

# Riverside City College Academic Senate

## Agenda

Monday, 7 April 2025 • 3:00 - 5:00 PM

Meeting Location: The RCC Hall of Fame Room

YouTube link for viewing:

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

- 3:00 I. **Call to Order**
- 3:05 II. **Approval of the Agenda**
- 3:05 III. **Approval of the Minutes** 17 March 2025
- 3:10 IV. **Public Comments**
- 3:20 V. **Liaison Reports**
  - A. RCCD Faculty Association
  - B. College President or designee
  - C. ASRCC Representative
- 3:35 VI. **Committee or Council Updates and Reports**
  - A. Professor Rudy Arguelles, RCCAS faculty representative on DSSC (District Safety and Security Committee), will share a committee update with preliminary information about the Security Audit Report ( information + discussion)
  - B. DLC faculty co-chair Kathleen Sell or designee will provide an update following the chairs' spring retreat (information)
  - C. EPOC faculty co-chair Wendy McKeen will provide updates about priority registration as well as job descriptions for leadership council faculty co-chairs (information + possible action)
- 3:55 VII. **Ongoing Business**
  - A. VP Taylor and the Senate Nominating Committee will lead a vote on replacement for RCCAS Secretary-Treasurer (completing term of Spring 2025-Spring 2026) (action)
  - B. President Scott-Coe or designee will share the 2025-26 local and district academic senate calendar approved by District Academic Senate (information)
  - C. RDAS faculty co-chair Patrick Scullin and VC Rebecca Goldware, RCCD Advancement and Partnership, will provide clarifications on the faculty list servs (second read + possible action)
  - D. RCC Assessment Committee faculty co-chairs Denise Kruizenga-Muro and Rosa Frazier or designee(s) will introduce the revision of ILO #1 (GE SLO #1) (second read + action)
  - E. Dr. Mary Rankin and Dr. Pamela Starr will provide an update about RCC Cares for faculty (information)
- 4:25 VIII. **New Business**
  - A. Senator Lucretia Wright will share an update about the Umoja Queens Girl Trek event (information)
  - B. President Scott-Coe and VP Taylor will introduce the ASCCC Position Paper, "Protecting the Future of Academic Freedom During a Time of Significant Change," for dissemination to departments (information + discussion)
  - C. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates (action)
    - a. Faculty nominees for ASCCC CCN Convenings in June
    - b. Faculty Co-Chair for SAS
- 4:35 IX. **Officer Reports**
  - A. President
  - B. Vice President
- 4:45 X. **Open Hearing**
- 4:55 XI. **Learn, Share, Do**
- 5:00 XII. **Adjourn**

Next RCCAS Meeting: Monday 21 April 2025  
Agenda items due by Tuesday 15 April 2025 at noon

Title 5 §53200 and RCCD Board Policy 2005  
Academic Senate "10+1" Purview Areas

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

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

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

**Riverside City College Academic Senate**

March 17, 2025 • 3:00 - 5:00 PM • Hall of Fame

**3:00 I. Call to Order** at 3:00 pm, quorum met

**Roll Call**

***Academic Senate Officers (Term ending 2026)***

President: Jo Scott-Coe

Vice President: Star Taylor

Secretary-Treasurer: Vacant

***Department Senators (Term ending 2025)***

Applied Technology: Patrick Scullin

Behavioral Science: Eddie Perez

Business, Law & CIS: Skip Berry

Communication Studies: Lucretia Rose

English: Christine Sandoval

History/Philosophy/Humanities/Ethnic Studies: Daniel Borses

Library & Learning Resources: Sally Ellis

Life Sciences: Gregory Russell

Mathematics: Evan Enright

Music: Steve Mahpar

World Languages: Araceli Calderón

***Department Senators (Term ending 2026)***

Art: Will Kim

Chemistry: Leo Truttmann

Cosmetology: Rebecca Kessler

Counseling: Sal Soto

Dance and Theatre: Jason Buuck

Economics/Geography/Political Science: Kendralyn Webber

Kinesiology: Jim Elton

Nursing Education: Lee Nelson (arrived at 2:56pm)

Physical Science: James Cheney

School of Education & Teacher Preparation: Emily Philippsen (not present)

***Associate Faculty Senator***

Lindsay Weiler

***Ex-Officio Senators***

TLLC: Lashonda Carter (not present)

ASC: Jacquie Lesch

EPOC: Wendy McKeen

GEMQLC: Wendy McKeen

RDASLC: Patrick Scullin

SAS LC: Vacant  
Curriculum: Kelly Douglass (not present)  
Parliamentarian: Sal Soto

***RCCD Faculty Association***

Emily Philippsen (not present)

***Administrative Representatives***

College President: Claire Oliveros  
VP Academic Affairs: Lynn Wright  
VP Business Services: Kristine DiMemmo (not present)  
VP Planning and Development: Kristi Woods (Interim)  
VP Student Services: Thomas Cruz-Soto (Interim) (not present)

***ASRCC Representative***

Vacant

***Recorder of Minutes***

*Sydney Minter*

***Guests***

- Virginia White- Life Sciences/Program Review
- Megan Bottoms- Student Life/leadership
- Micherri Wiggs- Interim Dean of LHSS
- Shari Yates- Dean of CTE
- Herbert English- Dean of Counseling PSFP
- Courtney Carter- Counseling
- Kristopher Acevedo- Communication Studies

**3:0 II. Approval of the Agenda**

- M/S/C: (Soto/Nelson) all in favor

**3:0 III. Approval of the Minutes – March 3rd**

- M/S/C:(Borses/Elton) all in favor

**3:0 IV. Public Comments**

- No public comments

**3:0 V. Liaison Reports**

A. RCCD Faculty Association

- The FA has sent out a reminder for the CBA (Collective Bargaining Agreement) negotiations. Please remember to complete the survey about what sections of

the contract you would like to see opened. Dave Martinez has also sent out a reminder. Please remember to attend FA meetings every Tuesday and read the minutes to stay informed.

## B. College President

- The President sends **her** condolences to the family of RCC journalism instructor Matthew Schoenmann. Thank you for honoring him with a moment of silence. Thank you to LHSS Dean Micherri Wiggs for her responsiveness and coordination of wellness checks and taking stock and care of one another following Mr. Shoenmann's passing.
- There have been a lot of adjustments with the time change and coming back and adjusting to the new semester
- Politically it is a very trying time. The district is taking action on some of the unlawful executive orders. We are not scrubbing or changing language on our websites. We are not changing any narratives of our grants or commitments to equity, access, and education.
- Higher ed's core mission is being attacked. We want to make sure we stay the course. We have received three notifications from a federal agency, and we are responding to each one in turn. If you are contacted by anyone, please do not act alone. Send information to the president's office, your area dean or VP so they can consult with the legal team on a course of action in moving forward.
- Strategic planning is moving along, and there will be an update soon.
- We have been identified as a site for hosting Public Agenda and have been approached by the College Futures Foundation and Public Agenda for something at RCC. Dr. Wood's team is organizing a day to conduct interviews with consultants from Public Agenda in coordination with focus groups.
- Reminder Accreditation Standard 2 is convening this Friday, March 21<sup>st</sup>

## C. ASRCC- No student representative present, no report.

## VI. Committee or Council Updates

**A.** RDAS faculty co-chair Patrick Scullin or designee will provide a council update (information)

- Dr. Green and Dr. DiMemmo are co-chairs on RDAS, and we are so glad to have their support.
- The full committee is meeting next week, and we have invited the sub-committees to participate prior to our meeting. We want to meet to address whatever areas the subcommittee is responsible for and work on those issues.
- EPOC participation is needed in revising or rethinking some of the committee structures.

- RDAS is looking for a new technology committee faculty co-chair; further discussion is needed.

**B.** RCC Curriculum Programs Coordinator Casandra Greene and VPAA Lynn Wright will present an overview about operational changes due to AB1111 and AB928 (information)

- AB111 Common Course numbering and AB928 CAL-GETC officially starts August 1<sup>st</sup>, 2025, and the catalog is almost ready. The Schedule of Classes will be coming out around April 21<sup>st</sup>.
- Curriculum programs are unifying across the state to use the same numbering for the same courses.
- Any course across the state that has a **C** means it is common course numbering if it has the letter **H** behind it means an honors version.
- At the state level, Math 12 has been changed and is now STATS.
- Phase I, Phase 2A/2B, and Phase 3 will continue and will be in the 2026-2027 catalog. Curriculum work will be done this year with some changes, and it will come out Fall of 2026.
- Phase IIB will launch in 2027-2028 academic year
- ENGL, COMM, PSYC, and POL SCI had to be completely rebuilt because the system did not have the capacity to roll over the courses with the new discipline stems.
- Vice Chancellor Bishop has coordinated similar catalog language to use across the 3 colleges.
- Curriculum is working on a marketing campaign to communicate the course numbering changes to students, since the previous course names are going away. If there is something in your discipline that needs help or support, please reach out to Dr. Ryder.
- At the operational level for AB928, all of the program codes had to be updated.
- Any non-ADT program that has a degree moving forward, it will have RCC Gen-Ed, and Cal GETC and the B pattern is going away and will be reflected in the catalog.
- As long as students maintain continuous enrollment (at least one term each academic year), they also maintain the catalog rights for the year they first enrolled. This means they are not subject to changes in requirements implemented after their enrollment year.

**D.** EPOC faculty co-chair Wendy McKeen, classified co-chair Natalie Halsell, and administrative co-chair Kristi Woods or designees will provide an introduction to the 2025-30 Strategic Plan (information)

- Wendy, Natalie and Dr. Woods will be back in a month with a document for a first read
- EPOC co-chairs were invited once a week for about two hours to see what items they would like to see contained in the strategic plan. The group

- collaborated on an exercise to represent values and our placement within the college, thinking about how we should support strategic planning.
- Faculty, classified professionals, and managers participated in the process.
  - Together they came up with a framework that aligned our local plans with Vision 2030.
  - The team generated a strategic plan acronym: BEST
    - **B** is for building relationships with students,
    - **E** engaging students,
    - **S** is for Servingness
    - **T** for treasuring the experience that they have.
  - Each letter is a momentum point of the student journey, and within the momentum points we will apply the lens of equity and access, equity and success, and equity and support.
  - Strategic planning is going all in for the first year student experience and scaling up the Promise Summer.
  - The plan will address AI—from assistance in the classroom, to how to use it, and the good/bad about AI.
  - Professional learning along with a comprehensive communication plan will be essential parts, helping us to think from the student's perspective
  - Budget and space utilization will be considerations in the new strategic plan
  - This will be a working document, and the EPOC team will be coming back to RCCAS in April/May in order to make the June board deadline.

