



FACULTY SENATE MEETING

March 14, 2022

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
March 7, 2022

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, Adam Meehan, Susan Miller, Marie-Therese Mouawad (ASG), Ben Mudgett, Scott Nelson, Wendy Nelson, Tanessa Sanchez, Fari Towfiq, Alyssa Vafaei, Rocco Versaci, Reza Wrathall, Anastasia Zavodny

ABSENT: Leigh Marshall

GUESTS: Michelle Barton, Barbara Hammons, Billieanne McLellan, Norma Miyamoto, Elyse Real

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 COMMENT – No Public comments.

ANNOUNCEMENTS

Senator and Curriculum Co-Chair Wendy Nelson said she was invited to a meeting that morning to discuss enrollment and assumed she was invited to attend based on her connection with Guided Pathways. The group began reviewing the list of enrollment issues provided by Senate some time ago and it seems the College is listening and these issues are now being discussed. She believes the meeting was arranged by VP Lakhani and other attendees included Michael Day, Kendyl Magnuson, Leslie Salas, Kineta Rios, Nancy Browne, Jennifer Finn, Deanna Shoop and Debra Avila. Senator Nelson said she was the only faculty member in the meeting and that a schedule for regular future meetings is expected.

Senator and TERB Coordinator Lawrence Lawson said in response to concerns from evaluatees and committees, TERB is moving forward with the idea of placing an evaluations coach on any committee that is under an improvement plan, just to make sure that TERB answers questions for the evaluatees and committees and to ensure they feel confident that the process is being followed.

Senator Lawson also congratulated the following full-time faculty who were awarded tenure or permanent status at the recent Governing Board meeting:

Efrem "Charles" Alexander	Counseling
Lisa Casas	ECE Lab School
Cynthia Cordova	Counseling
Ladylyn Dominguez	Counseling
Jessica Hernandez	Nursing
Elise Lindgren	Biology
Joe Lucido	Design & Manufacturing

Leigh Marshall	Kinesiology
Timothy Martin	Library
Rebecca Mattson	Nursing
Christina Dawber	Counseling/EOPS
David Meske	Computer Science and Information Technology
Karmi Minor-Flores	Counseling
Larry Moyano	Counseling
Andrew Page	EME
Hossna Sadat Ahadi	Counseling
Lindsay Sperling	Chemistry
Marie Templo-Capule	Library
Gina Wilson	Child Development
Ashley Wolters	Trade & Industry

Senate Secretary Molly Faulkner said *Little Shop of Horrors* is opening Friday, March 11 and ends Sunday, March 20. Performances are live on stage in the Howard Brubeck Theatre and tickets can be purchased here: <https://palomar.universitytickets.com/> For select performances, virtual ZOOM tickets are available. For more information about the virtual opportunities, email the box office at hmurray@palomar.edu

Senator Alyssa Vafaei encouraged Senators to sign up for the Haben Girma event on March 14. There are still seats available to attend in person and the event can be viewed using ZOOM webinar. Click here for more information: <https://www2.palomar.edu/pages/drc/haben-girma/>

Senator Vafaei announced that a new film in the Equity Film Series will be screened on March 23. The film is called *Crip Camp: A Disability Revolution*. Faculty and students are encouraged to attend.

Senator and DE Coordinator Erin Hiro encouraged all faculty to attend a valuable in-person conference in late June. The Online Teaching Conference is full of interesting information on the latest technology and techniques for online learning. More information can be found here. <https://onlineteachingconference.org/> Also, PFF has grants available for faculty's conference registration and Hiro found funding from her department to pay for the hotel. The form to apply for the registration fee grant is found here: <https://www.palomarfaced.org/benefits>

Senator Hiro said an issue was brought up by part-time faculty and wants to get this item on the agenda for next Faculty Senate meeting. Part-time faculty shared that a course content created by them is sometimes transferred to a full-time professor without their consent when the part-time professor loses the class. The Union got involved and recently met with Senator Hiro and ATRC to come up with some solutions.

Senator Susan Miller reminded faculty about the Women's History Month events taking place in March. Registration for the events can be done through PD.

Senator Miller said the PRIDE Committee at Palomar is organizing a celebration in May when the PRIDE flag will be officially unveiled and ready to be flown over the campus during June. Departments are needed to participate with a table or presentation about their programs. More information can be found here: <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:5df36625-8145-3695-9354-f35aca3f0abb>

Senator Lacey Craft congratulated the women's basketball team for winning their playoff games last week. The team will be moving on to the Elite Eight and the State Tournament this week.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Towfiq/Fererro

Faculty Senate approval of meeting minutes dated February 28, 2022 as amended (see Exhibit 1).

Abstention: Jason Jarvinen

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: W. Nelson/Faulkner

Faculty Senate approval of Curriculum actions taken on March 2, 2022 (see Exhibit 2).

The motion carried.

Senator and Curriculum Co-Chair Wendy Nelson said an email went out last Friday to faculty telling them that if they submitted proposed curriculum before the October 1st, 2021 deadline, to check their email including “Other” email to see if there are any messages from META asking for clarifications on those proposals. All reviews will continue to move forward but any new course or new program, or course changes won’t be deleted, they will be moved into draft and relaunched for Fall of 2023.

B. Committee Appointments – No action required this week.

Senator and Chair of Committee on Committees Anastasia Zavodny said faculty may have seen some announcements about scholarship volunteers. She is coordinating with the senders of the email to link this activity to the Scholarship Committee. There seems to be some confusion regarding the roles of both.

INFORMATION ITEMS

A. Accreditation Steering Committee Co-Chair

Senate President Rocco Versaci said Senator Adam Meehan needs to be replaced as the Co-Chair for the Accreditation Steering Committee to serve out his last year of the three-year appointment that ends Spring of 2023. Versaci said Senate needs to decide whether to put out a call to serve just the remaining year of Meehan’s term or a call for a full three-year term to begin in Fall 2022. Clarification is needed in regard to the release time associated with this position. Senate VP Jenny Fererro said currently in Appendix F, all of the release time for the Accreditation Coordinator Self-Study co-chair comes out of the Senate’s pot. There is an additional 40% available to the Accreditation Steering Committee to be split among them but that is then otherwise available to the Senate and this needs to be clarified.

Michelle Barton explained because of the warning Palomar was placed on in 2009, the accreditation workload increased and extra release time was set aside to compensate for the additional work but said she isn’t sure where it came from.

VP Fererro said the current contract reads indicates it's two year assignment every six years which leads her to believe that four years goes by without any release time coming from Senate's pot.

Michelle Barton explained the new seven-year accreditation cycle and the different phases of workload within the cycle. Barton and Senators agreed in order to properly assess the position moving forward, all parties need to know the new accreditation system and the work expected. Fererro explained this needs to be done before Appendix F is negotiated later this Spring and Fererro will rely on assistance from both Barton and Meehan to work through it.

President Versaci said the advantage of putting out a call for a one-year term would give everyone time to see how this position is reconsidered and sorted out. Currently, the position receives 40% release time which will carry over for the remaining year of the term. Versaci will work with Both Meehan and Barton to get a call out for a one-year term.

B. SOAA Approval (see Exhibit 3)

Senator Wendy Nelson began with explaining that the Scale of Adoption Self-Assessment (SOAA) is completed every year and shared with Senate. The primary purpose of the document is for colleges to reflect on their own Guided Pathways journey by providing an opportunity to show progress and as a tool for strategic planning. The Chancellor's Office uses the document for benchmarking and understanding the progress all institutions are making and to look at common trends across California and the country in the Guided Pathways work. Senator Nelson said Palomar is going to receive additional funding in July but isn't aware yet of how the funding will work and no details are available.

Senator Nelson reviewed the exhibit and summarized the progress Palomar has made in each of the four Pillars and spoke of next steps toward implementation. Nelson asked Senators to share any projects with her that they have worked on or will be working on that could be added to the document.

Senator Zavodny asked Nelson about the College's purchase of various software and asked where those decision are made. Nelson said they are often made within the workgroup tasked with the issues but does think more conversations and transparency need to take place. Nelson added that Guided Pathways does have a process now to ensure that any purchases made for Guided Pathways does come through the pillar leads and it would be helpful if the Chancellor's Office did a better job of vetting software. Senator Ben Mudgett reminded Senators that Senate requested that any software involving academic and professional matters should at the very minimum, come through Faculty Senate as information so Senate knows what's happening. Nelson said she asked about an RFP for High Point but was told an RFP was not necessary.

C. Proposal to Amend Some Senate-Controlled Reassigned Time (see Exhibit 4)

President Versaci said there were two recent negotiated MOUs that had to do with the Credit for Prior Learning Coordinator and the SLO Co-Coordinators. Council is making a recommendation to shift some of the Senate's release time as explained on the exhibit but a few new factors have come into play that will affect any changes. VP Fererro said the District is bringing PFF another MOU relating to CALM release time later this week. Versaci explained that Mark Bealo's SLO Co-Coordinator term was not expiring this year and he actually had one more year on his term and Aundrea's term is actually the one expiring in May. A call with a short window will go out for that seat this week.

Consensus was met to delay this discussion until next week once the MOU relating to CALM was set.

D. Reassigned Time Position Evaluations (see Exhibit 5)

Versaci started the discussion saying when Senate made the joint appointment procedure with the District, part of it was that Senate, PFF and the District would come up with some kind of evaluation and process. Versaci shared the exhibit showing what Mt. San Antonio College uses to evaluate reassigned time. Versaci asked Senators for feedback on this particular model.

Senator Lawson rejected the evaluation sheet saying there was no evaluation mechanism present unless the exhibit is missing page two. The document just lists things to do. Versaci said this document may just be a place to start building the process for Palomar and really was here just to show that other colleges are also doing this. Versaci said there also needs to be clarification of who does the evaluation and who has membership. Versaci said that TERB is three-pronged now involving PFF, the Senate and the District. VP Fererro said that if any process that is adopted has any power to remove people from a position or to change somebody's release time, it would have to be negotiated. If committees are involved, Senator and EEDCC Co-Chair Eduardo Aguilar suggests that members of the particular committee should also be involved in the evaluation if a committee is present.

Versaci asked for volunteers to form a small workgroup to look at this in more detail and bring ideas back to Senate in a few weeks. Senators Wendy Nelson, Lawrence Lawson and Anastasia Zavodny volunteered.

E. "Better Know a Trustee"

President Versaci welcomed Governing Board President Norma Miyamoto to the meeting. Trustee Miyamoto thanked Senators for the invitation and spent a few minutes talking about her varied work experiences that prepared her for the role as a Trustee and helps her better understand challenges faced by all employees at Palomar. Trustee Miyamoto said she has learned a lot in her four years of service as a Trustee and will continue to learn as she serves. She cares deeply about Palomar and its mission of access to an education for a better life for those who knock at the door. She said she will run for another term next election.

Senator Laughlin welcomed Trustee Miyamoto and invited her to attend the PFF Meet & Greet on Wednesday evening. Trustee Miyamoto said she was thrilled to see the invitation come through, and to see Trustees, Dr. Rivera-Lacy and Vice Presidents all invited. She remembered a time when Trustees were discouraged to attend this kind of event and she is grateful that the Palomar community is coming together.

Senator Erin Hiro asked Trustee Miyamoto what she thought are the biggest challenges facing the Governing Board right now. Miyamoto said the fiduciary responsibility of the College is always challenging because it is so complex. The upcoming election is also a challenge for the Board. Elections sometimes cause turbulent times and to remain focused on the work to be done is most important. Miyamoto thinks it takes three or four years for a Trustee to really learn their role. She said another challenge is each Trustee coming to the meetings prepared. This means reading and studying all materials before the meetings so each Trustee can be fully involved in the discussions, monitoring the policies and voting on the policies. Each Trustee needs to be diligent in their own individual work so that the Board can contribute as a body of five and function cohesively.

Senate VP Fererro thanked Trustee Miyamoto for coming to the meeting and asked, from Miyamoto's perspective, who she thinks she represents, the entire Palomar district or the district within the Palomar district where she resides, and how does that representation impact her decision making? Miyamoto replied she represents both. Her constituents in District Five who voted her into the position know she is very concerned about the Fallbrook Center. And, Miyamoto said that ultimately she, along with four other Trustees were responsible for the entire Palomar College District and function as one board with the entire District's needs in mind.

Senator Will Dalrymple asked Trustee Miyamoto what she sees as the biggest opportunity the Governing Board has in terms of support for part-time faculty. Miyamoto said the biggest opportunity is "listening" to part-time faculty. Part-time faculty have a strong voice and the Board needs to listen to what their needs are. Many of those needs are met through negotiations so part-time faculty need to make sure their voices are heard by the union as well.

Senator Lawrence Lawson shared that he appreciates the current Board's support of DEI work at Palomar and asked Miyamoto's opinion about the continuing efforts of the Board to support once the election is over and the potential of new Board members. Miyamoto said she is always optimistic and said everyone needs to get very motivated to ensure

that the DEI work can continue. She said that every two years, there is a huge probability that new Trustees will be at the table learning to work together and building trust. Miyamoto believes that the Board is a cohesive Board dedicated to DEI. The elections are important but it is everyone, the people at Palomar who have the responsibility to keep the DEI initiative moving forward, said Trustee Miyamoto.

