



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

56th SESSION RESOLUTIONS

Spring Plenary

FOR DEBATE, Saturday April 17, 2021

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on April 17, 2021.

Resolutions Committee 2020-2021

Stephanie Curry, ASCCC North Representative (Chair), Area A

Sam Foster, ASCCC South Representative, Area D

Amber Gillis, Compton Community College, Area C

Annie Corbett, Skyline College, Area B

David Morse, Long Beach City College, Area D

SPRING 2021 VIRTUAL RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning during the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted at Area Meetings are marked with a +.
Resolutions and amendments submitted during open comment period are marked with a #

- *6.01 S21 Revising the 50% Law and the FON
- *6.02 S21 Support AB 417 (McCarty 2021) as of March 8, 2021
- *6.03 S21 Support AB 421 (Ward 2021) as of March 8, 2021
- +*6.05 S21 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses
- #*6.06 S21 Support AB 927 (Medina, 2021) as of April 9, 2021
- #*6.07 S21 Oppose AB 928 (Berman, 2021) as of April 9, 2021
- #*6.08 S21 Oppose AB 1111 (Berman, 2021) as of April 9, 2021
- *8.01 S21 Counseling Faculty, Student Success and Transfer
- +*9.03 S21 Asserting Faculty Primacy in Teaching Modality
- +*9.04 S21 Recommendation to Update Title 5 Language for Section 55070 Credit Certificates
- #*9.08 S21 Support Independent Course Alignment for California Virtual Campus Badging
- #*9.09 S21 Reinstatement of Non-substantive Revision Category for the Program and Course Approval Handbook (PCAH)
- *10.01 S21 Disciplines List--Film and Media Studies
- *10.02 S21 Disciplines List-- Digital Fabrication Technology
- *11.01 S21 Urge the Release of Distance Education Guidelines and Related Compendium of Effective Distance Education Practices
- #*11.03 S21 Advocate for On-Going Funding for the ASCCC Open Educational Resources Initiative
- #*11.04 S21 Title: Ensure Compliance with Required Instructional Materials Regulations
- #*13.02 S21 Enabling Display and Use of Faculty Chosen Name and Pronoun across Campus and all Digital Environments
- *18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply
- #*19.01 S21 Create a Paper on Part-Time Faculty Equity
- *21.01 S21 Collaborate with Regional Consortia
- +*21.02 S21 Prioritizing System Support for the ECE/EDU Education and Human Development Sector

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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 partners 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

#3.01.01 S21 Amend 3.01

Amend the Title

3.01 S21 Include Cultural ~~Competence~~ Humility in Faculty Evaluations

Amend the 3rd Whereas

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 humility ~~competence~~, bias awareness, 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

Amend the 4th Whereas

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 humility ~~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 humility ~~competence~~, bias awareness, and diversity-focused criteria in faculty evaluations;

Amend the 1st Resolved

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

Amend the 2nd Resolved

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 humility ~~competence~~, bias awareness, and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes.

Contact: [Deborah Henry](#), Coastline College

3.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity and anti-racism (IDEA) work—including through the CCCCCO Call to Action, the

DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps;

Whereas, Local academic senates have an integral role in advancing inclusion, diversity, equity, and anti-racism through academic and professional matters; and

Whereas, Information 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;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a faculty member to act as an inclusion, diversity, equity, and anti-racism (IDEA) liaison to facilitate communication among local faculty, the local senate, and the Academic Senate for California Community Colleges.

Contact: [Howard Eskew](#), Relations with Local Senates Committee

+3.03 S21 Denounce Anti-Asian American Pacific Islander (AAPI) Racism

Whereas, The Academic Senate for California Community Colleges’ Inclusivity Statement

recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society;¹

Whereas, The Academic Senate for California Community Colleges has previously affirmed its commitment to systemic equity in numerous resolutions, including Resolution 03.01 “Adopt the “Student Equity: From Dialog and Access to Action” Paper” (2010), Resolution 03.04 “Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges” (2019), Resolution 3.01

¹https://asccc.org/resources/resolutions?field_resolution_number_value=&title=Equity&field_year_tid=All&field_status_code_tid=All&title_1

“Support the Antiracism Pledge” (2020), and Resolution 3.03 “Adopt Antiracism Education Paper” (2020);

Whereas, Several community colleges in the state of California have identified the following core goals:

- To integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically;
- To identify how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups and how these limitations have challenged and continue to challenge society;
- To encourage all members of the educational community to examine assumptions and prejudices, including but not limited to racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees;
- To offer positive and diverse role models in society, including the recruitment, hiring, and promotion of diverse employees in community colleges;
- To coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and health and care needs of diverse population groups;
- To promote a safe and inclusive environment for all;² and

Whereas, Institutions of higher education within California should be places where all faculty and staff members, administrators, and students have the right to study and work in a safe environment free of racism, discrimination, intolerance, and violence, but the outbreak of COVID-19 has been referred to as “Wuhan Virus,” “Kung Flu,” and “Chinese Virus” in public discourse, and this inflammatory rhetoric has stigmatized members of the AAPI communities, exacerbating the racism and violence toward persons of AAPI ancestry and increasing the number of hate crimes and incidents against AAPI individuals³, and the widespread denial of anti-AAPI racism is a real threat to students and employees at all California community colleges;

Resolved, That the Academic Senate for California Community Colleges condemn the oppressive forces of anti-AAPI racism, denounce xenophobia and anti-AAPI sentiment, and urge the documentation and investigation of all reported incidents in order to promote respect and protection of the AAPI community;

Resolved, That the Academic Senate for California Community Colleges create opportunities for faculty to engage in ongoing critical reflections, conversations, and intentional efforts – such as educating from culturally appropriate curriculum – in addressing racial, social, and economic injustices and inequities, especially within AAPI

² Grossmont College Academic Senate’s “A RESOLUTION of the Grossmont College Academic Senate to denounce Anti-Asian American Pacific Islander (AAPI) racism” (attached PDF), approved on March 1, 2021

And De Anza College’s “A RESOLUTION of the De Anza College Academic Senate to Denounce Anti-Asian American Pacific Islander (AAPI) Racism,” approved on March 15, 2021

³ <https://stopaapihate.org/reportsreleases/>

communities, thereby further humanizing AAPI students, faculty, staff members, and administrative colleagues; and

Resolved, That the Academic Senate for California Community Colleges engage in advocacy and collaborative efforts to protect AAPI students, employees, communities, and victims of discrimination and to curb hateful acts related to COVID-19 for other groups, including but not limited to black, latinx, indigenous, muslim, jewish, and LGBTQIA communities and people with accessibility needs and commit to working with campus groups, administration, students, and classified professional colleagues across the system to organize and present local campus and district anti-racism advocacy and education events and efforts.

