THE FACULTY SENATE

PALOMAR COLLEGE

REGULAR MEETING

April 10, 2023

EXHIBITS

EXHIBIT 1

THE FACULTY SENATE
PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
April 3, 2023

APPROVED

PRESENT: Melissa Bagaglio, Will Dalrymple, Kimberly De La Cruz (ASG), Alexandra Doyle Bauer, Kelly Falcone, Molly Faulkner, Jenny Fererro, Shelbi Hathaway, Erin Hiro, Jason Jarvinen, Lawrence Lawson, Leanne Maunu, Ben Mudgett, Michael Mufson, Scott Nelson, Wendy Nelson, Beth Pearson, Nicole Siminski, Elena Villa Fernández de Castro, Anastasia Zavodny

ABSENT: Lacey Craft, Leigh Marshall (ZOOM-A), Alyssa Vafaei

GUESTS: Michelle Barton, Leah Brown, Rebecca Wilson

Notes: Senators participating in a meeting via ZOOM, and asserting an AP 2449 allowance, are considered present and attendance is recorded ZOOM-EC "emergency circumstances" or ZOOM-JC "just cause." Senators observing the meeting via ZOOM without asserting an AP 2449 allowance are considered absent and attendance is recorded ZOOM-A.

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The meeting was called to order by Faculty Senate President Wendy Nelson in LRC-116 at 2:30 PM. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS – No public comments.

ANNOUNCEMENTS

Senator and TERB Coordinator Kelly Falcone announced that the TERB Committee recently approved a new TERB calendar. She took it to PFF for approval and learned that she was to bring it first to Faculty Senate. She asked to be placed on the April 10 Faculty Senate meeting agenda for this matter.

Senator and PFF Co-President Lawrence Lawson said a PFF academic scholarship is available to members' dependents or others in their household. For more information, members can go to https://www.palomarfacfed.org/benefits . The deadline to apply is May 12.

Senator Lawson announced that a member only (PFF and CCE) reception is set for April 10 at Cocina del Charro from 4:30 to 5:30 PM. From 5:30 to 7:30, a meet and greet with Palomar College Trustees takes place and that segment of the gathering is open to the public.

Senator Lawson announced that faculty are being asked to recruit student volunteers for Tarde de Familia on April 21 with shifts available from 4:30 to 8 PM. Volunteers will be assisting with check in, breakdown and other tasks as well. Faculty or volunteers can reach out directly to alass@palomar.edu.

Senator and Committee on Committees Chair Anastasia Zavodny announced that CALM has a series of events coming up. The first of the series is today with others on April 5 and April 13. CALM is looking for faculty interested in helping to

research and discuss CALMing their courses and turning them into Zero Textbook Cost (ZTC) courses. The meetings take place in MD-35 but are also available on ZOOM. Refreshments will be served and faculty may be compensated for their work.

Senator Zavodny announced that Political Economy Days are April 11 and 12. Faculty should have already received or will receive more information about this event. Please encourage colleagues and students to attend.

Senate Secretary Molly Faulkner announced that celloist Daniel Grab will be performing Thursday, April 6 at the free weekly Concert Hour beginning at 1 PM in the Howard Brubeck Theatre. On April 7 at 7 PM, the Palomar Symphony Orchestra, Palomar Choral and others will be performing *The Magic of The Mysterious*. Tickets can be purchased at www.palomarperforms.com

Senate President Wendy Nelson recapped the new rules (AB 2449) regarding Faculty Senate attendance.

Senate President Nelson announced that a faculty member is needed immediately to sit on the Interim Dean of Languages and Literature Hiring Committee. President Nelson said the AP is very clear that only one faculty member is needed on the committee when hiring an interim dean. Until that AP can be changed to add more faculty representation, VP Recalde said if more than one faculty member applies for this position, she could appoint that additional faculty to this hiring committee but volunteers should be already trained or capable of attending a training session on April 10.

AGENDA CHANGES – The order in which Information Items are to be presented may change.

APPROVAL OF MINUTES

Motion 1: MSC Faulkner/Mudgett	Faculty Senate approval of Faculty Senate meeting minutes dated March 20, 2023 (Exhibit 1).

The motion carried.

ACTION

A. **Curriculum Committee**
Senator and Curriculum Co-Chair Ben Mudgett reported that no curriculum actions needed to be approved.

Senator Mudgett said META drop ins are occurring next week and then again in May. Most sessions are available on ZOOM as well. One on one, 30 minute appointments with tech reviewers are available now as well. Faculty are told to look out for emails with this valuable information.

B. **Committee on Committees**
Senator and Committee on Committees Chair Anastasia Zavodny stated no committee actions needed to be approved.

INFORMATION

A. **ASG Report**

Kimberly De La Cruz reported that ASG did meet with Police Chief Moore and voted in favor of allowing security cameras inside the Student Union. However, the majority of members abstained. Ms. De La Cruz and other ASG representatives attended an SSCCC conference in Long Beach over the weekend. De La Cruz thanked Faculty Senate for its inclusiveness with ASG because she understands that other community college ASGs are not experiencing this type of relationship at their respective schools. De La Cruz encouraged faculty to continue to consider the student voice

when making important decisions. De La Cruz asked for mentoring from Faculty Senate to better understand the work of Faculty Senate so she can better share the information with her student constituents. President Nelson said she would be more than happy to provide the guidance De La Cruz is looking for.

C. Equitable Placement and Completion Committee Governance Structure Change (Exhibit 2**)**

Senate President Nelson said Erin Feld wasn't able to be to here. Nelson shared the exhibit explaining that the change is adding the Director of Occupational & Noncredit Programs to the committee roster. A few questions were asked by Senators that Nelson wasn't able to answer and she said she would reach out to Erin Feld and report back to Senate.

D.   Constitution/Bylaw Survey Results

President Nelson reported that Council reviewed the responses to the survey about bifurcating the Constitution with a set of bylaws.

Senator and Elections Chair Alexandra Doyle Bauer reported that 23 faculty responded to this survey. The survey asked why they voted yes or no. The primary reason from faculty who voted no was because the new bylaws could in theory allow Faculty Senate the power to seat a part-time faculty member in both the President and Vice President positions without giving faculty a voice. It was their desire to maintain the current requirement that those positions be filled by full-time faculty only. For faculty who voted yes to approve the split, most supported the nimbleness that Faculty Senate would have in making decisions more efficiently using bylaws. Others shared frustrations of the anti-part-time sentiment that is still alive at Palomar.

President Nelson said the survey also asked for feedback of how to move forward. Some suggestions included offering information sessions for faculty to attend to better understand the reasons that Faculty Senate has for making this change. And then after, bring this vote back to faculty in Fall. There were comments about Senate's messaging prior to the vote and making it clearer to squash any confusion. Nelson mentioned there was some simple housekeeping done with language in the Constitution that was either outdated or belonged in other sections and those changes are still necessary and should not get lost.

Several Senators provided feedback and suggestions for moving forward. One suggestion was to include this topic at the next plenary since this is the largest faculty audience. All faculty were notified several times that this was to be discussed during the upcoming Senate meeting yet faculty didn't attend the Senate meeting. Why would they then come to an information session if they won't come to a meeting? Some Senators agreed that Senate was blindsided by the controversy that was presented which created the negative outcome of the vote.

Senator Falcone said she wondered if the leadership issue was off the table, would faculty be comfortable with the split. If yes, then to her it seems the problem is how we approach Senate leadership. That is a conversation that is needed. Falcone said that when she thinks of it in terms of working conditions, we have shared responsibility of leadership. Working conditions impact both part-time and full-time faculty. Part-time and full-time faculty do have a leadership role within working conditions within the PFF. Senators have much responsibility within the 10+1+1. More than half of the classes are taught by part-time faculty. The conversation that needs to take place is should then part-time faculty also have a leadership role of the 10+1+1. If that's the problem and what does that look like in terms of Senate leadership, Falcone would like to have that conversation and figure out what really works to ensure that there are leadership voices that represent both full-time of part-time faculty. She would like to see the same type of structure (co-presidents) in the Senate. That way there is a shared voice, and leadership that really looks at the intricacies, the challenges and opportunities, solutions and in items of importance of all of faculty.

Senate Vice President Jenny Fererro said Senate could remove that leadership part of the bylaws and put it back into the Constitution as it originally read and then put it back out for a vote. The leadership piece could then become a priority with a separate conversation. Several Senators supported this option.

Senator Anastasia Zavodny said there are only four Senator seats assigned to part-time faculty. Leadership voting is a numbers game because the leadership positions will always be determined on the votes from full-time faculty Senators. Senator Zavodny said she hopes Senators would always approach selection by voting for the best suited person for the position. She said that Palomar is one of a very few out of the 113 community colleges that don't have a split, and that

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alone, makes it extremely hard for Senate to be efficient and do the job Senators are tasked with. The meetings are open to the public and everyone is welcomed to come and express concerns or praises. This is not about fundamentally changing leadership power structures which leaves her still confused about the outcome of the vote. Senate voted unanimously to approve this without any major discussion points so this is a non-controversial issue and not some sorted part-time faculty take over as implied in email exchanges. And, is it true that a majority of faculty feel this way?

Senator Will Dalrymple said Senate wasn't thinking this was going to be controversial. That means there's a disconnect between what Senate is doing and what's happening on the rest of the campus. This is obviously a very important issue for all faculty, but also the larger institution as a whole. Senate doesn't want the perception that we're trying to do an end run around college governance because that's not what we want. More importantly, we want unity on this and the ability to be able to work together. If we've all got buy in on this issue, then it works. But if this is an important issue people are concerned about, maybe more education on this issue is needed.

Senator Ben Mudgett said from the lens of his trained leadership background, when we're asking faculty to vote for this, the perception could be that there's a loss. There's a loss of the ability to have a vote or the ability to have some loss of power. The presumption is that we're asking faculty to allow this body be their representative and perhaps reframing it around what the faculty have to gain would help. But the human intuition is when we perceive loss is to resist it and to protect what we already have. Having more discussions and campaign around why Senate wants and needs to move in this direction could be beneficial. Asking colleges who have gone through this process of splitting the Constitution with bylaws may be willing to come and share their experiences with Senate.

Senator Alex Doyle Bauer reiterated the fact that many faculty are not paying attention to Senate's actions and work. There are many reasons why this may be happening though. Currently, Senate can't even fill all of its full-time faculty seats and that is discouraging in itself. Inviting faculty to attend the meetings on ZOOM also hasn't help to facilitate more participation. Using the opportunity of a large faculty audience such as plenary may be the best option for getting the information out to faculty.

Senate President Nelson asked for volunteers to serve on a workgroup to figure out what the best next steps should be. Senator Dalrymple, Vice President Fererro, Senator Zavodny and Senator Hathaway volunteered to assist President Nelson in determining what the next steps should look like.

B. Stretch Goals for Annual Accreditation Report (Exhibit 3)

Michelle Barton presented the ACCJC Annual Report – Institution-set standards exhibit. The report is required annually and includes information on enrollment counts, number of students seeking degrees or certificates, the Distance Education numbers, reports on programs who experienced a 50% change either up or down and other additional information. Institution-set standards and stretch goals fall under Senate purview. Barton said this year's report, for the first time, includes numbers from the Apprentice Program. Additionally, as part of the overall count, she is removing certificates of less than 16 units in that count because those are not eligible for Title IV financial aid and the report should really be aligned with reporting requirements for Title IV financial aid. Senate President Nelson added this is certificate proficiencies that should be turned into low unit certificates of achievement instead.

Barton said that Institution-set standards are the floor and reflect the number we do not want to go below. Stretch goals are what we should be striving for. Barton shared course success rates graphs for the last three years and course success rate numbers that came from 2022-23 PRPs.

Regarding certificate and degree awards, VP Fererro explained that currently, students are expected to fill out a form and submit it by a certain date (three months before graduation) in order to officially earn that certificate or degree. There are a significant number of certificates and degrees that are completed each year that Palomar does not get credit for. Many colleges have an opt-out system meaning students must say they do not want to necessarily show they earned a certificate or a degree. This basic system change can make Palomar's completion numbers skyrocket and make goal setting much more realistic Several Senators shared their support for this change. Barton said a project called Degrees When Due was created to address completion numbers by connecting with students who had one or two courses left to complete a degree or certificate and those students were encouraged to finish those courses. Students

who completed the course work for the program but who did not opt-in were also identified. Barton said the Degrees When Due program was part of Palomar's Quality Focused Essay projects (QFE). The QFE project is to identify policies and procedures that serve as barriers for students.

Senator Falcone said regarding the Degrees When Due program, how are faculty expected to set goals if we are not really sure who our students are. Degrees When Due would absolutely change the goal that a department sets knowing the District is actually taking action to help students get degrees. This conversation has been going on for five years so faculty need to know what progress the District is making with this program. Falcone also said that according to the graphs, a significant variance between actuals and standards/goals does exist and Senate should be considering this when setting new numbers. The new numbers should be more reflective of current actuals. Barton responded saying that over the last few years, Senate discussed whether or not those changes should occur during the pandemic because we didn't know what the pandemic was going to have in terms of an impact on completions a couple of years out.

Senator Beth Pearson commented that these numbers should be based on the percentage of enrollment and the drop in completions (transfers) may just be a reflection of the drop in overall enrollment. Barton said that when these standards were first set years ago, using volume metrics was required for reporting. Rates are now allowed to be used and moving forward for the next year, calculating these numbers using rates could occur. Barton recommended that instead of using rates though, base it on a cohort and look at first-time students and then give them four or five years to complete, since we have part-time students. This may be a better metric for basing improvement.

A consensus was met to use the following numbers for 2022-23:

Transfer: set-standard at 1,600 and stretch goal at 2,000
Associate Degree: set-standard at 2,000 and stretch goal at 2,300
Certificate Completion: set-standard at 2,000 and stretch goal at 2,300
Course Success Rates: set-standard at 71% and stretch goal at 72%

E. Pride Center/LGBTQ+ Funding – Tabled.
F. Area D Report – Tabled.
G. Student Success Teams Pilot Update – Tabled.

REPORTS

President (Nelson)
The week prior to spring break, I attended the special governing board meeting to appoint the area 2 provisional trustee to replace Christian Garcia, who resigned due to an appointment to serve on the Escondido City Council. The board appointed Cassandra Schaeg with a 3-1 vote. I also attended the College Council meeting (report below). In addition, I attended the ASCCC Area D Meeting on Saturday March 25.

