

1.0 ACADEMIC SENATE

***1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership**

Whereas, The Chancellor's Office Management Information System Datamart for fall of 2019 indicates that 69.6% of faculty in the California Community College system are part-time faculty, yet the most recent Local Senates survey completed in 2017 by the Academic Senate for California Community Colleges indicates that only 64 colleges of the 116 California community colleges responded that they have part-time faculty serving as local senators;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions and papers supporting part-time faculty and the importance of their voice in effective governance;

Whereas, The Academic Senate for California Community Colleges' Bylaws, Article IV, Section 2 includes eligibility for part-time faculty to run for an Executive Committee position (i.e., Board of Directors), yet few part-time faculty have served; and

Whereas, in the last few years, approximately 26% of the total applicants interested in serving on statewide committees have been part-time faculty, yet only 15-17% of the appointments to Academic Senate for California Community Colleges' standing committees have been part-time faculty;

Resolved, That the Academic Senate for California Community Colleges develop a resource (e.g., toolkit or paper) identifying effective practices and providing recommendations to assist colleges and local academic senates in creating and communicating equitable policies and various leadership opportunities for part-time faculty; and

Resolved, That the Academic Senate for California Community Colleges widely communicate (e.g., through listservs and Senate website) and encourage statewide leadership opportunities available to part-time faculty and bring the aforementioned resource to the Fall 2021 Plenary Session for adoption.

Contact: Steven Chang, Part-time Committee

3.0 DIVERSITY AND EQUITY

***3.03 F20 Adopt Anti-Racism Education Paper**

Whereas, The Academic Senate for California Community Colleges adopted Resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges;

Whereas, Recognizing the national history of discriminatory laws and history of racial diversification and equity efforts in the California Community Colleges system informs current faculty diversification and anti-racism efforts; and

Whereas, Applying tenets of anti-racism as well as principles for anti-racism professional development is critical for recognizing and dismantling racist structures and for building inclusive cultures within our colleges;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled *Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development* and electronically disseminate the paper to local academic senates upon its adoption.

Contact: ASCCC Executive Committee

4.0 ARTICULATION AND TRANSFER

***4.1 F20 Adopt the paper Effective and Equitable Transfer Practices in the California Community Colleges**

Whereas, Resolution 4.01 S18 directed the Academic Senate for California Community Colleges to “develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Effective and Equitable Transfer Practices in the California Community Colleges* and disseminate the paper to local academic senates upon its adoption.

Contact: Lorraine Levy, Transfer, Articulation, and Student Services Committee

6.0 STATE AND LEGISLATIVE ISSUES

***6.01 F20 Oppose Legislated Curriculum**

Whereas, Curriculum, especially curriculum that leads to the expansion of required courses and units, should be driven by faculty to meet the educational needs of the community it serves with consideration of transfer opportunities and the capacity to hire faculty in disciplines that could be required due to the legislation;

Whereas, Title 5, Division 6 of the California Code of Regulations, established by the California Community Colleges Board of Governors and including curricular requirements for the California Community Colleges, has the strength of law;

Whereas, The California Community Colleges Board of Governors Standing Orders section 332 requires that “the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter”; and

Whereas, Efforts to write California community colleges' curriculum into legislation have the potential to supersede collegial consultation and the primacy of academic senates in curriculum recommendations;

Resolved, That the Academic Senate for California Community Colleges assert that curricular requirements for the California Community College system reside in Title 5, Division 6 of the California Code of Regulations and not in California Education Code; and

Resolved, That the Academic Senate for California Community Colleges oppose legislation that dictates curriculum for the California community colleges in such a manner as to exclude the role of academic senates in curriculum and program development.

