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Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicsenate/agenda.asp>. Hard copies of agendas are posted outside the Library.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Darcie McClelland, [dmcclelland@elcamino.edu](mailto:dmcclelland@elcamino.edu) (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.



March 15, 2022

## Academic Senate of El Camino College 2021-2022

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254

Office location: Schauerman Library, Room 273

### Zoom information for Academic Senate Meeting 3/15/2022

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96066759172>

Or iPhone one-tap (US Toll): +16699006833,96066759172# or +12532158782,96066759172#

Or Telephone Dial:  
+1 669 900 6833 (US Toll)

**Meeting ID: 960 6675 9172**

We ask that everyone please keep in mind the following points of virtual meeting etiquette:

- When you join the meeting, please type your name and division in the chat box so we can take note of attendance for the minutes.
- If you would like to ask a question or make a comment, please use the raise hand feature and wait until acknowledged, do not just blurt out your question/comment or interrupt another individual.
- State your name before you make a comment or ask a question so that we can acknowledge you in the minutes.
- Please ask one question or make one comment at a time. Then pause and wait for others to participate before making additional comments or asking additional questions.
- Keep discussion focused on the current agenda item.
- Mute your microphone when you are not speaking.
- Turn the camera off if you are multitasking during the meeting so others are not distracted.

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to [academic senate@elcamino.edu](mailto:academic senate@elcamino.edu) by noon on Tuesday, March 15. In the subject line, please put Academic Senate Meeting 3/15 comment/question so that I can easily find it. Comments and questions can also be typed into the chat during the meeting.



# Academic Senate of El Camino College 2021-2022

March 15, 2022

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254

Office location: Schauerman Library, Room 273

## Officers & Executive Committee

President	<b>Darcie McClelland</b>	VP Finance & Special Projects	<b>Josh Troesh</b>
VP Academic Technology	<b>Stephanie Burnham</b>	VP Instructional Effectiveness	<b>Kevin Degnan</b>
VP Ed. Policies/Pres-Elect	<b>Camila Jenkin</b>	Curriculum Chair	<b>Janet Young</b>
VP Faculty Development	<b>Stacey Allen</b>	Secretary	<b>Maria Garcia</b>
VP Equity, Diversity, and Inclusion	<b>Analú Josephides</b>	Parliamentarian	<b>TBA</b>

### Part-Time (One-year terms)

**Sanda Oswald**

**Selene Torres**

### Behavioral & Social Sciences

**Stacey Allen** 22/23

**Yun Chu** 23/24

**Kristie Daniel-DiGregorio\*** 22/23

**Orion Teal** 23/24

**Hong Herrera Thomas** 23/24

### Business

**Kurt Hull** 21/22

**Philip Lau\*<sup>R</sup>** 21/22

**Josh Troesh** 21/22

### Counseling

**Maria Garcia** 23/24

**Anna Brochet\*<sup>R</sup>** 21/22

**Rocio Diaz** 22/23

### Library Learning Resources

**Analú Josephides\*** 21/22

**Gary Medina** 23/24

**Camila Jenkin** 23/24

### Fine Arts

**Jonathan Bryant** 21/22

**Joseph Hardesty** 23/24

**Russell McMillin\*<sup>R</sup>** 21/22

**Joanna Nacheff** 21/22

**Laura Almo** 21/22

### Health Sciences & Athletics/Nursing

**Andrew Alguliar** 20/21

**Dina Mauger** 22/23

**Shiney Johnson** 22/23

**Tom Hazell** 23/24

**Eric Villa** 23/24

### Humanities

**Sean Donnell** 21/22

**Brent Isaacs** 21/22

**Elayne Kelley** 21/22

**Stephanie Burnham** 21/22

**Anna Mavromati** 21/22

### Industry & Technology

**Charlene Brewer-Smith<sup>R</sup>** 21/22

**Ross Durand\*** 21/22

**Dylan Meek<sup>R</sup>** 21/22

**Renee Newell** 21/22

**Jack Selph** 21/22

### Mathematical Sciences

**Susana Acuna-Acosta** 22/23

**Diaa Eldanaf** 22/23

**Robert Eleuteri** 21/22

**Greg Fry** 23/24

**Ronald Martinez** 21/22

### Natural Sciences

**Shimonee Kadakia** 21/22

**Darcie McClelland** 22/23

**Mia Dobbs** 21/22

**Shanna Potter\*<sup>R</sup>** 22/23

**Jwan Amin** 22/23

### Academic Affairs & Student Services

**Jackie Sims**

**Ross Miyashiro**

Associated Students Organization

**Anisah Moutra**

President/ Superintendent

**Brenda Thames**

### Ex-officio positions

**Janet Young** CCC Chair  
**Kevin Degnan** ALC Chair  
**Kelsey Iino** ECCFT

### Institutional Research

**Josh Rosales**

Dates after names indicate the last academic year of the senator's three-year term, for example 21/22 = 2021/2022.

\*Denotes longest-serving division senator (i.e., the "senior senator"). <sup>R</sup> Denotes division senator who reports to division on Senate meetings.

# El Camino College Academic Senate Purpose, Meetings, and Committees

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**Purpose:** To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following “10+1” areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.”

The Academic Senate is committed to supporting the college’s Mission and Strategic Plan, including Strategic Initiative C – [COLLABORATION](#) - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult [ECC Academic Senate Handbook](#) or [Local Senates Handbook](#).

## **ECC ACADEMIC SENATE MEETINGS:**

1<sup>st</sup> and 3<sup>rd</sup> Tuesdays, 1-2:30 p.m., Distance Education Conference Center (DE 166).

**FALL 2021:** September 7 & 21, October 5 & 19, November 2 & 16, December 7.

**SPRING 2022:** February 15, March 1 & 15, April 5 & 19, May 3 & 17, June 7.

## **SENATE COMMITTEES:**

**Academic Technology.** Chairs: Stephanie Burnham & Marlow Lemons. 2<sup>nd</sup> Thursday, more details TBA.

**Assessment of Learning.** Chairs: Kevin Degnan & Catherine Shultz-Roman. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.

**Academic Program Review.** Chairs: Kevin Degnan & TBA. Thursdays, 12:30-2pm, Library 202 or Communications 109.

**College Curriculum.** Chair: Janet Young. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, DE 166.

**Distance Education Advisory Committee.** Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan. 4<sup>th</sup> Thurs, 1:30-2:30, Lib 202.

**Educational Policies.** Chair: Camila Jenkin. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, Natural Sciences 127.

**Faculty Development.** Chair: Stacey Allen. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, West Library Basement.