Contact: [Denise Schulmeyer](#), Grossmont College, Area D

#3.03.01 S21 Amend 3.03

Amend the 4th Whereas

Whereas, ~~Institutions of~~ Higher education at colleges within California should establish places where all faculty and staff members, administrators, and students have the right to study and work in a safe environment free of racism, discrimination, intolerance, and violence, but the outbreak of COVID-19 has been referred to as “Wuhan Virus,” “Kung Flu,” and “Chinese Virus” in public discourse, and this given rise to racist and inflammatory rhetoric in public discourse has meant to stigmatized members of the AAPI communities, exacerbating the racism-microaggressions and violence toward persons of AAPI ancestry and increasing the number of hate crimes and incidents – physical assault, vandalism, coughing and spitting, verbal harassment, shunning or avoidance, and refusal of service – against AAPI individuals persons nationwide⁴, and the widespread denial of anti-AAPI racism is a real threat to students and employees at all California community colleges and the model minority myth by which AAPI persons are deemed self-sufficient and as such requiring neither assistance nor attention, along with the resultant widespread gaslighting of anti-AAPI racism ranging from incidents to violent hate crimes that is occurring nationally is a real threat to students and employees at all California community colleges;

Amend the 2nd Resolved

Resolved, That the Academic Senate for California Community Colleges create opportunities for faculty to engage in ongoing critical reflections, conversations, and intentional efforts – such as educating from culturally appropriate curriculum – in addressing racial, social, and economic injustices and inequities, especially within the AAPI communities, thereby further humanizing our AAPI students, faculty, staff members, and administrative colleagues, and;

⁴ <https://stopaapihate.org/reportsreleases/>

Amend the 3rd Resolved

Resolved, That the Academic Senate for California Community Colleges engage in advocacy and collaborative efforts to protect AAPI students, employees, communities and victims of discrimination ~~and to curb hateful acts related to COVID-19 for other groups, including but not limited to black, latinx, indigenous, muslim, jewish, and LGBTQIA communities and people with accessibility needs~~ and commit to working with campus groups, administration, students, and classified professional colleagues across the system to organize and present local campus and district anti-racism advocacy and education events and efforts.

Contact: [Michael Takeda](#), Fresno City College

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 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 sustainability; 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, implementation, and evaluation of guided pathways frameworks and advocate for identified funding to continue its leadership role.

Contact: [Jeffrey Hernandez](#), Guided Pathways Task Force

#5.01.01 S21 Amend 5.01

Amend the 4th Whereas

Whereas, The development and implementation of a guided pathways framework was interrupted by COVID 19 campus closures and necessitates systemic change that requires at least ten years for full sustainability, which allows for inquiry, implementation, assessment, and evaluation;

Add a 3rd Resolved

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for a one-year extension due to COVID-19 disruptions to spend Guided Pathways funding in order to allow colleges to continue to implement the framework and time to plan for long-term sustainability.

Contact: [Kelly Rivera](#), Mt San Antonio College

6.0 STATE AND LEGISLATIVE ISSUES

***6.01 S21 Revisiting the 50% Law and the Faculty Obligation Number**

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 stakeholders⁵, 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"⁶; 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:

⁵ <https://www.asccc.org/content/50-law-and-faculty-obligation-number-proposal>

⁶ [The 50% law and the Faculty Obligation Number: An Updated Proposal](#)

- faculty working outside of the classroom but playing a directive 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 March 8, 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 students⁷; and

Whereas, The Academic Senate for California Community Colleges has long supported providing educational opportunities and services to current and formerly incarcerated students, as demonstrated by Resolutions [F19 3.06](#), [S17 5.01](#), [S17 7.02](#), [S17 17.02](#) as well as numerous *Rostrum* articles and presentations at ASCCC events;

Resolved, That the Academic Senate for California Community Colleges support AB 417 (McCarty, 2021) – *Rising Scholars Network: justice-involved students*⁸ as of March 8, 2021.

Contact: [Adrienne C. Brown](#), Legislative and Advocacy Committee

***6.03 S21 Support AB 421 (Ward, 2021) as of March 8, 2021**

Whereas, The Academic Senate for California Community Colleges recommends in the position paper *Noncredit Instruction: Opportunity and Challenge*⁹ that the ASCCC should work with the California Community Colleges Chancellor’s Office to revise

⁷ Resolutions [F19 3.06](#), [S17 5.01](#), [S17 7.02](#), [S17 17.02](#)

⁸ AB 417 (McCarty, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB417

⁹ See Recommendations to the Board of Governors: <https://www.asccc.org/papers/noncredit-instruction-opportunity-and-challenge-0>

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 March 8, 2021, would create parity between the funding methods for credit and noncredit courses that already have parity in enrollment and scheduling¹⁰; and

Whereas, The ASCCC has numerous positions supporting the equalization of noncredit funding and curriculum with that of credit curriculum¹¹;

Resolved, That the Academic Senate for California Community Colleges support AB 421 Career Development and College Preparation Courses (Ward, 2021)¹² as of February 16, 2021.

Contact: [Christopher Howerton](#), Legislative and Advocacy Committee

+6.04 S21 Flexibility in Remote Attendance at Local Academic Senates

Whereas, Meetings of local academic senates and their associated committees are subject to the requirements of the Ralph M. Brown Act (Government Code sections 54950-54963);

Whereas, The governor’s Executive Order N-29-20 (17 March 2020) states that “All requirements in the Brown Act expressly or impliedly requiring the physical presence of members, the clerk or other personnel of the body, or of the public as a condition of participation in or quorum for a public meeting are hereby waived”; and

Whereas, Attendance at and participation in meetings of many local academic senates and their associated committees has increased thanks to the waiver of the requirement for physical presence of members or of the public, allowing senates to continue asserting their purview over academic and professional matters despite the ongoing covid-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to advocate for continued flexibility in allowing remote attendance and participation at meetings of local academic senates and their associated committees by members and the public.

