

Resolutions Submitted for ASCCC Executive Committee Review
October 6, 2021

Listing of Resolutions Titles:

1. Resources for Racial Justice and Critical Race Theory
2. Equity in Science, Technology, Engineering, and Math (STEM)
3. Support for Mental Health Awareness and Trauma Informed Teaching and Learning
4. Develop Statewide Recommendation for Low-Cost Definition
5. Zero Means Zero
6. Transfer Pathway Guarantees
7. System-Level Zero-Textbook-Cost Resources
8. HyFlex Modality Accounting and Apportionment
9. Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to COR Requirements in Title 5
10. Update *Baccalaureate Degree Handbook*
11. Adopt “The Role of Faculty in Tutoring and Learning Centers” Paper
12. Faculty Responsibility for Confirming Course Resource Accuracy
13. Adopt the ICAS ESL Report: 2020 Update
14. Adopt the updated *Periodic Review of the Academic Senate for California Community Colleges*
15. Local Senate Policies Regarding Textbook Adoption
16. Support Diversity, Equity, and Inclusion Focused Hiring Practices

1. Resources for Racial Justice and Critical Race Theory

Whereas, Racial justice practices have been called for in 2020 by the Academic Senate for California Community Colleges, California Community College Chancellor's Office, and the Student Senate for California Community Colleges to address systemic racism;

Whereas, Critical race theory is an academic concept established in the 1970s in Critical Legal Studies by legal scholars who were interested in assessing the outcomes of civil rights laws on our society and the role that racism continues to play in our everyday actions and which has since informed other disciplines by providing a theoretical framework through a racial justice and equity-minded lens;

Whereas, Since its introduction in academia, critical race theory, as a theoretical practice of critique, has played an essential role in challenging the Eurocentric foundations in academia as well as encouraging dialogue and actions to address systemwide inequities at our colleges; and

Whereas, By exercising their right to academic freedom, faculty have been able to introduce critical race theory, critical thinking in teaching and learning, and other racial and social justice focused theories-to-practice that have served to diversify and rethink college curriculums with the intentional goal of providing students with a more accurate and comprehensive understanding of the how race and racism permeates all aspects of society.

Resolved, That the Academic Senate for California Community Colleges create a resource and tools to provide faculty and colleges with the definition and importance of critical race theory in antiracist education, teaching, and learning; and

Resolved, That by fall of 2022, the Academic Senate for California Community Colleges provide a declaration of support for the right of California community college faculty to utilize critical race theory as well as other theories relevant to their discipline and to recognize critical race theory as a well-established school of thought and racial justice framework.

Contact: Juan Arzola, Equity and Diversity Action Committee

2. Equity in Science, Technology, Engineering, and Math (STEM)

Whereas, The Academic Senate for California Community Colleges has published the paper “Equity Driven Systems” that calls for equity-minded practitioners;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions supporting the success of students in math; and

Whereas, Data and research (1) supports the effectiveness of equity-minded and culturally relevant practices in science, technology, engineering, and math, yet California community colleges data continues to show the opportunity gap in student success in STEM areas;

Resolved, That the Academic Senate for California Community Colleges write a paper focused on optimizing student success through models of equity-minded teaching and learning practices in STEM online and traditional course modalities and present it to the body by the spring 2023 plenary session.

Contact: Roberto Rubalcaba, Equity and Diversity Action Committee

(1) Hammond, Zaretta (2015). *Culturally Responsive Teaching and the Brain*. Corwin.

3. Support for Mental Health Awareness and Trauma Informed Teaching and Learning

Whereas, The Academic Senate for California Community Colleges has adopted resolution 06.04 in spring of 2016, which urged “local senates to advocate for the improvement of and access to mental health services at their local campuses” and “support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;”

Whereas, The global pandemic starting in 2020 and continuing into 2021 has exacerbated and increased the need for mental health awareness, support, and education; and

Whereas, Both students and educators may experience stress and trauma^{1, 2} as a result of the pandemic and other traumatic experiences and teachers may experience the effects of vicarious trauma; and

