



REGULAR MEETING

April 17, 2023

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
April 10, 2023

APPROVED

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

ABSENT: Lacey Craft

GUESTS: Jen Backman, Mark Bealo, Abbie Cory, Kayleen Diaz, 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 Lawson announced a member only (PFF and CCE) reception is set for today, 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 Melissa Bagaglio announced Tarde de Familia is coming on April 21 from 5:30 to 8 PM. The event is free and includes food and entertainment. No reservation is required and faculty are encouraged to attend and to invite their students.

Senator and Elections Chair Alex Doyle Bauer said National Library Week kicks off on Monday, April 24. A table filled with student swag and library information will be set up in the LRC plaza area.

Senator Scott Nelson announced Café International is coming again this semester on Tuesday, April 18, from 1:30 to 3:30 in the Student Union. The event is free and open to the public. Treats from different cultures will be served. Everyone is encouraged to attend this fun event.

Senator and Committee on Committees Chair Anastasia Zavodny announced Political Economy Days is April 10 and 11. She encouraged faculty and students to attend.

Senator Zavodny announced a CALM pathway planning event is taking place on Thursday, April 13 from 7:30 to 9:30 and faculty interested in helping to research and discuss CALMing their courses and turning them into Zero Textbook Cost (ZTC) courses are encouraged to attend. The event takes place in MD-235 but is available on ZOOM. Refreshments will be served and faculty may be compensated for their work.

Senate Secretary Molly Faulkner announced renowned handbell soloist Michele Sharik will be performing Thursday, April 13 at the free weekly Concert Hour beginning at 1 PM in the Howard Brubeck Theatre. The Applied Music Recital is on Friday, April 14 beginning at 12:30 in D-10. The Jazz Ensemble Concert is also on Friday, April 14 at 7 PM in the Howard Brubeck Theatre. Michael Munson will be playing a Beethoven piece for Concert Hour on Thursday, April 20. Latin Nights takes place on Friday, April 21 at 6:30 PM in the Performing Arts Courtyard. More information regarding these events and tickets can be found at www.palomarperforms.com

Senate President Wendy Nelson announced that faculty readers are still needed for graduation.

Senate President Nelson announced there are reassigned time positions still vacant. Faculty are needed to fill the following positions: Curriculum Co-Chair, Credit for Prior Learning Coordinator, SLO Coordinator, Accreditation and CALM Chair.

AGENDA CHANGES – There were no agenda changes.

APPROVAL OF MINUTES

Motion 1: MSC Pearson/Maunu

Faculty Senate approval of Faculty Senate meeting minutes dated April 3, 2023 as amended (Exhibit 1).

The motion carried.

ACTION

A. Curriculum Committee

Motion 2: MSC Mudgett/Bagaglio

Faculty Senate approval of Curriculum actions taken on April 5, 2023 (Exhibit 2).

The motion carried.

Senator and Curriculum Co-Chair Ben Mudgett said a META drop in is this week on April 12 from 3 to 5 PM and again on May 10. There are still some time slots available to meet with tech reviewers on April 12.

B. Committee on Committees

Motion 3: MSC Zavodny/Hathaway

Faculty Senate approval to confirm the following committee confirmation (Exhibit 3):

The motion carried.

Academic Integrity Taskforce - **Marina Parenti**, Faculty, CTE (22-Dec 23)

Motion 4: MSC Zavodny/Mudgett

Faculty Senate approval to accept the results of the ballot (Exhibit 4).

The motion carried.

Interim Dean Languages and Literature Hiring Committee – **Lawrence Lawson**, Faculty L&L

INFORMATION

A. ASG Report

Kimberly De La Cruz said she posted the ASG Elections flyer to Instagram @palomarcollge.asg and asked Senators to share it with students. De La Cruz will be going to Sacramento on Wednesday to take part in a student advocacy event sponsored by SSCCC. She'll share information she learned with Senators on her next visit to Senate.

B. Leadership Reports

Student Learning Outcomes (SLO) (Exhibit 5)

Mark Bealo said he would first be addressing comments made at a recent Faculty Senate meeting by PFF Co-President Barbara Baer regarding the ILO process. Responding to her comment that faculty are not notified until November 10 that their class was selected for ILO reporting, he said the normal process is that SLO waits until after the census date to ask Research & Planning for a list of faculty who are teaching that particular class for those particular ILOs and this usually takes a few weeks.

SLO Facilitators were trained on the upcoming ILO assessment in mid-October and are to disseminate this information to their department. Bealo claims that in Barbara's area, the SLO facilitators who are also the co-department chairs, declined to do the SLO Facilitator work. This lack of participation unfortunately trickled down to faculty not getting the SLO support that other departments received.

Bealo summarized his responses noted on the exhibit of the part-time faculty getting the work done so late in the semester and issues around getting paid. Senate Vice President Fererro clarified the issue saying that if part-time faculty are using PD to complete the ILOs late in the semester, they can't be paid for the PD until the following semester due to PD deadlines and that is problematic. Some of those part-time faculty will not have classes or PD in the following Spring semester.

Bealo continued summarizing the comments on the exhibit. There was some discussion about whether faculty are randomly selected each year for ILOs. He said the request is going to all faculty because they rarely get the numbers needed to make good evaluations.