Contact: [Gregory Beyrer](#), Cosumnes River College, Area A

¹⁰ See the April 2019 ASCCC *Rostrum* article “Changes Ahead for Noncredit?” by Craig Rutan

¹¹ Resolutions [F20 13.02](#), [S19 9.02](#), [F18 9.02](#)

¹² AB 421 (Ward, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB421

+*6.05 S21 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses

Whereas, During the last decade the legislature has provided significant support for online and distance education to improve access to California community colleges, and during the COVID-19 pandemic online course offerings at California community colleges have increased exponentially in both asynchronous and synchronous modalities to support remote student learning while the global public health crisis excludes or limits face-to-face teaching;

Whereas, Title 5 §58003.1(f)(1) attendance accounting requires that the weekly student contact hours for asynchronous credit distance education courses be determined by the credit units awarded for the course, not the actual student contact hours used for attendance accounting for the equivalent synchronous or on-site credit courses;

Whereas, The Academic Senate for California Community Colleges' Resolution 13.03 SP13 "Aligning Attendance Accounting for Credit Distance Education Courses with Credit Onsite Courses" resolved that the ASCCC "support regulatory changes that allow attendance accounting for all credit distance education courses to be based on the student contact hours stipulated in the course outline of record rather than on the credit units, in alignment with the attendance accounting methods for the equivalent onsite credit courses," but no revisions in Title 5 have yet addressed the inequity identified in 2013; and

Whereas, The funding model in Title 5 §58003.1(f)(1) fiscally privileges synchronous distance education courses over asynchronous distance education courses despite the following:

1. No evidence to support inequitable funding levels;
2. Guidance from experts in distance education, such as the faculty of the California Virtual Campus – Online Education Initiative (CVC-OEI), who have focused their standards and training around asynchronous course design and teaching methods; and
3. The fact that student enrollment fees and faculty compensation obligations remain the same regardless of a given course's modality;

Resolved, That the Academic Senate for California Community Colleges support regulatory changes to equate attendance accounting models for synchronous and asynchronous credit distance education courses to fully fund all hours of instruction equally by working with the California Community Colleges Chancellor's Office and other system partners to identify and eliminate regulatory and fiscal barriers that unfairly privilege synchronous credit distance education over asynchronous credit distance education.

Contact: [Kelly Rivera](#), Mt. San Antonio College, Area C

#*6.06 S21 Support AB 927 (Medina, 2021) as of April 9, 2021

Whereas, The Academic Senate for California Community Colleges passed Resolution [6.01](#) F19 Reversal of Position Regarding Baccalaureate Degrees and Removal of Pilot Designation to remove its opposition to the creation of baccalaureate degrees in the California Community Colleges system and to urge the removal of the designation of “pilot” from the baccalaureate degree programs; and

Whereas, The Academic Senate for California Community Colleges passed resolution [6.02](#) F19 Expansion of the Baccalaureate Degree Programs in Allied Health to expand the baccalaureate program in disciplines and communities that best serve students and prioritize expansion of baccalaureate programs in allied health fields;

Resolved, That the Academic Senate for California Community Colleges support AB 927 (Medina, 2021) Public postsecondary education: community colleges: statewide baccalaureate degree pilot program as of April 9, 2021.

Contact: [Geoffrey Dyer](#), Taft College

#*6.07 S21 Oppose AB 928 (Berman, 2021) as of April 9, 2021

Whereas, AB 928 (Berman, 2021) proposes an Associate Degree for Transfer Intersegmental Implementation Committee, a body of 16 to 24 members including only one faculty representative from the California Community Colleges system, to serve as the primary entity charged with the oversight of the associate degrees for transfer (ADTs):

Whereas, Existing faculty-led intersegmental oversight bodies and workgroups such as the Intersegmental Committee of Academic Senates, the Intersegmental Curriculum Workgroup, and the C-ID Advisory Committee already exist and continue to develop, align, modify, and improve transfer pathways and processes for ADTs and other transfer opportunities;

Whereas, Automatically placing a student on an associate degree for transfer pathway with the clause that “a student may opt out for a terminal local associate degree or a University of California equivalent transfer pathway” (AB 928, Berman, 2021) inhibits and obscures other viable and valuable options for students, especially place-bound or first-generation students, such as local transfer degrees, baccalaureate degrees, and, moreover, the self-agency that is afforded to students entering as freshmen in the California State University, University of California, and other four-year institutions, essentially setting up a tracking system for students that enter the community college pathway; and

Whereas, Although AB 928’s consideration of a change regarding unit limits for associate degrees for transfer in STEM pathways is welcomed and needed, elements of the bill such as a single general education pathway for both the California State University and University of California will reduce valuable course options for CSU-

bound students and ultimately eliminate community college faculty purview in regard to academic and curricular requirements;

Resolved, That the Academic Senate for California Community Colleges oppose AB 928 (Berman, 2021) Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee as of April 9, 2021.

Contact: [Eric Wada](#), Folsom Lake College

#*6.08 S21 Oppose AB 1111 (Berman, 2021) as of April 9, 2021

Whereas, AB 1111 (Berman, 2021)¹³ would require that all California community colleges incorporate common course numbers in their catalogs even though the Academic Senate for California Community Colleges has previously endorsed, through resolution 9.02 F19, that local colleges include the C-ID alphanumeric code in college catalogs and transcripts and on local course outlines of record, and AB 1111 would further require that for every general education and transfer pathway course for which an intersegmental developed and approved C-ID descriptor does not exist, a new C-ID descriptor, subject code, and course number be developed through the C-ID process and subsequently adopted at all CCCs even though C-ID supports major preparation articulation, which is separate from the general education approval process;

Whereas, The provisions in AB 1111 proposing changes to §66725.5 of the California Education Code are in direct conflict with the existing and unaltered authority of local governing boards and academic senates as set forth in Education Code §70902, which authorizes local governing boards to establish policies for and approve courses of instruction, including individual courses, and ensures the rights of local academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards;

Whereas, C-ID descriptors, including subject codes and numbering, were developed to describe minimum conditions for local course alignment but do not limit local colleges from developing courses that go beyond those minimum standards and adapting their curriculum to meet local student needs and do not require local colleges to change course subject codes or numbering systems to be deemed comparable to the C-ID descriptor and other courses aligned with the same descriptor; and

Whereas, The mandates of AB 1111 would create undue and unnecessary difficulties for colleges regarding educational planning, student information systems, curriculum management systems, institutional data analysis and reporting, program review, college publications, articulation databases, student transcripts, and other areas and would potentially increase confusion for disproportionately impacted students who may have gaps in their education when courses are renumbered or when deleted courses are replaced with renumbered active courses in college catalogs;

¹³ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111

Resolved, That the Academic Senate for California Community Colleges oppose AB 1111 (Berman, 2021) Postsecondary Education: Common Course Numbering System as of April 9, 2021.

Contact: [Eric Wada](#), Folsom Lake College

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*¹⁴, 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*¹⁵ 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 necessary funding to support the hiring of full-time counselors and other student support faculty to meet recommended educational standards for student to counselor ratios¹⁶; and

Resolved, That the Academic Senate for California Community Colleges advocate and provide support for local academic senates to sustain and increase faculty counseling positions to meet student needs.

