Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

56th SESSION RESOLUTIONS
Spring Plenary

FOR DISCUSSION Review Period
March 30-April 12, 2021

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

Resolutions Committee 2020-2021
Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
Amber Gillis, Compton Community College, Area C
Annie Corbett, College of San Mateo, Area B
David Morse, Long Beach City College, Area D

SPRING 2021 VIRTUAL RESOLUTIONS PROCESS

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

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

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

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

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

CONSENT CALENDAR

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

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

+*3.03 S21 Denounce Anti-Asian American Pacific Islander (AAPI) Racism
*5.01 S21 Support for Additional Guided Pathways Funding
*6.01 S21 Revising the 50% Law and the FON
*6.02 S21 Support AB 417 (McCarty 2021) as of March 8, 2021
*6.03 S21 Support AB 421 (Ward 2021) as of March 8, 2021
*+6.04 S21 Flexibility in Remote Attendance at Local Academic Senates
+*6.05 S21 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses
*8.01 S21 Counseling Faculty, Student Success and Transfer
+*9.01.01 S21 Amend Resolution 9.01
+*9.03 S21 Asserting Faculty Primacy in Teaching Modality
+*9.04 S21 Recommendation to Update Title 5 Language for Section 55070 Credit Certificates
*10.01 S21 Disciplines List--Film and Media Studies
*10.02 S21 Disciplines List-- Digital Fabrication Technology
*11.01 S21 Urge the Release of Distance Education Guidelines and Related Compendium of Effective Distance Education Practices
+*11.02 S21 Advocate for Development of a ZTC Data Element
*18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply
+*20.03 S21 Support for Students Affected by the Military Coup in Myanmar
*21.01 S21 Collaborate with Regional Consortia
+*21.02 S21 Prioritizing System Support for the ECE/EDU Education and Human Development Sector

TABLE OF CONTENTS

3.0 DIVERSITY AND EQUITY 1
3.01 S21 Include Cultural Competence in Faculty Evaluations 1
3.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison 2
+*3.03 S21 Denounce Anti-Asian American Pacific Islander (AAPI) Racism 2

5.0 BUDGET AND FINANCE 4
*5.01 S21 Support for Additional Guided Pathways Funding 4

6.0 STATE AND LEGISLATIVE ISSUES 5
*6.01 S21 Revisiting the 50% Law and the Faculty Obligation Number 5
*6.02 S21 Support AB 417 (McCarty, 2021) as of March 8, 2021 6
*6.03 S21 Support AB 421 (Ward, 2021) as of March 8, 2021 6
+*6.04 S21 Flexibility in Remote Attendance at Local Academic Senates 7
+*6.05 S21 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses 7

8.0 COUNSELING 8
*8.01 S21 Counseling Faculty, Student Success, and Transfer 8

9.0 CURRICULUM 9
9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements 9
+*9.01.01 S21 Amend Resolution 9.01 10
9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies or Cultural Awareness Competencies 10
+9.02.01 S21 Amend Resolution 9.02 11
+*9.03 S21 Asserting Faculty Primacy in Teaching Modality 11
+*9.04 S21 Update Title 5 Language for Section 55070 Credit Certificates 12
+9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process for the Open Educational Resources Initiative 12

10.0 DISCIPLINES LIST 13
*10.01 S21 Disciplines List—Film and Media Studies 13
*10.02 S21 Disciplines List—Digital Fabrication Technology 14

11.0 TECHNOLOGY 15
*11.01 S21 Urge the Release of Distance Education Guidelines and Related Compendium of Effective Distance Education Practices 15
+*11.02 S21 Advocate for Development of a ZTC Data Element 15

12.0 FACULTY DEVELOPMENT 17

12.01 S21 Approve the Paper *Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success* 17

13.0 GENERAL CONCERNS 17
+13.01 S21 Institutionalizing Open Educational Resources 17

18.0 MATRICULATION 18
*18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply 18

20.0 STUDENTS 18
20.01 S21 Enabling Preferred Name and Pronoun across Campus and all Digital Environment 18
+20.01.01 S21 Amend Resolution 20.01 19
+20.02 S21 Student Participation in Hiring Processes 19
+*20.03 S21 Support for Students Affected by the Military Coup in Myanmar 20

21.0 CAREER TECHNICAL EDUCATION 21
*21.01 S21 Collaborate with Regional Consortia 21
+*20.02 S21 Prioritizing System Support for the ECE/EDU Education and Human Development Sector 22

3.0 DIVERSITY AND EQUITY

3.01 S21 Include Cultural Competence in Faculty Evaluations

Whereas, The California Community Colleges Chancellor's Office *EEO & Diversity Best Practices Handbook* calls for the incorporation of diversity considerations in the criteria for employee evaluation and tenure review, and other voices, such as the 2020 Student Senate for California Community Colleges' *DEI/Anti-Racism Plan* and the California Community Colleges *Vision for Success Diversity, Equity, and Inclusion Integration Plan*, echo this call by proposing the inclusion of cultural competency and diversity-focused criteria in faculty evaluations;

Whereas, While processes and criteria for faculty evaluations are normally included in local bargaining agreements and thus fall directly under the purview of faculty unions, evaluations are also connected to professional development policies and therefore fall under the purview of academic senates under Title 5 §53200, and this connection is further established by Education Code §§87610.1(a) and 87663 (f), which require that faculty bargaining agents consult with their academic senates regarding the negotiation of evaluation processes;

Whereas, Because of the diverse nature of communities, student populations, and local needs throughout the California Community Colleges system, any guidance or requirement regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations should be broad enough to allow for local implementation and respect for local processes while still remaining meaningful and effective; and

Whereas, Because faculty evaluations are an aspect of academic senate purview, and because the Academic Senate for California Community Colleges has expressed its commitment to cultivating and promoting cultural competence in all aspects of faculty work, faculty should be leaders in any discussion and development of guidance or potential regulatory or statutory requirements regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations;

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

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of Title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes.

Contact: Sharon Sampson, Standards and Practices Committee

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

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

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

Whereas, Information related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts ,and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti-racism (IDEA) liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty;

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

Contact: Howard Eskew, Relations with Local Senates Committee

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

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

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

Whereas, The Academic Senate for California Community Colleges has previously affirmed its commitment to systemic equity in numerous resolutions, including

Resolution 03.01 "Adopt the "Student Equity: From Dialog and Access to Action" Paper" (2010), Resolution 03.04 "Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges" (2019), Resolution 3.01 "Support the Antiracism Pledge" (2020), and Resolution 3.03 "Adopt Antiracism Education Paper" (2020);

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

- To integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically;
- To identify how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups and how these limitations have challenged and continue to challenge society;
- To encourage all members of the educational community to examine assumptions and prejudices, including but not limited to racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees;
- To offer positive and diverse role models in society, including the recruitment, hiring, and promotion of diverse employees in community colleges;
- To coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and health and care needs of diverse population groups;
- To promote a safe and inclusive environment for all;[1] and

Whereas, Institutions of higher education within California should be places where all faculty and staff members, administrators, and students have the right to study and work in a safe environment free of racism, discrimination, intolerance, and violence, but the outbreak of COVID-19 has been referred to as "Wuhan Virus," "Kung Flu," and "Chinese Virus" in public discourse, and this inflammatory rhetoric has stigmatized members of the AAPI communities, exacerbating the racism and violence toward persons of AAPI ancestry and increasing the number of hate crimes and incidents against AAPI individuals[2], and the widespread denial of anti-AAPI racism is a real threat to students and employees at all California community colleges;

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

Resolved, That the Academic Senate for California Community Colleges create opportunities for faculty to engage in ongoing critical reflections, conversations, and

[1] Grossmont College Academic Senate's "A RESOLUTION of the Grossmont College Academic Senate to denounce Anti-Asian American Pacific Islander (AAPI) racism" (attached PDF), approved on March 1, 2021
And De Anza College's "A RESOLUTION of the De Anza College Academic Senate to Denounce Anti-Asian American Pacific Islander (AAPI) Racism," approved on March 15, 2021
[2] https://stopaapihate.org/reportsreleases/

intentional efforts – such as educating from culturally appropriate curriculum – in addressing racial, social, and economic injustices and inequities, especially within AAPI communities, thereby further humanizing AAPI students, faculty, staff members, and administrative colleagues; and

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

Contact: Denise Schulmeyer, Grossmont College, Area D

5.0 BUDGET AND FINANCE

*5.01 S21 Support for Additional Guided Pathways Funding

Whereas, The California Community Colleges system in 2018 took a systemic approach to institutional redesign through the implementation of a guided pathways framework that was supported by a $150 Million California Community Colleges Guided Pathways Grant Program;

Whereas, California community colleges have locally implemented guided pathways elements such as success teams, program maps, curricular redesign, and holistic student support that require structural and policy augmentation to make available the resources and personnel needed to focus on the whole student, meeting the students "where they are";

Whereas, The Academic Senate for California Community Colleges has been integral in supporting guided pathways efforts around the areas of academic and professional matters, including curriculum, professional development, educational programs, program review, and student preparation and success; and

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

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for continuing funding for colleges to support the guided pathways framework for an additional five years in order to allow colleges to continue to implement the framework and time to plan for long term sustainability; and

Resolved, That the Academic Senate for California Community Colleges continue to take a strong role in supporting local colleges and academic senates in the design, implementation, and evaluation of guided pathways frameworks and advocate for identified funding to continue its leadership role.

Contact: Jeffrey Hernandez, Guided Pathways Task Force

6.0 STATE AND LEGISLATIVE ISSUES

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

Whereas, California Education Code §84362, also known as the 50% Law, designates a minimum of 50% of a college's general fund budget for direct instruction, but the current definition of instruction under the 50% law does not include support faculty such as counselors, librarians, tutorial coordinators, and any other faculty not actively in a classroom, and thus the 50% law becomes a fiscal and structural barrier to student support;

Whereas, The faculty obligation number, colloquially called the FON, sets a minimum number of full-time faculty to be employed by each college, but the FON is based on an antiquated formula and does not recognize some essential faculty groups such as noncredit faculty;

Whereas, In 2016 a workgroup of stakeholders[3], consisting of both faculty and administrators, commissioned by the California Community Colleges Chancellor's Office came together to explore issues with the 50% Law and the FON and presented recommendations for revisions titled "The 50% Law and the Faculty Obligation Number: A Proposal," finding that instructional practices have changed and have become a shared activity between instruction and support with an increasing focus on services that actively support student success, and that proposal was updated in 2019 with "The 50% Law and the Faculty Obligation Number: An Updated Proposal"[4]; and

Whereas, The workgroup affirmed the essential role of the 50% Law but called for a redefinition of the expenses considered to be instructional in nature to include costs that directly impact "instruction and learning," including the following:

- faculty working outside of the classroom but playing a directive role in the education of students;
- faculty who provide educational services directly to students;
- governance activities that directly impact the education of students; and
- professional activities that pertain to curriculum;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revisit the recommendations from the 2016 "The 50% Law and the Faculty Obligation Number: A Proposal" and the 2019 update and advocate for revisions of Education Code §84362, also called the 50% Law, and the faculty obligation number while ensuring that all relevant faculty voices are included in the revision efforts.

Contact: David Morse, Resolutions Committee

[3] https://www.asccc.org/content/50-law-and-faculty-obligation-number-proposal
[4] The 50% law and the Faculty Obligation Number: An Updated Proposal

***6.02 S21 Support AB 417 (McCarty, 2021) as of March 8, 2021**
Whereas, Current and formerly incarcerated students face significant barriers in pursuing their educational goals, especially in higher education, due to restricted access to educational opportunities, instruction, materials, and services stemming from legal policies and financial limitations; and

Whereas, The Academic Senate for California Community Colleges has numerous positions supporting the provision of equitable educational opportunities and support services for current and formerly incarcerated students[5]; and

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

Resolved, That the Academic Senate for California Community Colleges support AB 417 (McCarty, 2021) – *Rising Scholars Network: justice-involved students*[6] as of March 8, 2021.

Contact: Adrienne C. Brown, Legislative and Advocacy Committee

***6.03 S21 Support AB 421 (Ward, 2021) as of March 8, 2021**
Whereas, The Academic Senate for California Community Colleges recommends in the position paper *Noncredit Instruction: Opportunity and Challenge*[7] that the ASCCC should work with the California Community Colleges Chancellor's Office to revise regulations and *the Student Attendance Accounting Manual* to provide noncredit attendance accounting options in addition to positive attendance in a manner similar to those available for credit courses;

Whereas, AB 1727 (Weber, 2019), which was vetoed on October 19, 2019 due to funding concerns and reintroduced as AB 421 (Ward, 2021) on March 8, 2021, would create parity between the funding methods for credit and noncredit courses that already have parity in enrollment and scheduling[8]; and

Whereas, The ASCCC has numerous positions supporting the equalization of noncredit funding and curriculum with that of credit curriculum[9];

Resolved, That the Academic Senate for California Community Colleges support AB 421 Career Development and College Preparation Courses (Ward, 2021)[10] as of February 16, 2021.

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[5] Resolutions: F19 3.06, S17 5.01, S17 7.02, S17 17.02
[6] AB 417 (McCarty, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB417
[7] See Recommendations to the Board of Governors: https://www.asccc.org/papers/noncredit-instruction-opportunity-and-challenge-0
[8] ASCCC Rostrum article, *Changes Ahead for Noncredit?,* C. Rutan
[9] Resolutions: F20 13.02, S19 9.02, F18 9.02
[10] AB 421 (Ward, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB421

Contact: Christopher Howerton, Legislative and Advocacy Committee

+*6.04 S21 Flexibility in Remote Attendance at Local Academic Senates
Whereas, Meetings of local academic senates and their associated committees are subject to the requirements of the Brown Act;

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

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

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

Contact: Gregory Beyer, Cosumnes River College, Area A

+*6.05 S21 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses
Whereas, During the last decade the legislature has provided significant support for online and distance education to improve access to California community colleges, and during the COVID-19 pandemic online course offerings at California community colleges have increased exponentially in both asynchronous and synchronous modalities to support remote student learning while the global public health crisis excludes or limits face-to-face teaching;

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

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

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

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

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

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

8.0 COUNSELING

*8.01 S21 Counseling Faculty, Student Success, and Transfer

Whereas, Counseling faculty play an integral role in facilitating student preparation and success by providing appropriate and necessary support programs and services that not only help students find their educational pathways but also stay on their educational pathways, helping to fulfill two of the four pillars of the guided pathways frameworks as referenced in the California Community Colleges Chancellor's Office *Vision for Success*[11], which is vital to ensuring that students are able to meet their goals;

Whereas, Librarians, faculty coordinators, and other faculty who work outside of classroom instruction likewise play essential roles in promoting student success and helping students to achieve their goals;

Whereas, During times of economic recession, programs such as counseling and support services often experience heavy decreases in funding because they are not considered instructional programs under California Education Code §84362, also known as the 50% Law: and

Whereas, Goal 2 in the California Community Colleges Chancellor's Office *Vision for Success*[12] is to "Over 5 years, increase by 35 percent the number of CCC student's system-wide transferring annually to a UC or CSU," and counselors and other non-classroom faculty are fundamental to supporting student transfer;

[11] https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf
[12] https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for necessary funding to support the hiring of full-time counselors and other student support faculty to meet recommended educational standards for student to counselor ratios[13]; and

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

Contact: David Morse, Resolutions Committee

9.0 CURRICULUM

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

Whereas, The passage of AB1460 (Weber 2019), which has driven the California State University to create an Area F in ethnic studies that can be fulfilled with the completion of a lower-level course, will have a significant impact on all 116 California community colleges in that students may fulfill this requirement through transferable courses from ethnic studies disciplines;

Whereas, The California State University has made clear that courses used to fulfill this requirement must align with the core competencies for ethnic studies as delineated by the CSU system, and for the California community colleges this alignment is best achieved by offering courses through established ethnic studies programs with ethnic studies prefixes;

Whereas, Less than half of the 116 colleges in the California Community Colleges system currently have ethnic studies programs or offer courses with ethnic studies prefixes, leading to an overall sense of unpreparedness and confusion over which and how courses from the CCCs will serve to fulfill this new requirement; and

Whereas, Because of the Academic Senate for California Community Colleges' leadership position as a statewide voice for faculty and academic senates and its focus on representing the faculty voice and making recommendations on statewide matters, the ASCCC can help to provide direction as the colleges prepare for this new requirement;

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

[13] https://www.google.com/url?q=https://asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf&sa=D&source=editors&ust=1616883612361000&usg=AOvVaw1A_31LDXK8VorfcBUOE02X

articulation process between the California Community Colleges and California State University in regard to the new ethnic studies requirements.

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

+*9.01.01 S21 Amend Resolution 9.01

Add a 2nd resolved

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

Contact: Sharyn Eveland, Taft College, Area A

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

Whereas, California community colleges are modifying and developing curriculum to address AB 1460 (Weber 2019) in accordance with the California State University definition of ethnic studies and to maximize and frame curriculum for student success through an equity-minded lens in support of the Chancellor's *Vision for Success* and Call to Action;

Whereas, California community colleges have developed different local approaches to ethnic studies and cultural awareness curriculum that include elements found in the CSU definition of ethnic studies as well as elements intended to keep the fidelity and integrity of the well-established ethnic studies discipline in community colleges; and

Whereas, California community colleges need further guidance to develop local ethnic studies courses in such a way as to support students to meet both transfer and local degree requirements and to matriculate students who demonstrate awareness of and appreciation for the diversity of cultural works, practices, and beliefs leading to ethical, responsible, and equity-minded participation in society;

Resolved, That the Academic Senate for California Community Colleges work with ethnic studies faculty and faculty from related disciplines to develop a rubric and other professional development materials that help colleges ensure proper course requirements and alignment for California community college courses proposed to meet the CSU General Education Breadth Area F Ethnic Studies; and

Resolved, That the Academic Senate for California Community Colleges work with ethnic studies faculty and faculty from related disciplines to develop a rubric and other professional development materials to provide guidance regarding curriculum elements, such as core competencies and learning outcomes, for community colleges that wish to

establish a local ethnic studies or cultural awareness competency for their local associate degree that aligns student educational outcomes with legislation and regulation.

Contact: Randy Beach, Curriculum Committee

+9.02.01 S21 Amend Resolution 9.02
Amend the Title

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

Amend the 1st Resolved

Resolved, That the Academic Senate for California Community Colleges work with ethnic studies faculty ~~and faculty from related disciplines~~ to develop a rubric and other professional development materials that help colleges ensure proper course requirements and alignment for California community college courses proposed to meet the CSU General Education Breadth Area F Ethnic Studies; and

Amend the 2nd Resolved

Resolved, That the Academic Senate for California Community Colleges work with ethnic studies faculty ~~and faculty from related disciplines~~ to develop a rubric and other professional development materials to provide guidance regarding curriculum elements, such as core competencies and learning outcomes, for community colleges that wish to establish a local ethnic studies ~~or cultural awareness~~ competency for their local associate degree that aligns student educational outcomes with legislation and regulation.

Contact: Carlos Guerrero, Los Angeles City College, Area C

+*9.03 S21 Asserting Faculty Primacy in Teaching Modality
Whereas, The Academic Senate for California Community Colleges is empowered by Title 5 §53206 with regards to local academic senates at California community colleges statewide in the formation of state policies on academic and professional matters;

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

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

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

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

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

+*9.04 S21 Update Title 5 Language for Section 55070 Credit Certificates
Whereas, AB 705 (Irwin, 2017) and Title 5 §55522.5 recognize that "Instruction in English as a second language (ESL) is distinct from remediation in English";

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

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

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

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

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

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

Contact: Kathryn Wada, Cypress College, Area D

+9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process for the Open Educational Resources Initiative
Whereas, The Academic Senate for California Community Colleges paper Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional

Development recommends that local academic senates "enact culturally responsive curricular redesign within disciplines, courses, and programs and with curriculum committees";

Whereas, Resolution 03.02 F 19 calls for the ASCCC, in order "to eliminate institutional discrimination, take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism"; and

Whereas, Open educational resources (OER) should be created as an integral part of culturally responsive and anti-racist curriculum, and existing OER should be revised to be more to be more equitable, diverse, and inclusive to represent all groups, such as people from various races and ethnicities, LGBTQIA, people with disabilities, students from low-income backgrounds, and any other historically underrepresented group; and Whereas, Audit processes can be used to identify practices, policies, and curriculum that are inconsistent with established anti-racism, diversity, equity, and inclusion goals;

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

Contact: Michelle Pilati, ASCCC OERI, Area C

10.0 DISCIPLINES LIST

*10.01 S21 Disciplines List—Film and Media Studies

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

> Master's degree in Film/Cinema and Media Studies, Film, Television, and Media Studies, Drama/Theater, Mass Communication
>
> OR
>
> Bachelor's degree in any of the above
>
> AND
>
> Master's degree in Visual Studies, Media Studies, English, or

Communication

OR

the equivalent; and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for film and media studies.

Contact: Sharon Sampson, Standards & Practices Committee

***10.02 S21 Disciplines List—Digital Fabrication Technology**
Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the digital fabrication technology discipline:

2 years professional experience

AND

Any bachelor's degree or higher

OR

6 years of professional experience

AND

Any associate's degree*;* and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for digital fabrication technology.

Contact: Angela Echeverri, Standards & Practices Committee

11.0 TECHNOLOGY

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

Whereas, The version of the Distance Education Guidelines currently in use was approved in 2008, and for at least the last four years the Chancellor's Office Distance Education and Educational Technology Advisory Committee (DEETAC), composed of stakeholders including representatives of the Academic Senate for California Community Colleges, California Community Colleges Distance Education Coordinators, Chief Instructional Officers, and Chief Executive Officers, has updated the guidelines with the intent of releasing these updates to the field, and, as evidenced by Resolution 9.06 S 19 calling on the ASCCC to endorse draft distance education definitions in the Distance Education Guidelines and partner with the Chancellor's Office and partner organizations to disseminate the definitions, expected a timely release of the guidelines;

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

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

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

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

Contact: ASCCC Executive Committee

+*11.02 S21 Advocate for Development of a ZTC Data Element

Whereas, California Education Code §66406.9 requires that each of the California community colleges "(1) (A) Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a

low-cost option for print versions," a legislated mandate for which little guidance has been provided;

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

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

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

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

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

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

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

Contact: Michelle Pilati, ASCCC OERI, Area C

12.0 FACULTY DEVELOPMENT

12.01 S21 Approve the Paper *Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success*[14]

Whereas, Resolution 19.02 F12 directed the Academic Senate for California Community Colleges to update the 2000 paper *Faculty Development: A Senate Issue* in order to support local senates and help faculty respond to an ever-changing educational and economic climate;

Resolved, That the Academic Senate for California Community colleges adopt and disseminate broadly the paper *Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success*.

Contact: Darcie McClelland, Educational Policies Committee

13.0 GENERAL CONSERNS

+13.01 S21 Institutionalizing Open Educational Resources

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

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

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

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

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

[14] https://drive.google.com/file/d/1m2rKseUazTtx4sRn9QGzSyvtO4X5O9NG/view?usp=sharing

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

Contact: Michelle Pilati, ASCCC OERI, Area C

18.0 MATRICULATION

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

Whereas, In 2011-2012, as a means of improving the application process for California's community colleges, the California Community Colleges Chancellor's Office, in conjunction with the CCC Tech Centers, launched CCC Apply in order to establish a common online application;

Whereas, Since its launch, CCC Apply has helped over ten million students apply for admission to one of California's 116 community colleges, showing that this software has a strong demand and can help prospective students overcome challenges in completing the application process;

Whereas, Various issues have arisen since the launch of CCC Apply that have led to changes as well as legislation in AB3101(Carrillo, 2018) to improve CCC Apply; and

Whereas, Faculty often work with students to help them complete their online applications through CCC Apply and thus have a wealth of experience that can be utilized to improve the system:

Resolved, That the Academic Senate for California Community Colleges request consistent updates from the California Community Colleges Chancellor's Office as technical changes are made to CCC Apply and communicate those updates during Area Meetings; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to collect and consider data and information from faculty regarding issues related to CCC Apply while the process of improvement is ongoing.

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

20.0 STUDENTS

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

Whereas, The Academic Senate for California Community Colleges has advocated for inclusive college campuses through resolutions, rostrum articles,[15] and presentations;

[15] https://www.asccc.org/content/lgbt-campus-climate-survey-%E2%80%93-eye-opening-experience

Whereas, A 2019 report by the Gay and Lesbian Straight Education Network (GLSEN), a nationally recognized resource for collecting data on school climate for LGBTQ+ students, revealed that 6 out of 10 LGBTQ+ students felt unsafe at school because of their sexual orientation and 4 out of 10 because of their gender expression[16];

Whereas, The GLSEN survey further stated that students were less likely to experience anti-LGBTQ+ discrimination in their schools if they were allowed to use the name and pronoun of their choice[17]; and

Whereas, The Academic Senate for California Community Colleges approved Resolution 3.07 F19, urging local academic senates to request their colleges enable the Canvas name preferred option for students, but the resolution does not cover classroom rosters or other digital environments;

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

Resolved, That the Academic Senate for California Community Colleges support local academic senates with resources and professional development opportunities on creating inclusive and supportive campuses for all students.

Contact: ASCCC Executive Committee

+20.01.01 S21 Amend Resolution 20.01
Amend the Title
*20.01 S21 Enabling ~~Preferred~~ Chosen Name and Pronoun across Campus and all Digital Environment

Amend the 1st Resolved
Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges and districts to enable ~~preferred~~ chosen first and last names and pronouns in all campus and digital environments; and

Contact: Brandi Bailes, San Bernadino Valley College, Area D

+20.02 S21 Student Participation in Hiring Processes
Whereas, Student voice is critical to the hiring process, and California Education Code's equal employment opportunity provision implies support for the participation of students to ensure the community college work force is "continually responsive to the needs of a diverse student population by ensuring that all persons receive an equal opportunity to compete for employment and promotion" (Ed. Code §87100 (a) (3));

[16] https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf
[17] https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf

Whereas, Chancellor's Office General Counsel's Legal Opinion 2020-08: Student Participation in Community College Recruitment (September 2020)[18], states, "Nothing in state law prohibits students from participating in community college recruitment and selection processes";

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

Whereas, The California Community Colleges Board of Governors Diversity, Equity, and Inclusion Implementation Plan calls for diversifying hiring committees and includes student representation on screening and hiring committees as a best practice[19];

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

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

Contact: Richell Swallow, Reedley College Area A

+*20.03 S21 Support for Students Affected by the Military Coup in Myanmar
Whereas, The ongoing military coup in Myanmar has wreaked untold violence and devastation and has caused enormous psychological, emotional, and physical distress for citizens or born nationals of Myanmar, many of whom study within the California Community Colleges system;

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

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

[18] https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/Legal-Opinion-2020-08-Student-Participation-in-Community-College-Recruitment.pdf?la=en&hash=539E87369FCA38C1F12B0201CB404774AA81477B
[19] https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/5-dei-integration-plan.pdf?la=en&hash=2402789D82435E8C3E70D3E9E3A8F30F5AB13F1D

communicate with their colleges, professors, grant programs, classmates, and student services;

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

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

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

Contact: Leigh Anne Shaw, Skyline College, Area B

21.0 CAREER TECHNICAL EDUCATION

*21.01 S21 Collaborate with Regional Consortia

Whereas, The California community colleges' career technical education mission and programs are monitored and supported by seven macro regional consortia whose members are comprised of representatives from every college within each of these regions, and each of these regional consortia exists as a separate entity operating under a separate grant with its own operating bylaws and practices;

Whereas, The California community colleges' career technical education mission and programs are closely connected to industry and are supported by the sector and regional directors; and

Whereas, The regional consortia and the sector and regional directors also provide a significant variety of regional leadership activities and regional community building among key stakeholders, including faculty, other public agency representatives and business and industry representatives, but the consistency of faculty representative consultation and input varies across the regions;

Resolved, That the Academic Senate for California Community Colleges collaborate with the regional consortia and the state and regional directors to empower and engage

regional faculty leaders by working with the faculty leaders on regional boards, providing professional learning for career technical education faculty, sharing and developing new and emerging curriculum, and discussing how to streamline curriculum processes to move at the speed of industry and business so that students can be prepared for the jobs of tomorrow.

Contact: Christy Coobatis, Career and Technical Education Leadership Committee

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

Whereas, The California Governor's Master Plan for Early Learning and Care: California for All Kids[20], released on December 1, 2020, contained sweeping recommendations related to the broad expansion of childcare and expanded learning and the provision of Transitional Kindergarten (TK) services for all of California's four-year-olds, resulting in significant impacts on early childhood education and education (ECE/EDU) courses and the pivotal role California community college programs hold in recruiting, preparing, graduating, transferring, and supporting over 85% of the ECE center workforce[21] and the 54%[22] of credentialed TK-grade 12 teachers in California who complete ECE/EDU classes[23];

Whereas, The Education and Human Development (EHDS) Sector enrolled 146,716 students at California community colleges in 2018-2019, ranking fifth in enrollment and degree and certificate completion among the ten priority CTE career sectors, and is a sector that directly addresses issues of equity by providing college pathways leading to employment for the highest percentage of female students at 83%, with 67% of students being non-white, and has the second highest percentage of economically disadvantaged students, at 78%, of all 10 sectors listed[24];

Whereas, The COVID crisis has destabilized the EHDS sector, disrupted ECE and TK-12 teacher preparation pipelines, and resulted in significant impacts on working and single parents—especially essential, low to moderate wage displaced workers and families who have suffered from the loss of ECE and after-school child care[25]—such that the state of California will not experience economic recovery without supporting the replacement of teachers at all levels; and

Whereas, Serious teacher shortages[26] over the next five years are projected to create over 124,000 openings annually in California for a cluster of twenty teacher occupations including preschool, elementary, secondary, and special education, and related

[20] https://chhs-data-prod.s3.us-west-2.amazonaws.com/uploads/2020/12/01104743/Master-Plan-for-Early-Learning-and-Care-Making-California-For-All-Kids-FINAL.pdf
[21] https://www.issuelab.org/resources/12288/12288.pdf
[22] http://teacherprepprogram.org/
[23] http://teacherprepprogram.org/wp-content/uploads/2020/01/COE-report-TeacherOccupations-BayRegion-web-August2019.pdf
[24] https://www.calpassplus.org
[25] https://cscce.berkeley.edu/california-child-care-at-the-brink-covid-19/
[26] https://learningpolicyinstitute.org/product/teacher-shortages-ca-solutions-brief

occupations such as infant care, after-school care, and family childcare are experiencing acceleration of retirements[27] and job loss;

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

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

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

Contact: Kathleen White, City College of San Francisco, Area B

[27] https://www.calstrs.com/blog-entry/understanding-increase-teacher-retirements