VP Fererro said she wasn't aware that Bealo was coming to Senate today to respond to Barbara Baer's comments. Fererro said the fact that Baer is not here in the meeting today is problematic and suggested that a conversation between Bealo and Baer take place. She added that Baer's comments came to Senate because she, in her role as PFF Co-President, received feedback from many part-time faculty expressing widespread issues with the ILO process.

Because of time restraints in the meeting, Bealo said he would come back to Senate and provide an overall report for the SLO program.

Pride Center/LGBTQ+ Funding

Abbie Cory reminded Senators that the State Legislature provided a one-time grant funding to California Community Colleges to directly support establishing LGBTQ+ centers on campuses and efforts to serve LGBTQ+ students. Palomar received \$125,000. Cory said she's been collaborating with Dean Salas and others to determine where those funds should be best used to serve LGBTQ+ students at Palomar. Projects noted so far include the following: update safe zone training, an oral history project to capture LGBTQ+ students experiences at Palomar, speakers and workshops, technology, a mini makeover of the Center, and a survey to find out what students say they need.

Senator Erin Hiro suggested that the Pride Center use some funding for more promotion (social media, signs on campus). Senator Mudgett suggested looking into a mobile Pride Center that can go to each of the Ed Centers to serve students there. VP Fererro suggested doing a large recognition event in association with some statewide anniversary which could draw more attention to Palomar's Pride Center. Fererro also suggested some type of collaboration with other community colleges in our region who have followed Palomar's lead establishing Pride Centers of their own on campus.

Cory reminded Senators to have their respective departments sign up for a booth at the Pride Festival on May 10. Volunteers are needed for both the daytime event and then an evening event the same day.

Phi Theta Kappa

Jen Backman, a faculty advisor for Phi Theta Kappa said the year has been busy. Last semester, members submitted an entry into PTK International's Honors Case Study Challenge. The project was titled *The Benefits of Nostalgia: Interacting with experiences that connect us to our past*. They received notification that the submission received an honorable mention. The students will be recognized at the PTK National Convention and on online@hallmarks.ptk.org. Last semester, students volunteered at Jacobs & Cushman San Diego Food Bank and attended a leadership summit at San Diego State. This Spring semester, students are attending a leadership event in May at Disneyland.

The members are currently working on an online newsletter to highlight activities and achievements this year. Backman said they are creating a Canvas page so more students can get better connected with PTK.

C. Review Changes to AP 4105 (Exhibit 6)

Senator and DE Coordinator Erin Hiro shared the exhibit that was just updated based on her recent visit to ASG. Students had a lot to say about class formats and those changes are reflected in the exhibit highlighted in yellow. ASG asked her to make the changes and bring it back to ASG. Some of their suggestions are not reflected in this particular AP rather they need to go to Instruction. Hiro said she will also be asking ASG about the importance of student to student interaction on her next visit to ASG.

There was consensus among Senators that terms/class formats used throughout the class schedule should be as uniform as possible to align with what other colleges (Mira Costa and CSUSM) use. Logos (keys) used for class formats should be visible in the class schedule. Logos can also be used as an important link. Class links must be more visible in the class schedule as well.

Hiro continued to answer questions presented by Senators. There was discussion regarding the meaning of a fully online class with no real time meeting requirements. Some departments add an optional ZOOM session for students once a week with the instructor. If this is the case, that optional real time ZOOM meeting should be included in the class notes so students know when registering. Caution was raised because some students can't make the "optional" ZOOM session which can be perceived as an equity issue. An option may be to offer office time to those students who can't make the optional meeting. Completely eliminating this option because a student can't be in this optional ZOOM makes it unfair to those who can. Faculty should offer that student an alternative. Senators were careful to make sure that exceptions to interaction with students must always be explained.

Senator Hiro will make all the suggested edits, visit with ASG on Friday and bring this back to Senate for review.

D. TERB Calendar (Exhibit 7a and 7b)

Senator and TERB Coordinator Kelly Falcone reviewed the updated TERB calendar and the reasons updates were made. Once Senate has reviewed it, it will go to PFF before going to College Council.

Right now, there are six different TERB calendars. Faculty who do all of the evaluation types have to open up six different calendars. If you're a chair and you do them all, you have to keep looking at several different ones. She said she heard from some people that they are frustrated. TERB moved to a weekly calendar with dates that coincide with the weeks of the semester. Another adjustment was launching student evaluations from 50% to 75% of the course length as many faculty felt like the 40% was really early.

Senator Falcone said another piece was about completing evaluations...how do we get them completed in a timely manner. What she found is that there are a lot of faculty who would like to complete the process within the same semester to accommodate faculty who are going on sabbatical, resigning, retiring, or part-time faculty who won't be working the next semester. The hang up with that is the student evaluation comments. Falcone said that we're telling students that their comments are anonymous, and that their instructors don't see them until grades are posted. There are several departments already that have guidelines where they paraphrase or summarize student comments, instead of putting the direct quotes in the evaluation report. This is so the report can go to the instructor before the semester's over, get it signed, and it's done. The other benefit of getting it done in the same semester is that faculty are given time to actually implement the feedback within the next class.

Motion 5: MSC Jarvinen/Fererro

Faculty Senate approval to extend the meeting.

The motion carried.

VP Fererro questioned where colleague and family evaluations would come into play when doing a lab school faculty evaluation. Senator Falcone said she would send VP Fererro more information and together they can ensure these get properly calendared.