Contact: [David Morse](#), Resolutions Committee

¹⁴ https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

¹⁵ https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

¹⁶ https://www.google.com/url?q=https://asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf&sa=D&source=editors&ust=1616883612361000&usg=AOvVaw1A_31LDXK8VorfBUOE02X

9.0 CURRICULUM

9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements

Whereas, The passage of AB1460 (Weber 2019), 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 California community colleges this 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 academic senates and its focus on representing the faculty voice and making recommendations on statewide matters, the ASCCC can help to provide direction as colleges prepare for this new requirement;

Resolved, That the Academic Senate for California Community Colleges work with stakeholder groups to develop and make available a set of resources for local academic senates to assist in establishing ethnic studies-based programs—including African-American, Latinx/Chicanx, Asian-American, Pacific Islander, and Native American studies—and prefixes at their respective colleges in order to facilitate the transfer and articulation process between the California community colleges and California State University in regard to the new ethnic studies requirements.

Contact: [Ted Blake](#), Transfer, Articulation, and Student Services Committee

+9.01.01 S21 Amend Resolution 9.01

Add a 2nd resolved

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to plan for creation, implementation, expansion, and long-term sustainability of ethnic studies programs by advocating for additional funding for colleges and districts.

Contact: [Sharyn Eveland](#), Taft College, Area A

9.02 S21 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 (Weber 2019) in accordance with the California State University 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 as to support students to meet both transfer and local degree requirements and to matriculate students who demonstrate awareness of and appreciation for 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 California community college courses proposed to meet the CSU General Education Breadth 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 that 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](#), Curriculum Committee

+9.02.01 S21 Amend Resolution 9.02

Amend the Title

9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies ~~or Cultural Awareness~~ Competencies

Amend the 1st Resolved

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 California community college courses proposed to meet the CSU General Education Breadth Area F Ethnic Studies; and

Amend the 2nd Resolved

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 that 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: [Carlos Guerrero](#), Los Angeles City College, Area C

+*9.03 S21 Asserting Faculty Primacy in Teaching Modality

Whereas, The Academic Senate for California Community Colleges is empowered by Title 5 §53206 with regard to representing local academic senates from California community colleges statewide in the formation of state policies on academic and professional matters;

Whereas, Local academic senates at California community colleges are organizations whose primary function is to make recommendations with respect to academic and professional matters (Title 5, §53200);

Whereas, Historically, faculty at California community colleges have determined when development of online versions of curriculum meets the pedagogical standards of course content and is supportive of student success; and,

Whereas, Modality of content delivery, whether face-to-face, partially online, synchronous online, or asynchronous online, is directly connected to the faculty purview established under Title 5 §53200, particularly curriculum and instruction development, pedagogical and andragogical preparation, and student success;

Resolved, The Academic Senate for California Community Colleges assert that, under Title 5 §53200, the modality in which a course is offered is firmly within faculty purview.

Contact: [Kelly Rivera](#), Mt. San Antonio College, Area C

+*9.04 S21 Update Title 5 Language for Section 55070 Credit Certificates

Whereas, AB 705 (Irwin, 2017) and Title 5 §55522.5 recognize that “Instruction in English as a second language (ESL) is distinct from remediation in English”;

Whereas, Numerous advanced ESL courses satisfy transfer patterns established by the University of California and California State University for elective units or direct fulfillment of general education areas;

Whereas, Title 5 §55070 allows for colleges to develop and propose a certificate of achievement that includes coursework taken to satisfy transfer patterns established by the UC, CSU, or accredited public postsecondary institutions in adjacent states; and

Whereas, Title 5 §55070(a) states that “no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills and/or ESL courses”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to recommend changes that eliminate language conflating ESL coursework with remedial instruction; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office through the consultation process to amend Title 5 §55070(a) by deleting “and/or ESL courses” such that the amended excerpt will read as follows:

... provided however, that no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills ~~and/or ESL~~ courses.

Contact: [Kathryn Wada](#), Cypress College, Area D

+9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process for the Open Educational Resources Initiative

Whereas, The Academic Senate for California Community Colleges paper *Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development* recommends that local academic senates “enact culturally responsive curricular redesign within disciplines, courses, and programs and with curriculum committees”;

Whereas, Resolution 03.02 F19 calls for the ASCCC, in order “to eliminate institutional discrimination, take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism”;

Whereas, Open educational resources (OER) should be created as an integral part of culturally responsive and anti-racist curriculum, and existing OER should be revised to be more to be more equitable, diverse, and inclusive to represent all groups, such as

people from various races and ethnicities, LGBTQIA, people with disabilities, students from low-income backgrounds, and any other historically underrepresented group; and

Whereas, Audit processes can be used to identify practices, policies, and curriculum that are inconsistent with established anti-racism, diversity, equity, and inclusion goals;

Resolved, That the Academic Senate for California Community Colleges, through the Open Educational Resource Initiative (OERI), develop an audit process and review framework to review and revise as necessary existing open educational resources to ensure that ASCCC OERI-supported open educational resources are equitable, inclusive, diverse, and anti-racist.

Contact: [Michelle Pilati](#), ASCCC OERI, Area C

#9.05.01 S21 Amend 9.05

Amend the Title

~~Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process for the Open Educational Resources Initiative~~

Add a 2nd Resolved

Resolved, That the Academic Senate for California Community Colleges, through the Open Educational Resource Initiative, develop a curriculum audit process and review framework to assess instructional materials for equity, inclusiveness, diversity, and anti-racism and make the process and framework available for local consideration, modification, and implementation; and

Add a Third Resolved

Resolved, That the Academic Senate for California Community Colleges encourage local senates to provide guidance to faculty in developing and selecting equitable, inclusive, diverse and anti-racist instructional materials.

Contact: [Michelle Pilati](#), Rio Hondo College

#9.06 S21 Develop a Rubric for Ethnic Studies Courses for CSU General Education Area F

Whereas, California community colleges are modifying and developing curriculum to address AB 1460 (Weber 2019) in accordance with the California State University 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 curriculum that includes 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 as to support students to demonstrate awareness of and appreciation for 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 develop a rubric and other professional development materials to help colleges ensure proper course requirements and alignment for community college courses proposed to meet the CSU General Education Area F Ethnic Studies.