Senator Ben Mudgett asked Trustee Miyamoto to look into her crystal ball and share what Palomar looks like post pandemic. Miyamoto said she truly believes that post pandemic, Palomar will be in a better place. Rebuilding enrollment is a given but she thinks improvements being made to processes will make a difference. Faculty will have had the opportunity to understand their own best modality for teaching by then. The energy level and the trust brought here by President Rivera-Lacey is also making a positive difference as well. Miyamoto recognized the entire Accreditation team for their work and said President Rivera-Lacey truly helped bring Palomar from third base to home plate and her work is appreciated. COVID brought on hardships Miyamoto said but sometimes hardships also cause us to work more together as a unit and we come out the other end in a better place.

REPORTS

ASG (Mouawad) – No report.

President (Versaci)

Palomar College welcomed the Accreditation Visiting Team this week. Their visit was virtual, but members of the team attended out 2/28 Senate meeting and conducted a series of other interviews. Members of Senate Council attended two interviews on Tuesday, 3/1—the first focused primarily on the governance structure and program review, and the second focused primarily on communication and curriculum. The Accreditation Team held its exit interview on Thursday, March 3, and the news was very good: several informal commendations, one formal commendation for Professional Development, and no recommendations in any areas to meet standards. There were some recommendations to continue work being done, most of which related to the Governing Board and one on fiscal reporting. The team stressed, however, that these were suggestions to “make a good college even better.”

At the Governing Board meeting of Tuesday, 3/1, there were several informational and action items, including:

- An update on Covid funding
- A presentation on Dual Enrollment strategies
- A presentation on the CCC Baccalaureate Degrees Program
- Tenure granted to nineteen probationary faculty members
- Approval of the 2022-2023 Sabbatical Leaves

Finally, I have been hearing from chairs of faculty hiring committees about contradictory messages that they are getting regarding the procedures. One point in particular is how many faculty members from the 1st level committee may move on to the 2nd level. In our revised faculty hiring procedures, there is no upper limit (the wording reads “at least two members”), but AP 7120 limits the total number of 2nd level members as seven. As I have stated/written before, this situation is further complicated by the fact that the District has selectively employed procedures in our version that contradict AP 7120 (i.e., the combined 2nd level interviews), which creates a problem insofar as faculty hiring falls under our 10+1+1 and this selectivity on the part of the District undermines our authority. I have been in conversation with both VP Montoya and President Rivera-Lacey about this, and we are planning to meet Monday, March 7 following the Senate meeting, and I have been assured that we will leave that meeting with clarity on faculty hiring issues, including the issue about whether this round of faculty interviews can be in-person if the committee so chooses. The major proposal that we hope to move forward on is to remove all references to faculty hiring in AP 7120 and instead refer readers to the Faculty Hiring Procedures on the Senate website (which will require some further revisions, which will be brought to Senate ASAP after we confirm this plan). Senate VP Fererro and I have been actively engaged in reaching closure on this issue, but it has been delayed largely because of the attention being paid to accreditation.

College Council (Versaci)

The College Council met on Friday, February 25. Some highlights:

- We reviewed and approved the New Programs Committee
- Cynthia Cordova (Counseling) presented the recommendations that came out of the *Becoming Hispanic Serving Institutions* Book Club
- Jenny Fererro presented a breakdown of all of the policies and procedures still in need of revisions for gender-neutral language
- Discussion of reactivating the Enrollment Management Task Force

In regard to this last item, there was active discussion about the urgent need to revamp the enrollment system before addressing some of the issues outlined in the initial presentation of this item, which focused on the name of the group. Senator Lawrence Lawson pointed out that without fixing the system was a foundational first step, and discussion of all other enrollment-related matters should have a much lower priority. His points were seconded by other faculty members on the Council.

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

The EESSC met on Friday, March 4 (before Senate but after reports were due).

Institutional Effectiveness, Planning, and Fiscal Stewardship (IEPFS) Council (Bongolan) – No report.

Employees, Community, & Communications (ECC) Council (Ferro)

ECC Council met on March 4 (before Senate but after reports were due).

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

PFF (Laughlin) – No report.

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

EEDCC will meet on 3/4/2022. We are currently discussing the following.

- AP 3000 Luis Guerrero regarding Professional Development requirements and other recommendations.
- Drafting a statement to the Faculty Senate taking a stand against racism at our campus given the recent events virtually on zoom and social media.
- We are also discussing possible composition changes for the subcommittee.

Accreditation (Meehan) – No report.

Distance Education (Hiro)

The DE Committee met on March 2 and discussed the following issues:

1. The DRC noted an increase in the number of problems with DRC students not getting the required extra time on exams in online courses. The Instruction office is already working on video instruction to help faculty set the quizzes for specific students to include more time.
2. The Peer Online Course Review team is poised to submit the second set of courses for state review to become a local-certified campus. They are also going to begin having other faculty review their courses for state certification. For more information contact Amy Caterina or Linda Morrow.
3. There are 13 faculty members teaching HyFlex courses this semester. The DE Committee is working on a Senate recommendation to consider keeping HyFlex as a permanent format and to begin promoting HyFlex classes to the wider Palomar community.

4. The DE Committee members were interested in the Senate work on possible pedagogy for new faculty members and the suggestion to use Universal Design training that already exists as it aligns with our Universal Design and Accessibility goals.
5. Currently there are 1,041 certified instructors but 110 of those have training that is more than 10 years old. The DE Committee is considering bring back a recommendation to the Senate to require updated training for faculty who were certified more than 10 years ago. They will continue to meet on this issue.
6. The committee is still fine-tuning a process of how to evaluate whether to pay for new programs that help online faculty members.
7. DE Committee members are meeting with PFF and ARTC members to come up with Canvas Access Guidelines that will ensure faculty's content is not lost if a course is cancelled or transferred to another faculty member.
8. The ATRC asked the DE Committee to consider changes to Zoom settings to make meetings safer against Zoom Bombing. The Committee will bring the issue back at its next meeting March 16.

Guided Pathways (Nelson) – No report.

Budget (Ferrerro) - No report.

TERB (Lawson)

For the beginning of the Spring 2022, TERB is mostly focused on approving improvement plans for probationary and peer evaluations. Otherwise, TERB is concerned about student evaluation mechanisms that solicit student feedback and share it with faculty before grades are posted. TERB has also spent time reconfirming out-of-cycle peer evaluation processes including who selects the chair in the case the evaluatee is the department chair (TERB approves the selection made by the evaluatee, in that case), when the 10-day response window begins (after the evaluatee signs the report—so a response cannot be accepted unless the report is signed), and if an Evaluation Appeals Committee applies to peer evaluations as well (contractually, it does not).

Professional Development (Guerrero) – No report.

AB705 Subcommittee (Anfinson)

No report this week from the AB705 SSC. Our first meeting is 3/10.

Sabbatical Leave (Lawson)

At the last Sabbatical Leave Committee Meeting, we approved a revision to a sabbatical application. Then, the committee discussed requiring final reports to be completely electronic starting Fall 2021 and discussed recommendations for the assembly of those electronic reports. The committee was in favor but had questions about projects whose products could not be digitized. The committee then discussed how best to handle revisions requests—a summary of highlights or a completely rewritten application. The next meeting is 14 April, 2022.

