

Draft Resolutions for ASCCC Area Meetings 2021

3.0 DIVERSITY AND EQUITY

3.01 S21 Include Cultural Competence in Faculty Evaluations

Whereas, The California Community Colleges Chancellor's Office *EEO & Diversity Best Practices Handbook* calls for the incorporation of diversity considerations in the criteria for employee evaluation and tenure review, and other voices, such as the 2020 Student Senate for California Community Colleges' *DEI/Anti-Racism Plan* and the California Community Colleges *Vision for Success Diversity, Equity, and Inclusion Integration Plan*, echo this call by proposing the inclusion of cultural competency and diversity-focused criteria in faculty evaluations;

Whereas, While processes and criteria for faculty evaluations are normally included in local bargaining agreements and thus fall directly under the purview of faculty unions, evaluations are also connected to professional development policies and therefore fall under the purview of academic senates under Title 5 §53200, and this connection is further established by Education Code §§87610.1(a) and 87663 (f), which require that faculty bargaining agents consult with their academic senates regarding the negotiation of evaluation processes;

Whereas, Because of the diverse nature of communities, student populations, and local needs throughout the California Community Colleges system, any guidance or requirement regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations should be broad enough to allow for local implementation and respect for local processes while still remaining meaningful and effective; and

Whereas, Because faculty evaluations are an aspect of academic senate purview, and because the Academic Senate for California Community Colleges has expressed its commitment to cultivating and promoting cultural competence in all aspects of faculty work, faculty should be leaders in any discussion and development of guidance or potential regulatory or statutory requirements regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with their union counterparts to explore the negotiation of cultural competence and diversity-focused criteria into faculty evaluation processes; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of Title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes.

Contact: Sharon Sampson, Standards and Practices Committee

5.0 BUDGET AND FINANCE

5.01 S21 Support for Additional Guided Pathways Funding

Whereas, The California Community Colleges system in 2018 took a systemic approach to institutional redesign through the implementation of a guided pathways framework that was supported by a \$150 Million California Community Colleges Guided Pathways Grant [Award] Program;

Whereas, California community colleges have locally implemented guided pathways elements such as success teams, program maps, curricular redesign and holistic student support that require structural and policy augmentation to make available the resources and personnel needed to focus on the whole student, meeting the students "where they are";

Whereas, The Academic Senate for California Community Colleges has been integral in supporting guided pathways efforts around the areas of academic and professional matters, including curriculum, professional development, educational programs, program review, and student preparation and success; and

Whereas, The development and implementation of a guided pathways framework necessitates systemic change that requires at least ten years for full sustainability, which allows for inquiry, implementation, assessment, and evaluation;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for continuing funding for colleges to support the guided pathways framework for an additional five years in order to allow colleges to continue to implement the framework and time to plan for long term sustainably; and

Resolved, That the Academic Senate for California Community Colleges continue to take a strong role in supporting local colleges and academic senates in the design and implementation of guided pathways frameworks and advocate for identified funding to continue its leadership role.

Contact: Jeffrey Hernandez, Guided Pathways Task Force

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S21 Revisiting the 50% Law and the FON

Whereas, California Education Code §84362, also known as the 50% Law, designates a minimum of 50% of a college's general fund budget for direct instruction, but the current definition of instruction under the 50% law does not include support faculty such as counselors, librarians, tutorial coordinators, and any other faculty not actively in a classroom, and thus the 50% law becomes a fiscal and structural barrier to student support;

Whereas, The faculty obligation number, colloquially called the FON, sets a minimum number of full-time faculty to be employed by each college, but the FON is based on an antiquated formula and does not recognize some essential faculty groups such as noncredit faculty;

Whereas, In 2016 a workgroup of stakeholders¹, consisting of both faculty and administrators, commissioned by the California Community Colleges Chancellor's Office came together to explore issues with the 50% Law and the FON and presented recommendations for revisions titled "The 50% Law and the Faculty Obligation Number: A Proposal," finding that instructional practices have changed and have become a shared activity between instruction and support with an increasing focus on services that actively support student success, and that proposal was updated in 2019 with "The 50% Law and the Faculty Obligation Number: An Updated Proposal"²; and