Contact: [Randy Beach](#), Southwestern College

#9.07 S21 Defining Ethnic Studies and its Four Core Disciplines

Whereas, The completion of an ethnic studies course—i.e., African American Studies, Asian American Studies, Latina/o American Studies, or Native American Studies—becomes a graduation requirement for all California State University baccalaureate degrees starting in Fall 2021 due to the passage of AB1460 (Weber 2019);

Whereas, Ethnic studies departments were autonomously established in 1968, becoming part of the curriculum of the University of California, California State University, and California Community Colleges systems, as evidenced by the establishment of departments, programs, and curriculum in course catalogs, schedules, and offerings, with faculty requirements officially listed in the California Community Colleges Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook;

Whereas, With the recent passage of AB 1460, misunderstanding and infringement by non-ethnic studies faculty have arisen in the California Community Colleges system about the definition of ethnic studies, attempting to reduce it to a concept and confusing it with a social justice concept, and such confusion has allowed for attempts at encroachment upon ethnic studies by disciplines whose theoretical foundations and competencies lie in other disciplines with different foundational histories, frameworks, and epistemologies; and

Whereas, The recognition of ethnic studies as clearly defined and valid disciplines allows for the growth of ethnic studies disciplines within the California Community Colleges system in ways that align with current graduation requirements being established by the CSUs that recognize the autonomy of ethnic studies departments, programs, or combined administrative units with multiple departments as distinct disciplines and departments or programs conceived and referred to as a shared initiative;

Resolved, That the Academic Senate for California Community Colleges recognize, for the purposes of graduation and general education requirements, that ethnic studies is defined as an interdisciplinary and comparative study of race, ethnicity, and culture in the United States, with specific emphasis on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans and Pacific Islanders, and Latina and Latino Americans—and that ethnic studies is offered through ethnic studies departments and programs, with disciplines focusing on the four autonomous core groups—including Chicana/o Studies, Latina/o Studies, La Raza Studies, African American Studies, Black Studies, Africana Studies, Native American Studies, American Indian Studies, Asian American Studies, Pacific Islander Studies, Filipino American Studies, and Central American Studies¹⁷—each having distinct epistemologies, theories, and methodologies that center a critical ethnic studies lens and present this definition through a position paper by the Spring 2023 Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges advocate that the definition of ethnic studies be written into the Program and Course Approval Handbook to support ASCCC Resolution 9.03 F20.

Contact: [Thekima Mayasa](#), San Diego Mesa College

#*9.08 S21 Support Independent Course Alignment for California Virtual Campus Badging

Whereas, The process of aligning individual courses with the California Virtual Campus Course Design Rubric through the @One Course Design Academy¹⁸ or a certified local peer online course review¹⁹ requires time and resources and is duplicative in instances in which faculty use the same Canvas shell and have already undergone the extensive professional development required to align at least one of their courses with the rubric and attain a quality-reviewed badge on CVC.edu;

Whereas, In response to requests from California Community Colleges Chief Instructional Officers and with input from the broad constituencies represented on the California Virtual Campus – Online Education Initiative Advisory Committee²⁰, the California Virtual Campus (CVC) has developed a proposal for independent course alignment²¹, which would allow faculty who have attained a quality reviewed badge on CVC Course Design Rubric-aligned courses to elect a creative-commons attribution-non-commercial license if desired and which would allow faculty who have already earned a separate quality-reviewed badge for another course through the @One Course Design Academy or a certified local peer online course review process as well as faculty who

¹⁷ Central American Studies in the context Ethnic Studies focuses on the experience of Central Americans in the United States. Students can earn a BA in Central American Studies that grew out of Chicana/o Studies at California State University, Northridge. East Los Angeles College houses Central American Studies in the Chicana and Chicano Studies. The Cesar Chavez Chicana/o and Central American Studies Department is housed at UCLA. Be it clear, that in this context, Central American Studies is not Latin American Studies

¹⁸ <https://onlinenetworkofeducators.org/course-design-academy/>

¹⁹ <https://onlinenetworkofeducators.org/course-design-academy/pocr-resources/>

²⁰ <https://cvc.edu/about-the-oci/governance/advisory-committee/>

²¹ https://asccc.org/sites/default/files/Download%20Agenda_49.pdf (see pp 58-59, 65)

have completed the @One Teaching and Design Certificate to adopt the course, making minor changes, with the result of the adopted course being badged as quality reviewed on CVC.edu without needing to undergo an additional review;

Whereas, At the January 8, 2021 Academic Senate for California Community Colleges Executive Committee meeting, members of the Executive Committee expressed concern about the potential that the proposal might create pressure for faculty to adopt the independently aligned courses, thereby threatening academic freedom, but took action to “to support the principles within the CVC-OEI Independent Course Alignment proposal and request that CVC-OEI bring forward a revised proposal that addresses the Executive Committee’s feedback to a future meeting”²²; and

Whereas, At the February, 2021 CVC-OEIAC meeting²³, ASCCC concerns were shared, leading to the creation of a workgroup including past and present members of the ASCCC Executive Committee who have revised the proposal²⁴ to clarify that designating a course for independent course alignment is solely at the discretion of the authoring faculty, that multiple courses aligned with the same C-ID descriptor authored by different faculty could be independently aligned and shared, and that the proposed independent course alignment process should not be used to limit academic freedom;

Resolved, That the Academic Senate for California Community Colleges support the concept of independent course alignment;

Resolved, That the Academic Senate for California Community Colleges reiterate to the California Virtual Campus and the California Community Colleges Chief Instructional Officers that independent course alignment should not be used to limit academic freedom; and

Resolved; That the Academic Senate for California Community Colleges convey to the California Virtual Campus and the California Community Colleges Chief Instructional Officers that the ASCCC’s ongoing support of independent course alignment is contingent on individual faculty being able to elect whether they want to share or adopt such courses.

Contact: [Geoffrey Dyer](#), Taft College

#*9.09 S21 Reinstatement of Non-substantive Revision Category for the Program and Course Approval Handbook

Whereas, The 7th Edition of the Program and Course Approval Handbook eliminated the category of non-substantive revisions to programs, thus treating any revision, no matter how minor, as a substantive revision;

²² <https://asccc.org/sites/default/files/Final%20January%208%202021%20Executive%20Committee%20Minutes.pdf> (p. 6)

²³ <https://cvc.edu/wp-content/uploads/2021/03/February-2021-Advisory-Key-Messages.pdf>

²⁴ <https://docs.google.com/document/d/1r-32LlAiR1vBOvOsZbwy7833lmpicGgO/edit#> (working document)

Whereas, Minor changes to a single course—e.g., title change or unit count—or program may trigger changes to dozens of programs, each program’s re-application consisting of three to five documents, including the following:

- The proposed revision itself, previously the only required document for non-substantive revisions
- Program application narrative
- Articulation documentation for transfer programs
- Minutes of approval from industry advisory committees for CTE programs
- Labor market data studies for CTE programs
- Regional Consortium recommendations for CTE programs;

Whereas, Minor changes to a single course may result in required documents to be produced and vetted by organizations external to a college, thus often adding several months to the approval process; and,

Whereas, The extended time and administrative burden associated with generating these documents effectively prevents or strongly dissuades faculty from updating curriculum to assist equity efforts and meet the needs of students, industry, and transfer institutions;

Resolved, That the Academic Senate for California Community Colleges work through existing processes to reinstate the non-substantive revisions category and incorporate that change into the Program and Course Approval Handbook.