Equivalency (Towfiq) – No report.

Student Learning Outcomes (Bealo/Tavakkoly)

SLO Facilitator meetings are taking place this week.

Our goal is to refine the GE/ILO mapping for Written Communication and Civic Knowledge and Engagement before spring break and then at the beginning of April, notify instructors who have courses with SLOs that map to either the Written and/or Civic ILOs with guidelines on how to assess them.

<https://www.palomar.edu/teachingexcellence/college-outcomes-rubrics-and-resources/>

https://docs.google.com/document/d/1u4NkNn4wy27BsQ5spJyZi177G_FT7pVuyJmHRWnB78I/edit

<https://www.palomar.edu/teachingexcellence/wp-content/uploads/sites/140/2019/01/GE-Assessment-Rubric-for-Civic-Knowledge.pdf>

This will go out to the written communication ILO sections at the beginning of April:

Written Assessment: <https://www.palomar.edu/teachingexcellence/college-outcomes-assessment-instructions-written-communication/>

A similar set of instructions will accompany the civic ILO assessment.

Faculty Service Areas (Mudgett)

There are 45 disciplines undergoing review to renew their discipline FSA. The renewal cycle will begin after spring break. BP and AP 7211, Full Time Faculty Service Areas and Competencies, are undergoing updates. The committee will work within shared governance to make any needed changes.

Credit for Prior Learning (Rose) – No report.

ADJOURNMENT: The meeting was adjourned at 3:50 PM.

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary

Student Learning Outcomes Co-Coordinator Applicant Statements

Aundrea Tavakkoly

I am applying for the 2022-2024 term for SLO co-coordinator. I have been doing this work for the last year and a half and during this time I have helped faculty improve their course and program SLOs significantly. Mark and I have also helped faculty assess their course and program SLOs and we have improved our numbers. We are now looking at GEILOs and helping our facilitators with assessments and rubrics. We are also working with a team of people experienced in equity, and are looking at the relationship between SLOs and equity to address any problems we find – and I would like to continue this work. I am a good candidate for this position because I have experience in this area, and would like to maintain continuity in this position.



Spring '22 Enrollment: Marketing, Outreach & Retention

January 18, 2022



Marketing Summary





Target Audience

- Broadly: 17-24 year-olds within District service area
- Specifically:
 - Working Adults
 - High School Students
 - Educational Partners
 - Military and Veteran Community
- Who are they really?

People who care about **affordability**, **flexibility**, and finding a **high-quality path** to their desired four-year institution or well-paying job.

Step into Spring at **PALOMAR COLLEGE**

★ Associate Degrees & Certificates ★ Pathways To 4-Year Universities
★ Career Training Programs ★ Online and Onsite Courses ★ Military Serving



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www.palomar.edu/schedule



Comprehensive Strategy

- 12-month Campaigns
 - Integrated Digital Strategy: Paid Search, Display, Paid Social
 - Digital Outdoor on I-15
 - Social Media – Editorial
- Peak Enrollment Periods
 - Web Streaming Radio
 - Direct mail postcard to 155,000 households
- 75th Launch

Spring '22 Integrated Digital Marketing Results

An Extremely Cost-Efficient Campaign in all Major Channels

September – October Overall

2.3 million impressions

17,700 visits to campaign landing pages

Highlights

- Pay Per Click Campaign Average click-thru rate (CTR) is 3.5%
our campaign generated a 9.7% CTR
- Facebook/Instagram Paid Ad Average CTR is .70%
our campaign generated a .84% CTR
- SnapChat Average Cost Per Swipe Up is \$2-\$4
our campaign generated \$1.86 average cost per swipe up
- Display Average CPM of \$10-\$18
our display campaign presents a CPM of \$6

Spring '22 iHeart Campaign

Flexible, Multi-Purpose Tactical Approach

November 22 – January 16, 2022

- Launch coincided with start of open enrollment
- 501,160 impressions through January 10
- Direct Click Thru Rate of .27% to palomar.edu, exceeding industry standard

Summary of Tactics

- OTT ads – Over the Top refers to any streaming service that delivers content over the internet.
- Social Media Promotional ads on two targeted radio stations – CTR of .19%
- Webstreaming ads – included 30 second and 15 second promo ads for enrollment events and general call to action
- Location Based Display – CTR of .36%



Public Relations and External Engagement



Palomar Made It Possible To Publish My First Scholarly Work



Architecture Students Assist Habitat for Humanity Project



Palomar Made It Possible to Give Back to My Community'

Outreach

- Registration Campaigns
- Mar/Comm Post-Cards
- Registration events
- K-12 Presentations
- Virtual Enrollment Events
- Enhanced Outreach Webpages





Retention

- Text Campaigns to Students Registered in Fall but not Spring (9,000+ students)
- Targeted Intrusive Support Telephone Campaign
- Technology Distribution
- Basic Needs Support
- Early Success Initiative



Next Steps...

Enhancing technological solutions to simplify enrollment processes (HighPoint)

Integrated K-12 Outreach

Partnership with Instruction

Registration events at the Centers

Thank you!

Questions?



Senators with terms ending in May 2022

FACULTY COUNCIL

<i>Member Name</i>	<i>Council Position</i>	<i>Position Term Ends</i>
Versaci, Rocco	Faculty Senate President	May 2022
Jenny Fererro	Faculty Senate Vice President	May 2022
Faulkner, Molly	Faculty Senate Secretary	May 2022
Towfiq, Fari	Faculty Senate Past President	May 2022
Marshall, Leigh	Senator, At-Large	May 2022
Nelson, Wendy	Curriculum Chair (Ex-Officio)	N/A

SENATOR TERMSTerm: Ends **May 2022** (8 full-time and 1 part-time)

<i>Senator Name</i>	<i>Department</i>
Doyle Bauer, Alexandra	Library
Faulkner, Molly	Performing Arts
Manneh, Beatrice	World Languages
Meehan, Adam	English
Sanchez, Tanessa (Part-time)	Child Development
Towfiq, Fari	Math
Versaci, Rocco	English
Wrathall, Reza	Business

Vacancies to be filled

8 full-time faculty vacancies with term through May 2025.

1 part-time faculty vacancy with the term through May 2025.

3 full-time faculty vacancies with term through May 2024.

(These include one additional vacancy with the term ending in May 2022 and three additional vacancies with the term ending in May 2024.)



ACADEMIC SENATE
for California Community Colleges
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58th SESSION RESOLUTIONS

Spring Plenary

FOR DISCUSSION AT AREA MEETINGS

MARCH 18-19, 2022

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 April 9, 2022.

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

Craig Rutan, Santiago Canyon College, Area D

Manuel Velez, ASCCC South Representative, Area D

SPRING 2022 VIRTUAL RESOLUTIONS PROCESS

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

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

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

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

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

CONSENT CALENDAR

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

Consent Calendar resolutions and amendments are marked with an *.

Resolutions and amendments submitted at Area Meetings are marked with a +.

Resolutions and amendments submitted during open comment period are marked with a #.

- *1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges
- *1.02 S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement
- *3.01 S22 Develop and Publish and IDEAA Liaison Handbook
- *3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework
- *5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning
- *6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)
- *7.01 S22 Public Access for Vision Resource Center Materials
- *10.01 S22 Disciplines List – Asian American Studies
- *10.02 S22 Disciplines List – Native American/American Indian Studies
- *10.03 S22 Disciplines List – Nanotechnology
- *17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students

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1.0 ACADEMIC SENATE

***1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges**

Whereas, In fall 2021 the Academic Senate for California Community Colleges adopted the *Periodic Review of the Academic Senate for California Community Colleges*¹ through Resolution [F21 01.01](#) *Adopt the updated Periodic Review of the Academic Senate for California Community Colleges* which required the ASCCC to:

Following the approval of this document through the ASCCC resolution process (for consideration Fall 2021), the ASCCC will form a workgroup to create the Periodic Review Criteria Template and Rubric:

1. A version to be completed by the ASCCC and
2. A version to be completed by the PRC.

The templates and rubrics will be considered through the resolution process by the delegates of the ASCCC at the next Plenary Session (Spring 2022); and

Whereas, The Academic Senate for California Community Colleges Executive Committee formed a work group and created the required documents in the *Periodic Review Rubric and Report Template*² for consideration by the delegates at the spring Plenary Session 2022;

Resolved, That the Academic Senate for California Community Colleges adopts the *Periodic Review Rubric and Report Template*

Contact: ASCCC Executive Committee

***1.02 S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement**

Whereas, the Academic Senate for California Community Colleges adopted its new Vision statement at its Fall 2020 Plenary Session;

Whereas, since that time, the Academic Senate for California Community Colleges has focused on the prioritization and inclusion of Anti-Racism in its DEI efforts through various resolutions and position papers;

Whereas, the Academic Senate for California Community Colleges recognizes that effective progress at Anti-Racism require life-long approaches and commitments; and

Whereas, the Academic Senate for California Community Colleges Executive Committee, at its March 5, 2022 meeting voted to adopt “Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA)” as its acronym for the work that the Academic Senate for California Community Colleges is doing;

¹ [Periodic Review Overview](#)

² [Periodic Review Rubric and Report Template](#)

Resolved, That the Academic Senate for California Community Colleges updates its vision, mission, and values to include anti-racism, for consideration by delegates at the Fall 2022 Plenary session.

Contact: ASCCC Executive Committee

3.0 DIVERSITY AND EQUITY

***3.01 S22 Develop and Publish an IDEAA Liaison Handbook**

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work—including through the California Community Colleges Chancellor’s Office Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps and to align with the California Community College Chancellor’s Office inclusion of accessibility (the acronym and terms used by the Chancellor’s Office is DEIA³);

Whereas, In June of 2020, the President of the Academic Senate for California Community Colleges, in the Call for Action, challenged system faculty to Support Infusing Anti-Racism/No Hate Education in Community Colleges and “to put these words into practice”;

Whereas, the Faculty of California Community College passed [Resolution SP21 3.02 Include Cultural Competence in Faculty Evaluations](#) recommending that local academic senates to establish a local Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Liaison because “[i]nformation related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti-racism liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty”; and

Whereas, currently, information related to inclusion, diversity, equity, anti-racism, and accessibility can be found in various locations on the Academic Senate for California Community Colleges website creating an unnecessary barrier to needed resources for IDEAA liaisons and other interested faculty;

Resolved, That the Academic Senate for California Community Colleges develops and publishes an IDEAA Liaison Handbook by Spring 2023.

Contact: [Muhammed Sharif-Idiris](#), Equity and Diversity Action Committee

³ DEIA, used by the California Community Chancellor’s Office, is *diversity, equity, inclusion, and accessibility*.

***3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework**

Whereas, [Resolution F20 3.04](#) *Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies*⁴ directed the “Academic Senate for California Community Colleges [to] develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates”;

Whereas, Curriculum is one of the areas of the Academic Senate for California Community Colleges’ 10+1 academic and professional matters purview per [Title 5 §53200](#) and that the Academic Senate for California Community College has committed to supporting inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work through multiple resolutions, approved papers, its mission statements, and role in professional learning;

Whereas, The California Community College Curriculum Committee (5C) has produced a resource entitled, *DEI in Curriculum Model Principles and Practices*, that was developed collaboratively with representatives from the Academic Senate for California Community Colleges, Student Senate for California Community Colleges (SSCCC), California Community College Chancellor's office (CCCCO) and representatives from Administrative and Classified constituencies; and

Whereas, the Student Senate for California Community Colleges in their Anti-Racism Plan of Action⁵ calls for curriculum changes to “Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value”;

Resolved, That the Academic Senate for California Community Colleges adopts the *DEI In Curriculum Model Principles and Practices*⁶ and encourages local senates to use the model to review their curriculum practices; and

Resolved, That the Academic Senate for California Community Colleges works with system partners to support the implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning.

Contact: ASCCC Executive Committee

3.03 S22 Oppose Reliance on Commercial Textbook Publishers to Achieve Zero Textbook Cost

Whereas, California Education Code §78052 (a) states that “It is the intent of the Legislature that community college districts develop and implement zero-textbook-cost

⁴ <https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional>

⁵ https://ssccc.org/file_download/inline/d0fb70f5-a721-4f61-9815-778806fcd3b6

⁶ [DEI In Curriculum Model Principles and Practices](#)

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,” a goal that can promote student success without impinging on either academic freedom or faculty’s rights to choose appropriate instructional materials;

Whereas, California Education Code §78052 establishes that community college districts that develop and implement zero-textbook-cost degrees shall do the following:

- prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content.
- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.
- develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

Whereas, Higher Education Emergency Relief Funds (HEERF) and similar funding have been used to purchase textbooks for students, an efficient and temporary approach to textbook affordability that does not meet the intent or requirements established in California Education Code §78052; and

Whereas, Governor Gavin Newsom expressed an commitment to lowering costs for students by disrupting the entire system of commercial textbook publishing during his press conference unveiling his 2021 – 2022 budget proposal, saying he was “committed” to addressing the “usurious costs associated with textbooks,”⁷ which emphasizes his interest in seeing the state’s substantial financial commitment to zero-textbook-cost degrees implemented in ways that are consistent with the intent of California Education Code §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

Resolved, That the Academic Senate for California Community Colleges support the stated intent of California Education Code §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty’s right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print; and

⁷ Zinshteyn, Mikhail. (2021, January 13). “Newsom calls textbooks ‘racket,’ proposes money to create free ones.” *CalMatters*. <https://calmatters.org/education/2021/01/newsom-fund-free-textbooks/>.

