

Resolutions Submitted for ASCCC Executive Committee Review (Updated)
March 4-5, 2021

Listing of Resolutions Titles for Review:

1. Ensuring Adequate Online Education Support for CCC Faculty and Student
2. Increase Part-Time Faculty Representation and Communication
3. Develop and Publish an IDEAA Liaison Handbook
4. Cultural Humility Driving IDEAA Work
5. Disciplines List— Asian American Studies
6. Disciplines List— Native American/American Indian Studies
7. Disciplines List— Nanotechnology
8. Public Access for Virtual Resource Center Materials
9. [Adopt the Periodic Review Rubric and Report Template](#)
10. Defining and Guidance for Cross-Listing Courses
11. Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID alignment
12. Adopt the “DEI In Curriculum Model Principles and Practices” Framework
13. Request Funding for Mental Health Resources, Services, and Professional Development
14. Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (as of [date])
15. Ensure the Sustainability of the Zero-Textbook-Cost Degree Program
16. Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost (ZTC) Certificates and Degrees
17. Oppose Reliance on Commercial Textbook Publishers to Achieve Zero Textbook Cost
18. Establish ASCCC Rising Scholars Faculty Advisory Committee
19. Establish Rising Scholars Faculty Liaisons
20. Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Development
21. A Faculty Responsibility for Equitable, Accessible Learning Environments

1. Ensuring Adequate Online Education Support for CCC Faculty and Students

Whereas, the COVID pandemic forced a quick pivot, within weeks after California Governor Newsom's March 19, 2020 *Stay At Home Order*, of most of California's community colleges' course offerings from in-person to online teaching and learning;

Whereas, most of this online teaching and learning necessitated faculty and students quickly learning how to use and navigate learning management systems (LMS) and other online educational tools and services for course delivery and engagement;

Whereas, the California Community Colleges' Chancellor's Office responded by November 2, 2020¹ to the sudden systemwide shift to online teaching and learning, by providing all California Community Colleges funding support until June 30, 2021 for the following array of online learning tools: Canvas LMS, Canvas Studio, Pisces Online Tutoring Platform, Zoom, Labster virtual science lab platform, NetTutor online tutoring service, as well as special pricing for California community colleges to access/purchase the following services: SmarterServices online readiness assessment; Urkund and Turnitin online plagiarism and student integrity services; Proctorio online proctoring service; Pronto online student engagement service; Esri geographic information system; Grackledocs accessibility for Google G-Suite; Adobe digital and electronic signature platform; TimelyMD Telehealth services; OptimumHQ contact tracing software; Cranium Café online student services platform; and Uber Eats food aid distribution platform; and

Whereas, the impact of this sudden and dramatic increase of online learning tools on local college campuses, even beyond the Chancellor's Office June 30, 2021 funding support deadline, has created a very high demand for local campus online education support services and staff to assist faculty, staff, students, and administrators in the adoption, setup, and use, including the troubleshooting, of these online tools;

Resolved, that the Academic Senate for California Community Colleges survey local Academic Senates about online education tools that their campus uses, online education support their campus provides, and whether there is equitable access to and use of online education support across all faculty and student groups; and

Resolved, that the Academic Senate for California Community Colleges urges all local colleges and districts to work collaboratively with their local Academic Senates and online education support areas to identify and mitigate equity gaps regarding online education support access and delivery to faculty and students, and that online education support areas receive adequate support from their local colleges in order to provide services needed by students and faculty; and

Resolved, that the Academic Senate for California Community Colleges acknowledges and greatly appreciates all California Community College online education and course design

¹ <https://www.cccco.edu/-/media/CCCO-Website/Files/DII/nov022020-ongoing-digital-resources-support-memo-dii-v2.pdf?la=en&hash=E284243BE2321D09DC590BF69D1C85BC47EC003A>

support professionals for all the ways in which they have supported faculty and students, especially during the COVID pandemic and the unprecedented demand that created for online education support services.