Contact: [Masahiro Omae](#), San Diego City College

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

11.0 TECHNOLOGY

***11.01 S21 Urge the Release of Distance Education Guidelines and Related Compendium of Effective Distance Education Practices**

Whereas, The version of the Distance Education Guidelines currently in use was approved in 2008, and for at least the last four years the Chancellor's Office Distance Education and Educational Technology Advisory Committee (DEETAC), composed of stakeholders including representatives of the Academic Senate for California Community Colleges, California Community Colleges Distance Education Coordinators, Chief Instructional Officers, and Chief Executive Officers, has updated the guidelines with the intent of releasing these updates to the field, and, as evidenced by Resolution 9.06 S19 calling on the ASCCC to endorse draft distance education definitions in the Distance Education Guidelines and partner with the California Community Colleges Chancellor's Office and partner organizations to disseminate the definitions, expected a timely release of the guidelines;

Whereas, In fall of 2019 DEETAC was charged by the Chancellor's Office with updating the Distance Education Guidelines by removing any effective practices that were not mandated in Title 5, and this update, along with the creation of a compendium of effective practices, was completed by a DEETAC workgroup composed of multiple constituencies in September 2020;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) relies only on the federal definitions of distance education for their standards and policies, and while California community colleges may be in compliance with the Title 5 requirements, they may not be in compliance with the federal regulations and ACCJC requirements, necessitating that the Distance Education Guidelines be a document providing guidance on state- and federal-related distance education statutes; and

Whereas, The Academic Senate for California Community Colleges provides assistance to local academic senates and curriculum committees to support colleges in maintaining compliance with all state, accreditation, and federal distance education requirements;

Resolved, That Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to release the Distance Education Guidelines and related Compendium of Effective Distance Education Practices and, if necessary, pursue other opportunities to release the compendium to colleges if a timely release will not happen in any other way.

Contact: ASCCC Executive Committee

+11.02 S21 Advocate for Development of a ZTC Data Element

Whereas, California Education Code §66406.9 requires that each of the California community colleges "(1) (A) 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,” a legislated mandate for which little guidance has been provided;

Whereas, Resolution 9.01 F20 established that the Academic Senate for California Community Colleges recommends that the no-cost designation required by Education Code §66406.9 be used to recognize sections that use digital resources and sections that require a text yet are no-cost due to something other than a digital alternative, effectively aligning the requirements of the legislation and with those established by the California Community Colleges Chancellor’s Office for courses that are zero textbook cost;

Whereas, California Code of Regulations Title 5 §59404 mandates that districts that require students to “provide instructional materials for a course shall adopt policies or regulations” that “shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials”; and

Whereas, No mechanisms presently exist for gathering data regarding local efforts to reduce the cost of instructional materials, confirming or encouraging compliance with Education Code 66406.9, or assessing compliance with Title 5 §59404;

Resolved, That the Academic Senate for California Community Colleges collaborate with appropriate constituent groups and the California Community Colleges Chancellor’s Office to implement a management information system course section data element that, at a minimum, is used to identify course sections that have no associated instructional materials costs;

Resolved, That the Academic Senate for California Community Colleges support the establishment of a course section data element that, at a minimum, differentiates between sections requiring purchase of a textbook or other instructional materials including those requiring purchase of an access code and all instances when a printed resource is required and not provided, those sections that are zero textbook cost (ZTC) due to the use of no-cost open educational resources, those that are ZTC but the resources have a cost that is not passed on to students, those that use no textbook, and those that are low-cost as defined locally;

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor’s Office to make a proposed course section data element field regarding zero textbook cost materials available as soon as possible and include an appropriate timeline for its required use; and

Resolved, That the Academic Senate for California Community Colleges support actions by the California Community Colleges Chancellor’s Office to encourage early adoption of a proposed data element regarding zero textbook cost materials, such as requiring its use in order to access zero textbook cost funding.

Contact: [Michelle Pilati](#), ASCCC OERI, Area C

#*11.03 S21 Advocate for On-Going Funding for the ASCCC Open Educational Resources Initiative

Whereas, The Academic Senate for California Community Colleges Open Educational Resources Initiative (OERI) was formally launched in early 2019 with funds allocated to the ASCCC in Assembly Bill 1809 (Higher Education Trailer Bill, 2017-2018) “to support the development of, and the expansion of the use of, open educational resources for the California Community Colleges” and has established a faculty-led infrastructure to support local open educational resources (OER) implementation efforts;

Whereas, The OERI has provided professional development regarding OER to over 1400 faculty and funded the development or revision of over twenty-five OER texts that require maintenance and updates, but the funding for the ASCCC OERI will end in 2023, thereby dramatically curtailing or ending the ASCCC’s statewide development, curation, and implementation efforts as well as coordinated maintenance and updating of resources developed under the OERI; and

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to develop mechanisms to encourage faculty to consider open educational resources when developing or revising courses and to document the use of OER on the course outline of record (Resolution 09.05 SP 19) and recommends that faculty consider OER adoption, including customizable teaching materials, as a measure toward achieving equity and facilitating student success (Resolution 09.05 SP 19), linking the OERI’s work directly and effectively to the ASCCC and system goals regarding equity, diversity, inclusivity, and antiracism;

Resolved, That the Academic Senate for California Community Colleges collaborate with system partners, including the Community College League of California, Student Senate for California Community Colleges, the California Community Colleges Chancellor’s Office, and other appropriate entities, to safeguard the work of the Open Educational Resources Initiative by assisting the ASCCC in securing future funding for the OERI; and

Resolved, That the Academic Senate for California Community Colleges advocate for sustainable funding for the Open Educational Resources Initiative from the legislature and Governor’s Office to ensure that the OERI has the funds necessary to continue its work in support of the development, expansion, and use of open educational resources for the California community colleges.