Whereas, The workgroup affirmed the essential role of the 50% Law but called for a redefinition of the expenses considered to be instructional in nature to include costs that directly impact "instruction and learning," including the following:

¹ <https://www.asccc.org/content/50-law-and-faculty-obligation-number-proposal>

² [The 50% law and the Faculty Obligation Number: An Updated Proposal](#)

- faculty working outside of the classroom but playing a direction role in the education of students;
- faculty who provide educational services directly to students;
- governance activities that directly impact the education of students; and
- professional activities that pertain to curriculum;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revisit the recommendations from the 2016 "The 50% Law and the Faculty Obligation Number: A Proposal" and the 2019 update and advocate for revisions of Education Code §84362, also called the 50% Law, and the faculty obligation number while ensuring that all relevant faculty voices are included in the revision efforts.

Contact: David Morse, Resolutions Committee

6.02 S21 Support AB 417 (McCarty, 2021) as of February 16, 2021

Whereas, Current and formerly incarcerated students face significant barriers in pursuing their educational goals, especially in higher education, due to restricted access to educational opportunities, instruction, materials, and services stemming from legal policies and financial limitations; and

Whereas, The Academic Senate for California Community Colleges has numerous positions supporting the provision of equitable educational opportunities and support services for current and formerly incarcerated students³;

Resolved, That the Academic Senate for California Community Colleges support AB 417 (McCarty, 2021) – *Rising Scholars Network: justice-involved students*⁴ as of February 16, 2021.

Contact:

6.03 S21 Support AB 421 (Ward, 2021) as of February 16, 2021

Whereas, The Academic Senate for California Community Colleges (ASCCC) recommends in the position paper *Noncredit Instruction: Opportunity and Challenge*⁵ that the ASCCC should work with the California Community Colleges Chancellor's Office to revise regulations and *the Student Attendance Accounting Manual* to provide noncredit attendance accounting options in addition to positive attendance in a manner similar to those available for credit courses;

Whereas, AB 1727 (Weber, 2019), which was vetoed on October 19, 2019 due to funding concerns and reintroduced as AB 421 (Ward, 2021) on February 4, 2021, would create parity between the funding methods for credit and noncredit courses that already have parity in enrollment and scheduling⁶; and

Whereas, The ASCCC has numerous positions supporting the equalization of noncredit funding and curriculum with that of credit curriculum⁷;

³ Resolutions: [F19 3.06](#), [S17 5.01](#), [S17 7.02](#), [S17 17.02](#)

⁴ AB 417 (McCarty, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB417

⁵ See Recommendations to the Board of Governors: <https://www.asccc.org/papers/noncredit-instruction-opportunity-and-challenge-0>

⁶ ASCCC Rostrum article, *Changes Ahead for Noncredit?*, C. Rutan

⁷ Resolutions: [F20 13.02](#), [S19 9.02](#), [F18 9.02](#)

Resolved, That the Academic Senate for California Community Colleges support AB 421 Career Development and College Preparation Courses (Ward, 2021)⁸ as of February 16, 2021.

Contact:

8.0 COUNSELING

8.01 S21 Counseling Faculty, Student Success, and Transfer

Whereas, Counseling faculty play an integral role in facilitating student preparation and success by providing appropriate and necessary support programs and services that not only help students find their educational pathways but also stay on their educational pathways, helping to fulfill two of the four pillars of the guided pathways frameworks as referenced in the California Community Colleges Chancellor's Office *Vision for Success*⁹, which is vital to ensuring that students are able to meet their goals;

Whereas, Librarians, faculty coordinators, and other faculty who work outside of classroom instruction likewise play essential roles in promoting student success and helping students to achieve their goals;

Whereas, During times of economic recession, programs such as counseling and support services often experience heavy decreases in funding because they are not considered instructional programs under California Education Code §84362, also known as the 50% Law: and

Whereas, Goal 2 in the California Community Colleges Chancellor's Office *Vision for Success*¹⁰ is to "Over 5 years, increase by 35 percent the number of CCC student's system-wide transferring annually to a UC or CSU," and counselors and other non-classroom faculty are fundamental to supporting student transfer;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for additional funding to support the essential role of counselors and other student support faculty; and

Resolved, That the Academic Senate for California Community Colleges provide resources and support for local academic senates in advocating for sustaining and increasing faculty counseling positions.

Contact: David Morse, Resolutions Committee

9.0 CURRICULUM

9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs

Whereas, The passage of AB1460, which has driven the California State University to create an "Area F" in Ethnic Studies that can be fulfilled with the completion of a "lower-level" course, will have a significant impact on all 116 California community colleges in that students may fulfill this requirement through transferable courses from ethnic studies disciplines;

Whereas, The California State University has made clear that courses used to fulfill this requirement must align with the core competencies for ethnic studies as delineated by the CSU system, and for the CCCs this

⁸ AB 421 (Ward, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB421

⁹ https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

¹⁰ https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

alignment is best achieved by offering courses through established ethnic studies programs with ethnic studies prefixes;

Whereas, Less than half of the 116 colleges in the California Community Colleges system currently have ethnic studies programs or offer courses with ethnic studies prefixes, leading to an overall sense of unpreparedness and confusion over which and how courses from the CCCs will serve to fulfill this new requirement; and

Whereas, Because of the Academic Senate for California Community Colleges' leadership position as a statewide voice for faculty and senates and its focus on representing the faculty voice and making recommendations on statewide matters, the ASCCC can help to provide direction as the CCCs prepare for this new requirement;

Resolved, That the Academic Senate for California Community Colleges develop and make available a set of resources for local academic senates to assist in establishing ethnic studies-based programs and prefixes at their respective colleges in order to facilitate the transfer and articulation process between the California community colleges and the California State University in regard to the new ethnic studies requirements.

Contact: Ted Blake, TASSC Committee

9.02 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies or Cultural Awareness Competencies

Whereas, California Community Colleges are modifying and developing curriculum to address AB 1460 in accordance with the CSU definition of Ethnic Studies and to maximize and frame curriculum for student success through an equity-minded lens in support of the Chancellor's Vision for Success and Call to Action;

Whereas, California Community Colleges have developed different, local approaches to ethnic studies and cultural awareness curriculum that include elements found in the CSU definition of Ethnic Studies as well as elements intended to keep the fidelity and integrity of the well-established Ethnic Studies discipline in community colleges; and

Whereas, California Community Colleges need further guidance to develop local Ethnic Studies courses in such a way to support students to meet both transfer and local degree requirements and to matriculate students who demonstrate awareness of and appreciation of the diversity of cultural works, practices, and beliefs leading to ethical, responsible, and equity-minded participation in society;

Resolved, That the Academic Senate for California Community Colleges work with Ethnic Studies faculty and faculty from related disciplines to develop a rubric and other professional development materials that help colleges ensure proper course requirements and alignment for community college courses proposed to meet the CSU area F Ethnic Studies; and

Resolved, That the Academic Senate for California Community Colleges work with Ethnic Studies faculty and faculty from related disciplines to develop a rubric and other professional development materials to provide

guidance regarding curriculum elements, such as core competencies and learning outcomes, for community colleges who wish to establish a local ethnic studies or cultural awareness competency for their local associate degree that aligns student educational outcomes with legislation and regulation.

Contact: Randy Beach, ASCCC Curriculum Committee

10.0 DISCIPLINES LIST

10.01 S21 Disciplines List—Film and Media 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 film and media studies discipline:

Master's degree in Film/Cinema and Media Studies, Film, Television, and Media Studies,
Drama/Theater, Mass Communication

OR

Bachelor's degree in any of the above

AND

Master's degree in Visual Studies, Media Studies, English, or Communication

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 film and media studies.

Contact: Sharon Sampson, Standards & Practices Committee

10.02 S21 Disciplines List—Digital Fabrication Technology

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

2 years professional experience

AND

Any bachelor's degree or higher

OR

6 years of professional experience

AND

Any associate's degree; 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 digital fabrication technology.