Whereas, Both students and educators may be survivors of various Adverse Childhood Experiences and as a result may be more likely to experience depressive symptoms, ADHD symptoms, tobacco use, alcohol use, marijuana use, consumption of 0 >= 4 c /day fruits & vegetables, sleep issues, and obesity.³

¹ <https://www.edsurge.com/news/2020-04-07-teachers-are-anxious-and-overwhelmed-they-need-sel-now-more-than-ever>

² <https://nebhe.org/journal/trauma-in-the-time-of-coronavirus-and-beyond-a-nejhe-qa-with-karen-gross/>

³ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5948167/>

Resolved, That the Academic Senate for the California Community Colleges develop resources identifying effective practices for ACEs awareness including screening, resources and referral sources by Fall 2022;

Resolved, That the Academic Senate for California Community Colleges develop resources identifying effective practices for mental health awareness and trauma-informed teaching and learning and present the strategies to local academic senates by Fall 2022; and

Resolved, That the Academic Senate for California Community Colleges continue legislative advocacy for the funding of mental health services, support, and professional development on trauma-informed teaching and learning.

Contact: Leslie Shull, Equity and Diversity Action Committee

4. Develop Statewide Recommendation for Low-Cost Definition

Whereas, The Academic Senate for California Community Colleges supports efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students and encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials (Fall 2017, Resolution 13.01);

Whereas, Recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9), some colleges and districts have implemented a low-cost designation with the definition of low-cost not being readily available or varying between less than \$30.00 to less than \$50.00;

Whereas, Efforts to mark course sections as zero-cost or low-cost should be informed by students' perspectives since the designations are intended to inform students of the financial burden of a given course section; and

Whereas, Students may register for courses at more than one college, and differing different definitions of low-cost at different institutions can be confusing and even misleading for students.

Resolved, That the Academic Senate for California Community Colleges work with the Student Senate for California Community Colleges to identify a recommended definition of "low-cost" to be considered for adoption throughout the California Community Colleges system.

Contact: Michelle Pilati, OERI Committee

5. Zero Means Zero

Whereas, Zero-Textbook-Cost (ZTC) refers to instances in which textbooks are available to students at no cost, and California Education Code §66406.9 requires that California community colleges “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials,” providing a mechanism for marking course sections that are zero-textbook-cost;

Whereas, California Education Code §78052, which originally established a zero-textbook-cost degree grant program in the California Community Colleges system, states that “‘Zero-textbook-cost degrees’ means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies,” and the California Community Colleges Chancellor’s Office has recommended that future ZTC funds should “ensure the ZTC programs and courses are truly zero cost to the students by eliminating hidden costs” (Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCCO 2020);

Whereas, The 2021 revisions to California Education Code §78052 redefine “zero-textbook-cost degrees” to allow for “low-cost” to be recognized as “zero” in ill-defined instances, stating, “For purposes of this paragraph, ‘zero-textbook-cost degrees’ may include a low-cost degree option if a no-cost equivalent option is not available or cannot be developed”; and

Whereas, While open educational resources (OER) provide a mechanism to reduce or eliminate costs for instructional materials and textbooks, in some instances eliminating costs using OER is not possible because instructional resources require the use of such works as photographs, literature, and other materials that are under copyright;

Resolved, That the Academic Senate for California Community Colleges work to further communicate that zero-textbook-cost has a clear and specific meaning by affirming California Education Code’s original definition of zero-textbook-cost that refers to “courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies,” and recognize that a variety of approaches can be used to bring course costs for students to zero, including college library subscriptions, purchasing access to copyrighted resources, and purchasing print resources;

Resolved, That the Academic Senate for California Community Colleges recognize open educational resources as the preferred and most sustainable mechanism for eliminating course costs but acknowledge that instances will arise in which eliminating costs is not possible;

Resolved, That the Academic Senate for California Community Colleges assert that while open educational resources can reduce or eliminate instructional materials and textbook costs, resources should be dedicated to convening discipline faculty to determine the most sustainable mechanisms for reducing the costs of course resources; and

Resolved, That the Academic Senate for California Community Colleges encourage the use of approaches that significantly reduce course resource costs such that course sections with a low-cost can obtain zero-textbook-cost status by virtue of the cost being absorbed by the college, district, or the state.