Contact: [Julie Bruno](#), Sierra College

#*11.04 S21 Title: Ensure Compliance with Required Instructional Materials Regulations

Whereas, The Academic Senate for California Community Colleges has urged local academic senates to recommend to faculty that they consider the cost of books as one of the criteria in book selection (Resolution 09.07 SP 93), and California Code of Regulations Title 5 §59404 mandates that districts that require students to “provide

instructional materials for a course shall adopt policies or regulations” that “shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials”;

Whereas, The Academic Senate for California Community Colleges has urged local academic senates to review any existing policies regarding the use of e-instructional materials or develop policies regarding e-instructional materials as necessary to encourage instructors to carefully consider their responsibilities in assessing, communicating about, and grading student work effectively before adopting electronic systems that claim to easily replace or replicate this crucial work of faculty (Resolution 19.02 F 11);

Whereas, Modifications in 2012 to Title 5 §59404 District Policies and Regulations for Instructional Materials were intended to permit faculty to require students to purchase instructional materials that were not “tangible” under specified circumstances; and

Whereas, Efforts to reduce the costs of instructional materials have increased the availability of electronic alternatives to texts, including automatic billing options, that may not comply with existing regulations and have other negative consequences for students;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to review, revise, and implement their district policies or practices that “shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials” to ensure that they are effective and take steps to ensure that all faculty are informed of the requirements²⁵ established in California Code of Regulations Title 5 §59400; and

Resolved, That the Academic Senate for California Community Colleges collaborate with system partners to provide local academic senates and colleges with guidance for ensuring that they are compliant with the following element of California Code of Regulations Title 5 §59400:

(c)Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Contact: [Suzanne Wakim](#), Butte College

²⁵ [Guidelines for Required Instructional Materials in the California Community Colleges January 2013](#)

12.0 FACULTY DEVELOPMENT

12.01 S21 Approve the Paper Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success²⁶

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 *Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success*.

Contact: [Darcie McClelland](#), Educational Policies Committee

13.0 GENERAL CONCERNS

+13.01 S21 Institutionalizing Open Educational Resources

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to develop mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record (Resolution 09.05 SP 19);

Whereas, The Academic Senate for California Community Colleges recommends that faculty consider OER adoption, including customizable teaching materials, as a measure toward achieving equity and facilitating student success (Resolution 09.05 SP 19);

Whereas, The Academic Senate for California Community Colleges encourages local senates and bargaining units to work with their administrations to allow the use of sabbaticals and other professional development opportunities for the development of accessible open educational resources (Resolution 12.02 SP 17); and

Whereas, The Academic Senate for California Community Colleges recommends that local senates work with their administrators to incorporate equity as a foundational value into college educational master plans and strategic plans (Resolution 19.03 SP 16);

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges' guiding resources, including institutional goals, educational master plan, equity plan, accreditation institutional self-evaluation report, board policies, and administrative procedures or regulations; and

²⁶<https://drive.google.com/file/d/1m2rKseUazTtx4sRn9QGzSyvtO4X5O9NG/view?usp=sharing>

Resolved, That the Academic Senate for California Community Colleges curate a collection of resources to assist local senates in pursuing the institutionalization of open educational resources at the local level no later than Spring 2022.

Contact: [Michelle Pilati](#), ASCCC OERI, Area C

#*13.02 S21 Enabling Display and Use of Faculty Chosen Name and Pronoun Across Campus and all Digital Environments

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

Whereas, The Academic Senate for California Community Colleges approved Resolution 3.07 S19, which urges “local academic senates to request that their colleges and districts enable the Canvas Name Preference Option and encourage their faculty to use the preferred name option with their students,” but the resolution does not cover faculty chosen name and pronoun in Canvas or other digital environments;

Whereas, The ability for faculty to feel safe and comfortable communicating with students and coworkers electronically is essential to their job function; and

Whereas, The use or display of any name other than chosen name in electronic communication and interaction presents potential harm for faculty just as it does for students;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges and districts to enable faculty chosen first and last names and pronouns in all campus and digital environments, especially within Content Management System (CMS) and email systems.

Contact: [Brandi Bailes](#), Crafton Hills College

18.0 MATRICULATION

***18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply**

Whereas, In 2011-2012, as a means of improving the application process for California’s community colleges, the California Community Colleges 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 California’s 116 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 in AB3101(Carrillo, 2018) 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; and

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](#), Transfer, Articulation, and Student Services Committee

19.0 PROFESSIONAL STANDARDS

#*19.01 S21 Create a Paper on Part-Time Faculty Equity

Whereas, In Spring 2002 the Academic Senate for California Community Colleges adopted the paper *Part-Time Faculty: A Principled Perspective*, and in Spring 2013 Resolution 19.07 asked that the 2002 paper be updated;

Whereas, Due to an evolution of the ASCCC relationship with union colleagues and a desire to allow some parts of the 2002 paper to stand as written, the ASCCC Executive Committee made the decision, based on a recommendation by the ASCCC Part-time Task Force, to publish a series of *Rostrum* articles regarding part-time issues rather than complete a full revision of the 2002 paper;

Whereas, the ASCCC has a long history of supporting the rights of and equity for part-time faculty, including Resolution 19.01 SP01 Part-Time Faculty, Resolution 1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership, Resolution 1.02 F12 Part-Time Faculty Award, Resolution 19.04 SP13 Part-Time Faculty Nomenclature, Resolution 1.02 F98 Part-time Faculty Participation on the Executive Committee, numerous additional resolutions, presentations of part-time faculty institutes, and many *Rostrum* articles as well as the 2002 paper; and

Whereas, Inequitable treatment is contrary to the mission of the California Community Colleges and undermines the equitable educational opportunities and experiences of students, yet part-time faculty experience profoundly inequitable treatment in the workplace across the full range of academic and professional matters, and the challenges faced by part-time faculty have continued, changed, and in some cases increased since the publication of the 2002 paper;

Resolved, That the Academic Senate for California Community Colleges develop a new paper addressing part-time faculty equity, rights, and roles in governance and present it to the delegates no later than 2022 Fall Plenary Session.

Contact: [Anastasia Zavodny](#), Palomar College

20.0 STUDENTS

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

Whereas, The Academic Senate for California Community Colleges has advocated for inclusive college campuses through resolutions, rostrum articles,²⁷ 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 expression²⁸;

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 pronoun of their choice²⁹; and

Whereas, The Academic Senate for California Community Colleges approved Resolution 3.07 F19, urging 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 environments;

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: ASCCC Executive Committee

+20.01.01 S21 Amend Resolution 20.01

Amend the Title

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

Amend the 1st Resolved

²⁷ <https://www.asccc.org/content/lgbt-campus-climate-survey-%E2%80%93-eye-opening-experience>

²⁸ <https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf>

²⁹ <https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf>

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

Contact: Brandi Bailes, Crafton Hills College, Area D

+20.02 S21 Student Participation in Hiring Processes

Whereas, Student voice is critical to the hiring process, and California Education Code’s equal employment opportunity provision implies support for the participation of students to ensure the community college work force is “continually responsive to the needs of a diverse student population by ensuring that all persons receive an equal opportunity to compete for employment and promotion” (Ed. Code §87100 (a) (3));

Whereas, Chancellor’s Office General Counsel’s Legal Opinion 2020-08: Student Participation in Community College Recruitment (September 2020)³⁰, states, “Nothing in state law prohibits students from participating in community college recruitment and selection processes”;

Whereas, Legal Opinion 2020-08 further states that students are adults and therefore are “capable of understanding the sensitivity of employment-related information, being trained in the proper treatment of confidential information, and being expected to adhere to confidentiality requirements”; and

Whereas, The California Community Colleges Board of Governors Diversity, Equity, and Inclusion Implementation Plan calls for diversifying hiring committees and includes student representation on screening and hiring committees as a best practice³¹;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to review their hiring processes, discuss the role of students in hiring processes, and include local student governments and human resource offices in those discussions; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources to support local academic senates in including students in hiring processes.