## **CAMPUS COMMITTEES:**

**Accreditation.** Chair: Jackie Sims. Faculty Co-Chair: TBA. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

**Board of Trustees.** Chair: Nilo Michelin. Senate Rep: Darcie McClelland. 3<sup>rd</sup> Mondays, 4 pm, Alondra.

**Calendar.** Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Ali Ahmadpour. Meets annually or as needed.

**College Council.** Chair: Brenda Thames. Senate Rep: Darcie McClelland. 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:30-2:30, Library 202.

**Council of Deans.** Chairs: Jackie Sims & Ross Miyashiro. Senate Rep: Darcie McClelland, 2<sup>nd</sup> Thurs., 8:30-10:30, Alondra.

**ECC Technology Committee.** Chairs: Crystle Martin & Marlow Lemons. Senate Rep: S. Burnham. 3<sup>rd</sup> Tuesdays, 2-3, Library 202.

**Enrollment Management.** Chair: Jackie Sims. Senate reps: TBA, 2<sup>nd</sup> & 4<sup>th</sup> Thurs. 1-2, Com 109/LIB 202.

**Facilities Steering Committee.** Chair: Jorge Gutierrez. Senate Rep: TBA, 1<sup>st</sup> Monday, 2:30, Library 202.

**Guided Pathways.** Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Sims, J. Simon, C. Wells. 1<sup>st</sup> Tues, 2:30-3:30 DE 166.

**Planning & Budgeting (PBC).** Chairs: Ann Tomlinson and Viviana Unda. Senate reps: Josh Troesh & Darcie McClelland, 1<sup>st</sup> & 3<sup>rd</sup> Thurs, 1- 2, LIB 202.

***Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.***

## ECC (El Camino College) Acronyms

Acronym	Meaning
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>ALC</b>	Assessment of Learning Committee
<b>ADT</b>	Associate Degree for Transfer
<b>AP</b>	Administrative Procedure
<b>ASO</b>	Associated Students Organization (ECC's student government)
<b>ASCCC</b>	Academic Senate for California Community Colleges
<b>BP</b>	Board Policy
<b>BSI</b>	Basic Skills Initiative
<b>BOGFW</b>	Board of Governor's Fee Waiver
<b>BOT</b>	Board of Trustees
<b>CCC</b>	College Curriculum Committee
<b>CCCCO</b>	California Community Colleges Chancellor's Office
<b>CMS</b>	Course Management System
<b>COLA</b>	Cost of Living Adjustment
<b>CTE</b>	Career Technical Education (formerly Vocational Education)
<b>DE</b>	Distance Education (instruction that is at least 51% online)
<b>DEAC</b>	Distance Education Advisory Committee
<b>EPI</b>	Educational Planning Initiative
<b>FACCC</b>	Faculty Association for California Community Colleges
<b>FDC</b>	Faculty Development Committee
<b>FTEF/FTES</b>	Full-Time Equivalent Faculty/Full-Time Equivalent Students
<b>FYE</b>	First Year Experience program
<b>GP</b>	Guided Pathways
<b>HTP</b>	Honors Transfer Program
<b>IE</b>	Institutional Effectiveness (actions/measures of college improvement)
<b>IEPI</b>	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
<b>ILOs</b>	Institutional Learning Outcomes
<b>IR/IRP</b>	Institutional Research / Institutional Research & Planning
<b>ITS</b>	Information Technology Services
<b>MMAP</b>	Multiple Measures Assessment Project
<b>OEI</b>	Online Education Initiative
<b>PLOs</b>	Program Level Outcomes
<b>PBC</b>	Planning & Budgeting Committee
<b>PR</b>	Program Review (period program evaluation and plan)
<b>PRP</b>	Program Review & Planning (annual integrated planning system)
<b>SAOs</b>	Service Area Outcomes
<b>SLOs</b>	Student Learning Outcomes
<b>SEA</b>	Student Equity and Achievement
<b>SSSP</b>	Student Success & Support Program
<b>SWP</b>	Strong Workforce Program
<b>Title 5</b>	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
<b>Title V</b>	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
<b>WSCH</b>	Weekly Student Contact Hours

Many thanks to Viviana Unda and the Institutional Research and Planning department for sharing their compilation of acronyms.

**Adjunct (1 Year)**

Unexcused: Sanda Oswald

Selene Torres

**Behavioral Social Sciences**

Stacy Allen

Yun Chu

Kristie Daniel Di-Gregorio

Hong Herrera-Thomas

Orion Teal

**Business**

Kurt Hull

Phillip Lau

Josh Troesh

**Counseling**

Anna Brochet

Rocio Diaz

Maria A. Garcia

**Fine Arts**

Joe Hardesty

Russell McMillin

Joanna Nacheff

Jonathan Bryant

**Health Sciences & Athletics**

Unexcused: Andrew Alvillar

Tom Hazell

Shiney Johnson

Dina Mauger

Excused: Eric Villa

**Humanities**

Stephanie Burnham

Sean Donnell

Brent Isaacs

Elayne Kelley

Anna Mavromati

**ITEC**

Charlene Brewer-Smith

Ross Durand

Dylan Meek

Renee Newell

Jack Selph

**Library**

Camila Jenkin

Analu Josephides

Gary Medina

**Mathematics**

Susana Acosta-Acuna

Excused: Diaa Eldanaf

Greg Fry

Ronald Martinez

Robert Eleuteri

**Natural Sciences**

Jwan Amin

Mia Dobbs

Darcie McClelland

Shanna Potter

Shimonee Kadakia

**ASO**

Anisha Moutra

**Curriculum Chair**

Janet Young

**Academic Affairs**

Jackie Sims

**Student Services**

Ross Miyashiro

**President/Superintendent**

Brenda Thames

**ECC Federation**

Kelsey Iino

**Institutional Research**

Josh Rosales

**Dean's Reps/Guests/Other Officers:**

Ali Ahmadpour

Annette Owens

Anisha Moutra

Arturo Hernandez

Chau Dao

Debra Breckheimer

Elizabeth Russell

Keiana Daniel

Kevin Degnan

Laila D.

Laura Almo

Linda Cooks

Matt Kline

Moses Wolfenstein

Ryan Wallach

Salvador Navarro

Scott Kushigemachi

Seranda Sylvers

Shima Moradisomehsaraei

Stephen Peluso

## ACADEMIC SENATE MINUTES Tuesday, March 1, 2022

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

### A. Call to Order

- Meeting called to order at 1:04pm

### B. Approval of Minutes (p. 6-13)

- Motion to approve by Academic Senate President. Motioned by Josephides, seconded by S. Donnell
- No comments
- Approved. 0 No's, 0 Abstentions

### C. Unfinished Business:

a. AB 705 Improvement Plan 2nd reading and vote- Scott Kushigemachi and Gerson Valle (p. 14-33)

- Academic Senate President motioned to approve. Motioned by S. Allen, seconded by A. Josephides
- Approved. 0 no's. 1 abstention.
- Questions:
  - How will pre-req courses be handled in colleague/course catalog?
    - As courses came through review, changes will be made. Otherwise 800+ course would need to be changed.
  - How will SRC students be supported through these changes
    - Working in coordination with SRC to offer appropriately tailored courses
    - HDEV an LRC have courses for SRC students as well and will develop non-credit courses to support

b. Procedure for Assignment of Distance Education Course Sections. 2nd reading and vote- Darcie McClelland (p .34)

- Clarified/Added specific dates for when DE certification must be completed
- Academic Senate President motioned to approve. Motioned by S. Donnell, seconded A. Josephides
- No questions/comments
- 0 no's, 1 abstention. Approved.
- Moses Wolfenstein updates:
  - ODE Advisory discussed DE course updates/changes after sp 22. Will move to 6-8-week certification course and will still offer 6-month option
  - If currently enrolled in SPOCK, must finish by end of spring
- Academic Senate President asked if Senate body desired document to come back for 2<sup>nd</sup> reading. No interest expressed.



- Moses will bring update at end of spring
- Clarification: ODE regularly updates Deans with list of faculty who have completed DE certification

#### **D. New Business:**

##### a. Resolution Affirming The Rights and Lives of our Transgender and Gender Non-Conforming Students Matter 1st Reading- Salvador Navarro and Hong Herrera Thomas (p. 35)

- Resolution in response to Texas Governor statements against LGBTQIA community and to remind campus community and student we support this population
- Authors of resolution shared stats on violence against LGBTQIA community in last year
- Discussion around using the word “threat” in resolution and proposed alternative language: transphobic/not consistent with ECC values
  - Response from authors acknowledging threat to community constantly exists in all states
- Discussion around how resolution may impact AP policies and procedures
  - This is statement in support of LGBTQIA community
  - If anyone has any comments/ideas on policy/procedure change:
    - This is informational item and showing solidarity but can connect with Camila Policy Committee to ensure language in policies is inclusive
- Suggestion to drop first paragraph and take out Texas Governor name
  - Expand to “nationwide” to make it more general
- 2<sup>nd</sup> reading next AS meeting. Send feedback to Salvador Navarro and Hong Herrera Thomas

##### b. Dean of Noncredit and Continuing Education Job Description 1st Reading- Matt Kline (36-38)

- Academic Senate approved no-credit plan which included hiring a director of non-credit spring. Since then, there was a change in job description and title to Dean. This change was not brought to Academic Senate or College Council.
  - Title 5, Section 53200, 10+1 items
    - Coming up with a new division/curriculum is a 10+1
  - Board Policy 2510
    - Academic Senate has purview 10+1 items
- Two concerns here: collegial consultation and implications about new role/division
- Matt Klein comments:
  - Two years ago Non-Credit committee suggested to former VPAA to have a designated administrator to grow/spearhead non-credit. This is how the idea of an administrative position was forwarded
  - Non-Credit committee did not participate in creating position and was consulted after position was created
    - Concerns it was heavy on career education and did not consider adult programs, ESL, etc.

- Position was only in one division. This didn't seem practical since they would need to work across campus to engage various departments
  - Concerns director position would not be effective in coordinating with all divisions
  - Challenges in expanding non-credit (needs to work with ITS, student services, et.)
  - Director was going to be only in one division and potential to not be effective
    - No transcripts for non-credit
    - CCC apply
    - Grades at end of semester cannot be put into MyECC
- Comments/Discussion:
  - Senate body is supportive of growing non-credit.
  - Recommendation to consult and be collegial in developing new role
  - Curriculum Committee Chair explained background on how Dean position was developed
    - Reviewed Mt. SAC non-credit program
    - Was not aware creating new Dean/Division needed to go through AS
    - Clarified curriculum from non-credit would still need to go to Curriculum Committee
  - Suggestion to continue conversation at next Senate meeting to address the two issues: collegial consultation and Dean job description
  - A. Josephides to submit comments from Library and SRC regarding the issue
  - Concerns with faculty with faculty reporting to two Deans
  - Proposed to create taskforce to
  - Discussion about Article 2 on Faculty Collective Bargaining Agreement
    - Talks about district purview to create positions/divisions as needed
  - Academic Senate solution proposed:
    - Reconstitute Non-Credit Committee to include faculty from all divisions and other stakeholders. Refer to Senate slides for suggested composition
    - Will discuss at next AS meeting
  - Library division surveyed their department and sent the following feedback via email (8/33 faculty responded):
    - **Comment 1:** "Noncredit courses are multidisciplinary in focus, leading to non-degree status completions. A Dean and Division for these programs seems to be overkill for the nature of these classes. Each Division should be the "lead" in creation of curriculum, with support in hosting the classes. That "support" is where a Director could help oversee the process and assist in providing proper outreach to our students in which these courses are created for.
    - **Comment 2:** "I agree that we should grow our noncredit program. There should be clearer direction and mission for this non credit program (student support, adult or continuing education, etc). Divisions should also be able to keep and create noncredit courses per

their division and student needs. I do not approve of converting the director into Dean position at the last minute and without proper consultation."

- **Comment 3:** "It seems to me this is an unnecessary position. Non-Credit course development should remain within the Divisions, particularly if the plan is to grow these offerings from a wide range of disciplines. We already have Deans for this purpose, regardless of classes being offered as credit/non-credit. The current position of the Dean of the LLR was just recently developed with the clear intent of bringing together Academic Strategies and other similar non-credit based programs, with the course development happening by faculty in that division. If the campus feels a need to have a point person to help coordinate any non-credit courses being developed across the divisions, that would be more appropriate as a Director level position."
- **Comment 4:** "LLR is multidimensional and based on a trilogy that comprises students, resources, and education, The latter, education, is accomplished through understanding students/faculty' needs and providing them with the proper solutions/services which sometimes entail resources or education in form of non-credit courses (NCs). NC are formed according to librarians' interaction with students/faculty and tailored according to the context to address their specific needs. This implies LLR has distinctive mandatory tasks -which is not a preferable duty-, part of which is the "designing and teaching" of NCs, and those are part of the LLR nature of existence, to empower students through education, thus delegating this task to the new dean will tarnish the LLR identity. *Evaluates and approves requests for field trips, conference attendance, textbooks, supplies, equipment, and a variety of student petitions (e.g., requests for independent study, credit by exam, course waivers, etc.).* I believe the highlighted part targets another task of the LLR. In general, with regard to my previous work experience in academia as liaison librarian and due to the job descriptions in many universities, I strongly believe that some of the tasks of the position including evaluating conference attendance and textbook are relevant to the LLR realm, and to be more specifically "Scholarly Communication/Liaison Librarian". It was part of my previous positions for more than seven years to evaluate and approve requests for conference attendance, faculty publications, and textbooks. All in all, I do certainly agree that if such a position is approved with current descriptions, there will be considerable overlaps between LLR and that department."
- **Comment 5:** "We are the Division that does Academic Support, so losing control of academic support classes (again - just as an aside) would impact our ability to support students in the way that our faculty see a need"

