constitutional Review, consisting of three members of the Senate. The committee shall conduct, with the advice of the membership of Senate, a continuing examination of this Constitution and report from time to time any recommendation for the improvement of the document.

II. AMENDING PROCESS

Changes to the Constitution are recommended by the Committee on Constitutional Review to the Senate, and then distributed to the faculty for a vote. The provisions of this Constitution may be amended by a two-thirds vote of full-time and probationary faculty in an electronic or mail ballot. Reviews to update names of committees and/or councils, to address grammar issues, or to correct inconsistencies and/or factual errors require the Senate to be informed but do not need to be ratified by a vote of the Faculty.

III. DISCUSSION OF CHANGES

The Faculty Council shall provide adequate discussion opportunities on proposed Constitutional changes before an electronic or mail ballot is sent out to full-time and probationary faculty for ratification.

April 10, 2020



GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Anastasia Zavodny				Date: October 2021			
Proposed Name of Requested Group: Instructional Program Review and Planning							
	Council	x	Committee		Subcommittee		Task Force
Action Requested:		x	Add		Delete		Change
<p>Role: To review, summarize, and provide feedback on instructional Program Review and Planning forms and makes funding recommendations.</p> <p>Products</p> <ul style="list-style-type: none"> • Program Review and Planning summaries and funding recommendations • Recommendations for global needs for Instruction, as determined from PRP analysis 							
Reporting Relationship: Joint: Faculty Senate and Equity, Education & Student Success Council							
<ul style="list-style-type: none"> • Meeting Schedule: As needed, or as called 							
Co-Chair: Vice President, Instruction and Faculty Senate President							
<p>Members:</p> <ul style="list-style-type: none"> • 1 Faculty member from each Division (appointed by Senate) • Faculty, Student Services (appointed by Senate) • Faculty, Library (appointed by Senate) • Faculty, SLOAC Coordinator • Faculty, PFF (appointed by PFF) • Faculty, Senator (appointed by Senate) • 2 Faculty representatives from EESSC (appointed by faculty on EESSC) • Deans TBD 							

Approved by Faculty Senate:

Approved by EESSC:

Senate-Controlled Release Time

Current

Senate Leadership Positions (1.4 FTE)

Senate President - .8 (80%)

Senate VP - .2 (20%)

Senate Secretary - .2 (20%)

Comm on Comm Chair - .2 (20%)

Senate-Elected Positions (2.6 FTE)

Distance Education Coordinator - .6 (60%)

Curriculum Co-Chair - .6 (60%)

SLOAC - .4 each (40%), total of .8 (80%)

Accreditation Co-Chair - .4 (40% 2/6 yrs)

NCHEA - .2 (20% 2/6 yrs; currently allocated to Credit for Prior Learning Coord)

Proposed (beginning Fall 2022)

Senate Leadership Positions (1.4 FTE)

Senate-Elected Positions (2.6 FTE)

SLOAC - .2 each (20%), total of .4

EEDCC Co-Chairs - .2 each (20%), total .4

Curriculum (discretionary) & CALM – redistribute during Accreditation & NCHEA off-years



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

57th SESSION RESOLUTIONS
Fall Plenary

FOR DISCUSSION
OCTOBER 18 TO NOVEMBER 2, 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)

Nancy Persons, Santa Rosa College, Area B

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 between Oct 19 – Nov 2 are marked with a #.

- *1.01 F21 Adopt the Updated Periodic Review of the Academic Senate for California Community Colleges
- +*1.04 F21 Greater Transparency in the Committee Appointment Process
- *3.03 F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning
- *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
- +*11.01 F21 Equitable Access to Technology
- +*11.02 F21 Greater Use of Telecommuting and Digital Processes
- *15.01 F21 Adopt the ICAS English as a Second Language (ESL) Report: 2020 Update
- +*16.01 F21 Advocate for Electronic Access to Required Course Materials
- *17.01 F21 Local Senate Policies Regarding Textbook Adoption

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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 1.02¹, 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;

Whereas, In following a process of self-review and improvement, and in response to the Periodic Review Reports of 2016-17² and 2020-21³, 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 1.02⁴, 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*⁵.