Contact: [Richell Swallow](#), Reedley College, Area A

+20.03 S21 Support for Students Affected by the Military Coup in Myanmar

Whereas, The ongoing military coup in Myanmar has wreaked untold violence and devastation and has caused enormous psychological, emotional, and physical distress for

³⁰ <https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/Legal-Opinion-2020-08-Student-Participation-in-Community-College-Recruitment.pdf?la=en&hash=539E87369FCA38C1F12B0201CB404774AA81477B>

³¹ <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/5-dei-integration-plan.pdf?la=en&hash=2402789D82435E8C3E70D3E9E3A8F30F5AB13F1D>

citizens or born nationals of Myanmar, many of whom study within the California Community Colleges system;

Whereas, The military coup has caused personal and economic hardship for these students due to the shutdown of many Myanmar businesses, freezing of bank transactions, looting and destruction of citizens' homes, and kidnapping, imprisoning, and murder of Myanmar citizens; and

Whereas, Access to the internet in Myanmar has been largely cut off, the use of educational apps and other technology is under threat of ban or restriction, and normal communication flowing out of Myanmar has been curtailed, threatened, and punished, greatly impacting students' ability to meaningfully engage with their classes or to communicate with their colleges, professors, grant programs, classmates, and student services;

Resolved, That the Academic Senate for California Community Colleges urge all colleges throughout the California Community Colleges system to demonstrate support for students from Myanmar, which may include but not be limited to such measures as the following:

- issuing a public statement of support for students affected by the coup in Myanmar;
- alerting faculty and programs to the need for sensitivity to students' academic progress as a result of emotional distress;
- providing emotional and psychological support unique to the needs of students affected by the coup in Myanmar;
- providing reasonable accommodations for course material acquisition as well as flexible grading and providing options including the excused withdrawal (EW) or incomplete (INC) grades;
- providing reasonable accommodations and support for student fiscal obligations; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellors Office to commit to learning more about Asian-American and Pacific Islander populations by disaggregating demographic data.

Contact: [Leigh Anne Shaw](#), Skyline College, Area B

21.0 CAREER TECHNICAL EDUCATION

***21.01 S21 Collaborate with Regional Consortia**

Whereas, The California community colleges' career technical education 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 career technical education 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.

Contact: [Christy Coobatis](#), Career and Technical Education Leadership Committee

+*21.02 S21 Prioritizing System Support for the ECE/EDU Education and Human Development Sector

Whereas, The California Governor's Master Plan for Early Learning and Care: California for All Kids³², released on December 1, 2020, contained sweeping recommendations related to the broad expansion of childcare and expanded learning and the provision of Transitional Kindergarten (TK) services for all of California's four-year-olds, resulting in significant impacts on early childhood education and education (ECE/EDU) courses and the pivotal role California community college programs hold in recruiting, preparing, graduating, transferring, and supporting over 85% of the ECE center workforce³³ and the 54%³⁴ of credentialed TK-grade 12 teachers in California who complete ECE/EDU classes³⁵;

Whereas, The Education and Human Development (EHDS) Sector enrolled 146,716 students at California community colleges in 2018-2019, ranking fifth in enrollment and degree and certificate completion among the ten priority CTE career sectors, and is a sector that directly addresses issues of equity by providing college pathways leading to employment for the highest percentage of female students at 83%, with 67% of students being non-white, and has the second highest percentage of economically disadvantaged students, at 78%, of all 10 sectors listed³⁶;

³² <https://chhs-data-prod.s3.us-west-2.amazonaws.com/uploads/2020/12/01104743/Master-Plan-for-Early-Learning-and-Care-Making-California-For-All-Kids-FINAL.pdf>

³³ <https://www.issuelab.org/resources/12288/12288.pdf>

³⁴ <http://teacherprepprogram.org/>

³⁵ <http://teacherprepprogram.org/wp-content/uploads/2020/01/COE-report-TeacherOccupations-BayRegion-web-August2019.pdf>

³⁶ <https://www.calpassplus.org>

Whereas, The COVID crisis has destabilized the EHDS sector, disrupted ECE and TK-12 teacher preparation pipelines, and resulted in significant impacts on working and single parents—especially essential, low to moderate wage displaced workers and families who have suffered from the loss of ECE and after-school child care³⁷—such that the state of California will not experience economic recovery without supporting the replacement of teachers at all levels; and

Whereas, Serious teacher shortages³⁸ over the next five years are projected to create over 124,000 openings annually in California for a cluster of twenty teacher occupations including preschool, elementary, secondary, and special education, and related occupations such as infant care, after-school care, and family childcare are experiencing acceleration of retirements³⁹ and job loss;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the California Commission on Teacher Credentialing, the Governor, and the Governor's Early Childhood Policy Committee to advocate for support and funding for increased community college pipelines, student pathways, and transfer support for the Education and Human Development Sector, including early childhood education and education programs, to meet the twin labor demands of the expansion of programs outlined in the governor's plan and recovery from the pandemic;

Resolved, That the Academic Senate for California Community Colleges support the prioritization of the Education and Human Development Sector as one of the Strong Workforce Program-identified Priority Industry Sectors to guide career technical education priorities and address the statewide labor crisis in early childhood education, transitional kindergarten, K-12, after school, and community college teacher preparation; and

Resolved, That the Academic Senate for the California Community Colleges provide the critical Education and Human Development Sector with relevant, timely professional support—such as website hosting, sector specific meetings, conferences, data sharing, and training—utilizing the collective expertise of state leadership and discipline faculty actively involved in teacher preparation and capitalizing on the dozens of faculty-led, volunteer regional and statewide education and early childhood education communities of practice.

Contact: [Kathleen White](#), City College of San Francisco, Area B

³⁷ <https://cscce.berkeley.edu/california-child-care-at-the-brink-covid-19/>

³⁸ <https://learningpolicyinstitute.org/product/teacher-shortages-ca-solutions-brief>

³⁹ <https://www.calstrs.com/blog-entry/understanding-increase-teacher-retirements>