- **Comment 6:** "There are a lot of questions about responsibility, purview, who makes decisions about what can be a non-credit class, etc.; And especially our faculty's purview over classes that they have and can create"
- **Comment 7:** "For many Divisions NC is an add on. For the LLR it is a growth area"
- Also, 62.5% of the LLR Faculty participating in this survey voted against converting the Directors role into a Deans position and 37.5% was in favor of the Deans role.

c. Call for Nominations, Senate President Elect- Senate Executive Board

- Call for nominations for Senate President Elect
- Can email any e-board member to nominate candidates
- April meeting will vote for AS President Elect

**F. Information Items – Discussion**

a. Land Acknowledgement Tool Kit Introduction- Analu Josephides and Linda Cooks (p. 39-50)

- Summary of items included in toolkit: Definition of Land Acknowledgment, syllabus statements, Academic Senate Resolution, email signatures, glossary terms, etc.
- Check Cornerstone for toolkit training
- Can access toolkit via EDI website
- April 21<sup>st</sup> East Dining Room—Dr. Jefferson will give talk about Gordon Manor Residential track

**F. Officer Reports**

**All reports tabled due to time.**

- a. President – Darcie McClelland
- b. Chair, Curriculum – Janet Young
- c. VP Educational Policies – Camila Jenkin
- d. VP Equity, Diversity, and Inclusion- Analu Josephides (p. 51-52)
- e. VP Faculty Development – Stacey Allen
- f. VP Finance – Josh Troesh
- g. VP Academic Technology – Stephanie Burnham
- h. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan

**G. Special Committee Reports**

**All reports tabled due to time.**

- a. ECC VP of Academic Affairs – Jackie Sims
- b. ECC VP of Student Services – Ross Miyashiro

**H. Future Agenda Items:**

- a. ECC Connect Syllabus Statement
- b. Strong Workforce Update
- c. AP 5520, Student Discipline
- d. AP 5070, Distance Education

**I. Public Comment**

No public comment

**J. Adjourn**

- Adjourned at 2:37 pm

# **El Camino College Academic Senate Resolution: The rights and lives of Transgender, Non-Binary, and Gender Non-Conforming students matter.**

**WHEREAS**, the El Camino College Academic Senate acknowledges the current national trends targeting LGBTQIA+ children, specifically, the state of Texas instructing state health agencies to report any parent who supports their Transgender child who is receiving gender-affirming surgeries and treatments by calling it a form of “child abuse,” and Florida’s “Don’t Say Gay” bill that limits discussion of sexuality and gender in Florida’s schools; such actions are transphobic, threatening, and do not align with the values of our campus where we love and support our Transgender, Non-Binary, and Gender Non-Conforming students and employees; and

**WHEREAS**, the year 2021 became the deadliest year of violence against gender diverse people. Last year alone, an estimated 375 Transgender and Gender Non-Conforming people were killed worldwide and a staggering 46 individuals of this community (**Tyianna Alexander, Samuel Edmund Damián Valentín, Bianca “Muffin” Bankz, Dominique Jackson, and so many others**) have been murdered in the United States; and

**WHEREAS**, these attacks and deaths are part of a long legacy of gender identity and gender expression oppression and hate in our society, which is divisive and will continue to grow and threaten the physical, spiritual, and emotional well-being of our students, especially those of color; and

**WHEREAS**, El Camino College embraces diversity and all expressions of identity, gender, sexuality, and specifically Transgender, Non-Binary, and Gender Non-Conforming students and employees are a protected class at El Camino College.

**NOW THEREFORE, BE IT RESOLVED**, that the El Camino College Academic Senate declares the rights and lives of our Transgender, Non-Binary, and Gender-Non Conforming students and employees matter; and affirms their right to be treated with equal respect and dignity in our campus and community; and

**BE IT FURTHER RESOLVED**, that the El Camino College Academic Senate encourages staff, faculty, and administrators across disciplines and areas to utilize their work spaces to educate by dispelling misinformation on gender identity and gender expression, advocating for this population, and creating a safe, welcoming environment for this student population throughout the entire academic year; and

**BE IT FURTHER RESOLVED**, that the El Camino College Academic Senate is committed to ongoing education efforts to support Transgender, Non-Binary, and Gender Non-Conforming students and employees as their identities and goals constantly grow and evolve; and

**BE IT FURTHER RESOLVED**, that the El Camino College Academic Senate will stand in solidarity with students who lead non-violent, on-campus demonstrations and other educational events related to transphobia and hate towards this community; and

**BE IT FURTHER RESOLVED**, that the El Camino College Academic Senate encourages all ECC community in engaging in ongoing and transparent conversations concerning transphobia, biases, misconceptions, and potential hate towards this student population.

The Online and Digital Education Advisory Committee is recommending that El Camino College sunset the Webadvisor Gradebook and Grade submission module before the end of the semester. Webadvisor is an outdated piece of software that needs to be replaced as soon as possible due to technical issues. Canvas Gradebook is already available as a digital gradebook solution for all faculty, and the Grade Passback feature between Canvas and Colleague will be ready to implement by Spring Break. Workshops will be available for the rest of the semester for those who are still using the Webadvisor Gradebook and would like to transition to Canvas Gradebook. One-on-one help is also available from the Online and Digital Education Department via the Distance Education Faculty Coordinator and Instructional Designer. If you use Webadvisor Gradebook, switching to Canvas Gradebook will make it easier for your students to see their grade progress as they are already familiar with Canvas. This transition also helps the college streamline the technology it maintains by allowing ITS to end support for a difficult to maintain piece of software.