## **VII. Ongoing Business**

- A.** President Scott-Coe or designee will share the call for nominees to represent academic disciplines for ASCCC Common Course Numbering (CCN) Phase III Summer Convenings (information)
- ASCCC is convening summer sessions for Phase III Common Course Numbering
  - As with the previous cycle, subject matter experts will be nominated by their disciplines at the college
  - If selected by ASCCC, these representatives can attend the convenings and feedback about course templates and anything else of concern.
  - Dates of the four convenings are all in June, included in the packet
  - Faculty discipline nominations are due to Senate President Scott-Coe by April 1 so that the names can be ratified by RCCAS at the April 7 meeting (in time to be submitted for the ASCCC deadline of April 15)
- B.** President Scott-Coe will provide an update about AP6210A procedure for equivalencies (information)
- The equivalency draft has been a long process, and there was a desire from the local senate to re-visit the equivalency procedure. The procedure had not been revised or updated since 2015 (for citations).

- This concern was taken to District Academic Senate (DAS) in F2023. In November 2023, DAS delegated a review and possible update of the procedure to the college chairs' committees, with an expectation that volunteers from among the chairs would form a cross-district workgroup.
- Chair committee volunteers from all three colleges formed the workgroup, which also included the VCs, reps from HRER, a faculty association representative, and RCCD general counsel. The workgroup met and worked on the update over roughly 9 months.
- The 1<sup>st</sup> read of the updated procedure went through DAS on Feb. 24, and the 2<sup>nd</sup> read will be at DAS next week.
- The workgroup sought to center discipline subject matter experts in equivalency panels, with designees being identified up front.
- The new committee and panels will not be subject to the Brown Act.
- There will be a regular reporting cycle from the committee to DAS, for general information about number of equivalencies requested and granted annually.

### **VIII. New Business**

- A. RCC Assessment Committee faculty co-chairs Denise Kruizenga-Muro and Rosa Frazier will introduce the revision of ILO #1 (GE SLO #1) (first read)**
- The co-chairs were not present to answer questions, but the senate reviewed the document submitted
  - The Assessment Committee discovered in the last academic year that there was NO process for revisions, and so the committee presented this dilemma and drafted a process. It was a district-wide conversation. Academic Senate accepted the revision process.
  - It appears that RCCAS is being asked to consider the revision 3.0 on this document.
  - A senator suggested that the word "rival" could be changed to a softer word, such as "competing"
  - Another question about how SLO 3.0 will be measurable.
  - This is a 1<sup>st</sup> read so we are not voting right now. This will be brought back for a 2<sup>nd</sup> read at our April 7<sup>th</sup> meeting, and one or both of the chairs can address questions.
  - Questions about "GE SLO" vs "ILO," making sure that it is clear whether we are talking about student learning outcomes or institutional learning outcomes.
- B. VP Taylor and the Senate Nominating Committee will sunshine nominees for completing the current term of Secretary-Treasurer from Spring 2025-Spring 2026 (information)**

- There is a vacancy for our secretary-treasurer position, and we took nominations for a few weeks, and we received one, Professor Megan Bottoms.
- The candidate has until April 1st to write a statement to be shared with the senate, and we will vote at our April 7<sup>th</sup> meeting.

C. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates (action)

- a. Faculty representatives for Division of Nursing on Senate Committees (2024-26): DE (April Carrillo), Faculty Development (Diana Seguro-Lovo)
  - To accept both nominees from the Division of Nursing (M/S/C: Nelson/Calderon)
- b. Faculty Co-Chair for SAS -TBD

## IX. Officer Reports

### A. Vice President

- Happy Women's Empowerment Month
- Women's Circle March 26<sup>th</sup> at 12-2pm in CIS building 114
  - Lift Off is celebrating women in STEM on March 28<sup>th</sup> from 11a-2pm in Kane 140. The final event is for Title IV.
  - At Crossroads: Progress setback, and the fight ahead is on April 1<sup>st</sup> from 12pm-2pm in CIS 114.
- In Glen Hunt on April 3<sup>rd</sup>. Malika Branton and Natalie Vasquez will be hosting an event: Hispanic Serving Institutions (HSI) on Racialized Organizations, Elevating Intersectional Consciousness to Reframe the HSI.
- On March 1<sup>st</sup> from 12:50-1:50 Luis Molina and Ginger White will be hosting a multi-level centered analysis of intersection ally in an HSI. The case of college internship access for Latin students.
- LHSS is hosting a Walking Wednesday for 30 minutes starting at 10:15 in front of the music building
- Student Equity hour is meant to address student issues. This equity hour will be held in Kane 140 from 12:50-1:50 on March 20<sup>th</sup>.
- Early alert: Faculty who are teaching an 8-week course are encouraged to participate in getting your students early assistance to persist them through the semester and address any concerns that they may have as their faculty member.
- EMLI cohort application is opening up for the 25-26 academic year on March 25<sup>th</sup>



- Navigating AI in course in ethics, equity, and empowerment on March 24<sup>th</sup> at 12pm.
- There will be an Undocumented Advocate training in person on Friday, March 21<sup>st</sup> in Quad 144 (qualifies as equity FLEX). Please RSVP.

## B. President

- The security audit report exists now, and it was briefly introduced at the District Safety and Security meeting a week ago. It is 400 pages long. President Scott-Coe will be following up to see what the flow of sharing will be. The original plan was that the auditors were going to provide their report to the board of trustees last fall (last October).
- Senate leadership met with the Vice President of Business Services, Kristi DiMemmo, last week, and there will be an update coming from her on the budgetary issues and budget allocation model (BAM) in early May. She also may be able to share an executive summary related to the district safety and security audit.
- ASCCC Area D meeting is this Friday, March 21<sup>st</sup>. The preliminary packet has been shared. More to come as senates prepare for Spring Plenary.
- The Independent study AP was on the agenda at our last meeting as senate presidents needed feedback from local senates. Across district, we are seeking some consensus. If anyone has concerns or would like to speak to positive benefits of independent study, they are encouraged to come to the DAS meeting on Monday.
- Regarding the Course Caps process draft, there was some clarification needed. The draft was apparently sent to the three college Academic Senates prematurely; we will receive it as an information item if/when the Faculty Association reviews and accepts it.
- Adrian Grayson who oversees CCAP and Rising Scholars wanted us to know about an ASCCC convening for faculty interested in the Rising Scholars program; it will be hosted by ASCCC at Cypress College. Anyone who interested, please reach out to President Scott-Coe. The deadline to register is March 24<sup>th</sup>.
- The chairs and deans of your departments consult to establish hiring committees for full-time faculty recruitment and hiring. Committees being recommended are sent to the Academic Senate President for affirmation. Once the committees are affirmed and put through, Human Resources (HR) should not be unilaterally editing hiring committees. If HR has concerns or recommends changes to a committee as submitted and after being affirmed, consultation must take place with the faculty chair.
- Departmental and division elections are here again, and President Scott-Coe/Academic Senate will be sending email messages to all chairs and

deans with information about election seats and cycles, so let folks know to be on the lookout for messaging/reminders.

- President Scott-Coe along with other senate presidents have another meeting with VC Aaron Brown regarding Barnes and Noble “first day” (aka “equitable access” aka mandatory billing) and whether it is permissible to market any “pilot” to individual faculty or individual students. Faculty are vigilant about predatory billing practices marketed to students. The senate presidents have asked for clarification about whether marketing “first day” pilots violate the terms of the vendor agreement. An update will be forthcoming.
- IETTC forums for faculty may be the beginning of April or the very beginning of May. VC Bishop has input from all three senate presidents about date windows this term. It may not be feasible until Fall.
- The district is working on their own 5-year plan, and they are looking for faculty to participate in the drafting and feedback process to harmonize the 3 colleges. If you are on EPOC or another council and you want to provide some input, let President Scott-Coe know. Funding will be available for summer work.
- Dr. Wright let us know that the Vision 2030 meeting is happening in Ontario, CA. on May 7<sup>th</sup> & 8<sup>th</sup> at the Ontario Convention Center. President Scott-Coe will try to attend, and it would be good to have another senate representative if possible.

## **X. Open Hearing**

- A senator mentioned that President Oliveros still has not established her Advisory Council on diversity, equity, inclusion, accessibility, antiracism, and belonging for social justice from her announcement in May 2024.
- Friday, April 11<sup>th</sup> will celebrate AAPI Art and Culture (typically done in May for AAPI Heritage month). On Thursday, April 24<sup>th</sup> Tiger Con in collaboration with RCC library and the Art Department has invited some high-profile animation and comic artists to come out and present. We encourage students to come out and participate.
- Parking concerns: do not park in EV charging stations, especially if you have non-EV vehicle. There is also a glitch in the ticketing system with permits.
- Two teams have been put forward for the Inland Empire, California Cyber Majors Cup. In April some women have been chosen to go to the Cybersecurity Conference in Dallas, Texas.
- The emergency alert system should never use the word URGENT if the matter is not urgent and/or if it is just a test alert message.
- District Cyber security committee and board policy 2721 has passed and requires participation, so please participate.

- There has been an increase in fraudulent registrations and account issues. RCCD is looking into software that will help in resolving this issue, but it is important that the software is compatible with our current system.
- Parking email and voicemail has the wrong information. The voicemail is dated back to 2021. The parking email that went out has incorrect directions and it needs to be updated.
- Sexual harassment training is now required. Watch your emails for necessary information.
- Accreditation work groups are happening Friday, March 21st 8:30- 12 in B123. They will be working on Standard 2. All are invited on Friday April 4<sup>th</sup> and Friday, May 2 to continue working on the draft.
- UCR- RCC transfer student success residential experiential program for low-cost housing. The deadline to apply is April 28<sup>th</sup>. Please direct students to the website or their direct points of contact Kyla Teufel, Dean of Enrollment Services, Thomas Cruz-Soto, Interim Vice President of Student Services, or Elizabeth Hilton, Director of Financial Services. They are on track for students to move in August 23<sup>rd</sup>.
- The nature of the President's advisory council is changing. An email will be going out this week from President Oliveros.

#### **XI. Learn, Share, Do**

- Do not park your car in the EV spots
- HR can't suddenly change faculty hiring committees
- All the phase for common course numbering
- Extend grace to journalism students with the loss of our colleague
- The strategic plan has four key points, represented by B-E-S-T
- The equivalency process update is coming along and will go to DAS
- RCC is staying the course on DEIA
- AB1111 is changing course names; Cal GETC changes are happening too
- Review the definition of catalog rights with your departments
- Stickers are available about ICE; remember that Kyla Teufel is the contact person for faculty

#### **XII. Adjourn at 4:36pm**

M/S/C: (Perez/Nelson) All in favor

**Purpose of Assignment:** Leadership Council (LC) Faculty Chair

**Rationale**

The LC Faculty Chair serves as the primary faculty liaison with shared oversight of the leadership council and as the main contact for the Academic Senate on matters related to the council's strategic responsibilities.

**Specific Objectives (duties and responsibilities):**

1. Coordinate with classified professional and administrative co-chairs to plan agendas for meetings.
2. Obtain and review reports and relevant news from subcommittees.
3. Coordinate with subcommittee chairs on relevant projects.
4. Provide reports on LC meetings to EPOC and Senate, when requested.
5. Participates in the annual prioritization process alongside co-chairs. Attends Question and Answer sessions and encourages members to participate as well.
6. Maintains records of faculty council member terms and assists with recruiting faculty to serve.
7. Trains/educates incoming faculty council members on the roles and responsibilities of their respective LC.
8. Trains/educates incoming faculty on the prioritization process, including what their responsibilities and duties are.
9. Works on and helps develop the College's Strategic Plan.
10. Ensures that all the plans of the subcommittees are being implemented, assessed, and revised.
11. Liaisons with all committees of the Academic Senate on relevant initiatives.
12. Co-presides over the regular LC committee meetings connecting regularly with the classified and administrative co-chairs for additional prepping/ planning/ staying on top of the work underway
13. Attends and participates in District Strategic Planning meetings, including attending additional district-level meetings that require input from the LC faculty co-chairs as needed.
14. Works closely with classified professional and administrative co-chairs to ensure that regular college-wide communication from Strategic Planning is communicated to its various LC constituents.

**Expected Outcomes:**

1. Devises and plans documents based on strategic responsibilities as outlined in the Strategic Plan.
2. Provides regular updates to the Academic Senate, the Governance/ Leadership sub-committee, and the like.
3. Works closely with the ASC on accreditation by participating in writing reports, reviewing all submissions—annual, midterm, and the like.

## **Planned timelines**

This is a year-round, two-year commitment and is composed of a compensation plan of **0.2 FTE** reassigned time for primary terms and may include special projects not to exceed 20 hours for Winter and 40 hours for Summer.

### ***Periodic schedule of activities***

Participate in Strategic Planning efforts	1.5hr/week average
Coordinate with LC and Committee leads	1.0hr/week average
Communicate with and assist subcommittees	1.0hr/week average
Attend related meetings	3.0hr/week average
Total	6.5hr/week average

### **Percentage of a full-time load and equivalent of a 42.5-hour work week.**

0.2 FTE – 6.5 hours per week

Winter SPR 20 hours @ lab hourly rate

Summer SPR 40 hours @ lab hourly rate

Reporting: LC Chairs report to EPOC

Funding: Funded through General Fund.

Professor Megan Bottoms

Candidate Statement for RCCAS Secretary-Treasurer Replacement (SP25-SP26)

I would like to be Academic Senate Secretary/Treasurer because I value the importance of stepping up as a leader. The value and ability of a leader is to go first ahead of the group and prepare the way forward. As a faculty member, I find it important to participate in the Academic Senate as part of our campus leadership. As a member of the faculty, and with a skill set that would serve the capacity of Secretary/Treasurer, I welcome the opportunity to serve not just the Academic Senate but all my faculty colleagues at RCC.

**Local Senate and District Senate Meeting Dates  
F25-SP26**

**FALL 2025**

**District**

**Local**

Aug. 25

Sept. 8 (due to Labor Day)  
Sept. 22

Sept. 29

Oct. 6  
Oct. 20

Oct. 27

Nov. 3  
Nov. 17

Dec. 1 [due to Nov. 24 holiday]

*Dec. 8 if needed*

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**SPRING 2026**

Feb 23

March 2  
March 16

March 23

April 6  
April 20

April 27

May 4  
May 18

June 1 [due to Memorial Day]

*June 8 if needed*

*Note: Both semesters have 6 local senate meetings, with a cushion end-of-term if additional meeting needed. 4 DAS meetings each term.*

## RCC-FACULTY-ALL-DL Listserv Guideline

### (Moderated)

Communications to/from [RCC-FACULTY-ALL-DL@rcc.edu](mailto:RCC-FACULTY-ALL-DL@rcc.edu) email will be distributed to every faculty employee with a physical location assignment of Riverside City College (RCC) or nearby satellite location (RCC, Centennial Plaza, Rubidoux Annex, etc. - Riverside region).

Messages are intended to communicate to or address college faculty in the RCC area. All new, current, or transferred employees that have a physical location assignment of RCC or nearby satellite location will be automatically added to this list.

Messages sent to [RCC-FACULTY-ALL-DL@rcc.edu](mailto:RCC-FACULTY-ALL-DL@rcc.edu) go through a moderator, within the college before they are posted. Messages sent during a regular business day are generally posted the same day before close of business, however, allow up to 48 business hours for review. Items sent after the regular business day, or on holidays or weekends, may be posted on the next regular business day.

Commented [RV1]: Who moderates this list?

- 1) Messages must be composed for, or relevant to, all RCC faculty.
- 2) Messages can be sent from *members of the District's Executive Cabinet or District Departments that serve all District personnel (i.e.: Human Resources, Risk Management and Safety)*.
- 3) Messages should not disparage or defame any District/college personnel, employees, or students.
- 4) Messages may include embedded images in the emails. Larger documents or images can be uploaded and shared as an accessible link.
- 5) *Messages that are directed to specific colleges, departments, offices, groups, or individuals should not be sent via RCC-FACULTY-ALL-DL, another more appropriate listserv or other distribution method should be used instead.*

Commented [RV2]: Who can send messages?

If a message does not meet these guidelines, [Board Policies](#), and is not released, a moderator will send an email to the original sender with the reason for the denial and if applicable, the alternative Listserv server.

Commented [RV3]: Needs to be updated

Responses to [RCC-FACULTY-ALL-DL@rcc.edu](mailto:RCC-FACULTY-ALL-DL@rcc.edu) messages may only be sent to the original author of the messages. "REPLY TO ALL" messages will not be released.

Commented [RV4]: Only if moderated

### (Unmoderated)

Communications to/from [RCC-FACULTY-ALL-DL@rcc.edu](mailto:RCC-FACULTY-ALL-DL@rcc.edu) email will be distributed to every faculty employee with a physical location assignment of Riverside City College (RCC) or nearby satellite location (RCC, Centennial Plaza, Rubidoux Annex, etc. - Riverside region).

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- 3) Messages may include embedded images in the emails. Larger documents or images can be uploaded and shared as an accessible link.
- 4) *Messages that are directed to specific colleges, departments, offices, groups, or individuals should not be sent via RCC-FACULTY-ALL-DL, another more appropriate listserv or other distribution method should be used instead.*

All messages must follow [APs and BPs](#). If a message does not meet these guidelines and is released, \_\_\_\_\_ will happen.

Responses to messages [RCC-FACULTY-ALL-DL@rcc.edu](mailto:RCC-FACULTY-ALL-DL@rcc.edu) may be sent to the original author of the sent message or you can "REPLY TO ALL" for all members of the Listserv to view and respond, if they desire.

**Commented [RV5]:** Needs to be updated

**Commented [VJ6]:** What is the consequence if they do not listen

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## RCC-FACULTY-PT-DL Listserv Guideline

### (Moderated)

Communications to/from [RCC-FACULTY-PT-DL@rcc.edu](mailto:RCC-FACULTY-PT-DL@rcc.edu) email will be distributed to every part-time faculty employee with a physical location assignment of Riverside City College (RCC) or nearby satellite location (RCC, Centennial Plaza, Rubidoux Annex, etc. - Riverside region).

Messages are intended to communicate to or address college part-time faculty in the RCC area. All new, current, or transferred employees that have a physical location assignment of RCC or nearby satellite location will be automatically added to this list.

Messages sent to [RCC-FACULTY-PT-DL@rcc.edu](mailto:RCC-FACULTY-PT-DL@rcc.edu) go through a moderator, within the College, before they are posted. Messages sent during a regular business day are generally posted the same day before close of business, however, allow up to 48 business hours for review. Items sent after the regular business day, or on holidays or weekends, may be posted on the next regular business day.

Commented [RV1]: Who moderates this list?

- 1) Messages must be composed for, or relevant to, all RCC part-time faculty.
- 2) Messages can be sent from *members of the District's Executive Cabinet or District Departments that serve all District personnel (i.e.: Human Resources, Risk Management and Safety)*.
- 3) Messages should not disparage or defame any District/college personnel, employees, or students.
- 4) Messages may include embedded images in the emails. Larger documents or images can be uploaded and shared as an accessible link.
- 5) *Messages that are directed to specific colleges, departments, offices, groups, or individuals should not be sent via RCC-FACULTY-PT, another more appropriate listserv or other distribution method should be used instead.*

Commented [RV2]: Who can send messages?

Commented [RV3]: Needs to be updated

If a message does not meet these guidelines, [Board Policies](#), and is not released, a moderator will send an email to the original sender with the reason for the denial and if applicable, the alternative Listserv server.

Responses to [RCC-FACULTY-PT-DL@rcc.edu](mailto:RCC-FACULTY-PT-DL@rcc.edu) messages may only be sent to the original author of the messages. "REPLY TO ALL" messages will not be released.

Commented [RV4]: Only if moderated

### (Unmoderated)

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## RCC-FACULTY-FT-DL Listserv Guideline

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- 5) *Messages that are directed to specific colleges, departments, offices, groups, or individuals should not be sent via RCC-FACULTY-FT, another more appropriate listserv or other distribution method should be used instead.*

Commented [RV2]: Who can send messages?

If a message does not meet these guidelines, [Board Policies](#), and is not released, a moderator will send an email to the original sender with the reason for the denial and if applicable, the alternative Listserv server.

Commented [RV3]: Needs to be updated

Responses to [RCC-FACULTY-FT-DL@rcc.edu](mailto:RCC-FACULTY-FT-DL@rcc.edu) messages may only be sent to the original author of the messages. "REPLY TO ALL" messages will not be released.

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## Current GE SLO #1: Critical Thinking

Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

## Suggested Revision

Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible, and, where possible, solve them. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses

## Revision 2.0

Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions and/or approaches are possible, and propose solutions. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses.

## Revision 3.0

***Students will be able to demonstrate higher order thinking skills about issues, explanations, and problems for which multiple solutions exist, and, where possible, solve them. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses.***



THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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POSITION PAPER

# Protecting the Future of Academic Freedom During a Time of Significant Change

ADOPTED FALL 2020



## EDUCATIONAL POLICIES COMMITTEE 2019-2020

Nathaniel Donahue, ASCCC At Large Representative (Chair)

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Wendy Brill-Wynkoop, College of the Canyons

Julie Bruno, Sierra College

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## INTRODUCTION

### **Academic Freedom Defined**

Academic freedom is a fundamental concept that exists to ensure that institutions of higher education function for the public good and that colleges are constructed on the foundations of genuine trust. For over a century, members of The American Association of University Professors (AAUP) have been agile guardians, careful stewards, and erudite experts regarding the principle of academic freedom and its application in the faculty profession. In their historic “Statement on Academic Freedom and Tenure”<sup>1</sup> from 1940, the AAUP provides the definitive definition of academic freedom. Their major parameters state that the privilege and responsibility of academic freedom guarantees faculty “freedom in the classroom in discussing their subject,” “full freedom of research and in the publication of the results,” and the freedom from “institutional censorship or discipline” in their extramural speech. These three foundational principles protect discipline-based academic work from being corrupted or conducted for any other reason than the advancement of the public good.

### **California Community College Changing Demographics**

When the AAUP first presented its “Statement of Principles on Academic Freedom and Tenure” in 1940, the community college campus was a different place in terms of student and faculty demographics. In fact, in the California junior or community colleges during that time, students of color—Latinx, Black, Native American, and Asian students—collectively made up less than half of the students enrolled in courses, while white students made up the largest group. Today, student makeup is quite different. In terms of ethnicity, for example, according to demographic data from the California Community Colleges Chancellor’s Office, students of color make up close to 65% of the student body, while white students represent 26%.

For faculty, the shift has not been as significant; however, changes in faculty demographics have been noticeable. Whereas in the 1940s faculty of color on college campuses were severely under-represented, today that representation improved slightly. In fact, in the California Community Colleges system today, tenured or tenure-track faculty of color comprise over 34% of the total faculty, while white faculty comprise over 58%; adjunct demographics are similar to tenure and tenure track. Similarly, demographics of faculty in relation to gender indicate a significant difference between 1940 and today. Whereas in the 1940s women made up only a small fraction of faculty on the campuses, today, according to the CCC Chancellor’s Office, 54% of all full-time tenured or tenure track faculty identify as female.

In reference to LGBTQ faculty and students, noticeable changes can be discerned despite the fact that little data currently exists in this area: while California’s AB 620 in 2011 encouraged community colleges to collect aggregate data on gender identity and sexual orientation, colleges are not required to do so. However, the passage of AB 620 as well as the establishment and increase of LGBTQ centers and alliances on college campuses certainly indicates positive trends in recognizing and creating space for LGBTQ

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1 See Appendix 1 or <https://www.aaup.org/file/1940%20Statement.pdf>

faculty and students. In the CCCs alone, at least seventeen colleges have established LGBTQ safe-zones and alliances reflecting this trend.

All of this data indicates that today's college campus is vastly different in terms of diversity than it was in the 1940s when the AAUP presented its "Statement of Principles on Academic Freedom and Tenure" and raises important questions on the role of academic freedom in relation to these historically and currently marginalized communities. Colleges must consider whether a concept developed during a time when these communities were minimally considered—if at all—can apply equally to them today, as well as asking whether other considerations must be identified and addressed in regard to academic freedom given the changes in diversity of today's campus communities.

In considering these questions, the Academic Senate for California Community Colleges began a deep and sustained conversation on academic freedom. California community colleges are in a period of significant and systemic change. Faculty are engaging with and challenging each other to act in adopting culturally responsive teaching, in eliminating racism in all its forms—interpersonal, institutional, systemic—and in serving the whole student in ways that provide care and support as well as ensure a clear and direct path toward reaching an educational goal. At this time of change in the system, academic freedom may not be on the minds of many faculty. However, the principles of academic freedom are at the core of what faculty do as professionals in their classrooms, at their colleges, and in their communities and should not be forgotten or overlooked. The purpose of this paper is not to be the definitive word on academic freedom in the community college system; rather, it is to begin an exploration of what academic freedom means and how it should be protected and implemented in California's community colleges. This paper does not attempt to cover every aspect or nuance of academic freedom and its practice by faculty. Instead, this paper strives to lay a foundation to ensure that the principles of academic freedom remain strong and flexible to adapt to the changing dynamics in the California community colleges and in academia.

## Academic Freedom and Free Speech

Sometimes the concept of academic freedom is confused with the Constitutional right to free speech,<sup>2</sup> presumably because both concepts regard principles of free expression. However, these rights differ both in those who possess them and in what they guarantee. Free speech is the right of every individual in the United States and is enshrined in the First Amendment. The freedom of speech protects a wide range of all-encompassing expression, including "the right to one's own opinion, however unfounded, however ungrounded, and extends to every venue and institution" (Scott, 2017). Furthermore, first amendment freedom of speech guarantees the right of all people in the United States to "the expression of their ideas, no matter how true or false they may be" (Dutt-Ballerstadt, 2018). Academic freedom is different and in many ways more restrictive. It is a right held by "educators in pursuit of their discipline," "addresses rights within the education contexts of teaching, learning, and research both in and outside the classroom for individuals at private as well as public institutions," and is "based in the pursuit of truth" (OAH Committee on Academic Freedom, n.d.). Whereas freedom of speech makes no requirement on the quality and type of expression, and indeed protects all forms of expression almost unconditionally, academic freedom

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2 The specific wording of the first amendment, which includes freedom of speech, can be found at <https://constitution.congress.gov/constitution/amendment-1/#:~:text=Constitution%20of%20the%20United%20States&text=Congress%20shall%20make%20no%20law,for%20a%20redress%20of%20grievances.>

is very concerned with the quality and context of expression in order that it may contribute to both the academic discipline and the public good in “the pursuit of truth.” The absence of strong academic freedom policies and practices with protection of those practices leaves knowledge, teaching, learning, and students at risk of influence from outside forces that would like to harness the power and promise of education for motives focused on profit, social oppression, and the political suppression of critical thinking and informed dialogue.

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.

## THE PRACTICE OF ACADEMIC FREEDOM

The practice of academic freedom assures that the conditions are created for the unfettered advancement of knowledge in the pursuit of truth. It promises that the contributions faculty make to their disciplines, in teaching and in research, are uncorrupted by outside forces who would seek to harness the power of education, and the students who seek it, for their own self-centered ends or to maintain the status quo. Such motivations may not necessarily be in alignment with the creation of an informed citizenry and an educated society. Academic freedom is required so that faculty professionals who teach and research are protected from external forces that might try to influence the development of culture, science, and knowledge in order to serve any interest other than the intellectual, socioeconomic, and socioemotional advancement of students through the attainment of an education. Although it is often misunderstood and nefariously cast as a principle that exists to advance the political opinions or interests of a learned elite, on the contrary, academic freedom is a requisite that protects against the political, economic, moral, and intellectual corruption of institutions of higher education. It does not give teachers the right to impose their personal or political views upon students, to ignore college or university regulations, to defend any form of professional incompetence, or to teach outside their subject matter or the official course outline of record. Academic freedom is a fundamental concept that exists to ensure that institutions of higher education function for the public good and assures that colleges are constructed on the foundations of genuine trust.

## ACADEMIC FREEDOM AND MARGINALIZED COMMUNITIES

Considerations of diversity in a campus community typically refer to a demographic perspective that reflects the diverse nature of the community and its students. In this sense, discussions such as hiring, retention, and support of faculty are important but are only indirectly related to academic freedom. Instead, academic freedom, as defined by the AAUP, relates to freedom of research and publication, freedom in the classroom for faculty to discuss their subjects, and freedom to have public discussions. In this sense, while issues of retention and hiring are certainly important in terms of diversity, discussions

on academic freedom in relation to these communities should focus more on issues related to these three freedoms in the context of faculty's institutional and professional experience.

## **Freedom of Research and Publication**

The demographic change on campuses not only created a more diverse population, but it also introduced diverse concepts and ideas into an academic environment that has been and continues to be dominated by patriarchal euro-centric paradigms. This trend is evident especially in California community colleges, where the growth of ethnic studies-related programs has continued to increase yearly, as has the introduction of general education courses with emphases on marginalized communities. These are strong indicators of the growing influence of a diverse faculty on the academic discourse in the colleges, which is certainly a benefit for students. In many ways, academic freedom has played an important role in ensuring that this influence could exist. Not only is this fact evident in the establishment of ethnic studies programs, but perhaps even more so in the proliferation of publications and research related to marginalized communities. Scholars in recent years have placed great emphasis on researching communities that were once ignored by academia. Scholarly texts on Black, Latinx, women's, and LGBTQ history are beginning to fill college bookshelves as faculty exercise their freedom to research what they believe to be relevant. This proliferation in publications leads to more exposure of these communities and ideas to students as faculty introduce them in their curriculum and, as indicated in extensive research, provide students with a stronger education.

However, this change has not come without resistance. Because the focus on historically marginalized communities must also include an analysis of the forces responsible for that marginalization, research from these communities tends to challenge and undermine long-held academic paradigms that are based on patriarchal and Eurocentric notions and that still dictate academic discourse and curriculum today. For this reason, the introduction of this research tends to come with controversy and resistance. Today, this controversy can be found in the focus on "decolonization of curriculum," a growing academic concept that attempts to challenge the long-established traditional notions of pedagogy and academics by focusing on paradigms that replace and undermine those established by colonization. As discussions of decolonization grow, attempts to dismiss it can also be found. Opponents of the concept dismiss it as political activism or attempts at political correctness and as such remove it from the realm of academic discourse. This trivialization often serves to discourage faculty from pursuing research in these areas and to protect patriarchal and Eurocentric paradigms. In this sense, academic freedom serves as a function counter to what it is intended to serve. Rather than encouraging the freedom to research and publish, academic freedom can be used by those opposed to new paradigms and focuses as a means of protecting traditional approaches and discouraging faculty from marginalized communities from introducing concepts that may address and improve the campus experience for all faculty and students.

Another area in which academic freedom in research and publication has been an engine for progress and the common good is medicine and the sciences. The ability to challenge prevailing wisdom or the status quo has always been instrumental to significant advances in human understanding of the natural world. In many cases, new ways of thinking and free inquiry have initially been vehemently opposed by other scholars and society at large, but when the truth eventually prevailed, it led to monumental

paradigm shifts. Whether it involved challenging creationism, geocentrism, Lamarkism, spontaneous generation, or the etiology of infectious diseases, history is replete with cases in which the pursuit of knowledge and progress have been hindered by a lack of academic freedom in research and publication. For example, Ignaz Semmelweis' groundbreaking studies in the 1840s on the cause of childbirth fever in obstetric wards and the importance of handwashing in its prevention were met with such ridicule, hostility, and resistance from his fellow physicians that he was forced to leave his job (Davis, 2015). An untold number of women and children tragically and unnecessarily lost their lives as a result of the initial suppression of his findings. While today most people understand that handwashing is essential in preventing the spread of infectious disease, making doctors wash their hands was at one point in history considered a radical notion. This example shows a case in which academic freedom could have protected not only Semmelweis' job and right to publish his research but also the pursuit of knowledge and the common good.

## **Freedom in the Classroom**

The second principle identified by the AAUP recognizes the freedom of faculty to teach and discuss the subjects they choose within the classroom. This freedom is of particular relevance for students in that it directly relates to their right to learn, a right also specifically identified by the AAUP. This freedom has allowed for faculty to introduce concepts to their students that are free from political, administrative, or monetary influence, and recently allowed for a more diverse perspective in regard to marginalized communities within the classroom. By introducing concepts and topics into an academic setting such as a classroom, faculty in essence validate those concepts and topics as worthy of academic discourse for their students. In cases where topics reflect the students' own background and cultural history, this acknowledgement serves to validate their own presence on campus and give them a sense of belonging.

Examples of this progress have become increasingly common since the beginning of the early 1900s. One such example is the publication of the book *With His Pistol in His Hand* by Dr. Americo Paredes. This book focused on the role of the Corrido in Mexican-American society in the early 1900s and represented thorough research on the Mexican-American experience in the Southwest at that time. Dr. Paredes' work became the first extensive research on Mexican-American folklore in the United States and served as the foundation for continued research in that culture. Today, Paredes' book is still widely read and discussed in college courses throughout California, as are other topics related to Mexican-American and other ethnic cultures. Such teachings help to give students a well-rounded and comprehensive perspective on their societies and a stronger education overall, and once again academic freedom has served as a driving force in their proliferation. In fact, today the number of courses that focus on marginalized communities continues to increase, and this increase can be directly attributed to academic freedom.

Unfortunately, as with the freedom to research and publish, the freedom to teach and introduce these new concepts and topics can come with resistance as well. This resistance may come in the form of lack of administrative support at the campus level or even from within the faculty itself. Once again, because the study of and the teaching about marginalized communities necessarily includes a discussion of the conditions that cause their marginalization, these concepts are often challenged and discouraged by

those who embrace more traditional paradigms and trivialized by those who do not see such study as fitting within the traditional paradigms of academia. In his article “How and Why is Academic Freedom Important for Ethnic Studies,” David Palumbo-Liu echoes this idea:

Ethnic studies is particularly vulnerable to denials of or infringements upon academic freedom not only because the kinds of knowledge it generates are considered peripheral to the core mission of the university, but also because its modality of opposition and contestation wins it no friends among most administrators (Palumbo-Liu, 2016).

At the administrative level, this resistance may mean that courses with focus on such communities are given less priority and as such, are offered less than other courses. It may also mean less priority on the hiring of faculty who emphasize these communities in their research. Resistance may also come from faculty who oppose these new concepts and perspectives. This resistance often appears as challenges to the academic integrity of the concepts or topics and thus may remove them from the protection of academic freedom.

## **Freedom for Public Discussion**

Perhaps no other freedom as defined by the AAUP has been more impacted by modern developments than the freedom for public discussion. Twenty-first century technological advancements have enabled a level of public discourse never even imaginable in the 1940s. This advancement certainly comes with myriad advantages in regard to freedom of expression for everyone; however, in regard to academic freedom, it has added layers of complexities and challenges. These advancements have played an important role in the evolution of college curriculum and the inclusion of new and dynamic pedagogical approaches that challenge long-standing academic norms. While social media sites such as Twitter and Facebook can serve as volatile spaces for discussion, they offer a level of discursive engagement for marginalized communities that did not previously exist.

Unfortunately, the volatility of social media can also threaten academic freedom. The case of Steven Salaita, a newly-hired tenured faculty member of the Indian Studies department at the University of Illinois in Urbana-Champaign, is a clear example of this threat. In 2014, Salaita criticized U.S. policy in regard to Israel and Palestine via social media platforms. This criticism, along with growing public demands, drove the University of Illinois to rescind its offer of employment (Flaherty, 2015). This case exemplifies the complexities of academic freedom in this social media age. While Salaita’s comments were not made in an academic environment nor in a peer-reviewed article, they still fall under the definition of public discussion and as such might be categorized as academic freedom. However, given that social media is a recent phenomenon, it is something that deserves and necessitates stronger focus.

## ACADEMIC FREEDOM, TENURE, AND SHARED GOVERNANCE FOR FULL AND PART-TIME FACULTY

In the California Community Colleges system, college governance must adhere to Education Code and Title 5 regulations, as codified in local policies, procedures, and practices.<sup>3</sup> Academic senates spend an extraordinary amount of time and energy ensuring that governance, as it relates to academic and professional matters, follows the law and is effective for the institution. However, in focusing on the effectiveness of college governance, faculty tend not to pay as close attention to academic freedom as the “indispensable requisite for unfettered teaching and research in institutions of higher education” (American Association of University Professors, n.d. a) nor to the role that tenure affords in safeguarding the protections of academic freedom. The principles inherent in both academic freedom and tenure not only provide protections for the profession but also delineate the responsibilities faculty have to their disciplines, the students, the institution, the public, and each other. Since the strength of the protection of academic freedom and tenure affects all faculty, it is an issue that should be of deep concern for both academic senates and collective bargaining units. As such, these organizations must work together to ensure the vitality and survival of academic freedom and tenure within the system. In recognizing how important academic freedom is to the profession, faculty must also recognize that its very existence is inextricably dependent upon tenure. As confirmed by AAUP, a principle purpose of tenure is to safeguard academic freedom (American Association of University Professors, n.d. b).

### Academic Freedom and Tenure

In 1988, Assembly Bill 1725 (Vasconcellos)<sup>4</sup> included mention of the importance of full-time faculty to the community colleges. This sentiment was later included in Title 5 regulation as an aspirational goal—frequently referred to as the 75/25 goal—for 75% of instruction to be performed by full-time tenured or tenure track faculty. The goal is also referenced in Education Code §87482.6, which details the use of the faculty obligation number and funding in an effort to make progress toward the goal. However, regardless of the support of both Education Code and Title 5, the community college system has never met the goal, and this situation has critical implications for tenure, academic freedom, and governance, particularly regarding collegial consultation.

Tenure in the California community colleges is threatened and has been for many years; consequently, so has academic freedom. 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,<sup>5</sup> 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.

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3 For more information, see the ASCCC Local Senates Handbook at <https://www.asccc.org/papers/handbook2015>.

4 The text of AB 1725 (Vasconcellos, 1988) is available at <https://edsources.org/wp-content/uploads/old/ab1725.PDF>

5 According to the California Community Colleges Chancellor’s Office Data Mart, per student funding remained relatively flat over the previous ten years as of 2019.



Historically, in response to these financial uncertainties, community colleges have increasingly relied on part-time faculty who by the very nature of their employment status are easily hired or terminated depending on fluctuations in funding, student headcount, course offerings, and staffing needs. Additionally, the community colleges system continues to rely on the faculty obligation number (FON) to determine the minimum number of full-time faculty per district as required by the Board of Governors. Unfortunately, the FON has remained relatively unchanged since its inception in 1989. Rather than making progress toward the 75/25 goal, districts tend to use the FON as a ceiling rather than the floor to benchmark the number of full-time faculty to hire each year, resulting in stagnant and even decreasing numbers of tenure-track faculty in the CCC system (Bruno, et.al., 2018). Currently, the community colleges have approximately 16,451 full-time faculty and 37,918 part time faculty.<sup>6</sup> Thus, approximately 70% of faculty within the system are part-time and do not have the protections of tenure status. The static number of full-time tenured faculty and the necessary corollary of reliance on part-time faculty has left colleges in a weakened position regarding tenure. This weakening of tenure adversely affects the protection and benefits of academic freedom, including participation in governance, for all faculty.

The numbers of full- and part-time faculty have a direct impact on academic freedom and the ability of faculty and colleges to engage in robust participatory or shared governance. Although academic senates represent all faculty in academic and professional matters, regardless of employment status, and all faculty share a commitment to fulfilling academic and professional responsibilities outlined in Title 5 §53200, structural barriers exist for part-time faculty to participate in the governance of their colleges. One of the fundamental purposes of tenure is to protect a faculty member's ability to speak truth to power without retribution. Although the strength of this protection varies widely across the system because it is frequently dependent upon college policies, contract language,<sup>7</sup> and due process procedures, the fact that tenure provides some protection for full-time faculty is a privilege not experienced by part-time faculty. 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. This threat has a chilling effect on participation in college governance.

Furthermore, part-time faculty are frequently unable to participate in governance due to their workload, and, if they are able, they are rarely compensated for governance work. This burden was recognized as far back as 1988 in a passage from AB1725 (Vasconcellos):

If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges. There is proper concern about the effect of an over-reliance upon part-time faculty, particularly in the core transfer curricula. Under current conditions, part-time faculty, no matter how talented as teachers, rarely participate in college programs, design departmental curricula, or advise and counsel students. Even if they were invited to do so by their colleagues, it may be impossible if they are simultaneously teaching at other colleges in order to make a decent living (Assembly Bill 1725, Vasconcellos, 1988, Section 4.b).

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6 Data from the Fall 2019 semester according to the California Community Colleges Chancellor's Office Data Mart.

7 See Appendix 2

If the part-time faculty who form the majority of faculty within the community college system are uncompensated or unable to participate in college governance, then that burden falls solely on the full-time faculty.

## IMPORTANCE OF ACADEMIC SENATES AND UNIONS WORKING TOGETHER

Faculty organizations must collaborate to improve the status of academic freedom, tenure, and governance within the community colleges system for the benefit of faculty, students, and the community at large. Although a local academic senate may at times find itself at odds with interests of or positions taken by the local collective bargaining unit or union, these conflicts, potentially pitting one faculty group against another, do not serve faculty or the institution well. Both academic senates and faculty unions must be clear regarding their purview in governance of the college, and all will benefit when both entities respect each other's purview and continue to collaborate on shared interests and issues. Academic freedom is one shared issue that is frequently neglected by both academic senates and unions. Although many colleges have academic freedom policies and some unions have negotiated language into their local contracts, faculty may nevertheless face direct threats to academic freedom.

### **ASCCC Academic Freedom Survey**

In a 2019 Academic Senate for California Community Colleges survey on Academic Freedom,<sup>8</sup> sent through local academic senate presidents, more than 50% of those responding indicated that their contracts did not contain a robust policy on academic freedom with due process for both full- and part-time faculty. In another finding, approximately 47% of respondents indicated that their academic senates had not created a strong statement that defined the parameters of academic freedom for faculty. Only about half of respondents agreed that their local academic freedom statement and board policy were widely distributed and easily accessible to all faculty. More than 90% of respondents indicated that faculty did not receive training on academic freedom at their campuses.

Respondents identified several topics that had been debated with regard to academic freedom on their campuses, including textbook selection, teaching methodology, implementation of statewide initiatives, faculty evaluations, grading policies, freedom of speech in and out of the classroom, and curriculum offerings. More than 13% of those responding reported that outside organizations had been involved with the surveillance and censoring of college faculty or others on their campus. The survey results support the need for collective bargaining units and academic senates to work together to protect academic freedom, tenure, and shared governance for all faculty.

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<sup>8</sup> See Appendix 3.

## **Academic Freedom Policies and Collective Bargaining Agreements**

As of 2020, eighty-three faculty collective bargaining agreements are established within the California Community Colleges system, yet only forty have some mention of academic freedom. Many simply include reference to the local district board policy on academic freedom, noting that faculty have a contractual obligation to observe all policies. When academic freedom is included in the collective bargaining agreement, this language is the default. However, listing academic freedom in collective bargaining agreements not as a right of faculty but rather as another task that faculty must absorb as part of their workload is insufficient. The 2019 ASCCC Survey on Academic Freedom revealed that only 45% of respondents agreed or strongly agreed that their contract contained a robust policy on academic freedom and due process for academic freedom for both full-time and part-time faculty.

In order to protect academic freedom, collective bargaining agreements should strive to assert the unique right of academia, particularly in the area of tenure, evaluation, and due process. The agreements must acknowledge academic freedom as a professional right of the faculty and reference the standard definition in the 1940s AAUP statement of principles. In the AFT Guild Local 1931 2020-2022 collective bargaining agreement with San Diego Community College District, faculty rights to academic freedom permeate the document not only by acknowledging the 1940 Statement of Principles, but also by specifically calling out the right to faculty privacy, including use of email, and a noted expectation of the faculty to protect students' academic freedom. This collective bargaining agreement stands out in particular as an example incorporating the importance of academic freedom in the faculty evaluation process (Faculty Bargaining Unit, 2020).

## **Academic Senate and Union Partnerships Regarding Academic Freedom**

Academic senates must recognize that unions can be a powerful force to help combat the erosion of academic freedom and ensure faculty certain protections under academic freedom. According to the 2005 AAUP Academic Unionism Statement, being a member of a union includes a number of benefits that complement the benefits of being a member of the academic senate, including the following:

- Unions enable faculty and other members of the academic community, who would be powerless alone, to safeguard their teaching and working conditions by pooling their strengths.
- Unions make it possible for different sectors of the academic community to secure contractual, legally enforceable claims on college administrations, at a time when reliance on traditional advice and consent has proved inadequate.
- Unions may provide members with critical institutional analyses—of budget figures, enrollment trends, and policy formulations—that would be unavailable without the resources provided by member dues and national experts.
- Unions increase the legislative influence and political impact of the academic community as a whole by maintaining regular relations with state and federal governments and collaborating with affiliated labor organizations.

- Unions reinforce the collegiality necessary to preserve the vitality of academic life under such threats as de-professionalization and fractionalization of the faculty, privatization of public services, and the expanding claims of managerial primacy in governance.

In support of academic senates and unions working together, the 2005 AAUP statement goes on to say that “[s]trong senates and strong union chapters can work together to preserve and protect academic freedom on campus. Together, they establish the institutional terrain and precedents on which individual rights are defined, defended, and sometimes adjudicated” (American Association of University Professors, 2005).

## **Protecting Academic Freedom Together: Effective practices for Academic Senates and Unions**

In order to represent faculty effectively, local academic senates and unions should strive to create a collegial and collaborative relationship, one that delineates and respects the unique role of each entity and strives to support both. Faculty are best served when both the academic senate and the union are strong. A faculty divided against itself undermines academic and professional standards, impairs working conditions, and damages the educational integrity of the institution.

In defining this relationship, faculty need to be aware of the different approaches used by academic senates and unions. Negotiation is the primary tool used by unions to draft the contract between faculty and the district in order to determine the conditions of employment, such as but not limited to wages, working hours, overtime, safety conditions, class size, evaluation procedures, due process for discipline, seniority, academic calendar, sick leave, retirement benefits, health benefits, professional development requirements, grievance methods, and participation in college service activities. On the other hand, academic senates develop policies and processes regarding academic and professional matters through collegial consultation with the board of trustees or its designee. Collegial consultation is defined as either relying primarily upon the advice and judgment of the academic senate or reaching mutual agreement (Title 5 §53200). Although very different, the two approaches work as counterbalances to each other. When the union and the academic senate collaborate, the benefits of both approaches are clearly visible in the strengthening of the faculty as a whole and support the design of mutually beneficial college policies and processes that are culturally informed and responsive to the dreams, goals, and needs of a diverse student body.

To reach a mutually beneficial state, the academic senate and the union may wish to create a joint agreement or memorandum of understanding to clearly define the role and purview of each entity and the working relationship between the two. This agreement may best be developed when the entities are not in conflict or stressed in dealing with major concerns.<sup>9</sup> A collegial relationship between the academic senate and the union is critical so that each entity may represent faculty within its purview. A written agreement is one way to ensure the effectiveness of working together, particularly as a road map to continue collaboration in the future through the change of faculty leaders of both bodies.<sup>10</sup>

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9 See Appendix 4.

10 For more information on establishing a collegial working relationship between the academic senate and the union, see the 1996 ASCCC paper *Developing a Model for Effective Senate/Union Relations* at [https://www.asccc.org/sites/default/files/publications/senate\\_union\\_relations\\_1996\\_0.pdf](https://www.asccc.org/sites/default/files/publications/senate_union_relations_1996_0.pdf).

As academic senates and faculty unions establish strong working relationships, one of the first items on the collective agenda should be to review the institution's policy on academic freedom and ensure that it is codified in the contract to protect both full- and part-time faculty. Academic senates should take the lead on defining the parameters of academic freedom—e.g. instructional methodology, textbook selection, syllabi, etc.—through resolution, policy, or other means as dictated by local process. These parameters will help to support and inform contractual agreements on academic freedom negotiated by the union. The union should negotiate protections for both full- and part-time faculty, including due process for violations and ensuring the faculty evaluation process does not encroach on academic freedom.

Once the union has negotiated robust protections for academic freedom into the collective bargaining agreement, professional development for faculty is crucial. Again, this area is one where the academic senate and the union should collaborate. Training should be provided for all faculty—part-time, tenure-track, and tenured—on academic freedom and participating in the evaluation process. Special consideration should be given to how faculty evaluate faculty in the classroom, both on-ground and on-line. The tenure process for faculty in community colleges relies heavily on student evaluations. According to one recent study of tenure-track faculty, the factors most associated with higher student ratings were the attractiveness of the faculty member and the student's interest in the class; the factors most associated with lower student ratings were course difficulty and whether student comments mentioned an accent or a teaching assistant. Not surprisingly, faculty tended to be rated more highly when they were young, male, white, in the humanities, and held a rank of full professor (Murray, et.al, 2020).

Faculty should be aware of the scope of evaluations and how to ensure that the evaluation does not infringe upon the academic freedom of a faculty member being evaluated. If one faculty member has questions about what another faculty member is doing regarding anything that is within the faculty member's academic freedom parameters as established by the academic senate, those conversations must be collegial and nonevaluative. They should be professional, with the goal of understanding different ways of teaching, and should in no way be brought up during the evaluation process. Ultimately, the academic senate and the union should work together to ensure that all faculty understand and protect the academic freedom rights and responsibilities of all faculty.

Once protections are in place, a determination should be made regarding who or what will be the arbiter in the case of a perceived violation of a faculty member's academic freedom. As an academic and professional matter, these potential violations should go before a duly constituted—appointed or elected—faculty committee to review the situation and recommend action. The committee should be composed of members who are knowledgeable of both the parameters of academic freedom as determined by the academic senate and the contract and due process for violations of those parameters. Committee members should undergo regular training on the academic freedom parameters and due process to remain current and effective. Such a committee may act as a source of campus expertise on academic freedom.

## OTHER CONSIDERATIONS IN PROTECTING ACADEMIC FREEDOM

Other areas on which the academic senate and union should collaborate regarding academic freedom include providing joint union and academic senate professional development and training for faculty and specifically for academic senate leaders. In the 2019 ASCCC Survey on Academic Freedom, an overwhelming majority of respondents, 93%, indicated that their colleges provided no professional development on academic freedom for faculty. Ideally, professional development regarding academic freedom should be provided for all faculty locally, including implementing local board policies and procedures in light of the parameters set by the academic senate and the contract obligations negotiated by the union. Academic senates, with the assistance of union colleagues, should review their own procedures and those of their standing committees for possible constraining of or incursion into areas of academic freedom.

Finally, academic senates and unions should educate administrators, board members, and the campus community as well as the larger community on the importance of academic freedom, tenure, and shared governance as the most effective methods of ensuring the integrity of the institution and ensuring the public trust.

### Supporting the Academic Freedom of Colleagues

Faculty can take many actions to strengthen and support the academic freedom of their colleagues across the community college system and indeed across the nation. First, local academic senates can encourage the creation and adoption of a supportive board policy delineating the parameters of academic freedom on each campus. Further, each local senate can create its own statement regarding the practice of academic freedom at a variety of levels, including the generation of new curriculum and retirement of older courses, professional development, the implementation of diverse and innovative pedagogies in the individual classroom, evaluations, and grading policy, among others.

Sometimes supporting the academic freedom of colleagues at the department level can become fraught, especially because individual academic freedom can find itself in tension with local departmental policies, procedures, and the collective decision-making process. Decisions regarding common course materials and textbooks can often intersect with individual academic freedom. For example, a faculty member might desire to use open educational resources (OER) for a course that makes use of a common print textbook chosen by the department. The department may have chosen a common text so that students do not have to purchase additional course materials or for various other reasons. Often departmental questions regarding the quality and rigor of materials can inspire intense feelings among discipline faculty who are passionate about their subjects and student success. As long as the faculty are choosing course materials that are in alignment with the course outline of record, individual faculty can make a legitimate argument that they have the right to choose their own course materials under the tenets of academic freedom.

In a situation such as a conflict over course materials, robust discussion should take place within the department, and ideally a consensus solution could be found. The same type of discussion may be had for student learning outcomes, another area in which departments adopt common standards and policies across courses. Another intra-faculty issue that can sometimes cause consternation among colleagues regarding the practice of academic freedom is grading policies. Academic freedom allows faculty to evaluate student work in a manner that they best see fit in order to teach the material. This point is an especially important point to acknowledge, because commentary surrounding grading policies can often appear in evaluations of faculty work within the classroom by peers during the tenure process. Some faculty equate rigor with a standard bell curve, while others believe that courses may be rigorously designed in ways in which most students master the material and earn high marks. In either case, while colleges and departments have a right to set and maintain academic standards, simply using grade distribution in the evaluation of faculty work would infringe upon the parameters of academic freedom. Ideally, local academic senates and communities of practice within departments would set suggested guidelines for the evaluation of student work and grading policies but not act as bodies of surveillance and enforcement.

One of the best and most important ways faculty can support the academic freedom of their peers is for local academic senates along with their union colleagues to develop robust professional development opportunities regarding the parameters and practice of academic freedom. If faculty and colleges do not establish a clear understanding of the boundaries and responsibilities attendant on the privilege of academic freedom, a clear delineation of why academic freedom is practiced in service of students and the public good in order to create a foundation of trust in public institutions of education, and a sound articulation of how the tenure process is the essential basis of academic freedom, the future of academic freedom will teeter in jeopardy.

## **Academic Freedom and Systemwide Initiatives**

The California Community Colleges system is constantly engaged in a process of continuous improvement in order to educate the whole student in the best way possible. Faculty are always interrogating their pedagogies, improving their services, and innovating change so that they can be as effective as possible. The dialogue of continuous improvement may take place at a variety of levels in which faculty take the lead: the individual classroom, the department, or on local and statewide academic senate committees.

Sometimes, change knocks on the door from outside the system and is encouraged by entities who have different prerogatives and intentions than faculty. However, because academic freedom exists to protect education for the public good and to ensure that students are allowed free inquiry, it must be the faculty, whose expertise is teaching and student engagement, who lead the effort to improve the quality and delivery of the education they deliver. Faculty must be properly resourced so that they may have the time and space to genuinely collaborate with administrators and system partners in a meaningful way that reflects the best principles of participatory governance and collegial consultation. Faculty, engaged in a constant process of improvement, welcome the suggestions, expertise, and help of enthusiastic partners in student success because faculty believe that through the process of collaboration and shared governance, colleges can achieve the best results, and they require financial support in order to achieve

the mission of the system for students and for the state. Most of all, the faculty of the California Community Colleges system understand that they are living in the “fierce urgency of now” (King, 1963) and will not be satisfied until all students are achieving their self-stated goals and the system is achieving equitable results. However, when the goals of system partners intersect with the academic and professional responsibilities of faculty as delineated in Title 5 §53200, academic freedom may become threatened.

Many well-intentioned system initiatives and grant-funded projects can inadvertently encroach upon the boundaries of academic freedom, and faculty must therefore not only be vigilant but step up and take ownership of the change management process in a meaningful way. Resources must be devoted to faculty with pertinent expertise regarding whatever innovation is being implemented or project is at hand, and faculty must have access to robust professional development that ensures that they become leaders and agents of systemic change.

Specifically in the area of curriculum development, many pratfalls can be avoided in order to protect the integrity of academic freedom. An example is the recent implementation of Assembly Bill 705 (Irwin, 2017), a well-intentioned law designed to support students completing transfer level math and English in their first year, and ESL in three years. Nowhere did the law necessarily recommend curricular changes; it was intended to change the placement of students in courses in order to increase their timely success. However, a variety of external organizations campaigned and applied significant political pressure to eliminate entry-level courses, and many community college districts followed this direction, often over the objections of faculty. In such a situation, because each campus in the system is so different and because student bodies are so diverse in their needs and composition, careful and intentional collaboration is instead needed to make certain that all of the implications for equity and student success have been considered on each individual campus as everyone is engaged with systemic change. For these reasons, reform and redesign movements like guided pathways must be firmly grounded in faculty leadership as outlined in Education Code and Title 5. Specifically, curriculum development, student learning outcomes, the organization of programs within clusters, and the ways that colleges deliver counseling services, among many others matters, require a strong process of collaboration grounded in principles of shared governance in order to preserve the essential tenets of academic freedom.

## CONCLUSION

Academic freedom is an essential aspect of education that protects the free exchange of ideas and should be at the forefront of academic senate conversations. The opportunities afforded by academic freedom, including areas of teaching, research, and extramural speech, are at the cornerstone of free education. Because faculty members have the right to teach, research, and speak freely on their areas of expertise, community dialogue is expanded and equitized. Academic freedom allows new ideas and marginalized stories to be brought to the forefront of academic discussion. The tenure structure is essential to providing faculty the safety and protections to fully embrace their academic freedom. Academic senates and faculty unions should work together to create processes, procedures, and contract language to protect all faculty's academic freedom. They should also support and train faculty in the facets of academic freedom through multiple and systematic professional development opportunities.



## RECOMMENDATIONS

### **Recommendations for Local Academic Senates:**

1. Local senates should create a statement on academic freedom, in addition to local board policy, that delineates the specific issues and parameters of academic freedom for faculty.
2. Local senates should provide consistent and ongoing professional development for full- and part-time faculty and senate leaders—curriculum, program review, policy chairs, senators, etc.—in the principles and tenets of academic freedom, including onboarding new faculty.
3. Local senates should work to review, revise, and strengthen shared governance processes, policies, and procedures in relation to academic freedom so that shared governance protects dissenting opinions in the decision-making process.

### **Recommendations for Local Academic Senates in Collaboration with Union Colleagues:**

1. Local senates should work with union colleagues to develop due process around violations or perceived violations that involve academic freedom issues, including a duly constituted—appointed or elected—faculty committee to review and recommend action.
2. Local senates should collaborate with union colleagues on codifying the protection and parameters of academic freedom in contract in light of faculty evaluations, curriculum, online instruction, dual enrollment, open educational resources, guided pathways, and other relevant issues.
3. Local senates should work with union colleagues to train faculty on engaging in faculty evaluations in light of academic freedom.
4. Local senates should clearly delineate and provide justification for adjunct faculty participation in shared governance in order to support union efforts to negotiate appropriate compensation.
5. Local senates and union colleagues should review AAUP resources and recommendations.

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## APPENDICES

### Appendix 1: 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments

Insert from <https://www.aaup.org/file/1940%20Statement.pdf>

### Appendix 2: Academic Freedom Contract Language

Insert from [https://drive.google.com/file/d/1N2vwAQRdLFSyDn6xTM5f1KffLpibh1\\_8/view?usp=sharing](https://drive.google.com/file/d/1N2vwAQRdLFSyDn6xTM5f1KffLpibh1_8/view?usp=sharing)

### Appendix 3: Executive Summary of ASCCC Academic Freedom Survey Results

- Based on a recommendation from the Educational Policies Committee, the ASCCC conducted a statewide online survey on Academic Freedom during January of 2020.
- Responses were submitted during a two-week period between 1/14/20 to 1/25/20.
- The survey contained a total of 13 questions.
  - Two questions obtained information on college demographics and faculty role.
  - Nine questions were multiple choice or True/False and are summarized below.
  - Two questions were open ended:
    - Question 7: How often do your faculty receive professional development regarding Academic Freedom?

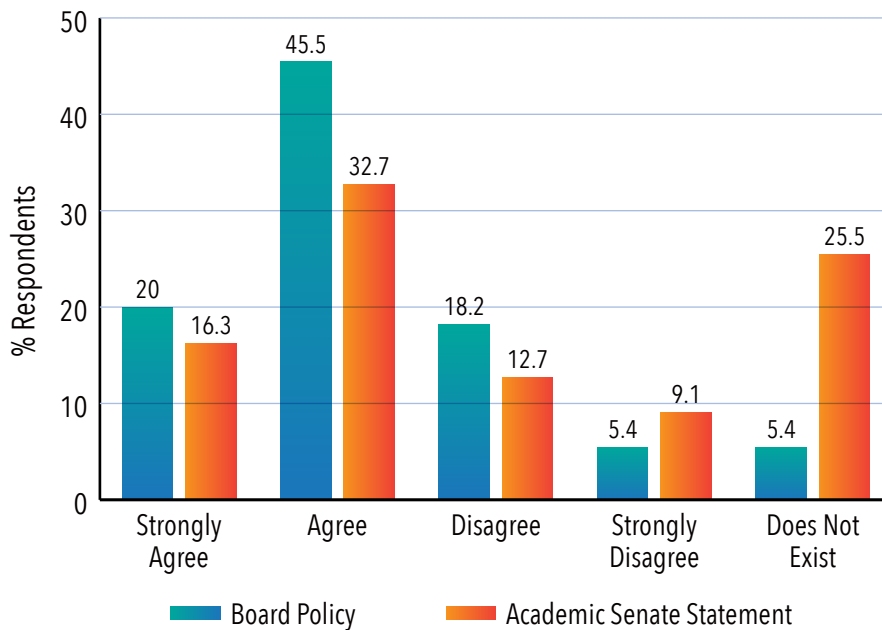
- Question 10: If a faculty member on your campus believes their Academic Freedom has been violated, what happens? Has your senate been involved with the creation of a due process?

- The survey elicited 66 responses from faculty representatives at 39 different colleges.
  - A total of 37 colleges submitted a single response to the survey.
  - Two institutions, Taft and LA Southwest Colleges, had multiple responses, 12 and 15 respectively.

**Figure 1 summarizes responses to the following two statements (Survey Questions 3 & 4):**

1. Our local Academic Senate participated in the creation and/or review of a **Board Policy** regarding Academic Freedom
2. Our **Academic Senate** has created a strong **Statement** regarding Academic Freedom that defines the parameters of Academic Freedom on our campus.

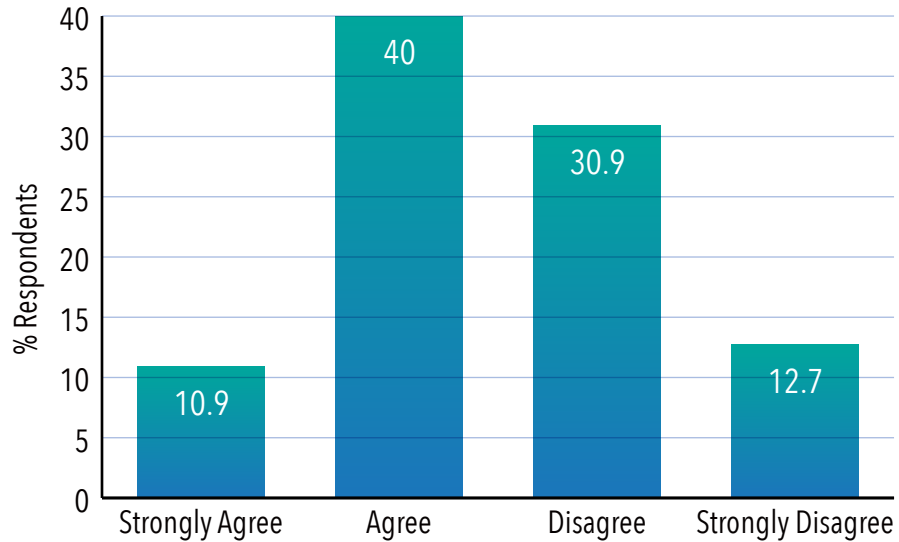
**Figure 1: Local Academic Senate Participated in Creation of Board Policy or Senate Statement on Academic Freedom**



**Figure 2 summarizes responses to the following statement (Survey Question 5):**

Our Academic Freedom statement and Board Policy are widely distributed and easily accessible to full-time and part-time faculty.

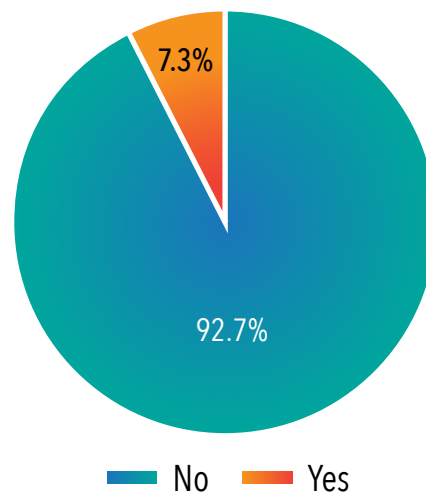
**Figure 2: Widely Distributed and Easily Accessible Board Policy and Senate Statement on Academic Freedom**



**Figure 3 summarizes responses to the statement (Survey Question 6):**

Faculty receive professional development training regarding Academic Freedom on our campus

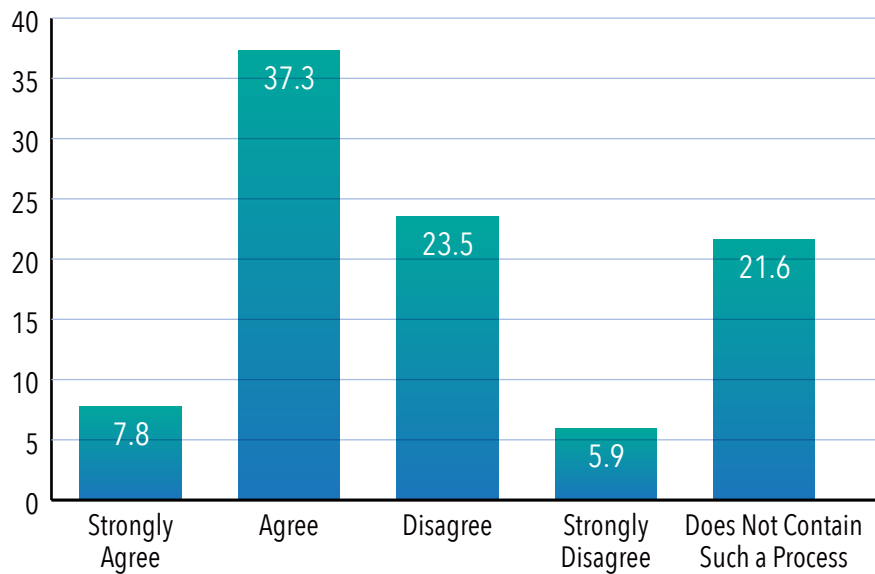
**Figure 3: Faculty Receive Training on Academic Freedom**



**Figure 4 summarizes responses to the statement (Survey Question 8):**

Our contract contains a robust policy on Academic Freedom and due process for Academic Freedom for both full-time and part-time faculty:

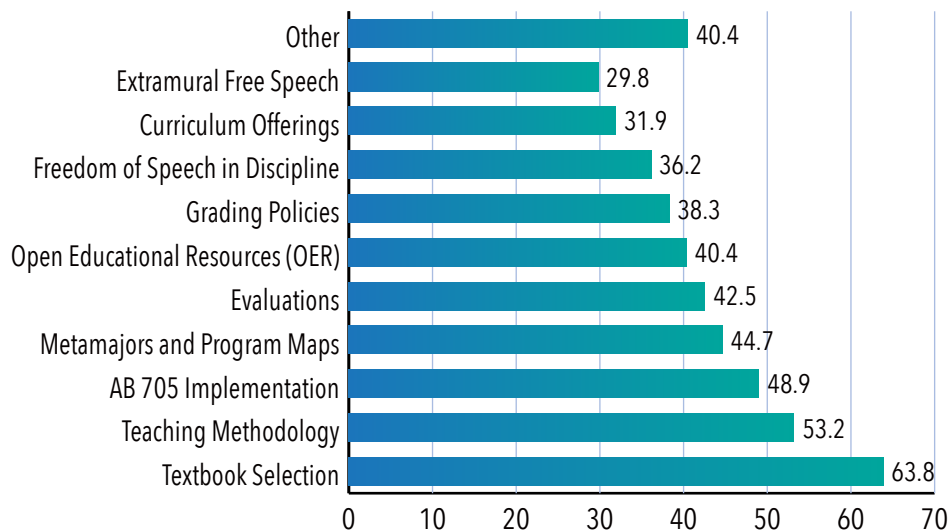
**Figure 4: Contract Contains Robust Policy on Academic Freedom and Due Process for All Faculty**



**Figure 5 summarizes responses to the statement (Survey Question 9):**

Please indicate if any of the below subjects have been debated on your campus with regards to how they intersect with Academic Freedom (you may select more than one).

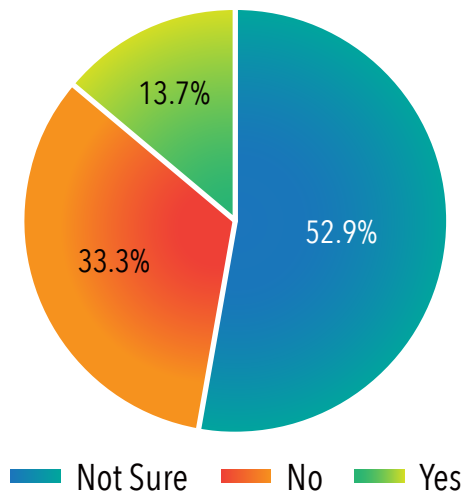
**Figure 5: Topics Debated with Regards to Academic Freedom**



**Figure 6 summarizes responses to the following question (Survey Question 11):**

Have outside organizations been involved with the surveillance and censoring of college faculty and/or administrators and staff on your campus? If so, please explain.

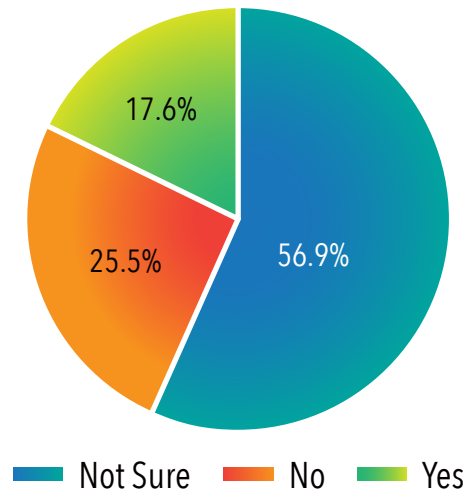
**Figure 6: Surveillance and Censuring by Outside Organizations**



**Figure 7 summarizes responses to the following question (Survey Question 12):**

Has the ratio of hours taught by full-time tenure track faculty fallen in the past five years when compared with the number of hours taught by part-time faculty on your campus?

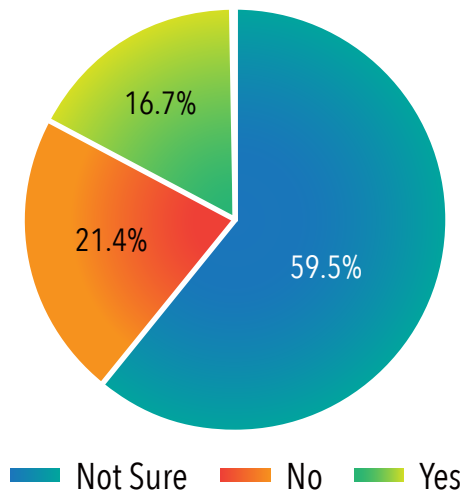
**Figure 7: Has the Ratio of Hours Taught by Full-time Faculty Dropped in Last 5 years?**



**Figure 8 summarizes responses to the following question (Survey Question 13):**

If the ratio of hours taught by full-time tenure track faculty has fallen when compared to hours taught by part-time faculty, do you believe this has had any effect on the security of academic freedom on your campus? If so, please explain.

**Figure 8: Has a Lower Ratio of Hours Taught by Full-time Faculty Affected Academic Freedom on Your Campus?**



## Conclusions and Findings

- **Board Policy on Academic Freedom:** 65% respondents agreed or strongly agreed that the senate had participated in Board Policy on Academic Freedom, 24% disagreed or strongly disagreed, and 5% indicate the Board had no Academic Freedom Policy.
- **Senate Statement on Academic Freedom:** 49% respondents agreed or strongly agreed that the senate had created a statement on Academic Freedom, 21.8% disagreed or strongly disagreed, and 25.5% indicate the Senate had no Academic Freedom statement.
- **Widely Distributed and Easily Accessible Academic Freedom Policy and Statement:** 50.9% agreed or strongly agreed, while 43.6 disagreed or strongly disagreed.
- **Training on Academic Freedom:** Over 92.7% of respondents indicated faculty did not receive training on Academic Freedom, only 7.3% reported faculty received training on this topic.
- **Contract Policy and Due Process for Academic Freedom:** 45.1% respondents agreed or strongly agreed that their contract had a robust policy on Academic Freedom, 29.4% disagreed or strongly disagreed, and 21.6% indicate their contract had no Academic Freedom policy.
- Topics debated with regards to Academic Freedom:
  1. Textbook selection: 63.8%
  2. Teaching methodology: 53.2%
  3. AB 705 implementation: 48.9%
  4. Faculty Purview in Metamajors and Program Maps Creation: 44.7%
  5. Evaluations: 42.6%
  6. Open Educational Resources Implementation or Prohibition: 40.4%
  7. Grading policies: 38.3%
  8. Freedom of Speech in Discipline: 36.2%
  9. Curriculum offerings: 31.9%
  10. Extramural Free Speech: 29.8%
  11. Other: 40.4%
- **Surveillance or censoring by outside organizations:** 13.7% reported surveillance or censoring by outside groups, 33.3% reported none, and 52.9% were not sure.

## Appendix 4: College of the Canyons Joint Understanding Between Senate and Union

Insert from [https://www.canyons.edu/\\_resources/documents/administration/academicsenate/documentspage/academicsenatestandingrulesandstatements/JointCollaborativeconsultationUnderstandingJCCUsigned.pdf](https://www.canyons.edu/_resources/documents/administration/academicsenate/documentspage/academicsenatestandingrulesandstatements/JointCollaborativeconsultationUnderstandingJCCUsigned.pdf)





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Academic Senate for California Community Colleges  
One Capitol Mall, Suite 230, Sacramento, CA 95814  
916.445.4753 [www.asccc.org](http://www.asccc.org)

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## ASCCC Common Course Numbering Phase III Summer Convenings and Survey Opportunities

**Faculty nominations within each discipline or course below for ratification at RCCAS on Monday, April 7. [see highlighted nominees]**

**Any disciplines that missed the window but would still like to put forward nominees should contact President Scott-Coe before Friday, April 11.**

**Background:** The ASCCC will host four **virtual**, multi-day CCN faculty events in June 2025 to develop CCN Course Templates for 47 courses across 18 disciplines. Phase III convening, discipline, and course information can be found on the [ASCCC CCN webpage](#) in the Phase III CCN Implementation section.

ASCCC invites Academic Senate Presidents at all California Community Colleges to nominate up to two (2) faculty members per discipline - or by course as indicated.

The requested nominations are for participation in CCNFWs during the multi-day convenings for disciplines new to CCN, and to fill any potential openings in existing CCNFWs. Please be aware that while we value all nominations, not all nominated faculty may be selected for the final composition of the workgroups.

### **Convening Date and Time A**

June 2, 3, 4, 5  
(1pm - 4pm)

### **Disciplines**

**Administration of Justice—Melissa Matuszak**

\* Child Development

\* Early Childhood Education

History

**Philosophy—Kevin Maroufkhani**

### **Nomination Notes**

\* Child Development and Early Childhood Education courses will be addressed by a single CCNFW.

--continued next page

## **Convening Date and Time B**

June 9, 10, 11  
(1pm - 4pm)

### **Disciplines**

\* Biology (Anatomy & Physiology) –Ryan Joseph and Gregory Russell

\* Biology (Microbiology)—Heather Smith

Communication Studies

\*\* English as a Second Language—Miguel Reid and Carla Reible

Political Science—Mark Sellick and Parissa Clark

### **Nomination Notes**

\* Two CCNFWs will be formed for Biology with one group addressing Anatomy & Physiology and one group addressing Microbiology. Nominations should be by course for this discipline - two for A & P and two for Microbiology.

\*\* Faculty nominated for this discipline should teach academic reading and writing for multilingual learners.

## **Convening Date and Time C**

June 16, 17, 18  
(1pm - 4pm)

### **Disciplines**

Art History

Chicana/o Studies

Kinesiology—Doug Finfrock

Music—Steven Schmidt

--continued next page

## **Convening Date and Time D**

June 23, 24, 25, 26  
(1pm - 4pm)

### **Disciplines**

Accounting

\* Business

Mathematics—Veasna Chiek

\*\* Psychology

\*\*\* Sociology –Michael Chavez and Janet Hill

### **Nomination Notes**

\* Faculty nominated for this discipline should include, but not be limited to, those who teach a Business Statistics course as possible.

\*\* Faculty nominated for this discipline should include, but not be limited to, those who teach a Psychology Statistics course as possible.

\*\*\* Faculty nominated for this discipline should include, but not be limited to, those who teach a Sociology Statistics course as possible.

--END--