Contact: ASCCC Online Education Committee

2. Increase Part-Time Faculty Representation and Communication

Whereas, Part-time faculty comprise the majority of the faculty on every community college campus and are vital to the success and retention of students throughout the California Community College system, and that the representation of part-time faculty is crucial for the Academic Senate for California Community Colleges and California Community College Chancellor's Office to fulfill their respective missions;

Whereas, Although the Academic Senate for California Community Colleges continues to encourage local academic senates to include part-time faculty participation in governance, professional development, committee service, and other leadership opportunities and yet support for the participation of part-time faculty varies widely and is generally insufficient;

Whereas, The Academic Senate for California Community Colleges appoints part-time faculty to numerous initiatives, workgroups, committees, and task forces to ensure their voices are represented, but it is often difficult to retain part-time faculty involvement throughout the academic year; and

Whereas, Information pertinent to teaching and learning which impact the roles and responsibilities of part-time faculty may not always be disseminated to all local colleges and districts;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a faculty member to act as a part-time faculty liaison to serve as a conduit and facilitator whose primary role is to increase communication around academic and professional matters (10+1) among their local faculty, their local academic senate, and the Academic Senate for California Community Colleges.

Contact: ASCCC Part-Time Faculty Committee

3. Develop and Publish an IDEAA Liaison Handbook

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity, accessibility, and anti-racism (IDEAA) work—including through the CCCCO Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps

and to align with the California Community College Chancellor's Office inclusion of accessibility (the acronym and terms used by the Chancellor's Office is DEIA²);

Whereas, In June of 2020, the President of the Academic Senate for California Community Colleges, in the Call for Action, challenged system faculty to Support Infusing Anti-Racism/No Hate Education in Community Colleges and "to put these words into practice";

Whereas, the Faculty of California Community College passed Resolution 03.02 Spring 2021 recommending that local academic senates to establish a local Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Liaison because "[i]nformation related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti-racism liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty"; and

Whereas, currently, information related to inclusion, diversity, equity, accessibility, and anti-racism can be found in various locations on the Academic Senate for California Community Colleges website creating an unnecessary barrier to needed resources for IDEAA liaisons and other interested faculty;

Resolved, That the Academic Senate for California Community Colleges develop and publish an IDEAA Liaison Handbook.

Contact: Muhamed Sharif-Idiris, Equity and Diversity Action Committee

4. Cultural Humility Driving IDEAA Work

Whereas, Resolution 03.01 Spring 2014 directed "the Academic Senate for California Community Colleges [to] engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates";

Whereas, Resolution 03.01 Spring 2014 directed "the Academic Senate for California Community Colleges [to] report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates";

Whereas, Cultural competence, as an epistemological and ontological concept, reifies approaches that fail to recognize that the only constant of culture is that it is constantly changing, which, in turn, demands that our understanding and appreciation of culture must constantly evolve and progress; and

² DEIA, used by the California Community College Chancellor's Office, is *diversity, equity, inclusion, and accessibility*.

Whereas, Cultural humility, as an epistemological and ontological concept, offers approaches that align with inclusion, diversity, equity, accessibility, and antiracist (IDEAA) work that the Academic Senate for the California Community Colleges has been engaged in;

Resolved, That the Academic Senate for California Community Colleges recognize that cultural humility, as an epistemological and ontological concept, inform professional training at its annual Executive Committee orientation; and

Resolved, That the Academic Senate for California Community Colleges make available the Cultural Humility Tool³ and respective resources as a model for local senates to develop their own cultural humility action plan that will guide and/or enhance the IDEAA efforts engaged in by local senates and the Academic Senate for California Community Colleges.

Contact: Nadia Khan, Equity and Diversity Action Committee

5. Disciplines List: Asian American 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 Asian American Studies:

Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American 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 Asian American Studies.

Contact: ASCCC Standards & Practices Committee

6. Disciplines List: Native American/American Indian 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 addition of the Native American/American Indian Studies:

³ Add link to tool here.

Master's degree in Native American/American Indian studies OR a master's in Ethnic Studies and bachelor's degree in Native American/American Indian 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 Native American/American Indian Studies.