Contact: Christopher Howerton, Legislative and Advocacy Committee

9.0 CURRICULUM

***9.02 F20 Bolster the Ethnic Studies Requirement**

Whereas, The Academic Senate for California Community Colleges recognizes and embraces the vital role that ethnic studies curriculum plays in all levels of education;

Whereas, Title 5 §55063(b)(2) requires that “ethnic studies will be offered in at least one of the areas required by subdivision (1) [which outlines associate degree general education requirements],” and many colleges have a separate ethnic studies graduation requirement;

Whereas, The Academic Senate for California Community Colleges is deeply appreciative of the recognition by the legislature that ethnic studies is a crucial element in the education of California's community college students, is committed to the principles of equity and diversity, and believes that relegation of those concepts to a single course or single discipline limits the ability for a college to evaluate all aspects of curricular design and college structures through an equity lens; and

Whereas, Community colleges' demographics, student populations, and transfer requirements for surrounding institutions to which students frequently seek transfer differ;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes and recommend that the California Code of Regulations, Title 5 §55063 be updated to a stronger, more inclusive, and more robust ethnic studies requirement that provides options for students to meet various transfer or associate degree requirements.

Contact: Eric Wada, Legislative and Advocacy Committee

10.0 DISCIPLINES LIST

10.02 F20 Adopt the Revised and Updated Paper *Equivalence to the Minimum Qualifications

Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The 2016 Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications* concludes that “Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning,” and at some districts equivalence is seldom or never granted or is framed in a manner that discourages applicants who might demonstrate equivalence from applying despite the mention of equivalence in California Education Code § 87359; and

Whereas, The Career Technical Education Faculty Minimum Qualifications Toolkit (2019) provides means to document equivalence to the associate’s degree and is intended “to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates”;

Resolved, That the Academic Senate for California Community Colleges adopt the revised and updated paper *Equivalence to the Minimum Qualifications*, which now clarifies that equivalence is not only legally permissible but necessary to broadening hiring pools as a means of promoting faculty diversification, and disseminate the paper to local academic senates upon its adoption.

Contact: Eric Thompson, Standards & Practices Committee

17.0 LOCAL SENATES

***17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures**

Whereas, The funding to support institutional transformation as codified by the California Community Colleges Guided Pathways [Award] Program is coming to an end, with the final allocation of the remaining 10% in July 2021;

Whereas, The work of establishing and improving a college’s guided pathways framework is integral with all institution-wide work;

Whereas, The integration of the college guided pathways framework with college practices and processes in areas such as governance, workflow, and responsibilities requires thoughtful, proactive planning that is institution-wide, and

Whereas, Key elements for institutional change through a guided pathways framework are academic and professional matters as provided for in Title 5 §53200 and fall under the purview of the local academic senate;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work within their local processes to infuse, expand, and integrate guided pathways efforts into institutional structures and practices; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources on topics such as but not limited to creating integration plans, sharing successful strategies, and identifying challenges.

Contact: Jeffrey Hernandez, Guided Pathways Task Force

18.0 MATRICULATION

***18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways**

Whereas, All placement methods, including the California Community Colleges Chancellor's Office "default placement rules," must be evaluated regularly for efficacy and bias; and

Whereas, Substantial shifts in placement, enrollment, and successful completion have been experienced as a result of both full AB 705 (Irwin, 2017) implementation and COVID-19 pandemic challenges; and

Whereas, Local governing boards are to consult collegially with local academic senates on all academic and professional matters, and in particular curriculum, degree and certificate requirements, grading policies, program development, and standards or policies regarding student preparation and success (Title 5 §53200), which are integral to determining student placement protocols that provides students with the best chance of success; and

Whereas, The Guided Pathways Task Force report *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways* identified key data elements associated with placement data that indicated areas for a more in-depth and collaborative analysis;

Resolved, That the Academic Senate for California Community Colleges encourage, support, and assist local academic senates in collaboration with their college research professionals to create evaluation plans that examine throughput, student success, persistence, retention, unsuccessful course attempts, and completion with a goal of optimizing student success and addressing inequities and achievement gaps among disproportionately impacted or marginalized student groups; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the spring 2022 plenary session.

Contact: Lance Heard, Guided Pathways Task Force

19.0 PROFESSIONAL STANDARDS

***19.1 F20 Adopt the Paper Protecting the Future of Academic Freedom in a Time of Great Change**

Whereas, Resolution 01.03 F18 directed the Academic Senate for California Community Colleges “to provide guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Protecting the Future of Academic Freedom in a Time of Great Change* and disseminate the paper to local academic senates upon its adoption.

Contact: Wendy Brill-Wynkoop, Educational Policy Committee