Riverside City College Academic Senate

Agenda
Monday, 13 May 2024 • 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**
	II.	**Approval of the Agenda**
	III.	**Approval of the Minutes:** April 22
	IV.	**Public Comments**
3:10	V.	**Liaison Reports**

    A. RCCD Faculty Association
    B. College President
    C. ASRCC Representative

3:35	VII.	**Committee or Council Updates**

    A. Accreditation faculty co-chair Jacqueline Lesch will share highlights from the ACCJC accreditation kickoff, including information about rubrics, timeline, and reporting instructions (information)
    B. PRaP co-chairs Dr. Ginger White and Dean Wendy McEwen, along with GEMQ faculty co-chair Wendy McKeen, will introduce the draft of guiding questions for RCC's five-year comprehensive program review (information)
    C. DE and CMAC faculty chair Heather Smith will provide an update about DE issues at the college and share reminders about ZTC grant opportunities and OER for instruction (information)

3:50	VIII.	**Ongoing Business**

    A. RCCAS Vice President Ajené Wilcoxson will lead the senate in a discussion and vote on GEMQ's recommendations for the 2024-25 Program Review and Planning (PRaP) timeline and proposed council faculty co-chair election process under specific circumstances (action)
    B. Secretary Treasurer Wiggs will lead the senate in a second discussion and possible vote on TLLC's recommendation for the RCC Enrollment Management committee structure (second read + possible action)
    C. President Scott-Coe will provide a brief overview of Spring 2024 Plenary, including highlights of the approved ASCCC paper on part time faculty and participatory governance (information)
    D. VP of Business Services Kristi DiMemmo will share an update on the College Budget Allocation Model (BAM) Project (discussion)

4:20	IX.	**New Business**

    A. President Scott-Coe or designee will facilitate a discussion about how Improvement of Instruction (IOI) processes have impacts on areas of Senate 10 + 1 purview (discussion)
    B. VPBS Kristi DiMemmo and President Scott-Coe will report to the senate an overview about the RFP process and timelines for the RCCD Safety and Security Audit vendor (information)
    C. Vice Chancellor Rebeccah Goldware will provide an update about RCCD External Relations & Strategic Communications (information)
    D. Ratification of new and ongoing appointments and election results: President Scott-Coe or designee will present candidates for the following committees or councils (action)
        a. Faculty Co-Chair for SAS
        b. District Committees: Enrollment Management (DEMC); Advancement & Partnership (2), Institutional Partnerships Sub-Committee, and Alternate Resources Sub-Committee; Global Learning & Study Abroad
        c. Common Course Numbering (CCN) faculty discipline representatives for June convenings

4:35	X.	**RCCAS Officer Reports**

    A. President
    B. Vice President
    C. Secretary-Treasurer

4:45	XI.	**Open Hearing**
4:50	XII.	**Learn, Share, Do**
5:00	XIII.	**Adjourn**

Next meeting date: Monday, 3 June 2024
Agenda items and materials due by noon Tuesday, 28 May 2024

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

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Riverside City College Academic Senate
April 22, 2024 • 3:00 - 5:00 PM • Hall of Fame

3:00   I.   Call to Order at 3 pm
            Moment of silence to honor the memory of RCC student Danny Villalobos

Roll Call

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

Department Senators
Applied Technology: Patrick Scullin (not present)
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 (not present)
Dance and Theatre: Jodi Julian (not present)
School of Education & Teacher Preparation: Emily Philippsen
Economics/Geography/Political Science: Kendralyn Webber
English: Christine Sandoval
History/Philosophy/Humanities/Ethnic Studies: Daniel Borses
Kinesiology: Dennis Rogers
Library: Sally Ellis
Life Sciences: Lisa Thompson-Eagle (not present)
Mathematics: Evan Enright
Music: Steve Mahpar
Nursing: Lee Nelson (arrived 3:57pm)
Physical Science: James Cheney
World Languages: Araceli Calderón

Associate Faculty Senator
Lindsay Weiler (not present)

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

RCCD Faculty Association
Mike Chavez

Administrative Representatives
College President: Claire Oliveros
VP Academic Affairs: Lynn Wright (not present)
VP Business Services: Kristine DiMemmo
VP Planning and Development: Vacant
VP Student Services: FeRita Carter (not present)

ASRCC Representative
Jennifer Shaw (not present)

Recorder of Minutes
Elena Santa Cruz

Guests
Jim Elton, Kinesiology
Rudy Arguelles, Kinesiology & RCCAS faculty representative on the District Safety and Security Committee (DSSC

II. Approval of the Agenda
M/S/C: (Enright/Soto) Approve agenda by consensus with amended agenda order. Item IXA moving to VIIB and VIIB moving to VIIC.

III. Approval of the Minutes: Minutes from 15 April (Tabled to next meeting)

IV. Public Comments
A. Public comments guidelines shared
B. No public comments

3:10   V.   Liaison Reports
A. RCCD Faculty Association – Mike Chavez
1. Updates regarding questions from last meeting: Part time IOI lists were maintained by an employee who has left the district. HRER is working on getting the lists to departments. Departments that have faculty with "needs improvement" may be scheduled to be evaluated.
2. An email will come to announce town halls that will held to answer questions regarding the contract rollover.
3. MOU has been signed for FT faculty to receive 16 hours of FLEX for recertification for DE; part time faculty will receive $750 for the training.
B. College President
1. College community is still grieving loss of our RCC student. Psychological Services is offering mental health services for students and employees, possible candlelight vigil is being planned. President Oliveros sent a Riv-all last week and another today to share information about services available. School of Nursing and RCC Library offering resources as well.
2. A senator shared concerns about what information could be shared with her class following the incident.
3. Next Coffee Chat is scheduled for tomorrow at 9am in Hall of Fame.
C. ASRCC Representative

1. Not present to report

3:20   VII.   Committee or Council Updates

      A.   Professor of Kinesiology, Rudy Arguelles, RCCAS faculty representative on the District Safety and Security Committee (DSSC), will share an update and invite senate feedback about relevant documents, including the draft Standards of Care for Safety and Security Framework and AP 5520 (information + discussion)

         1. The document presented is the most recent and comments should be sent to Senator Arguelles. Faculty Association has an MOU for surveillance cameras so that they are not used to track faculty movements for evaluation purposes.

         2. Feedback on the Standards of Care document will be taken back to the DSSC committee on May 3rd. Points made by senators include:

            a. Library being open more hours than most buildings on campus. A concern is that there is no override for security lockdowns from within the library. The library is out of compliance in regards to Stryker chair availability. President Oliveros suggested that Sally Ellis meet with her and VP of Business DiMemmo to discuss.

            b. At one time, it was a priority to have an administrator in charge during the evenings, but this no longer seems to be happening. There is no identified administrator on duty each day in the evening.

            c. Academic Senate Secretary Wiggs asked what training can faculty attend and was told that any required trainings need to be negotiated by the faculty association. Senator Philippsen shared that faculty need training about specific scenarios where students share concerning issues.

            d. President Oliveros shared that the document suggests that it has standards of care framing, but that is somewhat different from standards of critical security (infrastructure). What are the core values/principles?

      C. VP of Business Services, Dr. Kristi DiMemmo, will provide an overview of the ACCJC Annual Fiscal Report for Riverside City College (information)

         1. The 2024 Annual Fiscal Report to ACCJC reports on any audit exceptions. Basically, it is an overarching fiscal report on the district's finances. The college is responsible for filing both the Annual Institutional Report (on FTES, Transfer and Completion Rates, and Exam scores) while the annual fiscal report demonstrates the fiscal health of an institution.

         2. Since our fiscal responsibilities reside at district level, the annual fiscal report is generated in collaboration with the district.

         3. We are happy to report that our district remains fiscally secure and that we were able to utilize our general fund and many different one-time dollars (such as the HEERF revenue recovery) to support the overall health of our district.

         4. It was reported that during our last Audit, one audit finding was reported with regard to our processes for accruals. The district has responded, and processes and protocols have been put in place to alleviate this finding in future audits.

5. There was some discussion about the process of resolving Purchase Orders (PO's) even when paperwork has been completed on time; some senators shared that their departments have encountered serious challenges that impact their programs. VP DiMemmo is advocating to make sure PO's close properly.

C. District Budget Allocation Model (BAM) task force faculty representative and RCCAS Senator, Evan Enright, will lead a second discussion about assessing district services (information + discussion)

1. Committee met last week, but not much movement due to event on campus last week. The plan moving forward is for the colleges to give feedback about what they do versus what the district does. Goal is to have colleges lead discussion rather than vice versa.

4:00　VIII.　**Ongoing Business**

A. President Scott-Coe or designee will lead senators in a discussion of the newly revised Master Plan draft following feedback collected through January 2023 (second read and possible action)

1. The floor opened for questions, comments and direction about what senators would like to do, as there is now a different version that was not shared in time for our senate to review. Providing feedback on different drafts for such a serious document, in such a compressed timeline, can contribute to confusion.

2. Senate needs to have discussion on the record.

3. Senators emphasized the need for clarity about all three colleges reading the same document to reduce confusion. Although all three colleges are included in the master plan, and the majority technically rules, the goal is to have authentic consensus on the plan.

4. One senator pointed out that there was no addressing of the needs of students who are also parents in the plan.

5. M/S/C Nelson/Sandoval (unanimous) to suspend discussion and comments until the revised document has been received.

6. M/S/C Nelson/Kim (unanimous) to review the new, revised version for discussion and possible vote at the May 6th meeting.
   a. Discussion – the item brought back for possible action does not require action

7. At the next meeting, it will be important to bring back comments to so that they can be recorded and passed forward.

8. It concerns the senators to set a 25-year master plan when demographics, programs and many things can change from now until then. The timeline for discussion and input has been very compressed. While the document clearly fits into a particular template/genre of a longterm strategic plan, it is challenging for faculty to frame substantive feedback rather than just looking for typos or changes around the edges. The document may lack important historical data. Another senator shares that the past is not always a good predictor of the future.

9. Because the plan is for 25 years, it is difficult to assess whether it is a good plan.

4:25　IX.　New Business

A. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following committees or

councils (action)
1. Faculty Co-Chair for SAS (open) – position remains open

4:30 X. RCCAS Officer Reports
- A. Vice President Wilcoxson
  - EPOC meets next week – April 29th to work on process on new chair process
  - Committee working on Tiger pride values
  - Brought state chancellor's glossary of equity terms to EPOC and once approved will come to senate.
- B. Secretary-Treasurer Wiggs
  - FLEX workshop upcoming: Running an Equity Minded Meeting on May 23rd - please encourage faculty who will be new to leadership as well as existing leaders to attend
  - Data Coaching Institute is being provided by Brandon Owashi, look for an email from April 15th.
  - Upcoming ASCCC faculty leadership institute – looking to send at least 2 department senators
  - RCCAS has an opportunity for BOT spotlight for November 2024 board meeting. Please inquire with departments and let senate leadership know.
  - Senate will need to meet on June 2nd so this will he coming to you for approval. Overall senate meeting times will also be on the agenda for discussion to align meeting dates and holidays.
  - Book orders are due by May 1 for Summer and Fall.
- C. President Scott-Coe
  - RFP meeting for Security firm that is auditing security at all three sites is this Wednesday.
  - Plenary went well, will share more at next meeting
  - Working with Herrick, DEMC representative, will provide a written report.
  - District Enrollment Management retreat will be next week in Moreno Valley.
  - Hiring Committee to replace Senate and Faculty Development Admin Assistant: The committee met today, with interviews scheduled for early May in the hope of having someone in place going into next academic year.
  - Faculty are every day in the front lines with students who face many challenges. Thank you to president Oliveros for her messaging to the college community.
  - Student Psychological services have been supportive to students and faculty directly affected by the tragedy.
  - Remember that RCCD offers services to all employees and their families through Deer Oaks.
  - Know the 988 National Crisis Suicide Line.

4:45 XI. Open Hearing
- Senator asks for clarification on May meetings. They will be May 6th and May 13th
- School of Nursing LGBTQ committee is hosting a health seminar due to recent incident on campus last week on May 28th in the evening. Cookies will be provided; an email will come shortly.
- On Friday in Hall of Fame, ACCJC kickoff will be held at 1pm here on campus.

- Open Mic lunchtime is 4/25 12:50-1:50 in collab with MUSE
- Book adoption OER google doc to list OER books, may be added to the B&N interface – leaper text
- May 1 2:30 – 3:30 in Hall of Fame –International Scholars panel – Humphrey Scholars in public health, advertisement will come shortly.
- May is Asian American Heritage Month, AAPI group hosting a series of event with speakers, announcements coming shortly.
- May 2nd, Tiger Con is going on all day – RCC library.
- ECEC is far from campus, there are students who need to access DRC. Transportation is not available to transport students across campus.
- Cookies provided by VP Wright for your work on senate

M/S/C Romero/Perez (unanimous) extend meeting to 5:05 pm

- Senator shares that he is trying to extend services for students in Spanish

4:55 XII. Learn, Share, Do
- Remind departments Part time IOI list is still forthcoming from HRER
- MOU for DE Camp has been signed - $750 for PT, 16 FLEX hours for FT faculty
- Coffee Chat – tomorrow in Hall of Fame at 9am
- Send any comments to Rudy Arguelles by tomorrow on the safety and security
- Encourage faculty to attend safety and security workshops
- Book Orders by May 1st including OER books.
- Reminder – health seminar May
- Accreditation kick off Friday 1-4pm
- Spread word on Humphrey Scholar visit
- May is AAPI Heritage Month, attend events.
- The new edition of the Ed Master Plan needs to be reviewed before next meeting for discussion on May 6th.

5:05 XIII. M/S/C to adjourn - next meeting date: Monday, May 6, 2024 Romero/Perez

Reflecting on Your Mission – What Story does your Data Tell?
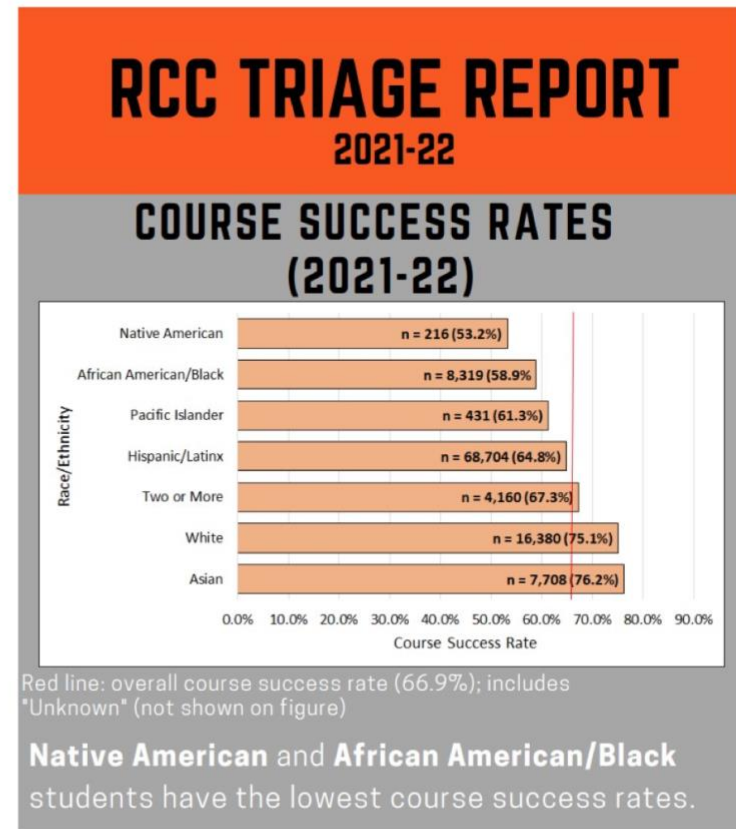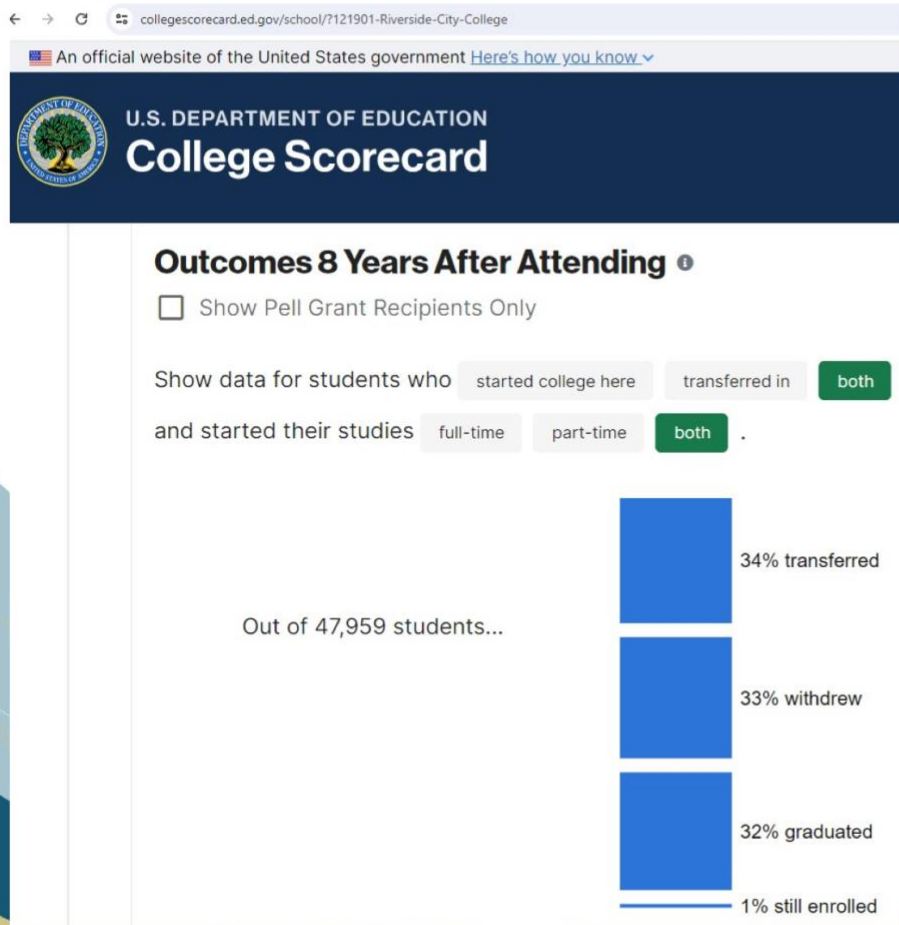
12. Course Completion Rates

	2020-2021	2021-2022	2022-2023
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	66%	66%	66%
12b. List your stretch goal (aspirational) for successful student course completion rate:	71%	72%	73%
12c. List the actual successful student course completion rate:	69%	68%	68%

14. Associate Degree (A.A./A.S.)

	2020-2021	2021-2022	2022-2023
14a. List your Institution-Set Standard (floor) for degrees:	1179	1179	1179
14b. List your stretch goal (aspirational) for degrees:	4384	5260	6312
14c. List actual number or percentage of degrees:	4256	4256	3569

17. Transfer

	2020-2021	2021-2022	2022-2023
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	1702	1702	1702
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2847	3416	4100
17c. List actual number or percentage of students who transfer to a 4-year college/university:	2632	2185	1870

Selected rows from **ACCJC Accreditation Handbook** *ACCJC Rubrics for Institutional Alignment and Transformation*
https://accjc.org/wp-content/uploads/Accreditation-Handbook.pdf

STANDARD	Initial	Emerging	Developed	Highly Developed
1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.	The institution has established goals for institutional improvement, innovation, and equitable student outcomes.	The institution has established meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.	The institution has established meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes. The institution is utilizing and sharing data to make improvements toward the achievement of its goals and outcomes.	The institution has established meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes. The institution has achieved those goals and outcomes and utilizes its data to look forward and build on its success.
1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.	Planning and evaluation are evident in some areas of institution's programs and services. The institution reviews some disaggregated data and evidence to support program and institution-wide planning efforts.	The institution has clearly defined planning processes that align with mission fulfillment objectives and outcomes, including student learning and achievement outcomes. There is an emerging understanding of the alignment of unit level, cross-functional, and institutional plans.	Integrated planning processes are clearly defined and systematic. Alignment of unit level, cross-functional, and institutional plans is well understood. There is evidence that the institution assesses its progress toward achieving mission fulfillment indicators (including student outcomes) over time.	Ongoing, systematic, evidence-based evaluation and planning are used to inform and refine systems, practices, strategies, and assign resources. There is consistent and continuous commitment to improving student learning and achievement, and educational effectiveness is a demonstrable priority in all planning structures and processes. There is sufficient evidence that the institution has improved student outcomes as a result of ongoing and systematic planning and evaluation processes.

Selected rows from **ACCJC Accreditation Handbook** *ACCJC Rubrics for Institutional Alignment and Transformation*
https://accjc.org/wp-content/uploads/Accreditation-Handbook.pdf

STANDARD	Initial	Emerging	Developed	Highly Developed
2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.	Course sequencing is based on traditional course numbering and does not always reflect intentional program design. There is evidence of conversations about appropriate skill levels within disciplines or among faculty teaching the same course. Assessment of learning is done at the course level with little or no interaction across departments to discuss learning overall.	Regular processes exist for ensuring comparability in assessment standards appropriate to course level and sequencing; conversations about appropriate levels of rigor in student learning outcomes occur in some programs. Academic departments and programs assess student learning within the courses and sequences of courses under their purview. Some cross-disciplinary discussion of student learning occurs, particularly when courses are prerequisites or program requirements.	Definitions of rigor exist and are used to determine appropriate levels of learning for courses, sequences of courses, and program requirements; rigor builds across an academic program. The institution monitors assessment plans and reports and documents the use of assessment results to improve learning outcomes across academic departments; common assessment elements such as rubrics exist.	Intentionally crafted and sequenced learning activities supported by research provide students the opportunities to create and demonstrate their understanding; students articulate rigor in terms of learning. The institution has a well-defined system for evaluating the effectiveness of its learning assessment plans, including training, timelines for review, scoring rubrics, and accountability measures across academic departments.
2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.	The institution uses delivery modes and teaching methodologies that meet student and curricular needs.	The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.	The institution uses innovative delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.	The institution uses innovative delivery modes and teaching methodologies that achieve equitable student learning and achievement.

Selected rows from **ACCJC Accreditation Handbook** *ACCJC Rubrics for Institutional Alignment and Transformation*
https://accjc.org/wp-content/uploads/Accreditation-Handbook.pdf

STANDARD	Initial	Emerging	Developed	Highly Developed
3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.	The institution provides its faculty, staff, and administrators with professional learning opportunities.	The institution develops and deploys a system of professional learning and development to its faculty, staff, and administrators aligned with the institution's mission and strategic plan.	The institution develops, deploys, assesses, and continually improves a system of professional learning and development to its faculty, staff, and administrators aligned with the institution's mission and strategic plan. The system is evaluated for effectiveness in promoting equitable student outcomes and meeting institutional and employment needs.	The institution develops, deploys, assesses, and continually improves a system of professional learning and development to its faculty, staff, and administrators aligned with the institution's mission and strategic plan, and that leads to institutional mission fulfillment and equitable student outcomes. The system is evaluated for effectiveness and achieves equitable student outcomes and institutional and employment needs.
3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.	The institution develops and maintains its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission.	The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.	The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources and regularly evaluates the needs of students as it develops short-term and long-term budgets. Financial resources support and sustain the mission and promote equitable student success.	The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources and regularly evaluates the needs of students as it develops short-term and long-term budgets. Financial resources support and achieve the institution's mission and equitable student success.

Selected rows from **ACCJC Accreditation Handbook** *ACCJC Rubrics for Institutional Alignment and Transformation*
https://accjc.org/wp-content/uploads/Accreditation-Handbook.pdf

STANDARD	Initial	Emerging	Developed	Highly Developed
4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.	Roles, responsibilities, and authority for decision-making are clearly defined. The institution's structure for decision-making provides limited opportunities for stakeholder participation.	Roles, responsibilities, and authority for decision-making are clearly defined and communicated. The institution's structure for decision-making provides opportunities for stakeholder participation.	Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.	Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides significant opportunities for stakeholder participation and the inclusion of relevant perspectives leading to transparent, effective decision-making that foster mission fulfillment and equitable student success.
4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.	The institution possesses decision-making structures that support a climate of collaboration.	The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration.	The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.	The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that achieves the institution's mission and equitable student outcomes.

Activity One

Standard 1
Institutional Mission and Effectiveness

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.

Questions to consider for each standard:

- What do we do to align with the Standard?
  (Refer to the review criteria and possible sources of evidence)

- Where do we think we align with the Rubric for Institutional Alignment and Transformation
  (Refer to the Rubric)

- What opportunities do we have to stretch ourselves to deepen our practices to impact equitable student outcomes?

- How does our reflection and learning inform our institutional plans for action, improvement, and/or innovation?

Activity Two

Standard 2
Student Success

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Questions to consider for each standard:

- What do we do to align with the Standard?
  (Refer to the review criteria and possible sources of evidence)

- Where do we think we align with the Rubric for Institutional Alignment and Transformation
  (Refer to the Rubric)

- What opportunities do we have to stretch ourselves to deepen our practices to impact equitable student outcomes?

- How does our reflection and learning inform our institutional plans for action, improvement, and/or innovation?

Activity Three

Standard 3
Infrastructure and Resources

3.2. The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.

Questions to consider for each standard:

- What do we do to align with the Standard?
  (Refer to the review criteria and possible sources of evidence)

- Where do we think we align with the Rubric for Institutional Alignment and Transformation
  (Refer to the Rubric)

- What opportunities do we have to stretch ourselves to deepen our practices to impact equitable student outcomes?

- How does our reflection and learning inform our institutional plans for action, improvement, and/or innovation?

Activity Four

Standard 4
Governance and Decision Making

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

Questions to consider for each standard:

- What do we do to align with the Standard?
  (Refer to the review criteria and possible sources of evidence)

- Where do we think we align with the Rubric for Institutional Alignment and Transformation
  (Refer to the Rubric)

- What opportunities do we have to stretch ourselves to deepen our practices to impact equitable student outcomes?

- How does our reflection and learning inform our institutional plans for action, improvement, and/or innovation?

RCC's Comprehensive Program Review

DRAFT Reflective Prompts

La Mesa I: Unpacking Servingness. Cookbook. Pdf. On RCC's Program Review webpage.

Typology of HSI Org Identities (Garcia 2017)

Organizational Outcomes for Latinxs

High

Latinx-Producing
-Enrolls 25% Latinx students
-Produces a significant (if not equitable) number of legitimized outcomes for Latinx students
-Does not have organizational structures that reflect Latinxs

Latinx-Serving
-Enrolls 25% Latinx students
-Produces a significant (if not equitable) number of legitimized outcomes for Latinx students
- Does have organizational structures that are culturally relevant & enhancing

Low

Latinx-Enrolling
-Enrolls 25% Latinx students
-Does not produce an equitable number of legitimized outcomes for Latinx students
-Does not have organizational structures that reflect Latinxs

Latinx-Enhancing
-Enrolls 25% Latinx students
-Does not produce an equitable number of legitimized outcomes
-Does have organizational structures that are culturally relevant & enhancing

Low · High

Organization Structures Promote Latinx Culture

Source: Garcia, G. A. (2017). Defined by Outcomes or Culture? Constructing an Organizational Identity for Hispanic-Serving Institutions. American Educational Research Journal, 54(1_suppl), 111S-134S.

INSTRUCTIONAL PROMPTS

- How has your department been impacted by and responded to legislative actions (AB 705 and 1705 Math & English, AB 1640 Ethnic Studies, etc.)?

- Please share your Discipline / Department enrollment trends and patterns – where have we been, where are we going? (Institutional Effectiveness will include the PowerBI on where to look for trends and make sure the specific questions match the PowerBI dashboards)
    o Headcount and FTES of students enrolled: Review your past five years enrollment figures.
        ▪ Has your enrollment changed over time?
        ▪ Is the trend positive or negative?
        ▪ Why might this change be occurring?

- What is the throughput for key courses? Is it adequate to meet students' career and transfer goals?
  - o What has changed dramatically in the kinds of course patterns you are offering?
    - Have you done some experimenting?
    - What are you noticing?

- Please review your disaggregated course level data looking for equity gaps.
  - o Efforts to address Student Equity Achievement Gaps:
    - How often are student success gaps being discussed in a department meeting?
    - How often are success stories shared?
    - Successes might include targeted intervention for specific groups including offering tutoring in engagement centers, faculty participating in Cultural Proficiency training, supporting college initiatives to reduce achievement gaps, etc.

- Please review and discuss Dr. Gina Garcia's servingness model through the lens of your department.
  - o Using your disaggregated program enrollment (provided by Institutional Effectiveness)
    - Does the enrollment profile align with the college student body overall? How does the enrollment profile compare with the servingness matrix?
    - Does your department produce legitimized outcomes for your Hispanic / Latinx students? If not, how are you planning to address these gaps?
    - What culturally relevant structures, policies, pedagogy, engagement activities, workshops, etc. does your department plan currently engage in? What are you plans for the coming strategic planning cycle?

- Guided Pathways
  - o In support of Guided Pathways, how are you ensuring that you are offering courses in alignment with trailheads and program maps?
  - o Are you offering sections in the evening and at different times during the day?
  - o How have you reviewed and streamlined your schedule of courses to help students complete their program (program mapping and course rotation)?
  - o Are you offering late start courses – why and how many?
    - Please review your current program map and update it with any curriculum changes
    - Please email your most current program map(s) to Courtney Carter

- How are you using SLO and PLO assessment in to support discussions of student learning? What is working well and where do you need additional support and focus?

- What are some of the lessons your Department / Discipline learned as part of the pandemic experience? Were there positive outcomes? What changes have you made to better serve students?

- How are the faculty communicating with students?
  - o Office hours
  - o Academic Support
  - o Encouraging communication within the classroom – among students and between students and faculty
  - o Reminding faculty to include communication with students about initiatives and how those initiatives are impacting students and what changes might be made to make it more effective?

- How is your department / discipline reflecting on faculty innovation?
  - o How is this innovation being supported?

- o   What types of professional development is being included?
- o   Scalable practices

- Faculty development question – how is your discipline / department supporting this? What do you need to better support it?
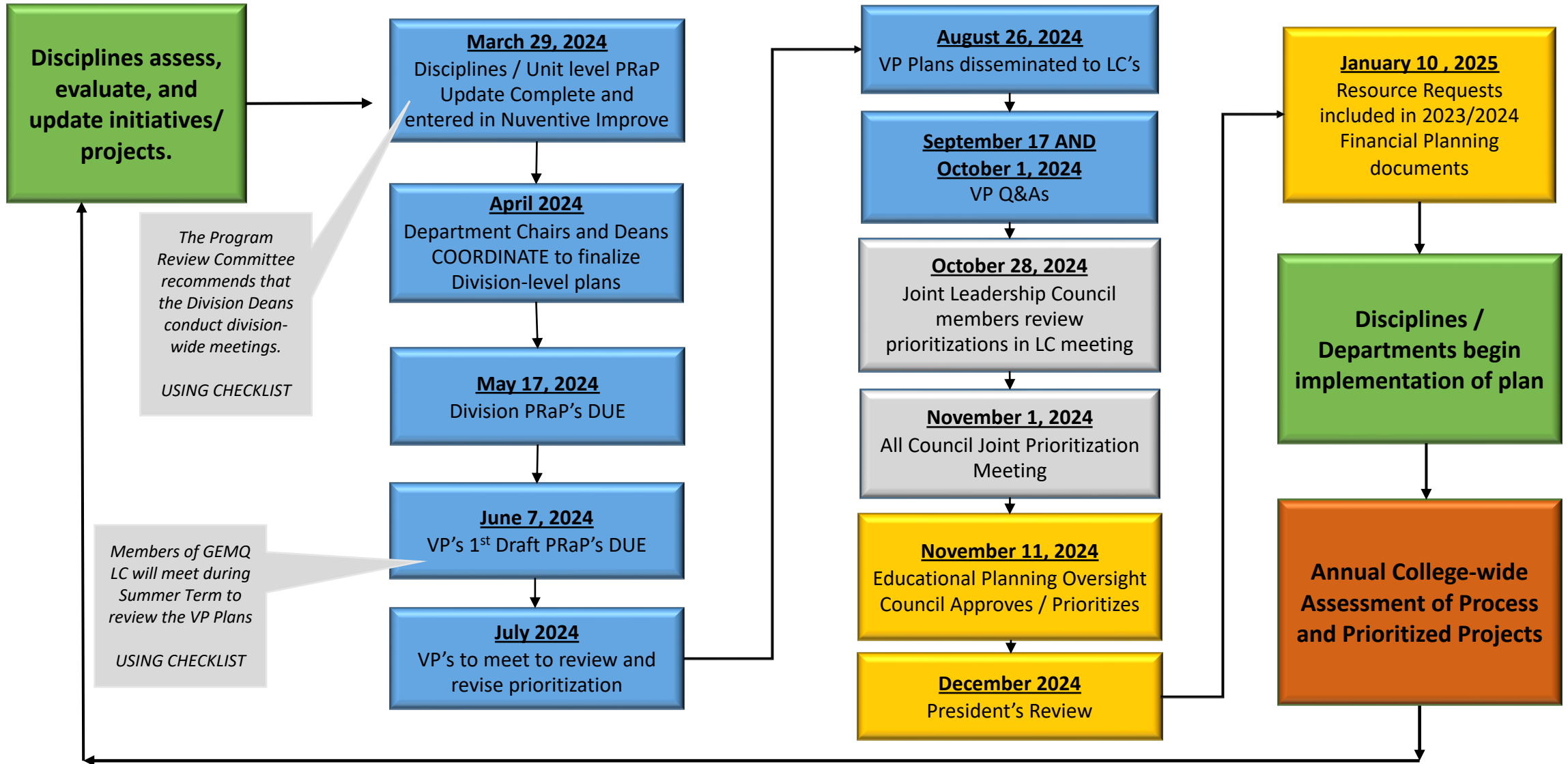
- What types of institutional service roles / shared governance does your discipline / department support?

- How much turnover have you had? What challenges have you had hiring full time and part time faculty? How can the institution better support this?
    - o   What are you doing to mentor the new faculty?
    - o   What types of on-boarding work?
    - o   What gaps do you see?

- Vision 2030
    - o   How will this impact your Discipline / Department?
        - ▪   Dual Enrollment, Hiring, Course offerings
    - o   What challenges and opportunities are coming?

Riverside City College
2024-2025 Prioritization Process (Annual Updates) *revised March 14 2024*

Disciplines assess, evaluate, and update initiatives/ projects.

March 29, 2024
Disciplines / Unit level PRaP Update Complete and entered in Nuventive Improve

The Program Review Committee recommends that the Division Deans conduct division-wide meetings.

USING CHECKLIST

April 2024
Department Chairs and Deans COORDINATE to finalize Division-level plans

May 17, 2024
Division PRaP's DUE

June 7, 2024
VP's 1st Draft PRaP's DUE

Members of GEMQ LC will meet during Summer Term to review the VP Plans

USING CHECKLIST

July 2024
VP's to meet to review and revise prioritization

August 26, 2024
VP Plans disseminated to LC's

September 17 AND October 1, 2024
VP Q&As

October 28, 2024
Joint Leadership Council members review prioritizations in LC meeting

November 1, 2024
All Council Joint Prioritization Meeting

November 11, 2024
Educational Planning Oversight Council Approves / Prioritizes

December 2024
President's Review

January 10 , 2025
Resource Requests included in 2023/2024 Financial Planning documents

Disciplines / Departments begin implementation of plan

Annual College-wide Assessment of Process and Prioritized Projects

Faculty Chair Replacement from Someone Outside of Leadership Council Members

Information: Academic Senate asked GEMQ to come up with a process for replacing faculty LC chairs when a person from outside the committee volunteers to replace an empty seat that has not been filled from within the committee. The main issue is that faculty are elected by peers from their division and each LC has a limited number of voting members.

GEMQ came up with the 3 possibilities below. The options are listed below in order of preference by GEMQ. We would like you all to vote for either one, two, or all to be forwarded to the Academic Senate for consideration. The Academic Senate will then vote to approve one process to be placed into the Bylaws.

1. One additional person past the number of seats allocated can sit on the council. The faculty chair becomes a non-voting member until divisional reelection occurs.

2. One additional person past the number of seats allocated can sit on the council. One of the additional members(from the same division as the newly appointed chair) becomes nonvoting. It is up to the respective council members to decide who to replace.

3. The faculty chair replaces a voting member from their division. In the case of multiple seats, the least senior faculty remains on the council.

Enrollment Management Committee
Taken from 2018-2020 Strategic Enrollment Management Plan with adjustments

Meetings: Friday 8:30a – 10a
Term: 3 years

Voting Membership

Co-Chairs (2)
Administrative Co-chair: Vice President of Academic Affairs
Faculty Co-chair:

Administrative Members (4) –
2 Academic Deans
Dean of Enrollment Services or Designees
Dean of Institutional Effectiveness or Designees

Faculty Members – Department Chairs or Designees
2 from LHSS
2 from STEMK
2 FPA
2 CTE
2 Lib/Counseling
2 Nursing

Articulation Officer

Classified Professionals
4 Classified Professionals (CSEA appointed)

Student Representatives (1 year term)
2 student reps (ASRCC appointed)

Guests Welcome.

Charge:

To establish comprehensive student enrollment goals aligned with the college's mission and strategic plan.

- ✓ Promote student success by improving access, engagement, persistence, and completion.
- ✓ Ensure fiscal stability and viability by optimizing enrollments and integrating SEM into financial planning, budgeting, and allocation processes.
- ✓ Offer quality and relevant programs with clear educational pathways, course offerings, and appropriate student support.
- ✓ Implement strategies that lead to equitable access and outcomes.
- ✓ Create a data-rich environment to inform decisions and evaluate strategies.
- ✓ Design and implement communications and marketing with internal and external stakeholders to increase understanding of SEM and to meet SEM goals.
- ✓ Increase collaboration among departments across the campus to support the enrollment program.

Including:

a. Enrollment Demographics and Equity
b. Curriculum, Scheduling, and the Academic Calendar
c. Technology
d. Outreach
e. Room Utilization
f. Scheduling Grid

Enrollment Management Principles

In alignment with the Educational Master Plan, the College's enrollment management decisions will be guided by the following principles:

1. Decision making should be focused on student access, student equity, student success, and efficiency, as well as the quality and academic integrity of programs and services.
2. The plan must recognize the multiple missions of the college and demonstrate a commitment to a balance of these missions as determined through shared governance.
3. The plan must facilitate students' successful completion of their chosen Pathways by aligning course offerings in schedules that demonstrate efficient use of space and exhibit a student-centered distribution of courses by time and modality.
4. Any expansion of offerings to facilitate access, equity, and success—for example, offering sections on weekends and expanding evening offerings—requires the College to offer students access to full college support services at these times, keeping the focus not on access alone but on the support necessary to facilitate student equity and success.
5. The plan supports the necessity of front-loading the dissemination of information about academic programs and support services available to students during recruitment/outreach and the enrollment process so that current and prospective students are able to make informed decisions.

6. The plan is founded on using good qualitative and quantitative data to inform discussions and decisions and improve efficiency.
7. The plan must recognize and be responsive to fluctuating fiscal and facilities realities.
8. The plan must strive to achieve efficiency, but in a nuanced way that understands that the efficiency target for the college as a whole is a composite of the efficiency ratios for each discipline.
9. The plan must comply with the external demands of accreditation standards and state-mandated metrics while also remaining consistent with RCCD collective bargaining agreements.

2024 Spring Plenary Session

Adopted Resolutions

Resolutions Committee

Erik D. Reese, ASCCC Area C Representative and ASCCC Resolutions Chair

Robert L. Stewart, Jr., ASCCC Treasurer and ASCCC Resolutions Second Chair

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

Mark Edward Osea, Mendocino College, Area B

Krystinne Mica, ASCCC Executive Director

TABLE OF CONTENTS

RECORDING RESOLUTIONS VOTING

Final results of voting on resolutions are recorded using the following, based on the *Resolutions Handbook* (page 12):

- MSC: Moved, Seconded, Carried
- MSF: Moved, Seconded, Failed
- MSR: Moved, Seconded, Referred
- MSU: Moved, Seconded, Unanimous (including consent calendar & unanimous consent)
- Acclamation: Moved, Seconded, Acclamation

NEW CATEGORIES PILOT

New resolutions categories that more closely align with the purview of the ASCCC are being piloted for the 2024 Spring Plenary Session. Numbering of these new pilot categories will begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The new categories being piloted this spring are:

101)   Curriculum
102)   Degree and Certificate Requirements
103)   Grading Policies
104)   Educational Program Development
105)   Student Preparation and Success
106)   Governance Structures
107)   Accreditation
108)   Professional Development
109)   Program Review
110)   Institutional Planning and Budget Development
111)   Academic Senate for California Community Colleges
112)   Hiring, Minimum Qualifications, Equivalency, and Evaluations
113)   Legislation and Advocacy
114)   Consultation with the California Community Colleges Chancellor's Office

ADOPTED RESOLUTIONS

101 CURRICULUM

101.01 S24 Update the 2017 Paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*

Whereas, The Academic Senate for California Community Colleges adopted the paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*[1] in Spring 2017 and has not updated it since;

Whereas, The adoption of California Code of Regulations Title 5 sections 51200[2] and 51201[3] in 2020 established a commitment by the Board of Governors of the California Community Colleges to ground the educational mission of the California community colleges in the principles of diversity, equity, inclusion, and accessibility (DEIA) in order "to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community";

Whereas, The Academic Senate for California Community Colleges has grounded itself in DEIA and antiracist work through the infusion of inclusion, diversity, equity, antiracism and accessibility in its mission statement, vision statement, goals, and strategic directions; and

Whereas, The Academic Senate for California Community Colleges adopted resolutions 09.01 Fall 2021[4] and 09.01 Fall 2023[5] in support of requiring the incorporation of DEIA principles and practices into course outlines of record;

Resolved, That the Academic Senate for California Community Colleges update the paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*[6] to reflect the shift to infuse

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[1] https://www.asccc.org/sites/default/files/COR_0.pdf
[2] Title 5 §51200:
https://govt.westlaw.com/calregs/Document/I5F7D7FA34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[3] Title 5 §51201:
https://govt.westlaw.com/calregs/Document/I5F7FF0A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[4] https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline
[5] https://www.asccc.org/resolutions/support-revisions-title-5-include-deia-course-outline-record
[6] https://www.asccc.org/sites/default/files/COR_0.pdf

diversity, equity, inclusion, accessibility, and antiracism in curricular matters and present it for adoption at the Fall 2025 Plenary Session.

Contact: Robert L. Stewart Jr., ASCCC Executive Committee, ASCCC Curriculum Committee

MSU

101.02 S24 Update the 2019 Paper *Work Based Learning in California Community Colleges*

Whereas, The Academic Senate for California Community Colleges adopted the paper *Work Based Learning in California Community Colleges*[7] in Spring 2019 and has not updated it since;

Whereas, The Academic Senate for California Community Colleges' 2019 paper *Work Based Learning in California Community Colleges* recommended updates to Title 5 and the inclusion of noncredit options for work experience education; and

Whereas, The Board of Governors of the California Community Colleges recently adopted long awaited and extensive changes to several California Code of Regulations Title 5 sections regarding work experience education that are summarized in a California Community Colleges Chancellor's Office document[8] around these updates;

Resolved, That the Academic Senate for California Community Colleges update the paper *Work Based Learning in California Community Colleges*[9] to reflect the recent updates to the California Code of Regulations by the Fall 2025 Plenary Session.

Contact: Robert L. Stewart Jr., ASCCC Executive Committee, Area C

MSU

101.03 S24 Developing an ASCCC-Annotated Version of Program and Course Approval Handbook (PCAH)

Whereas, California Education Code §66010.2[10] states "The public elementary and secondary schools, the California Community Colleges, the California State University, the University of California, and independent institutions of higher education share goals designed to provide

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[7] https://www.asccc.org/sites/default/files/Work_Based_Learning.pdf
[8] https://www.ccccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/bgcccfinalworkexperiencetext20230726ffa11y.pdf?la=en&hash=605C58D56AC13E78C7A3335D4FC7C9CF5FE29C8C
[9] https://www.asccc.org/sites/default/files/Work_Based_Learning.pdf
[10] California Educational Code §66010.2:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66010.2&lawCode=EDC

educational opportunity and success to the broadest possible range of our citizens, and shall provide the following:

1. Access to education, and the opportunity for educational success, for all qualified Californians. Particular efforts should be made with regard to those who are historically and currently underrepresented in both their graduation rates from secondary institutions and in their attendance at California higher educational institutions.

2. Quality teaching and programs of excellence for their students. This commitment to academic excellence shall provide all students the opportunity to address issues, including ethical issues, that are central to their full development as responsible citizens.

3. Educational equity not only through a diverse and representative student body and faculty but also through educational environments in which each person, regardless of race, gender, gender identity, gender expression, sexual orientation, age, disability, or economic circumstances, has a reasonable chance to fully develop his or her potential.";

Whereas, The Academic Senate for California Community Colleges' commitment to inclusion, diversity, equity, anti-racism, and accessibility has been affirmed in the following resolutions: 07.02 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials[11], 13.04 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation[12], 01.01 F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism[13], 03.01 F22 Advancing IDEAA in Guided Pathways[14], 07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200[15], 01.02 S22 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement[16], 03.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook[17], 03.02 S22 Adopt the DEI in Curriculum Model Principles and Practices Framework[18], 19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work[19], 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison[20];

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[11] https://asccc.org/resolutions/ensuring-anti-racist-california-community-college-online-faculty-training-materials
[12] https://asccc.org/resolutions/resolution-support-academic-freedomsolidarity-faculty-across-nation
[13] https://asccc.org/resolutions/adopt-academic-senate-california-community-colleges-mission-vision-and-values
[14] https://asccc.org/resolutions/advancing-ideaa-guided-pathways
[15] https://asccc.org/resolutions/incorporating-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-principles
[16] https://asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement
[17] https://asccc.org/resolutions/develop-and-publish-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa
[18] https://asccc.org/resolutions/adopt-dei-curriculum-model-principles-and-practices-framework
[19] https://asccc.org/resolutions/cultural-humility-driving-inclusion-diversity-equity-anti-racism-and-accessibility
[20] https://asccc.org/resolutions/establishing-local-inclusion-diversity-equity-and-anti-racism-idea-liaison

Whereas, The California Community Colleges Chancellor's Office is directed by California Code of Regulations Title 5 §55000.5[21] to produce a handbook for program and course approval, known as the Program and Course Approval Handbook, currently in its 8th edition, and does not include guidance on integrating inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) into specific elements such as credit and noncredit course and program development criteria, and the course outline of record; and

Whereas, For California community college faculty, authority over the curriculum is codified in California Education Code section 70902(b)(7)[22] stating that the governing board of each district shall establish procedures "to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." and California Code of Regulations Title 5 §53200[23] states the faculty authority for curriculum where the academic senate and its purview are defined;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) develop an ASCCC-annotated version of the Program and Course Approval Handbook (PCAH) providing guidance for integrating inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) into courses, programs, and processes for curriculum review and approval, with specific annotations to occur in commonly referenced portions of the PCAH and including links and references to IDEAA resources such as the *DEI in Curriculum: Model Principles and Practices[24]* and the *DEI in Praxis: Models for Culturally Responsive Curriculum[25]* resources currently on the ASCCC website under "IDEAA Tools and Resources," by Fall 2025 and disseminate widely.

Contact: Erik Woodbury, De Anza College, Area B

MSU

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[21] Title 5 §55000.5:
https://govt.westlaw.com/calregs/Document/I61E6B7734C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[22] California Education Code §70902:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=70902.&lawCode=EDC
[23] Title 5 §53200:
https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[24] https://asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf
[25] https://deanza.instructure.com/courses/34140

102 DEGREE AND CERTIFICATE REQUIREMENTS

102.01 S24 Cal-GETC, Catalog Rights, and Oral Communication Courses

Whereas, The new California General Education Transfer Curriculum Area 1C Oral Communication, with new standards, will become effective the beginning of Fall 2025;

Whereas, The "Cal-GETC Administrative Implementation Guidance" memo[26] dated February 14, 2024 provides catalog rights guidance (Appendix A) regarding when students will be expected to complete the California General Education Transfer Curriculum pattern;

Whereas, Appendix A of the "Cal-GETC Administrative Implementation Guidance" memo states that if a student has continuous enrollment prior to the fall of 2025, students will not require California General Education Transfer Curriculum (Cal-GETC) certification, but for those students who lose catalog rights, they will be held to Cal-GETC certification; and

Whereas, If a student with prior continuous enrollment who completes a course approved for the California State University General Education Breadth Area A1 Oral Communication or Intersegmental General Education Transfer Curriculum Area 1C Oral Communication prior to Fall 2025 and loses catalog rights may now be expected to complete another oral communication course approved for the California General Education Transfer Curriculum Area 1C;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to advocate for oral communication courses completed prior to Fall 2025 that meet the Intersegmental General Education Transfer Curriculum Area 1C being honored for the purposes of the California General Education Transfer Curriculum certification regardless of a student's catalog rights.

Contact: Mark Edward Osea, Mendocino College, Area B

MSU

102.02 S24 Explore Opportunities and Challenges of a Modified Cal-GETC Subject Area 5

Whereas, The singular lower division general education pathway that determines academic eligibility and sufficient academic preparation for transfer to both the California State University and the University of California, the California General Education Transfer Curriculum[27] requires a minimum of one course in physical sciences and one course in biological sciences, where at

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[26] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/Cal-GETC-Administrative-Implementation-Guidance.pdf?la=en&hash=DF2FD3E05C058C35ACF2A7B950B2505C4C5E791D

[27] Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf

least one of the courses must include a lab, Subject Area 5: Physical and Biological Sciences, which can limit student course choices when fulfilling Subject Area 5 for all majors;

Whereas, The Academic Senate for California Community Colleges (ASCCC) Transfer Alignment Project[28], working with intersegmental faculty to align Transfer Model Curricula and University of California Transfer Pathways, where feasible, so that students who earn Associate Degrees for Transfer are prepared for transfer to both the California State University (CSU) and University of California (UC) systems in response to ASCCC Resolution F17 15.01 Aligning Transfer Pathways for the CSU and UC Systems[29] and as required by AB 928 (Berman, 2021)[30] is focusing efforts on aligning high-unit science, technology, engineering, and mathematics pathways;

Whereas, High-unit science, technology, engineering, and mathematics (STEM) majors often require multiple course sequences with labs in the physical sciences such as calculus-based physics, general chemistry for science majors, and organic chemistry for science majors as part of the lower division major preparation; and

Whereas, California General Education Transfer Curriculum Subject Area 4: Social and Behavioral Sciences requires two courses from different academic disciplines instead of specifying one course from each area;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates to explore the opportunities and challenges of a modified California General Education Transfer Curriculum[31] Subject Area 5: Physical and Biological Sciences that would require two courses from different academic disciplines where at least one course includes a lab instead of specifying one course from each area.

Contact: Ginni May, Sacramento City College

MSC

102.03 S24 Partial Cal-GETC Certification for High-Unit STEM Majors

Whereas, The singular lower division general education pathway that determines academic eligibility and sufficient academic preparation for transfer to both the California State University and the University of California, the California General Education Transfer Curriculum[32], requires a minimum of 11 courses and 34 semester units and is a barrier to creating high-unit science,

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[28] ASCCC TAP: https://www.asccc.org/transfer-alignment-project
[29] Resolution F17 15.01: https://www.asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems
[30] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928
[31] Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf
[32] Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf

technology, engineering, and mathematics Transfer Model Curriculum due to the number of general education units required to be completed before transfer;

Whereas, The Academic Senate for California Community Colleges (ASCCC) Transfer Alignment Project[33], working with intersegmental faculty to align Transfer Model Curricula and University of California Transfer Pathways, where feasible, so that students who earn Associate Degrees for Transfer are prepared for transfer to both the California State University and University of California systems in response to ASCCC Resolution F17 15.01 Aligning Transfer Pathways for the CSU and UC Systems[34], and as required by AB 928 (Berman, 2021)[35] is focusing efforts on aligning high-unit science, technology, engineering, and mathematics pathways;

Whereas, Students in high-unit science, technology, engineering, and mathematics majors that begin their education at 4-year institutions often take lower division general education courses during their junior and senior years in order to complete the lower division major preparation courses during their freshman and sophomore years and to balance the intense upper division major-specific course load with non-major-specific courses; and

Whereas, A partial California General Education Transfer Curriculum (Cal-GETC)[36] certification such as one where students could defer completion of one course from Cal-GETC Subject Area 3 and/or one course from Cal-GETC Subject Area 4 until after transfer is equitable to what has been permitted for some high-unit STEM associate degrees for transfer such as biology, chemistry, and environmental science[37] and what is current practice for some transfer admits to the University of California under the Intersegmental General Education Transfer Curriculum[38], would provide access to an equitable college experience for students, especially those in high-unit STEM majors, and would facilitate alignment of TMCs and UCTPs, especially in STEM pathways;

Resolved, That the Academic Senate for California Community Colleges support that students have access to an equitable college experience whether beginning their college education at a 4-year institution or beginning at a California community college and transferring to a 4-year institution;

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[33] ASCCC TAP: https://www.asccc.org/transfer-alignment-project
[34] Resolution F17 15.01: https://www.asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems
[35] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928
[36] Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf
[37] C-ID TMC webpage prior to Cal-GETC implementation: https://c-id.net/tmc [The following AS-T degrees are approved for the use of a transferable general education pattern designed for STEM (i.e. IGETC or CSU GE Breadth for STEM): Biology, Chemistry, and Environmental Science.]
[38] UC Partial Certification of IGETC: https://admission.universityofcalifornia.edu/counselors/preparing-transfer-students/general-education-and-igetc.html#:~:text=Partial%20certification,-Students%20who%20do&text=After%20transfer%2C%20students%20submitting%20partial,as%20designated%20by%20their%20department.

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senate of the California State University, the California Community Colleges Chancellor's Office, the California State University Chancellor's Office, and the California Intersegmental Articulation Council to establish protocols for partial California General Education Transfer Curriculum[39] certification;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the California State University Chancellor's Office to permit partial California General Education Transfer Curriculum[40] certification for high-unit science, technology, engineering, and mathematics associate degrees for transfer provided that the California State University has similar majors that could be completed in 60 units after transfer; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to permit colleges to award an associate degree for transfer to students that receive a partial California General Education Transfer Curriculum[41] certification.

Contact: Ginni May, Sacramento City College

MSC

102.04 S24 Streamlining Transfer for STEM Majors

Whereas, Assembly Bill 928 (Berman, 2021)[42], Section 2, establishes The Associate Degree for Transfer (ADT) to support students in high unit science, technology, engineering, and mathematics (STEM) majors that meet admissions requirements to the California State University and the University of California (UC)[43], and the December 2023 *Final Report from The Associate Degree for Transfer Intersegmental Committee* specifically recommends an allowance for "general educational flexibility" in STEM ADT pathways[44];

Whereas, California community college students who hope to transfer in disciplines with an Associate Degree for Transfer and who major in high-unit, highly-impacted science, technology, engineering, and mathematics degrees are currently required to complete a transfer general

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[39] Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf
[40] Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf
[41] Cal-GETC: https://icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf
[42] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928
[43] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928
[44] AB928 Associate Degree for Transfer Intersegmental Implementation Committee 2023 Final Report and Recommendations:
https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/6583146d9c96e46d9d50bc01/1703089263187/ab-928-final-report-december-2023-with-cover-letter.pdf)

education pattern, while students who start at the California State University can complete general education requirements during their junior and senior years so as to permit completion of lower-division major preparation courses[45] in their first two years;

Whereas, There are majors in which ADTs do not currently exist, and in one case, Mt. San Antonio College, Victor Valley College, and Citrus College established local memorandums of understanding with Cal Poly Pomona to offer transfer admissions bonuses for students that complete local, transfer-aligned certificates of achievement (which do not require general education course sequences) in high-unit, highly-impacted, science, technology, engineering, and mathematics disciplines in which ADTs do not exist, and for which there are no systemwide admission benefits (unlike the admissions considerations and coursework incentives granted to Associate Degree for Transfer completers)[46]; and

Whereas, Students from low income and demographically minoritized communities in engineering education (women, Black, or African-American, American Indian/Alaska Native, Latino/a/x, Filipino/a/x, and Pacific Islander students) are more likely to begin their higher education in community colleges[47,48]; and science, technology, engineering, and mathematics (STEM) transfer students are often deterred by the lack of uniformity in lower-division course requirements for high-unit, highly-impacted university STEM degree programs (e.g. engineering and data science), often taking classes that are not transferable, and often incurring higher costs and requiring longer time commitment toward degree completion[49, 50];

Resolved, That the Academic Senate for California Community Colleges explore the value and implications of the creation of Model Certificates of Achievement[51] that would increase access

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[45] Grote, D. M., Knight, D. B., Lee, W. C., & Watford, B. A. (2020). Exploring Influences of Policy Collisions on Transfer Student Access: Perspectives From Street-Level Bureaucrats. *Educational Evaluation and Policy Analysis*, *42*(4), 576–602. https://doi.org/10.3102/0162373720962509

[46] For example, Engineering exists as one discipline in the CCC system without an AD-T, and there is no existing intersegmental model curriculum or local A.S. that would align with each transfer-receiving engineering degree programs in the CSUs or UCs, thereby discouraging community college students from taking engineering courses before transfer; a stacked certificate model could offer potential convergence systemwide, facilitate community college engineering faculty involvement, and offer more degree planning guidance without the inclusion of general education courses (unlike the design of ADTs), as most engineering programs design their coursework to include the majority of general education courses in the final two years of the program.

[47] Jain, D. (2009). Critical Race Theory and community colleges: Through the eyes of women student leaders of color. *Community College Journal of Research and Practice*, *34*(1–2), 78–91. https://doi.org/10.1080/10668920903385855

[48] Ogilvie, A. (2014). A Review of the Literature on Transfer Student Pathways to Engineering Degrees. *2014 ASEE Annual Conference & Exposition Proceedings*, 24.101.1-24.101.14. https://doi.org/10.18260/1-2--19993

[49] Brawner, C. E., & Mobley, C. (2016). Advising matters: Engineering transfer students' transition experiences at five institutions. *International Journal of Engineering Education*, *32*(6), 2446–2459.

[50] Dunmire, E., Enriquez, A., & Disney, K. (2011). The dismantling of the engineering education pipeline. *2011 ASEE Annual Conference & Exposition Proceedings*, 22.1443.1-22.1443.17. https://doi.org/10.18260/1-2--18945

[51] The 8th edition of the Program Course and Approval Handbook (2019) states, "Title 5, §55070 allows for the approval of Certificates of Achievement that satisfy transfer patterns of UC, CSU, or accredited public baccalaureate institutions in adjacent states, which award the baccalaureate degree" (p. 95).

to admission priority for students in high-unit STEM majors as they prepare for transfer, and provide a report back at the 2025 Spring Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges provide professional learning resources that encourage local curriculum committees to explore and share innovative practices (e.g., stacked certificates for transfer, and reverse transfer) to address high-unit science, technology, engineering, and mathematics degrees.

Contact: Juan Arzola, College of the Sequoias

MSU

103 GRADING POLICIES

103.01 S24 Expanding Grading Options for Dual Enrollment Courses

Whereas, The California State University[52] and University of California[53] require first-year students to complete the A-G subject requirements with grades of "C" or higher;

Whereas, High school students may use transferable college courses to supplement their A-G subject requirements through dual enrollment or concurrent enrollment; and

Whereas, California community college courses are accepted for credit at both the University of California (UC) and California State University with letter grades and pass/no-pass (P/NP) options, and that for transfer students to the UC, UCs will allow up to 14 semester (21 quarter) units to be completed with (P/NP) to meet the 60 units required for minimum eligibility;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates, California State University Chancellor's Office, and the University of California Office of the President to consider allowing college courses completed with pass/no-pass by dual enrollment students to satisfy the A-G subject requirements for the California State University and University of California.

Contact: Mark Edward Osea, Mendocino College, Area B

MSC

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[52] CSU A-G Course Requirements:
https://www.calstate.edu/apply/freshman/getting_into_the_csu/pages/admission-requirements.aspx
[53] UC A-G Course Requirements: https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/

105 STUDENT PREPARATION AND SUCCESS

105.01 S24 Align Approval and Completion of IGETC/Cal-GETC Courses with University of California Transfer Admission Requirements

Whereas, A basic transfer admission requirement of the University of California is the completion of at least seven courses (21 semester units minimum) of coursework approved by the University of California Office of the President (UCOP) for inclusion in the five University of California Transfer Eligibility areas[54] (the so-called "seven-course pattern")[55], for which the standards for inclusion of California community college courses in the five areas of the seven-course pattern are neither posted on the UCOP website nor included in the policies of the University of California Academic Senate;

Whereas, The process of reviewing and approving California community college courses for the University of California Transfer Eligibility "seven-course pattern" areas is conducted by course reviewers under the auspices of the University of California Office of the President during its annual University of California Transferable Course Agreement submission and review process[56], a process that is completely separate from the current Intersegmental General Education Transfer Curriculum submission and review process;

Whereas, The courses approved for current Intersegmental General Education Transfer Curriculum areas, and also presumably the California General Education Transfer Curriculum areas, do not automatically meet University of California transfer admission requirements unless they have been separately approved for University of California Transfer Eligibility "seven-course pattern" areas through the annual University of California Transferable Course Agreement submission and review process conducted by the University of California Office of the President; and

Whereas, Because coursework approved for the Intersegmental General Education Transfer Curriculum (IGETC) areas, and also presumably the California General Education Transfer Curriculum (Cal-GETC) areas, may not necessarily be approved for University of California

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[54] The UCTEL Areas are UC-E (English composition), UC-M (mathematical concepts and quantitative reasoning), UC-H (arts and humanities), UC-B (social and behavioral sciences), and UC-S (physical and biological sciences). To see what courses from your college are approved for UCTEL areas, please go to https://assist.org/

[55] For more information about the seven-course pattern requirement for transfer students, please see https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/preparing-to-transfer/basic-requirements.html

[56] The UCTCA ("UC transferability") submission period is every summer (June, July, or August, depending on the college). Articulation officers submit courses through ASSIST. While there is no formal way for articulation officers to request UCTEL consideration, they can informally request such consideration by including a note in the comments box when submitting a UCTCA proposal.

Transfer Eligibility "seven-course pattern" areas, students may not realize until it is too late that they have completed IGETC/Cal-GETC approved courses that are not part of the "seven-course pattern" areas and subsequently may be denied admission to the University of California for not meeting the basic requirement of completing the seven-course pattern;

Resolved, That the Academic Senate for California Community Colleges urge the University of California Academic Senate and the University of California Office of the President to determine that California community college students who have completed coursework for either the Intersegmental General Education Transfer Curriculum pattern or the California General Education Transfer Curriculum pattern have thus completed the corresponding University of California Transfer Eligibility (UCTEL) ("seven-course pattern") coursework requirements for admission to the University of California, regardless of the UCTEL area approval status of the courses completed by the student;

Resolved, That the Academic Senate for California Community Colleges urge the University of California Academic Senate to recognize the California General Education Transfer Curriculum standards as equivalent to the standards of approval of California community college courses for the corresponding University of California Transfer Eligibility areas (the "seven-course pattern" areas); and

Resolved, That the Academic Senate for California Community Colleges work with the University of California Academic Senate and the Intersegmental Committee of Academic Senates as soon as possible to advocate for the integration of the course approval standards and course submission and review processes for the University of California Transfer Eligibility areas (the "seven-course pattern" areas) into the course approval standards and course submission and review processes of the California General Education Transfer Curriculum (Cal-GETC) areas to guarantee that California community college students who complete the appropriate Cal-GETC-approved coursework automatically meet the University of California "seven-course pattern" transfer admission requirements.

Contact: John Freitas, Los Angeles City College, Area C

MSC

105.02 S24 Consult with the ASCCC on Student Success Metrics and Curricular Paths

Whereas, The California Community Colleges Chancellor's Office Memo ESLEI 24-15[57] from February 27, 2024 was not co-signed by the Academic Senate for California Community Colleges;

Whereas, The California Community Colleges Chancellor's Office created guidelines[58] that restrict the preparatory coursework students in the California community colleges may access in order to prepare for science, technology, engineering, and mathematics majors such that students may have more options for preparatory coursework within the California State University or University of California systems;

Whereas, Community Colleges Chancellor's Office Memo ESLEI 24-15 defines "highly unlikely to succeed" as a result of direct placement into STEM Calculus I regardless of a student's prior math classes completed and time elapsed since their last math class as "less than 15% throughput," and sets an operational definition of "highly unlikely to succeed" without a preparatory course or courses as less than 50% throughput in Calculus I within two years[59]; and

Whereas, Developing and implementing standards or policies regarding student preparation and success is one of the academic and professional matters, or "10+1", in the California Code of Regulations Title 5 §53200[60]; and the Procedures and Standing Orders of the Board of Governors, December 2022 Edition, section 332[61] states that "Consistent with the intent of 53206 of title 5 of the California Code of Regulations, the Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college faculty on academic and professional matters" and "The Academic Senate, in conjunction with the Chancellor and designated staff, will initiate and/or respond to requests to develop policy on academic and professional matters. The identification of such matters will be made by the Chancellor, in consultation with the Consultation Council. Throughout the Consultation Process, the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter. In providing this advice

[57] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Progr.pdf?la=en&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197

[58] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Progr.pdf?la=en&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197

[59] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Progr.pdf?la=en&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197

[60] Title 5 §53200: https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

[61] https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6

and judgment, the Academic Senate is committed to engage and consider the views of participants in Consultation, the affected community college constituencies, the general public, and other comments and concerns the Chancellor is legally required to consider.";

Resolved, That the Academic Senate for California Community Colleges (ASCCC) assert that methods, guidelines, and standards for determining student placement, access to course offerings, and measuring student success are academic and professional matters, and that the California Community Colleges Chancellor's Office must rely primarily upon the advice and judgment of the ASCCC on these policy development and implementation matters for standards or policies regarding student preparation and success; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor of the California Community Colleges Chancellor's Office to evaluate and reconsider the AB 1705 implementation mandates so that all students attending a California community college have access to the same preparatory science, technology, engineering, and mathematics (STEM) courses provided to students that start as freshmen at a California State University or University of California campus.

Contact: Eric Wada, ASCCC Executive Committee

Acclamation

105.03 S24 Supporting Credit for Prior Learning (CPL) Through the California Mapping Articulated Pathways (MAP) Initiative

Whereas, The California Mapping Articulated Pathways Initiative was initially developed in 2017 at Norco College to support credit for prior learning (CPL) for veterans, it has since expanded to include CPL for working adults as well, by allowing colleges to compare their courses to military courses, professional experience, and industry credentials to create equivalencies based on industry/faculty recommendations[62];

Whereas, Currently, 76 of the 116 California community colleges participate in the Mapping Articulated Pathways cohort, a collection of institutions committed to awarding up to a full year of college credit in recognition of the mastery acquired through prior learning, training, and experience[63]; and

Whereas, The Academic Senate for California Community Colleges has a long-standing position of supporting colleges in credit for prior learning including resolutions such as 15.04 F23 Allowing the Use of Prior Learning on Cal-GETC[64], 07.04 S23 Review of Credit for Prior Learning

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[62] https://map.rccd.edu/about/
[63] https://www.asccc.org/rostrum-reader/2024/February
[64] https://asccc.org/resolutions/allowing-use-credit-prior-learning-cal-getc

Regulations[65], 07.02 S16 Awarding Credit for Prior Learning Experience[66] and 18.04 S11 Academic Credit for Veterans and Military Service Members[67];

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellors Office to expand collaboration and cooperation of colleges on credit for prior learning (CPL) through the California Mapping Articulated Pathways (MAP) Initiative making MAP a central repository for all approved CPL articulations, exhibits, and student CPL outcomes;

Resolved, That the Academic Senate for California Community Colleges encourage subject matter expert faculty across colleges and disciplines to work together to provide reviews and recommendations on credit for prior learning for statewide consideration and adoption at local colleges;

Resolved, That the Academic Senate for California Community Colleges encourage colleges currently awarding nontransferable large-unit course credit for training and academies leading to certification to explore and consider the potential benefits and adverse consequences to students of awarding transferrable course credit through credit for prior learning when the knowledge and competencies demonstrated by the certification are aligned with transferable course objectives and learning outcomes; and

Resolved, That the Academic Senate for California Community Colleges work with the California Mapping Articulated Pathways Initiative to support local academic senates and faculty with professional development support to expand credit for prior learning opportunities for their students on their campuses and statewide.

Contact: Sigrid Williams, Norco College

MSC

107 ACCREDITATION

107.01 S24 Supporting Regular and Substantive Interaction as an Academic and Professional Matter to Enhance Student Success and Meet Standards

Whereas, While the California Community Colleges system has transformed in the post-pandemic era with the rise of distance education becoming a significant modality of

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[65] https://asccc.org/resolutions/review-credit-prior-learning-regulations
[66] https://asccc.org/resolutions/awarding-credit-prior-learning-experience
[67] https://asccc.org/resolutions/academic-credit-veterans-and-military-service-members

instruction[68], for some colleges half or more of their courses are offered online, and as the system looks to the future to answer the Chancellor's call in *Vision 2030* to bring "instruction through flexible modalities, like short term and online classes, for all students," this trend is likely to continue;

Whereas, "Distance education," meaning instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology to instruct students with regular and substantive interaction either synchronously or asynchronously, is highly regulated by both federal[69] and state[70] entities, and the Accrediting Commission of Community and Junior Colleges follows federal guidelines;

Whereas, Given the Academic Senate for California Community Colleges' academic and professional matters[71] purview as established by Title 5 §53200(b)[72], the matter of regular and substantive interaction is clearly an academic and professional matter that should be led by faculty expertise as it minimally falls directly within areas 1. curriculum including establishing prerequisites and placing courses within disciplines, 5. standards or policies regarding student preparation and success, and 7. faculty roles and involvement in accreditation processes, including self-study and annual reports; and

Whereas, The Academic Senate for California Community Colleges' 2023 adopted paper *Effective and Equitable Online Education: A Faculty Perspective* states that "colleges and districts must have both a clear definition of regular and substantive interaction (RSI) that aligns with the

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[68] https://www.insidehighered.com/news/institutions/community-colleges/2023/07/07/online-learning-still-high-demand-community

[69] Code of Federal Regulations 34 600: https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600; 602: https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-602; and 608: https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-608

[70] Title 5 Sections 53200:
https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default); 55005:
https://govt.westlaw.com/calregs/Document/ID916E8E056B511ED9336FE00FB183132?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default); 55200:
https://govt.westlaw.com/calregs/Document/IE381D74056B511ED9336FE00FB183132?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default); 55202:
https://govt.westlaw.com/calregs/Document/I639922634C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default); 55204:
https://govt.westlaw.com/calregs/Document/I252271C0698311ED9432FA58BC52C333?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default); 55206:
https://govt.westlaw.com/calregs/Document/IE27A796056B511ED9336FE00FB183132?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default); and 55208:
https://govt.westlaw.com/calregs/Document/IE6ECC7A056B511ED8118D68F0A50B737?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

[71] https://www.asccc.org/10_1

[72] Title 5 §53200:
https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

federal, state, and ACCJC definitions as well as a rubric in place to assess how and where that contact is designed to take place in a course taught online";

Resolved, That the Academic Senate for California Community Colleges work collaboratively with faculty distance education experts and groups such as the California Virtual Campus Online Education Initiative, the California Community College Accessibility Center, and California Community College Distance Education Coordinators' Organization to create a guide of exemplary regular and substantive interaction practices, peer to peer evaluation standards, and a model self-assessment rubric to be shared by Spring 2025.

Contact: Kelly Rivera, Mt San Antonio College

MSU

111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

111.01 S24 Adopt the Paper *Part-time Faculty: Equity, Rights, and Roles in Governance*

Whereas, In Spring 2021, the Academic Senate for California Community Colleges adopted resolution 19.01 S21 Create a Paper on Part-Time Faculty Equity[73], which recognized the need to address the inequitable treatment of part-time faculty in the workplace across the full range of academic and professional matters and the consistent challenges faced by them in California community colleges; and

Whereas, Part-time faculty have contributed their lived experiences and expertise both through participation on the 2021-2022, 2022-2023, and 2023-2024 ASCCC Part-Time Faculty Committees and a statewide survey;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled *Part-time Faculty: Equity, Rights, and Roles in Governance*[74] and disseminate the paper to local academic senates upon its adoption, and actively encourage local senates to work collaboratively with their college and other partners to support the needs of part-time faculty, as outlined in this paper.

Contact: María-José Zeledón-Pérez, ASCCC Executive Committee, ASCCC Part-Time Faculty Committee

MSU

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[73] https://www.asccc.org/resolutions/create-paper-part-time-faculty-equity
[74] https://asccc.org/sites/default/files/2024-03/Part-time%20Faculty%20Equity%2C%20Rights%2C%20and%20Roles%20in%20Governance%20%20ca.docx

111.02 S24 Affirm Commitment to the Protection of Academic Freedom in the Face of Censorship Around Current Conflict in Palestine and Israel

Whereas, The Academic Senate for California Community Colleges, as "the official voice of California community college faculty in academic and professional matters,"[75] released a report[76] on the issue of academic freedom, stating that the definition of academic freedom should be based on the American Association of University Professors' definition, which advocates against 'institutional censorship or discipline' in their extramural speech."[77];

Whereas, The International Sociological Association (ISA) published a statement in support of academic freedom in examining Palestinian and Israeli conflict stating, "The ISA cannot remain silent as spaces of public and academic debate are shrinking and increasingly policed. Today, more than ever, we require critical interventions by social scientists. Academic freedom needs to be protected and promoted. Well-informed and nuanced debate and a historicized and sociological understanding of the events that have led to the October 2023 atrocities are required to forestall further catastrophic loss of life. As stated by the Department of Historical and Cultural Studies at the University of Toronto, 'it is not only permissible, but it is essential for scholars to situate the current war in its broad historical contexts, including those of settler colonialism.' Our duty as sociologists is to maintain spaces of debate and foster discussion during such a critical moment"[78];

Whereas, The American Federation of Teachers passed a resolution titled "Calling for a Bilateral Cease-Fire in Gaza and Promoting a Two-State Solution and an End to the Weaponization of Hate"[79] stating, "We will defend the rights of educators and their students to participate in intellectually honest discussions, to articulate and rally around their views, including the underlying conflict between Israel and Palestine, moreover, we will not tolerate the weaponization of academic discourse to be used in political attacks on American colleges and universities, and as a pretext for attacks on efforts to increase diversity, promote equity and advance inclusion, our campuses must be places of dialogue for the furtherance of understanding in a pluralistic society, teachers, and students must be free to express different

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[75] Academic Senate for California Community Colleges https://www.asccc.org/

[76] ASCCC Position Paper *Protecting the Future of Academic Freedom During a Time of Significant Change* https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf

[77] ASCCC Position Paper, page 1: https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf

[78] ISA Statement on the Situation in Israel and Palestine https://www.isa-sociology.org/en/about-isa/isa-human-rights-committee/statement-on-the-situation-in-israel-and-palestine

[79] "Calling for a Bilateral Cease-Fire in Gaza and Promoting a Two-State Solution and an End to the Weaponization of Hate" https://www.aft.org/resolution/calling-bilateral-cease-fire-gaza-and-promoting-two-state-solution-and-end-weaponization

views on the burning issues of the day, without fear of loss of position and retaliation, and without intimidation and threats of violence."; and

Whereas, Lawmakers, college administrators and pressure groups from inside and outside our colleges have placed pressures and passed measures to silence faculty around the nation, which have discredited and punished[80] them for exercising academic freedom[81] especially while discussing and teaching material related to Palestinian liberation in college classrooms;

Resolved, That the Academic Senate for California Community Colleges affirm its commitment to the protection of academic freedom on college campuses despite calls to censor texts, discussion, and activism around current conflict in Palestine and Israel.

Contact: Mona Alsoraimi-Espiritu, San Diego City College

MSC

112 HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

112.01 S24 Disciplines List — Artificial Intelligence

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

> *Master's in artificial intelligence/machine learning, computer science, electrical engineering and computer science, data science, or cognitive science,*
>
> *OR*
>
> *the equivalent;* and

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

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[80] https://www.reuters.com/world/us/us-professors-suspended-probed-over-gaza-war-comments-2023-11-17/
[81] https://www.aaup.org/news/academic-freedom-times-war

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

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

MSC

112.02 S24 Disciplines List — Nursing

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

> *Master's in nursing*
>
> *OR*
>
> *Bachelor's in nursing AND Master's in health education or health science*
>
> *OR*
>
> *the equivalent*
>
> *OR*
>
> *the minimum qualifications as set by the Board of Registered Nursing;* and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for nursing.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

MSU

112.03 S24 Disciplines List — Art

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community*

Colleges, also known as the Disciplines List, supported the following revision of the art discipline:

> *Master's in fine arts, art, or art history*
>
> *OR*
>
> *Bachelor's in any of the above AND Master's in humanities*
>
> *OR*
>
> *the equivalent*
>
> *(NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, creative writing or other nonplastic arts.);* and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for art.

Contact: Eric Wada, ASCCC Executive Committee, ASCCC Standards and Practices Committee

MSU

113 LEGISLATION AND ADVOCACY

113.01 S24 Support SB 895 (Roth, as of March 9, 2024) to Establish the Baccalaureate Degree in Nursing Pilot Program

Whereas, California's long-standing shortage of Registered Nurses (RNs) has worsened in recent years with an increase in the number of RN retirements, increase in the percentage of employed

RNs planning to retire or leaving nursing in the next two years, and a decline in RN education program enrollments and graduations, despite an increase in applications[82];

Whereas, Bachelor of Science in Nursing (BSN) degrees are increasingly preferred in the hiring of Registered Nurses[83] and California's nursing programs annually turn away thousands of qualified applicants, e.g., in 2021-22, out of 35,474 qualified applicants for a BSN program there were only 12,963 spaces available of which only 9,179 ultimately enrolled[84];

Whereas, The Academic Senate for California Community Colleges supported the expansion of baccalaureate degree programs in the California community colleges in disciplines and communities that best serve the students of the California Community Colleges with prioritization of programs in allied health fields[85]; and

Whereas, SB 895 (Roth, as of March 9, 2024)[86] would

1. Require the Chancellor of the California Community Colleges to develop a Baccalaureate Degree in Nursing Pilot Program that authorizes up to 15 community college districts to offer a Bachelor of Science in Nursing degree.

2. Require the chancellor to identify eligible community college districts that apply based on the following criteria:

   a. There is equitable access between the northern, central, and southern parts of the state to the pilot program.

   b. Priority is given to community college districts in underserved nursing areas.

   c. The community college district has a nationally accredited nursing program.

3. Limit the total number of participants in a pilot program at a community college district to 25 percent of the community college district's associate degree in nursing class size.

4. Require the Legislative Analyst's Office to conduct an evaluation of the pilot program to determine the effectiveness of the program and the need to continue or expand the program;

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[82] Spetz J., Chu L., Blash L., 2022, Forecasts of the Registered Nurse Workforce in California: https://www.rn.ca.gov/pdfs/forms/forecast2022.pdf

[83] American Association of Colleges of Nursing (AACN) Research Brief, Employment of New Nurse Graduates and Employee Preferences for Baccalaureate Prepared Nurses, October 2023: https://www.aacnnursing.org/Portals/0/PDFs/Data/Research-Brief-10-23.pdf

[84] Spetz J., Chu L., Blash L., 2023, California Board of Registered Nursing 2021-2022 Annual School Report: https://www.rn.ca.gov/pdfs/education/prelicensure21-22.pdf

[85] Resolution 06.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health: https://asccc.org/resolutions/expansion-baccalaureate-degree-programs-allied-health

[86] SB 895 (Roth, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB895

Resolved, That the Academic Senate for California Community Colleges support SB 895 (Roth, as of March 9, 2024)[87] to establish the Baccalaureate Degree in Nursing Pilot Program.

Contact: Angela Echeverri, Los Angeles Community College District, ASCCC Legislative and Advocacy Committee

MSC

113.02 S24 Support ACR 147 (Alvarez as of February 16, 2024): California's First-Generation College Celebration Day

Whereas, Assembly Concurrent Resolution 147 (Alvarez, as of February 16, 2024)[88] calls for the California Legislature to designate November 8, 2024, as "California's First-Generation College Celebration Day" to recognize the significant role of first-generation college students in developing the state's future workforce and to celebrate their achievement; and

Whereas, According to the California Community Colleges Chancellor's Office, 35% of students enrolled in California's community colleges identify as first generation, highlighting the important role that community colleges play in their educational process;

Resolved, That the Academic Senate for California Community Colleges support the passage of ACR 147 (Alvarez, as of February 16, 2024)[89] and the designation of November 8, 2024, as "California's First-Generation College Celebration Day" and encourages local senates to actively recognize and celebrate this day; and

Resolved, That the Academic Senate for California Community Colleges work collaboratively with system partners to develop and enhance programs and services that specifically address the needs of first-generation college students, supporting their access to higher education and fostering their retention and completion rates.

Contact: Manuel Velez, ASCCC Executive Committee, ASCCC Legislation and Advocacy Committee

Acclamation

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[87] SB 895 (Roth, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB895
[88] ACR 147 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240ACR147
[89] ACR 147 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240ACR147

113.03 S24 Support AB 2586 (Alvarez, as of February 14, 2024): Student Employment

Whereas, The Academic Senate for California Community Colleges[90], the Academic Senate of the California State University[91], the University of California Academic Senate[92], and the Intersegmental Committee of the Academic Senates[93] have advocated in support of undocumented students, particularly students with Deferred Action for Childhood Arrivals (DACA);

Whereas, On September 13, 2023, Deferred Action for Childhood Arrivals (DACA) was found unlawful, though, for the time being, current grants of DACA remain valid until they expire[94] and work authorization continues and can be renewed for existing DACA recipients[95];

Whereas, AB 2586 (Alvarez, as of February 14, 2024)[96] will provide equal access to campus employment opportunities for all students, regardless of their immigration status, at the University of California, California State University, and California Community Colleges campuses by removing any of their current restrictions on the premise that federal prohibitions on hiring undocumented workers are inapplicable because those prohibitions do not state that they apply to state governments[97]; and

Whereas, Support for AB 2586 (Alvarez, as of February 14, 2024) by the Academic Senate for California Community Colleges, out of concern for the ability of their undocumented students to succeed in the California community colleges and when they transfer to a four-year university,

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[90] See Resolution 06.03 S16 Supporting Dream Resource Liaisons: https://asccc.org/resolutions/supporting-dream-resource-liaisons; Resolution 03.02 S17 Support for Marginalized Students: https://asccc.org/resolutions/support-marginalized-students-0; and Resolution 03.03 S17 Support for Students with Deferred Action for Childhood Arrivals (DACA) Status: https://asccc.org/resolutions/support-students-deferred-action-childhood-arrivals-daca-status-0

[91] ASCSU Resolution AS-3303-17/FGA In Support of the Preservation and Extension of the Deferred Action for Childhood Arrivals (DACA) Program: https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2017-2018/3303.pdf

[92] University of California Academic Senate, Academic Council Statement in Support of Undocumented Students Enrolled at UC, January 31, 2018: https://senate.universityofcalifornia.edu/_files/reports/SW-JN-aspirational-statement-support-for-undocumented-students.pdf

[93] ICAS DACA Support Request Letter, February 12, 2018: https://asccc.org/sites/default/files/ICAS%20DACA%20Support%20from%20Chancellors%20Letter.pdf

[94] US Citizenship and Immigration Services, DACA Litigation Information and Frequently Asked Questions, accessed March 21, 2024: https://www.uscis.gov/humanitarian/consideration-of-deferred-action-for-childhood-arrivals-daca/daca-litigation-information-and-frequently-asked-questions

[95] Civil Rights Division, US Department of Justice, Reminders for DACA Recipients and Employers that Work Authorization Continues After the Latest Decision in the DACA Litigation, accessed March 21, 2024: https://www.justice.gov/crt/reminders-daca-recipients-and-employers

[96] AB 2586 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2586

[97] AB 2586 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2586

would be consistent with several previous resolutions that pertained to our students once they transferred[98];

Resolved, That the Academic Senate for California Community Colleges support AB 2586 (Alvarez, as of February 14, 2024)[99] to provide equal access to campus employment opportunities for all students, regardless of their immigration status, as it pertains to the California Community Colleges.

Contact: Jeffrey Hernandez, Los Angeles Community College District, Area C

Acclamation

113.04 S24 Support AB 2093 (Santiago, as of March 6, 2024) to Extend College Promise to California Community College Baccalaureate Degree Students

Whereas, The Academic Senate for California Community Colleges has long maintained a fundamental stance in opposition to mandatory student fees[100] and advocated for the lowest possible student fees to maximize student access[101];

Whereas, The California College Promise allows community colleges to waive enrollment fees for two academic years for full-time students who have submitted a Free Application for Federal Student Aid or a California Dream Act application[102];

Whereas, The Academic Senate for California Community Colleges adopted Resolution 06.06 S21 in support of the permanent establishment of the baccalaureate degree programs in the California community colleges[103], and therefore it is vital that enrollment fee waivers be extended to baccalaureate degree program students; and

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[98] See Resolution 04.07 S95 Concurrent Enrollment with University of California: https://asccc.org/resolutions/concurrent-enrollment-university-california; Resolution 08.02 F99 UC Catalog Rights (Nonurgent from Spring 1999): https://asccc.org/resolutions/uc-catalog-rights-nonurgent-spring-1999; Resolution 06.01 S04 CSU Transfers: https://asccc.org/resolutions/csu-transfers; Resolution 15.02 S04 Protecting Transfer Students: https://asccc.org/resolutions/protecting-transfer-students; Resolution 15.04 S06 Information About Transferring Students: https://asccc.org/resolutions/information-about-transferring-students; and Resolution 15.02 F09 Re-Evaluate CSU Service Areas: https://asccc.org/resolutions/re-evaluate-csu-service-areas
[99] AB 2586 (Alvarez, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2586
[100] See ASCCC Paper, "What's Wrong with Student Fees? Renewing the Commitment to No-Fee, Open-Access Community Colleges in California," adopted Fall 2004: https://asccc.org/sites/default/files/publications/StudentFeesOpenAccess_0.pdf
[101] Resolution 06.01 S11 Community College Fees: https://asccc.org/resolutions/community-college-fees
[102] California Education Code §76396.3: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=76396.3
[103] Resolution 06.06 S21 Support AB 927 (Medina, 2021) as of April 9, 2021: https://asccc.org/resolutions/support-ab-927-medina-2021-april-9-2021; and AB 97 (Medina, 2021) chaptered October 6, 2021: https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB927

Whereas, AB 2093 (Santiago, as of March 6, 2024) "would extend the term of eligibility of the California College Promise for an additional 2 academic years for first-time community college students and returning community college students who matriculate into upper division coursework of a community college baccalaureate degree program" [104];

Resolved, That the Academic Senate for California Community Colleges support AB 2093 (Santiago, as of March 6, 2024)[105] to extend the California College Promise to students taking upper division courses in a baccalaureate degree program at a California community college.

Contact: Jeffrey Hernandez, Los Angeles Community College District, Area C

MSU

113.05 S24 Support AB 2407 (Hart, as of February 12, 2024) on Sexual Harassment Complaints

Whereas, The recent cases of sexual harassment in the California State University (CSU) system and the California Community Colleges (CCCs) have demonstrated the need for external oversight in the handling of Title IX complaints, have resulted in costly legal actions that divert precious resources away from serving students, and have led to legislation which requires annual reporting to the legislature by the CSUs, such as SB 808 (Dodd, 2023)[106,107], and external oversight is recommended of the CCC, CSU, and UC systems in *A Call to Action Report 2024* by the Chair of the Assembly Higher Education Committee[108];

Whereas, Students are deprived of safe, equal, and free access to an education when they are subjected to sexual harassment or misconduct, including (but not limited to) sexual assault, sexual coercion, dating violence, domestic violence, stalking, cyber-stalking, retaliation, isolation, and other forms of discrimination based on gender and hate crimes based on gender,

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[104] AB 2093 (Santiago, 2024):
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB2093
[105] AB 2093 (Santiago, 2024):
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2093
[106] https://www.auditor.ca.gov/reports/2022-109/index.html

[107] Truong, Debbie. "Six years, a trial, and a firing. But no end to a professor's sexual harassment fight." *Los Angeles Times*. 16 Oct. 2023:
https://go.boarddocs.com/ca/laccd/Board.nsf/files/CXZD6W344620/$file/Inside%20a%20Los%20Angeles%20professor's%20long%20sexual%20harassment%20fight%20-%20Los%20Angeles%20Times%20(2).pdf
[108] A Call to Action: How Postsecondary Education Institutions Can Address Sex Discrimination and Provide Educational Justice on Campus, 2024, The California Assembly Committee on Higher Education, Chair Mike Fong:
https://ahed.assembly.ca.gov/system/files/2024-02/a-call-to-action-report-2024_0.pdf

and the *Vision 2030: A Roadmap for California Community Colleges*[109] calls for a "Ninth-Grade Strategy" in which all California high school students enroll in community college and complete high school with at least 12 units of dual enrollment credit, including college and career access pathways courses, and will result in a large increase in the number of under-aged students in college classrooms and faculty often become the first point of contact for the students when sexual harassment or misconduct occurs;

Whereas, Assembly Bill 2407 (Hart, as of February 12, 2024)[110], aims to address sexual harassment complaints in public postsecondary educational institutions in the state and ensure timely, fair, and impartial investigations of such complaints, which aligns with the Academic Senate for California Community Colleges' Fall 2023 Resolution 13.01 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community Colleges Campuses[111] as well as its commitment to promoting equity, inclusion, and a safe educational environment for all members of the community college system, including protection from retaliation for reporting alleged sexual misconduct; and

Whereas, A position of support for AB 2407 would be consistent with past positions of Academic Senate for California Community Colleges addressing concerns about our students who transfer to the CSUs and UCs[112], have other implications for the CSUs and UCs[113], and have called for audits to ensure compliance on priority matters[114], and the ASCCC prioritized the prevention of Sexual Harassment and Discrimination at the California Community College Campuses at the Fall 2023 plenary[115];

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[109] https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf?la=en&hash=3B83F5221C4A7A8BEFA7E94D5BCBF540D2718013

[110] AB 2407 (Hart, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2407

[111] https://asccc.org/resolutions/prioritizing-prevention-sexual-harassment-and-discrimination-california-community

[112] See Resolution 04.07 S95 Concurrent Enrollment with University of California: https://asccc.org/resolutions/concurrent-enrollment-university-california; Resolution 08.02 F99 UC Catalog Rights (Nonurgent from Spring 1999): https://asccc.org/resolutions/uc-catalog-rights-nonurgent-spring-1999; Resolution 06.01 S04 CSU Transfers: https://asccc.org/resolutions/csu-transfers; Resolution 15.02 S04 Protecting Transfer Students: https://asccc.org/resolutions/protecting-transfer-students; Resolution 15.04 S06 Information About Transferring Students: https://asccc.org/resolutions/information-about-transferring-students; and Resolution 15.02 F09 Re-Evaluate CSU Service Areas: https://asccc.org/resolutions/re-evaluate-csu-service-areas

[113] See Resolution 06.03 S19 Provisionally Support SB 291 (Leyva, as of March 1, 2019): https://asccc.org/resolutions/provisionally-supportsb-291-leyva-march-1-2019; and Legislative and Resolution 06.02 F20 Systemic Support for Academic Freedom: https://asccc.org/resolutions/legislative-and-systemic-support-academic-freedom

[114] See Resolution 02.12 F02 Conflict of Interest: https://asccc.org/resolutions/conflict-interest; Resolution 06.05 F00 50% Audit of All Districts: https://asccc.org/resolutions/50-audit-all-districts; and Resolution 17.03 S94 Audit Matriculation Funds: https://asccc.org/resolutions/audit-matriculation-funds

[115] Resolution 13.01 F23 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community College Campuses: https://www.asccc.org/resolutions/prioritizing-prevention-sexual-harassment-and-discrimination-california-community

Resolved, That the Academic Senate for California Community Colleges support AB 2407 (Hart, as of February 12, 2024)[116] as it pertains to requiring the California State Auditor to conduct audits of the California Community Colleges regarding their handling and investigation of sexual harassment complaints.

Contact: Angela Echeverri, Los Angeles Community College District, Area C

MSC

113.06 S24 In Support of Documented Dreamers

Whereas, Documented Dreamers, or dependents of long-term employment-based visa-holders, who reach the age of 21 "must obtain another status or leave behind their families—and the only country they have ever known—to return to their country of birth" and "lose their status and opportunity for legal residency or citizenship"[117];

Whereas, Documented Dreamers students then must return to our colleges as international students, paying international fees, while unable to legally work in the U.S. or obtain federal or state financial aid; and

Whereas, Documented Dreamers, whose families were invited to move their children to the United States, are lawful residents, and in many cases long-time California students, and are valued members of our colleges who enrich our communities through leadership and service to our campuses and the surrounding areas;

Resolved, That the Academic Senate of the California Community Colleges support federal legislation that provides a path to citizenship, such as HR 3442 America's Children Act of 2023[118], and state legislation that provides financial relief and in-state tuition to the children of U.S. visa holders;

Resolved, That the Academic Senate of the California Community Colleges work with the California Community Colleges Chancellor's Office and the Faculty Association for California Community Colleges to advocate for establishing and/or changing policy to support documented Dreamers' access to in-state tuition and financial aid and to reduce barriers to community college degree and certificate attainment and transfer; and

Resolved, That the Academic Senate of the California Community Colleges work with the Student Senate of the California Community Colleges and system-wide partners to raise

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[116] AB 2407 (Hart, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2407
[117] https://americaschildrenact.com/static/media/America'sChildrenAct_One-Pager.d876041e00d2f2a1fa07.pdf
[118] HR 3442: https://www.congress.gov/bill/118th-congress/house-bill/3442/text?s=1&r=63

awareness in the California community colleges about the needs and challenges of documented Dreamers.

Contact: Rebecca LaCount, Solano Community College, Area B

MSU

113.07 S24 Expanding Access to Minority Serving Institution Designation

Whereas, An increasing number of higher education institutions meet the requirements for two or more minority serving institution (MSI) designations, however, Title III precludes "colleges that already have an MSI-designated grant under Part A (or Title V in the case of HSIs) cannot apply for another MSI designation under Part A[119], even if they meet the demographic criteria"[120];

Whereas, Currently 192 institutions in the U.S. are eligible to apply for Asian American and Native American Pacific Islander-Serving Institution (AANIPISI) funding but only 32 currently receive an AANAPISI grant; and

Whereas, Legislators from around the country have been trying to eliminate these artificial barriers and provide redress to this situation since 2015[121];

Resolved, That the Academic Senate for California Community Colleges engage with California's Federal Congressional Delegation to 1) make Title III and Title V less restrictive; and, 2) enable higher education institutions with multiple minoritized-student populations to be able to receive funding to support all of them; and

Resolved, That the Academic Senate for California Community College work with other state and national interest holders focused on serving minority student populations to advocate for changes at the federal level that enable higher education institutions to receive funding to support multiple minoritized-student populations.

Contact: Pablo Martin, San Diego Miramar College

Acclamation

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[119] Title III does not allow a campus to receive two of the more robust (read greater value) Part A grants simultaneously. However, if they have the resources, they can apply for smaller, Part F grants or other Part A grants on a different cycle ("The Struggle for Dual Identity: MSI Grant Restrictions;" May 13, 2022)

[120] "Federal Grant Proves Elusive for Certain Colleges: The money is set aside for institutions serving large numbers of Asian American, Native American and Pacific Islander students, but many eligible colleges don't apply because of bureaucratic hurdles" (October 6, 2023)

[121] Hirono, Cornyn, Chu, & Royce Push to Level Playing Field for Minority College Students (2015): https://www.hirono.senate.gov/news/press-releases/hirono-cornyn-chu-and-royce-push-to-level-playing-field-for-minority-college-students

113.08 S24 Support Noncredit Instructional Programs Equitable and Affordable Access to Learning Opportunities for Students of All Ages

Whereas, The Legislative Analyst's Office 2024-2025 Budget: California Community Colleges report[122] "*Recommend Identifying Ongoing Solutions Outside of Colleges' Core Programs*" proposed structural funding changes to noncredit instruction, "eliminating state support for athletics and classes that are primarily enrichment in nature" including older adult and other programs (p. 5);

Whereas, The approved noncredit instruction programs that are being recommended for restructuring to fee-based classes, which have historically given California's community colleges the ability to address local areas of need, including but not limited to older adults who are returning to the workforce, and older adults who need to increase or sustain their mental and physical agility;

Whereas, The restructuring of approved noncredit instruction programs would change the California Community Colleges' commitment to educating the people of California as stated in California Education Code §84757[123] section A.7: "The noncredit courses, noncredit classes, and support services eligible for funding include: Education programs for older adults"; and

Whereas, The Academic Senate for California Community Colleges have continually demonstrated support for noncredit instruction programs by supporting resolutions as far back as 1989[124] that aim to improve the quality of noncredit education in the state and oppose the restructuring of non-career development and college preparation noncredit classes to fee-based classes[125];

Resolved, That the Academic Senate for California Community Colleges affirm the necessity of California's community colleges to provide equitable and affordable access to learning opportunities to students of all ages, in noncredit courses promoting tools for brain and physical health which enable seniors to live independent and quality lives, aligning with the California Governor's Executive Order N-14-19[126] established in the *Master Plan for Aging: 2030*[127]; and

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[122] https://lao.ca.gov/reports/2024/4853/CCC-022124.pdf
[123] California Education Code §84757:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=84757&lawCode=EDC
[124] Examples of Resolutions from 1989 that show ASCCC support for noncredit programs include the following resolutions: 08.05: https://www.asccc.org/resolutions/non-credit-faculty; 09.05: https://www.asccc.org/resolutions/noncredit-instruction-and-shared-governance; and 12.04: https://www.asccc.org/resolutions/minimum-qualifications-noncredit-instruction
[125] In Fall 2011, ASCCC adopted resolution 13.02: Opposition to the Elimination of Non-CDCP Noncredit Classes: https://www.asccc.org/resolutions/opposition-elimination-non-cdcp-noncredit-classes
[126] https://www.gov.ca.gov/wp-content/uploads/2019/06/6.10.19-Master-Plan-for-Aging-EO.pdf
[127] https://mpa.aging.ca.gov/

Resolved, That the Academic Senate for California Community Colleges work with the Legislature on any proposed changes to noncredit instruction as defined in California Education Code.

Contact: Richard Weinroth, San Diego College of Continuing Education

MSU

114 CONSULTATION WITH THE CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

114.01 S24 A-G Requirements Website to Support Dual Enrollment

Whereas, The California State University and the University of California systems require students to complete the A-G requirements for first year student admission[128];

Whereas, Transferable California Community College courses taken during high school may be used to satisfy the A-G requirements if the courses meet specific criteria[129];

Whereas, The *Vision 2030* calls for California high school students to "complete high school with at least 12 units of dual enrollment credit"[130] so as to "increase their interest in and understanding of college"; and

Whereas, An online repository that makes visible which of a California community college's courses will satisfy the A-G requirements may be of support to community college faculty and high school partners in the selection of courses to offer for dual enrollment;

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[128] CSU A-G Requirements: https://www.calstate.edu/apply/freshman/getting_into_the_csu/pages/admission-requirements.aspx; UC A-G Requirements: https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/
[129] For example, to satisfy one of the "B" English requirements for admission to the University of California, a course must meet the following criteria: "For each year required through the 11th grade, a grade of C or better in a non-transferable college course of 3 or more semester (4 or more quarter) units in English composition, literature (American or English) or foreign literature in translation. Courses used to satisfy the fourth year and/or the entire requirement must be transferable." Reference: https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html
[130] *Vision 2030: A Roadmap for California Community Colleges:* https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf?la=en&hash=3B83F5221C4A7A8BEFA7E94D5BCBF540D2718013

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and the University of California Office of the President to develop an A-G requirements website that indicates, for dual enrollment students, A-G approval of community college courses.

Contact: Mark Edward Osea, Mendocino College, Area B

MSU

114.02 S24 Noncredit in the California Virtual Campus

Whereas, The California Community Colleges Chancellor's Office has charged the California Virtual Campus with "ensuring that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses"[131];

Whereas, The California Virtual Campus lists in its Exchange noncredit courses only under somewhat restrictive circumstances and does not provide an adequate subject-based filter to select noncredit courses from its offerings; and

Whereas, The California Community Colleges Chancellor's Office emphasizes not only degree and certificate completion for all students, including career development and college preparation certificates in noncredit, but also providing access to students of diverse backgrounds;

Resolved, That the Academic Senate for California Community College work with the California Community Colleges Chancellor's Office and other appropriate higher education system partners with the goal of having the California Virtual Campus include noncredit courses from both home and teaching colleges, regardless of how the noncredit courses are coded, and with an adequate subject-based filter so students can more easily search for noncredit offerings.

Contact: Sheri Miraglia, City College of San Francisco, Area B

MSU

114.03 S24 Disaggregating Asian and Pacific Islander Student Data

Whereas, The Academic Senate for California Community Colleges adopted Resolution 03.05 S22 Disaggregate Asian and Pacific Islander Student Data[132], which called for the disaggregation of Asian and Pacific Islander student data;

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[131] https://cvc.edu/about-the-oei/

[132] Resolution 03.05 S22 Disaggregate Asian and Pacific Islander Student Data: https://www.asccc.org/resolutions/disaggregate-asian-and-pacific-islander-student-data

Whereas, The California Community Colleges Chancellor's Office has data element SB38[133], which disaggregates Asian American, Native American, and Pacific Islander ethnicities; and

Whereas, The aggregation of student data in community colleges often conceals the diverse educational outcomes and needs of distinct groups within each categorization, the disaggregation of this data, in particular data revealing smaller subsets of students, is crucial for ensuring accurate visibility, representation, and the formulation of targeted educational and support strategies;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to release an annual report that illustrates the enrollment, success, retention, and persistence of Asian and Pacific Islander students across the system and then by region and district, specifically in districts with high Southeast Asian American, Pacific Islander/Native Hawaiians, and Filipino student enrollments;

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to work closely with the Office of Management and Budget to implement revisions to the Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity[134] within the next academic year;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to utilize disaggregated data as part of their practices when collecting, examining, and reporting enrollment, success, retention, and persistence data for Asian and Pacific Islander students and other minoritized populations (specific to their college demographics); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office within the 2024-2025 academic year to create trainings and webinars on how to center equity in the implementation utilizing disaggregated Asian and Pacific Islander data.

Contact: Pablo Martin, San Diego Miramar College

MSU

114.04 S24 Aligning with AB 1705 Legislative Intent

Whereas, Part (1) of the Legislative Counsel's Digest for AB 1705 (Irwin, 2022)[135] provides clear intent language that students are placed into transfer-level coursework that satisfies

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[133] https://webdata.cccco.edu/ded/sb/sb38.pdf

[134] https://www.federalregister.gov/documents/2024/03/29/2024-06469/revisions-to-ombs-statistical-policy-directive-no-15-standards-for-maintaining-collecting-and

[135] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

"mathematics coursework requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline";

Whereas, Part (3) of the Legislative Counsel's Digest only requires as of July 1, 2023 that certificate, degree, or transfer students are directly placed into transfer-level math, and not the required math course for their intended major; and

Whereas, Sections (c)(1), (c)(7)(b), (c)(8), (c)(9) of the AB 1705 (Irwin, 2022)[136] bill text requires placement and enrollment into math classes that fulfill a requirement for their intended major within a one-year timeframe; and sections (f)(1) and (f)(2) allows for the enrollment of science, technology, engineering, and math (STEM) students into pre-calculus transfer level courses, so long as the college does not recommend or require enrollment in those courses and so long as students are notified that "it is optional and does not improve their chances of completing calculus for their STEM programs";

Resolved, That the Academic Senate for California Community Colleges convey to the California Community Colleges Chancellor's Office the position that, given the language in AB 1705, parts (1) and (3) of the Digest and sections (c)(1), (c)(7)(b), (c)(8), (c)(9), (f)(1), and (f)(2) of the bill text, science, technology, engineering, and math students are allowed to take transfer-level pre-calculus math courses within their first semester, so long as students are not placed into or required to take such courses.

Contact: Matthew Morgan, Moorpark College

MSC

114.05 S24 Advocate for STEM Students to be Allowed to Take Non-validated "pre-calculus" Classes as Electives

Whereas, AB 1705 (Irwin, 2022)[137] section 3(i) does not prevent California Community Colleges science, technology, engineering, and mathematics students from taking algebra, trigonometry, or precalculus as an elective, simultaneous with, or subsequent to calculus, so long as the "pre-calculus" class is not taken before the student is placed and enrolled in calculus;

Whereas, AB 1705 section 3(f)(2) allows community colleges to offer "pre-calculus" math courses to science, technology, engineering, and math (STEM) majors so long as the students are not recommended or required to enroll in the course, and so long as students are notified that the course is optional and does not improve their chances of completing calculus for their STEM program;

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[136] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705
[137] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

Whereas, Some students may be interested in taking "pre-calculus" courses for their own sake, regardless of their calculus preparatory values; and

Whereas, The California Community Colleges Chancellor's Office prohibits colleges that are unable to validate, or get interim approval for, "pre-calculus" courses from offering those courses as electives to any science, technology, engineering, and math students that desire such an elective[138];

Resolved, That the Academic Senate for California Community Colleges encourage the California Community College's Chancellor's Office to reconsider its implementation guidance of AB 1705 (Irwin, 2022)[139] as delineated in the February 27, 2024 Guidance Memo ESLIE 24-15[140] in such a way that it follows the language of section 3(f)(2) and section 3(i) and allows any science, technology, engineering, and math (STEM) student to take trigonometry (C-ID 851), college algebra (C-ID 150 or 151), or pre-calculus and trigonometry (C-ID 955 or 155) at California Community Colleges that do not "validate" the course, so long as the course is not taken before the student is placed and enrolled in calculus, it is offered as an elective, "the college [does] not recommend or require students to enroll in that course," and the college notifies "students who continue to enroll in the course that it is optional and does not improve their chances of completing calculus for their STEM program.", as required by AB 1705 (Irwin, 2022).

Contact: Matthew Morgan, Moorpark College

MSC

114.06 S24 Update Transfer Level Gateway Completion Dashboard

Whereas, The California Community College Chancellor's Office issued a memo, "ESLEI 24-15 Required Action: AB 1705 Validation of Equitable Placement, Support and Completion Practices for STEM Programs," dated February 27, 2024[141], instructing colleges to justify the need to keep pre-calculus courses, without which each college's students will no longer have access to college algebra, trigonometry, or pre-calculus after July 1, 2025, but will be placed directly into calculus I;

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[138] February 27, 2024 CCCCO Guidance Memo ESLIE 24-15: https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Progr.pdf?la=en&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197

[139] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

[140] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Progr.pdf?la=en&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197

[141] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Progr.pdf

Whereas, System-wide application of the California Community Colleges Chancellor's Office's "AB 1705 Implementation Guide"[142] has resulted in the elimination of nearly all pre-transfer level math courses at the California Community Colleges, leaving our students few options to take these courses at California Community Colleges on or about July 1, 2023;

Whereas, There exist campuses of the University of California (UC) and the California State University (CSU) that offer science, technology, engineering, and mathematics (STEM) preparatory coursework, and minimum entrance requirements for STEM students at these campuses include completion of at least intermediate algebra, yet the California Community Colleges admit all high school graduates, even those that have not completed minimum entrance requirements for the UC and CSU systems; and

Whereas, The California Community Colleges Chancellor's Office (CCCCO) guidelines for implementation of AB 1705 has continuously been the strictest available and such guidelines for implementation have been justified by data collected and analyzed by The Research and Planning Group contracted by the CCCCO;

Resolved, That the Academic Senate of the California Community Colleges request that the California Community Colleges Chancellor's Office Transfer Level Gateway Completion Dashboard include a data element on all student enrollment, including enrollment data prior to census date;

Resolved, That the Academic Senate of the California Community Colleges request that the California Community Colleges Chancellor's Office Transfer Level Gateway Completion Dashboard include a data element on the number of science, technology, engineering, and math students before and after the implementation stages of AB 1705 (Irwin, 2022)[143], the first stage which eliminated intermediate algebra, and the second stage that will eliminate pre-calculus courses;

Resolved, That the Academic Senate of the California Community Colleges request that the California Community Colleges Chancellor's Office (CCCCO) compare the withdrawal pre-census data to the post-census student success data and include this comparison in the CCCCO's Transfer Level Gateway Completion Dashboard; and

Resolved, That the Academic Senate of the California Community College request that the California Community Colleges Chancellor's Office utilize both student access and withdrawal data in math courses when implementing the *Vision 2030*.

Contact: June Yang, Grossmont College

MSU

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[142] https://www.cccco.edu/-/media/CCCCO-Website/Files/Educational-Services-and-Support/ab-1705-implementation-guide-3-14-23-a11y.pdf

[143] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

FAILED RESOLUTIONS AND AMENDMENTS

102.03.01 S24 Amend Resolution 102.03

Strike the 1st Resolved

~~Resolved, That the Academic Senate for California Community Colleges support that students have access to an equitable college experience whether beginning their college education at a 4-year institution or beginning at a California Community College and transferring to a 4-year institution;~~

Contact: Joshua Scott, Solano Community College

MSF

113.09 S24 Oppose Senate Bill 1287 (Glazer, as of April 3, 2024) Public Postsecondary Education: Equity in Higher Education Act: Prohibition on Harassment, Intimidation, and Discrimination

Whereas, Nationwide efforts have successfully silenced[144] students and faculty on college campuses for speaking in support of the Palestinian people, in the name of antisemitism, despite that many scholars[145], credible publications[146], and Jewish organizations such as Jewish Voices for Peace[147], have argued that anti-Zionism is not antisemitic[148], and such efforts to silence pro-Palestinian voices are explicitly Anti-Palestinian, Anti-Arab and Islamophobic;

Whereas, SB 1287 (Glazer as of April 3, 2024)[149] seeks to follow this nationwide trend to limit free speech for safety and equity on college campuses by proposing to "(1) adopt policies within campus-based student codes of conduct that prohibit violence, harassment, intimidation, and discrimination that are intended to, and are reasonably understood by the victims or hearers to, interfere with rights established pursuant to the United States Constitution or the California

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[144] "The Importance of Defending the Free Speech Rights of Pro-Palestinian Students in Florida" https://www.aclu.org/news/free-speech/defending-free-speech-students-justice-palestine-florida#:~:text=Recent%20actions%20by%20Florida%20officials,in%20Palestine%20(SJP)%20chapters.

[145] "A Dangerous Conflation: An open letter from Jewish writers" https://www.nplusonemag.com/online-only/online-only/a-dangerous-conflation/?affid=x

[146] "On Anti-Zionism and Antisemitism. A 'non-Jewish' Jewish perspective" https://www.thenation.com/article/world/antisemitism-palestine-israel-gaza/

[147] "On Antisemitism, Anti-Zionism and Dangerous Conflations" https://www.jewishvoiceforpeace.org/2023/11/09/antisemitism-dangerous/

[148] "The Jerusalem Declaration On Antisemitism" https://jerusalemdeclaration.org/

[149] SB 1287 (Glazer, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB1287

Constitution or otherwise interfere with the free exchange of ideas, or call for or support genocide, (2) maintain and enforce reasonable time, place, and manner restrictions for public protests and demonstrations on campuses, as provided, and (3) develop mandatory training programs to educate students on how to exchange views in an atmosphere of mutual respect and civility,";

Whereas, The American Civil Liberties Union explicitly addresses bills such as SB 1287 (Glazer as of April 3, 2024)[150] stating: "We strongly caution universities against conflating the suppression of speech with the façade of safety,"[151]; and

Whereas, SB 1287 will require significant financial and human resources to implement, adding burdens on colleges, including on administrators, faculty, staff and especially students, as it will police student activists on our campuses, and commit already scarce resources to implementing these restrictive measures which will disproportionately impact students of color as Pomona College faculty and staff noted, "'over 80% of the protesters'" facing disciplinary action are "Black, Indigenous people of color."[152];

Resolved, That the Academic Senate for California Community Colleges oppose SB 1287 (Glazer, as of April 3, 2024)[153] and any additional legislation that seeks to chill free speech and academic freedom on college campuses; and

Resolved, That the Academic Senate for California Community Colleges oppose similar efforts to restrict free speech in relation to the dangerous conflation of support for Palestine with anti-Semitism, and conflation of calls for Palestinian freedom with threats to the safety of Israelis.

 Contact: Mona Alsoraimi-Espiritu, San Diego City College

MSF

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[150] "ACLU Open Letter to Colleges and Universities: Reject Efforts to Restrict Constitutionally Protected Speech on Campuses" https://www.aclu.org/press-releases/aclu-open-letter-to-colleges-and-universities-reject-efforts-to-restrict-constitutionally-protected-speech-on-campuses

[151] "MLA Delegates Pass Motion Defending Pro-Palestinian Speech" https://www.insidehighered.com/news/faculty-issues/academic-freedom/2024/01/08/mla-delegates-pass-motion-defending-pro-palestine#:~:text=The%20victorious%20statement%20asks%20the,who%20have%20%E2%80%9Ccondemned%20the%20Israeli

[152] "Punishments Rise as Student Protests Escalate" https://www.insidehighered.com/news/students/free-speech/2024/04/15/punishments-rise-student-protests-escalate

[153] SB 1287 (Glazer, 2024): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB1287

DELEGATES

College	First Name	Last Name
Alameda, College of	Jennifer	Fowler
Allan Hancock College	Alberto	Restrepo
American River College	Brian	Knirk
Antelope Valley College	Hal	Huntsman
Bakersfield College	Lisa	Harding
Barstow College	Melissa	Matteson
Berkeley City College	Gabriel	Martinez
Butte College	Jess	Vickery
Cabrillo College	Anna	Zagorska
Calbright College	Michael	Stewart
Canada College	David	Eck
Canyons, College of	Lisa	Hooper
Cerritos College	Dennis	Falcon
Cerro Coso College	Yvonne	Mills
Chaffey College	Nicole	DeRose
Citrus College	Jeremy	Clark
Clovis College	Teresa	Mendes
Coalinga College	Matt	Magnuson
Coastline College	Ann	Holliday
College of Marin	Maria	Coulson
Columbia College	Marcus	Whisenant
Compton College	Sean	Moore
Cosumnes River College	Jacob	Velasquez

College	First Name	Last Name
Contra Costa CCD	Chao	Liu
Contra Costa College	Gabriela	Segade
Copper Mountain College	Jennifer	Anderson
Crafton Hills College	Natalie	Lopez
Cuesta College	Alexandra	Kahane
Cuyamaca College	Manuel	Mancillas-Gomez
Cypress College	Kathleen	McAlister
De Anza College	Erik	Woodbury
Desert, College of	Corbyn	Wild
Diablo Valley College	John	Freytag
East Los Angeles College	Leticia	Barajas
Evergreen Valley College	Henry	Estrada
Folsom Lake College	Wayne	Jensen
Foothill College	Voltaire	Villanueva
Foothill DeAnza CCD	Patricia	Guitron
Fresno City College	Jackie	Williams
Fullerton College	Jeanette	Rodriguez
Gavilan College	Cherise	Mantia
Glendale College	Cameron	Hastings
Golden West College	Damien	Jordan
Grossmont College	Sharon	Sampson
Hartnell College	Kelly	Locke
Imperial Valley College	Ric	Epps
Irvine Valley College	Rebecca	Beck
Laney College	Leslie	Blackie

College	First Name	Last Name
Las Positas College	Ashley	Young
Lassen College	Adam	Runyan
Lemoore College	Jacqui	Shehorn
Long Beach City College	Christine	Charles-Bohannon
Los Angeles CCD	Angela	Echeverri
Los Angeles City College	Anna	Le
Los Angeles Mission College	Maryanne	Galindo
Los Angeles Pierce College	Margarita	Pillado
Los Angeles Southwest College	Erum	Syed
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Edgar	Perez
Los Medanos College	Adrianna	Simone
Los Rios CCD	Alisa	Shubb
Madera College	Erin	Heasley
Mendocino College	Nicholas	Petti
Merced College	Wanda	Schindler
Merritt College	Tom	Renbarger
MiraCosta College	Leila	Safaralian
Mission College	Joanna	Sobala
Modesto Junior College	Gisele	Flores
Monterey Peninsula College	Frank	Rivera
Moorpark College	Matthew	Morgan
Moreno Valley College	Felipe	Galicia
Mt. San Antonio College	Kelly	Rivera
Mt. San Jacinto College	Michelle	Vogel Trautt

College	First Name	Last Name
Napa Valley College	Matthew	Kronzer
Norco College	Kimberly	Bell
North Orange Continuing Education	Jennifer	Oo
Ohlone College	Kyle	Livie
Orange Coast College	Rendell	Drew
Oxnard College	Dolores	Ortiz
Palo Verde College	Sarah	Frid
Palomar College	Wendy	Nelson
Pasadena City College	Lindsey	Ruiz
Peralta CCD	Matthew	Goldstein
Porterville College	Rebecca	Baird
Rancho Santiago CCD	Tara	Kubicka-Miller
Redwoods, College of the	Deanna	Herrera
Reedley College	Andrew	Strankman
Rio Hondo College	Farrah	Nakatani
Riverside City College	Jo	Scott-Coe
Sacramento City College	Amy	Strimling
Saddleback College	Femia	Scarfone
San Bernardino Valley College	Davena	Burns-Peter
San Diego City College	Mona	Alsoraimi-Espiritu
San Diego Continuing Ed	Richard	Weinroth
San Diego Mesa College	Andrew	Hoffman
San Diego Miramar College	Pablo	Martin
San Francisco, City College of	Sheri	Miraglia

College	First Name	Last Name
San Joaquin Delta College	Becky	Plaza
San Jose City College	Heidi	Kozlowski
San Jose-Evergreen CCD	Eric	Narveson
San Mateo CCD	Lindsey	Ayotte
San Mateo, College of	Tod	Windisch
Santa Ana College	Alejandro	Moreno
Santa Barbara City College	Kathy	O'Connor
Santa Monica College	Jamar	London
Santa Rosa Junior College	Nancy	Persons
Santiago Canyon College	Craig	Rutan
Sequoias, College of the	Ramyar Alavi	Moghaddam
Shasta College	Jacquelyn	Horton
Sierra College	Andre	Mendoza
Siskiyous, College of the	Andrea	Craddock
Skyline College	Cassidy	Ryan
Solano College	Joshua	Scott
Taft College	Candace	Duron
Ventura College	Rachel	Johnson
West Los Angeles College	Patricia	Zuk
West Valley College	Meg	Farrell
Woodland College	Matt	Clark
Yuba College	Meridith	Selden

Executive Committee Member	First Name	Last Name
President	Cheryl	Aschenbach
Vice President	Manuel	Vélez
Secretary	LaTonya	Parker
Treasurer	Robert L.	Stewart Jr.
At-large Representative	Christopher	Howerton
At-large Representative	Juan	Arzola
North Representative	Eric	Wada
North Representative	Mitra	Sapienza
South Representative	Kimberley H.	Stiemke
South Representative	Carlos	Guerrero
Area A Representative	Stephanie	Curry
Area B Representative	Karen	Chow
Area C Representative	Erik D.	Reese
Area D Representative	María-José	Zeledón-Pérez

Part-time Faculty: Equity, Rights, and Roles in Governance

2022-2023 ASCCC Part-Time Committee
    Stephanie Curry, ASCCC Area A Representative (Chair)
    Robert L. Stewart Jr, ASCCC South Representative (Second)
    Joseph Ferrerosa, Los Angeles City College, Santa Monica College
    Anastasia Zavodny, Palomar College, MiraCosta College, Cuyamaca College
    Mussie Okbamichael, Los Angeles Valley College, Cerritos College
    Lindsay Weiler, Crafton Hills College, Riverside City College, Mt. San Jacinto College
    Lorainne Levy, San Jose City College, Evergreen Valley College, Ohlone College
    Sonja Downing, Merced Community College
    Suji Venkataraman, San Mateo Community College District
    Elbina Rafizdeh, West Valley-Mission Community College District
    Ian Colmer, Santa Monica College, Los Angeles Mission College

2023-2024 ASCCC Part-Time Committee
    Maria-José Zeledón-Pérez, ASCCC Area D Representative (Chair)
    LaTonya Parker, ASCCC Secretary (Second)
    Francis E. Howard, Peralta Community College District
    Annette Owens, El Camino College
    Elbina Rafizadeh, West Valley - Mission Community College District
    Frank Aguirre, East Los Angeles College
    Peter Zavala Rodriguez, Citrus College
    Carlos Scalisi, San Bernardino Valley College
    Sonja Downing, Merced Community College

Table of Content

Introduction

Institutional and systemic marginalization of part-time faculty in the California Community College (CCC) system is deep and ingrained in our processes and policies, despite the fact that they play an essential role in supporting the educational goals of the over 1.9 million students and are often overlooked partners in the role of fulfilling the promise and mission of California Community Colleges. Part-time faculty are crucial for many reasons including expanding capacity and programs across the colleges. Although termed "part-time" because of their teaching loads being a portion of a full-time load, these faculty are vital to the work of our colleges and the academic senate purview of the 10+1[1] as it relates to academic and professional matters.

The California Community College system spans a large state with 116 community colleges and supports a heterogeneous student population. Over 70 percent of the 1.9 million students are people of diverse ethnic backgrounds[2]. This educational system's vision is to make sure "students from all backgrounds succeed in reaching their goals and improving their families and communities," with stated goals to improve student outcomes, including closing achievement gaps, increasing degree and certificate attainment and transfers to four-year institutions, reducing excess unit accumulation by students, and securing gainful employment (Vision for Success, 2021)[3].

The important mission of supporting students requires the collaboration, belonging, equity, and inclusion of part-time faculty in our local and statewide activities, professional learning, and advocacy[4]. There are almost 37,000 part-time faculty across the California Community College system.[5] According to the 2022 article titled "The Gig Workers of California Community Colleges Face Worsening Conditions: Is This the Year for Changes for Adjunct Faculty?"*, in 35 of the state's 73 community college districts, part-time faculty make up 70% or more of the instructional faculty.[6] In addition, before the pandemic in 2020, part-time faculty members taught nearly half the classes at the state's community colleges.[7] Therefore, it is clear that colleges are reliant upon part-time faculty to serve students as they contribute in many ways, including:

- Expanding the capacity of both major and GE courses, as well as the availability of course sections across modalities.

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[1] https://www.asccc.org/10_1

[2] https://www.cccco.edu/About-Us/Key-Facts

[3] https://www.cccco.edu/-/media/CCCCO-Website/Files/Workforce-and-Economic-Development/RFAs/19-300-001/appendix-d-vision-for-success-a11y.pdf?la=en&hash=984F535C5349C3E1EAF6857DCF7D7B73C9288BCE

[4] Sidman-Taveau, R., & Hoffman, M. (2019). Making change for equity: An inquiry-based professional learning initiative. Community College Journal of Research and Practice, 43(2), 122-145.

[5] https://edsource.org/2023/california-community-colleges-rely-too-much-on-part-time-faculty-and-misspend-funds-audit-finds/686030

[6] https://edsource.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835

[7] https://edsource.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835

- Bringing industry practitioners with hands-on experience into the teaching and learning environment.
- Increasing student support faculty for colleges including in the roles of counselors, tutorial center coordinators, and librarians.
- Contributing to the breadth and depth of curriculum offered.
- Providing novel instruction and service to community college's students across the state.

In Spring 2021 the Academic Senate for California Community Colleges (ASCCC) passed a resolution requesting a paper on part-time faculty equity, rights, and roles in governance in a recognition of the essential role of part-time faculty in the lives of students and the mission of community colleges:

> <u>19.01 S21 Create a Paper on Part-Time Faculty Equity</u>
> *Whereas, In Spring 2002 the Academic Senate for California Community Colleges adopted the paper Part-Time Faculty: A Principled Perspective, and in Spring 2013, Resolution 19.07 asked that the 2002 paper be updated;*
>
> *Whereas, Due to an evolution of the ASCCC relationship with union colleagues and a desire to allow some parts of the 2002 paper to stand as written, the ASCCC Executive Committee made the decision, based on a recommendation by the ASCCC Part-time Task Force, to publish a series of Rostrum articles regarding part-time issues rather than complete a full revision of the 2002 paper;*
>
> *Whereas, the ASCCC has a long history of supporting the rights of and equity for part-time faculty, including Resolution 19.01 SP01 Part-Time Faculty, Resolution 1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership, Resolution 1.02 F12 Part-Time Faculty Award, Resolution 19.04 SP13 Part-Time Faculty Nomenclature, Resolution 1.02 F98 Part-time Faculty Participation on the Executive Committee, numerous additional resolutions, presentations of part-time faculty institutes, and many Rostrum articles as well as the 2002 paper; and*
>
> *Whereas, Inequitable treatment is contrary to the mission of the California Community Colleges and undermines the equitable educational opportunities and experiences of students, yet part-time faculty experience profoundly inequitable treatment in the workplace across the full range of academic and professional matters, and the challenges faced by part-time faculty have continued, changed, and in some cases increased since the publication of the 2002 paper;*
>
> *Resolved, That the Academic Senate for California Community Colleges develop a new paper addressing part-time faculty equity, rights, and roles in governance and present it to the delegates no later than 2022 Fall Plenary Session.*[8]

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[8] https://www.asccc.org/resolutions/create-paper-part-time-faculty-equity

This paper's framework is based on the ASCCC foundation in Inclusion, Equity, Diversity, Accessibility, and Anti-Racism (IDEAA)[9]. In Fall 2022, the ASCCC formalized its commitment to the IDEAA framework, the tenets and principles of which are foundational to the work of the ASCCC and its purview in academic and professional matters.

> *Whereas, The Academic Senate for California Community Colleges Executive Committee grounds its work in the tenets and principles of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA)[10]*

The often vulnerable position of part-time faculty in California community colleges and the many Black, Indigenous, and People of Color (BIPOC) faculty who are part-time faculty require intentional focus on IDEAA in our discussions of processes, policies, and procedures related to part-time faculty.[11] Although this paper focuses on equity of part-time faculty engagement and input in shared governance and in working conditions that unions, colleges, districts, and the Chancellor's Office should address, it is imperative to acknowledge that there is another equity lens of the intersectionality of race, ethnicity, socioeconomic status, sexual orientation, immigration status, and other representation within the part-time faculty population.

This paper is divided into several sections. The first section highlights the history, marginalization, and myths surrounding part-time faculty in the California Community Colleges system. The second section describes inequities experienced by part-time faculty. The third section discusses the 2023 part-time faculty survey as it relates to equity issues experienced by part-time faculty. The fourth section describes the role of the ASCCC in supporting part-time faculty as well as its collaborations and partnerships. The last section explores what local academic senates can do to support part-time faculty and provides recommendations and strategies to create welcoming, validating, and inclusive spaces for part-time faculty to participate in shared governance and to feel a sense of belonging at their colleges.

This paper is inspired, informed, and largely written by part-time faculty across our system and addresses ways to engage part-time faculty intentionally and equitably in shared governance locally and statewide.

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[9] https://www.asccc.org/asccc-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-tools

[10] https://www.asccc.org/resolutions/adopt-academic-senate-california-community-colleges-mission-vision-and-values

[11] https://www.asccc.org/asccc-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-tools

History, Systemic Marginalization, and Myths of Part-Time Faculty in the California Community College System (CCC)

History of Part-Time Faculty

Part-time faculty have had a long and storied history in the California Community College system as written in the 2002 ASCCC paper titled Part-Time Faculty: A Principled Perspective[12] which explores the history of part-time faculty and the role of the academic senate.

In 1967, legislation authorized the permanent classification of part-time faculty as temporary employees. This was a year before the formation of the Academic Senate for California Community Colleges (ASCCC).[13] Community colleges in California are open-admission colleges and, in the 1960s and 70s, experienced rapid growth. Dubbed 'part-time,' some faculty were hired to fill in gaps in instruction, allow for additional flexibility in scheduling of classes, and provide special professional or hands-on industry experience. As enrollments grew and funding stagnated and later decreased with the passage of Proposition 13 in 1978, part-time faculty were a cost-efficient way to maintain access by mitigating the costs of instruction.[14] By 1978, a national study showed that part-time faculty outnumbered full-time faculty in all states, sometimes by a two-to-one ratio.[15]

In 1988, AB 1725 (Vasconcellos) passed as a law. It established the expectation that community college districts work towards a goal of having a minimum of 75% of all class hours taught by full-time faculty members. In 2023, a California state auditor's report determined that only 18 of California's 73 community college districts have ever reached the point of 75% full-time faculty. No district has been able to maintain that level for more than a few years and the percentage of full-time faculty overall has continued to decrease.[16] Today the nearly 37,000 part-time faculty continue to be a significant force in community colleges, accounting for two-thirds of instructors.

The following table presents passed legislation that has had an impact on the lives and roles of part-time faculty in California Community Colleges. Many of these efforts have been led by the ASCCC.

1967	Educational Code was amended to authorize part-time instructors classified as temporary if they teach less than 60% of a full-time load
1968	ASCCC Formed

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[12] https://asccc.org/sites/default/files/publications/Part-Time_0.pdf

[13] https://www.asccc.org/papers/part-time-faculty-principled-perspective

[14] https://www.asccc.org/papers/use-part-time-faculty-california-community-colleges-issues-and-impact

[15] https://www.asccc.org/papers/part-time-faculty-california-community-colleges

[16] https://www.auditor.ca.gov/reports/2022-113/index.html

1976	Rodda Act establishing collective bargaining units in California Community Colleges
1978	Board of Governors recognizes the Academic Senate as the representative of local senates and BOG adopted Title 5 regulations allowing part-time faculty to be invited to participate in local senate activities
1988	AB 1725 (Vasconcellos) Community College Reform Legislation established CCC minimum qualifications and declared a goal of classes taught by 75% full time and 25% part-time faculty.
1996	Council of Faculty Organization (CoFO) Faculty Equity Statement[17]
1996	AB 3099 (Campbell) provides some health care funding for part-time faculty
1997	AB 301 (Cunneen) established Part-Time Faculty Office Hour Fund
1999	AB 420 (Wildman) asserted the principles of equal pay for equal work and expanded part-time faculty office hours and health benefit programs.
2001	BOG Policy on Comparable Pay for Comparable Work
2010	AB 1892 (Mendoza) Established the Community College Faculty Health Insurance
2018-2019	SB 840 Budget Act of 2018 (Mitchell) Legislature allocated $50 million annually to districts to hire full-time faculty to increase their percentage of full-time faculty toward meeting the 75 percent full-time faculty target[18]; the Budget Act also included $50 million one-time to compensate part-time faculty for holding office hours
2021-2022	SB 129 Budget Act of 2021 (Skinner) Legislature allocated an additional $100 million annually to increase the number of full-time faculty above the level (Faculty Obligation Number) the district would have hired that year[19] and an additional $100 million ($10 annually) for part-time faculty office hours
2022-2023	Legislature allocated an additional $200 million annually to augment the Part-Time Faculty Health Insurance Program[20]

[17] https://www.asccc.org/papers/part-time-faculty-principled-perspective

[18] https://www.cde.ca.gov/fg/fr/eb/yr18ltr1008.asp; https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB840; https://ebudget.ca.gov/2018-19/pdf/Enacted/BudgetSummary/HigherEducation.pdf

[19] https://www.cde.ca.gov/fg/fr/eb/yr21ltr0811.asp; https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SB129; https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/July-2021/summary-21-22-budget-agreement-a11y.pdf?la=en&hash=5B69F8619DB51FD8C211B1A6A593568CE7023A62

[20] https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SB154; https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/Budget-2022-23/final-22-23-enacted-budget-joint-analysis2-a11y.pdf?la=en&hash=44EB03432EC48768AAF7A88EF5451D1CBFC8E8CB

One recent legislative bill that passed but was vetoed by the Governor is AB 1856 (Medina). This bill was presented in 2022 with an attempt to increase the percentage a part-time faculty can teach to 80-85% of a full-time teaching load. Currently, according to California law, part-time faculty workload in a single community college district can be no more than 67%, or two-thirds, of a full-time teaching load[21].

Systemic marginalization of Part-Time Faculty

Institutional and systemic marginalization of part-time faculty in the CCC is deep and ingrained in our process and policies. The Legislature and the ASCCC have worked to overcome these inequities but the reality is that there is a two-tiered system for faculty in the community college system.[22] Full-time faculty are provided resources, time, space, and opportunities to participate in college and multi-college district activities and governance. They receive paid time to engage in professional development, as well as to engage with students outside of course instruction hours, such as advising clubs. Usually as determined by collective bargaining agreements or policies, part-time faculty have much less access to these resources and opportunities. These discrepancies should concern all faculty.

Even though academic senates do not have purview overcompensation, health care, and assignments for part-time faculty, the lack of resources, access and opportunities for part-time faculty participation in shared governance is an academic and professional matter within the purview of local senates. Especially as part-time faculty are rarely intentionally invited to participate in shared governance at their campus and/or districts, and only as an afterthought with limited terms and even more limited voice. This situation inevitably perpetuates the marginalization of part-time faculty, as they are not present to use their voices and experiences in the larger conversation of equity, diversity, inclusion, anti-racism and accessibility for student completion and success.

There are many well-cited articles on the marginalization of part-time faculty that highlight the scope of the issues they face. In the 2018 ASCCC *Rostrum* article "Supporting Part-Time Faculty for Student Success" [23], the author states that "The success of our students depends on having faculty with tools to help them reach their goals".

Furthermore, in the "The Exploitation and Marginalization of Adjunct and Contingent Faculty" article, part-time faculty are defined as "contingent or adjunct". Childress defines adjunct as "something joined or added to another thing but not essentially a part of it."[24] The term 'contingent,' means "subject to chance; occurring or existing only if (certain circumstances) are

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[21] https://edsource.org/2022/its-time-to-fix-the-two-tiered-faculty-system-at-californias-community-colleges/676699#:~:text=Currently%2C%20California%20law%20limits%20part,that%20of%20full-time%20instructors.

[22] https://patch.com/california/across-ca/its-time-fix-two-tiered-faculty-system-californias-community-colleges

[23] https://www.asccc.org/content/supporting-part-time-faculty-student-success

[24] https://unionpenumbra.org/article/the-exploitation-and-marginalization-of-contingent-and-adjun

the case" ("Contingent").[25] These terms accurately reflect the fragile and tenuous position of part-time faculty in our colleges. As stated above, many of our part-time faculty across all their assignments teach well beyond a "traditional" full load.

Part-time faculty are often hindered in their desire to support students by institutional structures. A recent California State Auditor report (February 2023) identifies several systemic barriers to part-time faculty members' ability to meet student needs when compared to full-time faculty:

1) Part-time instructors are less likely to be compensated for the time required outside of class to develop and enact some recommended high-impact educational practices, which are more likely to engage students— such as being able to walk students through a "warm handoff" to on-campus tutoring services.
2) Part-time instructors are less likely to have office space or compensated office hours, making it more difficult to meet with students outside of class time.
3) Part-time faculty are less likely to be able to dedicate the same amount of time to advising or assisting students with projects outside of the classroom.
4) Part-time faculty may not know their instructional assignments until shortly before the term starts, which may limit their preparation time for course materials.[26]

The subsequent impacts of part-time faculty inclusion and equitable treatment on student success is an academic and professional matter; therefore, it is the purview of local senates with the support of the ASCCC to work collaboratively to support part-time faculty. Developing intentional strategies to include part-time faculty in practices, policies, and shared governance is imperative to move the needle towards closing achievement gaps and increasing student completion and success.

When discussing equitable treatment for part-time faculty, it is important to dismantle the reoccurring myths surrounding their perceived value and contributions to our community college system. Part-time faculty are dedicated to their professions and their students, and many want the time, space, and compensation to actively participate in local college activities and governance.

Myth-Busting of Part-Time Faculty

Myth-busting #1: Part-Time Faculty as a Monolith

Across the CCC system, part-time faculty are also labeled as adjunct, associate, or contingent. Although faculty may be called part-time due to the reality that their load or assignment at an individual college is not full-time, their work is not part-time, and neither is their dedication. There is a myth that part-time faculty members teach as additional employment and most already have full-time employment. The reality is that part-time faculty in the CCC system are not a

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[25] https://www.theatlantic.com/education/archive/2019/04/adjunct-professors-higher-education-thea-hunter/586168/

[26] https://www.auditor.ca.gov/reports/2022-113/index.html

monolith. Some do teach part-time in addition to full-time work, bringing industry experience into the classroom. Others teach a part-time load at one or more colleges and districts. For some, this is necessary as a means of earning income; for others, this is seen as necessary to the pursuit of full-time faculty employment. Some part-time faculty teach part-time loads within multiple colleges and districts, resulting in assignments or loads that add up to more than a full-time faculty load.

This paper discusses part-time faculty in the aggregate, although the reality is that each has a real lived experience that leads them to work in the California Community College System.

Myth-busting #2: Part-Time Faculty Involvement in College Activities

There is also a myth of part-time faculty not wanting to be included in college governance and activities. Many part-time faculty are not able to participate in college committees or activities (extra-curricular, clubs, events, professional learning) due to multiple factors, including systemic restrictions (policies, practices, constitutions, bylaws), lack of compensation for participation, lack of intentional invitation to participate, scheduling conflicts of meeting and activities, need to travel to colleges in multiple locations, and a profound lack of a sense of belonging, validation, and inclusion. Even though these structural barriers are difficult to work with, it is essential to recognize that there are examples of part-time faculty who have overcome barriers by persevering, advocating, and volunteering their time and energy to get involved at a local and/or state level. Their dedication and love for their students, colleagues, and education is the driver for many of these educators, and they will sacrifice in order to make a positive impact in the lives of their students.

Addressing barriers by providing a culture of belonging, validation, and inclusion must be a key part of the effort to actively include part-time faculty in college governance and activities.

Inequities Experienced by Part-Time Faculty in the California Community College System

Laws, structures, and policies have placed significant barriers to CCC part-time faculty becoming full-time faculty and/or engaging fully in the community college system as valued and respected part-time faculty. The following section describes existing inequities experienced by part-time faculty across the State: Terminology Matters, Lack of Progress, Economic Conditions, Vision and Goals, Exploitation, Academic Freedom, Second-Class Citizens, Last-Minute Scrambling, Professional Development, Institutional Barriers and Lack of Progress Toward Equity.

Terminology Matters

Terminology matters to part-time faculty and is a significant factor in the equitable treatment and inclusion of part-time faculty as a valued member of our community college system.

Using the term *part-time* to refer to contingent faculty who work in the California Community College system without any assurance of steady employment might be controversial, given that this term suggests an inaccurate picture of reality. The term *part-time* belies the fact that many are piecing together the equivalent of a full-time position among multiple community college districts. They may be working full-time for the California Community College system, but the individual districts where they work only consider them part-time. Indeed, California law restricts part-time faculty from teaching more than 67%[27] of what a full-time professor would teach in any one district. In recent years, Governor Gavin Newsom has vetoed multiple attempts to raise that percentage[28] to allow more part-time faculty to work at fewer colleges and to qualify for health insurance benefits more easily.

Another term used to refer to part-time faculty, *adjuncts,* also obscures the reality and has fallen out of favor, especially because the word *adjunct* refers to something that's *not essential* but rather *extra*. Yet this class of workers is clearly essential. Contingent "part-time" faculty comprise two-thirds of the faculty[29] work force in California community colleges. Without these workers, the California Community College system would be severely impaired and not be able to achieve its essential mission which is open access to low-cost and life-changing education for millions of Californians.

Even though there are multiple terms used to refer to faculty working under these specific conditions, it has been difficult even among their community to decide on the most inclusive and appropriate terminology as the words '*part-time*', '*contingent*' and '*adjunct*' are understood and preferred depending on the region and the lived experiences of these faculty members. Using any one label might not be reflective of everyone's reality yet for the purpose of providing them a clear voice, ASCCC and the authors use the term "part-time faculty" to denote faculty who are not employed full-time at one community college or district (tenured and untenured) as it is the term used in California Code, Education Code - EDC § 87482.[30]

Nonetheless, much of the language used within community colleges and universities simply refers to "faculty," with the full-time implied. Rarely are both instructional and non-instructional part-time faculty needs addressed in official institutional documentation, such as job requirements and descriptions, learning and professional development opportunities, and even academic senate 10+1 by-laws, reports, and agendas. This has led to feelings of isolation and lack of belonging on these campuses, as well as perpetuating a belief among full-time faculty,

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[27] https://edsource.org/2022/its-time-to-fix-the-two-tiered-faculty-system-at-californias-community-colleges/676699#:~:text=Currently%2C%20California%20law%20limits%20part,that%20of%20full%2Dtime%20instructors.

[28] https://edsource.org/2022/newsom-rejects-second-effort-to-make-more-community-college-adjunct-facility-eligible-for-healthcare/678637

[29]

[30] https://codes.findlaw.com/ca/education-code/edc-sect-87482/#:~:text=(a)(1)%20Notwithstanding%20Section,quarter%20during%20an%20academic%20year.

classified staff, and administrators that part-time faculty are not serious or invested in their careers.[31]

Lack of Progress

Despite efforts from the legislature in the last 20 years, individual community college districts and the system as a whole have not changed the status quo of over- reliance on part-time faculty, often without providing them proper resources, full professional development opportunities, or job and salary security. Concerned that currently the conversion of full-time positions into part-time positions is happening too often and recognizing the necessity that California community colleges have for more full-time faculty to respond to challenges in the future, the state legislature passed Assembly Bill 1725[32] in 1988. This law set a goal that 75 percent of credit hours be taught by full-time faculty. However, a 2023 audit[33] by the state auditor found that "districts overall have not shown substantial progress toward the goal over the last 20 years." Furthermore, it found that "The Chancellor's Office has not created a valid way to measure districts' progress towards the State's 75 percent goal."

The audit[34] also found that, despite the legislature allocating $450 million for full-time hiring in recent years, "Some districts have not properly used the funds for hiring full-time faculty, and the Chancellor's Office does not have a means to monitor districts' use of the funds." Indeed, the audit looked at four districts specifically and found that one district spent money for full-time hiring on part-time faculty and that another left money for full-time hiring on the table. The two other districts studied "could not prove that [funds for full-time hiring] had been used to create new full-time faculty positions." Altogether, the audit suggests that the CCC system as a whole, and individual districts within the system, do not prioritize increasing the full-time faculty workforce, despite multiple legislative attempts over decades to encourage them to do so.

Economic Conditions

The reluctance to transition to more full-time faculty may be due to the fact that part-time faculty cost the college far less than full-time employees. Depending on their collective bargaining agreements, part-time faculty are at a greater risk of being laid off, not being given an assignment, offered little or no compensation for office hours or shared government work, and little or no healthcare or other benefits. Nationally, 25% of part-time faculty rely on government assistance and 45% have delayed necessary healthcare. [35]

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[31] Kathryn Q. Thirolf. (2013) How Faculty Identity Discourses of Community College Part-Time Faculty Change Over Time. Community College Journal of Research and Practice, 37:3, 177-184, DOI: 10.1080/10668926.2013.739511

[32] https://asccc.org/sites/default/files/1988%20AB%201725%20Community%20College%20Reform%20Act%20(Vasconcellos).pdf

[33] https://www.auditor.ca.gov/reports/2022-113/index.html#section1

[34] https://www.auditor.ca.gov/reports/2022-113/index.html#section1

[35] https://www.aft.org/news/report-shows-alarming-poverty-among-adjunct-faculty

As stated in the 2022 article It's Time to Fix the Two-Tier Faculty System at California's Community Colleges,[36] "the average part-time instructor pay rate across the state's 73 districts is about 50% that of full-time instructors. Their discounted wages along with the artificial limitations on their workload can result in an income below the poverty line, which characterizes up to 25% of part-time instructors."

The unpredictability of enrollment and funding may also contribute to an over-reliance on part-time faculty. As an ASCCC position paper on academic freedom notes:

> Funding for the California Community Colleges system has always been unstable, dependent upon state allocations, property taxes, and political will. Overall, the state allocation per student has remained flat over time, and with the 2018 alteration in the system funding formula to include performance-based funding, district budgets have gone through considerable change both in the amount of funding colleges receive and in the predictability of that funding. That uncertainty has only been exacerbated in recent times by the economic fallout caused by a global pandemic.[37]

These economic conditions make a part-time faculty workforce that can easily be hired or laid off more appealing. In the higher education landscape in California, the reliance on part-time faculty stands out. In the California Community College system, which has chosen to "adjunctify" its essential mission more than any other segment of higher education, two thirds of CCC faculty are part-time, while only half of CSU faculty are part-time. At the UC, less than 20% are part-time.[38]

It's no coincidence that the segment of higher education that relies most heavily on part-timers is also the system that receives the least funding per student. The state appropriates around $9,000 per UC student and $8,000 per CSU student, but only about $5,000 per CCC student. In its response to the state audit, the *San Diego Union-Tribune* Editorial Board directs most of the blame for the lack of change toward lawmakers for neglecting the CCC system.

> "Whatever hiring directives the state gives community colleges, the state's funding decisions speak louder than its words. That would not have gone over well at the Capitol. But it would speak to a larger truth that's long been obvious but is rarely spoken aloud: While the California Community College system has far more students, it's less of a priority for most state lawmakers [than] the CSU system and, in particular, the UC

[36] https://edsource.org/2022/its-time-to-fix-the-two-tiered-faculty-system-at-californias-community-colleges/676699

[37] https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf

[38] https://edsource.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835

system. If lawmakers had prioritized this issue, they would have demanded more progress to date — and provided resources to make it happen.[39]

It is also important to note that racially minoritized students disproportionately attend CCC colleges. According to the Campaign for College Opportunity:

> Four out of five African American/Black and Latinx students are enrolled in a CA Community College, compared to three out of four White students, and three out of five Asian American/Native Hawaiian/Pacific Islander . . . These enrollment patterns, when combined with the greater per-student funding provided to the four-year systems . . . create a system that has consistently spent less per African American/Black and per Latinx student than it has for each White student enrolled.[40]

Systemic racism in how California allocates resources to college students is clearly a contributing factor to how the CCC system has come to rely so heavily on part-time educators. Community college student equity and part-time faculty equity are inextricably linked as these institutions serve the largest minoritized student population with the least amount of resources allocated from the State budget. This lack of resources negatively impacts the possibility of hiring more full-time faculty, especially faculty that represents community college students racial and ethnic backgrounds.

CCC Vision and Goals

Former CCC Chancellor Eloy Ortiz Oakley's "signature initiative," the Vision for Success, for the first time laid out an ambitious goal for the CCC system to "reduce equity gaps with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years." The current CCC Chancellor, Sonya Christian, and Board of Trustees are committed to continuing Oakley's equity focus with their new framework, Vision 2030.[41]

Unfortunately, according to CalMatters (2022),[42] the CCC system is not on track to reach its racial equity goals.[43] There are multiple institutional barriers that contribute to racial equity gaps. It is important to highlight the fact that 75% of the faculty workforce at community colleges are hired on a part-time basis which provides them less access to professional development, less opportunity (or compensation) to work with students or participate in shared governance.[44] According to the State Auditor, during Oakley's tenure, the Chancellor's Office told the

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[39]https://www.sandiegouniontribune.com/opinion/editorials/story/2023-03-03/opinion-state-audit-right-to-fault-community-colleges-over-full-time-faculty-levels

[40] https://collegecampaign.org/wp-content/uploads/imported-files/Follow-the-Money-8_5x11-Update.pdf

[41] https://www.cccco.edu/About-Us/Vision-2030

[42] https://calmatters.org/education/2022/10/california-community-colleges-graduation/

[43] https://calmatters.org/education/2022/10/california-community-colleges-graduation/

[44] https://edsource.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835

legislature that "additional funding for full-time faculty could allow districts to convert part-time positions to full-time positions," but this statement does not align with the reality of districts' hiring practices. Although community colleges may hire full-time faculty from the pool of part-time faculty who have taught at the college before, such hirings do not represent the conversion of teaching positions from part-time to full-time, and none of the districts we reviewed have a procedure for converting part-time positions to full-time positions."[45]

In addition, in response to the recent audit, the California Community College Chancellor's Office stated that they cannot encourage districts to move toward the legislature's goal that 75% of instruction be done by full-time employees as "It is not appropriate for the Chancellor's Office to engage in matters of local control and locally negotiated" (59) employment contracts. Nonetheless, the auditor suggests that the Chancellor's office can and should play a larger role in monitoring progress toward the 75% goal but "has not monitored campus spending, developed a suitable metric of full-time faculty instruction, or collected hiring data from the campuses to measure progress."

Perhaps most strikingly, the Chancellor's Office implies in their response to the audit that having more classes taught by full-time faculty wouldn't impact student success. The CO writes:
> "the draft audit report does not include any discussion or analysis of the original intent behind the goal of having 75% of instruction taught by full-time faculty nor does it include consideration of whether data on student outcomes for California Community Colleges is correlated with this goal or related to other factors or components of modern education and student success."

The auditor, in turn, interprets this statement as the CCCCO suggesting "that the Legislature's 75 percent goal may not be correlated with positive student outcomes." [46] Nevertheless, Jeffrey J. Selingo, former editor of *The Chronicle of Higher Education*, writes that "a growing body of evidence indicates that the proliferation of adjuncts is having a negative impact on student success and outcomes. A National Bureau of Economic Research study found that a 10 percent increase in part-time faculty positions at public universities results in a nearly 3 percent decline in graduation rates."[47] One reason could be contact with students. Synthesizing numerous studies, Ernst Benjamin of the American Association of University Professors writes, "faculty involvement with students is a critical factor in student completion and success. Full-time faculty are able to devote substantially and proportionally more out-of-class time to student learning than part-time faculty." He notes how this "over-reliance particularly disadvantages the less-

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[45] https://www.auditor.ca.gov/reports/2022-113/index.html

[46] https://www.auditor.ca.gov/reports/2022-113/index.html#section6

[47] https://www.steelcase.com/content/uploads/2023/01/Future_of_Faculty_Office.pdf

well-prepared entering and lower-division students in the non-elite institutions who most need more substantial faculty attention."[48]

Another important factor is the diminished ability of part-time faculty to connect their students with campus programs and services. A study by Florence Xiaotao Ran and Jasmine Sanders (2019) notes that:

> Results of a survey on faculty professional experiences at the six colleges . . . suggest that part-time faculty had less institutional knowledge than full-time faculty did about both academic and nonacademic services. Given that part-time faculty did not have negative effects on the pass rates of students who did enroll in subsequent courses, it appears more likely that inferior working conditions for part-time faculty, rather than inferior instructional practices, are driving the negative effects on students' subsequent course enrollment.[49]

In other words, part-time instructors seem to be just as pedagogically skilled as full-time instructors. However, because they are not treated equitably and often not made to feel included at the institutions where they work, they are less able to connect their students with services that could help enable their academic success, and, thus, their students are less likely to enroll in subsequent courses.

There is clear concern over the implication that an over-reliance on part-time faculty is not harming student success. In the context of the CCC system, part-time faculty report being disadvantaged in many ways, much of which accords with published research about the negative effects of over-reliance on part-time faculty.

Exploitation

Researchers have expressed varying viewpoints about the exploitation of part-time faculty. Some have argued that concerns about part-time faculty exploitation might be overblown[50], while others contend that part-time faculty labor is clearly exploited.[51] Certainly, some part-time faculty in the CCC system are able to make ends meet, receive healthcare benefits, buy homes, and accomplish other goals that benefit from long-term financial stability. However, this is not the case for many part-time faculty in California.

The alleged exploitation of part-time faculty has led to multiple lawsuits involving several districts and even the California Community College system as a whole. Part-time faculty in the Long Beach Community College District allege "the district illegally forced them to do unpaid

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[48] chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.nccft.org/wp-content/uploads/2020/01/How-Over-Reliance-on-Contingent-Appointments-Diminishes-Faculty-Involvement-in-Student-Learning-Association-of-American-Colleges-Universities.pdf

[49] https://files.eric.ed.gov/fulltext/ED598947.pdf

[50] https://link.springer.com/article/10.1007/s10551-016-3322-4

[51] https://link.springer.com/article/10.1007/s11406-021-00425-4

work outside the classroom such as grading, class preparation and meeting with students."[52] In a separate lawsuit, part-time faculty are suing eight districts as well as the CCC system. These allegations stem from a system for compensating part-time faculty that only accounts for time spent in the classroom and not "for all their hours of work outside of class to prepare their lectures or labs, grade papers and exams, prepare syllabi, email with or talk to their students, and assist in essential departmental activities."[53] Planning, grading, communicating with students outside of class, and other time-consuming activities are required for faculty to successfully do their jobs and to receive the satisfactory evaluations that will allow them to continue doing their jobs in the future. It is often these unpaid out-of-class activities that are critical to supporting the success of their students and to allowing part-time faculty to engage in campus activities, governance, and professional learning with full-time faculty peers.

The logic of pretending that faculty are only working when they are in the classroom can lead to other inequities. Before a law was passed in California forcing districts to reasonably estimate the time part-time faculty spend working for the purposes of Public Student Loan Forgiveness (PSLF), many districts denied eligibility for their part-time faculty. To take an actual example, a part-time English instructor teaching the maximum number of classes in the Los Angeles Community College District was only given credit for working six hours per week. In order to qualify for PSLF by that logic, the part-time English instructor would need to teach 10 classes per semester. A full-time faculty member in this specific college only teaches 4 classes per semester. Therefore, the part-time faculty member would need to do the work of 2.5 full-time faculty members to qualify for PSLF.

Part-time faculty are also potentially exploited by their desire to help students. For example, the reality of spending unpaid time outside of class helping students leaves part-time faculty with the dilemma of wanting to help students unconditionally knowing that their efforts to support student success is not validated and/or compensated.

Another way of exploiting part-time faculty is the idea that being a part-time faculty at a college will increase their chances of obtaining a full-time, tenure-track position. Part-time work is often portrayed as a way to "prove your worth," "pay your dues," or "get your foot in the door," yet considering the ratio of full-time to part-time faculty in the CCC system, obtaining a full-time faculty job is very unlikely for most part-time faculty. Still, faculty seeking full-time positions may perform uncompensated service work for their colleges, such as serving on committees, revising course outlines of record, or serving as club advisors. In contrast to part-time faculty, full-time faculty are paid to do this vital work for the college as it is included in their official job duties. While some colleges might offer compensation to part-time faculty for service work,

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[52] https://edsource.org/2022/long-beach-community-college-adjuncts-sue-over-unpaid-work-hours/669810

[53] https://edsource.org/2022/adjuncts-sue-california-community-college-system-eight-local-districts-over-unpaid-work-hours/680287

many do not. Thus, part-time faculty wishing to increase the odds to obtain a full-time position will ultimately complete service work for free.

Academic Freedom

All faculty, regardless of full-time or part-time status, theoretically have the same right to academic freedom. However, as the ASCCC's 2020 position paper on academic freedom notes, "Academic freedom is preserved and strengthened by the tenure process, which, like academic freedom, exists to ensure the public trust in institutions of higher education and the public servants who work in them. Without the professional security that tenure provides, faculty, their teaching, and their research may be subject to influences that possess motivations misaligned with the stewardship of the public good and the pursuit of truth."[54] The California Community College system, relying as it does on two-thirds of a faculty workforce that are not in tenure-track positions, finds itself in a potentially dangerous position regarding academic freedom.

Take, for example, the systemwide focus on equity exemplified by documents such as the CCCCO's Vision for Success DEI Integration Plan[55] and the ASCCC's Going Beyond Development[56] paper. As scholars such as Estela Mara Bensimon have noted, equity requires "being cognizant of how racism is produced through everyday practices and having the courage to make racism visible and discussable."[57] It is easier to have the courage to make racism visible and question everyday practices with the protection and financial security that tenure affords. Part-time faculty, who are by definition contingent and have no reasonable assurance of future employment, often fear for their job security, leading to a reluctance to do the work it takes to close equity gaps, such as trying innovative pedagogical strategies, questioning long-standing policies and procedures, and openly discussing how institutional structures may contribute to systemic racism.[58] As the ASCCC has said, "Even if some, albeit weaker, form of protection extends to part-time faculty through seniority, rehire rights, or due process rights under law, the pervasive threat of losing employment still [exists], and processes to grieve the encroachment into areas of academic freedom are minimal or nonexistent."[59]

To illustrate the chilling effect of contingency on academic freedom, here's an example based on the actual experiences of part-time faculty: a part-time faculty member wishes to try out an equity-minded grading strategy[60] they learned about in an @ONE course. However, they hear that a full-time colleague in their department, who might be in the position to evaluate that part-

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[54] https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf

[55] https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/5-dei-integration-plan.pdf

[56] https://www.asccc.org/sites/default/files/publications/ASCCC_Position_Paper_2021_ProfessionalDev_220310_epub.pdf

[57] https://rossier.usc.edu/usc-rossier-magazine-fallwinter-2017

[58] https://law.justia.com/cases/california/court-of-appeal/3d/208/635.html

[59] https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf

[60] https://onlinenetworkofeducators.org/course-cards/equitable-grading-strategies/

time faculty member, has vocally denounced equity-minded grading strategies as contributing to grade inflation. If the full-time faculty member could potentially give the part-time instructor a negative review that jeopardizes their career, finances, healthcare, and so on, that instructor might think it better to stick with a form of grading that may be favoring privileged students rather than accurately reflecting student learning.

It is also easy to imagine circumstances in which part-time faculty may be reluctant to criticize long-standing procedures that might be inadvertently contributing to inequitable outcomes for students from minoritized racial groups, given that such criticisms are often perceived as accusations of racism and taken personally.

Second-Class Citizens

While many studies suggest that part-time professors are as effective teachers as full-time professors ("part-time faculty did not have negative effects on the pass rates of students who [enrolled] in subsequent courses"), some continue to view them, or at least treat them, as inferior.[61] Consider the following common occurrences in California community colleges:
- The inferiority or lack of office spaces provided to part-time faculty.
- The exclusion of part-time faculty from department meetings and decision making.
- The lack of compensation for part-time faculty office hours.
- The lack of health insurance and other benefits for part-time faculty.
- Inadequate and disproportionately low representation of part-time faculty in academic senates, unions and college governance bodies.
- Denial of professional development and college governance opportunities to part-time faculty.

All these differences that imply the superiority of one group over the other can lead to harmful psychological adaptations. For example, full-time professors, recognizing the privileges they have, may justify these privileges, rather than confronting the uncomfortable reality that their colleagues are just as good at their jobs but are treated much worse. Conversely, part-time faculty may assume that they are inferior in some way, given that they're treated as secondary and perhaps have been repeatedly rejected when they applied for full-time positions. Or, they might become justifiably outraged or jaded, perhaps numbing themselves in order to cope with the experience of being treated unfairly.

The material conditions of part-time faculty reify the message that part-time faculty are not as good or as worthy as full-time faculty. While this belief is not true, it is difficult to counteract it when there is so much evidence (offices, insurance, money, inclusion, and even refrigerators!)

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[61] https://files.eric.ed.gov/fulltext/ED598947.pdf

that communicate the exact opposite. This second-class status contributes to the lack of connection of many part-time faculty to the institutions where they work.

Last-Minute Scrambling

The way many colleges assign classes to part-time faculty can be discouraging as the classes might be offered at the last minute or taken away right before the beginning of the semester. As a report from the Center for Community College Student Engagement notes, "It is not uncommon for part-time faculty to learn which, if any, classes they are teaching just weeks or days before a semester begins."[62] Unlike full-time faculty, who often have reasonable assurance of the classes they will be teaching well in advance, part-time faculty could be assigned or lose classes up to– and even after–the semester begins.

This situation makes it difficult for anyone to maximize student success. On one hand, part-time faculty could spend uncompensated time preparing to teach a course that is taken away at the last minute. On the other hand, part-time faculty may be financially compelled to accept a class that starts the next day, which could result in less preparation and likelihood to use high-impact practices in their classrooms.[63]

Professional Development

As the Center for Community College Student Engagement notes:

> Decades of research demonstrate the value of professional development. According to Phillips and Campbell, "In a study done at 14 institutions involving over 900 faculty, 61% stated that they had introduced a new technique or approach in their teaching as a result of being involved in [a] faculty development program. Of these, 89% stated that it had improved their teaching effectiveness in some way" (2005, p. 59).

Yet part-time faculty are less likely than full-time faculty to participate in these opportunities.[64] There are many reasons why part-time faculty don't participate in professional development. They may not feel valued or connected to their institutions, they may not be compensated for the training, they might be in a hurry to get to another teaching assignment, or they may not even be eligible to participate. Some colleges may feel like part-time faculty are not committed to their institution, so they should not commit to them. That message is often implicit and becomes a self-fulfilling prophecy. Similarly, a college may say: what if we invest in the professional development of a part-time faculty, and they leave? The better question is: what if you do not invest in their development, and they stay?

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62 https://www.ccsse.org/docs/ptf_special_report.pdf

63 https://www.ccsse.org/docs/ptf_special_report.pdf

64 https://www.ccsse.org/docs/ptf_special_report.pdf

As the Center for Community College Student Engagement puts it:

> To begin, when colleges' commitment to part-time faculty is contingent, the contingent commitment may be reciprocated. For most part-time faculty, both pay, and explicit expectations are low, so the message from colleges boils down to something like this: "Just show up every Thursday at five o'clock and deliver a lecture to your class. Give a mid-term and a final exam, and then turn in a grade, and the college will pay you a notably small amount of money."

> This arrangement essentially turns teaching into a transaction that is defined by a few specific tasks, and there often is no expectation—or even invitation—to do more. Thus, the basics of showing up, teaching a class, and turning in a grade can easily become the full extent of a part-time faculty member's engagement with the college and its students.

Clearly, this is not the relationship institutions need to have with their faculty if the California Community College system is to make progress in closing equity gaps. As researcher L. Dee Fink observes:

> The vast majority of college teachers have had no formal training for the task of designing their courses. Therefore, they follow the common approach of their predecessors: identify the major topics for a given course, determine how much time to spend on each topic, and then prepare a series of lectures and exams on each topic. Unless the teacher has an extraordinary ability to work up highly dramatic presentations, this topic-oriented approach to course design often results in low student engagement and poor performance on course exams.[65]

Professional development helps faculty design better classes and become better instructors to help close equity gaps. The overreliance on part-time faculty who are rarely afforded this training hampers these efforts.

Institutional Barriers and Lack of Progress Toward Equity

Many equity-minded faculty feel the frustration of knowing there is always more they (and their institutions) could do to support students and their academic success. On the curricular level, they could design and pilot self-paced, competency-based classes and programs, revise course outlines of record with equity in mind, and create new classes that meet students' needs. Despite the fact that many faculty can see so many possibilities for how things could be better, service work for the college typically falls on the shoulders of full-time faculty, who, despite their many privileges, are relatively small in number, and thus struggle to make change happen.

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[65] https://files.eric.ed.gov/fulltext/EJ1104478.pdf

Understanding the inequities faced by part-time faculty is fundamental to fostering an equitable and inclusive academic environment. The 2023 ASCCC part-time faculty survey provides a snapshot and understanding of the challenges and concerns that part-time faculty encounter. By reviewing the survey data, we can pinpoint areas where inequities persist and develop targeted strategies and recommendations to address them. In the following section, a summary of the 2023 ASCCC Survey about part-time faculty's lived experiences and demographic data from California Community College Chancellor's Office (CCCCO) is presented.

ASCCC Part-time Faculty Survey and CCCCO Data Summary

In preparation of this paper the ASCCC Part-Time Committee developed an expansive survey focused on the lived experiences of part-time-faculty in the California Community College System. Launched in February 2023 during the ASCCC Online Part-Time Virtual Event, the survey garnered 2,775 responses from across the CCC system. The survey received faculty responses from 67 of the 73 CCC districts. The survey consisted of five sections in the following order:
1. Demographics,
2. ASCCC Professional Development & Learning,
3. Academic Senate (10+1) Question,
4. Collective Bargaining and Assignments,
5. Inclusion and Equity.

These five sections provide insight into who part-time faculty are, what their experiences are, and what their needs are within the purview of ASCCC. Respondents were asked to answer questions from each of the sections described above. Because part-time faculty often teach at multiple schools and have different experiences at different colleges, respondents were asked to answer the questions by focusing on the college they have taught the longest. Once they finished all five sections, respondents had the option to answer the last three college-specific sections with a second college in mind. This made the survey very lengthy. Hence, it is likely that the respondents who had time or motivation to answer the last three sections a second time may not be representative of all part-time faculty. However, the intent was to provide this option to gain an understanding of how part-time faculty judge and fare at different colleges.

The survey consisted of both multiple choice and short response questions, yielding both quantitative and qualitative data. Throughout this paper there will be statistical data from the quantitative data as well as narratives and quotes from the qualitative data. The survey was sent on February 16th, 2023, to ASCCC Part-Time Liaisons, Part-Time Faculty Listserv, Area listservs, Senate President listservs and to the Faculty Association for California Community Colleges (FACCC). The original deadline for the survey was March 3rd, 2023, which was extended to March 14th, 2023. A total of 2811 responses were received, of which, 2155 responses are usable.

One of the major drawbacks of the survey is that it focuses primarily on teaching faculty and is not inclusive of part-time faculty who do not teach. Future surveys need to be more intentional and inclusive of all part-time faculty, including those in non-instructional roles.

The survey data is analyzed for college-specific connections and lived experiences of part-time faculty. Those voices, experiences, and sometimes trauma of part-time faculty will be shared after a review of the California Community Colleges Chancellor's Office (CCCCO) latest data on faculty.

2022 CCCCO Faculty Data Mart Review

There is no easy way to disaggregate part-time faculty in CCCCO Data Mart statistics. Faculty groups are divided into two groups Tenured/Full time and Academic Temporary, which includes part-time faculty as well as temporary full-time faculty. Although non-tenured faculty have similar uncertainty in employment, they do have the benefits of full-time status and benefits. In Fall 2022 there were 53,692 faculty in the California community colleges with thirty-three percent accounting as tenure/full time faculty while sixty-seven percent were in the temporary category.[66]
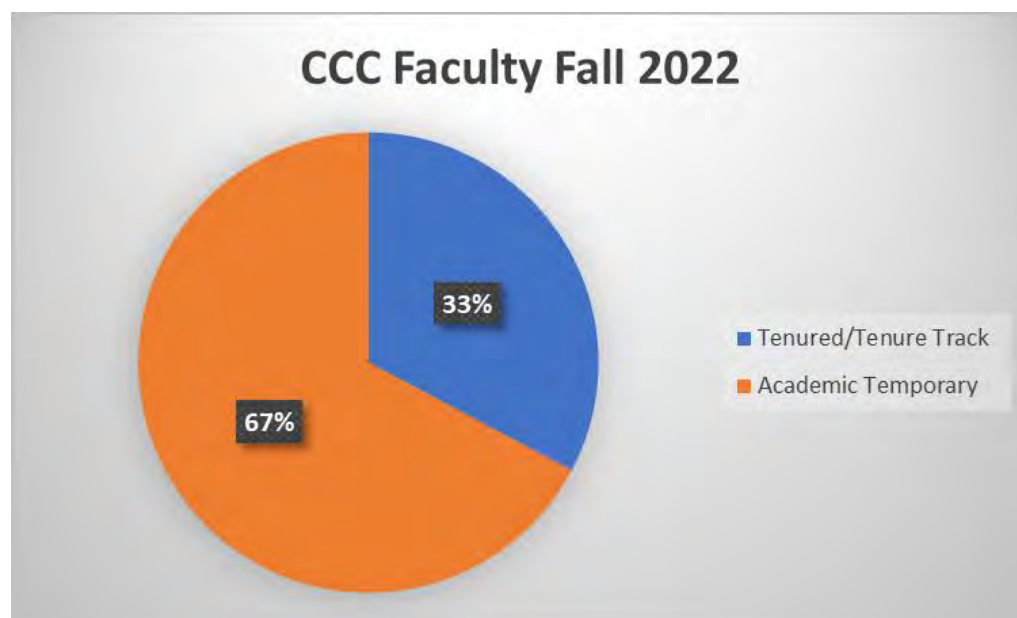
Moreover, the graph below shows that over the past 5 years, the number of people employed as academic temporary faculty dropped 15% due to declining enrollment in the system as well as lingering impacts of the COVID-19 pandemic.[67]

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[66] CCCCO Datamart Annual Statewide Data Report 2022 https://datamart.cccco.edu/Faculty-Staff/Staff_Annual.aspx

[67] CCCCO DataMart Faculty & Staff Demographics 2018-2022 https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

CCC Faculty 2018-2022
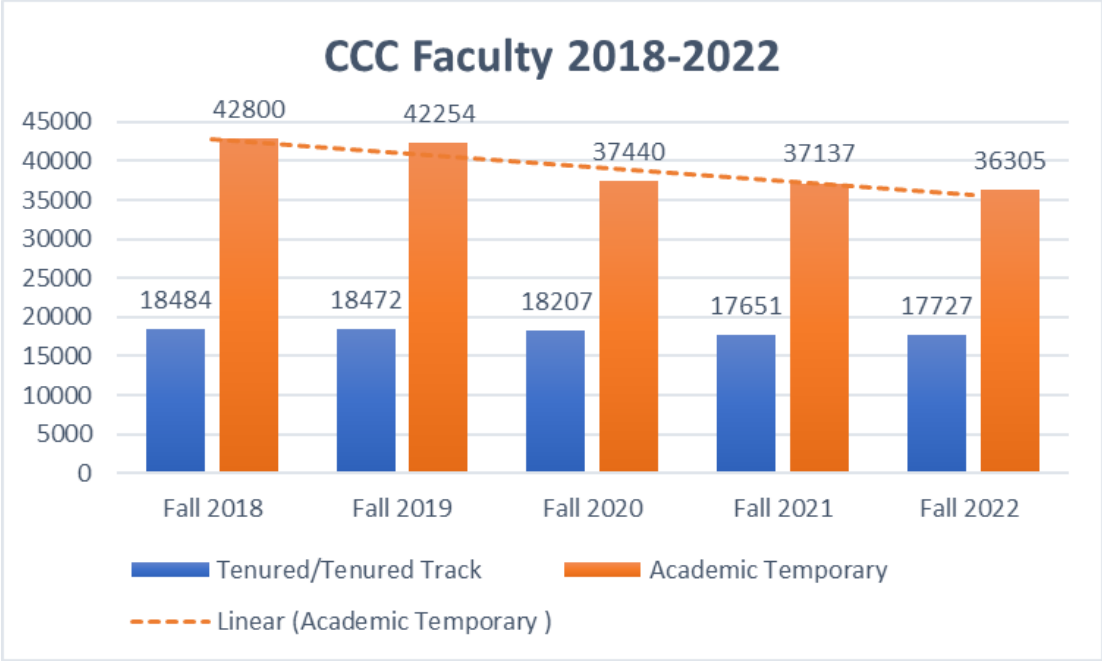
A demographic breakdown shows that there are still gaps in representation between the student population and both tenured/tenure track and academic temporary faculty. The most significant discrepancy is with Hispanic students as they make up 47% of students in the California community colleges, but only 17% of academic temporary and 19% of tenured/tenured track faculty identify as Hispanic. Conversely, White students make up 24% of students, but 50% of faculty (tenured/tenure track and academic temporary) identify as White. American Indian/Native Hawaiian faculty are also underrepresented in both faculty groups. [68]

68

CCC Demographics 2022 Faculty and Students

	African American	American Indian/Alaskian Native	Asian	Hispanic	Multi Etnicity	Pacific Islander	Unknown	White
■ Students	5.37%	3.30%	12.06%	47.01%	4.16%	0.40%	4.88%	24.25%
■ Academic Temporary	5.54%	0.57%	11.01%	17.88%	1.51%	0.47%	9.23%	53.80%
■ Tenured/Tenure Track	6.01%	0.60%	10.78%	19.25%	1.70%	0.50%	5.91%	55.25%

■ Students   ■ Academic Temporary   ■ Tenured/Tenure Track
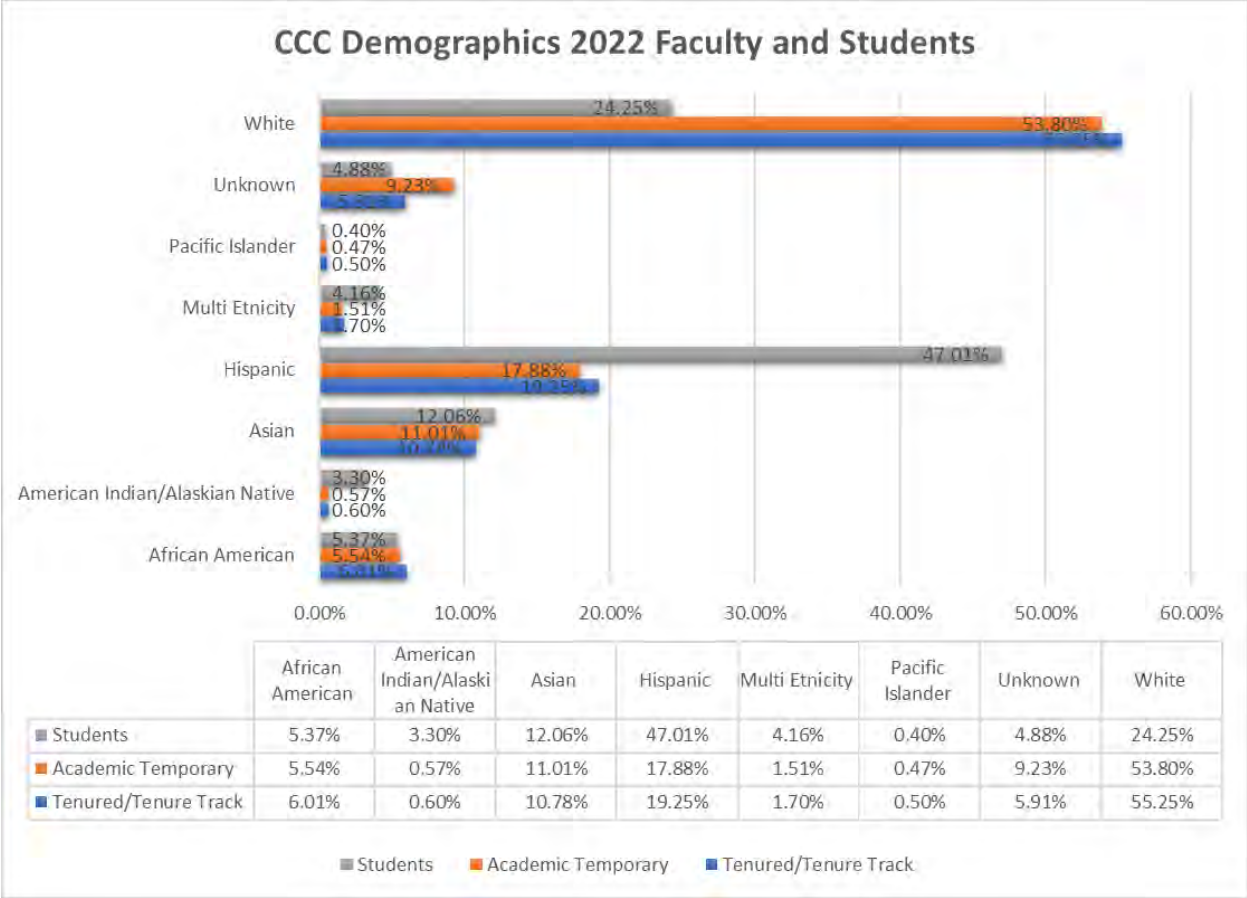
According to research, part-time faculty are paid on average much less than their full-time counterparts. The average pay for part-time faculty in the California Community College System was $19,927 in 2020. [69]

The below chart from Edsource provides average pay for part-time faculty in select districts across California.

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[69]

California Community Colleges average adjunct pay by district

Part-time faculty were paid an average $19,978.7 in 2020

Daniel J. Willis and Yuxuan Xie

District	Average Pay
West Valley-Mission	$35,684
Foothill-De Anza	$30,583
Imperial	$25,044
Chabot-Las Positas	$23,438
Ventura	$22,924
Pasadena	$22,294
South Orange County	$21,970
Cerritos	$21,656
Riverside	$21,609
Coast	$21,534
Yosemite	$21,043
Sonoma County Junior	$21,035
Peralta	$20,928
Glendale	$20,918
San Diego	$20,818
San Luis Obispo	$20,760
Cabrillo	$20,704

Average: $19,979

District	Average Pay
San Joaquin Delta	$19,676
Ohlone	$19,160
Rio Hondo	$18,705
Antelope Valley	$18,687
Kern	$18,611
Los Rios	$18,523
Desert	$18,266
Victor Valley	$17,873
Copper Mountain	$17,042
Palomar	$16,978
Sierra Joint	$16,729
Chaffey	$16,673
Long Beach	$16,464
Hartnell	$15,983
Shasta-Tehama-Trinity	$15,891
West Kern	$15,705
West Hills	$15,610
Merced	$15,437
Barstow	$15,220
Palo Verde	$14,560
Allan Hancock	$14,309
Mt. San Jacinto	$14,258
Siskiyou	$9,979
Lake Tahoe	$8,033

Source: Payroll data from 40 California Community College Districts ; EdSource analysis

EdSource

2023 ASCCC Part-Time Faculty Survey Results

In the following section includes a summary of the ASCCC Part-Time Faculty survey results. First, the participants' demographics will be shown. Second, an analysis will be presented to highlight data relating to thoughts, feelings and other descriptive information shared by participants.

Survey Participants Demographics

The ASCCC 2023 Part-Time Survey asked respondents how they racially identify. Approximately, 69% of respondents identified as White. The second largest racial group is Mexican, Mexican American, Chicano, with 12% of respondents identifying as such. Approximately 4% identify as Black or African American.

The part-time faculty years of experience ranged from beginning (less than one year) to over 50 years. Most of the part-time faculty have between 5 and 20 years of experience. Faculty with over 20 years of experience was 23% (633 responses.) Among this group, thirty-three had between 40-56 years (1.2%) of experience, 147 had between 30 - 39 years (5%), and 452 had 20 - 29 years (16%). This data reflects the longevity of part-time faculty, regardless of the financial and academic challenges.

In the ASCCC Part-Time Faculty survey, we asked participants if they were aware of the role of part-time faculty in their local senate Constitution and bylaws. The charts below provide data on part-time faculty understanding of their role on local academic senates. One of the most startling trends in these answers is the percentage of faculty who are unsure if there are designated positions (41.72%), open positions (60%) and any restrictions to serving (80.45%). This indicates a need for local senates to outreach to part-time faculty members to increase their familiarity with local senate processes, procedures, and opportunities.

Q23. Does your local academic senate have position(s) or seat(s) designated for Part-Time Faculty?		
Answer Choices	Response %	Responses
Yes	56.16%	1286
No	2.23%	51
Unsure	41.62%	953
	Answered	2290
	Skipped	521

Q24. Does your local academic senate have any position(s) or seat(s) which are open to either Full-Time or Part-Time Faculty?		
Answer Choices	Response %	Responses
Yes	35.16%	802
No	4.69%	107
Unsure	60.15%	1372
	Answered	2281
	Skipped	530

Q25. Are there any restrictions placed upon Part-Time Faculty serving on your local academic senate leadership?		
Answer Choices	Response %	Responses
Yes	11.79%	270
No	7.77%	178
Unsure	80.45%	1843
	Answered	2291
	Skipped	520

The ASCCC Part-Time Faculty survey asked faculty about their gross annual income (before taxes and deductions for their teaching responsibilities. The highest percentage of respondents (18.94%) indicated between $10,000-$19,000. A majority of the respondents (61.33%) indicated

they made less than $50,000 annually.[70] Many faculty (37.45% of respondents) are also teaching at multiple colleges, and 65.4% of part-time faculty respondents are also working outside of academia.[71]

Many faculty have worked for years in the California Community College system. 21.4% of survey respondents said they worked 20 or more years as a part-time faculty member. Over half (55.3%) stated they had worked 10 or less years as a part-time faculty member in the California Community College System.[72]

In the following section, this paper summarizes ongoing ASCCC efforts to include, validate and support part-time faculty in practices, policies, shared governance, and decision making across California Community Colleges.

The Role of the Academic Senate for California Community Colleges (ASCCC) and Local Academic Senates in Support of Part-time Faculty

The Academic Senate for California Community Colleges (ASCCC) has its roots in an Assembly Concurrent Resolution adopted in 1963. The resolution required the State Board of Education (which at that time had jurisdiction over community and junior colleges) to establish academic senates "for the purposes of representing [faculty] in the formation of policy on academic and professional matters" (Assembly Resolution 48, 1963). The Community College Reform Act (AB 1725, Vasconcellos), passed by the legislature in 1988, established many new responsibilities for local academic senates and the Academic Senate for California Community Colleges.

The ASCCC is the official voice of California community college faculty in academic and professional matters and is "committed to advancing inclusion, diversity, equity, anti-racism, accessibility, student learning, and student success." The ASCCC acts to:

- Empower faculty to engage in local and statewide dialog and take action for continued improvement of teaching, learning, and faculty participation in governance.
- Lead and advocate proactively for the development of policies, processes, and practices.
- Include diverse faculty perspectives and experiences that represent our student populations.
- Develop faculty as local and statewide leaders through personal and professional development.
- Engage faculty and system partners through collegial consultation.

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[70] ASCCC Part-Time Faculty Survey 2023 (Q4)

[71] ASCCC Part-Time Faculty Survey 2023 (Q6)

[72] ASCCC Part-Time Faculty Survey 2023 (Q19)

Local academic senates serve a unique role on our California Community College campuses. Academic senates are the primary way the faculty engage in local, district, and state participatory governance and work closely with administrations on academic and professional matters. Academic senates achieve this by offering the administration recommendations, guidance, perspective, and feedback as the college makes important decisions on how it does support students.

The California Code of Regulations (Title 5) Section 53200, which carries the weight of the California Education Code (law), bestows the functional primacy of Academic Senates to make recommendations concerning academic and professional matters and in part (C) of Section 53200, lists 11 academic and professional areas in which the Academic Senate has this primacy. The ASCCC refers to these areas as the "10+1." Decisions made at colleges are driven through processes implemented via college decision-making committees.

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

    +1 Other academic and professional matters as are mutually agreed upon between the governing board and the academic senates

As mentioned above, the ASCCC is the official voice of all faculty in regard to academic and professional matters. In references, publications, and presentations, the ASCCC rarely distinguishes between full and part-time faculty as the 10 +1 applies to all faculty. Even if there is no distinction, there is an acknowledgment that the access to and participation in the areas of the 10+ 1 are different for part-time faculty, and their voice needs to be elevated.

Expanding the Role of Part-Time Faculty in the ASCCC

At the ASCCC 2023 Spring Plenary Session, a resolution (1.01 S23 Add a Part-Time Executive Committee Member)[73] was put forth to add that voice to the ASCCC Executive Committee intentionally.

> *1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee*
>
> *Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty as demonstrated in resolutions[74] and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the inclusion, diversity, equity, antiracism and accessibility commitment of the ASCCC;*
>
> *Whereas, Resolution S96 01.05[75] called for the Academic Senate for California Community Colleges (ASCCC) to develop a proposal to ensure participation of part-time faculty on the Executive Committee, and a paper titled Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges, developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, recommended several changes to the ASCCC bylaws to allow part-time faculty to run for election, yet the paper fell short of "assuring participation on the Executive Committee";*
>
> *Whereas, Since the 1998 paper Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges[76], only one known part-time faculty member has successfully run for a seat on the Academic Senate for California Community Colleges (ASCCC) Executive Committee, showing that changes to the bylaws alone will not ensure that a part-time faculty voice will be included on the ASCCC Executive Committee and that significant barriers still exist to part-time faculty running for election, including the qualification requirements; and*
>
> *Whereas, According to the California Community Colleges Datamart Dashboard, in Fall 2022 part-time faculty— labeled as "academic, temporary" in Dashboard[77]— made up approximately 67% of the faculty workforce encompassing over half of the faculty in the California Community Colleges system, and part-time faculty are important voices that are currently not represented on the ASCCC Executive Committee;*

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[73] https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee
[74] Resolution F95 17.02 Part-time Faculty Involvement in Local Senates: https://www.asccc.org/resolutions/part-time-faculty-involvement-local-senates.
[75] https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee
[76] [2] Resolution S96 01.05 Participation of Part-time Faculty on the Executive Committee: https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee.
[77] [4] California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. "Faculty & Staff Demographics Report." Retrieved March 10, 2023, from https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx. Data table can be found at https://drive.google.com/file/d/10PwvOLbRqIyPoF-qvU_Az70_ecs4KnNn/view?usp=sharing.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its bylaws to create a fifteenth elected member of the Executive Committee as a designated at-large part-time faculty member and review policies to support part-time faculty's ability to run for the ASCCC Executive Committee, and that these changes be brought for a vote by the 2024 Spring Plenary Session;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.

Currently the ASCCC Executive Committee includes fourteen elected positions (President, Vice President, Secretary, Treasurer, 2 South, 2 North, and 2 At-Large Faculty Representatives, and Representatives from 4 Areas). Part-time faculty have always been eligible to run for the executive committee. In 1996 there was resolution[78] and later a paper (1998) to address the *Participation of Part-Time Faculty on the Executive Committee of the Academic Senate for California Community Colleges.*[79] In the 25 years between the paper and the 2023 resolution, only one part-time faculty member has succeeded in running for and being elected to the executive committee.[80]

The 2023 Resolution passed by a required 2/3rd majority (per rules for reversing a previous position, which had deemed a unique part-time position unnecessary). With the passage of this resolution, the ASCCC will be tasked with revising its bylaws and sending them for approval of the body to add this position to the Executive Committee and provide support to interested faculty. The resolution also asks for the ASCCC to review the eligibility requirements for eligibility to run for an Executive Committee Member. With this future potential addition of an intentional part-time faculty member to the Executive Committee, the voice and experiences of part-time faculty would be elevated and highlighted.

Besides making intentional efforts to increase part-time faculty participation at the executive level, ASCCC has many initiatives to support, advocate and uplift part-time faculty voices such as the ASCCC Part-Time Faculty Committee, ensuring part-time faculty participation in all ASCCC standing committees, and the request that all colleges identify an ASCCC Part-Time Faculty Liaison. The ASCCC used to have a part-time caucus, however, due to inactivity for a period of 5 years it has been terminated per ASCCC processes. Nonetheless, a part-time caucus can be restored if there is interest in filling out a new application on ASCCC website.

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[78] https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee
[79] https://www.asccc.org/papers/participation-part-time-faculty-executive-committee-academic-senate-california-community
[80] Per discussion with ASCCC Executive Director 2023

ASCCC Part-Time Faculty Committee

This committee provides recommendations to the Executive Committee on academic and professional matters that affect part-time faculty members. The committee recognizes that part-time faculty comprise a significant number of California community college faculty and serve disproportionately impacted students. The committee advocates for diverse part-time faculty colleagues, ensuring their access to professional and leadership development offerings and shared governance opportunities at the local and statewide levels. The part-time faculty committee collaborates with the ASCCC to develop and provide professional learning opportunities where part-time faculty gain additional insight on issues germane to academic and professional needs. The committee is also focused on promoting diversity within part-time faculty pools to have educators reflect the student population and further commit to empowering part-time faculty voices who have been historically excluded, such as colleagues of color.

The ASCCC Part-time Faculty Committee consists of California Community College part-time faculty across the state. The leadership of the committee consists of two current ASCCC Executive Committee members who are appointed to facilitate the ideas, goals, and activities of the committee, empower the part-time faculty committee members, and, most of all, advocate for the committee to the ASCCC Executive Committee.

ASCCC Part-time Faculty and Statewide Service

Besides encouraging part-time faculty participation on the Part-Time Faculty Committee, the ASCCC encourages part-time faculty to apply to serve on any or all committees. ASCCC intentionally creates committees to bring in multiple voices looking for diversity in employment status, race/ethnicity, gender, age, sexual orientation, geography, (dis)abilities, immigration status, college and district size, personal experience and more. Each year, a call is put out for faculty to volunteer for statewide service. ASCCC appoints faculty throughout the year to ASCCC and CCCCO committees and workgroups. To be selected to serve, faculty must annually fill out the ASCCC Volunteer Application to Serve on the ASCCC website.[81] Data on the purposeful diversity of appointed committee members is gathered yearly by the ASCCC Executive Committee. This could be a model for local academic senates when they appoint faculty to participate in local and district committees, task forces, and hiring committees.

ASCCC Part-Time Faculty Liaisons

In Spring 2022 a resolution (17.02 S22) passed to increase part-time faculty representation and communication through local Part-Time Faculty Liaisons. Therefore, the ASCCC created the role of a Part-Time Faculty Liaison with the goal of "…focusing on issues related to part-time faculty in the California Community College System. Part-Time Faculty Liaisons may consider

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[81] https://www.asccc.org/content/new-faculty-application-statewide-service

sharing information with faculty on creating and maintaining responsive and system-wide portable curriculum, programs, and degrees, professional learning opportunities and part-time faculty participation in governance, committee service, and other leadership opportunities, with a focus on Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA)." Liaisons are identified by local academic senates and can be a conduit for information from the ASCCC on part-time matters. The ASCCC also appoints faculty, including part-time faculty, to serve as liaisons to various statewide initiatives, workgroups, committees, and task forces to ensure that their interests are represented. [82]

Expanding the Role of Part-time Faculty in the ASCCC Through Collaboration and Partnerships

The ASCCC has a long history of working with faculty groups on common part-time faculty issues including working with collective bargaining units and the Faculty Association of California Community Colleges (FACCC). The ASCCC formally works with these groups through the Council of Faculty Organizations (CoFO) on common issues under academic and professional matters and overlapping purviews.

Collective Bargaining Units (CBU) /Unions

Although academic senates and CBUs each have their distinct purviews, there are areas of overlap. These areas often overlap in the areas of compensation and working conditions for part-time faculty to participate in academic senate/college activities and governance. The role of the CBU is to negotiate time, space, and/or compensation for faculty to be involved in college roles. It is important for local academic senates to have continued dialog with part-time faculty on their concerns and ongoing communication with CBUs to work collaboratively to support faculty in their shared purview areas.

The 2023 ASCCC part-time faculty survey asked several questions related to CBUs, even though there is no intent in this paper to make recommendations on any CBU purviews (e.g. workload, compensation). The survey found that 72% (1,634 people) of respondents are members of a union, while 18% are not, and 8% are not sure. Of respondents who are part of their union, in response to a question on what degree they feel their union representatives understand their unique needs as part-time faculty, 9.44% of the 1557 respondents believe that their Union does not understand their needs as part-time faculty, 20.04% answered that the Union completely understands and advocates for their needs. Further, 21.39% said their Union somewhat understands their needs, 27.23% say the Union understands their needs, and 21.90% responded that their Union strongly understands their needs as part-time faculty members.

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[82] https://www.asccc.org/part-time-faculty-liaison

Q29. To what degree do you feel your union representatives understand your unique needs as part-time faculty?				
Does not understand my needs as Part-Time faculty	Somewhat understands	Understands	Strongly understands	Completely understands and advocates for your needs as Part-Time Faculty
9.44%	**21.39%**	**27.23%**	**21.90%**	**20.04%**
147	333	424	341	312
			Answered	1557
			Skipped	1254

With these findings, it is important to recognize that there is still work to do in strengthening the collaboration between unions and academic senates to better understand part-time faculty unique needs and to continue to advocate for equitable treatment. This partnership ensures that part-time faculty members are adequately represented, their concerns are addressed in negotiations, and that there is trust and inclusivity within the faculty community.

Faculty Association of California Community Colleges (FACCC)

The Faculty Association of California Community Colleges (FACCC) is a faculty membership organization that advocates for community college faculty. Their mission is to "To inform, educate, empower, and advocate for faculty in service to students and the communities of California".[83] The ASCCC's long history of collaborating with FACCC is detailed in a Rostrum article from 2019, "The ASCCC-FACCC Connection: A History of Cooperation and Support". [84] FACCC has a commitment to "prioritize ways to improve working conditions for part-time faculty in the California Community Colleges while supporting the full inclusion of non-tenure track faculty in the collegiate community, including a democratic voice in governance activities and access to professional development opportunities."[85] FACCC has a *FACCC Statement of*

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[83] https://www.faccc.org/mission

[84] https://www.asccc.org/content/asccc-faccc-connection-history-cooperation-and-support

[85] https://www.faccc.org/part-time-faculty

Philosophy and Standards of Employment for Non-Tenure Track Faculty (Part-Time Faculty)[86]
and is in the process of advocating for a one-tier faculty system. A one-tier faculty system refers
to a structure where there is no hierarchical distinction between full-time and part-time faculty
members in terms of roles, responsibilities, or privileges within the institution. Instead, all
faculty members, whether full-time or part-time, are treated equally and share similar
responsibilities. https://cpfa.org/one-faculty-a-shifting-conversation/

In addition to these resources, FACCC advocates for part-time faculty. Over the past few years,
FACCC has sponsored multiple legislative bills. Their yearly legislative priorities can be found
on the FACCC website.[87] In 2023, they sponsored bills AB 260 (Santiago)[88] on pay equity, AB
1190 (Irwin)[89] on part-time office hours, and AB 1956 (Medina)[90] on increasing the percentage a
part-time faculty can teach to 80-85%. Part-time faculty can become a member of FACCC at a
prorated rate. FACCC also has a specific part-time committee that "analyzes and recommends
legislation affecting part-time faculty; organizes and presents workshops on part-time issues; and
provides insight to the FACCC BOG on specific part-time issues."[91] The sign up for committee
service is through their committee interest form on their website. [92]

Council of Faculty Organizations (CoFO)

Leaders of faculty groups (ASCCC, FACCC, and collective bargaining units including CCCI,
CCA/CTA, and CFT) meet monthly to discuss shared issues and concerns. One of the significant
outputs of this collaboration was the COFO Faculty Equity Statement, which was adopted by the
ASCCC in 1996. It states:

We, the members of the Council of Faculty Organizations (COFO), recognize that the part-time
and full-time faculty members of the California Community College System share common
professional interests. The core of this common interest is our responsibility to provide
educational opportunities of the highest quality to our students. To accomplish that purpose full-
and part-time faculty must communicate effectively with each other, share institutional
responsibilities and rewards, and create an academic community that is based on mutual
respect. Part-time faculty must be recognized as competent, responsible and productive members
of a distinguished and honorable profession. At the present time, these conditions do not
uniformly exist in the community colleges of California.

Providing students an excellent education and instituting fair working conditions for part-time
faculty are complementary objectives. To this end, COFO supports the right of part-time faculty

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[86] https://www.faccc.org/part-time-faculty
[87] https://www.faccc.org/legislative-priorities
[88] https://ctweb.capitoltrack.com/public/publishbillinfo.aspx?bi=svPpGuqc8%2bP6q97Ku0DZBKgcPt7dNET%2bL8Z4VfBmBeA0ZG0HrbCuz04evLiR8fW0
[89] https://ctweb.capitoltrack.com/public/publishbillinfo.aspx?bi=rogYMFqFnTK%2bJ3Lj%2fVxQY42Ny8UeH8d1k5WOnc%2bedk6kYnSEH5wygIxctLEJNLBM
[90] https://trackbill.com/bill/california-assembly-bill-1856-community-colleges-part-time-employees/2221282/
[91] https://www.faccc.org/part-time-committee
[92] https://www.asccc.org/content/new-faculty-application-statewide-service

to participate in organizations and activities that shape the direction of the individual community college. All faculty should participate in departmental functions, assume organizational responsibilities, and contribute to the general well being of the institution.

Full- and part-time faculty are required to meet the same minimum qualifications for employment and should be hired and evaluated using comparable processes. Students should have reasonable access to all faculty members both full- and part-time. Since full- and part-time faculty have the same responsibilities to students, part-time faculty members should have the same support services, office space, choice of educational materials, and opportunities for professional development as their full-time colleagues.

Part-time faculty should be accorded fair compensation, professional respect and due process. It is the recognized role and responsibility of individual bargaining agents to make the contractual gains that will benefit part-time faculty which in turn will improve the educational quality of the institutions that employ them. However, we, the representatives to COFO, urge support for the following rights for part-time faculty: pro-rata pay, contractual considerations for full-time positions, health benefits, seniority on rehire rights, paid office hours, legitimate STRS pension opportunities and true professional status relating to teaching and learning issues.

We view the need for improving these conditions as self-evident, and we are confident that better communication and mutual respect between full- and part-time faculty, as well as frank discussions of these labor and educational issues, will lead to changes that will benefit community colleges and full-time faculty as well as the part-time faculty who are directly affected.[93]

Even though intentional efforts have been made by several faculty organizations to elevate and support part-time faculty voices and participation in shared governance and decision making, not enough progress has been made in the past two-plus decades to make this 1996 vision a reality for part-time faculty in the California community colleges.

In the April 2018 Rostrum article "Supporting Part-Time Faculty for Student Success", author Sam Foster, former Part-Time Faculty Committee chair, identified four areas for immediate support to part-time faculty.[94]

- **Onboarding Part-Time Faculty**- support part-time faculty in understanding campus infrastructure, policies, procedures, and resources. Create space and time for introductions, information, and questions. Include, if possible, a single point of contact for ongoing support.

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[93] https://www.asccc.org/papers/part-time-faculty-principled-perspective
[94] https://www.asccc.org/content/supporting-part-time-faculty-student-success

- **Curricular Guidance in Content Area**- support new and continuing part-time faculty by including them in department conversations on instruction, departmental standards, and curricular changes/updates. Departmental mentorships are recommended.
- **Integrating into the College Culture**- create space, time, and intentional invitations to part-time faculty to be included in college activities. Provide leadership opportunities to part-time faculty to take a role in the culture of the college.
- **Professional Development**- Ensure that part-time faculty are included when developing professional development. Create purposeful professional development to address part-time issues. Actively promote and market professional activities to part-time faculty. [95]

These and other strategies are aligned with the role of faculty in local academic senates, in increasing student success, and in helping students achieve their goals. Local academic senates are also encouraged to designate a local Part-Time Faculty Liaison to the ASCCC to participate in professional learning opportunities and to share ASCCC communications with their college's part-time faculty. Local senate leaders are encouraged to identify these liaisons in the ASCCC college directory. Part-time faculty are also encouraged to sign up for the ASCCC Part-Time Listserv[96]. Local senates should evaluate their own inclusion of and support for part-time faculty. Appendix 1 provides a list of questions local senates can use to support part-time inclusion in local senate discussions and actions. Additional faculty resources for individual faculty and senates can be found in Appendix 2.

What Can Local Academic Senates Do To Support Part-Time Faculty?

In the past few years, there have been noticeable efforts from some California community colleges to support equity and inclusion of part-time faculty in participation and decision making. For example, in the Fall of 2020, Palomar College's Faculty Senate created and disseminated a survey examining equity and inclusion for part-time faculty.[97] This anonymous survey was sent to all faculty of the single-college district, both full and part-time. 167 faculty responses were received, including 38 from full-time faculty; given employment data, this response rate was 13.5% for full-time faculty and 20.8% for part-time faculty.[98] Information gathered from the survey informed a report to the Faculty Senate, "Summary of Findings: Equity and Inclusion for Part-Time Faculty Within Departments and the College," and led to a follow-up survey and report from the college's faculty union regarding specific union-related issues.

The "Summary of Findings" revealed the stark discrepancies in equity and inclusion among the college's faculty and provided the impetus needed to move the faculty from conversation to action. In the years following the initial survey and findings, Palomar College's faculty senate

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[95] https://www.asccc.org/content/supporting-part-time-faculty-student-success
[96] https://www.asccc.org/sign-our-newsletters
[97] https://go.boarddocs.com/ca/pccd/Board.nsf/files/BW74KU0BFB0A/$file/Exhbit%201%20-%20Summary%20of%20Findings%20-%20Equity%20and%20Inclusion%20for%20PT%20Faculty.pdf
[98] https://www.palomar.edu/irp/wp-content/uploads/sites/238/2023/05/FactBook-Proof-Copy-Final.pdf

and faculty union have worked together with the district to advance part-time faculty equity and inclusion:

- Office hour pay was increased from $55/hour to the faculty's non-instructional rate.
- Increase in number of paid office hours to 1.5x unit teaching load.
- Increase in the number of paid committees for Part-Time faculty service.
- Pay for service on committees increased from $15/hour to the faculty's non-instructional rate.
- Inclusive language for departmental bylaws drafted by Faculty Senate.
- Immediate institution of healthcare for Part-Time faculty in Spring 2023 following statewide legislative adoption
- Creation of a union-funded Parity Project team to research and advocate for parity for part-time faculty.

While much has been achieved at Palomar College over the course of three years, parity for part-time faculty has yet to be reached. Misconceptions still remain among some tenured full-time faculty that part-time faculty are not as dedicated to the profession nor the college and thus are not deserving of equitable treatment. Part-time faculty remain compensated at 30-45% of their full-time colleagues pay even when teaching a 67% load.

Local academic senates can make cultural and systemic changes to include part-time faculty in college governance and areas of the 10+1. To do this, it will be important for the local senate to review its policies and practices to break down any intentional or unintentional barriers to part-time faculty involvement. It is important for local senates to review their local constitutions and bylaws to see what they say about part-time faculty involvement and make revisions if needed to support equitable inclusion.

Many local academic senates have one or two designated positions for part-time faculty on their senates. For example, in the Skyline College Academic Senate Bylaws of 2021, Sec Section 3.01 B, Academic Senate Membership, it is stated that "Adjunct senators will be elected by and from the adjunct faculty at Skyline College. The number of adjunct senators will be equal to that of the largest division (ex., If SMT is the largest division with four senators, then there will be four adjunct senators)."[99] Other senates may include them in departmental representation.

Furthermore, some colleges, such as City College of San Francisco, do not differentiate between part-time and full time faculty when providing access to professional development, reassigned-time coordination, and other shared governance opportunities, such as serving on academic senates and senate subcommittees. Some colleges when discussing "faculty" automatically include all faculty, including part-time and non-instructional faculty. In addition, many colleges

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[99] https://www.skylinecollege.edu/academicsenate/bylaws.php

like Peralta Community College have worked with their union (Peralta Federation of Teachers (PFT) to provide pay parity for its faculty members.

At Folsom Lake College (FLC) in Los Rios Community College District, the academic senate passed a resolution which was later supported by their district academic senate for implementation. Importantly, the local and district academic senates collaborated with the Los Rios Colleges Federation of Teachers throughout. Regular meetings are held between the academic senate and union to discuss matters of mutual interest, and these meetings were used to make sure the union was aware of the resolution and its progress at the senates. By taking this collaborative approach, the union then used the resolution to support discussions during contract negotiations. The result was a recently-approved provision that compensates, as close as possible to a faculty member's pay step, part-time faculty for up to 27 hours of college service and professional development per academic year. This compensation can be earned in addition to previously-negotiated compensation for part-time faculty to serve on the Academic Senate or Curriculum Committee and it was also separate from compensation for part-time faculty to hold office hours.

Similarly to the efforts of other colleges and district academic senates, the San Diego City College Academic Senate intentionally advertises in their communication that their Union (The American Federation of Teachers Guild (AFT), Local 1931) negotiated a budget to pay part-time faculty for any committee work as well as participating in shared governance. For example, when making calls for faculty applications to do committee work, the following paragraph is included: "Part-time faculty who are recommended by the Academic Senate President and approved by the part-time faculty member's appropriate manager to perform participatory governance committee service shall be compensated for such service. Funding will be provided from an AFT established allocation derived from its share of the Resource Allocation Formula." In addition, the San Diego City College Academic Senate increased part-time faculty participation by formalizing the role of an elected Part-time Faculty Officer as a member of the Executive team (2 year terms) and the role of school senators representatives (2 year terms). Thus, each school at this college has a right to elect a part-time faculty voting member as a senator to represent their voice and advocate for their faculty needs.

Another intentional effort to validate and be more inclusive of part-time faculty at San Diego City College, was to amend the Academic Senate bylaws by changing the word "adjunct faculty" to "part-time faculty" as this was stated to be important to them. Other community colleges, such as MiraCosta Community College refer to part-time faculty as "associate faculty". Furthermore, the San Diego City College Academic Senate has worked diligently with their college administration and their union to make sure part-time faculty have equitable opportunities to learn, grow as a leader and be involved in the campus community. There are mentorship programs as well as professional development opportunities geared towards part-time faculty as well as paid opportunities such as being the chair of the Accreditation Committee and/or being

the Faculty Assessment Coordinator. Lastly, the San Diego City College Academic Senate is intentional in making sure there are equitable opportunities for part-time faculty to attend conferences. Their senate has advocated for and sponsored part-time faculty to attend the ASCCC plenaries, the ASCCC Faculty Leadership Institute, and other leadership events.

While the efforts by many community colleges to create equitable conditions for part-time faculty are commendable, Gavilan College led by example by electing a part-time faculty in August 2021 to be their Academic Senate president. Gavilan College's intentional effort to create equitable opportunities fosters a sense of collaboration, mutual respect, and shared responsibility among all faculty members within their institution, regardless of their employment status.

Any efforts to create equity by strengthening part-time faculty rights and roles in governance emphasize the importance of recognizing the contributions and expertise of all faculty members in fulfilling the mission of the California Community Colleges. By understanding part-time faculty unique needs and current treatment, we can advocate more effectively for policies and practices that promote fairness, respect, and inclusivity. To address the inequities experienced by part-time faculty it is critical to implement targeted recommendations to foster equitable treatment and support for this vital community of educators.

Recommendations

ASCCC Recommendations to Local Academic Senates

- Create intentional professional learning and engagement strategies to specifically support part-time faculty.
- Ensure that part-time faculty are included when developing professional development.
- Review local policies, procedures, handbooks, constitutions, and bylaws to identify and address real or implied barriers to part-time faculty participation (ie: shorter terms) and engagement in college governance and activities.
- Intentionally invite part-time faculty to participate in meetings and shared governance opportunities. (For example, include part-time faculty as senators in local Academic Senates).
- Encourage part-time faculty members to run for executive committee roles and serve on ASCCC statewide committees (for example, ASCCC Exec Committee, ASCCC Part-Time Faculty Committee, Part-time Faculty and Statewide Service, and the ASCCC Part-Time Faculty Liaisons).
- Engage locally with or survey local part-time faculty about how they feel about inclusion and equity, preferred communication, and professional development needs.
- Review local policies on academic freedom to ensure protections for part-time faculty and provide local professional development on academic freedom.

- Onboard part-time faculty and provide ongoing support for part-time faculty by creating a welcoming and validating environment to increase a sense of belonging.
- Support part-time faculty to familiarize themselves with their collective bargaining agreement to learn their rights and compensation opportunities to do shared governance work.
- Provide leadership opportunities to part-time faculty.
- Create incentives for part-time faculty to participate in local academic senates (financial, merit, acknowledgement.)

Recommendations for the ASCCC

- Work with the California Community Colleges Chancellor's Office to create a dedicated part-time faculty data element to better understand the number and impact of part-time faculty.
- Work with partners to revisit the CoFO Faculty Equity Statement including an update, re-commitment to the principles, and action plan to support change.
- Increase communication and dialog with ASCCC Part-Time Liaisons.
- Review policies and opportunities for part-time faculty involvement in ASCCC committees and the Executive Committee.
- Work with system partners (including FACCC and CBUs) to identify shared areas of advocacy.

Recommendations for Working with the Chancellor's Office

- Play a leadership role in reducing the system's over-reliance on part-time labor.
- Collect and share data to better understand part-time faculty's experiences.
- Acknowledge the connection between part-time faculty equity, racial equity, and student success.
- Add data element for Part-Time Faculty to access data on part-time faculty trends.

Conclusion

It will take a collective effort of all faculty in the California Community College system to address the equity barriers for part-time faculty and to ensure positive outcomes for students. Students' success increases when they have more access to faculty who represent them and are vested in the college. Part-time faculty deserve validation, belonging, and compensated opportunities to be available to students–not only inside of the classroom but also by engaging, mentoring, and coaching students outside of the classroom as well.[100]

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[100]

Moreover, part-time faculty voices and participation in shared governance committees and decision-making at their colleges and districts is crucial in the transformation of our educational system for a more just and constructive society for all. The trauma to our part-time faculty is real, and their work and lived experience and intersectionality as a highly diverse group need to be acknowledged and valued. Not doing so reinforces inequities both within the education system and within society at large.

At the state and local levels, the ASCCC and local academic senates can take purposeful and intentional steps to align IDEAA principles of Inclusion, Diversity, Equity, Anti-Racism and Accessibility in our interactions with part-time faculty and our evaluation of institutional structures. This work will also require collaboration and partnership with other faculty organizations, administrative leaders, unions, and the Chancellor's Office. Many of these proposed system improvements will not only make part-time faculty more visible and improve their experiences but have the potential to improve the workplace for all.

Appendices

Appendix 1 - Questions for Local Academic Senates

Aligned with the 10+1 there are many ways to structurally and systemically support and enhance the role of part-time faculty. Below are questions for local senates to ask about purposeful inclusion. Each college and senate have different processes and cultures, but each should be discussing the role of part-time faculty.

Curriculum

- What role do part-time faculty play in reviewing or recommending curriculum through curriculum committees?
- Does the college have processes to include part-time faculty in curriculum and program development?
- How can part-time faculty support the development of a culturally responsive curriculum?

Program Review

- Are part-time faculty invited to contribute to area program reviews?
- Do part-time faculty know what is in the area program review?
- Are part-time faculty involved in data analysis and discussions?

Outcome Assessment

- Are part-time faculty supported in outcome analysis?
- Are part-time faculty included and compensated in the creation of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Student Service Area Outcomes?
- Are part-time faculty invited into discussions on outcome assessment?

Equivalency

- Are part-time faculty supported in equivalency petitions?
- Are part-time faculty provided professional development on the equivalency process?

Professional Learning

- Are part-time faculty eligible for professional learning funds?
- Are part-time faculty made aware of processes for professional learning funds?
- Is professional learning offered on part-time faculty issues/concerns including support for BIPOC faculty?
- Are part-time faculty surveyed or consulted on professional learning needs?
- How does your academic senate communicate professional learning opportunities, including ASCCC events to part-time faculty?

Accreditation

- Are part-time faculty included in the writing of the ISER?
- Are part-time faculty invited to professional development on Accreditation?
- What part do part-time faculty play in program accreditations/licenses?

Budgeting

- Can part-time faculty request funding as part of the budget process?
- Do part-time faculty understand local budgeting processes?

Governance

- Can part-time faculty participate in local academic senates?
- Are part-time faculty voices brought into committee work across campuses?
- Are part-time faculty onboarded to support their inclusion in governance?

Student Success

- Are part-time Counselors, Librarians, Tutorials, Health Services, and other non-instructional faculty involved in local governance and student success planning?
- How can part-time faculty support the development of culturally responsive student support practices?

Planning

- Are part-time faculty brought into discussions on the college mission, educational master plans, technology, or facility planning?

Committee Appointments

- Are part-time faculty eligible to be appointed to local senates, committees, or hiring committees?
- Has there been a history of part-time faculty appointed to committees or hiring committees?

The ASCCC recognizes the barriers to part-time faculty involvement in these activities and the need to work with Collective Bargaining Units whose purview it is to negotiate compensation for faculty to participate in these opportunities.

Local Senates may not be able to address all these questions at once, but starting the conversation is highly recommended.

Appendix 2 - Faculty Resources

Cultural Humility Toolkit

The decision tree graphic is intended as a tool for local academic senates and colleges to use in beginning action on developing a cultural humility plan. The tool includes links to resources to use in development of a local plan and also for self-reflection as individuals. Members of a group or institution begin by asking if the group/institution is ready to engage in antiracism and cultural humility work. The tool then branches in two directions: one to work immediately at a deep level and the other to engage in courageous conversations that may be needed to start the cultural humility work. Once groups are ready to begin the work, use the left side of the decision tree tool.

ASCCC Mentor Handbook

ASCCC recognizes that mentorship is a key component to the success of new faculty, both for those employed full-time or part-time, as well as for those seeking employment opportunities in the California community colleges. In response to two resolutions from Spring 2016: Resolution Number 01.01 and Fall 2020: Resolution Number 01.02, this handbook was developed by the ASCCC Part-time Committee in 2021 to provide a written guide and repository of resources for the development of mentorship programs at California community colleges. While this handbook was initially developed in response to the resolutions to provide mentor resources for part-time faculty, it became clear that these materials and practices could be used more broadly for all faculty seeking equity-minded professional growth and empowerment. The intent of this handbook is to provide tools and model practices for all faculty and local and district leaders in the creation of mentor programs as well as support to mentor and mentees in community college mentorship programs.

This mentorship handbook is organized into four sections: Mentee Resources, Mentor Resources, The Why: Effective Resources for Faculty Leaders, Administration, and Boards of Trustees, and an appendix with tools and resources for mentors and mentor program developers. As stated above, the intent of this handbook is for use by both mentors and mentees in addition to those seeking models to develop a mentor program. In addition to listing resources that are available for faculty who are seeking mentorship opportunities and outlining information for leaders who are seeking how to implement and build an effective mentorship program, this handbook also provides, toward the end of the document, a brief discussion on the why: the purpose and value of starting a mentorship program.

[ASCCC Foundation Scholarships](#)

The specific purposes of this foundation are to benefit, support, and enhance the excellence of California community colleges through fundraising efforts towards professional learning for faculty and to promote innovative activities and strategies to advance teaching and learning.

[ASCCC Nexus website](#)

The Part-time Faculty Nexus aims to provide opportunities for leadership to part-time faculty and resources for mentorship in the California community colleges.

[DEI in Curriculum Model Principles and Practices](#)

The chart below provides promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear and leaning into the dissonance has the opportunity to become a cacophony of discord that can create rhapsody and beautiful new sounds and thoughts. In other words, the emotion and push back may be uncomfortable, but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.

PREVIEW/DRAFT

College BAM Project 2023-24

Project Goal and Objectives

- The goal is to implement the District BAM at the colleges, with an emphasis on fairness, equity, and transparency.
    - Strategic planning - Which includes a crosswalk with the Integrated Strategic Plan, Guided Pathways framework, Education Master Plan, Student Equity Plan and Vision for Success.
- RCC is analyzing the instructional expenses for resource allocation, FTES target production, efficiency, and understanding as to the resource needs for each discipline by using the BAM cost/FTES framework. The goal being to identify why targets are not being met and whether additional resources and support are needed.
- This project will use a standardized approach to ensure the metrics implemented align with the District BAM and are consistent across the colleges. The leadership team in each area, along with Business Services, will meet to review and analyze data for programs, and critically evaluate the efficiency and effectiveness of resource allocation.
- This project will also analyze the non-instructional budgets and expenditures as well as the overall implementation of the college's strategic plans.
- Annual assessment of the college BAM implementation will take place via survey and focus group feedback.

Instructional/Academic Performance Metrics to Be Analyzed

1. College FTES targets by discipline/division
    a. Were the targets met?
    b. Why, why not?
    c. FTES/FTEF efficiency (target is 18.5 @ 595) by discipline
    d. Institutional efficiency FTES/FTEF
2. What errors or variables are impacting efficiency metrics? How do we fix?
3. What are the cost implications resulting from low efficient disciplines?
4. What are the impacts of a classroom load cap on "potential" FTES generation?
    a. How efficiently are classroom and lab environments being utilized in comparison to FTES production?
5. What scheduling modifications will need to be considered?
    a. DE vs. F2F implications
6. What emergency mandates or legislative updates have transpired that may affect outcomes?
7. Proposed course of action- i.e. reconfigure or repurpose classrooms or labs, evaluate course caps, etc. In consultation with CTA (for negotiated items) and Academic Senate (10+1).

Student Support/Operational/Other Performance Metrics to Be Analyzed

1. Identify deficits and surpluses in non-instructional budgets to understand nature of expenditures and opportunities.
2. Consider realignment of resources to support strategic plan initiatives, aligned with Guided Pathways framework, Student Equity Plan, and Vision for Student Success.
3. What emergency mandates or legislative updates have transpired that may affect outcomes?

Timing of the analysis: April and September (as aligned with schedule development process)

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