Contact: ASCCC Standards & Practices Committee

7. Disciplines List: Nanotechnology

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 Nanotechnology:

Master of Science Degree in a STEM-related field, such as Chemistry, Physics, Biochemistry, or Engineering and a minimum of two years teaching nanotechnology courses in a college/university or two years of industry work experience as a leading scientist/engineer on a nanotechnology project; 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 Nanotechnology.

Contact: ASCCC Standards & Practices Committee

8. Public Access for Vision Resource Center Materials

Whereas, The California Community Colleges have taken a national lead on transforming educational systems through Inclusion, Equity, Diversity and Anti-Racism creating a repository of supporting materials;

Whereas, The California Community Colleges Chancellor's Office (CCCCO) has collected documents, PowerPoints, trainings, webinars, and other resources in the Vision Resource Center (VRC) that are used across the system for professional development; and

Whereas, Current access to the VRC is restricted by password authentication that requires a current email with a .edu address that restricts access of materials to retired faculty, industry partners, some students, and the general public;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office to establish an option for public access to the material in the Vision Resource Center.

Contact: ASCCC Executive Committee

9. Adopt the Periodic Review Rubric and Report Template

Whereas, In fall 2021 the Academic Senate for California Community Colleges adopted the Periodic Review of the Academic Senate for California Community Colleges⁴ through Resolution [F21 01.01](#) Adopt the updated Periodic Review of the Academic Senate for California Community Colleges which required the ASCCC to:

- a. Following the approval of this document through the ASCCC resolution process (for consideration Fall 2021), the ASCCC will form a workgroup to create the Periodic Review Criteria Template and Rubric:
- b. A version to be completed by the ASCCC and
- c. A version to be completed by the PRC.
- d. The templates and rubrics will be considered through the resolution process by the delegates of the ASCCC at the next Plenary Session (Spring 2022); and

Whereas, The Academic Senate for California Community Colleges Executive Committee formed a work group and created the required documents in the Periodic Review Rubric and Report Template⁵ for consideration by the delegates at the Spring Plenary Session 2022;

Resolved, That the Academic Senate for California Community Colleges adopt the Periodic Review Rubric and Report Template⁶.

Contact: ASCCC Executive Committee

⁴ Click on Resources: <https://www.asccc.org/directory/periodic-review-committee> to find *Periodic Review of the ASCCC document*

⁵

<https://asccc.org/sites/default/files/VI.%20A.%20i.%20%281%29%20Periodic%20Review%20Rubric%20and%20Report%20Template%202-15-22.pdf>

⁶ Add link to document

10. Defining and Guidance for Cross-Listing Courses

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

Whereas the submission criteria for CSU GE Area F allows “courses without ethnic studies prefixes” to be submitted for Area F “if cross-listed with a course with an ethnic studies prefix”^{7, 8} but the processes should maintain the integrity of the discipline and instruction; and

Whereas, there is a lack of system guidance on the definition and appropriate practice of cross-listing sufficient to guide colleges on course development and submission;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise the Program and Course Approval Handbook to include a definition of cross-listing and guidance for its implementation; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to include in future publications, webinars, and other resources guidance and multiple examples of how and when to appropriately cross-list courses.

Contact: Sarah Harris, ASCCC Curriculum Committee

11. Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment

Whereas, AB705 was passed in 2017 and discouraged the placement of students into pre-transfer intermediate algebra and encouraged placing students directly into transfer-level math based on multiple measures data;

Whereas, With the implementation of AB705, the scheduling of pre-transfer math courses, such as intermediate algebra, has significantly reduced over the past three years, with some colleges completely eliminating offerings in response to a 2022 required plan from the California Community College Chancellor's Office that asks colleges to justify, with data, the scheduling of pre-transfer math courses;

⁷ https://www.asccc.org/sites/default/files/COR_0.pdf

⁸ <https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/geac/Documents/GE-Reviewers-Guiding-Notes.pdf>

Whereas, California State University and University of California articulation requirements require a prerequisite or corequisite of intermediate algebra skills for the transfer of courses such as biology; and

Whereas, C-ID also recommends prerequisites of intermediate algebra skills for course alignment;

Resolved, that the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office and the Academic Senates of the California State University and University of California to provide guidance for the articulation of courses that require requisites below transfer level math.