Contact: Michelle Pilati, OERI Committee

6. Transfer Pathway Guarantees

Whereas, AB 928 (Berman, 2021)⁴, the Student Transfer Achievement Reform Act of 2021 aimed to further streamline and make the transfer process easier for students to navigate but does not address the crucial need for additional spaces for transfer students to the California State University or University of California, especially for students to transfer to institutions in or near their community college service area;

Whereas, The Academic Senate for California Community Colleges (ASCCC) has a long history of supporting transfer opportunities and streamlined processes⁵, and has approved *Transfer in the Higher Education System* to be an area of focus of the ASCCC for 2021-22;

Whereas, The Intersegmental Committee of Academic Senates is considering transfer⁶ to be a prioritized component of their work for 2021-22; and

Whereas, The *Vision for Success*⁷ goals for transfer and equity are unattainable unless additional spaces for transfer students are assured;

Resolved, That the Academic Senate for California Community Colleges work with practitioners within and among the California Community College, the California State University, and the University of California systems to build transfer guarantees that will increase the number of spaces for community college students transferring to the California State University or the University of California, especially for students to transfer to institutions in or near their community college service area.

Contact: Jeffrey Hernandez, Legislative and Advocacy Committee

⁴ AB 928 (Berman, 2021):

https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202120220AB928

⁵ ASCCC Resolution 15.01 F17 Aligning Transfer Pathways for the California State University and University of California Systems: <https://asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems>; and

ASCCC Paper *Effective and Equitable Transfer Practices in the California Community Colleges*: https://asccc.org/sites/default/files/asccc_position_paper_transfer_practices_210525_media.pdf

⁶ As of September 2021

⁷ Vision for Success goals: <https://www.cccco.edu/About-Us/Vision-for-Success/vision-goals>

7. System-Level Zero-Textbook-Cost Resources

Whereas, The legislative intent of California Education Code §78052 is “that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs”;

Whereas, California Education Code §78052 requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented,” “ensure compliance with the federal Americans with Disabilities Act (Public Law 104-197) and the federal Copyright Act of 1976 (Public Law 94-553),” “develop and implement a degree that other community college districts can use or adapt,” and “ensure faculty shall have flexibility to update and customize degree content as necessary within the parameters of this program”;

Whereas, The option to update and customize course content is only available when course resources are openly licensed; and

Whereas, Accessibility and licensing concerns may be barriers to resource adoption, curation, and development;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts.

Contact: Michelle Pilati, OERI Committee

8. HyFlex Modality Accounting and Apportionment

Whereas, Hybrid Flexible, also referred to as “HyFlex,” is an instructional modality-that combines face-to-face and online learning, where class sessions and activities are offered in person, synchronously online, and asynchronously online, and where students have the flexibility of choosing any of these modalities in the same course during the same term;

Whereas, colleges are implementing, with increased use, HyFlex in various manifestations that offer students varying amounts of flexibility during the COVID-19 Pandemic, yet there is not a clear systemwide definition of, or coding for, HyFlex instruction;

Whereas, in order to assess the effectiveness of this modality and its impact on equity metrics, coding designations are needed for both local and statewide assessment; and

Whereas, an apportionment designation is necessary for the HyFlex modality in order to properly anticipate and support colleges' investment in the technological setup as well as faculty professional development for successful and equitable use of this multi-modal instruction;

Resolved, that the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office to establish a working definition and description of the modality as well as designated coding for HyFlex; and

Resolved, that the Academic Senate for California Community Colleges advocate for statewide discussions with appropriate system faculty, administrators, and student constituent groups on a defined apportionment model for HyFlex modality.