E. ASCCC Spring 2023 Plenary Resolutions (Exhibit 8)

President Nelson said she is attending plenary the weekend of April 21. Final resolutions were included in the meeting exhibits and she asked Senators to review them this week. There are a few interesting resolutions including one on repeatability and Senator Zavodny has one included as well. She will bring these back to Senate next week and asked Senators to be prepared to discuss them at that time.

F. Student Success Teams Pilot Update – Tabled.

REPORTS

President (Nelson)

I attended the following meetings this past week: AS Presidents – Local Area Meeting, NCHEA AB 928 Meeting with representatives from MiraCosta and CSUSM, 1-on-1 with VP Recalde, Pre-Board Review, Senate Council Meeting, DEI Model Curriculum Principles and Practices workgroup, AB 1705 Implementation, and AB 111/928 Steering Committee.

Here are some highlights:

AS Presidents – Local Area Meeting – Presidents from local area attended the meeting. We discussed the Brown Act and how we implemented AP 2449. It was an interesting discussion – Miramar is using the traditional hyflex with senators posting their locations if they are on ZOOM. We also discussed issues with cameras being installed on campus - as this is happening on many campuses right now. In addition, we talked about how local Senates are requiring Senate subcommittees to follow Brown Act.

NCHEA AB 928 Meeting – We are waiting for additional information on implementation of AB 928. One of the interesting discussions from the meeting was that CSUSM may require native students to complete the current GE and only transfer students will need to complete CAL-GETC. Therefore, students graduating from CSUSM will complete different GE pathways. We expressed concerns regarding the new CAL-GETC and requirements to put students on ADTs in areas where CSUSM doesn't offer them. We were told the CSUSM would work to make sure Palomar students are able to transfer. They also agreed to organize a lunch meeting to discuss the possibility of adding additional ADTs in areas where they are missing.

1-on-1 with VP Recalde – the meeting was short. We discussed including additional faculty on L&L interim dean hiring committee. We also discussed hiring additional FT faculty based on the new FON numbers.

DEI Model Curriculum Principles and Practices workgroup – We completed our review of the tool and we will provide summary of the work to the Senate at a future meeting. We will also provide a list of the promising practices to specific committees who could oversee the work (curriculum, senate, PD, CALM, etc.)

AB 111/928 Steering Committee – This was the first steering committee meeting. We learned that there is a lot to do to plan and prepare for the implementation of both AB 1111 and AB 928. AB 928 will be implemented in August of 2024 and AB 1111 will be implemented in 2025. This first meeting provided an overview of the changes and some discussion about implementation.

Distance Education (Hiro)

Distance Education Committee had a meeting on April 5 and discussed the following items:

- The DE Committee discussed the details of a pilot mentorship program that the PFF is taking to negotiations. The members feel this is an effective way to help faculty improve their online teaching.
- A retraining plan draft was discussed and will be brought back again. This is the current form: To bring the best possible distance education to our Palomar students, the DE Committee recommends the following:
 - Faculty teaching online: Every year, 20 - 25 percent of required PD hours be dedicated to online education training. A listing of appropriate training modules will be compiled by the DE and PD Coordinators and include a variety of options for different disciplines and needs.
 - Every three or five years, any faculty teaching online must take 20 hours of online retraining to update their online technology and pedagogy skills.
 - The following options can be considered:

Updated POET Course

Accessibility and Universal Design for Learning

POCR

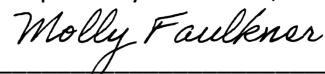
DE Mentor Program (not currently established)

Training from other area colleges

- Tool Review/Accessibility update – DE Coordinator Erin Hiro met with the DRC, ATRC and IS to discuss how to make sure all free or purchased tools that are added to Canvas by faculty are accessible. She said the group is working to document best practices and lobby for new staffing to help in this area.
- DE Handbook – Hiro said that other California community colleges have created and maintain a Distance Education Handbook. The DE Committee members said they felt this was an admirable goal and want to consider adding it to future goals.
- Canvas Templates: Hiro told the committee that course templates in the Canvas Commons were created a few years ago and need updating. The committee will add this to its task list and members also lamented that faculty may not be using this valuable resource. The course templates can be found in the Canvas Commons.

ADJOURNMENT The meeting was adjourned at 3:57 PM.

Respectfully submitted,



Molly Faulkner, Secretary

Accreditation - Alex Cuatok

Hello,

This email is to inform you that I am interested in the Accreditation Steering Committee position. I have experience co-leading the Accreditation Team (Standard II) at Mt. San Jacinto College and Standard III as editor and content provider. Currently, I am hired as a consultant at Northwest Technical College in Minnesota to review, provide feedback, and discuss with the VP of Instructions (and her constituents) the contents within Standard II and Standard V. I strongly feel I will be able to contribute and participate how current practices, policies, and structures within Palomar College support and/or provide evidence within the different accreditation standards. My current position as Guided Pathways Pillar 2 lead and being part of Student Equity Plan development helped me to understand how initiatives and priorities are tied within the institution and shared governance. I look forward to hearing from you.

Sincerely,

Alex Cuatok

Accreditation – Adam Meehan

Dear Faculty Senate Members,

I write to apply for the Accreditation Steering Committee Co-Chair position, with a term from fall 2023 through spring 2024.