Contact: Adrienne Brown, Curriculum Committee

12. Adopt the DEI In Curriculum Model Principles and Practices Framework

Whereas, Resolution 3.04 Fall 2020⁹ directed the “Academic Senate for California Community Colleges [to] develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates”;

Whereas, Curriculum is one of the areas of the Academic Senate for California Community Colleges’ 10+1 purview and that the Academic Senate for California Community College has committed to supporting DEI work through multiple resolutions, approved papers, its mission statements, and role in professional development;

Whereas, The California Community College Curriculum Committee (5C) has produced a resource on DEI in Curriculum Model Principles and Practices that was developed collaboratively with representatives from the Academic Senate for California Community Colleges, Student Senate for California Community Colleges (SSCCC), California Community College Chancellor's office (CCCCO) and representatives from Administrative and Classified constituencies; and

Whereas, the Student Senate for California Community Colleges in their SSCCC Ant-Racism Plan of Action¹⁰ calls for curriculum changes to “Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value”;

Resolved, That the Academic Senate for California Community Colleges adopt the DEI In Curriculum Model Principles and Practices and encourage local senates to use the model to review their curriculum practices; and

⁹ <https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional>

¹⁰ https://ssccc.org/file_download/inline/d0fb70f5-a721-4f61-9815-778806fed3b6

Resolved, That the Academic Senate work with system partners to support the implementation of the DEI in Curriculum Model Principles and Practices through collaborative professional development.

Contact: ASCCC Executive Committee

13. Request Funding for Mental Health Resources, Services, and Professional Development

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted Resolution [F21 03.03](#) Support for Mental Health Awareness and Trauma Informed Teaching and Learning that calls for the ASCCC to continue to support and advocate for funding for mental health resources, services, and professional development on trauma-informed teaching and learning; and

Whereas, The Academic Senate for California Community Colleges adopted Resolution [S16 06.04](#) Mental Health Services 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;”

Resolved, That the Academic Senate for California Community Colleges include a request for funding for mental health resources, services, and professional development on trauma-informed teaching and learning in the California Community Colleges Chancellor’s Office 2023-24 System Budget Proposal; and

Resolved, That the Academic Senate for California Community Colleges support AB1987¹¹ (Salas, 2022, as of date) Postsecondary education: student mental health spending: report and AB 2122¹² (Choi, 2022, as of date) Public postsecondary education: mental health hotlines: student identification cards.

Contact: ASCCC Legislative and Advocacy Committee

14. Support AB 1746¹³ (Medina, 2022, as of date) Student Financial Aid: Cal Grant Reform Act

¹¹ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1987

¹² https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

¹³ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

Whereas, The delegates of the Academic Senate for California Community Colleges adopted Resolution S16 06.01¹⁴ Support Legislation to Increase Cal Grant Awards, as proposed in AB 1721 (Medina, 2016) and AB 1892 (Medina, 2016) at the 2016 Spring Plenary Session;

Whereas, The Academic Senate for California Community Colleges has prioritized Support on Expansion of Cal Grants¹⁵;

Whereas, The Academic Senate for California Community Colleges continues to advocate for increases to Cal Grant awards¹⁶; and

Whereas, AB 1746¹⁷ (Medina, 2022, as of date) Student financial aid: Cal Grant Reform Act would revise the existing Cal Grant Program into a new Cal Grant Program that would revise and recast the provisions establishing and governing the existing Cal Grant Program into a new Cal Grant 2 and Cal Grant 4 program, expand eligibility to be consistent with Pell Grant income eligibility, and include an inflationary increase to community college awards;

Resolved, That the Academic Senate for California Community Colleges support AB 1746¹⁸ (Medina, 2022, as of date) Student financial aid: Cal Grant Reform Act (as of [date]); and

Resolved, That the Academic Senate for California Community Colleges continue to advocate for increases in Cal Grant award amounts in order to help students with funding for the total cost of attendance.