**ACADEMIC SENATE**  
for California Community Colleges  
LEADERSHIP • EMPOWERMENT • VOICE

## **58<sup>th</sup> SESSION RESOLUTIONS** **Spring Plenary**

***FOR DISCUSSION AT AREA MEETINGS***

***MARCH 18-19, 2022***

*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 9, 2022.*

Resolutions Committee 2021-2022

Amber Gillis, ASCCC South Representative, Area C (Chair)

Stephanie Curry, ASCCC Area A Representative (2<sup>nd</sup> Chair)

Nancy Persons, Santa Rosa College, Area B

Craig Rutan, Santiago Canyon College, Area D

Manuel Velez, ASCCC South Representative, Area D



## SPRING 2022 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 #.

- \*1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges
- \*1.02 S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement
- \*3.01 S22 Develop and Publish and IDEAA Liaison Handbook
- \*3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework
- \*5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning
- \*6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)
- \*7.01 S22 Public Access for Vision Resource Center Materials
- \*10.01 S22 Disciplines List – Asian American Studies
- \*10.02 S22 Disciplines List – Native American/American Indian Studies
- \*10.03 S22 Disciplines List – Nanotechnology
- \*17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students

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## 1.0 ACADEMIC SENATE

### **\*1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges**

Whereas, In fall 2021 the Academic Senate for California Community Colleges adopted the *Periodic Review of the Academic Senate for California Community Colleges*<sup>1</sup> through Resolution [F21 01.01](#) *Adopt the updated Periodic Review of the Academic Senate for California Community Colleges* which required the ASCCC to:

Following the approval of this document through the ASCCC resolution process (for consideration Fall 2021), the ASCCC will form a workgroup to create the Periodic Review Criteria Template and Rubric:

1. A version to be completed by the ASCCC and
2. A version to be completed by the PRC.

The templates and rubrics will be considered through the resolution process by the delegates of the ASCCC at the next Plenary Session (Spring 2022); and

Whereas, The Academic Senate for California Community Colleges Executive Committee formed a work group and created the required documents in the *Periodic Review Rubric and Report Template*<sup>2</sup> for consideration by the delegates at the spring Plenary Session 2022;

Resolved, That the Academic Senate for California Community Colleges adopts the *Periodic Review Rubric and Report Template*

Contact: ASCCC Executive Committee

### **\*1.02 S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement**

Whereas, the Academic Senate for California Community Colleges adopted its new Vision statement at its Fall 2020 Plenary Session;

Whereas, since that time, the Academic Senate for California Community Colleges has focused on the prioritization and inclusion of Anti-Racism in its DEI efforts through various resolutions and position papers;

Whereas, the Academic Senate for California Community Colleges recognizes that effective progress at Anti-Racism require life-long approaches and commitments; and

Whereas, the Academic Senate for California Community Colleges Executive Committee, at its March 5, 2022 meeting voted to adopt “Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA)” as its acronym for the work that the Academic Senate for California Community Colleges is doing;

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<sup>1</sup> [Periodic Review Overview](#)

<sup>2</sup> [Periodic Review Rubric and Report Template](#)

Resolved, That the Academic Senate for California Community Colleges updates its vision, mission, and values to include anti-racism, for consideration by delegates at the Fall 2022 Plenary session.

Contact: ASCCC Executive Committee

### **3.0 DIVERSITY AND EQUITY**

#### **\*3.01 S22 Develop and Publish an IDEAA Liaison Handbook**

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work—including through the California Community Colleges Chancellor’s Office Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps and to align with the California Community College Chancellor’s Office inclusion of accessibility (the acronym and terms used by the Chancellor’s Office is DEIA<sup>3</sup>);

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

Whereas, the Faculty of California Community College passed [Resolution SP21 3.02 Include Cultural Competence in Faculty Evaluations](#) recommending that local academic senates to establish a local Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Liaison because “[i]nformation related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti- racism liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty”; and

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

Resolved, That the Academic Senate for California Community Colleges develops and publishes an IDEAA Liaison Handbook by Spring 2023.

Contact: [Muhammed Sharif-Idiris](#), Equity and Diversity Action Committee

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<sup>3</sup> DEIA, used by the California Community Chancellor’s Office, is *diversity, equity, inclusion, and accessibility*.

### **\*3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework**

Whereas, [Resolution F20 3.04](#) *Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies*<sup>4</sup> directed the “Academic Senate for California Community Colleges [to] develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates”;

Whereas, Curriculum is one of the areas of the Academic Senate for California Community Colleges’ 10+1 academic and professional matters purview per [Title 5 §53200](#) and that the Academic Senate for California Community College has committed to supporting inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work through multiple resolutions, approved papers, its mission statements, and role in professional learning;

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

Whereas, the Student Senate for California Community Colleges in their Anti-Racism Plan of Action<sup>5</sup> calls for curriculum changes to “Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value”;

Resolved, That the Academic Senate for California Community Colleges adopts the *DEI In Curriculum Model Principles and Practices*<sup>6</sup> and encourages local senates to use the model to review their curriculum practices; and

Resolved, That the Academic Senate for California Community Colleges works with system partners to support the implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning.

Contact: ASCCC Executive Committee

### **3.03 S22 Oppose Reliance on Commercial Textbook Publishers to Achieve Zero Textbook Cost**

Whereas, California Education Code §78052 (a) states that “It is the intent of the Legislature that community college districts develop and implement zero-textbook-cost

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<sup>4</sup> <https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional>

<sup>5</sup> [https://scccc.org/file\\_download/inline/d0fb70f5-a721-4f61-9815-778806fcd3b6](https://scccc.org/file_download/inline/d0fb70f5-a721-4f61-9815-778806fcd3b6)

<sup>6</sup> [DEI In Curriculum Model Principles and Practices](#)

degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs,” a goal that can promote student success without impinging on either academic freedom or faculty’s rights to choose appropriate instructional materials;

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

- prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content.
- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.
- develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

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

Whereas, Governor Gavin Newsom expressed an commitment to lowering costs for students by disrupting the entire system of commercial textbook publishing during his press conference unveiling his 2021 – 2022 budget proposal, saying he was “committed” to addressing the “usurious costs associated with textbooks,”<sup>7</sup> which emphasizes his interest in seeing the state’s substantial financial commitment to zero-textbook-cost degrees implemented in ways that are consistent with the intent of California Education Code §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

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

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<sup>7</sup> Zinshteyn, Mikhail. (2021, January 13). “Newsom calls textbooks ‘racket,’ proposes money to create free ones.” *CalMatters*. <https://calmatters.org/education/2021/01/newsom-fund-free-textbooks/>.



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

Contact: ASCCC Executive Committee

## **5.0 BUDGET AND FINANCE**

### **\*5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning**

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

Whereas, The Academic Senate for California Community Colleges adopted Resolution [S16 06.04](#) *Mental Health Services* which urged “local senates to advocate for the improvement of and access to mental health services at their local campuses” and “support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;”

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

Resolved, That the Academic Senate for California Community Colleges supports AB1987<sup>8</sup> (Salas, 2022, as of March 5, 2022) Postsecondary education: student mental health spending: report and AB 2122<sup>9</sup> (Choi, 2022, as of March 5, 2022) Public postsecondary education: mental health hotlines: student identification cards.

Contact: ASCCC Legislative and Advocacy Committee

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<sup>8</sup> [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1987](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1987)

<sup>9</sup> [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB2122](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122)

## 6.0 LEGISLATIVE ISSUES

### **\*6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)**

Whereas, The delegates of the Academic Senate for California Community Colleges adopted Resolution S16 06.01<sup>10</sup> *Support Legislation to Increase Cal Grant Awards*, as proposed in AB 1721 (Medina, 2016) and AB 1892 (Medina, 2016) at the 2016 Spring Plenary Session;

Whereas, The Academic Senate for California Community Colleges has prioritized Support on Expansion of Cal Grants<sup>11</sup>;

Whereas, The Academic Senate for California Community Colleges continues to advocate for increases to Cal Grant awards<sup>12</sup>; and

Whereas, AB 1746<sup>13</sup> (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act would revise the existing Cal Grant Program into a new Cal Grant Program that would revise and recast the provisions establishing and governing the existing Cal Grant Program into a new Cal Grant 2 and Cal Grant 4 program, expand eligibility to be consistent with Pell Grant income eligibility, and include an inflationary increase to community college awards;

Resolved, That the Academic Senate for California Community Colleges supports AB 1746<sup>14</sup> (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act (as of March 5, 2022); and

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

Contact: ASCCC Legislative and Advocacy Committee

## 7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

### **\*7.01 S22 Public Access for Vision Resource Center Materials**

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<sup>10</sup> Resolution S16 06.01: <https://asccc.org/resolutions/support-legislation-increase-cal-grant-awards>

<sup>11</sup> ASCCC Position January 2019:  
<https://www.asccc.org/sites/default/files/Cal%20Grant%20Letter%20of%20Support%20-%20Jan%2014%202019.pdf>

<sup>12</sup> Rostrum article, *Cal Grant Modernization and the True Cost of College*, April 2021

<sup>13</sup> [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB2122](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122)

<sup>14</sup> [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB2122](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122)

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

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

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

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

Contact: ASCCC Executive Committee

## **7.02 S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program**

Whereas, California Education Code §78052 requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented” and that the California Community Colleges Chancellor's Office ensure that “a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students,” a requirement that can only be met for the Zero-Textbook-Cost Degree Program if the implementation of the program is truly statewide and collaborative;

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

Whereas, The Academic Senate for California Community Colleges has requested that the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local Zero-Textbook-Cost implementation challenges; and

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

Resolved, That the Academic Senate for California Community Colleges works with the

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

Contact: [Julie Bruno](#), ASCCC Open Educational Resources Initiative

## 9.0 CURRICULUM

### 9.01 S22 Definition and Guidance for Cross-Listing Courses

Whereas, The Course Outline of Record (COR) is at the center of local curricular process; its required elements have been outlined in [California Code of Regulations Title 5 § 55002](#) and the application of those requirements is detailed in the [Program and Course Approval Handbook \(PCAH\)](#);

Whereas the submission criteria for CSU GE Area F allows “courses without ethnic studies prefixes” to be submitted for Area F “if cross-listed with a course with an ethnic studies prefix”<sup>15, 16</sup> but the processes should maintain the integrity of the discipline and instruction; and

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

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

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

Contact: [Sarah Harris](#), ASCCC Curriculum Committee

### 9.02 S22 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment

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<sup>15</sup> [https://www.asccc.org/sites/default/files/COR\\_0.pdf](https://www.asccc.org/sites/default/files/COR_0.pdf)

<sup>16</sup> <https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/geac/Documents/GE-Reviewers-Guiding-Notes.pdf>

Whereas, [AB 705](#) (Irwin, 2017) was passed in 2017 and discouraged the placement of students into pre-transfer intermediate algebra and encouraged placing students directly into transfer-level math based on multiple measures data;

Whereas, With the implementation of AB 705 (Irwin, 2017), the scheduling of pre-transfer math courses, such as intermediate algebra, has significantly reduced over the past three years, with some colleges completely eliminating offerings in response to a [2022 required plan](#) from the California Community College Chancellor's Office that asks colleges to justify, with data, the scheduling of pre-transfer math courses;

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

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

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

Contact: [Adrienne C. Brown](#), ASCCC Curriculum Committee

## **10.0 DISCIPLINES LIST**

### **\*10.01 S22 Disciplines List – Asian American Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following revision of the Asian American Studies:

Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American studies OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Asian American Studies.

Contact: ASCCC Standards & Practices Committee

### **\*10.02 S22 Disciplines List – Native American/American Indian Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Native American/American Indian Studies:

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

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Native American/American Indian Studies.

Contact: ASCCC Standards & Practices Committee

### **\*10.03 S22 Disciplines List – Nanotechnology**

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

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

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Nanotechnology.

Contact: ASCCC Standards & Practices Committee

## **13.0 GENERAL CONCERNS**

### **13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost**

## **(ZTC) Certificates and Degrees**

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

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

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

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

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

Contact: [Michelle Pilati](#), ASCCC Open Educational Resources Initiative

### **13.02 S22 Faculty Responsibility for Equitable, Accessible Learning Environments**

Whereas, Accessibility in the digital learning environment is an essential part of an equitable learning environment, and students deserve to have access to digital learning materials and environments without revealing their disability status as provisioned by [Section 508 of the Rehabilitation Act](#);

Whereas, Accessibility in the digital learning environment—or compliance with Section 508 of the Rehabilitation Act—is required for all government-funded institutions including the California Community Colleges, and the California Community Colleges’ Chancellor’s Office Information and Communication Technology and Instructional Material Accessibility Standard <sup>17</sup>(2020) says that “ensuring equal access to equally effective instructional materials

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<sup>17</sup> <https://drive.google.com/file/d/1Bss1F09dH4yrc6cCid6zNK0HfLuXV5vp/view>

and ICT [information communication technology] is the responsibility of all California Community College administrators, faculty, and staff”;

Whereas, accessibility is an academic and professional matter, and faculty should have and maintain full freedom of and purview over their instructional materials and digital learning environments, while fulfilling their obligation as educators to provide accessible learning environments as required legally and as a tool for closing equity gaps;

Resolved, that the Academic Senate of California Community Colleges urges local senates to make accessibility a campus-wide priority, as it relates to faculty agency over and equitable student access in teaching and learning environments;

Resolved, that the Academic Senate for California Community Colleges updates its paper [Ensuring Effective Online Programs: A Faculty Perspective](#) by Fall 2022 to include clarification of the differences between Accommodations (as referenced in [Section 504 of the Rehabilitation Act](#)) and Accessibility (as referenced in Section 508 of the Rehabilitation Act) as these definitions relate to faculty fulfilling their responsibility as educators in all modalities, and also develop other resources as appropriate; and

Resolved, that the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor’s Office and other stakeholders to guide the development of the local infrastructure necessary to support faculty with professional development, tools, and expert support in the creation of fully accessible learning environments.

Contact: ASCCC Online Education Committee

### **13.03 S22 Establish ASCCC Rising Scholars Faculty Advisory Committee**

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

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

Whereas, All parties, including but not limited to the California Community Colleges Chancellor’s Office, colleges, Academic Senate for California Community Colleges (ASCCC), Student Senate for California Community Colleges (SSCCC), and CDCR, must work together to ensure that those working within the colleges and those working within the various facilities, representing the various government (federal, state, and local) agencies and unions, are



appropriately relied upon to address incarcerated student needs, curricular and support services, curriculum and program development, transitional (incarcerated to paroled or released) support services, and community college to state university transfer needs, but current faculty representation in academic and professional matters is minimal at best as ASCCC only has two representative seats on the Chancellor's Office Rising Scholars Advisory Committee, and there is no current mechanism for ASCCC to collaborate with, regularly solicit input from, or prepare and provide professional development for faculty teaching in incarcerated environments;

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

Resolved, That the Academic Senate for California Community Colleges charges the Rising Scholars Faculty Advisory Committee with developing and sustaining a regional professional learning network in the area of prison education utilizing local Academic Senate structures, dedicated to the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#), and furthering the advancement of local programs and local professional learning in the areas of equity, pedagogy, and community building amongst prison education practitioners, and with advancing the faculty voice in spaces where incarcerated education is discussed and policies or agreements are made, including with the Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and CDCR, so that faculty primacy in academic and professional matters is honored and the education provided to incarcerated students by California community colleges is a model for educating incarcerated students;

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

Resolved, That the Academic Senate of California Community Colleges requests of the Chancellor's Office and California Department of Corrections and Rehabilitation (CDCR) that the Academic Senate for California Community Colleges and the Academic Senate Rising Scholars Faculty Advisory Committee be consulted for MOUs concerning prison education, particularly the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) between CDCR and the California Community Colleges Chancellor's Office and, for local MOUs between CDCR and local colleges, with local academic senates.

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

#### **13.04 S22 Establish Rising Scholars Faculty Liaisons**

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

Whereas, Direct communication to faculty as a critical constituency in incarcerated education is currently missing, and system-level MOU's, standard procedure, and best practices, have been imposed on California Community College faculty without the knowledge of or participation in those processes, and, when top-down policies, procedures, and practices affect the work of faculty working inside of the prisons, the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) issues have been ignored;

Whereas, the Academic Senate for California Community Colleges and faculty engaged in incarcerated education whether through face-to-face college, correspondence, or other distance education college instruction could both benefit from having a mechanism for direct sharing of information with and for solicitation of input from faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges urges local senates to identify a faculty member teaching engaged in incarcerated instruction inside of prisons, jails, or other local carceral facilities to act as a local Rising Scholars liaisons to facilitate communication among Rising Scholars faculty, the local academic senate, and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges be responsible for working collaboratively with these liaisons to ensure communication and opportunities for input on the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) issues are met by CDCR, California Community Colleges Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and the ASCCC before implementation of those said policies, procedures, and practices; and

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

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

#### **13.05 S22 Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Learning**

Whereas, AB 417 Rising Scholars Network: justice-involved students (McCarty, 2021)<sup>18</sup> charges the California Community Colleges Chancellor's Office with establishing the Rising Scholars

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<sup>18</sup> [AB 417 Rising Scholars Network \(McCarty, 2021\)](#)

Network and providing funding to up to 50 community colleges for services in support of justice-involved students;

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

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

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

Contact: [Alec Griffin](#), ASCCC Rising Scholars Mellon Grant Team

### **13.06 S22 Faculty Responsibility for Confirming Course Resource Accuracy**

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to urge faculty to regularly check the online class schedule to ensure their

textbook and class resource information are clear and accurate and that their sections are marked with a zero-cost or low-cost icon, if appropriate.

Contact: Contact: [Michelle Pilati](#), ASCCC Open Educational Resources Initiative

Note: This resolution was referred to the Executive Committee (see Resolution 13.01 R F21) for clarification on intent and how each “Resolved” can be carried out locally and is resubmitted to the delegates for discussion and debate for Spring Plenary Session 2022.

## 17.0 LOCAL SENATES

### **\*17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students**

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

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

Whereas, the California Community Colleges’ Chancellor’s Office responded by November 2, 2020<sup>19</sup> to the sudden systemwide shift to online teaching and learning, by providing all California Community Colleges funding support until June 30, 2021 for the following array of online learning tools: Canvas LMS, Canvas Studio, Pisces Online Tutoring Platform, Zoom, Labster virtual science lab platform, NetTutor online tutoring service, as well as special pricing for California community colleges to access/purchase the following services: SmarterServices online readiness assessment; Urkund and Turnitin online plagiarism and student integrity services; Proctorio online proctoring service; Pronto online student engagement service; Esri geographic information system; Grackledocs accessibility for Google G-Suite; Adobe digital and electronic signature platform; TimelyMD Telehealth services; OptimumHQ contact tracing software; Cranium Café online student services platform; and Uber Eats food aid distribution platform; and

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

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<sup>19</sup> <https://www.cccco.edu/-/media/CCCCO-Website/Files/DII/nov022020-ongoing-digital-resources-support-memo-dii-v2.pdf?la=en&hash=E284243BE2321D09DC590BF69D1C85BC47EC003A>

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

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

Resolved, that the Academic Senate for California Community Colleges encourages local academic senates to formally acknowledge their appreciation for their online education and course design support professionals for all the ways in which they have supported faculty and students, especially during the COVID pandemic and the unprecedented demand that it created for online education support services.

Contact: ASCCC Online Education Committee

### **17.02 S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons**

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

Whereas, Although the Academic Senate for California Community Colleges continues to encourage local academic senates to include part-time faculty participation in governance in response to Resolutions [F20 1.02](#) and [S21 19.01](#), professional development, committee service, and other leadership opportunities and yet support for the participation of part-time faculty still varies widely and is generally insufficient;

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

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

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to identify a part-time faculty member to act as a part-time faculty liaison to

increase communication between the local academic senates and their respective local part-time faculty.

Contact: ASCCC Part-Time Faculty Committee

## **19.0 PROFESSIONAL STANDARDS**

### **19.01 S22 Cultural Humility Driving IDEAA Work**

Whereas, [Resolution SP14 3.01](#) *Infusing Cultural Competence* directed “the Academic Senate for California Community Colleges [to] engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates”;

Whereas, Resolution SP14 3.01 *Infusing Cultural Competence* directed “the Academic Senate for California Community Colleges [to] report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates”;

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

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

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

Resolved, That the Academic Senate for California Community Colleges make available the Cultural Humility Tool<sup>20</sup> and respective resources as a model for local senates to develop their own cultural humility action plan that will guide and/or enhance the IDEAA efforts engaged in by local senates and the Academic Senate for California Community Colleges.

Contact: [Nadia Khan](#), Equity and Diversity Action Committee

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<sup>20</sup> [Cultural Humility Tool](#)

## **Faculty Development Committee Meeting**

**Minutes for Tuesday, March 8, 2022**

Via Zoom: <https://elcamino-edu.zoom.us/j/976617707981:15-2:15> pm

Present	Name		Division
X	Stacey Allen*	SA	Behavioral & Social Sciences
X	Erica Brenes	EB	Humanities
X	Anna Brochet	AB	Counseling
X	Rose Ann Cerofeci	RC	Humanities
X	Linda Cooks	LC	Library & Learning Resources
X	Amy Herrschaft	AH	Counseling
X	Amy Himsel	AJH	Behavioral & Social Sciences
X	Lars Kjeseth	LK	Mathematical Sciences
X	Crystle Martin	CM	Library & Learning Resources
X	Arturo Martinez	AM	Mathematical Sciences
	David Moyer	DM	Fine Arts
X	Jason Suárez	JS	Behavioral & Social Sciences
X	Evelyn Uyemura	EU	Humanities

\*Committee Chair

**Mission Statement:** *The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.*

**Fall 2021 Meetings:** September 14 & 28, October 12 & 26, November 9 & 23

**Spring 2022 Meetings:** February 22, March 8 & 22, April 26, May 10 & 24

**Guest:** Jenny Simon (Humanities)

### **5<sup>th</sup> Annual Guided Pathways Winter Summit: Get on Board with Guided Pathways**

Jenny Simon encouraged the FDC to attend the 5<sup>th</sup> Annual Guided Pathways Winter Summit this Friday. The event will take place online from 1:00-4:00 and will feature an opening address by President Thames, a student panel, and a breakout session where attendees will discuss plans for designating ECC a Guided Pathways College.

### **Spring 2022 PD Day**

SA announced that Spring 2022 PD Day evaluation results have been uploaded to the FDC Teams site. Members were encouraged to review them before our next meeting on March 22<sup>nd</sup>.

### **Fall 2022 PD Day**

SA reported that the Call for Participation on the Fall 2022 PD Day Planning Committee was sent to the listservs on Monday, March 7<sup>th</sup>. The deadline to respond is March 17<sup>th</sup>. The committee will hold its first planning meeting on Monday, March 21<sup>st</sup>, 3-4pm on Zoom. FDC members were encouraged to participate on the planning committee.

### **Faculty Book Club (FBC)**

LC reported that she will partner with Brian Mims, Faculty Coordinator and Director of Umoja-Project Success, to host this semester's FBC. The club will read chapters from *Engaging African American Males in Community Colleges*, edited by Ted N. Ingram and James Coaxum III. Meetings will take place 11:00-12:00 via Zoom on March 25<sup>th</sup>, April 22<sup>nd</sup>, May 20<sup>th</sup>, and June 3<sup>rd</sup>.

### **Informed & Inspired (I&)**

SA reported that several members of the FDC met with Analu Josephides on February 28<sup>th</sup> to begin planning I&I sessions for the semester. The theme for the semester will be *Informed & Inspired: Designing and Teaching for Excellence*. To allow for deeper learning of significant pedagogical theories and practices, sessions will take place over two days as follows:

- Thursday, March 31<sup>st</sup>, 1:15-2:15 & Friday, April 1<sup>st</sup>, 10:00-12:00: *Becoming a Warm Demander*
- Thursday, April 28<sup>th</sup>, 1:15-2:15 & Friday, April 29<sup>th</sup>, 10:00-12:00: *Creating Community and Centering Cultural Capital*
- Thursday, May 26<sup>th</sup> 1:15-2:15 & Friday, May 27<sup>th</sup>, 10:00-12:00: Theme TBD

### **Cornerstone Updates**

SA thanked JN for continuously making improvements to Cornerstone. Faculty can now register for professional development trainings offered by the Chancellor's Office directly through Cornerstone rather than having to submit an external training form. In addition, faculty can now submit external trainings for more than 6 hours in one day.

### **Faculty PD Needs Assessment**

The committee reviewed the 2021 Faculty PD Needs Assessment results and discussed changes to the 2022 instrument. Members will provide suggestions to SA by Friday which will be forwarded to IRP. Questions regarding Cornerstone, faculty learning communities, developing a culture of kindness among colleagues, avoiding burnout, and post-pandemic PD needs were discussed.

### **Conversations with Colleagues**

LK will host Conversations with Colleagues on Wednesday, March 23<sup>rd</sup>, 1:30-2:30. The intent is provide a forum for faculty to share their experiences transitioning back to the classroom.

### **SITE**

RC reported that funding for SITE will no longer be available after this semester. RC, LK, and AM serve as co-coordinators of SITE which was originally formed several years ago in response to AB705. The hope now is to keep the tenets of SITE alive in our PD goals despite the lack of funding. This entails a focus on scholarly inquiry and building relationships as fundamental to professional learning. A hallmark practice of SITE has been faculty learning communities. These communities of practice will continue to exist at ECC as a result of their demonstrated success. Plans for the semester include SITE forums and an end-of-semester summit.

### **Equity-Focused Job Interview Workshop**

JS reported on a workshop proposal he's been working on that would dovetail with the Getting the Job series. As job interviews integrate more questions about teaching, equity, and anti-racism and move away from traditional content questions, JS has been developing a workshop on how to integrate these concepts and frameworks into interview responses meant to help part-time faculty be more competitive in the current job market.

Adjourned 2:20  
SA/ 3.11.22