As some of you may know, I previously held this position from spring 2020 through spring 2022, before stepping down for the 2022-23 academic year to pursue a load bank leave (fall 2022) and sabbatical leave (spring 2023). While this leave time required that I step down from my various campus commitments, I left with the intention of returning to the position to continue my previous work.

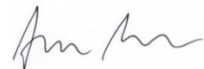
In my time as the Accreditation Steering Committee Co-Chair, I worked as part of the Accreditation Writing Leadership Team on the college's Institutional Self-Evaluation Report (ISER), which was approved in spring 2022. This involved coordinating and disseminating communications to the campus community regarding accreditation, working with and directing ISER writing teams, working with college leadership and Governing Board members, and writing portions of and editing the ISER itself.

Although the college's accreditation status was reaffirmed, there is still work to be done in responding to ACCJC's (Accrediting Commission for Community and Junior Colleges) requests for information following up on various aspects of the report. I have an intimate knowledge of the college's 2022 ISER and an understanding of the work required to respond to ACCJC's requests.

As is the case with many Senate-appointed positions, there is a learning curve associated with fulfilling the role of Accreditation Steering Committee Co-Chair. I learned a great deal working in that capacity and I'd like to carry that knowledge and experience forward, as accreditation work is crucial to the college.

I am happy to speak with Senate members, as needed or requested, to further discuss my qualifications for the position. Thank you for your consideration.

Adam Meehan



SLO – Mark Bealo

I am interested in remaining in the SLO Co-coordinator position.

We continue to make progress in getting SLO assessments updated, cleaning up the Nuventive database, refining our processes and streamlining the GE/ILO assessments. I have been serving on the Equity in SLOs Task Force and LOSC groups and am willing to serve in this capacity again to continue our efforts and progress.

I have been the SLO Facilitator for the Graphic Communications department since the facilitator positions began. I have extensive experience with SLO assessments and have created various training tools and guides for the faculty in the GC department. Aundrea Tavakkoly and I are also developing a Canvas SLO shell for all faculty to aid in getting assessments completed and as a central location for SLO/ILO related information, help and resources.

Sincerely,
Mark Bealo
Professor, Graphic Communications

SLO – Shelbi Hathaway

I would be honored to hold one of the SLO coordinator positions. As an active member of the college, I have served on the Curriculum Committee, the GE subcommittee, Faculty Senate, PFF e-board, and as a Parity Partner for Part-Time Faculty. As part of my personal education journey, I earned a Master's in Education with an emphasis in the practice of pedagogy and ethnography. I worked directly with a team from my department to create the solutions for AB705 and helped to create multiple Co-requisite courses. Recently as an AB705/AB1705 Math co-coordinator, I helped launch our 5 new enhanced courses to provide equity for our students. When these new courses launch, not only will the MyPalomar process be simplified, but those taking corequisite courses will no longer be penalized monetarily for needing more support.

The roles in which I have participated in for Palomar, have given me a unique perspective on faculty and student issues surrounding equity, access, inclusion, and the needs of our diverse population. At the heart of my work, I keep in mind that faculty working conditions are synonymous with our student's learning conditions. I am excited to bring a renewed vision for SLOs and GEILOs to Palomar. It is clear to me our current process must ensure we have the data that is necessary while removing inequities for our faculty. My work as a Math Across the Curriculum co-coordinator has shown me that work across our departments is necessary to ensure the Institutional Learning Outcomes are met in addition to our course outcomes. I am bringing intentionality to the process of creating assessments and learning from our results. With this in mind, I led members of my department in a discussion where we together determined how we want to assess the SLOs for Math 101 and Math 1, and distributed the assessments early so instructors could use them on their assessments as they teach the concepts. I look forward to our future discussion so we can learn from our results.

Shelbi Hathaway
Palomar College
Mathematics Dept.
760-744-1150 x3760

Curriculum – Vickie Mellos

I am writing this email to express interest in the Curriculum Co-Chair position for Fall 2023. Below are my answers to the questions in the call for the position.

1. *What is your vision for Curriculum at Palomar?* Members of the Curriculum Committee come from diverse areas in our college, and I view this as an area of strength. I would welcome conversations about our experiences with students and curriculum so we can make decisions that are student-focused and ensure a positive learning experience for our students. I also support the college's continued efforts in DEIAA. Curriculum is the foundation of our courses, and I would like the committee to continue working together to transform our curriculum and teaching practices with a DEIAA-lens so that we can see more success among our disproportionately impacted students. This semester the committee is working on creating and/or updating our handbook, which will be so helpful. A major part of my vision for Curriculum is to provide faculty with resources and support so that they can create equity-focused curriculum.

2. *What knowledge, skills, and abilities will you bring to this position?* I have served on the Curriculum Committee since 2018 or 2019. Also, I have been a member of the General Education sub-committee for a couple of years and now serve on the AB-928/1111 taskforce representing Area 1: English Communication. This year I joined the Curriculum Tech review team, focusing on requisites and increasing my knowledge of the curriculum review process. In addition, I have experience in writing, revising, and evaluating curriculum and programs for my discipline. As an instructor, teaching is the main focus, but writing curriculum has been one of my favorite parts of my job as a full-time faculty member. If given this position, I look forward to gaining more knowledge and expertise in curriculum writing, review and other aspects of this foundational area of California's Community Colleges.

3. *What are three goals you would like to accomplish as Curriculum Co-Chair?*

1. Prepare the college for AB-928 & AB-1111 - I believe it is very important that we prepare all areas (students, counselors, admissions, faculty, etc.) and anticipate impacts to ensure student success.
2. Support continued DEIAA efforts in curriculum - I strongly advocate for curriculum that is anti-racist and inclusive. I support training faculty and encouraging departments to write and revise curriculum with DEIAA at the forefront.
3. Evaluate our local General Education requirements - AB-928 will impact the general education requirements for students on an ADT, and it will be important to consider our local GE requirements to ensure student success.

4. *How will you infuse DEIAA into the Curriculum review process?* Currently, when faculty enter curriculum in META, there are "DEI Opportunities" provided in the instructions for different fields (Content Body of Knowledge, Assignments, Textbooks, etc). This is very helpful as a reminder/guide for faculty who are writing their curriculum. Furthermore, I think examples and more trainings (pre-recorded videos, workshops, etc.) would be beneficial. In the review process, perhaps the committee could use a DEIAA rubric when reviewing curriculum and/or a separate section could be included in META where faculty could describe how their curriculum is diverse, equitable, inclusive, accessible, and anti-racist (similar to what we have in the DE tab in META). This could be a topic of discussion in Curriculum meetings to gather faculty input.

Best,

Vickie D. Mellos (she, her, hers)

ESL Associate Professor, Palomar College

Escondido Evening ESL Program Coordinator

CALM – Anastasia Zavodny

Dear Faculty Senate,

Please accept my interest for the Comets Affordable Learning Materials (CALM) Coordinator position. As one of the original members of the CALM Taskforce, I have been continuously involved in the affordable learning program at Palomar College since its inception in February 2017. Over the years I have helped grow the group into a committee of the Faculty Senate and have served as the chair, co-chair, and coordinator. With your support, I would like to continue shepherding our program for the next two years.

Since our inception, CALM has helped to save our students over \$10,630,860 by reducing and eliminating textbook costs. In my role as committee co-chair and coordinator, I have overseen five rounds of implementation grants. Initially funded by the college's Foundation, the implementation grants have supported faculty in creating zero textbook cost and open educational resources materials. Working with my co-chair, we secured \$250,000 in HEERF monies January 2022 to support our faculty in our largest implementation grant to-date (finishing this May). This semester, CALM has been awarded both the Phase 1 and Phase 3 California Community Colleges Chancellor's Office (CCCCO) grants for creating Zero Textbook Cost degree and certificate pathways, an endeavor which will span through 2024 (Phase 2 information has yet to be released).

Expensive textbooks impact all students, but have a particularly devastating effect on our diverse student population. By helping our faculty locate and create affordable textbooks and learning materials we are creating a more equitable, accessible, and inclusive learning environment for all. Through our CALM Canvas course and professional development offerings, the CALM Committee will continue to educate and support faculty in creating affordable and free textbooks and materials to support student success.

The following is a sampling of accomplishments during my time with the CALM Committee:

- Creation of CALM Canvas course training (2022)
- Open Educational Resources Liaison, ASCCC (2019-2022)
- ZTC Degree Equity Champion, CCCOER (2019-2020)
- Presenter and organizer for Palomar College Professional Development offerings (selected):
 - CALMing Updates and Conversations (2021)
 - CALM Grant FAQs (2021)
 - Leading Textbook Affordability (2019)
 - Invisible and Visible Barriers: Equity and OER (2019)
 - Increasing Student Access and Academic Freedom (2019)
 - OER for Math: Discussion with Math Faculty (2019)
 - Becoming a CALM Instructor: Discovering, Evaluating, and Implementing Open Educational Resources for your class (advanced workshop) (2018)
- Invited panelist:
 - NCHEA #textbookbroke: How Faculty Took Back Control of Their Course Material Workshop (2018)
 - NCHEA Open Educational Resources Conference (2017)
 - ASCCC Fall Open Educational Resources (OER) South Regional Workshop (2017)

Thank you for your time and consideration.

Sincerely,

Anastasia Zavodny

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|--------------------------|-------------------|---|---|
| April 17 2023 | | | |
| | | | |
| Senator LAST name | FIRST name | Accreditation Steering Reassign Time | SLO Co-Coordinator Reassign Time |
| Bagaglio | Melissa | Adam Meehan | Shelbi Hathaway |
| Dalrymple | Will | | |
| Doyle Bauer | Alexandra | | |
| Falcone | Kelly | Adam Meehan | Shelbi Hathaway |
| Faulkner | Molly | Adam Meehan | Shelbi Hathaway |
| Fererro | Jenny | Adam Meehan | Shelbi Hathaway |
| Hathaway | Shelbi | Alex Cuatok | Shelbi Hathaway |
| Hiro | Erin | Alex Cuatok | Shelbi Hathaway |
| Jarvinen | Jason | | |
| Hamilton Lawsor | Lawrence | Alex Cuatok | Shelbi Hathaway |
| Marshall | Leigh | | |
| Maunu | Leanne | | |
| Mudgett | Ben | Adam Meehan | Shelbi Hathaway |
| Mufson | Michael | I choose neither | Shelbi Hathaway |
| Nelson | Scott | Adam Meehan | Mark Bealo |
| Nelson | Wendy | | |
| Pearson | Elizabeth | Adam Meehan | Shelbi Hathaway |
| Siminski | Nicole | Alex Cuatok | Shelbi Hathaway |
| Vafaei | Alyssa | Alex Cuatok | Shelbi Hathaway |
| Villa Fdez de Cas | Elena | Adam Meehan | Shelbi Hathaway |
| Zavodny | Anastasia | Alex Cuatok | Shelbi Hathaway |
| <i>(ASG) De La Cruz</i> | <i>Kimberly</i> | <i>Alex Cuatok</i> | <i>Mark Bealo</i> |



GOVERNANCE STRUCTURE GROUP REQUEST

| | | | | | | | |
|--|----------------|----------|--|----------------------------|---------------------|--|-------------------|
| Request submitted by: Erin C. Feld | | | | Date: March 9, 2023 | | | |
| Proposed Name of Requested Group: Equitable Placement and Completion Committee | | | | | | | |
| | Council | X | Committee | | Subcommittee | | Task Force |
| Action Requested: add the Director, Occupational & Noncredit Programs to the Committee | | | Add: add the Director, Occupational & Noncredit Programs to the Committee | | Delete | | Change |
| <p>Role: The Equitable Placement and Completion Committee will review, research, improve, and implement all facets pertaining to AB 705 and AB 1705 (aka Equitable Placement and Completion) at Palomar College.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> Promote discussion, understanding, and analysis of AB 705, AB 1705, and AB 1805 compliance and their impact. Evaluate ongoing research connected to Equitable Placement and Completion, including disaggregated student success data in English, math, and ESL courses. Research, identify, and recommend best practices for pedagogy and other opportunities to meet the needs of underserved students as pertains to Equitable Placement and Completion. There will be a focus on support to assist students in completing math and English in the first year and ESL in the first three years. Identify and recommend non-curricular support activities for disproportionately impacted and underprepared students. Review, plan, and suggest updates to all communication to students regarding Equitable Placement and Completion. This includes advising information, website information, text messaging, Canvas messaging, onboarding (application, placement, orientation, etc.), etc. Provide analysis and recommendations to the Equity, Education, and Student Success Council (EESSC) to include in the Equity Plan. <p>Products:</p> <ul style="list-style-type: none"> Increase awareness of and involvement in students' instructional and non-curricular needs in relation to Equitable Placement and Completion. Provide recommendations to EESSC regarding the Student Equity Plan's ability to fund and support Equitable Placement and Completion related activities for faculty, staff, and students. Implement solutions related to Equitable Placement and Completion implementation and operational issues. Advise Student Services regarding a campus-wide communication plan to disseminate Equitable Placement and Completion information to students that is clear, consistent, thorough, and accurate. | | | | | | | |
| Reporting Relationship: Faculty Senate and the Equity, Education, and Student Success Council (EESSC) | | | | | | | |
| Meeting Schedule: Second Thursday of the month from 2:30 p.m. to 4:00 p.m. | | | | | | | |

Chair: Faculty member elected by the committee

Members

- 4 Faculty members from Literature & Languages, with at least: 1 representative from English, 1 representative from Reading, and 1 representative from ESL, appointed by Faculty Senate
- 3 Faculty members from Math, appointed by Faculty Senate
- 1 Faculty, at-large, appointed by Faculty Senate
- 1 Faculty, DRC, appointed by Faculty Senate
- 1 Faculty, Counseling, appointed by Faculty Senate
- 1 Classified from either Tutoring or Assessment, appointed by CCE
- 1 Dean from EITHER Literature & Languages OR Math, Sciences, & Engineering, appointed by Vice President, Instruction
- Senior Director of Enrollment Services, or designee
- Senior Director of Research & Planning, or designee
- Manager, Palomar Promise and College Access Programs
- Director, Occupational & Noncredit Programs



EXHIBIT 4

SERVICE LEARNING

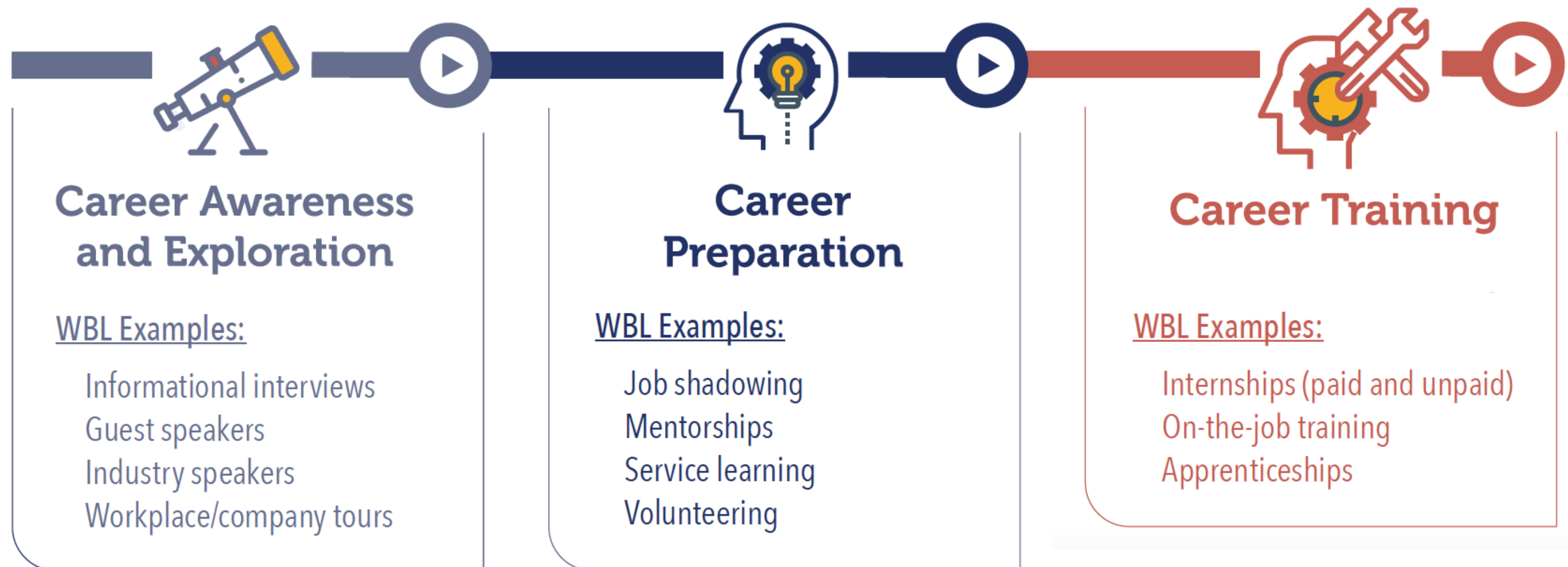
April 17, 2023

FACULTY COORDINATOR: GINA WILSON

COORDINATOR: DR. ANGELA KONG

WORK-BASED LEARNING

Definition: Work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience.



WHY IS SERVICE LEARNING IMPORTANT?

SERVICE LEARNING REPORT

Success & Retention Rates
Fall 2015 – Summer 2019

| | Non-Service Learning | Service Learning (Optional) | Service Learning (Required) |
|--|----------------------|--------------------------------|--------------------------------|
| <i>African American</i> Success Rate Retention Rate | 50.4% 66.7% | 92.3% 100% | 100% 100% |
| <i>Hispanic</i> Success Rate Retention Rate | 60.3% 79.5% | 95.4% 100% | 93.2% 99.3% |
| <i>First Generation</i> Success Rate Retention Rate | 61.5% 78.3% | 97% 100% | 94.7% 99.7% |
| <i>Foster Youth</i> Success Rate Retention Rate | 60.8 % 75.9% | 91.7% 100% | 98.3 % 100% |

Success Rate is defined as students who earned a grade C or better.

Retention Rate is defined as students who completed the course without a Withdrawal.

GUIDED PATHWAYS GRANT REGIONAL STRONG WORKFORCE PROGRAM EQUITY GRANT CIVIC ENGAGEMENT GRANT

FACULTY STIPENDS

CANVAS COURSE

SERVICE LEARNING GRADUATION CORDS

SERVICE LEARNING GRADUATION STOLES

GAS CARDS

BUS/TROLLEY PASSES

SERVICE LEARNING FACULTY COHORT



WORKSHOP SESSIONS



SYLLABUS BUILDING



IMPLEMENTATION

1ST & 2ND FACULTY COHORT

Douglas Angulo (Art)

Rosie Antonecchia (Counseling)

Marcelino Castillo (ESL)

Marquesa Cook Whearty (Speech Communications)

Cynthia Cordova (Counseling/Puente)

Stephen Crook (Geography)

Sheri Cully (ESL)

Amy Cunningham (Psychology)

April Cunningham (Library)

Kerry Diaz (Child Development)

James Diokno (Anthropology)

Karen Donovan (Nursing)

Michael Dudley (Psychology)

Halle Elbling (Nutrition)

LeAnne Farmer (Health/Kinesiology)

Francisco Garcia (Chicana/o Studies)

Sonia Gutierrez (English/Puente)

Tracy Hardin (English)

Alan Leschusza Aquallo (American Indian Studies)

Monique Lineback (Nursing)

Paulino Mendoza (Spanish)

Josephine More (Business Administration)

Kathleen Nelson (English)

Tina-Marie Parker (ESL)

Lillian Payn (Graphic Communications)

Shannon Rodrigue (Psychology)

Marian Spaid-Ross (Sociology)

Martha Velasco (World Languages)

Michael Wright (Design & Manufacturing Technology)

FALL 2022 - SPRING 2023 SERVICE LEARNING

203+

students

27

faculty

127

service sites

6,070+

hours



Approximately 203 students worked with 27 professors to complete almost 6,000+ service learning hours at 127 sites.

Faculty Volunteering with Students

ESL 92 SERVICE LEARNING PROJECT



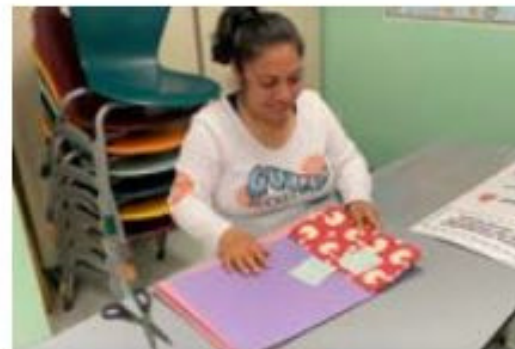
Febe-offers-strawberries-to-people



Febe& Yazmin-work-together



Alejandro-organizing-papers



Febe-begins-drawing-&-cutting-lay-outs



Yazmine-cuts-out-laminates-for-teachers



Julieta-and-Febe-work-together-to-draw-&-cut-lesson-plans-for-teachers



Yazmin-organizes-and-cuts-laminates-for-teachers

CHILD DEVELOPMENT SERVICE LEARNING PROJECT



HYBRID
SERVICE LEARNING
AWARDS RECEPTION

**MAY
16
2023**

6pm - 7pm

Join us at MD 157
or [https://palomar-
edu.zoom.us/j/91449792204s](https://palomar-edu.zoom.us/j/91449792204s)



EMAIL: SERVICELEARNING@PALOMAR.EDU

**SAVE
THE
DATE**

LEARN MORE.