Contact: Angela Echeverri, Standards & Practices Committee

12.0 FACULTY DEVELOPMENT

Whereas, Resolution 19.02 F12 directed the Academic Senate for California Community Colleges to update the 2000 paper *Faculty Development: A Senate Issue* in order to support local senates and help faculty respond to an ever changing educational and economic climate.

Resolved, That the Academic Senate for California Community colleges adopt and disseminate broadly the paper *Faculty Professional Development: An Academic Senate Obligation to Ensuring Equity-Minded Praxis*.

Contact: Educational Policies Committee

18.0 MATRICULATION

18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply

Authors: TASSC Committee

Whereas, In 2011-2012, as a means of improving the application process for California's community colleges, the CCC Chancellor's Office, in conjunction with the CCC Tech Centers, launched CCC Apply in order to establish a common online application;

Whereas, Since its launch, CCC Apply has helped over ten million students apply for admission to one of the CCCs 115 community colleges, showing that this software has a strong demand and can help prospective students overcome challenges in completing the application process;

Whereas, Various issues have arisen since the launch of CCC Apply that have led to changes as well as legislation (AB3101) to improve CCC Apply; and

Whereas, Faculty often work with students to help them complete their online applications through CCC Apply and thus have a wealth of experience that can be utilized to improve the system:

Resolved, That the Academic Senate for California Community Colleges request consistent updates from the California Community Colleges Chancellor's Office as technical changes are made to CCC Apply and communicate those updates during Area meetings;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to collect and consider data and information from faculty regarding issues related to CCC Apply while the process of improvement is ongoing.

Contact: Ted Blake, TASSC Committee

20. STUDENTS

20.01 S21 Enabling Preferred Name and Pronoun across Campus and all Digital Environment

Whereas, The Academic Senate for California Community Colleges has advocated for inclusive college campuses through resolutions, rostrum articles¹¹ and presentations;

Whereas, A 2019 report by the Gay and Lesbian Straight Education Network (GLSEN), a nationally recognized resource for collecting data on school climate for LGBTQ+ students, revealed that 6 out of 10 LGBTQ+ students felt unsafe at school because of their sexual orientation and 4 out of 10 because of their gender expression¹²;

Whereas, The GLSEN survey further stated that students were less likely to experience anti LGBTQ+ discrimination in their schools if they were allowed to use the name and or pronoun of their choice¹³; and

Whereas, The Academic Senate for California Community Colleges approved a resolution in 2019 that urges local academic senates to request their colleges enable the Canvas name preferred option for students, but the resolution does not cover classroom rosters or other digital environments¹⁴;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges and districts to enable preferred names and pronouns in all campus and digital environments; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates with resources and professional development opportunities on creating inclusive and supportive campuses for all students.

Contact:

21. CAREER TECHNICAL EDUCATION

21.01 S21 Collaborate with Regional Consortia

Whereas, The California community colleges' career technical education (CTE) mission and programs are monitored and supported by seven macro regional consortia whose members are comprised of representatives from every college within each of these regions, and each of these regional consortia exists as a separate entity operating under a separate grant with its own operating bylaws and practices;

Whereas, The California community colleges' career technical education mission and programs are closely connected to industry and are supported by the sector and regional directors; and

Whereas, The regional consortia and the sector and regional directors also provide a significant variety of regional leadership activities and regional community building among key stakeholders, including faculty, other public agency representatives and business and industry representatives, but the consistency of faculty representative consultation and input varies across the regions;

Resolved, That the Academic Senate for California Community Colleges collaborate with the regional consortia and the state and regional directors to empower and engage regional faculty leaders by working with the faculty leaders on regional boards, providing professional learning for CTE faculty, sharing and developing new and emerging curriculum, and discussing how to streamline curriculum processes to move at the speed of industry and business so that students can be prepared for the jobs of tomorrow.

¹¹ <https://www.asccc.org/content/lgbt-campus-climate-survey-%E2%80%93-eye-opening-experience>

¹² <https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf>

¹³ <https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf>

¹⁴ <https://www.asccc.org/resolutions/enable-canvas-name-preference-option>

Contact: Christy Coobatis, CTELC member