Contact: ASCCC Online Education Committee

9. Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to COR Requirements in Title 5

Whereas, The Course Outline of Record (COR) is at the center of local curricular process; its required elements have been outlined in Title 5 including Section 55002 and the application of those requirements is detailed in the Program for Course and Approval Handbook (PCAH);

Whereas the elements of the COR need to be integrated so each reinforces the purpose of the other elements and obvious relationships should be built between course objectives, methods of instruction, assignments, and methods of evaluation.⁸;

Whereas, the California Community College Chancellor's Office (CCCCO) through its Call to Action calls for campuses to "create an action plan to create inclusive classrooms and anti-racism curriculum," including calling for faculty to "evaluate all courses for diversity of representation and culturally-relevant content";⁹

Whereas, The Academic Senate for California Community Colleges (ASCCC) through its mission, planning documents, webinars, and events have committed to promoting culturally responsive curriculum in the California Community College system including resolution [3.04 Spring 2020](#) which directs the ASCCC to "develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies";¹⁰

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellors Office to revise Title 5 including section 55002 titled "Standards and Criteria for Courses" to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellors Office to include in future PCAH updates guidance and multiple examples of how to infuse cultural responsiveness, equity mindedness and anti-racism in the COR.

⁸ [The Course Outline of Record: A Curriculum Guide Revisited](#)

⁹ [CCCCO Call to Action](#)

¹⁰ Resolution [3.04 Spring 2020](#)

Contact: ASCCC Curriculum Committee

10. Update *Baccalaureate Degree Handbook*

Whereas, Title 5 §55009 established that the Chancellor’s Office “shall prepare and maintain a handbook detailing requirements for district baccalaureate degree pilot programs established pursuant to Education Code Section 78041,” and that the handbook “shall include, but not be limited to, requirements related to admissions, curriculum, student services, and financial aid,” much of which are academic and professional matters; and

Whereas, The first version of the *Baccalaureate Degree Pilot Program Handbook* was developed by stakeholders, including the Academic Senate for California Community Colleges, and approved by the Board of Governors in 2016 in response to SB 850 (Block, 2014), which authorized the Board of Governors to establish a statewide pilot baccalaureate degree program at not more than 15 pilot colleges, and from which pilot designation has since been removed; and

Whereas, Baccalaureate programs in the California community colleges regularly operate according to the standards included in the *Baccalaureate Degree Pilot Program Handbook*, yet the handbook has not been updated since its initial approval;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and baccalaureate degree colleges to update the *Baccalaureate Degree Handbook*.

Contact: Transfer, Articulation, and Student Services Committee (TASSC)

11. Adopt “The Role of Faculty in Tutoring and Learning Centers” Paper

Whereas, In Fall 2019, the Academic Senate for California Community Colleges adopted Resolution [16.01 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the Role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators](#), which recognized the evolution of the field of learning assistance since prior learning assistance center and tutoring resolutions; and

Whereas, Faculty leaders of learning centers have contributed their expertise in collaboration with the 2020-2021 Transfer, Articulation, and Student Success Committee, resulting the draft paper titled “The Role of Faculty in Tutoring and Learning Centers in the Community College”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “The Role of Faculty in Tutoring and Learning Centers in the Community College” and disseminate the paper to local academic senates upon its adoption.

Contact: Transfer, Articulation, and Student Services Committee (TASSC)

12. Faculty Responsibility for Confirming Course Resource Accuracy

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations Title 5 §59404);

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore (Resolution 20.02 F20); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate and ensure that their textbook and class resource information is clear and accurate.

Contact: Michelle Pilati, OERI Committee

13. Adopt the ICAS ESL Report: 2020 Update

Whereas, English language learners (ELLs) represent an important demographic served across the three segments of higher education in California;

Whereas, The complexities in addressing the needs of ELLs in California public higher education remain unchanged in the last fifteen years, and recent statewide legislation along with national and international developments have rendered the landscape even more precarious for ESL instruction and support services;

Whereas, Faculty, intersegmental groups, and professional organizations are concerned with and seeking to prioritize meeting the specific needs of ELL students; and

Whereas, Legislators and local and statewide governmental entities may benefit from a greater understanding of ELL students and ESL instruction needs in colleges and

universities to support intersegmental communication and coordination for ELL student success;

Resolved, That the Academic Senate for California Community Colleges adopt the Intersegmental Committee of Academic Senates (ICAS) ESL Task Force Report: A 2020 Update; and

Resolved, That the Academic Senate for California Community Colleges work with segment partners to advocate and support the recommendations in the ESL Task Force Report: A 2020 Update in order to provide ELL students equitable access to educational opportunities and pathways.

Contact: ASCCC Executive Committee

14. Adopt the updated *Periodic Review of the Academic Senate for California Community Colleges*

Whereas, In spring 2013 the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the ASCCC, through [Resolution S13 1.02](#), to develop a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability;

Whereas, The purpose of the periodic review is to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its services and operations in order to meet its stated goals, and to improve its policies and procedures; and

Whereas, In following a process of self-review and improvement, and in response to the Periodic Review Reports of [2016-17](#) and [2020-21](#), the Academic Senate for California Community Colleges (ASCCC) formed a Periodic Review Process Committee to review and update the Periodic Review process; and

Whereas, In spring 2014 the first set of guidelines and process documents for the Periodic Review were adopted through [Resolution S14 1.02](#), and have been updated for consideration by the delegates of the Academic Senate for California Community Colleges[1];

Resolved, That the Academic Senate for California Community Colleges adopt the updated *Periodic Review of the Academic Senate for California Community Colleges*.

Contact: Executive Committee

[1] *Periodic Review of the Academic Senate for California Community Colleges* for consideration

15. Local Senate Policies Regarding Textbook Adoption

Whereas, Faculty have both the academic freedom to select the course materials they deem most appropriate (Resolution 19.01 F04) and the responsibility to consider the cost burden

as they do so (Title 5, § 59404);

Whereas, Provisions of the Higher Education Opportunity Act require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule used for preregistration and registration purposes”;

Whereas, California Education Code §66406.9 requires the California community colleges to “clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions”; and

Whereas, Students who register for a course and act on the available course information, purchasing a nonreturnable text or choosing a section that is identified as no-cost or low-cost, should not be negatively impacted in the event that the instructor of record changes;

Resolved, That the Academic Senate for California for Community Colleges provide guidance to local senates in developing policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources by Fall of 2022; and

Resolved, That the Academic Senate for California for Community Colleges encourage local senates to adopt policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources.

Contact: Michelle Pilati, OERI Committee

16. Support Diversity, Equity, and Inclusion Focused Hiring Practices

Whereas, faculty must meet two minimum qualifications for employment at California Community Colleges: a discipline-specific qualification aligned with minimum discipline standards set in the Minimum Qualifications for Faculty and Administrators in the California Community Colleges and “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students” (CA Ed Code §87360(a)); yet current screening and selection practices at most colleges focus solely on the discipline-specific minimum qualification; and

Whereas, Academic Senate for California Community Colleges delegates passed Resolution [12.01](#) (Fall 2015), which acknowledged that hiring faculty who have a sensitivity and understanding of diverse students positively impacts student success, consistent with research included in the Chancellor’s Office Diversity, Equity, and Inclusion Task Force [Literature Review on Faculty, Staff, and Student Diversity](#) (2019) and [Report](#) (2020);

Whereas, Strategies in the [Recommendations from the Vision for Success Diversity, Equity, and Inclusion Task Force](#) call for implementation of innovative and hiring and outreach practices focused on diversity, revised procedures that address diversity, equity, and inclusion to reduce bias in the hiring process, and inclusion of cross functional staff in hiring and screening committees; and

Whereas, at its August 12-14, 2021 [meeting](#), the Executive Committee of the Academic Senate for California Community Colleges took action to support the Association of Chief Human Resource Officers (ACHRO) Screening and Selection Recommendations (July 23, 2021 version) for innovative hiring practices focused on diversity, developed in collaboration with associations represented on the Vision for Success Diversity, Equity, and Inclusion Workgroup, including trustees, chief executive officers (CEOs), chief instructional officers (CIOs), chief student services officers (CSSOs), chief business officers (CBOs), and the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges endorse the ACHRO [draft Screening and Selection Process Recommendations](#); and

Resolved, That the Academic Senate for California Community Colleges commit to continued partnership with ACHRO and other associations for the implementation of the actions included in the Screening and Selection Recommendations and the DEI Implementation Workgroup recommendations and development of professional development resources to support local senate implementation efforts.

NOTE: Link to current ACHRO version (should be on website soon) or attach PDF of documents from 10/1 CCCT group meeting (backup plan)

Contact: INFO NEEDED