Contact: ASCCC Executive Committee

+1.02 F21 Honoring Dan Crump with Senator Emeritus

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Dan Crump, ASCCC Executive Committee member from 2002-2015, has satisfied those requirements as a faculty member of the California Community Colleges system whose service has well exceeded the required five years of significant service to the Academic Senate and includes:

¹ <https://asccc.org/resolutions/periodic-evaluation-academic-senate-california-community-colleges>

² https://asccc.org/sites/default/files/Final%20Version_Periodic%20Review%20Document_April%202017_0.pdf

³ <https://asccc.org/sites/default/files/2020-21%20PRC%20Final%20Report-%20Rev%201.pdf>

⁴ <https://asccc.org/resolutions/adopt-documents-guidelines-periodic-review-academic-senate-california-community-colleges>

⁵ <https://asccc.org/sites/default/files/Periodic%20Review%20of%20the%20ASCCC%20-%20DRAFT%208-31-21.pdf>

- ASCCC Executive Committee member of the State Academic Senate,
- Served as ASCCC Secretary, North Representative, and At-Large,
- Chair of numerous Senate committees including Counseling and Library Faculty Issues, Standards and Practices, Legislative and Government Relations, and Relations with Local Senates;
- Served as the Council of Chief Librarians representative liaison to the ASCCC
- Provided significant leadership in groups such as ICAS, TTAC, CPEC and LLRPAC;

Whereas, Dan Crump during his time on the Executive Committee set the standard for kindness, collegiality, and etiquette including being the first to welcome new ASCCC members with a handwritten card and offering his relentless support for their success, and continues to send handwritten birthday wishes and anniversary congratulations and this attitude impacted the Executive Committee so much, members found themselves challenged in how to behave in certain situations, would ask themselves “What Would Dan Do?”;

Whereas Dan Crump was and continues to be an advocate for all faculty by sharing relevant and current information from his readings and findings about higher education focused on effective practices for faculty to support student success, he can be counted on to be prepared with his words and thoughts, and quick with his actions; and

Whereas Dan Crump as the Elections Chair was entrusted with the ASCCC Executive Committee election process, thoroughly supported his “runners” and “tellers,” clearly and articulately announced the results, and ensured a fair and unbiased approach to in-person voting while looking dapper in a sash,

Resolved, That the Academic Senate for California Community Colleges confer upon Dan Crump the highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of the California Community College system; and

Resolved, That the Academic Senate for California Community Colleges wish Dan, Helen, their children, and grandchildren much happiness in all their future endeavors.

Contact: Julie Oliver, Cosumnes River College, Area A

+1.03 F21 Honoring Lesley Kawaguchi with Senator Emeritus

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

Whereas, Lesley Kawaguchi has contributed to the California Community Colleges’ commitment to equity, diversity, and student success through her service on the ASCCC

Executive Committee from 2005-2014 as At-Large Representative, South representative and Area C Representative; chaired the Equity and Diversity, Basic Skills, Accreditation, Educational Policies, and Relations with Local Senates committees; oversaw or helped in the writing of several ASCCC papers and Rostrum articles; organized Accreditation and Leadership Institutes; worked on the early stages of C-ID and the Transfer Model Curriculum (TMC) for History; participated in groups such as the CCCC original Equity and Diversity Committee and intersegmental groups working on C-ID and the TMC, while also participating in a number of other external committees, advisory groups, and task forces;

Whereas, Lesley Kawaguchi worked on the History of ASCCC project after her time on the ASCCC Executive Committee ended, as well as continued participation as a senator in her local senate;

Resolved, That the Academic Senate for California Community Colleges confer upon Lesley Kawaguchi their highest honor of Senator Emeritus and thank her for her contributions to the faculty and students of California;

Resolved, That the Academic Senate for California Community Colleges encourages Lesley to continue pursuing research and writing the textbook on the issues of equity, diversity, and inclusion that informed her teaching and to travel (when it is safe) throughout the U.S. gathering materials for the textbook in her retirement;

Resolved, That the Academic Senate for California Community Colleges wish Lesley much happiness spending time with her daughters and grandchildren.

