



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

## **57<sup>th</sup> SESSION RESOLUTIONS**

### **Fall Plenary**

***FOR DISCUSSION***  
***OCTOBER 18 TO NOVEMBER 2, 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 November 6, 2021.*

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

Manuel Velez, ASCCC South Representative, Area D

Craig Rutan, Santiago Canyon College, Area D

## FALL 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 between Oct 19 – Nov 2 are marked with a #.

- \*1.01 F21 Adopt the Updated Periodic Review of the Academic Senate for California Community Colleges
- +\*1.04 F21 Greater Transparency in the Committee Appointment Process
- \*3.03 F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning
- \*7.01 F21 System-Level Zero-Textbook-Cost Resources
- \*9.02 F21 Update Baccalaureate Degree Handbook
- \*9.03 F21 Adopt “The Role of Faculty in Tutoring and Learning Centers” Paper
- +\*11.01 F21 Equitable Access to Technology
- +\*11.02 F21 Greater Use of Telecommuting and Digital Processes
- \*15.01 F21 Adopt the ICAS English as a Second Language (ESL) Report: 2020 Update
- +\*16.01 F21 Advocate for Electronic Access to Required Course Materials
- \*17.01 F21 Local Senate Policies Regarding Textbook Adoption

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## 1.0 ACADEMIC SENATE

### **\*1.01 F21 Adopt the updated Periodic Review of the Academic Senate for California Community Colleges**

Whereas, In spring 2013 the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the ASCCC, through Resolution S13 1.02<sup>1</sup>, to develop a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability;

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

Whereas, In following a process of self-review and improvement, and in response to the Periodic Review Reports of 2016-17<sup>2</sup> and 2020-21<sup>3</sup>, the Academic Senate for California Community Colleges (ASCCC) formed a Periodic Review Process Committee to review and update the Periodic Review process; and

Whereas, In spring 2014 the first set of guidelines and process documents for the Periodic Review were adopted through Resolution S14 1.02<sup>4</sup>, and have been updated for consideration by the delegates of the Academic Senate for California Community Colleges(1);

Resolved, That the Academic Senate for California Community Colleges adopt the updated *Periodic Review of the Academic Senate for California Community Colleges*<sup>5</sup>.

Contact: ASCCC Executive Committee

### **+1.02 F21 Honoring Dan Crump with Senator Emeritus**

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Dan Crump, ASCCC Executive Committee member from 2002-2015, has satisfied those requirements as a faculty member of the California Community Colleges system whose service has well exceeded the required five years of significant service to the Academic Senate and includes:

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<sup>1</sup> <https://asccc.org/resolutions/periodic-evaluation-academic-senate-california-community-colleges>

<sup>2</sup> [https://asccc.org/sites/default/files/Final%20Version\\_Periodic%20Review%20Document\\_April%202017\\_0.pdf](https://asccc.org/sites/default/files/Final%20Version_Periodic%20Review%20Document_April%202017_0.pdf)

<sup>3</sup> <https://asccc.org/sites/default/files/2020-21%20PRC%20Final%20Report-%20Rev%201.pdf>

<sup>4</sup> <https://asccc.org/resolutions/adopt-documents-guidelines-periodic-review-academic-senate-california-community-colleges>

<sup>5</sup> <https://asccc.org/sites/default/files/Periodic%20Review%20of%20the%20ASCCC%20-%20DRAFT%208-31-21.pdf>

- ASCCC Executive Committee member of the State Academic Senate,
- Served as ASCCC Secretary, North Representative, and At-Large,
- Chair of numerous Senate committees including Counseling and Library Faculty Issues, Standards and Practices, Legislative and Government Relations, and Relations with Local Senates;
- Served as the Council of Chief Librarians representative liaison to the ASCCC
- Provided significant leadership in groups such as ICAS, TTAC, CPEC and LLRPAC;

Whereas, Dan Crump during his time on the Executive Committee set the standard for kindness, collegiality, and etiquette including being the first to welcome new ASCCC members with a handwritten card and offering his relentless support for their success, and continues to send handwritten birthday wishes and anniversary congratulations and this attitude impacted the Executive Committee so much, members found themselves challenged in how to behave in certain situations, would ask themselves “What Would Dan Do?”;