Resolved, That the Academic Senate for California Community Colleges opposes the use of mechanisms to achieve zero-textbook-costs that are not sustainable and are inconsistent with the intent of California Education Code §78052.

Contact: ASCCC Executive Committee

5.0 BUDGET AND FINANCE

***5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning**

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted Resolution [F21 03.03](#) *Support for Mental Health Awareness and Trauma Informed Teaching and Learning* that calls for the ASCCC to continue to support and advocate for funding for mental health resources, services, and professional learning on trauma-informed teaching and learning; and

Whereas, The Academic Senate for California Community Colleges adopted Resolution [S16 06.04](#) *Mental Health Services* 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;”

Resolved, That the Academic Senate for California Community Colleges includes a request for funding for mental health resources, services, and professional development on trauma-informed teaching and learning in the California Community Colleges Chancellor’s Office 2023-24 System Budget Proposal; and

Resolved, That the Academic Senate for California Community Colleges supports AB1987⁸ (Salas, 2022, as of March 5, 2022) Postsecondary education: student mental health spending: report and AB 2122⁹ (Choi, 2022, as of March 5, 2022) Public postsecondary education: mental health hotlines: student identification cards.

Contact: ASCCC Legislative and Advocacy Committee

⁸ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1987

⁹ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

6.0 LEGISLATIVE ISSUES

***6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)**

Whereas, The delegates of the Academic Senate for California Community Colleges adopted Resolution S16 06.01¹⁰ *Support Legislation to Increase Cal Grant Awards*, as proposed in AB 1721 (Medina, 2016) and AB 1892 (Medina, 2016) at the 2016 Spring Plenary Session;

Whereas, The Academic Senate for California Community Colleges has prioritized Support on Expansion of Cal Grants¹¹;

Whereas, The Academic Senate for California Community Colleges continues to advocate for increases to Cal Grant awards¹²; and

Whereas, AB 1746¹³ (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act would revise the existing Cal Grant Program into a new Cal Grant Program that would revise and recast the provisions establishing and governing the existing Cal Grant Program into a new Cal Grant 2 and Cal Grant 4 program, expand eligibility to be consistent with Pell Grant income eligibility, and include an inflationary increase to community college awards;

Resolved, That the Academic Senate for California Community Colleges supports AB 1746¹⁴ (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act (as of March 5, 2022); and

Resolved, That the Academic Senate for California Community Colleges continues to advocate for increases in Cal Grant award amounts in order to help students with funding for the total cost of attendance.

Contact: ASCCC Legislative and Advocacy Committee

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

***7.01 S22 Public Access for Vision Resource Center Materials**

¹⁰ Resolution S16 06.01: <https://asccc.org/resolutions/support-legislation-increase-cal-grant-awards>

¹¹ ASCCC Position January 2019:

<https://www.asccc.org/sites/default/files/Cal%20Grant%20Letter%20of%20Support%20-%20Jan%2014%202019.pdf>

¹² Rostrum article, *Cal Grant Modernization and the True Cost of College*, April 2021

¹³ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

¹⁴ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

Whereas, The California Community Colleges have taken a national lead on transforming educational systems through Inclusion, Equity, Diversity, Anti-Racism and Accessibility creating a repository of supporting materials;

Whereas, The California Community Colleges Chancellor's Office has collected documents, PowerPoints, trainings, webinars, and other resources in the Vision Resource Center that are used across the system for professional development; and

Whereas, Current access to the Vision Resource Center is restricted by password authentication that requires a current email with a .edu address that restricts access of materials to retired faculty, part-time faculty, industry partners, some students, and the general public;

Resolved, That the Academic Senate for California Community Colleges works with the California Community College Chancellor's Office to establish an option for public access to the material in the Vision Resource Center.

Contact: ASCCC Executive Committee

7.02 S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

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" and that the California Community Colleges Chancellor's Office ensure that "a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students," a requirement that can only be met for the Zero-Textbook-Cost Degree Program if the implementation of the program is truly statewide and collaborative;

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources are "the preferred and most sustainable mechanism for eliminating course costs" (Resolution 03.05 F21);

Whereas, The Academic Senate for California Community Colleges has requested 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 to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local Zero-Textbook-Cost implementation challenges; and

Whereas, The Academic Senate for California Community Colleges has established mechanisms for convening discipline faculty for the purposes of making curriculum determinations, including systems for ensuring statewide vetting of developed resources;

Resolved, That the Academic Senate for California Community Colleges works with the

California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in California Education Code §78052.

Contact: [Julie Bruno](#), ASCCC Open Educational Resources Initiative

9.0 CURRICULUM

9.01 S22 Definition and Guidance for Cross-Listing Courses

Whereas, The Course Outline of Record (COR) is at the center of local curricular process; its required elements have been outlined in [California Code of Regulations Title 5 § 55002](#) and the application of those requirements is detailed in the [Program and Course Approval Handbook](#) (PCAH);

Whereas the submission criteria for CSU GE Area F allows “courses without ethnic studies prefixes” to be submitted for Area F “if cross-listed with a course with an ethnic studies prefix”^{15, 16} but the processes should maintain the integrity of the discipline and instruction; and

Whereas, there is a lack of system guidance on the definition and appropriate practice of cross-listing sufficient to guide colleges on course development and submission;

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office to revise the Program and Course Approval Handbook to include a definition of cross-listing and guidance for its implementation; 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 whether, how, and when to appropriately cross-list courses.

Contact: [Sarah Harris](#), ASCCC Curriculum Committee

9.02 S22 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment

¹⁵ https://www.asccc.org/sites/default/files/COR_0.pdf

¹⁶ <https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/geac/Documents/GE-Reviewers-Guiding-Notes.pdf>

Whereas, [AB 705](#) (Irwin, 2017) was passed in 2017 and discouraged the placement of students into pre-transfer intermediate algebra and encouraged placing students directly into transfer-level math based on multiple measures data;

Whereas, With the implementation of AB 705 (Irwin, 2017), the scheduling of pre-transfer math courses, such as intermediate algebra, has significantly reduced over the past three years, with some colleges completely eliminating offerings in response to a [2022 required plan](#) from the California Community College Chancellor's Office that asks colleges to justify, with data, the scheduling of pre-transfer math courses;

Whereas, California State University and University of California articulation requirements require a prerequisite or corequisite of intermediate algebra skills for the transfer of courses such as biology; and

Whereas, C-ID also recommends prerequisites of intermediate algebra skills for course alignment;

Resolved, that the Academic Senate for California Community Colleges works with the California Community College Chancellor's Office and the Academic Senates of the California State University and University of California to provide continued guidance for the articulation of courses that require requisites below transfer level math.

Contact: [Adrienne C. Brown](#), ASCCC Curriculum Committee

10.0 DISCIPLINES LIST

***10.01 S22 Disciplines List – Asian American Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following revision of the Asian American Studies:

Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American studies OR the equivalent; and

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

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Asian American Studies.

Contact: ASCCC Standards & Practices Committee

***10.02 S22 Disciplines List – Native American/American Indian Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Native American/American Indian Studies:

Master's degree in Native American/American Indian studies OR a master's in Ethnic Studies and bachelor's degree in Native American/American Indian studies OR the equivalent; and

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

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Native American/American Indian Studies.

Contact: ASCCC Standards & Practices Committee

***10.03 S22 Disciplines List – Nanotechnology**

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Nanotechnology:

Master of Science Degree in a STEM-related field, such as Chemistry, Physics, Biochemistry, or Engineering and a minimum of two years teaching nanotechnology courses in a college/university or two years of industry work experience as a leading scientist/engineer on a nanotechnology project; and

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

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Nanotechnology.

Contact: ASCCC Standards & Practices Committee

13.0 GENERAL CONCERNS

13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost

(ZTC) Certificates and Degrees

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

13.02 S22 Faculty Responsibility for Equitable, Accessible Learning Environments

Whereas, Accessibility in the digital learning environment is an essential part of an equitable learning environment, and students deserve to have access to digital learning materials and environments without revealing their disability status as provisioned by [Section 508 of the Rehabilitation Act](#);

Whereas, Accessibility in the digital learning environment—or compliance with Section 508 of the Rehabilitation Act—is required for all government-funded institutions including the California Community Colleges, and the California Community Colleges’ Chancellor’s Office Information and Communication Technology and Instructional Material Accessibility Standard ¹⁷(2020) says that “ensuring equal access to equally effective instructional materials

¹⁷ <https://drive.google.com/file/d/1Bss1F09dH4yrc6cCid6zNK0HfLuXV5vp/view>

and ICT [information communication technology] is the responsibility of all California Community College administrators, faculty, and staff”;

Whereas, accessibility is an academic and professional matter, and faculty should have and maintain full freedom of and purview over their instructional materials and digital learning environments, while fulfilling their obligation as educators to provide accessible learning environments as required legally and as a tool for closing equity gaps;

Resolved, that the Academic Senate of California Community Colleges urges local senates to make accessibility a campus-wide priority, as it relates to faculty agency over and equitable student access in teaching and learning environments;

Resolved, that the Academic Senate for California Community Colleges updates its paper [Ensuring Effective Online Programs: A Faculty Perspective](#) by Fall 2022 to include clarification of the differences between Accommodations (as referenced in [Section 504 of the Rehabilitation Act](#)) and Accessibility (as referenced in Section 508 of the Rehabilitation Act) as these definitions relate to faculty fulfilling their responsibility as educators in all modalities, and also develop other resources as appropriate; and

Resolved, that the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor’s Office and other stakeholders to guide the development of the local infrastructure necessary to support faculty with professional development, tools, and expert support in the creation of fully accessible learning environments.

Contact: ASCCC Online Education Committee

13.03 S22 Establish ASCCC Rising Scholars Faculty Advisory Committee

Whereas, At this time the California Community Colleges (CCC) serve over 15,000 incarcerated students at 35 California Department of Corrections and Rehabilitation (CDCR) site locations, in addition to numerous unique county regions and expects that number to reach over 20,000 students and 1000 FTE within 3 years;

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

Whereas, All parties, including but not limited to the California Community Colleges Chancellor’s Office, colleges, Academic Senate for California Community Colleges (ASCCC), Student Senate for California Community Colleges (SSCCC), and CDCR, must work together to ensure that those working within the colleges and those working within the various facilities, representing the various government (federal, state, and local) agencies and unions, are

appropriately relied upon to address incarcerated student needs, curricular and support services, curriculum and program development, transitional (incarcerated to paroled or released) support services, and community college to state university transfer needs, but current faculty representation in academic and professional matters is minimal at best as ASCCC only has two representative seats on the Chancellor's Office Rising Scholars Advisory Committee, and there is no current mechanism for ASCCC to collaborate with, regularly solicit input from, or prepare and provide professional development for faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges establishes a Rising Scholars Faculty Advisory Committee, to include faculty teaching in incarcerated education and at least one formerly incarcerated student;

Resolved, That the Academic Senate for California Community Colleges charges the Rising Scholars Faculty Advisory Committee with developing and sustaining a regional professional learning network in the area of prison education utilizing local Academic Senate structures, dedicated to the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#), and furthering the advancement of local programs and local professional learning in the areas of equity, pedagogy, and community building amongst prison education practitioners, and with advancing the faculty voice in spaces where incarcerated education is discussed and policies or agreements are made, including with the Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and CDCR, so that faculty primacy in academic and professional matters is honored and the education provided to incarcerated students by California community colleges is a model for educating incarcerated students;

Resolved, that the Academic Senate for California Community Colleges expects the ASCCC Rising Scholars Faculty Advisory Committee to disseminate policies, procedures, and MOUs produced by ASCCC, the Rising Scholars Network, the California Community Colleges Chancellor's Office, and/or CDCR to their local networks of faculty teaching in incarcerated environments, and share faculty-related concerns, problems, and barriers experienced at the local level to the ASCCC Rising Scholars Faculty Advisory Committee for communication with the Rising Scholars Network, the California Community Colleges Chancellor's Office, and CDCR; and

Resolved, That the Academic Senate of California Community Colleges requests of the Chancellor's Office and California Department of Corrections and Rehabilitation (CDCR) that the Academic Senate for California Community Colleges and the Academic Senate Rising Scholars Faculty Advisory Committee be consulted for MOUs concerning prison education, particularly the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) between CDCR and the California Community Colleges Chancellor's Office and, for local MOUs between CDCR and local colleges, with local academic senates.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

13.04 S22 Establish Rising Scholars Faculty Liaisons

Whereas, Facilitation of teaching and learning in incarcerated environments is a coordinated effort of many entities, including California Department of Corrections and Rehabilitation (CDCR), California Community College Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and local jails, and faculty are often excluded from system-level communications specific to Rising Scholars programs;

Whereas, Direct communication to faculty as a critical constituency in incarcerated education is currently missing, and system-level MOU's, standard procedure, and best practices, have been imposed on California Community College faculty without the knowledge of or participation in those processes, and, when top-down policies, procedures, and practices affect the work of faculty working inside of the prisons, the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) issues have been ignored;

Whereas, the Academic Senate for California Community Colleges and faculty engaged in incarcerated education whether through face-to-face college, correspondence, or other distance education college instruction could both benefit from having a mechanism for direct sharing of information with and for solicitation of input from faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges urges local senates to identify a faculty member teaching engaged in incarcerated instruction inside of prisons, jails, or other local carceral facilities to act as a local Rising Scholars liaisons to facilitate communication among Rising Scholars faculty, the local academic senate, and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges be responsible for working collaboratively with these liaisons to ensure communication and opportunities for input on the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) issues are met by CDCR, California Community Colleges Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and the ASCCC before implementation of those said policies, procedures, and practices; and

Resolved, That the Academic Senate for California Community Colleges urges local senates to request utilization of local Rising Scholars funds to compensate their designated Rising Scholars liaisons.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

13.05 S22 Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Learning

Whereas, AB 417 Rising Scholars Network: justice-involved students (McCarty, 2021)¹⁸ charges the California Community Colleges Chancellor's Office with establishing the Rising Scholars

¹⁸ [AB 417 Rising Scholars Network \(McCarty, 2021\)](#)

Network and providing funding to up to 50 community colleges for services in support of justice-involved students;

Whereas, Faculty are integral participants in the education of justice-involved students, and ongoing professional development specific to education in incarcerated environments is critical to ensuring the delivery of high quality instruction within the constructs and opportunities in these environments;

Resolved, That the Academic Senate for California Community Colleges requests of the California Community College Chancellor's Office through the Rising Scholars Network compensation to support ongoing preparation and delivery of statewide faculty professional development and facilitation of a statewide faculty community of practice for incarcerated education; and

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to advocate for designation of Rising Scholars funds or other monies to support ongoing professional development at the local level for part- and full-time faculty delivering incarcerated instruction, especially in-person.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

13.06 S22 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 encourages local academic senates to urge faculty to regularly check the online class schedule to ensure their

textbook and class resource information are clear and accurate and that their sections are marked with a zero-cost or low-cost icon, if appropriate.

Contact: Contact: [Michelle Pilati](#), ASCCC Open Educational Resources Initiative

Note: This resolution was referred to the Executive Committee (see Resolution 13.01 R F21) for clarification on intent and how each “Resolved” can be carried out locally and is resubmitted to the delegates for discussion and debate for Spring Plenary Session 2022.

17.0 LOCAL SENATES

***17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students**

Whereas, the COVID pandemic forced a quick pivot, within weeks after California Governor Newsom’s March 19, 2020 [Stay At Home Order](#), of most of California’s community colleges’ course offerings from in-person to online teaching and learning;

Whereas, most of this online teaching and learning necessitated faculty and students quickly learned how to use and navigate learning management systems (LMS) and other online educational tools and services for course delivery and engagement;

Whereas, the California Community Colleges’ Chancellor’s Office responded by November 2, 2020¹⁹ to the sudden systemwide shift to online teaching and learning, by providing all California Community Colleges funding support until June 30, 2021 for the following array of online learning tools: Canvas LMS, Canvas Studio, Pisces Online Tutoring Platform, Zoom, Labster virtual science lab platform, NetTutor online tutoring service, as well as special pricing for California community colleges to access/purchase the following services: SmarterServices online readiness assessment; Urkund and Turnitin online plagiarism and student integrity services; Proctorio online proctoring service; Pronto online student engagement service; Esri geographic information system; Grackledocs accessibility for Google G-Suite; Adobe digital and electronic signature platform; TimelyMD Telehealth services; OptimumHQ contact tracing software; Cranium Café online student services platform; and Uber Eats food aid distribution platform; and

Whereas, the impact of this sudden and dramatic increase of online learning tools on local college campuses, even beyond the California Community Colleges Chancellor’s Office June 30, 2021 funding support deadline, has created a very high demand for local campus online education support services and staff to assist faculty, staff, students, and administrators in the adoption, setup, and use, including the troubleshooting, of these online tools;

¹⁹ <https://www.cccco.edu/-/media/CCCCO-Website/Files/DII/nov022020-ongoing-digital-resources-support-memo-dii-v2.pdf?la=en&hash=E284243BE2321D09DC590BF69D1C85BC47EC003A>

Resolved, that the Academic Senate for California Community Colleges survey local Academic Senates about online education tools used at their campus, online education support their campus provides, and whether there is equitable access to and use of online education support across all faculty and student groups;

Resolved, that the Academic Senate for California Community Colleges urges all local colleges and districts to work collaboratively with their local Academic Senates and online education support areas to identify and mitigate equity gaps regarding online education support access and delivery to faculty and students, and that online education support areas receive adequate support from their local colleges in order to provide services needed by students and faculty; and

Resolved, that the Academic Senate for California Community Colleges encourages local academic senates to formally acknowledge their appreciation for their online education and course design support professionals for all the ways in which they have supported faculty and students, especially during the COVID pandemic and the unprecedented demand that it created for online education support services.

Contact: ASCCC Online Education Committee

17.02 S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons

Whereas, Part-time faculty comprise the majority of the faculty on every community college campus and are vital to the success and retention of students throughout the California Community College system, and that the representation of part-time faculty is crucial for the Academic Senate for California Community Colleges and California Community College Chancellor's Office to fulfill their respective missions;

Whereas, Although the Academic Senate for California Community Colleges continues to encourage local academic senates to include part-time faculty participation in governance in response to Resolutions [F20 1.02](#) and [S21 19.01](#), professional development, committee service, and other leadership opportunities and yet support for the participation of part-time faculty still varies widely and is generally insufficient;

Whereas, The Academic Senate for California Community Colleges appoints part-time faculty to numerous initiatives, workgroups, committees, and task forces to ensure their voices are represented, but it is often difficult to retain part-time faculty involvement throughout the academic year; and

Whereas, Information pertinent to teaching and learning which impact the roles and responsibilities of part-time faculty may not always be disseminated to all local colleges and districts;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to identify a part-time faculty member to act as a part-time faculty liaison to

increase communication between the local academic senates and their respective local part-time faculty.

Contact: ASCCC Part-Time Faculty Committee

19.0 PROFESSIONAL STANDARDS

19.01 S22 Cultural Humility Driving IDEAA Work

Whereas, [Resolution SP14 3.01](#) *Infusing Cultural Competence* directed “the Academic Senate for California Community Colleges [to] engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates”;

Whereas, Resolution SP14 3.01 *Infusing Cultural Competence* directed “the Academic Senate for California Community Colleges [to] report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates”;

Whereas, Cultural competence, as an epistemological and ontological concept, reifies approaches that fail to recognize that the only constant of culture is that it is constantly changing, which, in turn, demands that our understanding and appreciation of culture must constantly evolve and progress; and

Whereas, Cultural humility, as an epistemological and ontological concept, offers approaches that align with inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work that the Academic Senate for the California Community Colleges has been engaged in;

Resolved, That the Academic Senate for California Community Colleges recognizes that cultural humility, as an epistemological and ontological concept, shall inform the professional training at its annual Executive Committee orientation; and

Resolved, That the Academic Senate for California Community Colleges make available the Cultural Humility Tool²⁰ and respective resources as a model for local senates to develop their own cultural humility action plan that will guide and/or enhance the IDEAA efforts engaged in by local senates and the Academic Senate for California Community Colleges.

Contact: [Nadia Khan](#), Equity and Diversity Action Committee

²⁰ [Cultural Humility Tool](#)