Contact: Nathaniel Donahue, Santa Monica College, Area C

+*1.04 F21 Greater Transparency in the Committee Appointment Process

Whereas, The Academic Senate for California Community Colleges Bylaws Article V states, “the President shall make appointments to all standing committees,” “The President, in consultation with the Vice President and Executive Director, makes appointments to all other groups requiring faculty participation,” and “these appointments are subject to approval by the appointee’s Member Senate President”⁶;

Whereas, The Academic Senate for California Community Colleges has developed a Senate Committee Appointment Process⁷ for Senate committees and ad hoc, special task forces, work groups, or advisory groups, including an online faculty application for statewide service form;

⁶ <https://www.asccc.org/about/bylaws>

⁷ https://asccc.org/sites/default/files/Appointment_Process.pdf

Whereas, The Academic Senate for California Community Colleges solicits faculty volunteers for statewide service throughout the year, emphasizing the need for a “diversity of voices” across a range of dimensions (e.g., race/ethnicity, discipline, expertise, region, life experience); and

Whereas, members of the Latinx Caucus have expressed frustration to members of the Executive Committee over the past five years about (1) faculty of color who have applied using the online faculty application for statewide service form and are unaware of their application status at any time after submission unless selected for appointment and (2) the limited outreach efforts to racial/ethnic diverse faculty;

Resolved, The Academic Senate for California Community Colleges revise its appointment process involving the President and Vice President to demonstrate a transparent documentation process reflecting a practice to target in outreach and appointment of racially and ethnically diverse faculty;

Resolved, The Academic Senate for California Community Colleges engage in intentional and sustainable practices to target racially and ethnically diverse faculty and prioritize racial and ethnic diversity as a primary factor for appointment to statewide committee service;

Resolved, The Academic Senate for California Community Colleges share broadly longitudinal data on all statewide committee appointments including racial and ethnic demographic data; and

Resolved, The Academic Senate for California Community Colleges revise the Senate Committee Appointment Process to support transparent communication of faculty applicant status at any given time during the period that the faculty member’s application is active, in addition to investigating and adopting the appropriate technology to support transparent communication.

Contact: Luke Lara, MiraCosta College, Area D

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 recognize Critical Race Theory as a well-established school of thought and racial justice framework and support the right of California community college faculty to utilize Critical Race Theory as well as other theories relevant to their disciplines; and

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 anti-racist 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 research⁸ 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^{9,10,11};

⁸ Hammond, Zaretta (2015). *Culturally Responsive Teaching and the Brain*. Corwin.

⁹ Johnson, K. M. S. (2019). Implementing inclusive practices in an active learning STEM classroom. *Advances in Physiology Education*, 43(2), 207–210.

¹⁰ 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>

¹¹ 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

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

***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;

Whereas, Both students and educators may experience stress and trauma¹², as a result of the pandemic and other traumatic experiences¹³ 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 symptoms¹⁴, 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 Adverse Childhood Experiences (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.

¹² <https://www.edsurge.com/news/2020-04-07-teachers-are-anxious-and-overwhelmed-they-need-sel-now-more-than-ever>

¹³ <https://nebhe.org/journal/trauma-in-the-time-of-coronavirus-and-beyond-a-nejhe-qa-with-karen-gross/>

¹⁴ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5948167/>

Contact: Leslie Shull, Equity and Diversity Action Committee

+*3.03.01 F21 Amend 3.03

Add a 4th Resolved

Resolved, That the Academic Senate for California Community Colleges advocate for mental health resources and services including funding, professional development, and support for community college faculty.

Gisele Flores, Modesto Junior College, Area A

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 California Community Colleges Chancellor's Office to identify a recommended definition of "low-cost" to be considered for adoption throughout the California Community College system.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

3.05 F21 Zero Means Zero Textbook Cost

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

+3.05.01 F21 Amend

Amend the 3rd Resolved

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

Contact: Sheila Lynch, Rio Hondo College, Area C

4.0 ARTICULATION AND TRANSFER

4.01 F21 Transfer Pathway Guarantees

Whereas, AB 928 (Berman, 2021)¹⁵, 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 California¹⁶, 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 2021-22¹⁷;

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 equity¹⁸ are unattainable unless additional spaces for transfer students are assured;

¹⁵ https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202120220AB928

¹⁶ https://asccc.org/sites/default/files/asccc_position_paper_transfer_practices_210525_media.pdf

¹⁷ <https://asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems>

¹⁸ <https://www.cccco.edu/About-Us/Vision-for-Success/vision-goals>

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 Course Outline of Record (COR) Requirements in Title 5

Whereas, The Course Outline of Record (COR) is at the center of local curricular process¹⁹; its required elements have been outlined in California Code of Regulations 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 Action²⁰ calls for campuses to "create an action plan to create inclusive classrooms and anti-

¹⁹ https://www.asccc.org/sites/default/files/COR_0.pdf

²⁰ <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges->

racism curriculum,” including calling for faculty to “evaluate all courses for diversity of representation and culturally-relevant content”; and

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 2020²¹ 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 California Code of Regulations Title 5 including section 55002 titled “Standards and Criteria for Courses” to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled; and

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

[family](#)

²¹ <https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional>

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 Coordinators²², 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

11.0 TECHNOLOGY

+*11.01 F21 Equitable Access to Technology

Whereas, The Academic Senate for California Community Colleges has long recognized the digital divide²³ evident in the lack of access to technology to support college instruction and services and has made system-wide and local recommendations in the 2003 paper "The Impact

²² <https://asccc.org/resolutions/develop-standards-practice-resource-learning-assistance-and-tutoring-california>

²³ "As used here, the term "digital divide" refers to the gap between individuals, households, businesses and geographic areas at different socio-economic levels with regard both to their opportunities to access information and communication technologies (ICTs) and to their use of the Internet for a wide variety of activities." [Organisation for Economic Co-Operation and Development, Understanding the Digital Divide, 2001, 5.](#)

of Computer Technology on Student Access and Success in The California Community Colleges,”²⁴

Whereas, The California Community Colleges and the communities they serve continue to lack the technology for affordable and sufficient internet access, which became more pronounced with the transition to remote instruction and services in response to the COVID-19 pandemic; and

Whereas, Inequitable access to technology disproportionately impacts students and staff, especially students living in poverty, students of color, and students with disabilities;²⁵

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to secure greater state support to ensure equitable access to technology for the California community colleges and the communities they serve; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) update the 2003 paper “The Impact of Computer Technology on Student Access and Success in The California Community Colleges”²⁶ for adoption by the ASCCC delegates in spring 2023.

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

+*11.02 F21 Greater Use of Telecommuting and Digital Processes

Whereas, The California Community Colleges have demonstrated success with working through a remote environment as a result of the pandemic; and

Whereas, To support diversity, equity, and inclusion, institutions may use telecommuting and digital processes to provide greater flexibility and responsiveness to better meet the needs of students;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, system partners, and local academic senates to encourage greater use of telecommuting and digital processes to provide greater flexibility and responsiveness to better meet the needs of students.

Contact: Jeffrey Hernandez, East Los Angeles College

²⁴ [Academic Senate for California Community Colleges, The Impact of Computer Technology On Student Access and Success in The California Community Colleges, 2003](#)

²⁵ [US Department of Education, Office of Civil Rights, Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students](#)

²⁶ [Academic Senate for California Community Colleges, The Impact of Computer Technology On Student Access and Success in The California Community Colleges, 2003](#)

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

+13.01.01 F21 Amend 13.01

Delete the Current Resolved

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.

Add a new Resolved

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to remind their constituents that the accuracy and timeliness of information in

the schedule of classes helps their students succeed, especially for all zero and low-cost designated courses, and develop processes to support this effort.

Contact: Gregory Beyrer, Cosumnes River College, Area A

+13.02 F21 In Support of Prevention and Control of COVID-19 in the Interest of Safe Learning Environments

Whereas, California Code of Regulations Title 5 §53206 establishes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office on academic and professional matters (Title 5, §53200);

Whereas, A novel coronavirus (COVID-19) is currently the cause of a world-wide pandemic spreading illness and death, and in recognition that the current COVID-19 vaccines are the most effective measure to protect against infections, hospitalizations, and deaths, public institutions locally, statewide, and nationally, are mandating COVID-19 vaccination for employment, education, and travel to protect public health;

Whereas, California Education Code §87408, §87408.5 and §87408.6 address the health requirements for new hires and employees, and §76403(a) addresses prevention and control of communicable diseases in students; and,

Whereas, On Saturday, August 14, 2021, the Student Senate for California Community Colleges Board of Directors took a position in support of a requiring COVID-19 vaccinations for colleges that are reopening to prevent the spread of the virus, with flexibility where vaccines are not possible due to medical conditions or sincerely held religious beliefs;

Resolved, That the Academic Senate for California Colleges assert that a safe teaching and learning environment for students and faculty is vital for student success, which is an academic and professional matter, and urge that local senates communicate this necessity to their administrations and governing boards;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the Student Senate for California Community Colleges, collective bargaining units, and other system partners to explore options to require all newly hired and existing employees and students to be vaccinated for COVID-19, with appropriate exemptions for medical and religious reasons; and,

Resolved, The Academic Senate for California Community Colleges supports the Student Senate for California Community College Board of Directors position on COVID-19 vaccinations.

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

15.0 INTERSEGMENTAL ISSUES

***15.01 F21 Adopt the ICAS English as a Second Language (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 Update²⁷; 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

16.0 LIBRARY AND LEARNING RESOURCES

+*16.01 F21 Advocate for Electronic Access to Required Course Materials

Whereas, the Academic Senate for California Community Colleges (ASCCC) has long expressed concerns that the cost of textbooks and other course materials represent a financial burden for California Community College students (“Textbook Issues: Economic Pressures and Academic Values.” 2005) and has more recently also supported efforts “to reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available (Fall 2017, Resolution 12.01), and

²⁷ https://asccc.org/sites/default/files/publications/AS_Position_Paper-ESL_210826.pdf

Whereas, librarians recognize the urgent need to develop new approaches to library acquisition of course textbooks to ensure that students have access, regardless of course modality, and are committed to make copies of required textbooks and course materials available to assist those students who are unable to purchase their own and that the vast majority of existing textbooks are simply unavailable to libraries in any format other than print,

Whereas, the critical work to ensure unfettered student access is hampered by multiple factors including:

- copyright and fair use laws that prohibit the scanning or digitization of entire textbooks and
- textbook publishers who do not provide electronic purchasing/licensing options for libraries and
- textbook publishers will not allow libraries to purchase e-textbook versions that can be accessed through a library's textbook reserves collection; and

Whereas, this is a national concern affecting all levels of postsecondary education and the 23 California State University Libraries have already put out a statement on textbooks in the library collection²⁸;

Resolved, That the Academic Senate for California Community Colleges work with our faculty colleagues in the California State University and University of California, through the Intersegmental Council of Academic Senates (ICAS) and other practitioner groups, to develop a statewide response to publishers from the California public postsecondary systems; and

Resolved, That the Academic Senate for California Community Colleges work with our faculty colleagues in the California State University and University of California, through the Intersegmental Council of Academic Senates (ICAS) and other practitioner groups, to explore options, including legislation, to support libraries in their ability to provide electronic access to required course materials that students need to succeed in their courses.

Contact: Gregory Beyrer, Cosumnes River College, Area A

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);

²⁸ <https://libraries.calstate.edu/textbooks/>

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 academic 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 academic 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 12.01²⁹ (Fall 2015), which acknowledged that hiring faculty who have a sensitivity and understanding of diverse students positively impacts student success, consistent with research

²⁹ <https://asccc.org/resolutions/hiring-culturally-aware-faculty>

included in the Chancellor’s Office Diversity, Equity, and Inclusion Task Force Literature Review on Faculty, Staff, and Student Diversity³⁰ (2019) and Report³¹ (2020);

Whereas, Strategies in the Recommendations from the Vision for Success Diversity, Equity, and Inclusion Task Force³² 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 meeting³³, 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 Recommendations³⁴; 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

+19.01.01 F21 Amend 19.01

Amend the 1st Whereas

Whereas, Education Code §87360 Hiring Criteria, Subdivision (a), states that applicants for faculty and administrator positions 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 demonstrate, as a criterion for hiring “beyond the state minimum qualifications, a sensitivity to and understanding of the diverse academic,

³⁰ <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/2-literature-review-on-faculty-staff-and-student-diversity.pdf?la=en&hash=73767B97C2DE63FCE1518BB4B39B6278C5500ACF>

³¹ <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/cccco-dei-report.pdf?la=en&hash=FAB1854B05779EA47FBA10D1E5DED7A290D5C9E1>

³² <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/4-recommendations-from-the-dei-task-force.pdf?la=en&hash=941ED4B5EF26A289A1A16FD468F10D7565FD0D4B>

³³ <https://asccc.org/sites/default/files/Agendas/Download%20Agenda.pdf>

³⁴ <http://achroeeo.com/diversity-equity-and-inclusion/>

socioeconomic, cultural, disability, and ethnic backgrounds of community college students” (CA Ed Code §87360(a)), that is included in all job announcements and assessed during the applicant screening process, per the requirements of Title 5. §§53022 and 53024; yet current faculty screening and selection practices at most colleges may place a disproportionate emphasis focus solely on discipline-specific hiring criteria, such as the ability to teach and provide services to students, at the expense of assessing job applicants and candidates on their abilities to “demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students”; ~~on the discipline-specific minimum qualification;~~ and

Contact: Angela C. Echeverri, Los Angeles Mission College, Area C

20.0 STUDENTS

+20.01 F21 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption

Whereas, After the second full year of AB 705 implementation for math and English, local outcomes reveal that while more first-time students are attempting and completing transfer-level math and English courses, growing and alarming equity gaps persist, particularly for students of color; and

Whereas, Many colleges no longer offer English courses below transfer level or math courses more than one level below transfer which limits the options of students seeking additional preparation in transfer-level math and English courses; and

Whereas, Enrollment of California Community College students has declined precipitously since the pandemic started and those declines have been particularly large among first-time students and in communities of color;

Resolved, The Academic Senate for California Community Colleges encourage all stakeholders to address the equity gaps observed after AB 705 implementation and exacerbated by the COVID-19 pandemic by offering additional curricular options for math and English and providing adequate academic support and student services to help all students succeed in these courses; and

Resolved, The Academic Senate for California Community Colleges urge all stakeholders to address COVID-19 related learning disruption to provide all students with access to a community college education by offering adequate math and English courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic, as well as by improving online registration and enrollment processes; and

Resolved, The Academic Senate for California Community Colleges provide guidance on effective practices to local colleges, academic senates, and discipline faculty to implement additional measures as necessary to address the equity gaps in math and English courses, enrollment declines, and the significant COVID-19 related learning disruption affecting community college students, K-12 students, and the communities we serve.

Contact: Angela C. Echeverri, Los Angeles Mission College, Area C