Whereas Dan Crump was and continues to be an advocate for all faculty by sharing relevant and current information from his readings and findings about higher education focused on effective practices for faculty to support student success, he can be counted on to be prepared with his words and thoughts, and quick with his actions; and

Whereas Dan Crump as the Elections Chair was entrusted with the ASCCC Executive Committee election process, thoroughly supported his “runners” and “tellers,” clearly and articulately announced the results, and ensured a fair and unbiased approach to in-person voting while looking dapper in a sash,

Resolved, That the Academic Senate for California Community Colleges confer upon Dan Crump the highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of the California Community College system; and

Resolved, That the Academic Senate for California Community Colleges wish Dan, Helen, their children, and grandchildren much happiness in all their future endeavors.

Contact: Julie Oliver, Cosumnes River College, Area A

### **+1.03 F21 Honoring Lesley Kawaguchi with Senator Emeritus**

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Lesley Kawaguchi has satisfied those requirements as a faculty member of the California Community Colleges System whose service has exceeded the required five years of significant service to the Academic Senate;

Whereas, Lesley Kawaguchi has contributed to the California Community Colleges’ commitment to equity, diversity, and student success through her service on the ASCCC

Executive Committee from 2005-2014 as At-Large Representative, South representative and Area C Representative; chaired the Equity and Diversity, Basic Skills, Accreditation, Educational Policies, and Relations with Local Senates committees; oversaw or helped in the writing of several ASCCC papers and Rostrum articles; organized Accreditation and Leadership Institutes; worked on the early stages of C-ID and the Transfer Model Curriculum (TMC) for History; participated in groups such as the CCCCCO original Equity and Diversity Committee and intersegmental groups working on C-ID and the TMC, while also participating in a number of other external committees, advisory groups, and task forces;

Whereas, Lesley Kawaguchi worked on the History of ASCCC project after her time on the ASCCC Executive Committee ended, as well as continued participation as a senator in her local senate;

Resolved, That the Academic Senate for California Community Colleges confer upon Lesley Kawaguchi their highest honor of Senator Emeritus and thank her for her contributions to the faculty and students of California;

Resolved, That the Academic Senate for California Community Colleges encourages Lesley to continue pursuing research and writing the textbook on the issues of equity, diversity, and inclusion that informed her teaching and to travel (when it is safe) throughout the U.S. gathering materials for the textbook in her retirement;

Resolved, That the Academic Senate for California Community Colleges wish Lesley much happiness spending time with her daughters and grandchildren.

Contact: Nathaniel Donahue, Santa Monica College, Area C

#### **+\*1.04 F21 Greater Transparency in the Committee Appointment Process**

Whereas, The Academic Senate for California Community Colleges Bylaws Article V states, “the President shall make appointments to all standing committees,” “The President, in consultation with the Vice President and Executive Director, makes appointments to all other groups requiring faculty participation,” and “these appointments are subject to approval by the appointee’s Member Senate President”<sup>6</sup>;

Whereas, The Academic Senate for California Community Colleges has developed a Senate Committee Appointment Process<sup>7</sup> for Senate committees and ad hoc, special task forces, work groups, or advisory groups, including an online faculty application for statewide service form;

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<sup>6</sup> <https://www.asccc.org/about/bylaws>

<sup>7</sup> [https://asccc.org/sites/default/files/Appointment\\_Process.pdf](https://asccc.org/sites/default/files/Appointment_Process.pdf)



Whereas, The Academic Senate for California Community Colleges solicits faculty volunteers for statewide service throughout the year, emphasizing the need for a “diversity of voices” across a range of dimensions (e.g., race/ethnicity, discipline, expertise, region, life experience); and

Whereas, members of the Latinx Caucus have expressed frustration to members of the Executive Committee over the past five years about (1) faculty of color who have applied using the online faculty application for statewide service form and are unaware of their application status at any time after submission unless selected for appointment and (2) the limited outreach efforts to racial/ethnic diverse faculty;

Resolved, The Academic Senate for California Community Colleges revise its appointment process involving the President and Vice President to demonstrate a transparent documentation process reflecting a practice to target in outreach and appointment of racially and ethnically diverse faculty;

Resolved, The Academic Senate for California Community Colleges engage in intentional and sustainable practices to target racially and ethnically diverse faculty and prioritize racial and ethnic diversity as a primary factor for appointment to statewide committee service;

Resolved, The Academic Senate for California Community Colleges share broadly longitudinal data on all statewide committee appointments including racial and ethnic demographic data; and

Resolved, The Academic Senate for California Community Colleges revise the Senate Committee Appointment Process to support transparent communication of faculty applicant status at any given time during the period that the faculty member’s application is active, in addition to investigating and adopting the appropriate technology to support transparent communication.

Contact: Luke Lara, MiraCosta College, Area D

### **3.0 DIVERSITY AND EQUITY**

#### **3.01 F21 Resources for Racial Justice and Critical Race Theory**

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges recognize Critical Race Theory as a well-established school of thought and racial justice framework and support the right of California community college faculty to utilize Critical Race Theory as well as other theories relevant to their disciplines; and

Resolved, That the Academic Senate for California Community Colleges by fall 2022 provide a resource to define Critical Race Theory and its importance and tools for faculty and colleges to utilize Critical Race Theory in anti-racist education, teaching, and learning.

Contact: Juan Arzola, Equity and Diversity Action Committee

### **3.02 F21 Equity in Science, Technology, Engineering, and Math (STEM)**

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

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

Whereas, Data and research<sup>8</sup> supports the effectiveness of equity-minded and culturally relevant practices in science, technology, engineering, and math, yet California community colleges data continues to show the opportunity gap in student success in STEM areas<sup>9,10,11</sup>;

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<sup>8</sup> Hammond, Zaretta (2015). *Culturally Responsive Teaching and the Brain*. Corwin.

<sup>9</sup> Johnson, K. M. S. (2019). Implementing inclusive practices in an active learning STEM classroom. *Advances in Physiology Education*, 43(2), 207–210.

<sup>10</sup> Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research*, 86(1), 163– 206. <https://doi.org/10.3102/0034654315582066>

<sup>11</sup> Nagthall, N.V. (2020). (Re)Imagining STEM Instruction: An Examination of Culturally Relevant Andragogical Practices to Eradicate STEM Inequities Among Racially Minoritized Students in Community Colleges (Publication No. 28154244) [Doctoral dissertation, University of Southern California]. ProQuest Dissertations Publishing

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

Contact: Roberto Rubalcaba, Equity and Diversity Action Committee

### **\*3.03 F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning**

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

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

Whereas, Both students and educators may experience stress and trauma<sup>12</sup>, as a result of the pandemic and other traumatic experiences<sup>13</sup> and teachers may experience the effects of vicarious trauma; and

Whereas, Both students and educators may be survivors of various Adverse Childhood Experiences (ACE) and as a result may be more likely to experience depressive symptoms<sup>14</sup>, ADHD symptoms, tobacco use, alcohol use, marijuana use, consumption of less than four cups of fruits or vegetables a day, sleep issues, and obesity;

Resolved, That the Academic Senate for the California Community Colleges work with discipline experts to develop resources identifying effective practices for Adverse Childhood Experiences (ACE) awareness including screening, resources and referral sources by Fall 2022;

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

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

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<sup>12</sup> <https://www.edsurge.com/news/2020-04-07-teachers-are-anxious-and-overwhelmed-they-need-sel-now-more-than-ever>

<sup>13</sup> <https://nebhe.org/journal/trauma-in-the-time-of-coronavirus-and-beyond-a-nejhe-qa-with-karen-gross/>

<sup>14</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5948167/>

Contact: Leslie Shull, Equity and Diversity Action Committee

**+\*3.03.01 F21 Amend 3.03**

Add a 4<sup>th</sup> Resolved

Resolved, That the Academic Senate for California Community Colleges advocate for mental health resources and services including funding, professional development, and support for community college faculty.

Gisele Flores, Modesto Junior College, Area A

**3.04 F21 Develop Statewide Recommendation for Definition of Low-Cost Course Materials**

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

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

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

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

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

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

### **3.05 F21 Zero Means Zero Textbook Cost**

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

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

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

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges encourage the use of approaches that significantly reduce course resource costs such that course sections with a low-

cost can obtain zero-textbook-cost status by virtue of the cost being absorbed by the college, district, or the state.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

### **+3.05.01 F21 Amend**

Amend the 3<sup>rd</sup> Resolved

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

Contact: Sheila Lynch, Rio Hondo College, Area C

## **4.0 ARTICULATION AND TRANSFER**

### **4.01 F21 Transfer Pathway Guarantees**

Whereas, AB 928 (Berman, 2021)<sup>15</sup>, the Student Transfer Achievement Reform Act of 2021 aims to further streamline and make the transfer process easier for students to navigate but does not address the crucial need for additional spaces for transfer students to the California State University or University of California<sup>16</sup>, especially for students to transfer to institutions in or near their community college service area;

Whereas, The Academic Senate for California Community Colleges (ASCCC) has a long history of supporting transfer opportunities and streamlined processes, and has approved *Transfer in the Higher Education System* to be an area of focus of the ASCCC for 2021-22<sup>17</sup>;

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

Whereas, The *Vision for Success* goals for transfer and equity<sup>18</sup> are unattainable unless additional spaces for transfer students are assured;

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<sup>15</sup> [https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202120220AB928)

<sup>16</sup> [https://asccc.org/sites/default/files/asccc\\_position\\_paper\\_transfer\\_practices\\_210525\\_media.pdf](https://asccc.org/sites/default/files/asccc_position_paper_transfer_practices_210525_media.pdf)

<sup>17</sup> <https://asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems>

<sup>18</sup> <https://www.cccco.edu/About-Us/Vision-for-Success/vision-goals>

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

Contact: ASCCC Executive Committee

## **7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE**

### **\*7.01 F21 System-Level Zero-Textbook-Cost Resources**

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

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

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

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

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

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

### **7.02 F21 HyFlex Modality Accounting and Apportionment**

Whereas, Hybrid Flexible, also referred to as “HyFlex,” is an instructional modality that combines face-to-face and online learning, where class sessions and activities are offered in

person, synchronously online, and asynchronously online, and where students have the flexibility of choosing any of these modalities in the same course during the same term;

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

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

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

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

Resolved, that the Academic Senate for California Community Colleges work with appropriate system faculty, administrators, and student constituent groups to define apportionment models for HyFlex modality.

Contact: Kandace Knudson, ASCCC Online Education Committee

## **9.0 CURRICULUM**

### **9.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5**

Whereas, The Course Outline of Record (COR) is at the center of local curricular process<sup>19</sup>; its required elements have been outlined in California Code of Regulations Title 5 including Section 55002 and the application of those requirements is detailed in the Program for Course and Approval Handbook (PCAH);

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

Whereas, the California Community Colleges Chancellor's Office (CCCCO) through its Call to Action<sup>20</sup> calls for campuses to "create an action plan to create inclusive classrooms and anti-

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<sup>19</sup> [https://www.asccc.org/sites/default/files/COR\\_0.pdf](https://www.asccc.org/sites/default/files/COR_0.pdf)

<sup>20</sup> <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges->



racism curriculum,” including calling for faculty to “evaluate all courses for diversity of representation and culturally-relevant content”; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) through its mission, planning documents, webinars, and events have committed to promoting culturally responsive curriculum in the California Community College system including Resolution 3.04 Spring 2020<sup>21</sup> which directs the ASCCC to “develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies”;

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

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to include in future publications, webinars, and other resources guidance and multiple examples of how to infuse cultural responsiveness, equity mindedness and anti-racism in the COR.

Contact: Sarah Harris, ASCCC Curriculum Committee

## **\*9.02 F21 Update *Baccalaureate Degree Handbook***

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

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

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[family](#)

<sup>21</sup> <https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional>

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

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to update the *Baccalaureate Degree Handbook*.

Contact: ASCCC Executive Committee

### **\*9.03 F21 Adopt "The Role of Faculty in Tutoring and Learning Centers" Paper**

Whereas, In Fall 2019, the Academic Senate for California Community Colleges adopted Resolution 16.01 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the Role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators<sup>22</sup>, which recognized the evolution of the field of learning assistance since prior learning assistance center and tutoring resolutions; and

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

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

Contact: Ted Blake, Transfer, Articulation, and Student Success Committee

## **11.0 TECHNOLOGY**

### **+\*11.01 F21 Equitable Access to Technology**

Whereas, The Academic Senate for California Community Colleges has long recognized the digital divide<sup>23</sup> evident in the lack of access to technology to support college instruction and services and has made system-wide and local recommendations in the 2003 paper "The Impact

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<sup>22</sup> <https://asccc.org/resolutions/develop-standards-practice-resource-learning-assistance-and-tutoring-california>

<sup>23</sup> "As used here, the term "digital divide" refers to the gap between individuals, households, businesses and geographic areas at different socio-economic levels with regard both to their opportunities to access information and communication technologies (ICTs) and to their use of the Internet for a wide variety of activities." [Organisation for Economic Co-Operation and Development, Understanding the Digital Divide, 2001, 5.](#)

of Computer Technology on Student Access and Success in The California Community Colleges;”<sup>24</sup>

Whereas, The California Community Colleges and the communities they serve continue to lack the technology for affordable and sufficient internet access, which became more pronounced with the transition to remote instruction and services in response to the COVID-19 pandemic; and

Whereas, Inequitable access to technology disproportionately impacts students and staff, especially students living in poverty, students of color, and students with disabilities;<sup>25</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to secure greater state support to ensure equitable access to technology for the California community colleges and the communities they serve; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) update the 2003 paper “The Impact of Computer Technology on Student Access and Success in The California Community Colleges”<sup>26</sup> for adoption by the ASCCC delegates in spring 2023.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

#### **+\*11.02 F21 Greater Use of Telecommuting and Digital Processes**

Whereas, The California Community Colleges have demonstrated success with working through a remote environment as a result of the pandemic; and

Whereas, To support diversity, equity, and inclusion, institutions may use telecommuting and digital processes to provide greater flexibility and responsiveness to better meet the needs of students;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, system partners, and local academic senates to encourage greater use of telecommuting and digital processes to provide greater flexibility and responsiveness to better meet the needs of students.

Contact: Jeffrey Hernandez, East Los Angeles College

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<sup>24</sup> [Academic Senate for California Community Colleges, The Impact of Computer Technology On Student Access and Success in The California Community Colleges, 2003](#)

<sup>25</sup> [US Department of Education, Office of Civil Rights, Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students](#)

<sup>26</sup> [Academic Senate for California Community Colleges, The Impact of Computer Technology On Student Access and Success in The California Community Colleges, 2003](#)

## **13.0 GENERAL CONCERNS**

### **13.01 F21 Faculty Responsibility for Confirming Course Resource Accuracy**

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

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

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

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

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

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

#### **+13.01.01 F21 Amend 13.01**

Delete the Current Resolved

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.

Add a new Resolved

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to remind their constituents that the accuracy and timeliness of information in

the schedule of classes helps their students succeed, especially for all zero and low-cost designated courses, and develop processes to support this effort.

Contact: Gregory Beyrer, Cosumnes River College, Area A

### **+13.02 F21 In Support of Prevention and Control of COVID-19 in the Interest of Safe Learning Environments**

Whereas, California Code of Regulations Title 5 §53206 establishes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office on academic and professional matters (Title 5, §53200);

Whereas, A novel coronavirus (COVID-19) is currently the cause of a world-wide pandemic spreading illness and death, and in recognition that the current COVID-19 vaccines are the most effective measure to protect against infections, hospitalizations, and deaths, public institutions locally, statewide, and nationally, are mandating COVID-19 vaccination for employment, education, and travel to protect public health;

Whereas, California Education Code §87408, §87408.5 and §87408.6 address the health requirements for new hires and employees, and §76403(a) addresses prevention and control of communicable diseases in students; and,

Whereas, On Saturday, August 14, 2021, the Student Senate for California Community Colleges Board of Directors took a position in support of a requiring COVID-19 vaccinations for colleges that are reopening to prevent the spread of the virus, with flexibility where vaccines are not possible due to medical conditions or sincerely held religious beliefs;

Resolved, That the Academic Senate for California Colleges assert that a safe teaching and learning environment for students and faculty is vital for student success, which is an academic and professional matter, and urge that local senates communicate this necessity to their administrations and governing boards;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the Student Senate for California Community Colleges, collective bargaining units, and other system partners to explore options to require all newly hired and existing employees and students to be vaccinated for COVID-19, with appropriate exemptions for medical and religious reasons; and,

Resolved, The Academic Senate for California Community Colleges supports the Student Senate for California Community College Board of Directors position on COVID-19 vaccinations.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

## **15.0 INTERSEGMENTAL ISSUES**

### **\*15.01 F21 Adopt the ICAS English as a Second Language (ESL) Report: 2020 Update**

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

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

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

Whereas, Legislators and local and statewide governmental entities may benefit from a greater understanding of ELL students and ESL instruction needs in colleges and universities to support intersegmental communication and coordination for ELL student success;

Resolved, That the Academic Senate for California Community Colleges adopt the Intersegmental Committee of Academic Senates (ICAS) ESL Task Force Report: A 2020 Update<sup>27</sup>; and

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

Contact: ASCCC Executive Committee

## **16.0 LIBRARY AND LEARNING RESOURCES**

### **+\*16.01 F21 Advocate for Electronic Access to Required Course Materials**

Whereas, the Academic Senate for California Community Colleges (ASCCC) has long expressed concerns that the cost of textbooks and other course materials represent a financial burden for California Community College students (“Textbook Issues: Economic Pressures and Academic Values.” 2005) and has more recently also supported efforts “to reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available (Fall 2017, Resolution 12.01), and

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<sup>27</sup> [https://asccc.org/sites/default/files/publications/AS\\_Position\\_Paper-ESL\\_210826.pdf](https://asccc.org/sites/default/files/publications/AS_Position_Paper-ESL_210826.pdf)

Whereas, librarians recognize the urgent need to develop new approaches to library acquisition of course textbooks to ensure that students have access, regardless of course modality, and are committed to make copies of required textbooks and course materials available to assist those students who are unable to purchase their own and that the vast majority of existing textbooks are simply unavailable to libraries in any format other than print,

Whereas, the critical work to ensure unfettered student access is hampered by multiple factors including:

- copyright and fair use laws that prohibit the scanning or digitization of entire textbooks and
- textbook publishers who do not provide electronic purchasing/licensing options for libraries and
- textbook publishers will not allow libraries to purchase e-textbook versions that can be accessed through a library's textbook reserves collection; and

Whereas, this is a national concern affecting all levels of postsecondary education and the 23 California State University Libraries have already put out a statement on textbooks in the library collection<sup>28</sup>;

Resolved, That the Academic Senate for California Community Colleges work with our faculty colleagues in the California State University and University of California, through the Intersegmental Council of Academic Senates (ICAS) and other practitioner groups, to develop a statewide response to publishers from the California public postsecondary systems; and

Resolved, That the Academic Senate for California Community Colleges work with our faculty colleagues in the California State University and University of California, through the Intersegmental Council of Academic Senates (ICAS) and other practitioner groups, to explore options, including legislation, to support libraries in their ability to provide electronic access to required course materials that students need to succeed in their courses.

Contact: Gregory Beyrer, Cosumnes River College, Area A

## **17.0 LOCAL SENATES**

### **\*17.01 F21 Local Senate Policies Regarding Textbook Adoption**

Whereas, Faculty have both the academic freedom to select the course materials they deem most appropriate (Resolution 19.01 F04) and the responsibility to consider the cost burden as they do so (Title 5, § 59404);

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<sup>28</sup> <https://libraries.calstate.edu/textbooks/>

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

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

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

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

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

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

## **19.0 PROFESSIONAL STANDARDS**

### **19.01 F21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices**

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

Whereas, Academic Senate for California Community Colleges delegates passed Resolution 12.01<sup>29</sup> (Fall 2015), which acknowledged that hiring faculty who have a sensitivity and understanding of diverse students positively impacts student success, consistent with research

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<sup>29</sup> <https://asccc.org/resolutions/hiring-culturally-aware-faculty>



included in the Chancellor's Office Diversity, Equity, and Inclusion Task Force Literature Review on Faculty, Staff, and Student Diversity<sup>30</sup> (2019) and Report<sup>31</sup> (2020);

Whereas, Strategies in the Recommendations from the Vision for Success Diversity, Equity, and Inclusion Task Force<sup>32</sup> call for implementation of innovative and hiring and outreach practices focused on diversity, revised procedures that address diversity, equity, and inclusion to reduce bias in the hiring process, and inclusion of cross functional staff in hiring and screening committees; and

Whereas, at its August 12-14, 2021 meeting<sup>33</sup>, the Executive Committee of the Academic Senate for California Community Colleges took action to support the Association of Chief Human Resource Officers (ACHRO) Screening and Selection Recommendations (July 23, 2021 version) for innovative hiring practices focused on diversity, developed in collaboration with associations represented on the Vision for Success Diversity, Equity, and Inclusion Workgroup, including trustees, chief executive officers (CEOs), chief instructional officers (CIOs), chief student services officers (CSSOs), chief business officers (CBOs), and the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges endorse the ACHRO draft Screening and Selection Process Recommendations<sup>34</sup>; and

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

Contact: ASCCC Executive Committee

#### **+19.01.01 F21 Amend 19.01**

Amend the 1st Whereas

Whereas, Education Code §87360 Hiring Criteria, Subdivision (a), states that applicants for faculty and administrator positions must ~~meet two minimum qualifications for employment at California Community Colleges: a discipline specific qualification aligned with minimum discipline standards set in the Minimum Qualifications for Faculty and Administrators in the California Community Colleges and~~ demonstrate, as a criterion for hiring “beyond the state minimum qualifications, a sensitivity to and understanding of the diverse academic,

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<sup>30</sup> <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/2-literature-review-on-faculty-staff-and-student-diversity.pdf?la=en&hash=73767B97C2DE63FCE1518BB4B39B6278C5500ACF>

<sup>31</sup> <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/cccco-dei-report.pdf?la=en&hash=FAB1854B05779EA47FBA10D1E5DED7A290D5C9E1>

<sup>32</sup> <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/4-recommendations-from-the-dei-task-force.pdf?la=en&hash=941ED4B5EF26A289A1A16FD468F10D7565FD0D4B>

<sup>33</sup> <https://asccc.org/sites/default/files/Agendas/Download%20Agenda.pdf>

<sup>34</sup> <http://achroeco.com/diversity-equity-and-inclusion/>

socioeconomic, cultural, disability, and ethnic backgrounds of community college students” (CA Ed Code §87360(a)), that is included in all job announcements and assessed during the applicant screening process, per the requirements of Title 5. §§53022 and 53024; yet current faculty screening and selection practices at most colleges may place a disproportionate emphasis focus solely on discipline-specific hiring criteria, such as the ability to teach and provide services to students, at the expense of assessing job applicants and candidates on their abilities to “demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students”; ~~on the discipline-specific minimum qualification;~~ and

Contact: Angela C. Echeverri, Los Angeles Mission College, Area C

## **20.0 STUDENTS**

### **+20.01 F21 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption**

Whereas, After the second full year of AB 705 implementation for math and English, local outcomes reveal that while more first-time students are attempting and completing transfer-level math and English courses, growing and alarming equity gaps persist, particularly for students of color; and

Whereas, Many colleges no longer offer English courses below transfer level or math courses more than one level below transfer which limits the options of students seeking additional preparation in transfer-level math and English courses; and

Whereas, Enrollment of California Community College students has declined precipitously since the pandemic started and those declines have been particularly large among first-time students and in communities of color;

Resolved, The Academic Senate for California Community Colleges encourage all stakeholders to address the equity gaps observed after AB 705 implementation and exacerbated by the COVID-19 pandemic by offering additional curricular options for math and English and providing adequate academic support and student services to help all students succeed in these courses; and

Resolved, The Academic Senate for California Community Colleges urge all stakeholders to address COVID-19 related learning disruption to provide all students with access to a community college education by offering adequate math and English courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic, as well as by improving online registration and enrollment processes; and

Resolved, The Academic Senate for California Community Colleges provide guidance on effective practices to local colleges, academic senates, and discipline faculty to implement additional measures as necessary to address the equity gaps in math and English courses, enrollment declines, and the significant COVID-19 related learning disruption affecting community college students, K-12 students, and the communities we serve.

Contact: Angela C. Echeverri, Los Angeles Mission College, Area C