Area D Meeting:
The area D meeting included the following reports - ASCCC President report, ASCCC Foundation report and the Elections Chair Report. We reviewed the resolutions process, the resolutions packet and additional resolutions from Area D. We were supposed to discuss the discipline list, but we ran out of time.

Academic Integrity Taskforce
Goals Proposal: March 22, 2023
- Goal 1: Review and update Academic Integrity policies
  - Subgoals:
    - Review existing related policies (DEIAA)
    - Creating a new policy AP 5505 (DEIAA)
    - Review and update the academic integrity violation process

- Provide guidelines on a recommended way for faculty member to report the incident but keep students informed
  - Look at the student perspective: Is the process fair and equitable?
  - Look at the faculty side: Is the process fair and equitable?
  - What are student rights in academic integrity violations?
  - Ensure the language is clear, effective and fair to students and faculty. (Soften the language as we create and review the policies. (DEIAA)
  - Use empowering language that focuses on supporting students and less on the threat of failure.
  - Create consistent definitions and policies for academic integrity. (DEIAA)
- Goal 2: Secure funding/resources for the taskforce initiatives and promotion
  - College support or resources for test site takedowns and/or preventing stealing of all course materials.
  - Expanding hours for Palomar Proctoring and ease of use
  - Money earmarked for consistent marketing
    - Significant effort by the college to create a culture of academic integrity
    - Avoid negative approach and focus on positive value for students
    - Publicize with events, posters, clear, informative website, etc.
    - Create and maintain a funded, organized, consistently updated website of Academic Integrity resources and links for faculty and students
- Goal 3: Address faculty support/expectations for upholding academic integrity (DEIAA)
  - Provide preventative guidance (flow chart?)
  - Show the best ways to avoid these academic integrity issues
  - Create and promote best practices for assessment/upholding academic integrity policy
  - Ways to avoid bias (DEIAA)
  - Update faculty training/onboarding to include academic integrity guidelines, including POET
  - Support for faculty in understanding DRC accommodations

- Goal 4: Transparency for students to find information
  - Standardized language in syllabus and Canvas
  - Consistent collaboration and communication between Academic Senate and Student Life and Leadership
  - Work with Palomar PIO on PR campaign for students
    - Include equal emphasis on online and in-person students
    - Include short video that can be used to promote and get message to students
    - Create messages on Canvas
  - Include Outreach in promotion of Academic Policies to educate students even before they enroll

College Council (Nelson)

We reviewed and approved changes to AP 4235 Credit for Prior Learning. We reviewed AP 7127 Employment of Applicants with Criminal Records. However, the council didn't approve the proposed changes. It was sent back to ECCC for additional review and discussion. Alyssa Vafaei provided a presentation on Why Accessibility? It included information on both federal and state law, CCCCO Mandate, how Palomar College should embrace accessibility efforts, available training & conferences, and a demonstration of accessible documentation. We were also provided an update on accreditation and Educational and Facilities Vision Plan. Finally, we discussed a recommendation for a new Policies and Procedures Review and Revision Process.

Credit for Prior Learning (Rose)

Just a friendly reminder that the deadline for students to petition for Credit by Exam and Portfolio Review is April 3rd. This will give faculty time to administer the exam or portfolio review and post their grade into the CPL petition form by May 8th.

If you have any questions about CPL contact Candace Rose, the current CPL Coordinator at cpl@palomar.edu

Equity, Education, & Student Success (EESSC) Council (Nelson)
Unfortunately, we didn't have a quorum so we couldn't approve minutes or goals. We discussed creating an AP/BP 4021 Program Development Revitalization and Discontinuance workgroup to revise the document and to discuss which committee or committees should be responsible for it. Information was provided on the student success teams operational committee and the Guided Pathways 2.0 work plan due in June.

Student Learning Outcomes (Bealo/Tavakkoly)
The SLO Co-Coordinators finished training sessions with the SLO Facilitators.

The Ethical Awareness ILO assessment request was sent out 3/20/2023 to faculty teaching a course or courses that have an SLO that mapped to Ethical Awareness. Those assessments should be completed by a week after finals.

LOSC is refining the Teamwork ILO Rubric as directed by Curriculum. They are also finalizing the Oral Communication ILO revisions. They will then focus on developing the Visual Communication ILO Rubric.

ADJOURNMENT The meeting was adjourned at 4:02 PM.

Respectfully submitted,

Molly Faulkner
_____
Molly Faulkner, Secretary

Item G. from BoardDocs Agenda

The following curriculum changes, pending appropriate approvals, will be effective spring 2023:

G.1. ACTION: Distance Education and Course Reviews

The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective spring 2023.

	Subj	Nmbr	Title	Dist.	Originator
A.	AIS	101	History of American Indian Nations from Creation through the Present	Yes	Diana Ortiz
B.	AIS	125	American Indians Today	Yes	Diana Ortiz
C.	DBA	240B	Beginning Television News/Sports	No	Scott Richison
D.	ENG	203	Critical Thinking and Composition Through Literature	Yes	Leanne M. Maunu
E.	ENG	260	Literature through Film	Yes	Leanne M. Maunu
F.	FIRE	118	Fire Prevention Technology	Yes	Ed Sprague
G.	FIRE	130	Fire Protection Equipment and Systems	Yes	Ed Sprague
H.	FIRE	165	Fundamentals of Fire Protection Chemistry	Yes	Ed Sprague
I.	MATH	11	Support for College Algebra	Yes	Tracy Johnston
J.	MATH	13	Support for Calculus for Business and the Social Sciences	Yes	Tracy Johnston
K.	READ	120	Critical Reading	Yes	Erin Feld

EXHIBIT 3

April 10 2023							
Name	Division	Department	Committee	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 and how will that influence your role on the committee?	What are the knowledge, skills, and abilities you will bring to this committee?	ACTION
Marina Parenti	SBS	EHPS	Academic Integrity Taskforce	Faculty, CTE (22-Dec 23)	As a professor working with two Hispanic Serving Institutions for 11 years, I am fully supportive of social justice, educational equity, diversity and inclusion in our student and faculty populations. I also have strong experience in fostering diverse perspectives in support of marginalized groups in my teaching and professional development. For example, in June of 2022, I began participating in the Strong Workforce Program in which I collaborated and engaged with other faculty, researchers and deans, with emphasis on self-reflection and inspired teaching and learning from a culturally inclusive perspective. I strive to make all students and faculty feel valued and safe by offering my teaching philosophy of inclusivity and willingness to be flexible. To that end, I offer a vulnerability statement, that I am a lifelong learner and am open to making mistakes. This makes me approachable. Another demonstration of equity was in May of 2022, when I participated in a de-colonization of the syllabus, which made me aware that some of the basic language in my syllabus was off-putting, and I changed it so that it was more welcoming and positive for all students. Furthermore, I will call students as they wish to be identified, note when a particular topic is triggering and allow students alternate routes to learning. In addition, I believe that higher learning institutions and the individuals in it have a responsibility to work collectively towards the goal of recognizing racism including creating, collaborating, and implementing antiracist practices and student learning outcomes into our courses through culturally adopting and/or adapting responsive and relevant texts, materials, assignments, and tasks to give voice to our diverse students' perspectives and experiences. I am fully committed to embodying these best practices and acknowledging and addressing my own bias to effect change in the classroom, the community and the world at large. I achieve this by assigning student curated research databases that share context directly related to student experiences. Moreover, my experiences in a Work Based Learning (July 2022) project further shows my efforts in increasing diverse student and faculty perspectives. I will be able to help close opportunity and equity gaps at Everett Community College by offering relevant career awareness, exploration and career interactions in my general education courses. This career interaction prepares all students for the workforce, and they gain first-hand knowledge of an industry or profession within the classroom and during the regularly scheduled term. In closing, through my own background with a focus on Women's Studies and as a first-generation college graduate, I'm deeply invested in empowering all students to success and closing gaps in educational access and equity.	Highly skilled with Digital Media and technology, frontrunner on other campuses and at Palomar using Chat GPT and AI. Interested in integrating tools to work with curriculum and foster authentic assessments with students.	

EXHIBIT 4

4/10/2023						
Name	Division	Department	Hiring Committee:	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?	Vote for 1 (one)
Nimoli Madan	L&L	ESL	Interim Dean L&L	My experience teaching ESL, my own experiences as an immigrant and my interactions with a diverse student population have helped me acquire an increased sensitivity to diversity and an understanding of equity and inclusion. I am wholeheartedly committed to learning more about the multifaceted concepts of Diversity, Equity, inclusion and anti-racism and use introspection and reflection as tools to constantly sharpen my equity and anti-racism lens. My intent is to use this lens when evaluating candidates.	I bring my knowledge of the student population, especially ESL students who are perhaps the most vulnerable. I also bring my experience as ESL dept chair and ESL Tutoring coordinator. I have experience coordinating ESL classes, working with staff and adjunct faculty, not only in San Marcos but also at the Escondido and Fallbrook centers.I have participated in many diversity PD activities and workshops and always strive to advocate for our students.	
Rocco Versaci	L&L	English	Interim Dean of L&L	DEIAA work requires, above all, that everyone's voice gets heard and that we actively listen to one another. I will commit to listen to everyone involved--candidates and fellow committee members alike, and to do my best to help ensure that everyone's voice gets heard. Because of the nature of my particular division, DEIAA matters are often front and center in terms of the students we serve and the curriculum and its content that we offer, and I will do my best to ascertain how the candidates will support the division's efforts, its students, and its faculty and staff.	As a full-time faculty member at Palomar for 26 years, I have served on several administrative hiring committees, and I have worked with many deans in my various roles--as a faculty member, department chair, union co-president, grievance officer, negotiator, and Senate President. Over that time, I have had much experience with deans who were problem-solvers, who backed up talk with action (especially when it came to DEIAA), who were genuinely supportive of faculty and staff, and who selflessly served the institution and its students. I have also encountered those who did not display these qualities, and I would like to contribute the insight I have gained to the hiring efforts, as well as learn from others on the committee. As far as my recent advocacy for DEIAA efforts (beside my ongoing commitment to provide and discuss culturally relevant materials to my students), my term as Faculty Senate President (2020-2022) provided me with the opportunity to support many efforts across campus, including the revision of the faculty hiring procedures to improve diversity.	
Lawrence Hamilton Lawson	L&L	ESL	Interim Dean L&L	My primary academic work is within a department that serves many students who are underrepresented and underserved--including DACA students. My work teaching immigrants, refugees, children of immigrants, and other groups informs my desire to ensure an incoming Interim Dean understands who the student populations taking classes in ESL (and other L&L departments) are, what their needs are, and how to be equitable in how management rights are implemented during processes such as scheduling, etc. In the end, an Interim Dean would be key in advocating for these student populations, and my equity commitment and work would help me in my work on the hiring committee of finding a Dean who is capable of such advocacy within the framework of their position.	I've been in L&L since my hire in 2009 and have worked with multiple Deans in many positions (as faculty, Faculty Resource Coordinator, TERB Coordinator, and now PFF co-President). I understand the Dean position--its responsibilities and limitations--and have a keen understanding of what aspects of Dean-Faculty relations have been helpful for, and which have been harmful to, student success, faculty growth, and division harmony. I plan to use that knowledge, alongside my ability to communicate effectively and respectfully, to advocate (within the scope of my role) for an Interim Dean hire that can lift our division out of its recent and unnecessary turmoil.	
Scott Nelson	L&L	World Languages	Interim Dean L&L	I will screen all applicants utilizing a DEIAA lens. As a department chair and faculty member, I have worked to create diverse - zero cost - learning materials for our students. My next project will focus on black Italian and African Italian cultural in an attempt to create free course material that more accurately reflects the diversity that exists in Italy today.	As a current L&L department chair, I work closely with the division dean so I understand the requirements of the position and what type of person would be a good fit for it. I see diversity as a strength and would work to ensure that the committee uses a DEIAA lens when viewing applications and screening candidates.	

	April 10 2023				
	Interim Dean L&L Hiring Committee				
Senator LAST name	**FIRST name**	**Dean L&L [1 (Your TOP selection)]**	**L&L [2]**	**L&L [3]**	**Dean L&L [4 (Your 4th selection)]**
Bagaglio	Melissa	Rocco Versaci	Lawrence Hamilton Lawson	Scott Nelson	Nimoli Madan
Dalrymple	Will	Lawrence Hamilton Lawson	Rocco Versaci	Scott Nelson	Nimoli Madan
Doyle Bauer	Alexandra	Lawrence Hamilton Lawson	Scott Nelson	Nimoli Madan	Rocco Versaci
Falcone	Kelly	Nimoli Madan	Lawrence Hamilton Lawson	Scott Nelson	Rocco Versaci
Faulkner	Molly	Nimoli Madan	Scott Nelson	Lawrence Hamilton Lawson	Rocco Versaci
Fererro	Jenny	Rocco Versaci	Lawrence Hamilton Lawson	Scott Nelson	Nimoli Madan
Hathaway	Shelbi	Lawrence Hamilton Lawson	Nimoli Madan	Scott Nelson	Rocco Versaci
Hiro	Erin	Lawrence Hamilton Lawson	Scott Nelson	Rocco Versaci	Nimoli Madan
Jarvinen	Jason	Nimoli Madan	Lawrence Hamilton Lawson	Scott Nelson	Rocco Versaci
Hamilton Lawson	Lawrence	Lawrence Hamilton Lawson	Nimoli Madan	Rocco Versaci	Scott Nelson
Marshall	Leigh	Rocco Versaci	Lawrence Hamilton Lawson	Scott Nelson	Nimoli Madan
Maunu	Leanne	Rocco Versaci	Nimoli Madan	Scott Nelson	Lawrence Hamilton Lawson
Mudgett	Ben	Scott Nelson	Lawrence Hamilton Lawson	Nimoli Madan	Rocco Versaci
Mufson	Michael	Nimoli Madan	Lawrence Hamilton Lawson	Scott Nelson	Rocco Versaci
Nelson	Scott	Rocco Versaci	Nimoli Madan	Lawrence Hamilton Lawson	Scott Nelson
Nelson	Wendy				
Pearson	Elizabeth	Lawrence Hamilton Lawson	Nimoli Madan	Rocco Versaci	Scott Nelson
Siminski	Nicole	Lawrence Hamilton Lawson	Scott Nelson	Rocco Versaci	Nimoli Madan
Vafaei	Alyssa	Lawrence Hamilton Lawson	Rocco Versaci	Scott Nelson	Nimoli Madan
Villa	Elena	Rocco Versaci	Scott Nelson	Nimoli Madan	I choose none
Zavodny	Anastasia	Lawrence Hamilton Lawson	Nimoli Madan	Scott Nelson	Rocco Versaci
(ASG) De La Cruz	*Kimberly*	*Rocco Versaci*	*Nimoli Madan*	*Lawrence Hamilton Lawson*	*Scott Nelson*

EXHIBIT 5

SLO CO-COORDINATORS

Response to Barbara Baer Statement

April 10, 2023

Faculty Senate
Palomar College

Dear Faculty Senate Members,

First we want to thank Barbara for bringing forward her concerns – knowing where faculty struggle helps us to improve and refine the process.

"On November 10th, faculty were notified that their classes were selected for ILO reporting."

– SLO facilitators were trained on the upcoming ILO assessment in mid-October. They are to disseminate this information to their department. In Barbara's department, the SLO facilitators (who are also the co-department chairs – Matt Estes and Bill Jahnel) decided they didn't want to do the SLO Facilitator work (so they weren't paid) and this lack of participation unfortunately trickled down to faculty not getting the SLO support that other departments received.

We realize there are timeline issues and have been working to create a timeline for GEILO assessment.

Timing and PT Faculty:

– How part time faculty are paid or not paid for their work is a union issue – we are sorry that this isn't going well. Is it possible for ILO work to be input in January (for fall semester) and can PT faculty get PD for that? This depends on how instructors set up the Term in Canvas prior to the end of the Term. We are also concerned that we can't find "part time faculty workload" anywhere in the contract. (we may be missing it…). There are numerous lawsuits throughout the state where PT faculty are claiming they aren't getting paid for prep, etc. only for "teaching hours". It would seem that there should be some sort of workload accountability for part time faculty in the contract so that they know exactly what they are being paid for. We would argue that SLO assessment is one of the things required of all faculty, but if not, there should be a "special pot" of money to compensate part time faculty. This is not our area of expertise nor do we have the authority to make changes however.

"I would ask that all ILOs be sent out at the start of the term so that the rubrics can be integrated into assignments and then completed while grading those assignments."

AUNDREA TAVAKKOLY ATAVAKKOLY@PALOMAR.EDU, MARK BEALO MBEALO@PALOMAR.EDU

– We are hindered from sending out the notification at the start of the semester due to having to wait on R&P to generate the list of instructors with ILOs mapped to SLOs – typically after census, data is pulled by R&P, refined to remove duplicates and combine courses to instructors, which usually takes a few weeks to complete. We've been meeting with SLO Facilitators shortly after the semester starts in order to correct any mapping errors regarding the ILO(s) we are assessing that semester to make sure our list of instructors to contact is accurate.

"I spent hours trying to understand what to do concerning ILOs."

Adding rubrics should only be a few clicks – this work is already done, faculty don't have to do this. There may be an issue where part time faculty don't have access to the rubrics that are created – we are looking into this as a possible issue, but it would be helpful if Barbara could meet with Aundrea and Mark and show what she is seeing on her screen – since she watched the video and was unable to find the ILO rubrics in Canvas.

"No one ever told me which ILOs to do."

– From email sent to Barbara 11/10/22. Subject "Your class has been selected to assess the Critical Thinking College outcome (GE/ILO)" Fist line of email "Dear Barbara Baer, your Fall 2022 ECON 100, ECON 101, ECON 102 has/have been selected to assess the Palomar College Critical Thinking institutional outcome (GE/ILO)."

"I had to go to my dean"

– The proper order of SLO assistance should be SLO Facilitator, then Chair, then SLO Coordinators, in that order. She, nor any other faculty member, should feel like they are left in the wind when it comes to assessment. This seems like a communication breakdown within the department and/or the college, and needs to be addressed. It is not our intention to leave faculty to struggle for hours to do their assessment. We refined the ILO assessment request email this semester to include a link to the list of SLO Facilitator contacts to make it easier for faculty to reach out for assistance during the assessment.

"Child Development had to create department specific videos"

– Laurel Anderson is an excellent SLO Facilitator and a great asset to Child Development instructors when it comes to assessments. Counseling SLO Facilitator Katie Morris also created a great step-by-step guide to help instructors in her area complete the assessments.

"I am not being humble when I say if I can't figure it out then 98% of my fellow part-timers certainly won't as I have a ton of institutional knowledge and connections on campus. This is clearly not working. I imagine ILO compliance for PT faculty is tiny or non-existent. I imagine that FT faculty are struggling with it too."

– Of the 103 part-time notified to assess the Critical Thinking ILO in Fall 2022, 10 participated or about 10%, and of the 81 full-time notified, 22 participated or about 27%. R&P agreed this was a fairly consistent response rate, however, the VPI wants to see the numbers improve to increase data validity. We included this statement in the Spring 2023 ILO assessment request: "If you have multiple sections of a class, assess at least one, or more if they are different modalities - day/online/evening. If you have multiple classes listed (ex. PHIL 114, RS 101, RS 103) assess each one."

We are developing a timeline for GEILOs.

Over the next 3 years we are updating the rubrics for our GEILOs. We are working to ensure the language of our rubrics is DEI compliant, and have a diverse team reviewing the rubrics to ensure they are written to be equitable, accessible and assessable.

Week 2: Run and review report of classes that map to GEILO that we are assessing.

Week 3: Get list of faculty who are teaching courses that map to the rubric that needs assessment from IRP – email these faculty (this report was requested, and we received it Friday 2/24/2022 – email was sent – send Rubric to faculty in PDF document so they know what they are looking for) – faculty may need to meet with their facilitators and discuss how their class maps, and what area/areas of the rubric apply to their class, so they know what they are assessing.

Week 4: Make sure Rubric is in canvas – and is labeled properly. We need all the details of each aspect of the rubric to be clear in canvas to facilitate easy assessment. However, we don't have access to edit these rubrics – so we wait on people's availability to do this. This semester David Gray was emailed regarding this.

Week 5 – 7: Create training video for Rubric.

Our big picture idea is to have a GEILO assessment shell in canvas that ONLY populates for faculty who are teaching a class that maps the GEILO we are assessing that semester. We started formalizing this idea last semester. The shell will include the course list, and the rubric in a pdf form, as well as training videos to help them assess easily. We will be working with ATRC to get this done, but this won't happen overnight. We also want to

create another shell for SLO assessment training videos — that way all the training videos are easily accessible as currently most faculty don't know where to find the training videos Katy Farrell and Mark Bealo have made.

Sincerely,

Aundrea Tavakkoly and Mark Bealo

SLO Co-coordinators

Dear Barbara Baer, your Fall 2022 ECON 100, ECON 101, ECON 102 has/have been selected to assess the Palomar College Critical Thinking institutional outcome (GE/ILO).

Hopefully you already were informed this assessment may be coming to you, as it was disseminated at Curriculum, the Senate, Chairs and Directors and through your disciplines SLO Facilitator.

I've put together a short tutorial video on how to complete the assessment which also describes why you are getting this request to assess an ILO (the video is specific to the Written Communication ILO, but the steps are the same if you have been asked to assess a different ILO this semester):
https://palomar-edu.zoom.us/rec/share/iT9VAFURS1jTjwP25qW0pbXdN2-e2_5-JHDdSsYDZ5PmccWU1CxY8j4ngGAoix-3.Ib11WJs7bPKajPne?startTime=1651740091000

The simple 4 steps to complete the assessment are also detailed on the College Outcomes Assessment Instructions page housed in the Teaching Excellence section of the Palomar College website.

The Rubric and Assessment can be completed even if the course has already ended (such as Fast Track 1) or the relevant assignment(s) has or have already been graded and posted.

Your participation in this task is our only way to assess learning at the student level. This data will be used to learn about groups of students, course formats and offerings, etc. E.g. ACCJC standard I.b.4, 5

Thank you for participating. The data from this assessment will be used to further support areas in need at the college moving forward.

If you feel this assessment request is in error, please work with the SLO Facilitator for your discipline to rectify the situation. This is also explained in the tutorial video above. Your discipline SLO Facilitator can provide additional help if needed.

Please finish the assessment by the week after finals so Research and Planning can create the GE/ILO Assessment Report to be shared with the Curriculum Committee and Faculty Senate.

Sincerely,

Mark Bealo
SLO Co-coordinator

SLO Co-coordinator
Palomar College
1140 W. Mission Rd.
San Marcos, CA 92069
760-744-1150
www2.palomar.edu/pages/teachingexcellence/college-outcomes-rubrics-and-resources/

# Step-by-step Guide to input College Outcomes into your class:

1. Review the College Outcome website:
   https://www.palomar.edu/teachingexcellence/college-outcomes-rubrics-and-resources/

2. We are currently measuring **Critical Thinking**, which has 5 rubrics to choose from.
   Rubric: https://www.palomar.edu/teachingexcellence/wp-content/uploads/sites/140/2022/09/Rubrics-for-Critical-Thinking.pdf

3. Think about which assignment(s) in your class meet one or more of the rubrics.

4. Go into your course in Canvas and click on **Outcomes.**
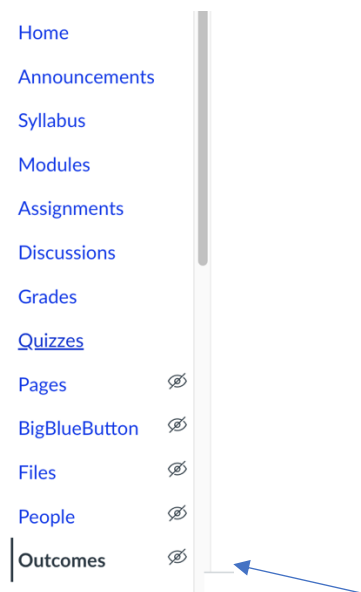
5. Go to **College Outcomes and select Find in the top right corner.**
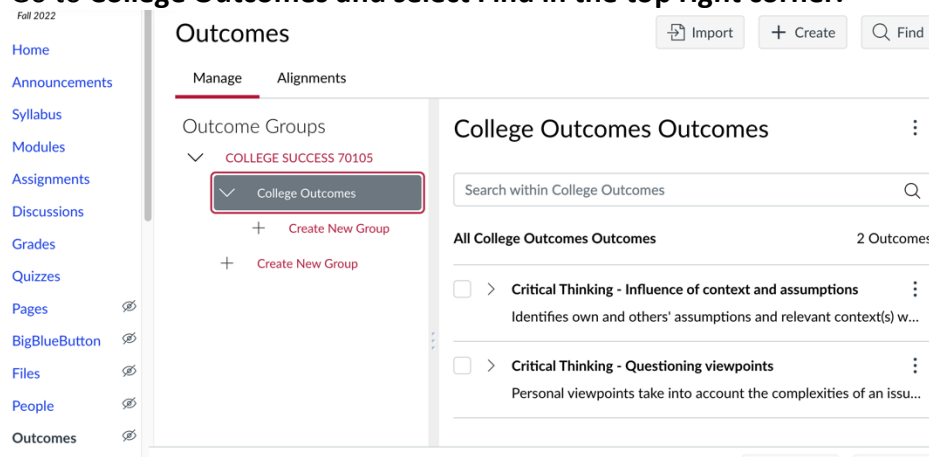
6. Select which **Critical Thinking** outcome(s) (rubric) you would like to use for your assignment and **Add** it.

7. Go to the assignment you would like to measure. If you do not already have a grading rubric attached to the assignment, click on the "snowman" once in the assignment and add a rubric:
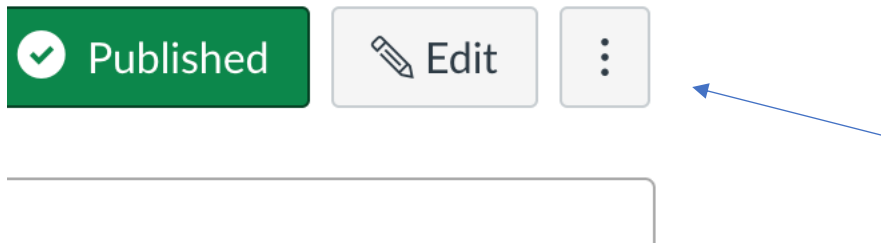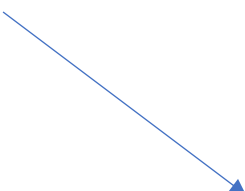
8. If you already have a grading rubric attached, locate the rubric at the bottom of the assignment and click on the "pencil" to edit it:

	Ratings	Pts

9. Click on **Find Outcomes**.

10. Select the College Wide Outcome you chose. You will then see this screen. Be sure to **uncheck the box that says "use this criterion for scoring**." Then, import it.

📁 College Outcomes

◎ Ethical Awareness - Sel...

◎ Ethical Awareness - Self Awareness of Core Beliefs

Student discusses in detail/analyzes both their core beliefs and the origins of their core beliefs.

Meets Outcome	Outcome Nearly Met	Outcome Not Met	No Submission	**Total Points**
5 Points	3 Points	1 Points	0 Points	5 Points

☐ Use this criterion for scoring

Calculation Method: Highest Score

11. Click on **Update Rubric.**

12. Go to the Speedgrader for the assignment and open the rubric. Select either 5, 3, 1, or 0 for each student, whether they meet the outcome. It will look similar to the image above. Save the rubric and move on to the next student.

13. There is nothing else you need to do! This will be sent to Research and Planning.

EXHIBIT 6

Palomar Community College District Procedure   **AP 4105**

AP 4105   DISTANCE EDUCATION

References:
> Title 5 Sections 55200 et seq.
> 34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
> ACCJC Accreditation Standard II.A.1

Definition

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. An "online" distance education course uses the District-supported Learning Management System with no face-to-face or on-campus requirements. Any distance education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is a "partially online" course.

55200. Definition and Application
1.   Title 5 §55200 defines distance education as "education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously.
   Technologies that may be used to offer distance education include:
   - The internet
   - One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines fiber optics, satellite, or wireless communications devices
   - Audio conference;
   - Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.
2.   The definition of 'distance education' does not include correspondence courses."
3.   Title 5 further defines "accessible" as meaning "a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology."

Distance Education Delivery Modes
At Palomar College, the following delivery mode definitions are used:

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(Replaces all previous versions of AP 4105.)

- *Online*
  - A fully online class with no real time meeting requirements. All content is delivered via a district-supported LMS. The course has regular due dates set by the instructor but students work on their own schedule. Students will submit all work via the LMS.
- *Real Time Online*
  - A online course with required real-time, regularly scheduled classroom-type interaction via Zoom. Work may be completed outside of district-supported virtual meeting times, and students submit all quizzes, tests, and other coursework via the LMS.
- *Hybrid*
  - A class that is partly online and partly in-person in a classroom. The course includes scheduled, on-campus meetings through the semester and coursework is completed online. The course is offered through the LMS and coursework can be done in person in a classroom or online through Canvas and/or district-supported virtual meeting platform.
  - Examples could include:
    - A course that meets on campus face-to-face once a week and meets synchronously on Zoom another day.
    - A course that meets on campus face-to-face once a week and is offered asynchronously on Zoom the rest of the week.
    - A course that is asynchronous but requires a face-to-face orientation or other pre-set in-person meetings.
- *HyFlex*
  - A course with set, on-campus meeting times each week. Students and the instructor meet in person regularly in a classroom, and students have the choice every class session whether to attend class in person or by logging on to a district-supported virtual meeting platform. The class uses a district-supported LMS to deliver assignments, activities, and tests. The LMS is also used to communicate with students outside of class.
- *In-Person*
  - A traditional form of in-person class with set, on-campus meeting times each week. Students and the instructor meet regularly in a classroom and can still use the district-supported LMS to deliver assignments, activities, and tests. The LMS can also be used to communicate with students outside of class.

Publication of Distance Education Course Section Facts
The college shall make available to students through college publications all the following facts before they enroll in a distance education course section:
1. Details of the class format, including any in-person synchronous meeting days/dates and times.
2. Any required asynchronous, in-person activities.
3. Any required technology platforms, devices, and applications for all class formats.
4. Any test or assessment proctoring requirements.

Authentication
Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The District shall utilize one or more of these methods to authenticate or verify the students' identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

Course Approval
Each new or existing course to be provided through distance education shall be reviewed and approved separately. If any portion of the instruction in a course or a course section is designed to be provided through distance education, an addendum to the official course outline of record shall be required.

Title 5 §55206 requires that "if any portion of the instruction in a new or existing course is to be provided through distance education, the course outline of record or an addendum to the official course outline of record shall address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction specified in section 55204.

The course design and all course materials must be accessible to every student, including students with disabilities."

The review and approval of new and existing courses offered through distance education shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development.

When approving courses to be offered though distance education, the Curriculum Committee will certify the following:

Course Quality Standards: **The same standards of course quality are applied to any portion of a class conducted through distance education as are applied to in-person classes.** Each proposed or existing course that is offered by distance education shall go through an additional curriculum review by the Distance Education Coordinator. Separate approval

is mandatory if any portion of the classroom instruction in a course, or an entire section of a course, is designed to be provided through distance education.

- Areas that are part of the Distance Education Review process include, but are not limited to:

  i. How course outcomes will be achieved in a distance education mode;
  ii. How the portion of instruction delivered via distance education provides regular and substantive interaction between instructors and students;
  iii. How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973;
  iv. How students will access Student Services' resources in a distance education class;
  v. ~~Student Access to Resources~~
  v. ~~Student Services~~
  vi. How student will receive intervention and remediation recommendations, such as tutoring, the DRC and others, in an online environment;
  vii. ~~Intervention and Remediation Recommendations~~
  vii. How the online course will provide test security or authentic modes of assessment; and
  viii. ~~Test Security~~
  viii. How the instructor will maintain high levels of academic integrity in every distance education course.
  ix. ~~Academic Integrity~~
  ix. Why an exception to the student-to-student interaction requirement is in line with the Course Outline of Record.

- **Course Quality Determinations:** Determinations and judgments about the quality of the course offered through distance education are made with the full involvement of the Curriculum Committee.

- **Instructor to Student Interaction:** Any portion of a course through distance education includes instructor-initiated regular and substantive, two-way interaction between instructor and students either synchronously or asynchronously, through weekly announcements, facilitated group discussions, timely feedback, group or individual meetings, orientation and review sessions, voluntary supplemental seminar or study sessions, field trips, library workshops, telephone contact, voicemail, e-mail, or other activities.

- **Student to Student Interaction**: Faculty will ensure opportunities for ongoing regular and ~~effective~~ substantive student-to-student ~~contact~~ interaction. Best practices include, but are not limited to, implementing communication means for varied types of interaction in the course design, assigning and monitoring weekly

assignments, group discussions and projects that promote collaboration among students, posing questions in the discussion boards that encourage critical thinking skills and promote interaction, and monitoring student engagement to ensure that students participate with depth.

- **Accessibility Standards:** All Eelectronic course materials, e-textbooks, websites, and course packs must be in compliance with the Americans with Disabilities Act of 1990 (42 U.S. Code Sections 12100 et seq.), Section 508 of the Rehabilitation Act of 1973 (29 U.S. Code Section 794d, and Web Content Accessibility Guidelines (WCAG).

  o Instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d), and Web Content Accessibility Guidelines (WCAG 2.2). Distance education courses, materials, and resources must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Distance education resources must generally be designed to provide "built-in" accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to "industry standard" assistive computer technology in common use by persons with disabilities.
  o Accessibility and Universal Design for Learning
  o Title 5 requires that "a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use." As detailed in Policy/Academic Procedure 3725 and 5140, distance education courses must be accessible to students with disabilities and must conform to the principles of Universal Design in Learning.
  o Course content and activities delivered via distance education will meet the accessibility requirements in state and federal regulations, including the Americans with Disabilities Act of 1990 and Section 508 of the Rehabilitation Act of 1973. Accessibility of course content and activities includes, but is not limited to:
      i. Alternative text or alternative description for images
      ii. Accurate closed captioning for videos
      iii. Transcripts for audio recordings
      iv. Keyboard navigation
      v. Meaningful hyperlink text
      vi. Structured documents and pages that can be read by screen-reading software
      vii. Readable text with adequate fontsize, fontstyle, and color contrast
      viii. Accessible coursepacks and other digital tools

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(Replaces all previous versions of AP 4105.)

Faculty Online Certification: Validation of preparedness or certification of faculty to teach online shall be determined in at least one of the following ways:

1. Evidence of successful completion of Faculty Senate-approved distance education pedagogy workshops.

2. Evidence of coursework, certificates, and/or degrees that focus on online teaching which were completed at other accredited higher education institutions.

3. Evidence of a successful course design and facilitation as demonstrated by alignment with the criteria approved by the Faculty Senate.

List of Certified Online Faculty: Evidence is collected by the Distance Education (DE) Coordinator with assistance from the Distance Education Committee. The DE Coordinator ensures all faculty who have satisfied the certification requirements are added to the college's comprehensive list of certified online instructors.

~~Prior to assigning an online course, department chairs or deans will consult the list of certified online instructors each term to ensure that faculty have met at least one of the three requirements.~~

- For assigning of distance education courses, refer to Article 20.

~~An exception could be made in emergency situations that require late instructor assignments, whereby the course could be assigned to an instructor not yet on the certified list with the understanding that an early and ongoing effort will be made to get the instructor qualified to be on the list during that semester.~~

Maintaining DE Currency: To ensure that faculty are kept current with any changes/recommendations in online course design requirements, prior to the start of each semester, the DE Coordinator will distribute to all faculty teaching online the criteria approved by the Faculty Senate for online course design and facilitation, and a list of online teaching resources.

Office of Primary Responsibility: Faculty Senate and Instruction Office

TERB Annual Evaluation Calendar

General Evaluation Timeline Guidance

Overview

- It is the Department Chair's responsibility to communicate with the evaluees and evaluators in their department and ensure the evaluation information is provided to TERB and the evaluations are successfully conducted and completed.
- Evaluees are expected to fully participate in the evaluation process.
    - It is the Evaluee's responsibility to provide any required evaluation materials to the Evaluator(s).
- The evaluation process is a flexible process; thus this calendar is provided as a suggested timeline with the understanding that some dates may be flexible due to circumstances such as meeting time availability, impact of possible leaves, or course scheduling.
- The TERB calendar is based on the student evaluations and course observations occurring between approximately 50-75% of course length.
    - For 16-week courses, student evaluations and course observations are conducted between weeks 9-12.
    - For 8-week courses, student evaluations and course observations are conducted between weeks 5-6.
    - For 4-week courses, student evaluations and course observations are conducted during week 3.
- Timely completion of faculty evaluations is very important. As a formative process, the evaluee should be provided with enough time to implement feedback before the following semester begins. If possible, evaluations should be fully completed and signed within the semester of evaluation.
- Acronyms:
    - TEC: Probationary Faculty member Tenure and Evaluations Committee
    - PRC: Peer (tenured) Faculty Peer Review Committee
    - TERB: Tenure and Evaluations Review Board
    - Course Lengths
        - FUL: Full-term
        - FT1: Fast-Track 1
        - FT2: Fast-Track 2
        - 4W1/2/3/4: Four Week 1/2/3/4
        - TW1/2: Twelve-Week 1/2

Three Phases of the Evaluation Process: 1. Planning, 2. Conducting, and 3. Completing the evaluation.

- **Planning for the evaluation**
    - Identify who needs to be evaluated, who their evaluators will be, and which courses to evaluate.
- **Conducting the evaluation**
    - Student Course Evaluations are conducted online between about 50-75% of the course length. The TERB Office is responsible for ensuring the evaluations are conducted and evaluations results are provided to the evaluation chair.
    - The date and time for course Observations is mutually agreed upon by the evaluee and the observer. It will typically occur within the same timeframe as student course evaluations.
    - If required, the evaluee provides the evaluator(s) with their PD Transcript and self-evaluation (by week 12)
    - If required, the department chair provides the evaluator(s) with their department chair letter/form (by week 12)
- **Completing the evaluation**

- o Use the information gained through the evaluation process to determine performance ratings for the faculty member and complete the Final Evaluation Report.
    - ▪ When the observation, student evals, PD transcript, self-evaluation, or chair letter/form were used in determining a rating, then that should be clearly explained in the evaluation report so that the evaluee is clearly able to see and understand what information was used in determining a rating.
    - ▪ Use student evaluation results in the Final Evaluation Report
        - • In order to complete evaluations in a timely manner, which allows for the evaluee to incorporate feedback for their next course, it is best to meet with the evaluee to review their final evaluation report within the semester that the evaluation occurred.
        - • Although the student comments are anonymous, to maintain the anonymity of the student, it is a best practice to summarize, or paraphrase, student comments in the final evaluation report, rather than including direct student comments in the report that might be able to be attributed to a specific student. This ensures the evaluee can view their evaluation report prior to grades being posted, while reducing the possibility of a direct student quote having any possible impact to grading.
        - • After grades are posted, the evaluation chair provides the full student evaluations to the evaluee for review.
- o Ensure the evaluation report is signed and the evaluator(s) have met with the evaluee to review the results.

Fall Semester Calendar

Due	Action	Person(s) responsible

First 2 weeks (due by the second Friday)	Department Chairs
	
	• Provide TERB Office with Evaluation Information for all Evaluees within their department:
	    o Part-Time Evaluation: Provide name of the evaluation chair and one course to be evaluated.
	    o Probationary Evaluation: Provide name of the evaluation chair, second member, and confirm courses up to full load to be evaluated.
	    o Peer Evaluation: Provide name of the evaluation chair and ensure Peer (tenured) faculty have communicated with TERB to select their second committee member, two classes for student evaluations, and one course for peer observation.
	• Notify faculty of their evaluation
	    o Ensure faculty know they are being evaluated.
	    o Ensure faculty know who their evaluation chair is.
	    o Ensure faculty are prepared to be evaluated.
	
	Peer (tenured) Faculty:
	
	• Provide course information for the two courses that will be evaluated by students, and one course for observation.
	• Provide name of the faculty member who will be the second member of their PRC.
		Department Chairs
		
		Peer (Tenured) Faculty
		
		TERB Office

	TERB Office • Works with Department Chairs to confirm the faculty who are due for evaluation. • Confirms outside members for TEC. • Sends official notification of the probationary faculty members Tenure and Evaluations Committee (TEC) to the TEC members and the probationary faculty. This notice begins the 10-day challenge period.	
Week 3	Course evals and observations • 4W1: Conduct Student Course Evaluations and observations. o *Note: 4W1 courses will only be evaluated by students if the department chair has confirmed the course by week 2.* Department Chairs • Ensure evaluation chairs and the evaluees have the evaluation information they need to successfully complete the evaluation. • Chair should communicate any questions or concerns to TERB. TEC Chair: • It is recommended to schedule a meeting with the Probationary Faculty member and the TEC to review the evaluation process, schedule observations, set a date to receive evaluation materials from the Probationary faculty member, and schedule future meetings. • Work with the Dean's Office to schedule the end of the semester meeting for the TEC and the Dean to finalize the evaluation report.	4WK1 Course Observers Department Chair TEC Chair
Week 4	TEC • TEC and Probationary faculty meet to review the evaluation process, schedule observations, set a date to receive evaluation materials from the Probationary faculty member, and schedule future meetings. • Reminder: The PFF contracts states "members of the TEC shall meet with the evaluee on a regular basis to provide support and assistance, as needed, and to communicate any concerns the TEC members may have about the evaluee's job performance" and "The role of the TEC shall include mentoring, as well as evaluation of a faculty member's progress toward professional success."	TEC
Week 5	Course evals and observations • FT1: Conduct Student Course Evaluations and observations.	FT1 Course Observers
Week 6	Course evals and observations • FT1: Conduct Student Course Evaluations and observations.	FT1 Course Observers

Week 7	Course evals and observations • 4W2: Conduct Student Course Evaluations and observations.	4W2 Course Observers
Week 8	Department Chair: • Check-in with the evaluation chairs to ensure the evaluation is occurring and convey questions or concerns to the TERB Office.	Department Chair
Week 9	Course evals and observations • FULL Term: Conduct Student Course Evaluations and observations.	Full Term Course Observers
Week 10	Course evals and observations • FULL Term: Conduct Student Course Evaluations and observations.	Full Term Course Observers
Week 11	Course evals and observations • 4W3: Conduct Student Course Evaluations and observations. • FULL Term: Conduct Student Course Evaluations and observation.	Full Term Course Observers 4WK3 Course Observers
Week 12	Course evals and observations • FULL Term: Conduct Student Course Evaluations and observations. Probationary and Peer faculty: • Deadline to submit their Professional Development Contract, Self-Evaluation Form, and any additional materials (such as syllabi, tests, and course materials) to their evaluations chair. Department Chairs: • Deadline to submit department chair form/letter to the Evaluations Chairs.	Full Term Course Observers Probationary Faculty Peer (Tenured) Faculty Department Chairs
Week 13	Course evals and observations • FT2: Conduct Student Course Evaluations and observations.	FT2 Course Observers
Week 14	Course evals and observations • FT2: Conduct Student Course Evaluations and observations. TERB Office • TERB Office sends Student Course Evaluation Results to the Evaluation Chairs. Evaluation Chair	FT2 Course Observers TERB Office Evaluation Chair

	• Ensure all evaluators receive the student evaluation results and do not share student course evaluation results with the evaluee until after grades are posted. • Begin drafting evaluation report.	
Week 15	Course evals and observations • 4W4 Student Course Evaluations and observations are conducted. Evaluation Chairs • Evaluation reports are developed. ○ Please see the Improvement Plan process in Article 17, if needed. TEC • TEC Meets to develop and finalize the probationary faculty evaluation report. Dean and Evaluation Chair • If a Dean has requested to complete the optional Dean Form for PT Faculty, then the evaluation chair provides all of the required evaluation materials and draft evaluation report to the Dean who then completed the Optional Dean Form.	4WK4 Course Observers Evaluation Chairs TEC
Week 16	Evaluation Chair • Evaluation Chairs submit all evaluation materials by the last day of the semester. Evaluees • Meetings between the evaluator(s) and evaluees may take place to review the evaluation report TEC and Probationary Faculty • TEC meets with Probationary Faculty to review the Final Evaluation Report. This meeting can occur after grades are posted.	Evaluation Chairs Evaluees Probationary Faculty
Post-Semester	TERB Office • TERB Office routes reports for signatures • Evaluator(s) and the Evaluee meet as soon as possible after grades are posted to review the report. • All evaluation reports must be fully signed by the second week of the following semester. Department Chairs	TERB Office Department Chairs

	• Department Chairs support the TERB office in ensuring all reports are submitted

Spring Semester Calendar

Due	Action	Person(s) responsible

First 2 weeks (due by the second Friday)	Department Chairs
	
	• Provide TERB Office with Evaluation Information for all Evaluees within their department:
	    o Part-Time Evaluation: Provide name of the evaluation chair and one course to be evaluated.
	    o Probationary Evaluation: confirm courses up to full load to be evaluated.
	    o Peer Evaluation: Provide name of the evaluation chair and ensure Peer (tenured) faculty have communicated with TERB to select their second committee member, two classes for student evaluations, and one course for peer observation.
	• Notify faculty of their evaluation
	    o Ensure faculty know they are being evaluated.
	    o Ensure faculty know who their evaluation chair is.
	    o Ensure faculty are prepared to be evaluated.
	• Department Chairs work with TERB Office to ensure all Fall evaluations are fully signed and filed.
	
	Peer (tenured) Faculty:
	
	• Provide course information for the two courses that will be evaluated and one course for observation.
	• Provide name of the faculty member who will be the second member of their PRC
	
	TERB Office and Probationary (Ongoing)
	
	• Works with Department Chairs to confirm the faculty who are due for evaluation.
	• If any change is made to the Probationary TEC, the TERB Office is responsible for communicating the change and beginning the 10-day challenge period.
		Department Chairs
		
		Peer (Tenured) Faculty
		
		TERB Office

Week 3	Course evals and observations • 4W1: Conduct Student Course Evaluations and observations o *Note: 4W1 courses will only be evaluated by students if the department chair has confirmed the course by week 2.* Department Chairs	4WK1 Course Observers Department Chair TEC Chair

	• Ensure evaluation chairs and the evaluees have the evaluation information they need to successfully complete the evaluation. • Chair should communicate any questions or concerns to TERB TEC Chair: • It is recommended to schedule a meeting with the Probationary Faculty member and the TEC to review the spring evaluation process and set a date for the Spring Confirmation meeting.	
Week 4	TEC • TEC and Probationary faculty meet to review the spring evaluation process and set a date for the Spring Confirmation meeting. This meeting also supports the goal to provide mentorship and ensure continual communication.	TEC
Week 5	Course evals and observations • FT1: Conduct Student Course Evaluations and observations	FT1 Course Observers
Week 6	Course evals and observations • FT1: Conduct Student Course Evaluations and observations	FT1 Course Observers
Week 7	Course evals and observations • 4W2: Conduct Student Course Evaluations and observations	4W2 Couse Observers
Week 8	Department Chair: • Check-in with the evaluation chairs to ensure the evaluation is occurring and convey questions or concerns to the TERB Office.	Department Chair
Week 9	Course evals and observations • FULL Term: Conduct Student Course Evaluations and observations	Full Term Course Observers
Week 10	Course evals and observations • FULL Term: Conduct Student Course Evaluations and observations	Full Term Course Observers
Week 11	Course evals and observations • 4W3: Conduct Student Course Evaluations and observations • FULL Term: Conduct Student Course Evaluations and observation	Full Term Course Observers 4WK3 Course Observers
Week 12	Course evals and observations • FULL Term: Conduct Student Course Evaluations and observations	Full Term Course Observers

	Peer faculty: • Deadline to submit their Professional Development Contract, Self-Evaluation Form, and any additional materials (such as syllabi, tests, and course materials) to their evaluations chair. Department Chairs: • Deadline to submit department chair form/letter to the Evaluations Chairs.	Peer (Tenured) Faculty Department Chairs
Week 13	Course evals and observations • FT2: Conduct Student Course Evaluations and observation	FT2 Course Observers
Week 14	Course evals and observations • FT2: Conduct Student Course Evaluations and observations TERB Office • TERB Office sends Student Course Evaluation Results to the Evaluation Chairs Evaluation Chair • Ensure all evaluators receive the student evaluation results and do not share student course evaluation results with the evaluee until after grades are posted. • Begin drafting evaluation report	FT2 Course Observers TERB Office Evaluation Chair
Week 15	Course evals and observations • 4W4 Student Course Evaluations and observations are conducted Evaluation Chairs • Evaluation reports are developed. ○ Please see the Improvement Plan process in Article 17, if needed. Dean and Evaluation Chair • If a Dean has requested to complete the optional Dean Form for PT Faculty, then the evaluation chair provides all of the evaluation materials and draft evaluation report to the Dean who then completed the Optional Dean Form.	4WK4 Course Observers Evaluation Chairs
Week 16	Evaluation Chair	Evaluation Chairs Evaluees

	• Evaluation Chairs submit all evaluation materials by the last day of the semester. • Continued meetings between the evaluator(s) and evaluees take place. TEC and Probationary Faculty Spring Confirmation Meeting • The TEC meets with the Probationary faculty member to discuss outcomes from the student evaluations and any other topics of importance to supporting the teaching and learning excellence of the probationary faculty member.	
Post-Semester	TERB Office • TERB Office routes reports for signatures • Evaluator(s) and the Evaluee meet as soon as possible after grades are posted to review the report. • All evaluation reports must be fully signed by the second week of the following semester. • Department Chairs support the TERB office in ensuring all reports are submitted	TERB Office Department Chairs

Here is the background information that is valuable to understanding the change to the TERB Calendar

- One Inclusive Weekly TERB Calendar
    - TERB currently has six (6) TERB Calendars, one for each faculty group (Peer, Prob, and PT) for Fall and Spring semesters. With the new TERB calendar all 6 calendars have been merged into one annual calendar. Many of our evaluators (especially department chairs) lead all three evaluations and this will allow them to see all dates in one document. Most of the dates in the calendars were the same among the six previous calendars.
- Accessibility
    - The past TERB calendar had several accessibility challenges that needed to be addressed, such as using color for meaning, lack of headers, and using a table for layout. In the new design, we have tried to increase the accessibility of the TERB Calendar.
- Student Evaluation Timeframe
    - Currently student evaluations are launched from 40-80% of the course length. Some faculty have expressed frustration with how early the student evaluations are launched. The TERB Committee discussed the timeframe and approved and adjustment to launch student evaluations from 50-75% of the course length. Using 50-75% has the added benefit of being able to communicate the student evaluation launch by weeks of the semester. For example, for a 16-week course the student evaluations will take place from week 9 to week 12 rather than from Thursday of week 7 until Saturday of week 13.
- Completing evaluations
    - As with the past calendar, evaluations should be submitted to TERB by the last day of the semester.
    - Language has been included to encourage the full completion of evaluations within the semester they are conducted. To be able to meet with an evaluee within the semester, the use of student comments in the evaluation was addressed by encouraging faculty who would like to meet with their evaluee and sign the evaluation report before the semester ends to either paraphrase or summarize the student comments in the report rather than use direct quotes. Some departments and evaluators already use this practice.
    - Completing the full evaluation process in the semester of the evaluation has several benefits, such as:
        - Faculty who are not working the next semester either due to sabbatical, retirement, resignation, or for part-time faculty with no course assignments.
        - Completing within the semester ensures the evaluee has been provided with their evaluation with time to implement suggested improvements.
        - Completing within the semester ensures department chairs have time to adjust class assignments if the outcome of the evaluation impacts a PT faculty members Priority Number.
        - For the rare case where an Evaluations Appeals Committee is needed, the Probationary faculty must see their evaluation in order to launch the appeal and for the EAC to begin the appeal process.

EXHIBIT 8

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

2023 Spring Plenary Session Resolutions

For Discussion
Thursday, April 20, 2023

Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair
Juan Arzola, ASCCC Resolutions Second Chair
Kim Dozier, College of the Desert, Area D
Peter Fulks, Cerro Coso College, Area A
Mark Edward Osea, Mendocino College, Area B
Michael Stewart, Calbright College, Area A

PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges 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, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee using the online form before the posted deadlines each day.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and 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 (found in *Local Senates Handbook*)
- Resolution Procedures (Part II in *Resolutions Handbook*)
- Resolution Writing and General Advice (Part III in *Resolutions Handbook*)

CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from 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. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted during the plenary session are marked with #

 *1.02 S23 Adopt the 2023–2026 ASCCC Strategic Goals
 *1.03 S23 Flexible Area Meetings
 *+1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events
 *+1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty
       Colleagues to Preserve the American Institutions Requirement
 *6.01 S23 Support AB 607 (Kalra, 2023), If Amended
 *+6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee
       Meetings Governed by the Brown Act
 *+6.03 S23 Support for Additional Exemptions for AB 1887
 *+6.04 S23 Support for AB 811 (Fong, 2023)
 *+7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials
 *+7.04 S23 Defining Success for Part-Time Students
 *10.01 S23 Disciplines List–Ethnic Studies
 *+10.02 S23 Clarify Local Control Regarding the Application of the Disciplines List
 *13.02 S23 Adopt "Enrollment Management Revisited Again: Post Pandemic" Paper
 *13.03 S23 Adopt "Effective and Equitable Online Education: A Faculty Perspective" Paper
 *+13.05 S23 Resolution in Support of Academic Freedom/Solidarity with Florida Faculty
 *+13.06 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College
       Classroom

Table of Contents

1.0 Academic Senate

1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee

Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty as demonstrated in resolutions[1] and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the Inclusion, Diversity, Equity, Antiracism and Accessibility commitment of the ASCCC;

Whereas, Resolution S96 01.05[2] called for the Academic Senate for California Community Colleges (ASCCC) to develop a proposal to ensure participation of part-time faculty on the Executive Committee and a paper titled "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" was developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, the paper recommended several changes to the ASCCC bylaws to make it possible for part-time faculty to run for election, yet the paper fell short of "assuring participation on the Executive Committee"[3];

Whereas, Since the 1998 paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" only one known part-time faculty member has successfully run for a seat on the Academic Senate for California Community Colleges (ASCCC) Executive Committee, showing that changes to the bylaws alone will not ensure that there will be a part-time faculty voice on the ASCCC Executive Committee and there are still significant barriers to part-time faculty running for election including the qualification requirements; and

Whereas, According to the California Community Colleges Datamart Dashboard, in Fall 2022 part-time faculty (labeled as "academic, temporary" in Dashboard) made up approximately 67% of the faculty workforce encompassing over half of the faculty in the California Community College system,[4] and part-time faculty are important voices that are currently not represented on the Academic Senate for California Community Colleges Executive Committee;

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[1] Resolution F95 17.02 Part-time Faculty Involvement in Local Senates: https://www.asccc.org/resolutions/part-time-faculty-involvement-local-senates.

[2] Resolution S96 01.05 Participation of Part-time Faculty on the Executive Committee: https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee.

[3] "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges." (1998). Academic Senate for California Community Colleges. https://www.asccc.org/papers/participation-part-time-faculty-executive-committee-academic-senate-california-Community.

[4] California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. "Faculty & Staff Demographics Report." Retrieved March 10, 2023, from https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx. Data table can be found at https://drive.google.com/file/d/10PwvOLbRqIyPoF-qvU_Az70_ecs4KnNn/view?usp=sharing.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its bylaws to create a fifteenth elected member of the Executive Committee as a designated at-large part-time faculty member and review policies to support part-time faculty's ability to run for the ASCCC Executive Committee and that these changes be brought back to the body by the 2024 Spring Plenary Session;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.

Contact: Anastasia Zavodny, Palomar College, Part-time Faculty Committee

*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Directions

Whereas, Strategic planning is a critical component of successful organizations, which provides clear direction and stability and ensures that the organization's leadership is responsive to its members;

Whereas, Since the 2018–2023 Strategic Plan[5] of the Academic Senate for California Community Colleges (ASCCC) is set to expire in 2023, the ASCCC Executive Committee engaged in comprehensive and public strategic planning sessions from December 2022 through February 2023;[6]

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee considered ASCCC's mission and vision, resolutions, recommendations from the periodic reviews, as well as current issues impacting academic and professional matters to guide the planning; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee has proposed the 2023–2026 Strategic Directions[7] for consideration and adoption by the delegates of the ASCCC to be actualized annually through a planning process;

Resolved, That the Academic Senate for California Community Colleges adopt the 2023–2026 ASCCC Strategic Directions.

Contact: Ginni May, Executive Committee

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[5] "The Academic Senate for California Community College [sic] Strategic Plan, 2018-2023." (Power Point). https://www.asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf.
[6] "Reimagining with Purpose: ASCCC 2023 - 2026 Strategic Planning December 2022 to February 2023." (Power Point). https://asccc.org/sites/default/files/2023-04/ASCCC%202023-2026%20Strategic%20Planning%20R.pdf.
[7] 2023—2026 ASCCC Strategic Directions—see slide titled "Academic Senate for California Community Colleges Strategic Plan Directions 2023–2026." (Power Point). https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf.

*1.03 S23 Flexible Area Meetings

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have been consistently held on a Friday, and the Area C and Area D meetings have been consistently held on a Saturday, which is often outside of the traditional work week;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore options for Area meetings that align with the needs and best interest of each individual Area while also balancing logistical considerations of the ASCCC Executive Committee and ASCCC office team starting with the Fall 2023 Area meetings.

Contact: Pablo Martin, San Diego Miramar College

*+1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events

Whereas, Resolution F21 1.05 states in-part "the Academic Senate for California Community Colleges should make remote attendance an option at all Academic Senate for California Community Colleges-organized events[8]" without consideration of resources and technology requirements associated with the provision of remote attendance;

Whereas, The Academic Senate for California Community Colleges promote and provide a variety of organized everts in addition to plenary sessions, such as regional events, institutes, conferences, workshops, and other forums through the most appropriate format available given resource considerations including financial and technology support costs; and

Whereas, The Academic Senate for California Community Colleges desires to ensure access to members while supporting opportunities for interaction in-person to the fullest extent possible;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) provide guidance and consideration factors for deciding when remote options should be available and when remote options place undue challenges on the ASCCC; and

Resolved, That the Academic Senate for California Community Colleges provide guidance and support for presenters and attendees when remote attendance options are provided, including posting of recordings or asynchronous access for which remote attendance for the event was an option.

Contact: Sharyn Eveland, Taft College, Area A

*+1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement

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[8] Resolutions F21 01.05 Remote Attendance Option for ASCCC Events: https://asccc.org/resolutions/remote-attendance-option-asccc-events

Whereas, The California Community College system, with 1.8 million students at 116 colleges, is the largest system of higher education in the country[9] empowered with the Vision for Success from the California Community Colleges Chancellor's Office to remain "accessible and personal institutions that can help students on an individual level regain their hopes and rebuild their futures" and the "California Community Colleges have always been an instrument for achieving broad access to higher education,"[10] where the core vision of the California Community Colleges is to put students first;

Whereas, The United States History, Constitution and American Ideals Requirement, commonly known as the American Institutions Requirement, in California Code of Regulations, title 5 §40404, "ensure(s) that students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens"[11] is a vital part of the California Community College mission, not just California State University system, and is as vital today as it was 60 years ago when it was written into law to ensure an educated, empowered, and informed citizenry contributing to public life[12] and civic engagement;[13]

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[9] "Key Facts" (2023). *California Community Colleges*. California Community Colleges Chancellor's Office. https://www.cccco.edu/About-Us/Key-Facts.

[10] "Update to the Vision for Success: Reaffirming Equity in a Time of Recovery." (July 2021). pg. 5. https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf.

[11] California Code of Regulations, title 5 §40404: https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-2-educational-program/article-5-general-requirements-for-graduation/section-40404-requirements-in-united-states-history-constitution-and-american-ideals.

[12] Based upon a 2022 survey conducted, employers ranked critical thinking, communication, and teamwork—complex skills fundamental to historical study—as the most important competencies for job candidates. See source: Gray, K. and Collins, M. (18 October 2022). "New College Graduates and Employers Agree on Key Competencies, But at Odds About New Grad Proficiency." National Association of Colleges and Employers. https://www.naceweb.org/about-us/press/new-college-graduates-and-employers-agree-on-key-competencies-but-at-odds-about-new-grad-proficiency/.

[13] "Americans' Civics Knowledge Drops on First Amendment and Branches of Government." (13 September 2022). Annenberg Constitution Day Civics Survey. Annenberg Public Policy Center. https://www.asc.upenn.edu/news-events/news/americans-civics-knowledge-drops-first-amendment-and-branches-government.

Whereas, The California State University (CSU) History Council, a group of historians from across the CSU system, have published in their March 2023 American Institutions Memo ("CSU History Council, American Institutions Memo Opposing Changes to American Institutions Requirement"[14]) "insist[ing] that the American Institutions requirement is an essential requirement, and is more important than ever to an accessible, equitable, and comprehensive higher-level education for California's diverse college students" and "contends that understanding the history and government of American Institutions and values as mandated by Title 5 has become even more important to the education of all students of California's public colleges and universities and should be preserved in a manner that effectively meets the needs of all students"[15]; and

Whereas, The Academic Senate for California Community Colleges in 2019 resolved[16] its support for and belief in the importance of the current United States History, Constitution and American Ideals Requirement and committed to explore possibilities to add a similar requirement to the associate's degree requirements for the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges renew its commitment to the importance of the current United States History, Constitution and American Ideals Requirement and communicate to the Academic Senate of the California State University its support for this as lower division requirement, accessible to the greatest number of students in or college systems;

Resolved, The Academic Senate for California Community Colleges stand with the hundreds of history and political science faculty from throughout the California Community Colleges who have signed a petition[17] to support the California State University History Council's memo in recognition of the essential role these American Institutions courses provide for our students as pathways to understanding their essential rights and responsibilities in this polity; and

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[14] California State University History Council, March 2023:
https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhcILdSfxf7EJzQ/edit?usp=sharing.
[15] Ibid.
[16] Resolution S19 15.09 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement: https://www.Academic Senate for California Community Colleges.org/resolutions/support-csu-united-states-history-constitution-and-american-ideals-requirement-commonly+fn1.
[17] Petition of California Community College Faculty to Support the CSU History Council on American Institutions AI/Title 5 Outreach to California Community Colleges:
https://docs.google.com/document/d/1g4o0og8W9z9B6BsXKp1C998GV7Zxvw-l/edit?usp=sharing&ouid=115492749693624265068&rtpof=true&sd=true.

Resolved, That the Academic Senate for California Community Colleges stand in solidarity with the message articulated in the March 2023 American Institutions Memo from the California State University (CSU) History Council to oppose "any reduction to or weakening of the American Institutions requirement and strongly oppose a wholesale move of American Institutions to an upper-division requirement"[18] and call for "transparency with the CSU Chancellor's Office, the CSU Academic Senate, and respective representatives in the California State Assembly . . . to actively seek input and guidance from stakeholders and disciplinary experts from all three segments of public higher education in California, as curricular discussions continue"[19] and report the message of solidarity to all intersegmental committees and workgroups by fall of 2023.

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

6.0 State and Legislative Issues

*6.01 S23 Support AB 607 (Kalra, 2023), If Amended

Whereas, AB 607 (Kalra, as of February 17, 2023)[20] proposes to modify California Education Code §66406.9[21] by adding the requirement that the California Community Colleges "prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly related to those materials, for no less than 75 percent of the total number of courses on the online campus course schedule. 'Course materials' as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions";

Whereas, California Education Code §66406.9[22] currently uses the term "course materials" and "digital course materials" to refer to course resources that are exclusive of devices and supplies such as calculators;

Whereas, Resolution F20 20.02 Ensure Course Cost Transparency for Students 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"[23]; and

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[18] California State University History Council, March 2023: https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhcILdSfxf7EJzQ/edit?usp=sharing.
[19] Ibid.

[20] AB 607 (Kalra): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607.

[21] California Education Code §66406.9: https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html.
[22] Ibid.

[23] Resolution F20 20.02 Ensure Course Cost Transparency for Students: https://www.asccc.org/resolutions/ensure-course-cost-transparency-students.

Whereas, California Code of Regulations, title 5 §59402[24] states that required instructional materials "means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course," establishing "instructional materials" as inclusive of textbooks, supplemental materials, and course supplies;

Resolved, That the Academic Senate for California Community Colleges support AB 607 (Kalra, as of February 17, 2023), if amended to replace "course materials" with "instructional materials" to ensure that definitions within California Education Code §66406.9[25] are consistent to prevent the introduction of a definition into law that is inconsistent with a definition that is presently in regulation.

Contact: Michelle Pilati, Open Educational Resources Initiative

*+6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee Meetings Governed by the Brown Act

Whereas, On September 14, 2022, Governor Gavin Newsom signed Assembly Bill 2449 (Rubio)[26] (scheduled to sunset in January of 2026) authorizing guidance for videoconferencing guidelines for local Brown Act bodies that impact local academic senate meeting modalities, per California Government Code §§54950—54963,[27] requiring open meetings of groups to whom boards have delegated authority, such as the academic senate;

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[24] California Code of Regulations, title 5 §59402: https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions.

[25] California Education Code §66406.9: https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html.

[26] AB 2449 (Rubio): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449.

[27] California Government Code §§54950-5496: https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article=.

Whereas, Education Code §70902(b)(7)[28] calls on the California Community Colleges Board of Governors to enact regulations to "ensure faculty, staff, and students...the right to participate effectively in district and college governance" while California Code of Regulations, title 5 §51023.7[29] and §51023.5[30] state requirements for the "effective participation" of students and staff, in the development of recommendations to the governing board";[31]

Whereas, Some California community colleges report experiencing unprecedented levels of participation since the Covid-19 state of emergency required virtual and hybrid meeting options that have enabled fuller interdepartmental representation, fuller participation of more diverse voices, and fuller institutionalization of equity and inclusion providing greater public access to academic senate and subcommittee meeting agendas, materials, and live sessions through digital platforms, with the understanding that technological resources and meeting facilities for colleges varies widely, resulting in different access to hybrid meeting options; and

Whereas, AB 1275 (Arambula, as of March 28, 2023) would "authorize the recognized statewide community college student organization and other student-run community college organizations to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of the student organization's members participate from a singular physical location";[32]

Resolved, That the Academic Senate for California Community Colleges advocate for state legislation, similar to AB 1275 (Arambula, as of March 28, 2023),[33] to allow local academic senate bodies, to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of California community college or district academic senate members participate from a singular physical location;

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[28]Education Code §70902(b)(7):
https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article.
[29]California Code of Regulations, title 5 §51023.7:
https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).
[30] California Code of Regulations, title 5 §51023.5:
https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1).
[31] "Participating Effectively in District and College Governance" (2020). Academic Senate for California Colleges.
https://Academic Senate for California Community Colleges.org/sites/default/files/Participating_Effectively_200503.pdf.
[32] AB 1275 (Arambula): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB1275.
[33] Ibid.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for resources to ensure all colleges have access to technological resources and facilities to enable effective meetings regardless of modality, including a publicly accessible physical campus space to view streamed meetings and interact with committees in place of a physical room with an in-person quorum; and

Resolved, That the Academic Senate for California Community Colleges work to support legislation that requires local academic senate bodies to sustain and maintain the ethics of the Brown Act by adopting meeting modalities that maximize inclusivity, transparency, and access at each individual institution.

Contact: Mitra Sapienza, City College of San Francisco, Area B

*+6.03 S23 Support for Additional Exemptions for AB 1887

Whereas, AB 1887 (Low, 2016) "prohibits California from approving a request for state-funded or state-sponsored travel to such a state [with laws discriminating against lesbian, gay, bisexual, and transgender people]"[34] and California community college districts have enacted measures that align with AB 1887 prohibitions;

Whereas, AB 1887 and similar measures enacted at California community college districts may result in the denying of funding for transfer center directors or coordinators to visit many out-of-state campuses, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB 1887's prohibitions, for the purpose of arranging transfer and scholarship agreements;

Whereas, California community college students have been denied much needed funding from their colleges to attend out-of-state campus visits that promote diversity, equity, and inclusion, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB 1887's prohibitions; and

Whereas, AB 1887 and similar measures enacted at California community college districts deny funding to employees and students for the purpose of attending events promoting diversity, equity, and inclusion when such events are held in states covered by AB 1887's prohibitions, such as the 2023 National Conference on Race and Ethnicity that will be held in New Orleans, LA;[35]

Resolved, That Academic Senate for California Community Colleges support an additional exemption to AB 1887 that would allow students and college employees to receive funding for travel to states covered by AB 1887's prohibitions when such travel promotes diversity, equity, and inclusion; and

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[34] AB 1887 (Low, 2016): https://openstates.org/ca/bills/20152016/AB1887/.
[35] 2023 National Conference on Race and Ethnicity conference information: https://web.cvent.com/event/af7553a8-de0d-4284-a3b9-3b09317aa3e0/summary?environment=P2.

Resolved, That Academic Senate for California Community Colleges ask the California Community Colleges Chancellor's Office to encourage local districts to provide exemptions for employees and students for travel to states covered by AB 1887's prohibitions when such travel promotes diversity, equity, and inclusion.

Contact: John Crocitti, San Diego Mesa College, Area D

*+6.04 S23 Support for AB 811 (Fong, as of March 28, 2023)

Whereas, AB 811 (Fong, as of March 28, 2023)[36] calls for

> 1) Authorization for a student to repeat, no less than five times, a credit course for which the student previously received a grade indicating substandard academic work. "Substandard academic work" means coursework for which the grading symbols "D," "F," "FW," or "NP" have been recorded. If the repeated course is a transfer-level mathematics or English course pursuant to Section 78213, the policies shall require a community college to inform the student of the concurrent supports available to the student pursuant to subdivision (k) of Section 78213.

> (2) Authorization for a student to repeat, no less than three times, a credit course for which the student previously received a satisfactory grade and which the student is retaking for enrichment and skill-building purposes, with "Satisfactory grade" means that for the course in question, the student's academic record has been annotated with the symbol "A," "B," "C," or "P";

Whereas, California community college students often face challenges, such as food and housing instability, changing employment conditions, mental health, and longstanding systemic inequity[37] which impact their ability for success under present course repetition policy; and

Whereas, Allowing a student to repeat a credit course for which they have secured a satisfactory grade gives them the additional enrichment and skills that can significantly augment their personal and professional skills, aiding their employability along with emotional, mental, and physical well-being;

Resolved, That the Academic Senate For California Community Colleges support AB 811 (Fong, as of March 28, 2023).

Contact: Geoffrey Johnson, San Diego Mesa College, Area D

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[36] AB 811 (Fong, 2023): https://legiscan.com/CA/text/AB811/2023.

[37] "#RealCollege. Real Hunger." California Community Colleges. California Community Colleges Chancellors Office. https://www.ccco.edu/About-Us/News-and-Media/California-Community-Colleges-Outlook-Newsletter/College-News.
"Meeting Basic Needs to Support Student's Mental Health and Success." California Community College Student Mental Health Program. California Community College Chancellor's Office. http://www.cccstudentmentalhealth.org/docs/CCCSMHP-Students-Basic-Needs-Fact-Sheet.pdf.

7.0 Consultation with the Chancellor's Office

7.01 S23 Destigmatize Academic Probation Language and Processes

Whereas, Current California Code of Regulations, title 5 §55031 Standards for Probation[38] requires colleges to place students on Academic or Progress Probation if they fall below Grade Point Average (GPA) or successful course completion standards;

Whereas, The term "probation" is a deficit-minded principle that is associated with criminal activity and this term and current practices are perpetuating trauma for students who identify as Black, Indigenous, People of Color (BIPOC) as well as justice-impacted students;[39]

Whereas, Studies such as the Research and Planning Group's *The African American Transfer Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students* (2022) show that being put on academic probation "presents a significant barrier to making it near the transfer gate for students of all races/ethnicities"[40]; and

Whereas, The Research and Planning Group study also showed that practices like putting students on academic and/or progress probation disproportionally impacted Black students as they found that 41% of Black students were placed on probation versus 24% of white students in California Community Colleges from 2011 and 2016;[41]

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to overhaul the title 5 language on probation including a name change and updating the language and processes to be asset-minded, not punitive; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates with professional development and resources to encourage reviewing local policies and practices with an aim of mitigating local processes that may negatively impact students who are on academic and/or progress probation while title 5 changes are in progress.

Contact: Stephanie Curry, Executive Committee, Transfer, Articulation, and Student Services Committee

7.02 S23 Replace TOP Code with CIP Code

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[38] California Code of Regulations, title 5 §55031 Standards for Probation: https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-3-probation-and-dismissal/section-55031-standards-for-probation+:~:text=A%20student%20who%20has%20attempted,system%20described%20in%20section%2055023.

[39] "The African American Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students." Brief 1 of 3. (October 2022). https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_Brief1_Fall2022.pdf.

[40] Ibid.

[41] Ibid.

Whereas, The California Community Colleges system has made numerous unsuccessful efforts in the past decade to move the system of identifying programs/courses with the Taxonomy of Programs (TOP) codes to Classification of Instructional Programs (CIP) codes[42];

Whereas, The 2004 Taxonomy of Programs (TOP) manual is outdated and not aligned with the *Program and Course Approval Handbook* (PCAH) and converting to the Classification of Instructional Programs (CIP) codes will align California Community Colleges with other educational partners and employment data outcomes, while eliminating the issues with the PCAH, such as Career Technical Education (CTE) limited TOP codes, incongruence with non-CTE degree or certificate outcomes, and mismatched terminology; and

Whereas, The California Community College Curriculum Committee in conjunction with West Ed and the Centers for Excellence and other system stakeholders have already been in discussions regarding the steps and factors that would be necessary to convert from the use of Taxonomy of Programs code to Classification of Instructional Programs code in the California community colleges and have made significant progress but not with all colleges/districts and programs;

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop a strategy, work plan, and timeline for switching course and award codes from Taxonomy of Programs (TOP) code to Classification of Instructional Programs codes while considering how this change will affect Guided Pathways-related program mapping, Chancellor's Office Curriculum Inventory specifications, local and statewide Management Information System structures, technical assistance requirements, and implications of TOP code conversion for other use; and

Resolved, That the Academic Senate for California Community Colleges recommend the California Community Colleges Chancellor's Office create a taskforce to finalize the plan of action[43] by fall of 2024 and set a completion date for discontinuing Taxonomy of Programs codes and convert to Classification of Instructional Programs codes.

Contact: Carrie Roberson, Executive Committee, CTE Leadership Committee

*+7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials

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[42] Classification of Instructional Programs (CIP) codes are used nationally by the US Department of Education and only required of California community colleges in contexts such as IPEDs and accreditation. Resolution F10 09.02 Examining Conversion from TOP to CIP asked for the work to begin and to "provide communication and implementation strategies if a greater conversion of TOP to CIP codes is inaugurated": https://asccc.org/resolutions/examining-conversion-top-cip.

[43] The TOP to CIP Plan of Action created by the initial California Community Colleges Curriculum Committee workgroup that began meeting in 2018: https://docs.google.com/document/d/15mjK89tej0tnz-bmr6dhaBgK8pF02uFqNcT_sYWrGVw/edit?usp=sharing.

Whereas, The California Community Colleges Chancellor's Office Call to Action states: "Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum"[44] and current Student Equity and Achievement Plans are required to include action plans around Race Consciousness in their development and implementations;

Whereas, The Center for Urban Education report "California Community College Student Equity Plan Review: A Focus on Racial Equity" states, "The process of achieving racial equity relies on the power of practitioner inquiry, reflective practice, as well as institutional responsibility as drivers of change," and "practitioners should view racial inequity as a problem of practice, placing the onus of responsibility for student success with the institution, not the student" and that "race consciousness is critical and essential to this work";[45]

Whereas, In addition to inequities embedded in and operational limitations of some aspects of Canvas, current faculty online teaching training materials adopted by many California Community Colleges contain outdated texts and deficit language regarding students and their success that do not align with anti-racist practices[46]; and

Whereas, rubrics and tools have been created to scrutinize teaching materials faculty produce, such as the Peralta Online Equity Rubric[47]–"a research-based course (re)design evaluation instrument to help teachers make online course experiences more equitable for all students"– the California Community Colleges DEI In Curriculum: Model Principles and Practices tool[48] and the Academic Senate For California Community Colleges OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Audit Framework[49] for faculty to review their own curriculum;

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[44] California Community Colleges June 2020 Call to Action letter: https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family.
[45] Chase, M., Felix, E., and Bensimon, E. (September 2020). "California Community College
Student Equity Plan Review: A Focus on Racial Equity." Center for Urban Education, Rossier School of Education, University of Southern California.
https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/16116143970
14/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf.
[46] Examples in the online training materials include phrases that assume and problematize students as unprepared for online coursework and center on instructors' comfort over student-centered practices, promoting the instructor as the "one solution" who gives *kindness* in a transactional mindset rather than as a co-learning and facilitator with an equity-mindset who acknowledges the inequities and systemic barriers students face.
[47] Peralta Community College District Online Rubric: https://www.peralta.edu/distance-education/online-equity-rubric.
[48] DEI in Curriculum Principles and Practices: https://www.Academic Senate for California Community Colleges.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf.
[49] OERI IDEA Audit framework: https://Academic Senate for California Community Colleges-oeri.org/wp-content/uploads/2022/03/Inclusion-Diversity-Equity-and-Anti-Racism-IDEA-3-7-22-V1A-PDF-for-E.pdf.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) collaborate with the California Community Colleges Chancellor's Office to conduct and publish a review of all state contracted and required faculty training materials, in order to meet the urgency of promoting anti-racism through institutional inquiry as outlined in the California Community Colleges Chancellor's Office Call to Action,[50] the Center for Urban Education report *California Community College Student Equity Plan Review: A Focus on Racial Equity*[51] and the ASCCC adopted paper "Equity Driven Systems: Student Equity and Achievement in the California Community Colleges";[52]

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to provide recommendations that model the use, impact, and improvements in faculty training materials as a result of a review of the state contracted online faculty training materials; and

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office (CCCCO) work together to facilitate anti-racist, inclusive, and transparent methods for Black, Indigenous, people of color constituents to lead and be included in the review of online faculty training contracted by the CCCCO.

Contact: Mitra Sapienza, City College of San Francisco, Area B

*+7.04 S23 Defining Success for Part-Time Students

Whereas, Despite over a decade of policies by the state of California that have implemented strategies and employed metrics applicable to encouraging the success of full-time students, most students continue to attend part-time (over 65% of California community college students in fall 2022 were part-time students, i.e., students who attempted less than 12 units)[53] and, undoubtedly, many do so for a diversity of life choices, including, but not limited to, the following:

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[50] California Community Colleges June 2020 Call to Action letter: https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family.

[51] Chase, M., Felix, E., and Bensimon, E. (September 2020). "California Community College Student Equity Plan Review: A Focus on Racial Equity." Center for Urban Education, Rossier School of Education, University of Southern California. https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf.

[52] "Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges." (2019). Academic Senate for California Community Colleges. https://Academic Senate for California Community Colleges.org/sites/default/files/Equity%20Driven%20Systems%20Paper%20-%20for%20Area%20Meetings%20Oct%202019.pdf.

[53] California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. "Full-time/Part-time (Unit Load) Status Summary Report." Retrieved March 27, 2023, from https://datamart.cccco.edu/Students/Unit_Load_Status.aspx.

- To be able to spend more time with family
- To continue a successful career trajectory
- To earn household income beyond what a normal student budget provides
- To take the one class, or few classes, needed for career development/promotion
- To only seek remediation for skill development for academic or career goals
- To minimize the stress from the student workload while managing stresses from their own health or learning diversity;

Whereas, In light of the diversity of reasons why students attend part-time, part-time students deserve pathways that incorporate a comprehensive set of strategies to support their success as well as new metrics that are not time-bound and not limited simply to the standard completion metrics;

Whereas, The California Community Colleges does not currently have pathways for part-time students that define success based on the ability of students to meet both their academic goals and the diversity of life choices that explain their part-time status; and

Whereas, The Academic Senate for California Community Colleges has historically recognized a diversity of student needs, whether full-time or part-time students;[54]

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors to develop a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is based on a holistic definition of student success that incorporates progress towards academic goals and toward life choices that explain their part-time status; and

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urges the state legislature to adopt measures to support a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is a based on a holistic definition of student success that incorporates progress towards academic goals and toward life choices that explain their part-time status.

Jeffrey Hernandez, East Los Angeles College, Area C

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[54] Resolution F11 07.02 Community Access and Student Achievement in California Community Colleges: https://Academic Senate for California Community Colleges.org/resolutions/community-access-and-student-achievement-california-community-colleges; Resolution F92 13.01 Student Services: https://Academic Senate for California Community Colleges.org/resolutions/student-services; and Resolution F92 13.02 Financial Aid: https://Academic Senate for California Community Colleges.org/resolutions/financial-aid.

10.0 Disciplines List

***10.01 S23 Disciplines List–Ethnic 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 Ethnic Studies discipline:

> Master's in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies
>
> OR
>
> Master's in Ethnic 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 recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Ethnic Studies.

Contact: Tamara Cheshire, Folsom Lake College, Standards and Practices Committee

***+10.02 S23 Clarify Local Control Regarding the Application of the Disciplines List**

Whereas, The document *Minimum Qualifications for Faculty and Administrators in California Community Colleges*[55], commonly referred to as the Disciplines List, establishes the specific degrees that qualify faculty to teach in the California Community Colleges system;

Whereas, At many California community colleges, degree titles that contain minor variations in wording from those included in the Disciplines List—such as "theater" rather than "theater arts," "counseling and guidance" rather than "guidance counseling," and "accounting" rather than "accountancy"—are rejected in terms of meeting minimum qualifications even though the degrees are in fact of the same educational content and within the same discipline as those indicated in the Disciplines List;

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[55] *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, 16th ed.: https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2021-report-min-qualifications-a11y.pdf?la=en&hash=AB424D9D2AEDEEBE2A54757BF58ABFC2B852A2F9.

Whereas, While California community colleges may declare the holders of these degrees with minor title variations to be eligible to teach through equivalency processes, such processes take time and should not be necessarily based on minor technicalities rather than educational content; and

Whereas, Although colleges have the right to determine that degrees with minor language variations from those listed in the Disciplines List do indeed indicate the degrees listed in the Disciplines List and thus do not require the applicants to go through equivalency, some local human resources offices are very conservative regarding such decisions and refuse to allow any variation from the exact wording included in the Disciplines List;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with discipline faculty and their colleges to create their own expanded degree title lists to pre-approve degrees with minor language variations in their titles from those in the Disciplines List but that are in fact indicating the same degree with the same educational content from within the same discipline; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the Association of Chief Human Resources Officers to advise local human resources offices that colleges have the flexibility to determine that minor differences in wording within a discipline may represent the same degree and thus the degree holder may meet the minimum qualifications even when the precise language of the degree title does not exactly match listed degrees.

Contact: Gabriela Segade, Contra Costa College, Area B

12.0 Faculty Development

12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)

Whereas, The Online Network of Educators was established in conjunction with the California Virtual Campus-Online Education Initiative to provide free or low-cost robust and comprehensive innovative professional learning and development opportunities for California community college faculty, staff, and administrators to increase student engagement and success through the effective use of digital tools and platforms;

Whereas, the Online Network of Educators (@ONE) team of educators provides such innovative pedagogical and technical training that they are routinely called upon as experts in distance education pedagogy, setting the highest standard for the systematic delivery of professional development for online teaching, their catalog of courses and their delivery are instrumental in the delivery of distance education that many colleges have built their entire professional development plans around @ONE's continued offerings, and that @ONE's focus on equitable and culturally responsive distance education practices have supported individual faculty members and colleges to supplement local efforts, especially for smaller colleges that may not have the resources for full-time instructional designers;

Whereas, The Online Network of Educators' training and support to faculty have been pivotal in the development of Canvas trainings for faculty and colleges that aim to design and implement a local Peer Online Course Review (POCR) process and these trainings were, and continue to be, pivotal to helping faculty across the system pivot quickly to online teaching during the COVID-19 pandemic and continue to increase online learning accessibility and equity-minded online teaching practices, especially since many colleges do not have adequate distance education coordinators, specialists, or instructional designer support for faculty; and

Whereas, Funding for the Online Network of Educators has been provided through the California Community Colleges Chancellor's Office and managed by the Foothill-DeAnza Community College District but, as of March 14, 2023, has not been renewed by the California Community College Chancellor's Office for the 2023—2024 academic year, and there is no current plan to address the loss of these resources that are needed to support the increased online instruction that continues after the 2020 COVID-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges assert the value of the work done by the Online Network of Educators around their student-centered and equity-driven approach to supporting the faculty of the California Community Colleges in creating, innovating, and enhancing online education as important foundational work for online accessibility and equity.

Contact: Amber Gillis, Executive Committee, Online Education Committee

+12.01.01 S23 Amend 12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)

Amend the Title:
Assert the Value of the Work Done by the Online Network of Educators (@ONE) and Support Local Senate Reliance on Training Resources

Add a Second Resolved:
Resolved, That the Academic Senate for California Community Colleges urges the California Community College Chancellor's Office to include consideration of the need for and local reliance on pedagogical and technical training, including on equity and culturally responsive distance education practices, when evaluating service providers associated with faculty professional development, including for distance education.

Contact: Sharyn Eveland, Taft College, Area A

13.0 General Concerns

13.01 S23 Low Textbook Cost Designation and Search in CVC Online Course Finder

Whereas, Resolution F22 17.05, "Adopt Student Senate for California Community Colleges Low-Cost Recommendation"[56] encourages local academic senates to adopt $30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for reporting purposes and designation in the class schedule;

Whereas, Establishing a low-cost definition is a local determination yet a single meaning of low-cost is necessary when students are provided the opportunity to select courses from different colleges since various definitions of low-cost at different institutions may be confusing and even misleading for students;

Whereas, The California Virtual Campus Exchange's online Course Finder enables students to access online courses across the state and both designates when a section is Zero Textbook Cost (ZTC) with a symbol and enables students to limit their search to only those sections that are ZTC; and

Whereas, The Academic Senate for California Community Colleges has encouraged colleges to implement a mechanism for identifying course sections that employ low-cost course materials and recognizes that although reducing costs to zero may not be immediately possible, efforts to substantially decrease the costs of course materials should be recognized[57];

Resolved, That the Academic Senate for California Community Colleges request that the California Virtual Campus (CVC) add a Low Textbook Cost (LTC) symbol to recognize those sections that have a cost of textbooks and supplemental resources that do not exceed $30 and include the LTC symbol in the search feature in the CVC's online Course Finder.

Contact: Michelle Pilati, Open Educational Resources Initiative

*13.02 S23 Adopt "Enrollment Management Revisited Again: Post Pandemic" Paper

Whereas, In fall 2018, the Academic Senate for California Community Colleges adopted Resolution 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning,[58] which recognized the significant environmental changes that California community colleges find themselves operating in; and

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[56] Resolution F22 17.05 Adopt Student Senate for California Community Colleges Low-Cost Recommendations: https://asccc.org/resolutions/adopt-student-senate-california-community-colleges-low-cost-recommendation.
[57] Resolution F20 09.01 Recommendations for the Implementation of Zero Textbook Cost (ZTC) Designation in Course Schedules: https://asccc.org/resolutions/recommendations-implementation-zero-textbook-cost-ztc-designation-course-schedules.
[58] Resolution F18 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning: https://www.asccc.org/resolutions/guided-pathways-strategic-enrollment-management-and-program-planning.

Whereas, Faculty leaders, in 1999 and 2009, contributed their expertise on 10 + 1 academic and professional matters as they relate to enrollment management that subsequently resulted in the crafting of a paper titled the "Role of Academic Senates in Enrollment Management"[59] and a paper titled "Enrollment Management Revisited"[60]

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled "Enrollment Management Revisited Again: Post Pandemic"[61] and disseminate the paper to local academic senates upon its adoption.

Contact: Carlos R. Guerrero, Los Angeles City College, Educational Policies Committee

*13.03 S23 Adopt "Effective and Equitable Online Education: A Faculty Perspective" Paper

Whereas, In spring 2022, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments,[62] which recognized the need to update the existing ASCCC position paper entitled, "Ensuring Effective Online Programs: A Faculty Perspective" to include current and clarifying information regarding accessibility in online learning environments related to Sections 504[63] and 508[64] of the Rehabilitation Act, as well as faculty responsibility in providing these accessible learning environments for students;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled "Effective and Equitable Online Education: A Faculty Perspective"[65] and disseminate the paper to local academic senates upon its adoption.

Contact: Amber Gillis, Executive Committee, Online Education Committee

13.04 S23 Define Academic Freedom in Title 5

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[59] "Role of Academic Senates in Enrollment Management." (1999). Academic Senate for California Community Colleges. https://www.asccc.org/papers/role-academic-senates-enrollment-management.

[60] "Enrollment Management Revisited." (2009). Academic Senate for California Community Colleges. https://www.asccc.org/papers/enrollment-management-revisited.

[61] "Enrollment Management Revisited Again: Post Pandemic." (2023). Academic Senate for California Community Colleges. https://www.asccc.org/sites/default/files/2023-03/Enrollment%20Management%20Revisited%20Again%20-%203.17.23.pdf.

[62] Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments: https://asccc.org/resolutions/faculty-responsibility-equitable-accessible-learning-environments.

[63] "Protecting Students With Disabilities." (10 January 2020). US Department of Education. https://www2.ed.gov/about/offices/list/ocr/504faq.html.

[64] "Section 508 Compliance" (2023). Level Access. https://www.levelaccess.com/accessibility-regulations/section-508-rehabilitation-act/.

[65] "Effective and Equitable Online Education: A Faculty Perspective." (2023). Academic Senate for California Community Colleges. https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education_Final_03_16_2023.pdf.

Whereas, In July 2021, the California State Senate passed Senate Resolution 45 (Min, 2021)[66] "recogniz[ing] the lack of consistent academic freedom policies across the state, [and] declar[ing] that academic freedom is essential for teaching and learning in California's community colleges"[67]; and

Whereas, California Code of Regulations, title 5 §51023 mandates "the governing board of a community college district to adopt a policy statement on academic freedom and make the policy statement available to the faculty,"[68] yet there remains no statutory or regulatory language that defines academic freedom, which has left California community colleges operating with "inconsistent" and "insufficient" policies related to academic freedom[69];

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 §51023 to include a definition for academic freedom needed by California community colleges to establish a standard for their curriculum and classrooms.[70]

Contact: Juan Arzola, Executive Committee, Educational Policies Committee

+13.04.01 S23 Amend 13.04 Define Academic Freedom in Title 5

Add a Third Whereas:
Whereas, Since 1940, the American Association of University Professors, (AAUP) in their Statement of Principles of Academic Freedom and Tenure[71] defined academic freedom, which continues to serve as the current standard definition that most educators refer to for guidance and direction, yet, the context and demographics of higher education has changed significantly over the last 80 years since the AAUP definition was crafted, showing a need for an updated definition of academic freedom;

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[66] SR 45 (Min, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SR45
[67] "Executive Summary." SR 45 (Min). March 16, 2022:
https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.
[68] California Code of Regulations, title 5 §51023: https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-2-community-college-standards/subchapter-1-minimum-conditions/section-51023-faculty.
[69] Senate Resolution 45 (Min). March 16, 2022:
https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.
[70] Ibid.
[71] "1940 Statement of Principles of Academic Freedom and Tenure." American Association of University Professors. https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure.

Add a Second Resolved:

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office consider the AAUP's definition[72] as a starting point for an updated definition for academic freedom that takes into consideration the current context of higher education and in support of the equity driven mission of the California Community Colleges.

Contact: Sharyn Eveland, Taft College, Area A

*+13.05 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation

Whereas, The Academic Senate California Community Colleges recognizes the struggles of all higher education faculty across the country are the struggles of those in California and recognizes the immense value of general education, majors, and minors in and related to the fields of Inclusion, Diversity, Equity, and Accessibility (IDEA), and Critical Race Theory;

Whereas, Academic freedom is defined by the American Association of University Professors , as "indispensable requisite for unfettered teaching and research in institutions of higher education," and that "institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition"[73];

Whereas, The definition of academic freedom, as defined by the American Association of University Professors conveys the importance of academic freedom in relation to free speech and the Academic Senate for California Community Colleges has previously expressed the importance of academic freedom through resolutions and in academic senate position papers such as "Protecting the Future of Academic Freedom During a Time of Significant Change", recognizing that individuals with academic and andragogical expertise should have final say and purview over academic offerings, while still being open to ideas and theories supported by facts and reasoning that are non-traditional or outside the mainstream; and

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[72] Ibid.

[73] "1940 Statement of Principles of Academic Freedom and Tenure." American Association of University Professors. https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure; https://www.aaup.org/sites/default/files/AAUP_academic_freedom.pdf.

Whereas, Multiple states, counties, cities, and school boards have passed or are debating the passing of legislation to limit academic freedom within primary, secondary, and higher education, specifically targeted at Critical Race Theory and racial and social justice, and where those efforts are not just attempts to remove Critical Race Theory from curriculum, rather they are attempts to remove inclusion, diversity, equity, and accessibility from our educational system, and these efforts are deeply problematic, could stifle a full exploration of the role of race and racism in the history of the United States, and could erase some people from the same classroom in which they have the right to be participants as educators and students;

Resolved, That the Academic Senate for California Community Colleges condemns political agents and opposes any legislation or codification of documents that undermines academic freedom, limits free speech, and/or seeks to curtail academic self-direction and to censor academic offerings, the historical record, and academic research;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) calls on past and present leaders of the ASCCC, the California Community College Chancellor's Office, local senates of the California community colleges (CCC) and CCC faculty to reject all attempts by external groups to restrict or dictate college curriculum on any matter, including but not limited to, matters related to inclusion, diversity, equity, and accessibility, and racial and social justice and to stand in solidarity with those groups across the nation seeking to bolster academic freedoms, such as the Academic Freedom Alliance, the American Library Association, the American Federation of Teachers, and the American Association of University Professors;

Resolved, That the Academic Senate for California Community Colleges task its workgroups to research the best practices to bolster academic freedom in higher education through legal, academic, and other mechanisms, with the goal of developing a toolkit to effectively oppose efforts that seek to gut academic freedom, such as Florida's House Bill 999: Public Postsecondary Educational Institutions;[74] and

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[74] Florida's CS/HB 999: Postsecondary Educational Institutions: https://www.flsenate.gov/Session/Bill/2023/999. The following cites some of the Florida bill to provide some context and perspective: HB 999 specifically bans state colleges and universities from financially supporting any programs or campus activities that "espouse Diversity, Equity, or Inclusion (DEI), or Critical Race Theory (CRT) rhetoric" – even though the bill does not define CRT rhetoric. Postsecondary Educational Institutions: Revises powers & duties of BOG; revises academic & research excellence standards for preeminent state research universities; provides requirements for hiring university faculty; provides requirements for employment, promotion, & evaluation processes for state university employees; authorizes state university boards of trustees to review tenure status of faculty members; requires such boards to confirm selection & reappointment of specified personnel; requires state university presidents to annually present specified information to such boards; creates Institute for Risk Management & Insurance Education within College of Business at UCF; revises requirements for general education core courses. Effective Date: July 1, 2023.

Resolved, That the Academic Senate for California Community Colleges stands with our colleagues in higher education and K-12 throughout the state and country who may be affected by similarly harmful legislation.

Contact: Pablo Martin, San Diego Miramar College, Area D

*+13.06 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom

Whereas, California Code of Regulations, title 5 §41301[75] and the California Community Colleges Chancellor's Office Legal Opinions 07-12[76] and 95-31[77] promote academic integrity and aim to stymie academic dishonesty by outlining academic and professional ethics and disciplinary actions;

Whereas, Advancements in artificial intelligence (AI) have progressed rapidly, with generative technologies such as OpenAI's ChatGPT, AI-powered Bing, and Google's Bard, among other AI technologies, have created powerful tools whereby students and faculty may generate powerful responses to queries that are not a product of the individual's own effort, and could lead to potential questions and ethical dilemmas related to academic integrity; and

Whereas, Generative artificial intelligence is a new technology that could disrupt higher education should it go unregulated;

Resolved, That the Academic Senate for the California Community Colleges prioritize the development of resources addressing artificial intelligence and its implications on education and academic integrity, develop a framework for local colleges to use in developing academic and professional policies, and present these resources to the delegates no later than the 2024 Spring Plenary Session or as soon as feasible.

Contact: Raul Madrid, Jr., Mt. San Antonio College, Area C

+13.07 S23 Honoring Wheeler North with Senator Emeritus Status

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[75] California Code of Regulations, title 5 §41301: https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-4-student-affairs/article-2-student-conduct/section-41301-standards-for-student-conduct.

[76] California Community Colleges Chancellor's Office Legal Opinion 07-12: https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/2007-12-opinion-assigning-incomplete-or-failing-grade-for-a-cheating-student-a11y.pdf?la=en&hash=733C05A93549EAC60AA41378BB39BA2BC11A8B6F.

[77] California Community Colleges Chancellor's Office Legal Opinion 95-31: https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/bcedu/s3fs-public/26960-Plagiarism-Grade-to-Fail.pdf.

Whereas, The bylaws of the Academic Senate for California Community Colleges 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 Wheeler North 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;

Whereas, Wheeler North was a tireless advocate for career education programs and ensured that the needs of career education students were part of all campus, district, and statewide discussions;

Whereas, Wheeler North served as chair or co-chair of many statewide committees including the Academic Senate for California Community Colleges' (ASCCC) Curriculum Committee, the ASCCC Vocational Education Committee, and the Technology and Telecommunications Advisory Committee (TTAC); and

Whereas, Wheeler North was always available to provide advice, albeit "weedy" at times, and assistance to any faculty member and could provide them with any needed citation from title 5 and education code;

Resolved, That the Academic Senate for California Community Colleges confer upon Wheeler North their highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of California.

Contact: Pablo Martin, San Diego Miramar College, Area D