Contact: ASCCC Legislative and Advocacy Committee

15. Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

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” and that the California Community Colleges Chancellor’s Office ensure that “a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students,” a requirement that can only be met for the Zero-Textbook-Cost Degree Program if the implementation of the program is truly statewide and collaborative;

¹⁴ Resolution S16 06.01: <https://asccc.org/resolutions/support-legislation-increase-cal-grant-awards>

¹⁵ ASCCC Position January 2019:

<https://www.asccc.org/sites/default/files/Cal%20Grant%20Letter%20of%20Support%20-%20Jan%2014%202019.pdf>

¹⁶ Rostrum article, *Cal Grant Modernization and the True Cost of College*, April 2021

¹⁷ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

¹⁸ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources are “the preferred and most sustainable mechanism for eliminating course costs” (Resolution 03.05 F21);

Whereas, The Academic Senate for California Community Colleges has requested 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 to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local Zero-Textbook-Cost implementation challenges; and

Whereas, The Academic Senate for California Community Colleges has established mechanisms for convening discipline faculty for the purposes of making curriculum determinations, including systems for ensuring statewide vetting of developed resources;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in California Education Code §78052.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

16. Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost Certificates and Degrees

Whereas, The California Community Colleges Chancellor’s Office, in its 2020 Zero-Textbook-Cost Degree Grant Program Legislative Report, has recommended that future ZTC funding should focus on investment priorities, including efforts to do the following:

- Evaluate existing ZTC programs and courses and incorporate culturally relevant content to contribute to advancing equity in teaching and learning;
- Share and adopt existing quality ZTC program and course materials, especially within the same community college district;
- Develop and curate quality ZTC materials for courses that satisfy general education requirements; and
- Post ZTC program courses on the California Virtual Campus Course Exchange and quickly make ZTC programs and courses available to all California community college students;

Whereas, The Academic Senate for California Community Colleges “recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs” (Resolution 3.05 F21);

Whereas, Resources may only be modified, developed, curated, and freely shared when those

resources are openly licensed, and the Academic Senate for California Community Colleges “encourage[s] the establishment of support structures for OER development that require developed resources to be openly licensed and made available to expand the diversity of OER resources” (Resolution 9.05 S19); and

Whereas, California Education Code §78052 requires that “All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408,” yet no public-facing information is available that delineates how colleges that established ZTC certificates and degrees did so, and the list of ZTC degrees developed reveals duplication of resources and degree pathways (Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCO 2020);

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office to require that all recipients of Zero-Textbook-Cost funds delineate how ZTC status was achieved for all courses in a given pathway in a designated public-facing location and ensure that openly-licensed resources are shared as required by law; and

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor’s Office to support the development of a repository for the sharing of open educational resources used to establish Zero-Textbook-Cost certificates and degrees that can be searched by specific course parameters as defined by faculty.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

17. Oppose Reliance on Commercial Textbook Publishers to Achieve Zero Textbook Cost

Whereas, California Education Code §78052 (a) states that “It is the intent of the Legislature 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,” a goal that can promote student success without impinging on either academic freedom or faculty’s rights to choose appropriate instructional materials;

Whereas, California Education Code §78052 establishes that community college districts that develop and implement zero-textbook-cost degrees shall do the following:

- prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content.
- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.
- develop and implement a degree that other community college districts can use or

adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

Whereas, HEERF funds and similar funding have been used to purchase textbooks for students, an efficient and temporary approach to textbook affordability that does not meet the intent or requirements established in California Education Code §78052; and

Whereas, Governor Gavin Newsom reportedly called textbooks a “racket” during his press conference unveiling his 2021 – 2022 budget proposal, saying he was “committed” to addressing the “usurious costs associated with textbooks,”¹⁹ which emphasizes his interest in seeing the state’s substantial financial commitment to zero-textbook-cost degrees implemented in ways that are consistent with the intent of California Education Code §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

Resolved, That the Academic Senate for California Community Colleges support the stated intent of California Education Code §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty’s right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print; and

Resolved, That the Academic Senate for California Community Colleges oppose the use of mechanisms to achieve zero-textbook-costs that are not sustainable and are inconsistent with the intent of California Education Code §78052.

Contact: Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

18. Establish ASCCC Rising Scholars Faculty Advisory Committee

Whereas, At this time the California Community Colleges (CCC) serve over 15,000 incarcerated students at 35 California Department of Corrections and Rehabilitation (CDCR) site locations, in addition to numerous unique county regions and expects that number to reach over 20,000 students and 1000 FTE within 3 years;

¹⁹ Zinshteyn, Mikhail. (2021, January 13). “Newsom calls textbooks ‘racket,’ proposes money to create free ones.” *CalMatters*. <https://calmatters.org/education/2021/01/newsom-fund-free-textbooks/>.

Whereas, CDCR, county justice centers, and California community colleges are bound by complicated constraints, including laws, contractual agreements, policies, and funding formulas; and policies, procedures, and processes that meet the needs of incarcerated students, faculty, and collegiate support staff serving the incarcerated students and support the needs of the corrections staff under the Memorandum of Understanding (MOU) between the CCC Chancellor's Office and CDCR need to be established to preserve the best interest of both systems while meeting the goals of educating incarcerated students; and

Whereas, All parties, including but not limited to the CCC Chancellor's Office, colleges, ASCCC, SSSCC, and CDCR, must work together to ensure that those working within the colleges and those working within the various facilities, representing the various government (federal, state, and local) agencies and unions, are appropriately relied upon to address incarcerated student needs, curricular and support services, curriculum and program development, transitional (incarcerated to paroled or released) support services, and community college to state university transfer needs, but current faculty representation in academic and professional matters is minimal at best as ASCCC only has two representative seats on the Chancellor's Office Rising Scholars Advisory Committee, and there is no current mechanism for ASCCC to collaborate with, regularly solicit input from, or prepare and provide professional development for faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges establish a Rising Scholars Faculty Advisory Standing Committee, to include faculty teaching in incarcerated education and at least one formerly incarcerated student;

Resolved, That the ASCCC charge the Rising Scholars Faculty Advisory Standing Committee with developing and sustaining a regional professional learning network in the area of prison education utilizing local Academic Senate structures, dedicated to 10+1, and furthering the advancement of local programs and local professional learning in the areas of equity, pedagogy, and community building amongst prison education practitioners, and with advancing the faculty voice in spaces where incarcerated education is discussed and policies or agreements are made, including with the Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and CDCR, so that faculty primacy in academic and professional matters is honored and the education provided to incarcerated students by California community colleges is a model for educating incarcerated students; and

Resolved, that the Academic Senate for California Community Colleges expect members of the ASCCC Rising Scholars Faculty Advisory Standing Committee to disseminate policies, procedures, and MOUs produced by ASCCC, the Rising Scholars Network, the CCC Chancellor's Office, and/or CDCR to their local networks of faculty teaching in incarcerated environments, and share faculty-related concerns, problems, and barriers experienced at the local level to the ASCCC Rising Scholars Faculty Advisory Standing Committee for communication with the Rising Scholars Network, the CCC Chancellor's Office, and/or CDCR; and

Resolved, That the Academic Senate of California Community Colleges request of the Chancellor's Office and California Department of Corrections and Rehabilitation (CDCR) that the Academic Senate for California Community Colleges and the Academic Senate Rising Scholars Faculty Advisory Committee be consulted for MOUs concerning prison education, particularly 10+1 academic and professional matters between CDCR and the Chancellor's Office and, for local MOUs between CDCR and local colleges, with local academic senates.

Contact: Alec Griffin, ASCCC Rising Scholars Mellon Grant Team

19. Establish Rising Scholars Faculty Liaisons

Whereas, Facilitation of teaching and learning in incarcerated environments is a coordinated effort of many entities, including California Department of Corrections and Rehabilitation (CDCR), California Community College (CCC) Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and local jails, and faculty are often excluded from system-level communications specific to Rising Scholars programs;

Whereas, Direct communication to faculty as a critical constituency in incarcerated education is currently missing, and system-level MOU's, standard procedure, and best practices, have been imposed on California Community College faculty without the knowledge of or participation in those processes, and, when top-down policies, procedures, and practices affect the work of faculty working inside of the prisons, 10+1 issues have been ignored;

Whereas, ASCCC and faculty engaged in incarcerated education could both benefit from having a mechanism for direct sharing of information with and for solicitation of input from faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges urge local senates to identify a faculty member teaching engaged in face-to-face college instruction, correspondence instruction, and other distance education modalities instruction inside of prisons to act as a local Rising Scholars liaisons to facilitate communication among Rising Scholars faculty, the local academic senate, and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges be responsible for working collaboratively with these liaisons to ensure communication and opportunities for input on 10+1 issues are met by CDCR, CCC Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and the ASCCC before implementation of those said policies, procedures, and practices; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to request utilization of local Rising Scholars funds to compensate their designated Rising Scholars liaisons.

Contact: Alec Griffin, ASCCC Rising Scholars Mellon Grant Team

20. Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Development

Whereas, AB 417 Rising Scholars Network: justice-involved students (2021, McCarty) charges the Chancellor's Office with establishing the Rising Scholars Network and providing funding to up to 50 community colleges for services in support of justice-involved students;

Whereas, Faculty are integral participants in the education of justice-involved students, and ongoing professional development specific to education in incarcerated environments is critical to ensuring the delivery of high quality instruction within the constructs and opportunities in these environments;

Resolved, That the Academic Senate for California Community Colleges requests of the California Community College Chancellor's Office through the Rising Scholars Network compensation to support ongoing preparation and delivery of statewide faculty professional development and facilitation of a statewide faculty community of practice for incarcerated education; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to advocate for designation of Rising Scholars funds or other monies to support ongoing professional development at the local level for part- and full-time faculty delivering incarcerated instruction, especially in-person.

Contact: Alec Griffin, ASCCC Rising Scholars Mellon Grant Team

21. Faculty Responsibility for Equitable, Accessible Learning Environments

Whereas, Accessibility in the digital learning environment is an essential part of an equitable learning environment;

Whereas, Accessibility in the digital learning environment—or compliance with Section 508 of the Rehabilitation Act—is required for all government-funded institutions including the California Community Colleges;

Whereas, the California Community Colleges' Chancellor's Office [Information and Communication Technology and Instructional Material Accessibility Standard](#)²⁰(2020) says that "ensuring equal access to equally effective instructional materials and ICT [information communication technology] is the responsibility of all CCC administrators, faculty, and staff";

Whereas, faculty should have and maintain full freedom of and purview over their instructional materials and digital learning environments;

Whereas, students deserve to have access to digital learning materials and environments without revealing their disability status as provisioned by Section 508 of the Rehabilitation Act;

Resolved, that the Academic Senate of California Community Colleges encourages faculty to understand the basic differences between Accommodations (as referenced in Section 504 of the Rehabilitation Act) and Accessibility (as referenced in Section 508 of the Rehabilitation Act) as these definitions relate to their responsibility as educators using the digital environment;

Resolved, that the Academic Senate of California Community urges local senates under their 10+1 to make accessibility a campuswide priority, as it relates to faculty agency over their learning environments;

Resolved, that the Academic Senate of California Community encourages faculty to embrace their role as educators to provide accessible learning environments as another tool for closing equity gaps; and

Resolved, that the Academic Senate of California Community work with the California Community Colleges Chancellor's Office and/or other groups to help campuses develop infrastructure to support faculty with professional development, tools, and expert support in the creation of fully accessible learning environments.

Contact: ASCCC Online Education Committee

²⁰ <https://drive.google.com/file/d/1Bss1F09dH4yrc6cCid6zNK0HfLuXV5vp/view>