Website: <https://www.palomar.edu/servicelearning/>

Email: servicelearning@palomar.edu



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

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held on April 22, 2023, in Anaheim, CA.

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

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| *1.02 S23 Adopt the 2023–2026 ASCCC Strategic Directions | 7 |
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| *13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper | 25 |
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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 resolutions¹ 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 01.05² 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;

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/10PwvOLbRqlyPoF-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 Plan⁵ 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 Directions⁷ 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

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 events⁸” 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 events 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**

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 country⁹ 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 life¹² and civic engagement;¹³

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.nacweb.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 resolved¹⁶ 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 petition¹⁷ 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

¹⁴ California State University History Council, March 2023:

<https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhclLdSfx7EJzQ/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/1g4oOog8W9z9B6BsXKp1C998GV7Zxvw-/edit?usp=sharing&oid=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 §66406.9²¹ 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 §66406.9²² 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

¹⁸ California State University History Council, March 2023: <https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhclLdSfx7EJzQ/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 §59402²⁴ 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 (Katra, as of February 17, 2023), if amended to replace “course materials” with “instructional materials” to ensure that definitions within California Education Code §66406.9²⁵ 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;

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 §51023.7²⁹ and §51023.5³⁰ 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;

²⁸Education Code §70902(b)(7):

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article.

²⁹California Code of Regulations, title 5 §51023.7:

[https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

³⁰ California Code of Regulations, title 5 §51023.5:

[https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=1](https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1).

³¹ “Participating Effectively in District and College Governance” (2020). Academic Senate for California Colleges.

https://AcademicSenateforCaliforniaCommunityColleges.org/sites/default/files/Participating_Effectively_200503.pdf.

³² AB 1275 (Arambula): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202302040AB1275.

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

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 inequity³⁷ 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

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.cccco.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 Probation³⁸ 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 disproportionately 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

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](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) codes⁴²;

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 action⁴³ 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**

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 practices⁴⁶; and

Whereas, rubrics and tools have been created to scrutinize teaching materials faculty produce, such as the Peralta Online Equity Rubric⁴⁷—"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 tool⁴⁸ and the Academic Senate For California Community Colleges OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Audit Framework⁴⁹ for faculty to review their own curriculum;

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/1611614397014/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.AcademicSenateforCaliforniaCommunityColleges.org/sites/default/files/CCC DEI-in-Curriculum Model Principles and Practices June 2022.pdf](https://www.AcademicSenateforCaliforniaCommunityColleges.org/sites/default/files/CCC%20DEI-in-Curriculum%20Model%20Principles%20and%20Practices%20June%202022.pdf).

⁴⁹ OERI IDEA Audit framework: <https://AcademicSenateforCaliforniaCommunityColleges-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 CCCCCO.

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:

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://AcademicSenateforCaliforniaCommunityColleges.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 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

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;

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 recognized⁵⁷;

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

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 504⁶³ and 508⁶⁴ 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

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-%2003.17.23.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 freedom⁶⁹;

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 Tenure⁷¹ 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;

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 definition⁷² 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

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

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 §41301⁷⁵ and the California Community Colleges Chancellor's Office Legal Opinions 07-12⁷⁶ and 95-31⁷⁷ 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

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

GOVERNANCE STRUCTURE GROUP REQUEST

| | | | | | | | |
|---|----------------|-------------------------------------|------------------|-------------------------------|---------------------|--|-------------------|
| Request submitted by: Anastasia Zavodny /Wendy Nelson | | | | Date: November 8, 2021 | | | |
| Proposed Name of Requested Group: Instructional Program Review and Planning | | | | | | | |
| | Council | <input checked="" type="checkbox"/> | Committee | | Subcommittee | | Task Force |
| Action Requested: | | <input checked="" type="checkbox"/> | Add | | Delete | | Change |
| Role: To review, summarize, and provide feedback on instructional Program Review and Planning forms and make funding recommendations. | | | | | | | |
| Products <ul style="list-style-type: none"> • Program Review and Planning summaries and recommendations of overall instructional resource needs • Recommendations for global needs for Instruction, as determined from PRP analysis • Continuing revisions to the PRP form for Instructional programs | | | | | | | |
| Reporting Relationship: Joint: Faculty Senate and Equity, Education & Student Success Council | | | | | | | |
| <ul style="list-style-type: none"> • Meeting Schedule: As needed, or as called | | | | | | | |
| Co-Chair: Vice President, Instruction and Faculty Senate President | | | | | | | |
| Members: <ul style="list-style-type: none"> • 4 Faculty (appointed by Senate) • 4 EESSC members (with 2 from faculty members of EESSC) • Vice President, Instruction Curriculum Co-Chair IRP representative | | | | | | | |

Approved by Faculty Senate:
Approved by EESSC: