

Riverside City College Academic Senate

Agenda

Monday, 6 November 2023 • 3:00 - 5:00 PM
Meeting Location: The RCC Hall of Fame Room
YouTube link for viewing:

<https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured>

- 3:00 I. **Call to Order**
- 3:05 II. **Approval of the Agenda**
- 3:05 III. **Approval of the Minutes: 16 Oct. 2023**
- 3:10 IV. **Public Comments**
- 3:20 V. **Officer and Liaison Reports**
- A. Vice President
 - B. Secretary-Treasurer
 - C. President
 - D. RCCD Faculty Association
 - E. College President
 - F. ASRCC Representative
- 3:40 VI. **Committee or Council Updates and Reports**
- A. Interim faculty co-chair of EPOC (Educational Program Oversight Committee) Ajené Wilcoxson will lead a discussion of the prioritization process, results, and feedback (information)
 - B. CMAC faculty co-chair Heather Smith (or designee) will present an overview of the ZTC Implementation Grant Budget and opportunities as well as deadlines for discipline proposals (information)
- 3:50 VII. **Ongoing Business**
- A. Curriculum faculty co-chair Kelly Douglass will introduce the revised AA/AS local degree general education plan including the new Title 5 requirement of Area 7 Ethnic Studies for next year's catalog (information and action)
 - B. VP Wilcoxson and Secretary-Treasurer Wiggs will lead RCCAS through a third read of RCCAS bylaws (action)
- 4:15 VIII. **New Business**
- A. President Scott-Coe or designee will facilitate a discussion of questions related to the proposed draft resolutions submitted for consideration on Oct. 27 at the Area D meeting of ASCCC (information)
 - B. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following: (action)
 - a. Faculty Co-Chair for SAS
 - b. Representative for District Budget Allocation Model (BAM) Task Force
 - c. Representative for RFP Process for Content Management Tool
- 4:45 IX. **Open Hearing**
- 4:55 X. **Learn, Share, Do**
- 5:00 XI. **Adjourn**

Title 5 §53200 and RCCD Board Policy 2005

Academic Senate "10+1" Purview Areas

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

* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate

**The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039.

Riverside City College Academic Senate
October 16, 2023 • 3:00 - 5:00 PM • Hall of Fame

3:00 I. Call to Order

Roll Call

Academic Senate Officers

President: Jo Scott-Coe
Vice President: Ajené Wilcoxson
Secretary-Treasurer: Micherri Wiggs

Department Senators

Applied Technology: Patrick Scullin
Art: Will Kim
Behavioral Science: Eddie Perez
Business Admin/IST: Skip Berry (not present)
Chemistry: Leo Truttmann
Communication Studies: Star Romero
Cosmetology: Peter Westbrook (not present)
Counseling: Sal Soto
Dance and Theatre: Todd Faux
School of Education & Teacher Preparation: Emily Philippsen (not present)
Economics/Geography/Political Science: Dariush Haghighat (not present)
English: Christine Sandoval
History/Philosophy/Humanities/Ethnic Studies: Daniel Borses
Kinesiology: Jim McCarron
Library: Sally Ellis
Life Sciences: Lisa Thompson-Eagle
Mathematics: Evan Enright
Music: Steve Mahpar
Nursing: Lee Nelson
Physical Science: James Cheney
World Languages: Araceli Calderón (not present)

Associate Faculty Senator

Lindsay Weiler

Ex-Officio Senators

Teaching and Learning LC: Greg Russell
ASC: Jacquie Lesch
EPOC: Ajené Wilcoxson (interim)
Government, Effectiveness, Mission, and Quality LC: Wendy McKeen
Resource Development and Administrative Services LC: Patrick Scullin
Student Access and Success LC: Vacant
Curriculum: Kelly Douglass (not present)
Parliamentarian: Sal Soto

RCCD Faculty Association

Mike Chavez

Administrative Representatives

College President: Claire Oliveros
VP Academic Affairs: Lynn Wright

VP Business Services: Vacant
VP Planning and Development: Kristine DiMemmo
VP Student Services: FeRita Carter (not present)

ASRCC Representative

Jennifer Shaw

Recorder of Minutes

Danielle Elizondo

Guests

3:00 II. Approval of the Agenda

- M/S/C: (Perez/Borses) Approved by consent.

3:01 III. Approval of the Minutes

- October 2, 2023- M/S/C: (Borses/Faux) Approved by consent.

3:02 IV. Public Comments

- No public comment.

A moment of silence was observed in memory of Rosemarie Sarkis, faculty member and long-time RCCAS senator, who passed away on October 9, 2023.

3:03 V. Officer and Liaison Reports

A. President-

- President Scott-Coe has a meeting scheduled with President Oliveros, CSEA, and FA to clarify representation on our VP, Business Services hiring committee.
- New bookstore vendor contract to be voted on at BOT tomorrow, 10/17. Questions can be taken to BOT tomorrow, if desired. Informal campus walkthrough with new vendor, Barnes & Noble, to take place on 10/18. Barnes & Noble representatives will be invited to visit DLC on 11/9 for Q&A. Senators may attend or send questions with department chairs.
- Tentative date for IETTC presentation at RCCAS is 12/4. Each senate will have a scheduled presentation.
- At the Chancellor's forum on 10/6, the Chancellor spoke about how we need to be thoughtful about how we talk about efficiency and effectiveness. "It is possible to be efficiently wrong."
- Visited Curriculum Committee on 10/10 to send greetings from Academic Senate and thank them for their work. Curriculum is tentatively scheduled to present semester updates to RCCAS on 12/4.
- Attending upcoming Area D ASCCC meeting on 10/27 as your rep. The packet of resolutions will be shared once it's received. This will be in advance of the plenary session.
- Liberatory design concept- Reminder to attend to healing. Healing is capacity building.

B. Vice President-

- Strategic Planning Prioritization voting will open today or tomorrow, 10/16 or 10/17 and will close on 10/26. All Leadership Councils will meet on 10/27 to present results. 100% voting participation is encouraged!

- If you're not sure who your LC rep is, email GEMQ Chair, Wendy.McKeen@rcc.edu.
 - Prioritization process represents a department's needs and their prioritized perspective and how it is crucial for faculty to look at this from a macro view and make decisions that will benefit both our students and the college. It is important for leadership council representatives to engage in discussions with department faculty from their respective divisions. And its only through this that VOTING faculty can gain a comprehensive understanding of how to prioritize these positions.
- C. Secretary-Treasurer-
- Pathways to Equity conference (free) sponsored by CCCCCO during spring break, 4/8 and 4/9 at the Anaheim Marriott. Theme is "Equity in Action: Advancing Equity, Inspiring Change." Wiggs will find out if this event is SPR or FLEX worthy and report back.
 - Faculty Recognition Committee has funds that may be turned into endowed scholarship. A handful of faculty still contribute monthly to this fund.
 - Attended an RCC water polo game. Everyone is encouraged to attend at least one RCC sporting event during fall and spring semester to help strengthen the relationship between faculty and athletics.
 - Collegiality Mixer happening this Wednesday 10/18 in Glenn Hunt Center.
 - Reminder- Senate challenge photos are due 12/1.
 - We have back to back RCCAS meetings in November, 11/6 and 11/13, due to Thanksgiving holiday. Only 3 meetings left for the calendar year. December meeting should include brief end of term reports from each strategic planning leadership council plus curriculum and IETTC. We will re-set on rotations for reports as we move into the spring.
- D. RCCD Faculty Association-
- VP Business Services search and hiring committee has been rearranged to increase the number of faculty members on the committee in effort of balancing the composition - thank you, Dr. Oliveros.
 - The revised version of AP 6120 (A) is not up to date on the District website. It was revised is 2017 and 2020 however the 2013 version is currently posted.
 - Benefits Committee has not had a chance to meet and this is problematic since faculty are not getting the information needed to prepare for early retirement incentive. The biggest concern is in regards to health coverage. Folks aren't informed that they must be enrolled in the PPO by time they are 55 in order to have coverage until age 65. Kaiser and HMO will not carry over to retirement age.
- E. College President-
- Expressed appreciation of support and collaboration in her newness and thanked the senate for the opportunity to sit and report in senate meetings.
 - Building off of liberatory framework: What are our guiding principles that we collectively agree upon? Our college can be a space to reset and re-center hopes especially in face of recent tragedy in Palestine and Israel.

- Associate Faculty Recognition Week 10/23-10/27. Each day an outstanding associate faculty member will be announced. Reception on 10/25 in Glenn Hunt to celebrate all associate faculty.
- RCC was awarded a Juvenile Justice Grant on 10/6 to support Rising Scholars.
- We are in full compliance of AB705 and AB1705- Certification was received on 10/13.
- We completed the approval and acceptance process for Nursing Expansion Grant with U.S. Department of Labor.

F. ASRCC Representative-

- Halloween activities and events start on 10/23- pumpkin carving contest, saga drag show, costume contest with gift card prizes, Halloweentown.
- LASSE queer politician panel on 10/19 at 2pm, Kane 140.
- Commented on the consultant group surveys- it's preferred to preview the questions ahead of time and have time on weekends to complete the surveys.

3:51 VI. Committee or Council Updates and Reports

A. Interim faculty co-chair Ajené Wilcoxson provided a report with updates about the first meeting of EPOC which motivated questions from various senators. Question response are included in the report below-(information)

- The meeting started off with conversation based on community and LCs were given the challenge of how to create community on campus with classified, faculty, and management.
- GEMQ co-chairs announced the calendars for 2023-2025 strategic plan which will be discussed at the next meeting.
- GEMQ will be asking for feedback from senate on vision, mission and values.
- Brandon Owashi, chair of Methods and Metrics, is working on students sense of belonging.
- Assessment Committee shares there is currently no district process to assess Institutional Learning Outcomes (ILO)'s.
- Dr. DiMemmo is the interim co-chair for ARDAS.
- "What's the Password?" - EMLI classified put together a case study focused on student experiences and challenges with more than 17 different logins they have to navigate through at the college.
- Marketing campaign should be ready soon.
- Narcan training coming soon.
- Working on identifying a co-chair for SAS.
- TL is still discussing prioritization.
- PERC- first Men of Color all day event happening on 12/1.
- Spring FLEX planning is underway and will be equity focused.
- Clarification that 8 hours of equity FLEX is required this year.
- Second reading of midterm report will come through senate.

B. GEMQ faculty co-chair Wendy McKeen presented an overview of the draft of the College Vision Statement, Mission Statement, and Tiger Pride values for review and discussion-(first read)

- No changes were made to Tiger Pride Values.
- The document was drafted over the course of two meetings.

- Wendy McKeen will send a copy of the draft via Riv-All which will include the QR code to provide feedback.
- All feedback is appreciated and GEMQ will use the feedback to make further revisions (no later than 11/17) and share with EPOC, RCCAS, then District Senate. Senate should see this again in February 2024.
- Please share with your respective areas.

4:12 VII. Ongoing Business

A. President Scott-Coe, VP Ajené Wilcoxson, and Secretary-Treasurer Wiggs led RCCAS through a second review and discussion of RCCAS bylaws (second read)

- Changes from first read-
 - Language changed in public comment to take care of a group issue
 - Changes to the standing committees chair election process and senate meeting reporting process.
 - ECE changed to School of Education & Teacher Preparation
 - History, Humanities, Philosophy Department name changed to History, Philosophy, Humanities, and Ethnic Studies.
 - Curriculum reports changed to as needed instead of monthly.
- Soto suggests adding language to say there should be at least 1 regulatory LC report in written or oral form per semester.
- Weiler commented on part time faculty restrictions when it comes to serving on LC and the language which prohibits PT faculty from voting. PT faculty should have representation on accreditation and strategic planning. This lack of representation should be addressed.
- Will bring back a revised/clean document for third read.

4:24 VIII. New Business

A. Professor Sally Ellis from Library provided a brief overview of library resource materials related to permalinks and ADA, and clarified the difference between “OER” and “Inclusive Access” materials, and general library tools (information)

- These materials are provided in the agenda packet. A few key points that were brought up in conversation:
 - Use permalink icons (librarians can provide permalinks)
 - Do not upload pdf articles in your class.
 - Must link to our library materials so we know how many students are using certain materials.
 - Certain websites may not be ADA compliant so faculty must use diligence and work with DE to choose best content.
 - Use QR codes for purchase requests and digitizing books.
 - To digitize textbooks- give to library and take out of print circulation, put file up, and list copyright compliance.
 - Digitized copies do not qualify for ZTC. Only simultaneous access of the book qualifies for ZTC.
 - Warning to beware of “Inclusive Access” terminology when used by corporate vendors. Inclusive Access (also called “equitable access” by some publishers/vendors) is not what it sounds like and has many disadvantages for our students.

B. Ratification of new and ongoing appointments (action)

- Faculty co-chair for SAS- still vacant
 - Can we elect someone who is not currently on the committee? Follow up is needed to clarify on this.
- District Enrollment Management Committee- Motion to ratify Scott Herrick as interim District Enrollment Management Committee representative through end of 23 Fall semester M/S/C: (Thompson/Eagle/Nelson) Approved.

Motion to extend the meeting by 5 minutes M/S/C: (Romero/Perez) Approved.

4:57 IX. Open Hearing

- Reminder- Student parents now have priority registration which ends this Thursday 10/19. Students must complete the survey to be eligible. (See handouts and emails for more info).
- Landis haunted maze opens on 10/19.

5:00 X. Learn, Share, Do

- Associate Faculty Recognition week is 10/23-10/27.
- Share senate bylaws with your departments.
- Halloween events on campus 10/23/-10/27.
- Remind faculty to give feedback on mission, vision, and values via QR code in email.
- Remind faculty to use permalinks for library resources.
- Remind faculty when they are revising COR's to send list of books to our librarians.
- Attend an RCC athletic event.
- Encourage student parents to complete survey for priority registration.
- Consult with division representatives before strategic planning prioritization voting ends on 10/26.
- Switch to PP0 before turning 55.
- Inclusive Access/ Equitable Access is not as great for our students as it seems.
- 8 hours of equity related FLEX is required this year. Consider pathways to Equity conf!

5:02 XI. Adjourn

- M/S/C: (Romero/Weiler)

Glossary:

M/S/C = Motion Seconded and Carried

Special Projects

	Salary - 1000	Fixed cost - 3000	#	Total - 1000	Total - 3000	TOTAL
SPR- Proje	6,350	1,423	6	38,100	8,538	46,638
SPR - Clas	6,683	1,496	11	73,508	16,456	89,964
SPR - Divis	1,500	337	6	9,000	2,022	11,022
SPR- Canv	500	112	5	2,500	560	3,060
SPR - Cou	7,530	1,686	3	22,589	5,058	27,647
	22,562	5,054	31	145,697	32,634	178,331

Supplies

OER Print 1,000

Services

Conferenc 669

Total 180,000



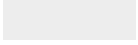
3 fiscal years at 2 SPR per year

FY 23/24

FY 23/24

FY 23/24

FY 23/24



Early Childhood Education

1. Please provide the program pathway name below.

Early Childhood Education

2. Please provide the program pathway TOP code below.

0801.00 – Education, General (Pre-Professional) (Transfer)

3. Please select the program pathway award type from the list below:

4. Is this a new or existing program pathway converting to ZTC?

Existing Program

5. If this is a new program pathway, does the program meet one of the following criteria? NA

6. For this program pathway, please provide the number of courses already available to students as zero textbook cost. To the extent possible, please identify the specific courses.

EAR 19, EAR 20, EAR 24, EAR 25, EAR 28, EAR 30, EAR 40, EAR 41, EAR 53, EAR 54. Those in bold are required for the degree/pathway. Those not bolded are electives.

7. How many courses in this program will need to be converted to zero textbook cost to offer students a complete ZTC program pathway? To the extent possible, please identify the specific courses.

EAR 26, EAR 42, EAR 33, EAR 34, and EAR 43. Those in bold are required for the degree/pathway. Those not bolded are electives.

8. In which academic term are you planning to have the first course of the ZTC program pathway available for students to enroll?

Fall 2024

9. Please list the transferable GE courses that will be in the ZTC program pathway and provide links to any OER currently being used for these courses.

We will focus on the following GEs for conversion to ZTC:

BIO 1L, MATH 12/12H, PSYCH 48 or SOC 48, HIST 6 or 7, Ethnic Studies 1, 3, 7, or 8 OR HIST 14, 15, 44 and ASL or Spanish 1.

Courses meeting the GE requirements include: ENGL 1/1A, ENGL 1/1B, ANTHRO 1/1H, COM 1/1H or COM 9/9H, ART 6 or DANCE 6.

ADJ-1	Intro to the Administration of Justice
ADJ-3	Concepts of Criminal Law
AHS-1/1H	Hist. of West. Art: Pre-Hist.
AHS-12	Asian Art History
AHS-2/2H	Hist. of West. Art: Renaiss.
AHS-4	Intro to Visual Culture
AHS-6/6H	Art Appreciation
AHS-7	Women Artists in History
ANT-1/1H	Physical Anthropology
ANT-1/1H	Physical Antropology
ANT-1L	Physical Anthropology Lab
ANT-2/2H	Cultural Anthropology
ANT-4	Native Amer. Cultures
ANT-6	Intro to Archaeology
ANT-7	Anthropology of Religion
ASL-22	American Deaf Culture
BIO-1/1H	General Biology
BIO-1/1H	General Biology Lab
BIO-45	Survey of Human Anatomy
CHE-2A	Introductory Chemistry II
CHE-2A L	Introductory Chemistry II Lab
CHE-2B	Introductory Chemistry II
CHE-2B L	Introductory Chemistry II Lab
COM-1/1H	Public Speaking
COM-12	Intercultural Communication
COM-13	Gender & Communication
COM-2	Intro to Persuasion
COM-6	Dynamics of Sm Gp Com
COM-9/9H	Interpersonal Communication
EAR-20	Child Growth & develop.
ECO-7/7H	Principles of Macroeconomics

ECO-8/8H	Principles of Microeconomics
ENG-1A/1AH	English Composition
ENG-14	American Literature I
ENG-15	American Literature II
ENG-16	Intro to Linguistics
ENG-18	Survey of Native Amer. Lit.
ENG-1B/1BH	Crit. Thinking & Writing
ENG-25	Latino Lit. of the U.S.
ENG-30	Children's Literature
ENG-41	World Literature II
ETS-14	African Amer. Hist. I
ETS-15	African Amer. Hist. II
ETS-18	Survey of Native Amer. Lit.
ETS-2	Intro to Chicano/a Studies
ETS-25	Latinx Lit. of the U.S.
FST-1	Intro to Film Studies
GEG-1L	Physical Geography Lab
HIS-1	Hist. of World Civil. I
HIS-14	African American His. I
HIS-15	African American His. II
HIS-2	Hist. of World Civil. II
HIS-25	History of Mexico
HIS-31	Intro to Chicano/a Studies
HIS-34	His. of Women in America
HIS-6/6H	U.S. History to 1877
HIS-7/7H	U.S. History from 1865
HUM-23	The Bible as Literature
MAT-12/12H	Statistics
MAT-1A/1AH	Calculus I
MUS-19/19H	Music Appreciation
MUS-3	Fund. Of Music
POL-1/1H	American Politics
PSY/SOC-48	Stats for Behav. Sci
PSY-1/1H	General Psychology
PSY-2	Biological Psychology
PSY-33	Theories of Personality

PSY-35/35H	Abnormal Psychology
PSY-50	Research Methods in Psych.
PSY-8	Social Psychology
PSY-9	Developmental Psychology
SPA-1	Introduction to Spanish I
SPA-12	Latin Culture and Civilization
SOC-1	Introduction to Sociology
SOC-2	American Social Problems

10. If there is a gap in general education courses, how will the college fill that gap?

Yes, there are gaps. We intend to use part of our Implementation Grant money to develop these courses as ZTC.

11. What steps did the college take to determine that your proposed ZTC program pathway will not duplicate other existing ZTC program pathways?

Many ADT/AS/AA pathways were analyzed to ensure minimal overlap with other programs. Part of our budget will be used to do extensive mapping so we can minimize overlap across the college.

12. Please describe what is unique about your program pathway that distinguishes it from other similar academic programs.

This pathway will serve students who are focusing on all aspects of childhood education.

13. How will the college prioritize using existing OER content in your ZTC program pathway to avoid creating additional, duplicate OER content?

Yes. Those classes already fully converted to ZTC will not be modified. Also, common content is available on the ZTC Content Canvas shell available to all faculty.

14. Describe the college's plan for sustainability of this ZTC program pathway after the grant funding is exhausted. Include how ZTC content will continue to be updated and available to students.

RCC has Open Educational Resources Library specialists who helps faculty find, organize, develop, and maintain their ZTC content with the appropriate Creative Commons protections. In addition, we have a Course Materials Affordability Committee

(CMAC) who ultimately reports to the Academic Senate. Our mission in CMAC is to provide ZTC courses to be equitable to our students.

15. Does the college have a multi-member team working on zero textbook cost program pathway development?

Yes, The as Course Materials Affordability Committee (CMAC) who is working closely with the Vice President of Academic Affairs to develop ZTC pathways/courses as well as Department Chairs, and Faculty Members. We have a successful ZTC Division Mentor program that provides 1 on 1 assistance to faculty members as they convert courses to ZTC. We also have a ZTC Content Canvas shell where developed courses and resources are available to all faculty to use.

16. Is the college collaborating with other colleges within the local college district?

We meet as Course Materials Affordability Committee chairs across the Riverside Community College District often to ensure no duplication of efforts.

17. Is the college collaborating with other colleges outside the local district?

No.

18. Will the college collaborate with a CSU or UC to support transferability of the ZTC program pathway? (e.g., engage faculty reviewers from a CSU or UC to better support articulation)

This pathway has been articulated with CSU and UC.

19. Please provide your expected budget for the \$180,000 of allocated funds.

20. Does your college want to provide any additional budgetary information?

No.

21. Will your college create any additional ZTC program pathways utilizing these funds?

Yes. Over two thousand students participate in our Allied Health/Pre-Nursing Pathway, although there is no ADT or degree associated with the pre-requisite pathway. We would like to use some money for CHEM 2B Lab to be converted to ZTC as well as Bio 50A and 50B (Anatomy and Physiology) and BIO 55 (Microbiology).

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Associate Degree Requirements
2024-25 DRAFT

Riverside Community College District General Education Requirements – PLAN A Legend: C=Units Completed, IP=Units In Progress, N=Units Needed	C	IP	N
<p>1. English Composition (4 units) English 1A/1AH</p> <p>Oral Communications and Critical Thinking (3-4 units) Academic Literacy and Reading 4; Communication Studies 1/1H, 2, 3, 6, 9/9H; English 1B/1BH; Math 32; Philosophy 11, 32;</p>			
<p>2. Mathematical Concepts and Quantitative Reasoning (3-4 units) Computer Information Systems 70A; Mathematics 1A/1AH, 1B, 1C, 2, 3, 5, 9, 10, 11, 12/12H, 15, 23, 25, 26, 35, 36, 53, 70A, 70B; Psychology 48; Sociology 48;</p>			
<p>3. Arts and Humanities (3-5 units) American Sign Language 1, 2, 3, 4, 22; Arabic 1, 2, 3, 8, 11/11H; Architecture 36; Art 6/6H, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25A, 25B, 26, 27, 28A, 28B, 30A, 30B, 34, 35A, 35B, 36A, 36B, 38, 39, 40A, 40B, 41A, 41B, 42A, 42B, 43A, 43B, 44A, 44B, 44C, 45, 46, 47, 48A, 48B, 49A, 49B, 50A, 50B, 51A, 51B; Art History 1/1H, 2, 2H, 3, 4, 5, 6, 6H, 7, 8, 9, 10, 11, 12, 13, 14, 15; Chinese 1, 2, 11; Communication Studies 7, 11, 12; Dance 6/6H, 7, 8, 9; English 1B/1BH, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17ABC, 18, 20, 23, 24, 25, 30, 34, 35, 38ABC, 40, 41, 44, 45, 48; English as a Second Language 49, 50; Ethnic Studies 1, 3, 7, 8, 13, 14, 15; Film Studies 1/1H, 2, 3, 4, 5; Film, TV and Video 12, 38A, 38B, 41, 42, 44A, 45A, 48, 51A, 51B, 52, 53, 64A, 65, 67, 68, 71A, 72, 74, 77, 79; French 1, 2, 3, 8, 11; Game Development 2; History 1, 2/2H, 4, 5, 6/6H, 7/7H, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 25, 26, 28, 29, 31, 32, 33, 34, 35, 38, 42, 60, 61; Humanities 4/4H, 5/5H, 8, 9, 10/10H, 11, 16, 18, 20ABC, 23, 35; Italian 1, 2, 3, 11; Japanese 1, 2, 3, 4, 11; Music 1, 3, 4, 5, 6, 8A, 8B, 9, 10, 11, P11, 12, P12, 19/19H, 20, 21, 22, 23, 25, 26, P27, 28, P28, 29, 30, 31, 32A, 32B, 32C, 32D, P32A, 33, 35, 36, P36, 37, 38, 39, 40, 41, 42, 43A, 43B, 43C, 44, P44, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 65, 66, 67, 68, 69, 70, P70, 71, 72, 73, 74, 75, 76, P76, 77, P77, 78, 79, 80, 81, 82, 83, 84, P84, 85, 86, 87, 88, 89/89H, 92, 93, 94, 95, 97, 98, 101; Philosophy 10/10H, 12, 13, 14, 15, 19, 22, 33, 34, 35, 36; Photography 8; Portuguese 1, 2; Russian 1, 2, 3, 11; Spanish 1/1H, 2/2H, 3, 4, 8, 11, 12; Theater Arts 2, 3, 4, 5, 6, 9, 25, 26, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 41, 44, 46, 48, 49, 54, 55, 56, 57, 58;</p>			
<p>4. Social and Behavioral Sciences (3 units) Administration of Justice 1, 3, 9, 9H; American Sign Language 22; Anthropology 2/2H, 3, 4, 5, 6, 7, 8, 10, 16; Arabic 11/11H; Chinese 11; Chemistry 17; Communication Studies 6, 9/9H, 12, 13, 20; Early Childhood Education 20; Economics 4, 5, 6, 7/7H, 8/8H, 9/9H, 10; Ethnic Studies 2, 14, 15, 21, 23, 27, 28, 29, 44; French 11; Geography 2, 3, 4, 6, 7, 8, 30ABCD; History 1, 2/2H, 4, 5, 6/6H, 7/7H, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 25, 26, 28, 29, 31, 32, 33, 34, 35, 38, 42, 44, 60, 61; Human Services 4, 5, 6, 7, 8, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 60, 61, 62, 69, 70, 71, 72, 73, 74; Italian 11; Japanese 11; Military Science 1, 2; Political Science 2/2H, 3, 4/4H, 8, 10, 11, 12, 13, 14, 17, 20, 21, 22, 23; Psychology 1/1H, 8, 9, 10, 11, 33, 35/35H, 48, 50; Russian 11; Sociology 1/1H, 2, 3, 10/10H, 12, 15, 20, 21, 23, 25, 48, 50; Spanish 11, 12;</p>			
<p>5. Natural Sciences (3-5 units) Anthropology 1/1H; Astronomy 1A, 1B; Biology 1/1H, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 18, 19, 20, 21, 31ABCDE, 40, 45, 50A, 50B, 55, 60 or 60H, 61, 85; Chemistry 1A or 1AH, 1B or 1BH, 2A, 2B, 3, 10, 12A, 12B; Geography 1 or 1H, 1L, 5; Geology 1, 1/1L, 1B, 2, 3, 5, 30A, 30B, 31, 32; Oceanography 1, 1/1L; Physical Science 1, 5; Physics 2A, 2B, 4A, 4B, 4C, 4D, 10, 11; Psychology 2; (Waivers granted for COS 60C and ELE 21)</p>			
<p>6. Lifelong Learning and Self Development (Choose one Option for 2-3 units)</p> <p>Option 1: Biology 35 or Health Science 1 (or completion of the DEH, EMS, VN, or RN program; or submission of a DD214); OR</p> <p>Option 2: Kinesiology (2 activities courses) Any course with an A or V, or any Dance class with a D is considered an activity course. The following courses may be counted as one of two activity courses required: Kinesiology 6, 23, 27, 28, 29, 33, 34; Music 48, 49, 59, 60, 61, 66; OR</p> <p>Option 3: Fitness and Wellness: Academic Literacy and Reading 3; Early Childhood Studies 20, 42; Guidance 47, 48; Kinesiology 4, 10, 12, 30, 35, 36, 38; Psychology 9, 10, 11, 33; Sociology 12;</p> <p><i>Note: Students are exempt from the self-development requirement when they complete the Cosmetology program, Registered or Vocational Nursing program, Basic Peace Officer Training Academy, the Firefighter Academy, or EMS program. Five units will be awarded towards fulfillment of RCCD GE area 6: Lifelong Learning and Self Development upon presentation of an official Joint Services Transcript or Community College of the Air Force Transcript as evidence of completion of basic training. Military transcripts are evaluated based on the recommendations of the ACE Military Guide. Credit may be used to fulfill RCCD GE, area of emphasis, certificate or elective degree requirements.</i></p>			
<p>7. Ethnic Studies (3 units) Ethnic Studies 1, 3, 7, 8, 13, 14, 15, 21, 23, 44; History 14, 15, 44; Philosophy 14; Political Science 21, 23;</p>			
<p>Math Competency Completion of a Riverside Community College District Mathematics course with a grade of “C” or higher selected from: Computer Information Systems 70A; Mathematics 1-36 (excluding MAT-32) or MAT-53, 70A, 70B; Psychology 48; Sociology 48; or the equivalent [CLEP, AP/IB Exams, Credit by Exam, other pathways such as courses from other colleges/universities, or Early Assessment Test (EAP for CSU, MCAP)]. (See a counselor for more information.)</p>			
<p>Reading Competency Demonstrated by one of the following:</p> <ul style="list-style-type: none"> -Completion of Academic Literacy and Reading 3 or 83 with a grade of “C” or higher OR; -A minimum grade of “C” in each general education course OR; -Students have completed 60 degree applicable units with a 2.0 or higher GPA OR; -Completion of an associate’s or higher degree at a regionally accredited institution. 			

**BYLAWS OF THE RIVERSIDE CITY
COLLEGE ACADEMIC SENATE**

PREAMBLE

The Riverside City College Academic Senate (“RCCAS”) can propose, change, and amend its Bylaws by a majority vote of all of its members provided that (1) motions to amend the Bylaws must be proposed in writing and (2) two weeks must elapse between the making of a motion to amend and any action to adopt the motion.

ARTICLE I. MEETINGS & PROCEEDINGS

1. Regular RCCAS meetings will be scheduled in the Hall of Fame of the Bradshaw Student Center from 3:00 until 5:00 PM on the first and third Mondays of each month (contract holidays excepted) during the academic year, unless otherwise announced.
2. RCCAS meetings and faculty meetings called by the RCCAS are conducted under the parliamentary guidance of the most recent edition of Robert's Rules of Order, Revised.
3. Space for public comments related to the purview of RCCAS will be included in each agenda.
 - The public may comment on items not included on the agenda during the “Public Comments” agenda item only.
 - Total time for public comments will be limited to 10 minutes.
 - Time limits for each individual speaker will be 3 minutes, unless there are several speakers in which case time may be reduced to ensure public comment is limited to 10 minutes.
 - According to Robert’s Rules of Order, Public comment is to be germane to the duties of the body, relate to current or new items for discussion and decision by the body, be respectful, and avoid the use of names or pejoratives.
 - RCCAS members may not discuss nor may they take action on public comments associated with items not on the agenda. If an RCCAS senator determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting.
4. The RCCAS shall establish its own agenda by simple majority vote of the members present. The agenda must be established in accordance with State laws and regulations. Any member of the Riverside City College faculty may submit agenda items to the RCCAS. The established agenda may be abridged by majority vote or by consensus of the members present.
5. The RCCAS President will contact any Senator who misses three regularly scheduled meetings to assess the problem. If appropriate, the RCCAS President will contact the Senator's Department Chair regarding such absenteeism, with the hope of resolving the situation and avoiding departmental under-representation. Replacement of such absentee Senators may be necessary.

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6. At its discretion, the RCCAS may authorize the RCCAS President to act on its behalf during the summer months. Wherever possible, action should be deferred until the Senate can meet and confer during the academic year.

ARTICLE II. ELECTIONS

1. Elections are conducted according to Article VIII of the Constitution.
2. The call for nominations shall be made at least three weeks in advance of the holding of an open faculty meeting which will constitute the closing of nominations.
3. In those years when the offices of President, Vice President, and Secretary-Treasurer are open for election, the College Academic Senate shall arrange in a timely manner through its committees for an open forum at which candidates for these positions may present themselves and their programs to the voting faculty.
4. Elections shall be conducted electronically or by campus mail in such a manner as to maximize the integrity of the electoral process.
5. The Nominations Committee shall establish the dates and times for distribution, collection, and counting of ballots so that the results can be posted immediately after votes are counted. The Nominations Committee will conduct the election in such a manner as to minimize the interference of the Spring Break with the election process.
6. The Nominations Committee shall request the Departments to hold elections for Department Senators and shall inform the Departments in a timely manner whenever a special need exists to fill a vacancy. Terms of office for Departmental Representatives to the Senate shall be for two (2) years with no limitation on the number of consecutive terms to which a departmental member may be elected as a Senator.
7. The Department representative elections shall be held as follows:

The following Departments shall elect representatives in odd-numbered years:

Applied Technology; Behavioral Sciences/Psychology; Business Administration/Information Systems Technology; Communication Studies: English & Media Studies; History, Philosophy, Humanities, and Ethnic Studies; Library & Learning Resources; Life Sciences; Mathematics; Music; World Languages.

The following Departments shall elect representatives in even-numbered years:

Art; Chemistry; Cosmetology; Counseling/Student Activities; School of Education & Teacher Preparation; Economics, Geography, Political Science; Nursing; Dance and Theater; Physical Science; Kinesiology.

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8. In the event that a departmentally-elected Senator is unable to serve due to extended medical leave, semester-abroad assignment, sabbatical leave, load-bank leave, other leave of absence, or is otherwise unable to regularly attend Senate meetings, the Department shall elect a replacement representative for the balance of the term and so indicate in Department minutes.
9. Where the Constitution requires election by majority vote, a runoff election will be held between the top two vote-getters. In some cases involving tie votes, a runoff between more than two candidates could occur.
10. Ballots and election results shall be kept on file in the Academic Senate office and shall be available for review for 120 days.

ARTICLE III. RIVERSIDE CITY COLLEGE EDUCATIONAL PLANNING, LEADERSHIP COUNCILS, COMMITTEES AND WORKGROUPS

Section 1: Educational Planning Oversight Committee

- A. Pursuant to RCCAS's role in educational planning and budgeting under Title 5, §53200.10, the RCCAS President shall work with the President of Riverside City College to create an overarching strategic planning and operations structure for Riverside City College. The central structure shall be named the Strategic Planning Council and its primary input shall be the Educational Planning Oversight Committee ("EPOC"). The primary responsibility of the EPOC shall be to monitor institutional progress toward achieving college goals and to provide recommendations to the college president. EPOC also shall oversee and direct the general work of the Strategic Planning Leadership Councils ("SPLCs") and shall serve as the Accreditation Steering Committee when necessary.
- B. The Constitution and Bylaws of EPOC and the Riverside Strategic Planning Councils shall be ratified by the RCCAS. Any proposed changes to this document shall be brought before the RCCAS for consideration and ratification.
- C. The President of RCCAS shall accept nominations for faculty co-chair of EPOC, which will be brought to the RCCAS for deliberation and election. The President of Riverside City College shall choose an administrative co-chair for EPOC. These two will jointly oversee EPOC.
- D. The term of the faculty co-chair of EPOC shall be two years.
- E. The faculty co-chair of EPOC shall be regarded as an ex-officio, non-voting member of the RCCAS and shall provide regular reports the RCCAS.

Section 2: Strategic Planning Leadership Councils

- A. The Strategic Planning Leadership Councils (“SPLCs”) allow all members of the college community to participate in the decision-making process. Membership includes students, faculty, classified professionals, and administration. The SPLCs develop the college’s long-range plans, review and approve the Five-Year Comprehensive Program Review Plans in the areas for which they are responsible, monitor the specific activities of each unit and evaluate each unit’s Annual Assessment report, and link goals, vision, and processes for planning to resource allocation.
- B. The SPLCs, in accordance with their respective charges, shall determine when meetings are necessary in order to:
 - 1. Develop and implement the college’s long-range strategic plans;
 - 2. Create integrated action plans to monitor, evaluate, and advance each unit’s action plans;
 - 3. Make recommendations to the Educational Planning Oversight Committee;
 - 4. Facilitate the dissemination of strategic planning information to the college community;
 - 5. Advance the implementation of college goals and targets; and
 - 6. Assess the progress each year the college makes to achieve its targets.
- C. The four (4) leadership councils are Student Access and Support (SAS); Teaching and Learning (TL); Resource Development and Administrative Services (RDAS); and Governance, Effectiveness, Mission and Quality (GEMQ).
- D. With the assistance of the faculty co-chair of EPOC, the RCCAS President shall accept nominations for the presiding faculty co-chairs of the SPLCs and bring them to the RCCAS for ratification. Appointments for presiding faculty co-chair and other faculty positions on the SPLCs shall be for two years; incumbents may be reappointed. To the degree possible, appointments shall be staggered terms. Members may be removed after three absences at the discretion of the constituent group. At the beginning of each academic year, the council shall provide the EPOC with a roster of voting members and other participating members.
- E. The faculty co-chairs of SPLCs shall represent their committees as ex-officio, non- voting members of the RCCAS and shall provide monthly reports to the RCCAS.
- F. The composition and charge of the SPLCs shall be articulated in the Constitution and Bylaws of EPOC and the Riverside Strategic Planning Councils.

Section 3: Standing Committees

- A. In general, committees perform work necessary for the policy and procedure recommendations of the SPLCs. Other committees are charged with addressing faculty issues under Title 5 §53200’s “10+1” and serve as stand-alone strategic and operational inputs, such as Curriculum. Committees that are tasked with academic issues (e.g.

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Curriculum, Academic Standards, Associate Faculty) shall consist solely of faculty as voting members.

- B. Committees shall elect their chair in the spring prior to the term that begins in the fall. Faculty chairs of Committees shall be selected by the membership of the Committee and brought before RCCAS for confirmation. Committees who wish to do so may designate a faculty co-chair. The Chair of the Curriculum Committee shall serve as an *ex officio*, non-voting member of the RCCAS and shall provide reports as needed, at least once per semester, to RCCAS with the co-chairs of the Leadership Councils.
- C. Committees shall meet, at a minimum, once a month during the academic year. Committees may meet as part of District-wide committees where the Colleges of the District cooperate under the auspices of a Standing Committee of the District Academic Senate.
- D. The College President or designee shall identify an Administrator to serve as non-voting co-chair and to provide a liaison to the Administration on any Committee that has a committee that meets at the District level.

1. Curriculum Committee

- a. The Riverside City College faculty shall establish a Curriculum Committee, for the purposes of representing the faculty through the Senate to the Administration and to the Board of Trustees on all matters relating to any courses offered by the College. The Committee may freely utilize the expertise of all faculty in questions regarding specific courses, and shall direct special attention to the general issues of curriculum philosophy and development.
- b. The term of the chair of the Curriculum Committee shall be two years, beginning in the fall of even-numbered years. Should the Curriculum Committee choose a co-chair, the term shall commence in the fall of odd-numbered years.
- c. The Curriculum Committee shall be composed of Department representatives serving two-year terms of office. When new departments are established and their election year specified in the Bylaws or Bylaw revision is not synchronous with the time of scheduled elections or bylaws revision, a representative shall be elected to fill the length of the term remaining until the next scheduled election.
- d. In the event that a departmentally elected Curriculum Committee representative is unable to serve due to extended medical leave, semester-abroad assignment, sabbatical leave, other leave of absence, or is otherwise unable to regularly attend Curriculum Committee meetings, the Department shall elect a replacement representative for the balance of the term.

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- e. The following Departments shall elect Curriculum representatives in odd-numbered years:

Art; Chemistry; Communication Studies; Cosmetology; Counseling/Student Activities; School of Education & Teacher Preparation; Economics, Geography, Political Science; Nursing; Music; Physical Science; Kinesiology.

The following Departments shall elect Curriculum representatives in even-numbered years:

Applied Technology; Behavioral Sciences/Psychology; Business Administration/Information Systems Technology; Dance and Theater; English & Media Studies; History, Philosophy, Humanities, and Ethnic Studies; Library & Learning Resources; Life Sciences; Mathematics; World Languages.

- f. The RCC Articulation Officer is a voting member of the curriculum committee.
- g. Election of members of the Curriculum Committee shall take place by the full-time faculty members of the Departments in the same manner as Department Senators are chosen. Curriculum Committee members shall serve beginning on the first day of service of the academic year.

2. Academic Standards Committee

- a. The Riverside City College faculty shall have representatives on the District Academic Standards Committee. This committee will effectively function as a district committee with college representatives. RCCAS reserves the right to reformulate this committee as a college committee, if deemed necessary. Academic Standards exists for the purpose of recommending policy pertaining to student academic standards at Riverside Community College District and therefore, at Riverside City College. For example, the committee may recommend grading policies, withdrawal policies, degree standards, certificate standards, performance testing, remedial standards, transfer standards, non-transfer standards.
- b. The Academic Standards committee is composed of the curriculum chairs from each college in the district, the three Articulation officers from each college in the district, and one faculty member from each college's curriculum committee. As such, RCCAS is represented by its elected curriculum chair and another departmentally elected faculty from the curriculum committee, whose election is identified in the "Curriculum Committee" section of this document (3D1).

3. Departmental Leadership Committee

- a. The Riverside City College faculty shall recognize the Departmental Leadership Committee, which shall be tasked with articulating departmental and disciplinary issues, considering best practices for departmental operations, scheduling, and working with Academic Deans to assess and prioritize Comprehensive Program Review and five-year plans and other departmental and disciplinary matters.
- b. The members of the Departmental Leadership Council shall be constituted of department chairs as established in the prevailing “Agreement between Riverside Community College District and Riverside Community College District Faculty Association CCA/CTA/NEA.”

Section 4: Subcommittees

- A. Subcommittees perform work necessary for the policy and procedure recommendations of the SPLCs and Committees. Typically, Subcommittees work directly with the Committees to which they are attached. Subcommittees that are tasked with academic issues (e.g. Professional Growth and Sabbatical Leave, Course and Program Assessment, Faculty Program Review) shall consist solely of faculty as voting members. Subcommittees charged with ongoing, regular strategic and operational functions (such as Course and Program Assessment) shall have structures that mirror the college’s departmental structure.
- B. Subcommittees shall choose their chairs by majority vote at their first meeting, except for the chair of PGSL and the Faculty Development Subcommittee. This chair, the Faculty Development Coordinator, shall be determined by the subcommittee’s members, brought to the President of RCCAS and the President of Riverside City College and confirmed by the RCCAS. The faculty chairs of other Subcommittees shall be selected by the membership of the Subcommittee and brought before RCCAS for confirmation.
- C. Subcommittees shall meet, at a minimum, once a month during the academic year. Subcommittees may meet as part of District-wide committees where the colleges of the District cooperate under the auspices of a Standing Committee of the District Academic Senate.
- D. Each Subcommittee that has a District Academic Senate counterpart shall have an Academic Administrator to serve as non-voting co-chair and to provide a liaison to the Administration.

1. Professional Growth and Sabbatical Leave Subcommittee (PGSL)

- a. The RCCAS shall establish a Professional Growth and Sabbatical Leave Subcommittee, for the purpose of representing the faculty on all matters relating to professional growth and sabbatical leave. This subcommittee will

effectively function as a district committee with college representatives. RCCAS reserves the right to reformulate this committee as a college committee, if deemed necessary.

- b. Two members of the RCC faculty will serve as voting members on the Riverside Community College District (RCCD) PGS� Committee, except when one of the members is serving as chair (see 4D1d). One voting member will be elected in even years and the other in odd years.
- c. The term of service for each member will be two years. In the spring, RCCAS officers will solicit nominations for this committee to be later ratified at an RCCAS meeting.
- d. The chair of the RCCD PGS� rotates amongst the three colleges each year. The chair of the committee does not have a vote during their year of service.
- e. RCC representatives on the Professional Growth and Sabbatical Leave Subcommittee shall liaison with the RCC Human Resources Committee of the Resource Development and Administrative Services Leadership Council.

2. Course and Program Assessment Subcommittee

- a. The RCCAS shall establish a Course and Program Assessment Subcommittee, for the purposes of representing the faculty in the Assessment Committee, known as the Riverside Assessment Committee or RAC, and to the Board of Trustees on all matters relating to ongoing academic course, program, and institutional level learning outcome assessment. The RAC may freely utilize the expertise of all faculty in questions regarding course, program and degree level assessment and shall direct special attention to the general issues of student learning outcomes assessment philosophy and development. The goal of the committee is to inform, instruct, and provide resources to faculty to facilitate discipline and department assessments.
- b. The RAC shall be composed of Department representatives serving two-year terms of office. When new departments are established and their election year specified in the Bylaws or Bylaw revision is not synchronous with the time of scheduled elections or bylaws revision, a representative shall be elected to fill the length of the term remaining until the next scheduled election.
- c. In the event that a departmentally elected RAC representative is unable to serve due to extended medical leave, semester-abroad assignment, sabbatical leave, other leave of absence, or is otherwise unable to regularly attend Assessment Committee meetings, the Department shall elect a replacement representative for the balance of the term.

- d. The following Departments shall elect Assessment representatives in odd-numbered years:

Art; Chemistry; Communication Studies; Cosmetology; Counseling/Student Activities; School of Education & Teacher Preparation; Economics, Geography, Political Science; Music; Nursing; Physical Science; Kinesiology.

The following Departments shall elect Assessment representatives in even-numbered years:

Applied Technology; Behavioral Sciences/Psychology; Business Administration/Information Systems Technology; Dance and Theater; English & Media Studies; History, Philosophy, Humanities, and Ethnic Studies; Kinesiology; Library & Learning Resources; Life Sciences; Mathematics; World Languages.

- e. Election of members of the RAC shall take place by the full-time faculty members of the Departments in the same manner as Department Senators are chosen. Assessment Subcommittee members shall serve beginning on the first day of service of the academic year.
- f. RAC shall liaison with the Governance, Effectiveness, Mission and Quality (GEMQ),

3. Academic Program Review Subcommittee

- a. The Riverside City College faculty shall establish an Academic Program Review Subcommittee for the purpose of working with academic units to complete Program Review and Plan (PRAP) document and Annual Unit Plan Updates or their equivalents and to bring this information to the Governance, Effectiveness, Mission and Quality (GEMQ).
- b. The Academic Program Review Committee shall be composed of Department representatives serving two-year terms of office. When new departments are established and their election year specified in the Bylaws or Bylaw revision is not synchronous with the time of scheduled elections or bylaws revision, a representative shall be elected to fill the length of the term remaining until the next scheduled election.
- c. In the event that a departmentally elected Academic Program Review Committee representative is unable to serve due to extended medical leave, semester- abroad assignment, sabbatical leave, other leave of absence, or is otherwise unable to regularly attend Academic Program Review Committee meetings, the Department shall elect a replacement representative for the balance of the term.

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- d. The following Departments shall elect Academic Program Review representatives in odd- numbered years:

Art; Chemistry; Communication Studies; Cosmetology; Counseling/Student Activities; School of Education & Teacher Preparation; Economics, Geography, Political Science; Nursing; Music; Physical Science; Kinesiology.

The following Departments shall elect Academic Program Review representatives in even- numbered years:

Applied Technology; Behavioral Sciences/Psychology; Business Administration/Information Systems Technology; Dance and Theater; English & Media Studies; History, Philosophy, Humanities, and Ethnic Studies; Library & Learning Resources; Life Sciences; Mathematics; World Languages.

- e. Election of members of the Academic Program Review Committee shall take place by the full-time faculty members of the Departments in the same manner as Department Senators and Curriculum representatives are chosen. Academic Program Review Committee members shall serve beginning on the first day of service of the academic year.
- f. The Academic Program Review Subcommittee shall liaison with the Governance, Effectiveness, Mission and Quality (GEMQ) leadership council.
- g. The chair of the Academic Program Review committee also serves on district committees for which program review is a focus area.
- h. The chair of the Academic Program Review committee shall attend EPOC meetings.

4. Distance Education Subcommittee

- a. The Riverside City College faculty shall establish a Distance Education Subcommittee to develop policies and promote practices that contribute to the quality and growth of distance education and bring these to the Teaching and Learning Leadership Council and Resource Development and Administrative Services Leadership Council (“RDAS”).
- b. The Distance Education Subcommittee shall be composed of six elected members serving two-year terms and representing the six divisions: Career and Technical Education; Counseling, Library and Learning Resources, and Academic Support; Fine and Performing Arts; Languages, Humanities and Social Sciences; Mathematics, Science and Kinesiology; Nursing. Three members shall be elected in even-numbered years and three shall be elected in odd-numbered years.

The following divisions shall elect representatives in odd-numbered years: Career and Technical Education; Fine and Performing Arts; Mathematics, Science and Kinesiology.

The following divisions shall elect representatives in even-numbered years: Counseling, Library and Learning Resources, and Academic Support; Languages, Humanities and Social Sciences; Nursing.

- c. The Distance Education Subcommittee will interface primarily with the Technology Resources Committee of Resource Development and Administrative Services Leadership Council.

5. Faculty Development Subcommittee

- a. The RCCAS shall establish a Faculty Development Subcommittee that seeks to encourage the professional development of faculty through collegially supported learning opportunities that share the vision and values of RCC.
- b. The Faculty Development Subcommittee shall be charged with creating the faculty development section of the Staff Development Plan.
- c. The Subcommittee shall consist of twelve voting members: ten full-time faculty members proportionally representing the academic divisions and one Associate (part-time) faculty member representing Associate faculty. The full-time faculty members shall be selected by their respective divisions via division elections, and the Associate faculty members shall be selected by the Associate Faculty via an Associate faculty election. The composition of the Subcommittee shall be as follows:
 - Languages, Humanities, Social, & Behavioral Sciences – three members
 - Career and Technical Education – two members
 - STEM and Kinesiology – two members
 - Counseling and Library Services – one member
 - Fine and Performing Arts – one member
 - Nursing and Health Related Sciences – one member
 - Associate (Part-Time) Faculty – one member

The above-mentioned faculty members shall serve as voting members on the Committee. Other non-voting faculty members may participate in the Committee planning and discussion.

- d. The Faculty Development Subcommittee shall liaison with the Human Resources Committee of the Resource Development and Administrative Services Leadership Council.

6. Course Materials Affordability Subcommittee

- a. The Riverside City College faculty shall establish a Course Materials Affordability Subcommittee (CMAC) to develop policies and promote practices that support efforts across the college related to Open Educational Resources (OERs), Zero Textbook Cost (ZTCs), and Low Textbook Cost (LTCs) materials in line with state legislation.
- b. The voting membership of CMAC shall be composed of six elected faculty members serving two-year terms and representing the six divisions: Career and Technical Education; Counseling, Library and Learning Resources, and Academic Support; Fine and Performing Arts; Languages, Humanities and Social Sciences; Mathematics, Science and Kinesiology; Nursing. Three members shall be elected in even-numbered years and three shall be elected in odd-numbered years.
 - The following divisions shall elect representatives in odd-numbered years: Career and Technical Education; Fine and Performing Arts; Mathematics, Science and Kinesiology.
 - The following divisions shall elect representatives in even-numbered years: Counseling, Library and Learning Resources, and Academic Support; Languages, Humanities and Social Sciences; Nursing.
- c. The CMAC will interface primarily with the Teaching and Learning Leadership Council

Section 5: Permanent Workgroups

- A. Permanent Workgroups perform work necessary for the policy and procedure recommendations of the SPLCs and Committees and generally have a charge narrower than that of Subcommittees. Typically, Permanent Workgroups work directly with the Subcommittees to which they are attached. Permanent Workgroups that are tasked with academic issues shall consist primarily of faculty and shall have, at minimum, a majority of faculty as voting members.
- B. Faculty chairs for Permanent Workgroups shall be chosen by the membership of the Permanent Workgroup.

Section 6: Temporary Workgroups

- A. Temporary Workgroups perform work necessary for the policy and procedure recommendations for strategic planning. Temporary Workgroups are given a specific, narrow charge by superordinate strategic planning groups (typically Permanent Workgroups) and may be convened or dissolved as necessary.
- B. Chairs of temporary workgroups shall be selected by the membership of the Temporary Workgroup and brought before the relevant strategic planning group for confirmation.

ARTICLE IV. ASSOCIATE FACULTY COMMITTEE

The Riverside City College faculty shall establish an Associate Faculty Committee, for the purpose of developing and representing the Associate Faculty issues to the RCCAS.

Additionally, as Associate Faculty are a valued part of the RCC faculty, any Associate Faculty member who wishes to broaden her/his experience by serving on a committee, subcommittee or workgroup other than the Associate Faculty Committee should contact the appropriate chair.

- A. The Associate Faculty Committee shall comprise five elected members serving two-year terms. Two shall be elected in even-numbered years and three shall be elected in odd-numbered years.
- B. The elected Associate Faculty Senator shall serve as chair on the committee and shall report to the RCCAS.

DRAFT



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2023 Fall Plenary Session Resolutions

For Discussion at AREA MEETINGS

October 27, 2023

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 are to be debated and voted on by academic senate delegates at the Academic Senate Fall Plenary Session held on November 18, 2023.

Resolutions Committee

Erik Reese, ASCCC Resolutions Chair

Robert L. Stewart, Jr, ASCCC Resolutions Second Chair

Davena Burns-Peters, San Bernardino Valley College, Area D

Sonja Downing, Merced College, Area A

Mark Edward Osea, Mendocino College, Area B

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PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges 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, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee before the posted deadlines each day by email using resolutions@asccc.org.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and 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 (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

New delegates are strongly encouraged to watch the New Attendee Information pre-plenary webinar.

Explore California legal codes via <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Explore California Code of Regulations, including title 5, via <https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?transitionType=Default&contextData=%28sc.Default%29>

CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from 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. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted through Thursday of the plenary session are marked with #
- Amendments and urgent resolutions submitted on Friday are marked with ^

- *03.01 F23 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes
- *04.01 F23 Communicate Requirements of Articulation of High School Courses
- *06.01 F23 Recommendations for the Implementation of AB 607 (Kalra, 2023) Amendments to California Education Code §66406.9
- *06.02 F23 Support Vision 2030 Goals and Strategic Directions
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- *15.01 F23 Support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of September 8, 2023

- *15.02 F23 Support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023
- *17.01 F23 Sustainability and Institutionalization of Zero-Textbook-Cost Pathway Efforts
- *17.02 F23 Part Time Faculty Inclusion in OER and ZTC Pathways

3 DIVERSITY AND EQUITY

***03.01 F23 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes**

Whereas, the Academic Senate for California Community Colleges' (ASCCC) commitment to inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) has been affirmed in the following resolutions: 07.02 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials¹; 13.04 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation²; 01.01 F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism³; 03.01 F22 Advancing IDEAA in Guided Pathways⁴; 07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200⁵; 01.02 S22 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement⁶; 03.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook⁷; 03.02 S22 Adopt the DEI in Curriculum Model Principles and Practices Framework⁸; 19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work⁹; 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison¹⁰;

Whereas, Resolution 03.01 S21 Include Cultural Competence in Faculty Evaluations¹¹ directed the Academic Senate for California Community Colleges to "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 "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,"¹² and,

¹ <https://asccc.org/resolutions/ensuring-anti-racist-california-community-college-online-faculty-training-materials>

² <https://asccc.org/resolutions/resolution-support-academic-freedom-solidarity-faculty-across-nation>

³ <https://asccc.org/resolutions/adopt-academic-senate-california-community-colleges-mission-vision-and-values>

⁴ <https://asccc.org/resolutions/advancing-ideaa-guided-pathways>

⁵ <https://asccc.org/resolutions/incorporating-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-principles>

⁶ <https://asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement>

⁷ <https://asccc.org/resolutions/develop-and-publish-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa>

⁸ <https://asccc.org/resolutions/adopt-dei-curriculum-model-principles-and-practices-framework>

⁹ <https://asccc.org/resolutions/cultural-humility-driving-inclusion-diversity-equity-anti-racism-and-accessibility>

¹⁰ <https://asccc.org/resolutions/establishing-local-inclusion-diversity-equity-and-anti-racism-idea-liaison>

¹¹ <https://www.asccc.org/resolutions/include-cultural-competence-faculty-evaluations>

¹² <https://asccc.org/resolutions/include-cultural-competence-faculty-evaluations>

as an outcome of that collaboration, updates to title 5, §53602¹³ were chaptered in April 2023 in order to advance diversity, equity, inclusion, and accessibility in evaluation and tenure review processes; and

Whereas, Resolution 19.01 S21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices¹⁴ directed the Academic Senate for California Community Colleges (ASCCC) to "endorse the ACHRO [Association of Chief Human Resource Officers] draft Screening and Selection Process Recommendations" as well as to "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" to support diversity, equity, and inclusion-focused hiring practices, which is supported by ASCCC's "Model Hiring Principles and Procedures" Canvas resource¹⁵;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their local faculty unions prior to bargaining to make recommendations regarding revisions to faculty evaluation and tenure review processes to include diversity, equity, inclusion, and accessibility elements and ensure compliance with chaptered updates to title 5, §53602¹⁶;

Resolved, That the Academic Senate for California Community Colleges urge local senates to develop a culture of inclusion and belonging for new faculty through supportive inclusion, diversity, equity, anti-racism, and accessibility-centered onboarding and faculty mentoring/community building; and

Resolved, That the Academic Senate for California Community Colleges develop resources for inclusion, diversity, equity, anti-racism, and accessibility-focused professional development as well as faculty evaluation diversity, equity, inclusion, and accessibility elements.

Contact: Karen Chow, ASCCC Executive Committee, ASCCC Equity and Diversity Action Committee

¹³ Title 5 §53602:

[https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

¹⁴ <https://asccc.org/resolutions/support-diversity-equity-and-inclusion-focused-hiring-practices>

¹⁵ <https://ccconlineed.instructure.com/courses/4924~5733>

¹⁶ Title 5 §53602:

[https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

4 ARTICULATION AND TRANSFER

***04.01 F23 Communicate Requirements of Articulation of High School Courses**

Whereas, AB 1705 (Irwin, 2022)¹⁷, signed into law on September 30, 2022, requires California community colleges to place and enroll nearly all students directly into transfer-level English and mathematics courses when enrolling in an English or mathematics course, and also establishes that community colleges may not require students to repeat courses taken in high school¹⁸; and

Whereas, California Code of Regulations title 5 §55051¹⁹ has specific requirements for when and how high school courses may satisfy college curricular requirements;

Resolved, That the Academic Senate for California Community Colleges work with the California Intersegmental Articulation Council to communicate widely the requirements of California Code of Regulations title 5 §55051²⁰ Articulation of High School Courses.

Contact: Ginni May, ASCCC Intersegmental Projects Director

6 STATE AND LEGISLATIVE ISSUES

***06.01 F23 Recommendations for the Implementation of AB 607 (Kalra, 2023) Amendments to California Education Code §66406.9**

Whereas, AB 607 (Kalra, 2023)²¹ modifies California Education Code §66406.9²² to expand the cost information required in course schedules, requiring that colleges:

Prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly

¹⁷ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

¹⁸ California Education Code §78213(i)(3):

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.

¹⁹ Title 5 §55051:

[https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

²⁰ Title 5 §55051:

[https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

²¹ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607

²² California Education Code §66406.9:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66406.9.&lawCode=EDC

related to those materials, for no less than 40 percent by January 1, 2025, 55 percent by January 1, 2026, 65 percent by January 1, 2027, and 75 percent by January 1, 2028, of the total number of courses on the online campus course schedule for which a faculty member or course instructor has been assigned. “Course materials” as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions;

Whereas, Restricting “course materials” to “digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions” places inappropriate limits on the estimated costs to be included in course schedules by excluding homework systems, art supplies, uniforms, safety equipment, and other expenses that students should be informed of when registering for classes; and

Whereas, California Code of Regulations, title 5, §59402²³ states that required instructional materials “means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course,” (Resolution 07.08 F22 Establishing Consistent Definitions for Course Resources²⁴) establishing the definition of “instructional materials” to include textbooks, supplemental materials, and any other course supplies that are required to achieve course objectives;

Resolved, That the Academic Senate for California Community Colleges recommend that the cost-transparency requirements in California Education Code §66406.9²⁵ as modified by AB 607 (Kalra, 2023)²⁶ be interpreted to include all instructional materials as defined in California Code of Regulations, title 5, §59402²⁷.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

***06.02 F23 Support Vision 2030 Goals and Strategic Directions**

Whereas, The Vision 2030²⁸ merges elements of the Vision for Success and the Governor’s Roadmap for California Community Colleges into three goals of Equity in Access, Equity in

²³ Title 5, §59402:

[https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

²⁴ <https://www.asccc.org/resolutions/establishing-consistent-definitions-course-resources>

²⁵ California Education Code §66406.9:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66406.9.&lawCode=EDC

²⁶ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607

²⁷ Title 5, §59402:

[https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

²⁸ Chancellor’s Office Vision 2030 Webpage: <https://www.cccco.edu/About-Us/Vision-2030>

Support, and Equity in Success and three strategic directions of Equitable Baccalaureate Attainment, Equitable Workforce and Economic Development, and The Future of Learning, which were adopted by the Board of Governors on September 26, 2023; and

Whereas, Through many venues since June 2023, including Consultation Council, public input form, stakeholder town halls, and statewide events, the California Community Colleges Chancellor's Office has solicited input into Vision 2030 and, as a result of inputs, has made revisions and will continue to revise the Vision 2030 metrics and actions until action by the Board of Governors in January 2024, with a plan to revisit metrics and actions annually;

Resolved, That the Academic Senate for California Community Colleges formally support the high-level goals and strategic directions of Vision 2030; and

Resolved, That the Academic Senate for California Community Colleges urge faculty to continue providing input on metrics and actions through Fall 2023 using the California Community Colleges Chancellor's Office Vision 2030 Feedback Form²⁹.

Contact: Cheryl Aschenbach, ASCCC Executive Committee

7 CONSULTATION WITH THE CHANCELLOR'S OFFICE

***07.01 F23 Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars)**

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

Whereas, The use of CCCApply for all students to enter the California Community Colleges System is required as part of the implementation of the Student Success and Support Program; yet, the CCCApply standard application creates challenges for incarcerated individuals aspiring to pursue higher education through a California community college; and

Whereas, Making informed data-based decisions is essential in fulfilling the promise of the Equity in Higher Education Act, which affords all persons, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or

²⁹ Chancellor's Office Vision 2030 Feedback Form: <https://www.cccco.edu/vision-2030-feedback-form>

other specified bases, equal rights and opportunities in California postsecondary educational institutions (California Education Code §66251³⁰);

Resolved, That the Academic Senate for California Community Colleges engage the California Community Colleges Chancellor's Office in a dialogue with faculty teaching in carceral institutions regarding modification of the CCCApply standard application to remove all known barriers affecting current incarcerated individual's ability to successfully apply for admission to a California community college; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that the standard application for CCCApply is modified to allow for the collection of data on justice-involved students needed to advocate for equitable allocation of student services and resources.

Contact: Juan Arzola, ASCCC Executive Committee, ASCCC Rising Scholars Faculty Advisory Committee

***07.02 F23 Clarification of Licensing Requirement and Inclusion of CC-BY-NC License in Procedures and Standards of the Board of Governors**

Whereas, Procedures and Standards of the Board of Governors (December, 2022)³¹ requires that "any published materials produced under an agreement or sub-agreement using public funds must be subject to a Creative Commons Attribution License (CC BY)," allowing such materials to be used, modified, and monetized by any entity provided the source is properly attributed;

Whereas, California Education Code §78052³² establishes that "it is the intent of the Legislature that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses," and \$115 million dollars have been appropriated to the California Community Colleges Chancellor's Office to disperse to the colleges to establish zero-textbook-cost pathways that "prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content";

³⁰ California Education Code §66251:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66251&lawCode=EDC

³¹ Procedures and Standards of the Board of Governors (December, 2022): <https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

³² California Education Code §78052:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC

Whereas, The requirement to use the CC BY license as established in Procedures and Standards of the Board of Governors (December, 2022)³³ can be interpreted to mean that any resource developed by curating or modifying existing openly-licensed resources must be licensed CC BY, even when a CC BY license is inconsistent with the permissions associated with the content used to develop the resource; and

Whereas, When authoring or creating new content, faculty may want to prevent the commercialization of their work and choose to use CC BY-NC since the CC BY license does not prohibit the use of openly-licensed resources from being monetized;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office clarify that any licensing requirement established by the California Community Colleges Board of Governors applies only to content authored or created using public funds, as opposed to curated collections of resources that may not be in conflict with the licensing mandates established by the Board of Governors; and

Resolved, That the Academic Senate for California Community Colleges request that the Board of Governors modify its licensing requirement to permit the use of the CC BY-NC license (attribution-noncommercial)³⁴ to allow authors to prohibit the commercial use of their intellectual property.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

8 COUNSELING

***08.01 F23 Noncredit Counseling Professional Learning and Support for Students**

Whereas, The Academic Senate for California Community Colleges has long-standing support for the role of Counselors in supporting student success, including a paper on *The Role of Counseling Faculty and Delivery of Counseling in the California Community Colleges* (2012)³⁵ and resolutions such as 8.01 S21 Counseling Faculty, Student Success, and Transfer³⁶, 4.00 S92 Counselors³⁷ and 8.02 F94 Role of Counseling Faculty in Noncredit Programs³⁸;

³³ Procedures and Standards of the Board of Governors (December, 2022): <https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

³⁴ <https://creativecommons.org/licenses/by-nc/2.0/>

³⁵ <https://www.asccc.org/papers/role-counseling-faculty-and-delivery-counseling-services-california-community-colleges>

³⁶ <https://www.asccc.org/resolutions/counseling-faculty-student-success-and-transfer>

³⁷ <https://www.asccc.org/resolutions/counselors>

³⁸ <https://www.asccc.org/resolutions/role-counseling-faculty-noncredit-programs>

Whereas, According to the California Community Colleges Chancellors Office Data Mart dashboard, there is a dramatic increase in the Fall/Spring noncredit enrollment over the past three years; data shows a 46.9% increase in the number of noncredit sections between 2020-2021 and 2022-2023; Student enrollment also has a 3-year increase of 56.7% with 640,552 duplicated noncredit students in 2022-2023³⁹;

Whereas, Noncredit course and program offerings are equity-driven opportunities for all students, including providing opportunities for first-generation students, second language learners, adult learners, and students looking to upskill, which require academic and personal counseling support; and

Whereas, Noncredit students have individualized needs on student education planning, basic needs support, noncredit to credit pathways, course sequencing, and credit for prior learning that need specialized counseling support; currently, there is not consistent noncredit counseling support across the California Community College System;

Resolved, That the Academic Senate for California Community Colleges encourage all local academic senates to prioritize a discussion on supporting the counseling needs for noncredit students, whether through an identified noncredit counselor or counseling faculty who are supported with professional development on counseling for noncredit students; and

Resolved, That the Academic Senate for California Community Colleges provide resources and tools to support and share effective practices in counseling noncredit students.

Contact: Stephanie Curry, ASCCC Executive Committee, ASCCC Noncredit, Pre-Transfer, and Continuing Education Committee

9 CURRICULUM

***09.01 F23 Support Revisions to Title 5 to Include DEIA in the Course Outline of Record**

Whereas, Resolution 09.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5⁴⁰ called for the Academic Senate for California Community Colleges to work with the Chancellor's Office to "revise California Code of Regulations Title 5 including section 55002 titled 'Standards and

³⁹ California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Non-Credit Course Sections Summary Report." Retrieved September 27, 2023, from https://datamart.cccco.edu/Courses/NCredit_Course_Summary.aspx

⁴⁰ <https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline>

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

Whereas, In response to ASCCC Resolution 09.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5⁴¹, the California Community Colleges Curriculum Committee (5C) engaged in the process of revision to California Code of Regulations Title 5 §55002⁴² and related sections during the 2022-2023 academic year, resulting in draft regulations⁴³ available for consideration at the ASCCC Fall 2023 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed revisions to California Code of Regulations title 5 §55001, §55001.5, §55002, and §55100⁴⁴, in recognition that minor subsequent revisions may be made by the Chancellor's Office as a result of the required 45-day and 15-day comment periods conducted with first and second reads by the Board of Governors, per Board of Governors Standing Order 206⁴⁵.

Contact: Cheryl Aschenbach, ASCCC Executive Committee

15 INTERSEGMENTAL ISSUES

***15.01 F23 Support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of October 2023**

Whereas, AB 928 (Berman, 2021)⁴⁶ was signed into law on October 6, 2021 and required the formation of the AB 928 Associate Degree for Transfer Intersegmental Implementation

⁴¹ <https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline>

⁴² Title 5 §55002:

[https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

⁴³

[https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20\(strikethrough%20&%20underline\)%20.pdf](https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20(strikethrough%20&%20underline)%20.pdf)

⁴⁴

<https://www.asccc.org/sites/default/files/Agendas/Proposed%20Amendments%20to%20DEI%20in%20the%20COR%20Regulations%20%28FINAL%20v2.pdf>

⁴⁵ Procedures and Standing Orders of the Board of Governors, December 2022 Edition: <https://www.cccco.edu/-/media/CCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6>

⁴⁶ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

Committee⁴⁷ consisting of 16 members, including one representative from the Academic Senate for California Community Colleges;

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee was charged with creating recommendations by December 31, 2023 in three specific areas⁴⁸:

- Goals: Identifying annual goals for increasing transfer rates in California and closing racial equity gaps in transfer outcomes to be adopted by the state;
- STEM: Proposing a new unit threshold for STEM degree pathways that meet the requirements for admission to the California State University and the University of California;
- Reengagement: Reengaging Associate Degree for Transfer earners who do not transfer or apply for transfer into a four-year postsecondary educational institution;

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Findings, Considerations, and Outline Draft of Final Report Elements report (September 8, 2023) and the Draft High-Level Recommendations document (October 2023) were created based on research and input from stakeholders in the California higher education segments⁴⁹ and the Committee; and

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of, 2023 are designed to improve transfer opportunities and close equity and achievement gaps for the students in the California Community College system;

Resolved, That the Academic Senate for California Community Colleges support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Draft High-Level Recommendations as of October 2023⁵⁰.

Contact: Ginni May, ASCCC Intersegmental Projects Director

⁴⁷ AB 928 Associate Degree for Transfer Intersegmental Implementation Committee:
<https://www.ab928committee.org/committee-membership>

⁴⁸ AB 928 (Berman, 2021) §§(g)(1-3):
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928

⁴⁹ September 18, 2023 Meeting:
<https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/64e9128f1d6d9b21676d14f1/1692996242294/ab-928-draft-report-vaug2023-a11y.pdf>

⁵⁰ AB 928 ADT Intersegmental Implementation Committee Draft High-Level Recommendations (October 2023):
<https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/6525b28113cc367684ddfba3/1696969356702/ab928-high-level-draft-recs-oct-2023-a11y.pdf>

***15.02 F23 Support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023**

Whereas, AB 1111 (Berman, 2021)⁵¹ was signed into law on October 6, 2021, the fourth bill since the 1980s to require a common course numbering system for the California Community Colleges system;

Whereas, The AB 1111: Common Course Numbering Task Force⁵² consisting of stakeholders in California higher education segments including faculty, students, administrators, and classified professionals from the California Community Colleges, the California State University, the University of California, and the Association of Independent California Colleges and Universities carefully created the Recommended Implementation Plan as of October 2, 2023⁵³ through their work beginning in October 2022 based on learning and working sessions; stories from students, faculty, and staff about their experiences regarding common course numbering; and broad vetting throughout the higher education systems in California;

Whereas, The Recommended Implementation Plan as of October 2, 2023 through several revisions has been designed to be iterative and nimble in order to respond to unanticipated or changing needs that may arise in implementing a common course numbering system in the largest system of higher education in the United States of America; and

Whereas, The Recommended Implementation Plan as of October 2, 2023 models existing processes and structures of the C-ID Course Numbering Identification System which was designed and is led by the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023⁵⁴.

Contact: Ginni May, ASCCC Intersegmental Projects Director

⁵¹ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1111

⁵² AB 1111: Common Course Numbering Task Force Membership: <https://www.cccco.edu/-/media/CCCCO-Website/docs/general/ccntasktorceroster-a11y.pdf?la=en&hash=579346AE2045F31FEDC77A95325057878D4D5B91>

⁵³ Recommended Implementation Plan as of October 2, 2023: <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/ab1111-summary-report-oct2023-final-draft-a11y.pdf?la=en&hash=98150771593F22793F3278731DE98FEA9D5CE0FA>

⁵⁴ Recommended Implementation Plan as of October 2, 2023: <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/ab1111-summary-report-oct2023-final-draft-a11y.pdf?la=en&hash=98150771593F22793F3278731DE98FEA9D5CE0FA>

17 LOCAL SENATES

***17.01 F23 Sustainability and Institutionalization of Zero-Textbook-Cost Pathway Efforts**

Whereas, California Education Code §78052⁵⁵ requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented” and the Academic Senate for California Community Colleges recognizes open educational resources as the preferred and most sustainable mechanism for eliminating course costs (Resolution 03.05 F21 Zero Means Zero Textbook Cost⁵⁶);

Whereas, The Burden-Free Instructional Materials Task Force was convened to “provide recommendations and possible regulatory actions for system structural changes that will facilitate the creation of sustainable solutions that reduce instructional materials costs for students in the long term,” and Resolution Number 2023-18 of the California Community Colleges’ Board of Governors⁵⁷ established that “the Chancellor’s Office shall work, in partnership with statewide participatory governance partners, to study implementation of the Burden Free Instructional Materials Taskforce recommendations, prioritizing actions that aim to remove barriers that unduly limit students’ ability to access timely and affordable instructional materials, establish a robust and sustained OER support infrastructure, and strengthen data collection capacity to better support local innovations towards reducing instructional material costs”;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges’ guiding resources, including institutional goals, educational master plans, equity plans, accreditation institutional self-evaluation reports, board policies, and administrative procedures or regulations (Resolution 13.01 S21 Institutionalizing Open Educational Resources⁵⁸); and

Whereas, Although the Academic Senate for California Community Colleges has urged “local academic senates to work with their administrations and other appropriate college constituencies to establish a faculty coordinator position that plays a leadership role with respect to the local implementation of the Zero Textbook Cost Program” and encouraged “local academic senates to work with their administrative colleagues to use a portion of the Zero Textbook Cost Program funds to support a faculty coordinator who leads the college’s open educational resources and Zero Textbook Cost Program efforts”(Resolution 17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty

⁵⁵ California Education Code §78052:

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC

⁵⁶ <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

⁵⁷ [https://go.boarddocs.com/ca/ccchan/Board.nsf/files/CTUQG96934A5/\\$file/resolution-of-the-board-of-governors-instructional-material-affordability-final-a11y.pdf](https://go.boarddocs.com/ca/ccchan/Board.nsf/files/CTUQG96934A5/$file/resolution-of-the-board-of-governors-instructional-material-affordability-final-a11y.pdf)

⁵⁸ <https://www.asccc.org/resolutions/institutionalizing-open-educational-resources>

Coordinator⁵⁹), some colleges are expecting their designated Open Educational Resources liaison to assume this role without additional compensation and others are only providing stipends to faculty coordinators, which does not provide faculty with the necessary time to effectively oversee the zero-textbook-cost work and integrate it into the resources and structure of the college as is necessary for sustainability;

Resolved, That the Academic Senate for California Community Colleges recognize that sustaining and institutionalizing zero-textbook-cost pathways requires substantial and on-going work and coordination by faculty; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate for the establishment of a local faculty coordinator position reassigned from their usual duties to lead their college's zero-textbook-cost efforts.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

***17.02 F23 Part Time Faculty Inclusion in OER and ZTC Pathways**

Whereas, The Academic Senate for California Community Colleges is committed to the participation of part-time faculty in all academic and professional matters as evidenced by the inclusion and recognition of part-time faculty through committee appointments, numerous resolutions, position papers, and the adoption of Resolution 1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee⁶⁰ adding a designated part-time faculty member to the Executive Committee;

Whereas, The Academic Senate for California Community Colleges “recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs” (Resolution 03.05 F21 Zero Means Zero Textbook Cost⁶¹);

Whereas, In the creation of new open educational resources (OER), the Open Educational Resources Initiative has awarded projects to teams of faculty that included part-time faculty authors showing that adequately compensating part-time faculty supports their involvement in the creation and adaptation of OER; and

Whereas, As of Fall 2022, there are 36,305 (67.2%) part time faculty (labeled as “academic, temporary” in the Dashboard) compared to 17,727 (32.8%) full time faculty in the California

⁵⁹ <https://www.asccc.org/resolutions/using-zero-textbook-cost-funds-support-open-educational-resourcezero-textbook-costs>

⁶⁰ <https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee>

⁶¹ <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

Community Colleges⁶² indicating that part-time faculty teach the majority of classes and can have a substantial influence in helping colleges create zero-textbook-cost pathways by adapting and adopting open educational resources as instructional materials for their classes;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to review their local policies and practices related to part-time faculty participating in open educational resources and zero-textbook-cost efforts to ensure that they do not create barriers for efforts that require a long-term commitment;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work in partnership with their administrative colleagues to ensure the inclusion of part-time faculty in all local open educational resources and zero-textbook-cost pathway efforts; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work in partnership with their union and administrative colleagues to secure the participation of part time faculty in adopting and adapting open educational resources and in the creation of zero-textbook-cost pathways by adequately compensating them for their work.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

⁶² California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Faculty & Staff Demographics Report." Retrieved September 21, 2023, from https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx.