



# Riverside City College Academic Senate

## Agenda

Monday 5 May 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** April 7 (April 21 tabled)
- 3:05 IV. **Public Comments**
- 3:15 V. **Liaison Reports**
- A. RCCD Faculty Association
  - B. College President or designee
  - C. ASRCC Representative
- 3:30 VI. **Committee or Council Updates and Reports**
- A. VP of Business Services, Kristi DiMemmo will present the DSSC draft Security Improvement Plan, along with an update about safety and facilities planning/projects (information + discussion)
  - B. Faculty co-chair of EPOC, Wendy McKeen, will introduce the drafted College Vision and Mission (first read)
  - C. Faculty co-chair of GEMQ, Wendy McKeen, will introduce a committee proposal to coordinate a master calendar of college meetings for 2025-26 (discussion + possible action)
- 3:50 VII. **Ongoing Business**
- A. President Scott-Coe will facilitate review of RCCAS bylaws updates with a revised timeline for approving on June 9 (second read)
  - B. VP Taylor and President Scott-Coe or designees will provide highlights of ASCCC Spring Plenary (information + discussion)
  - C. President Scott-Coe or designee will share preparations for implementing the updated equivalency procedure (information)
- 4:10 VIII. **New Business**
- A. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates (action)
    - a. Faculty Co-Chair for SAS
- 4:25 IX. **Officer Reports**
- A. Secretary-Treasurer
  - B. President
  - C. Vice President
- 4:35 X. **Open Hearing**
- 4:55 XI. **Learn, Share, Do**
- 5:00 XII. **Adjourn**

**Next RCCAS Meeting: Monday 12 May 2025**  
*Agenda items due by Tuesday 6 May 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**

April 7, 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 Truttman

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 3:10pm)

Physical Science: James Cheney

School of Education & Teacher Preparation: Emily Philippsen

***Associate Faculty Senator***

Lindsay Weiler

***Ex-Officio Senators***

TLLC: Lashonda Carter

ASC: Jacquie Lesch

EPOC: Wendy McKeen (Arrived at 3:55pm)

GEMQLC: Wendy McKeen (Arrived at 3:55pm)

RDASLC: Patrick Scullin

SAS LC: Vacant

Curriculum: Kelly Douglass

Parliamentarian: Sal Soto

***RCCD Faculty Association***

Emily Philippsen

***Administrative Representatives***

College President: Claire Oliveros

VP Academic Affairs: Lynn Wright

VP Business Services: Kristine DiMemmo

VP Planning and Development: Kristi Woods (Interim)

VP Student Services: Vacant

***ASRCC Representative***

Vacant

***Recorder of Minutes***

*Sydney Minter*

***Guests***

- Rudy Arguelles- Professor of Kinesiology, faculty representative on DSSC
- Noemi Hernandez Alexander- Interim Dean of Student Services
- Laura Diaz- UndocuLiaison
- Megan Bottoms- Student Life & Leadership
- Virginia White- Program Review and Biology
- Denise Kruizenga-Muro- Assessment Committee Co-chair
- Pamela J. Starr- Director of DRC
- Mary Rankin- Student Health and Psychological Services
- Kristin Nemecek- Assistant Professor of Theatre Arts
- Gabriel Graves- ASRCC
- Shari Yates- Dean of CTE
- Rebecca Goldware – Vice Chancellor, Institutional Advancement & Economic Development
- Courtney Carter- Counseling

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

- M/S/C: (Soto/Russell) approved by consensus

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

- M/S/C:(Borses/Perez)- approved by consensus

**3:0 IV. Public Comments**

- Laura Diaz, the new UndocuLiaison for students at RCC, shared resources and upcoming events.

**3:0 V. Liaison Reports**

**A. RCCD Faculty Association**

- The proposal for the (DE) Distance Education negotiations has been accepted but is still ongoing.

- One of the issues that has come up is the relationship between district DE and college DE. Individuals at the district office are not actively teaching online, and it has become a challenge for faculty.
- The Faculty Association has announced that nominations for full time and part time faculty representatives are coming up this spring. Please contact Emily Phillipsen or another faculty representative if you or someone you know is interested.
- The sexual harassment training has been sent out, and it needs to be completed by all faculty. This is a state requirement, and part-time faculty will be compensated for the training, and full-time faculty can use FLEX time.
- The (CCA) Community College Association conference is coming up April 25-27<sup>th</sup>. If anyone is interested in being a delegate, the attendance fee will be covered. Delegates will need to stay the full duration of the conference if they want to be compensated.
- BP6120C came up at the Faculty Association meeting last week, and it was discussed that chairs and deans are responsible for adding job descriptions for faculty.

#### **B. College President**

- April is Community College Month, and this is also National Library Week. Please continue to support, advocate, and engage with our libraries and professionals, so we can convene to keep our libraries intact and funded.
- There are a couple of institutes happening this month, and there is still time and space to register April 21<sup>st</sup> through April 27<sup>th</sup>. That Saturday at RCC, we will be celebrating the engagement and contributions towards Black Student Success week. This is a State Chancellor's office initiative for California Community Colleges. It will culminate with and be in support of the electric vehicle car show, hosted by Dr. Bushel and CTE. More details to follow.
- CCC LGBTQ2+ summit is happening on April 15<sup>th</sup> and 16<sup>th</sup>. There is still time to register. RCC is a co-sponsor and there will be a watch party in various locations across camps. The Rainbow Engagement center will be featured on one of those dates.
- This Wednesday, 4/9 is our counselor-to-counselor day. Thank you to the Department of Counseling for their leadership and hosting this event.
- On Friday of this week the Asian American and Pacific Islander (AAPI) faculty and classified professionals will be highlighting a day-long series in education, art, and activism. Thank you to Professor and Senator Kim for being a part of organizing the committee for this event.
- The next strategic planning newsletter comes out on April 18<sup>th</sup>. If there were any items that did not get submitted in time, please make sure to get that information over to Jessica Vieira.
- For hiring, the OATS System is still not producing a notification for who is next in the approval steps. As job descriptions get input into the system, please alert your next approver because we are no longer receiving email notifications which has caused a bottleneck. This is a reminder to check your queue. There is NO ETA of when this issue will be resolved.

#### **C. ASRCC- No representative or report at this time.**

## **VI. Committee or Council Updates**

- 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 for information + discussion
- The report was completed by an outside consulting firm. Last fall, they sent out surveys that looked for stakeholder input to address any issues at hand. The committee is now leaning towards creating a taskforce to address any concerns. The task force will address the concerns brought up by the assessment report. The report will be broken up into categories, and they will identify who does what roles and responsibilities
  - The taskforce will start within the next month, and they already strategically mapped out and identified items to carry out their action plans. As of right now, we understand that two representatives from the Academic Senate will be on the taskforce.
    - There was brief discussion about how the task force was formed and how members were being recruited, as senate presidents were not directly asked for recruits.
    - Who is defining the charge of the task force and how will that be communicated?
    - The senate recorded again that we staged for more participation in focus groups and surveys but encountered some problems with the timeline we were originally given, which likely depressed participation from faculty.
    - Three senators are interested in participating on the DSSC task force.
    - We would like to see equal representation from all three campuses.
- B.** DLC faculty co-chair Kathleen Sell or designee will provide an update following the chairs' spring retreat (information)
- There was a DLC retreat last Thursday that focused on equitable hiring practices and what it means to be a serving institution and an HSI. Interview modalities were discussed. After checking with the vice chancellor, it was determined that committees can choose in-person or Zoom, or a hybrid model where the interview panel is face-to-face and the candidate joins by Zoom. If a panel decides to offer the Zoom option to candidates, it must offer that option to all candidates.
  - The supplemental application questions were a topic of discussion, and the current system is outdated. The character count in the online form limits the applicant from providing nuanced responses. There are improvements needed in the long term, but we need to be thinking about short term strategies to help us mitigate these challenges in terms of best practices.
  - Hiring and onboarding was also a topic of discussion, highlighting job descriptions, advertising, and direct outreach. The EEO report was reviewed in updating job descriptions for recruitment. Job descriptions should reflect our identity as a Hispanic Serving Institution (HSI) and incorporate equity minded language.
  - Department chairs are encouraged to expand their reach by distributing JDs through professional associations, affinity groups, direct outreach, and internal networks. We need to be mindful of where we are distributing job descriptions and who we connect with during the search committee process.
  - AP6120C states that there must be 5 faculty members with at least 3 subject matter experts present to reflect the breath and diversity of the department.
  - Candidate evaluation processes should be well rounded. Second level interviews assess expertise and equity mindedness to ascertain what we don't get from an application.

- 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)
- It was brought to the attention of the EPOC Committee that apprenticeship students need priority registration because they can lose their apprenticeships. EPOC tasked SAS as the committee in place to get the process started, and the committee voted and passed the decision to give apprenticeship students priority registration. Apprenticeship students are now on track for priority registration starting this summer. Apprenticeship students will be notified
  - Draft job description for faculty chair- EPOC voted on it and passed it. It does need Academic Senate approval but should go to Faculty Association first for review (as there are hours/compensation indicated) and then return to Academic Senate. It will then be brought to the President's Leadership Team (PLT)

## VII. Ongoing Business

- A. VP Taylor and the Senate Nominating Committee will lead a vote on replacement for RCC Secretary-Treasurer (completing term of Spring 2025-Spring 2026) (action).
- Megan Bottoms was the sole nominee for secretary treasurer to complete the term of Spring 2025 through Spring of 2026
- (M:S:C Nelson/Perez)- All in favor (18 votes)
- B. President Scott-Coe or designee will share the 2025-26 local and district academic senate calendar approved by District Academic Senate (information)
- Each semester, there will be six local meetings, with a seventh meeting option identified if necessary; District Academic Senate will meet monthly.
  - District Academic Senate approved this calendar on March 24<sup>th</sup>
- 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).
- The distribution system is in dire need of updating and repair. Faculty have dedicated list-servs for messaging and had some questions about the opt-ins and the difference between moderated versus an unmoderated list-servs.
  - Goldware clarified: "Moderated" means there would be a designee to review messages before they get sent out. "Unmoderated" means everyone can send messages, faculty to faculty.
  - There are three different list-servs. All three list-servs would follow the same moderation guidelines as drafted.
  - There was concern about how lack of moderation may contribute to problems.
  - Who gets to decide what information gets passed through the list-servs? There would be an actual person who would review and release messages on the moderated channel(s) according to the drafted moderation guidelines. Currently RCCD-All is the only list-serv that is moderated.
  - Whether we approve moderated or unmoderated at this time, we can revisit in the future.

(M/S/C: Scullin/Nelson) to approve all three list-servs go unmoderated.  
(Borses) opposed

- D. RCC Assessment Committee faculty co-chairs Denise Kruiuzenga-Muro and Rosa Frazier or designee(s) will introduce the revision of ILO #1 (GE SLO #1) (second read + action).
- Last spring the Assessment Committee came to Academic Senate to ask for approval to begin a short-term work group to revise the language of GE SLO #1.
  - The committee has completed their work with representation from all three colleges. They are here today to get approval for the revision of language with the other two colleges meeting with their academic senates over the next few weeks.
  - There was no specific discussion on the language of the SLO. The ask was for the clarification of the first sentence, given the term in the middle of the list (“explanations... for which multiple solutions exist”).
  - It was understood that the language in the SLO needs to be broad enough to not exclude any discipline or division.
  - Some discussion ensued about whether every discipline always agreed on multiple vs. singular solutions. However, the main question for the purposes of clarity was about the listing in that first sentence. Clarification was requested from the committee before approval.
- E. Dr. Mary Rankin and Dr. Pamela Starr will provide an update about RCC Cares for faculty (information).
- The Collaborative Advocacy for Restorative and Empowered Support (CARES) has revitalized their team to respond and support behavioral needs here on campus. They have seven members who are a part of their core team, and four members as the extended team. Everyone has gone through training to use a national, research-based method to provide support for students, faculty, and classified professionals.
  - The hope is to provide support in classrooms, engagement centers and other areas on campus so that students can be successful. We want to encourage early reporting for a student that is in need as well as encourage students to make reports if they notice any changes in their peers.
  - Clarification: CARES is not an emergency response team.
  - There is representation on the CARES team from constituents all across campus. The more information that is shared with the CARES Team the more effective they can be in providing resources.
  - If a report is determined to be a student conduct issue, those reports need to be directed to Dr. Noemi Alexander Hernandez
  - The CARES team hopes to have the website and its information up and running by the upcoming Fall semester for Fall Flex. The next senate update will come in early Fall.

## **VIII. New Business**

- A. Senator Lucretia Rose will share an update about the Umoja Queens Girl Trek event (information)
- On Saturday, March 29<sup>th</sup> Professor Brown led a Girl Trek event for the Queens of Umoja in downtown Riverside. It was an intergenerational experience with moms, daughters, and grandmothers.
  - Walking 30 minutes a day 5 days a week can add 10 years to your life. Please see a list of facts pulled directly from the Girl Trek website. This context is important for faculty to understand:

- Black women die, on average, a decade earlier than other women in the United States
- 4 out of 5 Black women are overweight or obese. Obesity increases the likelihood of developing chronic health conditions like high blood pressure, high cholesterol, and diabetes.
- Nearly 50% of Black women are affected by cardiovascular disease, and the risk is triple that of other groups
- 25% of black women over the age of 55 have Type 2 diabetes, and we are 2x more likely to develop Type 2 diabetes compared to white women
- Life expectancy is the clearest measure of justice
- The walks are free for health and wellness

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)

- Freedom of Speech is a constitutional right; Academic freedom was first defined by the American Association of University professors in 1940
- The 2020 position paper brought to us by ASCCC has been submitted for faculty to take back to their departments and discuss the differences between free speech and academic freedom, and how this may be relevant within specific disciplines.
- It is important that we make sure that we are not using academic freedom to harm our marginalized communities.
- The ASCCC paper does highlight how academic freedom means making room for new insights within academic fields.
- The paper also provides a section on the relationship between academic senate & the union and their responsibility to collaborate in this area, as relates to their respective purviews.
- According to the survey results, in the state of California, more than 90% of faculty receive NO training on academic freedom.
- We want to encourage everyone to take this paper back to departments for focused discussion. This is a crucial subject for Senate, and we will continue to delve into it

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

- Faculty nominees for ASCCC CCN Convenings in June:
  - We have nominees from Administrative of Justice, Philosophy, Biology (2 dimensions), ESL, Political Science, Kinesiology, Music, Math, and Sociology

**(M/S/C: Kim/Weiler)** to approve all nominees as submitted- approved unanimously

- Special note: If disciplines have nominees to move forward, please contact Jo Scott-Coe by Friday, 4/11.

D. Faculty Co-Chair for SAS

TBD

**(M/S/C: Truttman/Sandoval)** to extend the meeting until 5:10pm



## **IX. Officer Reports**

### **A. President**

- Thank you to Professor Bottoms on joining Academic Senate as the new Secretary-Treasurer. She will be formally seated at the next Senate meeting on Monday, April 21<sup>st</sup>.
- President Scott-Coe has been communicated with FA President Rhonda Taube about the possibility of RCC Welcome day being held the same day as fall FLEX this year. More information to come.
- Vice President Academic Affairs (VPAA) Lynn Wright has communicated that we need a faculty representative from Academic Senate to assist on the graduation committee for the spring. Kyla Teufel is the primary point of contact for this committee.
- We want to thank our LC Chairs and our EPOC Faculty co-chairs Lashonda Carter, Wendy McKeen, and Patrick Scullin for their willingness to participate on writing the District's Strategic 5-year plan
- The next accreditation meeting is May 2<sup>nd</sup> 10:30-1:00. Please come and encourage others to come as well.
- The District Academic Senate Presidents had another meeting with Vice Chancellor Brown and Misty Griffin about Barnes and Noble. In their discussion they found that attempts to push "first day *pilot*" billing (automatic billing) for single instructors/courses is technically not a violation of the standing agreement not to push "first day *complete*." District Academic Senate has agreed that this workaround seems disingenuous and has clarified that we do not support or endorse this option. Conversations about book pricing are still on our radar.
- The equivalency procedure update for 6210A was approved by District Academic senate on March 24<sup>th</sup> following a rigorous development process. The update will go to the chancellor for approval next. More details to follow as we prepare for implementation.
- The draft AP on independent study was reviewed at the DAS meeting March 24, and DAS agreed that it was a good starting place but did not vote yet as it should be reviewed by FA for contract-related elements. We
- Thank you to the EPOC team for all their work on the LC faculty co-chair job descriptions.
- Courtney Carter, Guided Pathways Coordinator brought up that we have a great description for the Guided Pathways Coordinator role but it does not yet include the term of 3 years. EPOC will be making sure that gets added to the JD.
- Thanks to everyone for all their work on Comprehensive Program Review in March. It is always a big lift.
- The Senate spotlight is happening which highlights faculty innovation at the Board of Trustees. Both RCC and Norco will be presenting in May –RCC will be at the May 20<sup>th</sup> board meeting and the deadline for materials will be May 13<sup>th</sup>.

### **B. Vice President**

- It is election season for Senate and all-around campus. Academic Senate sent out election cycle reminders to division deans and department chairs two weeks ago. Please remind department chairs and even your deans to look at their emails.

- Please remind your department to complete elections in April or early May. That way people will be in place and Senate can ratify elections before we leave for summer.
- Watch for emails this week calling for faculty nominations for district committees.
- Department chairs were emailed about visiting their departments briefly at the beginning of their meetings to talk about 10+1 and other senate highlights.
- Applications for Educational Assistants will come out after Spring Break. Watch for an email from District Academic Senate president, Kimberley Bell. The applications will be reviewed and approved by District Academic Senate.
- The American Association of Colleges and Universities (AAC&U) is hosting a symposium on AI leadership June 12-13<sup>th</sup> in Charleston, South Carolina. There are only 120 spots available. The fee \$650 for members and \$850 for non-members
- The Equity Student Center discussion circle will be meeting in Kane 140 from 12:50-1:50. Please encourage your students to attend. This is an opportunity for them to express their concerns on any issues related to equity. This group meets weekly.

(M/S/C: Rose/Calderon) to extend the meeting until 5:15pm

#### **X. Open Hearing**

- The Student Equity Committee seems to lack transparency and understanding of shared governance. Requested an update from faculty co-chair Monique Greene at a subsequent meeting.
- Faculty heard many complaints from students about the Survivors group that was here on campus. Faculty were trying to comfort students but really did not know what to do.
- This is Women's History Month, and there was a whole week of events in the STEM Engagement Center. There were counselors who shared their dissertation work and a panel was facilitated by women here on campus. The group also watched the movie *Hidden Figures*, paying respect to Black women in STEM.
- Student of Distinction forms have gone out, and they are to be voted on in your department disciplines and then the department chair need to send the results out. April 23<sup>rd</sup> is the deadline.

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

- Freedom of Speech versus academic freedom; share the ASCCC Position Paper
- The importance of "servingness" in Hispanic Serving Institutions (HSI), including during hiring and interviewing processes for new faculty.
- Student of distinction deadline is April 23<sup>rd</sup>.
- Unmoderated versus moderated listservs
- Proactively use the forms for the CARES Report and be on alert for updates
- If your discipline does not have CCN nominee for June and still needs one, please contact Jo Scott-Coe
- Look out for more information on (DE) Distance Education
- Pay attention to elections in department and division so results can be recorded and/or ratified if necessary.

#### **XII. Adjourn at 5:15 pm (M/S/C: Calderon/Weiler)**

# SECURITY IMPROVEMENT PROPOSAL

## BACKGROUND

In the fall of 2024, the district conducted a district-wide security assessment. This assessment encompassed an analysis of crime statistics, stakeholder perspectives, an evaluation of physical security infrastructure, a review of security technologies, an assessment of nighttime lighting, and an examination of existing policies and procedures. The findings highlighted several challenges. Currently, RCCD operates with multiple non-integrated security systems that rely on old hardware and technology. Security measures have been implemented project by project, resulting in a lack of district-wide standards and inconsistent practices. Additionally, the governance and management of security programs are segregated, resulting in coordination difficulties. There are also ongoing issues related to maintenance and support that require a systematic approach to resolution.

## ROADMAP FOR IMPROVEMENT

The roadmap for security enhancement will target five critical areas:

- **Program Oversight and Partnership:** Establishing centralized oversight and fostering stronger stakeholder collaboration.
- **Policy and Procedure Updates:** Reviewing and updating existing policies and procedures to reflect current security best practices, ensuring compliance with legal and regulatory standards.
- **Districtwide Standards Development:** Creating and implementing uniform standards for security infrastructure and protocols across all facilities.
- **Security Master Plan:** Designing a comprehensive plan that aligns security measures with institutional goals, focusing on integration and scalability.
- **Technology Refreshment and Modernization:** Upgrading old hardware and software to meet current and future security demands.

## IMPLEMENTATION PLAN

### 1. Program Management Enhancement

Tasks	Responsibility	Completion Date
Establish a systematic security program management and oversight structure <ul style="list-style-type: none"><li>• Security camera</li><li>• Electronic access control system</li><li>• Emergency phones</li><li>• Siren/mass notification system</li><li>• Fire alarms</li></ul>	Risk Management RCCD PD FPD VPBS IT	May 2025

Tasks	Responsibility	Completion Date
<ul style="list-style-type: none"> <li>Burglar alarms</li> <li>Key management</li> </ul>		
Update existing security policies and procedures and create new APs for key issuance and security cameras.	RCCD PD Risk Management VPBS IT	May 2025
Ensure regular maintenance and testing schedules for security systems and integrate them into the preventive maintenance program. <ul style="list-style-type: none"> <li>Security camera</li> <li>Electronic access control system</li> <li>Emergency phones</li> <li>Siren/mass notification system</li> <li>Fire alarms</li> <li>Burglar alarms</li> </ul>	VPBS	April 2025

**2. System Repair and Maintenance**

Tasks	Responsibility	Completion date
Repair emergency phones and call stations and tag out/remove those that cannot be repaired.	RCCD PD IT VPBS	July 2025
Address poor and inconsistent lighting conditions, particularly in parking areas and walkways.	VPBS	July 2025
Enhance fencing around Child Development Centers for MVC and RCC and Facilities Department for RCC.	VPBS	June 2025
Upgrade and install campus mass notification systems (Siren systems) across all three colleges. This PA system shall be integrated with the RAVE mass notification system. (FPD Strategic Plan Objective II, 1, i)	FPD VPBS Risk Management	August 2025

**3. Program Standardization and Infrastructure Improvements**

The FPD Department will lead the program standardization and infrastructure enhancement initiatives outlined in the departmental strategic plan. FPD plans to issue a Request for Proposal (RFP) for Project Management Support Services to coordinate these efforts. The selected consultant will serve as the project manager, collaborating closely with key stakeholders to ensure the successful execution of tasks.

Tasks	Completion date
Retain a consultant for Project Management Support Services.	July 2025
Update District Design and Construction Standard/Guideline (FPD strategic plan objective II. 1. e) <ul style="list-style-type: none"> <li>• Division 28 standards for electronic access control, security cameras, fire alarms, burglar alarms, emergency phones, and communication tools</li> <li>• Division 08 standards for doors, windows, and hardware</li> </ul>	
Conduct facility condition evaluation and engineering feasibility study (FPD strategic plan objective II.1.f) <ul style="list-style-type: none"> <li>• Electronic access control systems</li> <li>• Security camera networks</li> <li>• Fire alarms,</li> <li>• Intrusion alarms,</li> <li>• Locks and key systems</li> <li>• Fencing and gates</li> <li>• Glazing and window treatments</li> <li>• Signage and wayfinding</li> <li>• Traffic Control</li> </ul>	
Develop a security master plan (FPD Strategic Plan Objective II, 1, i)	
Upgrade or install emergency phones and call stations (FPD Strategic Plan Objective II, 1, i)	
Upgrade or install security cameras at strategic locations to eliminate vulnerabilities. (FPD Strategic Plan Objective II, 1, f & i)	
Modernize the access control system (FPD Strategic Plan Objective II, 1, i) <ul style="list-style-type: none"> <li>• Replace discontinued iStar Pro electronic access control panels with current technology</li> <li>• Migrate from local servers to a cloud-based system</li> <li>• Have uniform electronic access control system software and support agreement, consolidate four accounts into one account with four locations</li> </ul>	
Implement a standard approach for signage and wayfinding to facilitate emergency navigation and enhance visibility (FPD strategic plan objective II. 1. b & f)	
Implement uniform approach for locks and key systems, fencing and gates, glazing and window treatment, and traffic control for new construction and renovations.	

**GOVERNANCE AND STAKEHOLDER ENGAGEMENT**

Key stakeholder engagement is accomplished through the district's existing participatory governance structure, which operates through two committees: the District Safety and Security Committee and the Facilities Planning and Development Council. These two governing bodies have distinct yet complementary responsibilities.

- District Safety and Security Committee (DSSC) – Focus on security program oversight and policy and procedure development. Their responsibilities encompass policy review and approval, implementation monitoring, and security measure evaluation. Progress updates will be a standard agenda item during the committee meeting to ensure consistent engagement, oversight, and responsibility for the project.
- Facilities Planning and Development Council (FPDC) – Focuses on infrastructure and technical standards to align physical security measures with district-wide goals. The FPDC oversees the development and implementation of the Security Master Plan and monitors the progress of facility upgrades, ensuring technical specifications meet district-wide security objectives. It coordinates design and construction standards updates, including Division 08 and Division 28 specifications for doors, hardware, access control, and security technologies. The FPDC regularly evaluates infrastructure projects to ensure alignment with best practices and evolving needs. During monthly meetings, it reviews project status and progress, collaborates with external consultants and law enforcement, and works with campus stakeholders to ensure infrastructure improvements meet CPTED principles and district priorities.

Both committees include representatives from faculty, classified professionals, administrators, law enforcement, and union representatives. This diverse membership ensures decisions benefit from varied expertise and perspectives while maintaining alignment with district-wide security goals.

Riverside City College

Mission Vision and Values

**DRAFT PROPOSAL FOR REVIEW**

*As of April 21, 2025*

**VISION (Who we want to be)**

Empowering lives through equity, access, service, and excellence in education

**MISSION (Who we are)**

Riverside City College (RCC) is an open-access, Hispanic-Serving Institution (HSI) that builds upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve. Our college advances equity, access, and inclusion by supporting the attainment of workplace skills, career technical certificates, degrees, and transfer programs, which promote social and economic mobility for our students and communities.

DRAFT

## BYLAWS OF THE RIVERSIDE CITY COLLEGE ACADEMIC SENATE

### PREAMBLE

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

### ARTICLE I. MEETINGS & PROCEEDINGS

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



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

## ARTICLE II. ELECTIONS

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

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

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

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

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

8. In the event that a departmentally-elected Senator is unable to serve due to extended medical leave, semester-abroad assignment, sabbatical leave, load-bank leave, other leave of absence, or is otherwise unable to regularly attend Senate meetings, the Department shall elect a replacement representative for the balance of the term and so indicate in Department minutes.
9. Where the Constitution requires election by majority vote, a runoff election will be held between the top two vote-getters. In some cases involving tie votes, a runoff between more than two candidates could occur.
10. [ Review and discuss adding/revising this portion with Senator Weiler, RCCAS Associate Faculty Senator] According to Article VIII Section 5 of the Constitution, one Part Time Senator representing the part time faculty shall serve on the Senate. The Part Time Senator's term is for one year and begins on the first contract day of service in the academic calendar. According to Article III Section 2 of the Constitution, senators from the part time faculty shall be elected by the part time faculty. If for any reason the elected Part Time Senator is unable to serve, the RCCAS shall appoint to the position the eligible nominee who received the next highest number of votes.
11. Ballots and election results shall be kept on file ~~electronically in the Academic Senate office~~ [update according to our current electronic tool?] and shall be available for review for 120 days.

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

#### **Section 1: Educational Planning Oversight Committee**

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

- D. The term of the faculty co-chair of EPOC shall be two years.
- E. The faculty co-chair of EPOC shall be regarded as an ex-officio, non-voting member of the RCCAS and shall provide regular reports the RCCAS.

**Section 2: Strategic Planning Leadership Councils**

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

**Section 3: Standing Committees**

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

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

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

### **1. Curriculum Committee**

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

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

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

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

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

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

## **2. Academic Standards Committee**

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

### 3. Departmental Leadership/**Enrollment Management** Committee

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

### Section 4: Subcommittees

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

#### 1. Professional Growth and Sabbatical Leave Subcommittee (PGSL)

- a. The RCCAS shall establish a Professional Growth and Sabbatical Leave

Subcommittee, for the purpose of representing the faculty on all matters relating to professional growth and sabbatical leave. This subcommittee will



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

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

## **2. Course and Program Assessment Subcommittee**

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

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

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

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

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

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

### **3. Academic Program Review Subcommittee**

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

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

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

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

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

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

#### **4. Distance Education Subcommittee**

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

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

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

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

#### **5. Faculty Development Subcommittee**

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

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

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

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

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

#### 6. Course Materials Affordability Subcommittee

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

#### **Section 5: Permanent Workgroups [delete--not consistent with Brown Act requirements]**

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

~~B. Faculty chairs for Permanent Workgroups shall be chosen by the membership of the Permanent Workgroup.~~

#### Section 6: Temporary Workgroups

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

#### **ARTICLE IV. ASSOCIATE FACULTY COMMITTEE**

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

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

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



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

## 2025 Spring Plenary Session Resolutions

For Discussion – Saturday, April 26, 2025

### Disclaimer:

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion and debate by the field at the Spring 2025 ASCCC Plenary Session

### Resolutions Committee

Robert L Stewart Jr, ASCCC Resolutions Chair, Area C  
Karen Chow, ASCCC Resolutions Second Chair, Area B  
Nikki Grose, Feather River College, Area A  
Jerome Hunt, Long Beach City College, Area D  
Yuting Lin, Sierra College, Area A  
Krystinne Mica, ASCCC Executive Director

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<b>113. LEGISLATION AND ADVOCACY .....</b>	<b>26</b>
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In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-plenary resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-plenary area meetings for review.
- Amendments and new pre-plenary resolutions are generated in the area meetings.
- The Resolutions Committee meets to review all pre-plenary resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee before the posted deadlines by using the webform available on the Resolutions Process webpage.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- Resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources are available on the ASCCC website.

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

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

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

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

Explore California Code of Regulations, including title 5, via

<https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?transitionType=Default&contextData=%28sc.Default%29>

## MEMBER SENATE RESPONSIBILITY - DELEGATES TO ASCCC

In order to conduct the online resolutions voting, we will need each member Senate to verify that we have the college's correct delegate for voting. **The Senate President listed in the [Senate Directory](#) for each campus, will need to complete the [linked Delegate Form](#).** Unless this form is submitted, the Senate President or Delegate reported to the Senate Office in the Senate Directory will not be eligible to vote. Forms must be emailed to the ASCCC Office - [events@asccc.org](mailto:events@asccc.org) by **April 21, 2025**.

## ASCCC SPRING 2025 PLENARY PILOT RESOLUTIONS PROCESS/TIMELINE

- (Pre-session)/Pre-Area Meeting resolutions due to Resolutions Chair – February 17, 2025, for discussion at March Executive Committee Meeting.
- (Pre-session)/Pre-Area Meeting Resolutions packet to the field by March 14, 2025.
- Area Meetings | All Areas, Friday, March 21, 2025
- Mandatory Contacts Meeting immediately following the Area Meetings - 3:30pm-4:30pm
- March 28, 2025 – First packet of resolutions to the field (pre-session packet = pre-area meeting packet + Area meeting resolutions)
- **April 10, 2025 - Last day for resolution submission.**
- April 11, 2025 - mandatory contacts meeting - 9:00AM - 11:00AM
- April 17: Final Plenary Resolutions packet sent to the field (1 week before the first day of plenary).
- Plenary Session begins on April 24, 2025.
- April 25, 2025, 1:30PM: Amendments and urgent resolutions due (Fri of Plenary).
- Mandatory Contacts Meeting Friday, April 25, 2025 5:15pm

In order to propose amendments or urgent resolutions on the Friday of plenary session, you must be a registered **faculty** plenary attendee and provide your name and college, along with four registered delegate seconders. Amendments and Urgent resolutions must be emailed to [resolutions@asccc.org](mailto:resolutions@asccc.org) and submitted electronically using the submission link on the resolutions process page. Please email the [Resolutions Committee](#) if you have any questions.

\***Urgent** is defined in the *Resolutions Handbook* as, “a time critical issue [that] has emerged after the resolution deadline” on April 10, 2025 and new information is presented between Friday April 11, 2025 and Friday April 25, 2025 (by the time indicated in the plenary program), which requires an established Academic Senate position before the next plenary session (pg. 6). ***(updated here to accommodate the new pilot timeline)***

## CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation, however no reasons need to be given to remove an item from consent.

\*+101.03 S25 Honoring Approved IGETC Lists for Cal-GETC

\*+103.01 S25 Advancing Credit for Prior Learning (CPL) in Alignment with CCCC Vision 2030 (Apprenticeships, Veterans Sprint and Rising Scholars)

\*+103.04 S25 Eliminating Financial Barriers: No Fees for Credit by Exam for Credit for Prior Learning (CPL)

\*111.01 S25 Update the ASCCC Document, "Standards of Practice for California Community College Counseling Faculty and Programs"

\*112.01 S25 Disciplines List – Art

\*112.02 S25 Disciplines List – Physical Education (Adapted)

\*#112.04 S25 Update the Paper, "A Re-examination of Faculty Hiring Processes and Procedures"

\*+113.02 S25 Revising SCFF Metrics to Better Serve All Students

## RESOLUTIONS CATEGORIES

New resolutions categories that more closely align with the purview of the ASCCC were piloted for the 2024 Spring Plenary Session and approved for post-pilot use by the ASCCC Executive Committee at its May 2024 meeting. Numbering of these new categories begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The approved new categories are:

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

## RESOLUTIONS LEGEND

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

- Consent Calendar resolutions and amendments are marked with \*
- Resolutions and amendments submitted at area meetings are marked with +
- Resolutions and amendments submitted March 22, 2025, through April 10, 2025, are marked with #
- Amendments and urgent resolutions submitted on Friday, April 25, 2025, are marked with ^

## 101. CURRICULUM

### **101.01 S25 Addressing Barriers to Articulation**

Whereas, The California Community Colleges (CCC) system serves as the largest public higher education system in the nation, providing vital transfer pathways to the California State University (CSU), University of California (UC) system, and independent colleges and universities, yet students continue to experience challenges with articulation of courses, leading to duplication of coursework and barriers to timely degree completion<sup>1</sup>;

Whereas, The Course Identification Numbering System (C-ID) has played a significant role in facilitating articulation and transfer by providing a common framework for course comparability across CCCs, but gaps remain in the articulation of courses outside of the Transfer Model Curriculum and Associate Degree for Transfer;

Whereas, The implementation of AB 1111 (Berman, 2021) mandates common course numbering across the CCC system, which has the potential to improve transfer and articulation but does not resolve the systemic issues with inconsistent articulation policies between CCC, CSU, and UC, nor does it address disparities in how courses are evaluated for equivalency; and

Whereas, The existing articulation process relies on faculty-driven review and articulation agreements through ASSIST, yet discrepancies between CCC, CSU, and UC articulation practices, coupled with lengthy approval timelines, create significant challenges for students seeking seamless transfer pathways<sup>2</sup>;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates, Articulation Officers, and system offices including the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and University of California Office of the President, to reimagine articulation processes, ensuring that efforts such as the Course Identification Numbering System (C-ID) and common course numbering effectively support streamlined transfer pathways; and

Resolved, That the Academic Senate for Community Colleges work with the Intersegmental Committee of the Academic Senates, Articulation Officers, and system offices including the California Community Colleges Chancellor's Office, California State University Chancellor's Office, and University of California Office of the President to advocate for improved transparency, consistency, and timeliness in articulation decisions, and identify systemwide policies and processes to ensure articulation agreements are consistent across institutions.

Contact: ASCCC Executive Committee

### **+101.02 California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses**

Whereas, Effective fall 2021, students have been required to complete an ethnic studies course as part of an intersegmental general education transfer pattern with California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies, and Intersegmental General Education Transfer Curriculum (IGETC) Area 7 Ethnic Studies effective fall 2023, with both replaced by California General Education Transfer Curriculum (Cal-GETC) Area 6 Ethnic Studies effective fall 2025;

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<sup>1</sup> <https://www.kqed.org/news/11956322/california-community-college-students-face-tough-barriers-when-transferring>

<sup>2</sup> <https://www.auditor.ca.gov/wp-content/uploads/2024/09/2023-123-Report-WVP.pdf>

Whereas, CCC faculty have developed ethnic studies courses approved by their local curriculum committees only to be denied transfer CSU GE Area F/IGETC Area 7 approval and, even after addressing concerns from reviewers, were subsequently denied<sup>3</sup>;

Whereas, Articulated California community college (CCC) ethnic studies courses are being held to a higher standard for review and approval for the transfer general education ethnic studies requirement than the articulated California State University (CSU) and University of California (UC) ethnic studies courses<sup>4</sup>; and

Whereas, CSU students often take CCC ethnic studies courses that are accepted and approved for their CSU campus ethnic studies general education requirements, however, these same CCC ethnic studies courses were not approved for CSU GE Area F, therefore CCC students take the same CCC ethnic studies courses that count for the CSU students' ethnic studies requirement, but don't count for the CCC students for the transfer general education ethnic studies requirement<sup>5</sup>;

Resolved, That Academic Senate for California Community Colleges (ASCCC) work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2026, that any California community college (CCC) ethnic studies course that is articulated to any California State University (CSU) or University of California (UC) course approved for ethnic studies general education and/or graduation requirements, be automatically approved for Cal-GETC Area 6.

Contact: David Degroot, Allan Hancock College, Area C

### **\*+101.03 S25 Honoring Approved IGETC Lists for Cal-GETC**

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Implementation Guidance Memo dated February 14 2024<sup>6</sup> specifies that only "courses approved for an IGETC area in ASSIST.org as of August 1, 2024, with the exception of Area 1C, will migrate to the corresponding Cal-GETC area by ASSIST.org<sup>7</sup>, and Intersegmental General Education Transfer Curriculum (IGETC) provides a structured pathway for California community college students to fulfill lower-division general education requirements before transferring to the University of California (UC) or California State University (CSU) systems;

Whereas, The California General Education Transfer Curriculum (Cal-GETC) has been developed to standardize the transfer process and ensure that coursework taken at a California community college aligns with general education requirements across California public institutions;

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<sup>3</sup> San Diego Mesa College Chicana/o History courses were denied CSU GE Area F inclusion. The San Diego Mesa College faculty addressed the denial comments after the first denial and resubmitted only to be denied again. After two submissions without acquiring approval, the San Diego Mesa College Chicana/o Studies faculty decided to suspend their effort

<sup>4</sup> Ohlone College CHS 101 and CHS 106A are both approved for Sonoma State's Critical Race Studies Graduation Requirement<sup>4</sup>, CHS 101, ETHN 100, ETHN 105, ETHN 114A, and ETHN 114B are approved for UCSB's College of Engineering, and College of Letters and Science GE Ethnicity Requirement<sup>4</sup> and CHS 101 and ETHN 100 are approved for UCSC's Ethnicity and Race General Education Requirement<sup>4</sup>. These courses were initially approved for CSU GE Area F but now have a Fall 2026 phase-out term. (The CSUCO required that the courses be reviewed again for 2024 but upon a request by Ohlone College as to why, no reason for the request was given and the course were subsequently denied approval).

<sup>5</sup> San Diego State University (SDSU) students took San Diego Mesa College ethnic studies courses that were approved for meeting the ethnic studies requirements at SDSU but the San Diego Mesa College courses were not approved for CSU GE Area F

<sup>6</sup> [California General Education Transfer Curriculum \(Cal-GETC\) Implementation Guidance Memo dated February 14 2024](#)

<sup>7</sup> [ASSIST.org](#)

Whereas, Students rely on accurate and consistent articulation agreements to make informed decisions about their academic coursework and transfer eligibility and discrepancies in the retroactive application of Cal-GETC course lists could result in unfair barriers for students who have completed IGETC coursework in good faith; and

Whereas, From IGETC Standards 2.4, section 5.1.1 California Community College Course Application Rights Certification, coursework completed for IGETC will be honored provided that a course was on a college's approved IGETC list when it was completed;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS) to ensure that certification of coursework completed for IGETC will be honored for Cal-GETC, provided that all courses were previously listed on the California Community College's approved IGETC list at the time it was completed by the student (except for IGETC Area 1C); and

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates to ensure transparency and consistency in the recognition of IGETC coursework to uphold student transfer rights and promote seamless educational progress and that this policy be included in the Cal-GETC Standards publication.

Contact: Melain McIntosh, Compton College, Area C

## 102. DEGREE AND CERTIFICATE REQUIREMENTS

## 103. GRADING POLICIES

### **\*+103.01 S25 Advancing Credit for Prior Learning (CPL) in Alignment with the CCCC Vision 2030 (Apprenticeships, Veterans Sprint, and Rising Scholars)**

Whereas, The California Community Colleges Chancellor's Office (CCCCO) Vision 2030<sup>8</sup> emphasizes equitable access to education by advocating for the removal of systemic barriers to student success, including the recognition and awarding of Credit for Prior Learning (CPL), and aligns with the core academic and professional matters outlined in the "10+1"<sup>9</sup> by fostering student achievement and seamless transfer pathways;

Whereas, The CCCC Apprenticeship programs<sup>10</sup> provide innovative pathways for students to gain hands-on experience and earn college credit through paid on-the-job training, aligning with the Vision 2030 goal of preparing students for in-demand careers and fostering economic mobility;

Whereas, The CCCC Veterans Sprint<sup>11</sup> initiative focuses on supporting veterans by streamlining CPL processes, ensuring their military training and experiences are recognized as valuable academic credit, and promoting their successful transition into civilian careers; and

Whereas, The CCCC Rising Scholars<sup>12</sup> initiative supports system-impacted and formerly incarcerated students, providing equitable access to education and creating opportunities to recognize prior learning experiences gained through life and work, aligning with the Vision 2030 goals of inclusivity and student success;

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<sup>8</sup> <https://www.cccco.edu/About-Us/Vision-2030>

<sup>9</sup> [Title 5 Section 53200 - 10+1](https://www.cccco.edu/About-Us/Vision-2030)

<sup>10</sup> <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship>

<sup>11</sup> <https://map.rccd.edu/>

<sup>12</sup> <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Rising-Scholars-Network>



Resolved, That the Academic Senate for California Community Colleges supports the expansion and implementation of the California Community Colleges Chancellor's Office Apprenticeship Sprint initiative to provide equitable access to career-focused learning opportunities and credit for on-the-job training;

Resolved, That the Academic Senate for California Community Colleges supports the California Community Colleges Chancellor's Office Veterans Sprint initiative, advocating for streamlined policies that recognize military training and experience as academic credit, to ensure equitable educational opportunities for veterans; and

Resolved, That the Academic Senate for California Community Colleges supports the goals of the California Community Colleges Chancellor's Office Rising Scholars Initiative, encouraging colleges to implement CPL policies that recognize the prior learning of system-impacted and formerly incarcerated students to foster inclusivity and equity in educational opportunities.

Contact: Sigrid Williams, Norco College, Area D

### **+103.02 S25 Enhancing Student Mobility: Credit for Prior Learning (CPL) and Transcript Reciprocity Among California Community Colleges**

Whereas, Not every student begins and ends their academic career at the same college, and with the increasing trend of students transferring between institutions of higher education, it is incumbent upon the California Community Colleges (CCC) system to facilitate a seamless and efficient transfer process for transfers;

Whereas, The California State University (CSU) system accepts students' transcripts wholesale, including CPL, however the CCC system does not have a written policy on a reciprocity agreement between California community colleges when it involves the transcription of CPL, leading to inconsistencies in how colleges accept transcripts from other community colleges within the state;

Whereas, Some evaluators within our colleges and districts already accept official transcripts of courses completed or awarded using CPL without question, while others create roadblocks for students, not accepting these official transcripts, thereby impacting student progress; and

Whereas, There is a difference between transcript reciprocity and articulation reciprocity, whereby transcript reciprocity focuses on the acceptance of official transcripts from one institution by another, simplifying the transfer process by recognizing the credits and grades from the sending institution's transcripts without requiring a detailed course-by-course evaluation, and articulation reciprocity refers to agreements between institutions that ensure a smooth transfer process for students, outlining how credits from one institution will be recognized and applied toward degree requirements at another institution. However, with the current curriculum structure, course outlines of records and learning outcomes may not always align with the receiving college, creating conflicts;

Resolved, That the Academic Senate for California Community Colleges recommends the development of a standardized transcript reciprocity policy within the California Community Colleges system, aligned with the California State University policy for Credit for Prior Learning (CPL). This policy ensures that CPL credits and grades are accepted and applied toward transfer requirements without additional evaluations; and

Resolved, That the Academic Senate for California Community Colleges encourages the University of California (UC) to consider adopting a similar policy to promote student mobility and ensure equitable access to educational opportunities.

Contact: Sigrid Williams, Norco College, Area D

### **\*^103.02.01 S25 Amend 103.02 S25 Enhancing Student Mobility: Credit for Prior Learning (CPL) and Transcript Reciprocity Among California Community Colleges**

Amend first resolved:

Resolved, That the Academic Senate for California Community Colleges recommends the development of a standardized transcript reciprocity policy within the California Community Colleges system, aligned with the California State University policy for Credit for Prior Learning (CPL). ~~This policy ensures that CPL credits and grades are accepted and applied toward transfer requirements without additional evaluations;~~ and

Contact: Dr. Angela Medina Rhodes, Rio Hondo College

### **+103.03 S25 Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)**

Whereas, The California community colleges recognize the value of prior learning and the importance of acknowledging the knowledge and skills students bring to their educational journey;

Whereas, Credit for Prior Learning (CPL) provides students with the opportunity to receive academic credit for validated skills and knowledge gained outside of traditional coursework;

Whereas, The California Community Colleges Chancellor's Office Vision 2030<sup>13</sup> emphasizes the importance of equity in access and success, including dismantling systemic barriers to education and expanding opportunities for all learners; and

Whereas, Residency requirements and/or minimum unit attainment should not obstruct the timely recognition and awarding of credit for prior learning, so that students can benefit from their prior learning experiences beginning their first semester of enrollment;

Resolved, that the Academic Senate for California Community Colleges recommends colleges eliminate such barriers to awarding CPL by removing residency requirements to promote equitable access to credit for prior learning in alignment with the goals and principles of the California Community Colleges Chancellor's Office Vision 2030.

Contact: Sigrid Williams, Norco College, Area D

### **\*^103.03.01 S25 Amend 103.03 S25 Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)**

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges recommends colleges eliminate such barriers to awarding Credit for Prior Learning (CPL) by removing unit residency requirements to promote equitable access to credit for prior learning in alignment with the goals and principles of the California Community Colleges Chancellor's Office Vision 2030.

Contact: Mark Edward Osea, ASCCC Executive Committee

### **\*+103.04 S25 Eliminating Financial Barriers: No Fees for Credit by Exam for Credit for Prior Learning (CPL)**

Whereas, California community colleges are committed to ensuring equitable access to Credit for Prior Learning (CPL) for all students, recognizing the diverse experiences and knowledge students bring to their educational journeys;

Whereas, While the California Education Code permits community colleges to charge students a fee for administering a credit by exam, and according to California Code of Regulations, Title 5, Section 55050<sup>14</sup>, a district may charge a fee for administering the examination as long as the fee does not exceed the enrollment

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<sup>13</sup> <https://www.cccco.edu/About-Us/Vision-2030>

<sup>14</sup> [Title 5, Section 55050](#)

fee for the course for which the student seeks credit, and it is essential to consider student equity when determining these fees to ensure they do not place an undue financial burden on students seeking CPL, thereby limiting access to CPL;

Whereas, Section 55050 of the Credit for Prior Learning regulation states that the determination to offer credit by examination rests solely on the discretion of the discipline faculty, and that a separate examination shall be conducted for each course for which credit is to be granted; and

Whereas, Credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college;

Resolved, That the Academic Senate for California Community Colleges recommends that no fee be assessed for Credit for Prior Learning (CPL) examinations.

Contact: Sigrid Williams, Norco College, Area D

## 104. EDUCATIONAL PROGRAM REQUIREMENTS

### 104.01 S25 Reimagining Transfer Alignment Efforts

Whereas, ASCCC adopted Resolution 15.01 F17<sup>15</sup> resolved that “the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California to identify a single pathway in each of the with an Associate Degree for Transfer to ensure that students will be prepared to transfer into either the California State University or the University of California systems”;

Whereas, The Transfer Alignment Project (TAP)<sup>16</sup> and the Course Identification Number (C-ID)<sup>17</sup> system have been working with faculty from all three segments to modify transfer model curriculum (TMCs)<sup>18</sup> to encompass the major preparation requirements for both the California State University (CSU) and University of California (UC) systems;

Whereas, Many UC Transfer Pathways (UCTPs)<sup>19</sup> in high unit science, technology, engineering, and mathematics (STEM) disciplines cannot be converted into a TMC, even with modifications to the California General Education Transfer Curriculum (Cal-GETC)<sup>20</sup>, because they have too many units to fit within the 66 units permitted by AB 2057 (Berman, 2023)<sup>21</sup> requiring removal of courses from the preferred major preparation to create a compliant Associate Degree for Transfer (ADT); and

Whereas, Any aligned transfer pattern should provide students with the equivalent preparation as students that began their studies at a CSU or UC campus and that community college students completing this transfer pattern should be prepared for junior level coursework in their chosen major at a campus in either system;

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California, and each segment’s systems office to propose and develop an aligned alternative to the Associate Degree for Transfer for high unit science, technology, engineering, and mathematics (STEM) majors that includes guaranteed admission and any major preparation course required by either segment.

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<sup>15</sup> <https://asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems>

<sup>16</sup> <https://transferalignment.org/>

<sup>17</sup> <https://www.c-id.net/>

<sup>18</sup> <https://www.c-id.net/tmc>

<sup>19</sup> <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/uc-transfer-programs/transfer-pathways/>

<sup>20</sup> <https://icas-ca.org/cal-getc/>

<sup>21</sup> [AB 2057 \(Berman 2023\)](#)

Contact: Craig Rutan, Santiago Canyon College, C-ID Curriculum Director

### **#104.01.01 S25 Amend 104.01 S25 Reimagining Transfer Alignment Efforts**

Replace 3<sup>rd</sup> whereas:

~~Whereas, Many UC Transfer Pathways (UCTPs)<sup>22</sup> in high unit science, technology, engineering, and mathematics (STEM) disciplines cannot be converted into a TMC, even with modifications to the California General Education Transfer Curriculum (Cal-GETC)<sup>23</sup>, because they have too many units to fit within the 66 units permitted by AB 2057 (Berman, 2023)<sup>24</sup> requiring removal of courses from the preferred major preparation to create a compliant Associate Degree for Transfer (ADT); and~~

Whereas, TMCs in a number of majors including Business Administration; Law, Public Policy, and Society; and some science, technology, engineering, and mathematics (STEM) disciplines do not include the full or correct major preparation coursework; and

Amend the resolved:

~~Resolved, That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California, and each segment's systems office to propose and develop an aligned alternative to the Associate Degree for Transfer for high unit science, technology, engineering, and mathematics (STEM) majors that includes guaranteed admission and any major preparation course required by either segment.~~ develop a programmatic alternative to the Associate Degree for Transfer that provides the same level of priority admission for students who complete the correct ASSIST.org-articulated major preparation coursework for their intended CSU or UC campus.

Contact: Pablo Martin, San Diego Miramar College

## **105. STUDENT PREPARATION AND SUCCESS**

### **105.01 S25 Catalog Rights for Dual Enrollment Students**

Whereas, California Code of Regulations Title 5 §40401<sup>25</sup> establishes a system-wide catalog rights policy for undergraduate students of the California State University, which include California community college transfer students, and allows

“ An undergraduate student remaining in attendance in regular sessions at any California State University campus, at any California community college, or any combination of California community colleges and campuses of The California State University may for purposes of meeting graduation requirements elect to meet the requirements in effect at the campus from which the student will graduate either:

- (1) at the time the student began such attendance or
- (2) at the time of entrance to the campus, or
- (3) at the time of graduation”;

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<sup>22</sup> <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/uc-transfer-programs/transfer-pathways/>

<sup>23</sup> <https://icas-ca.org/cal-getc/>

<sup>24</sup> [AB 2057 \(Berman 2023\)](#)

<sup>25</sup> [Title 5 §40401](#)

Whereas, Dual enrollment students, who are California community college (CCC) students, who start at a CCC may establish community college catalog rights at the semester they first start taking courses at a CCC, but the California State University (CSU) will not honor those catalog rights as dual enrollment students may only establish catalog rights with the CSU after they graduate from high school<sup>26</sup>; and

Whereas, With the implementation of the California General Education Transfer Curriculum (Cal-GETC), dual enrollment students graduating high school on or after Spring 2025 who completed courses to satisfy the California State University General Education Breadth or the Intersegmental General Education Transfer Curriculum will be considered new first-year students who are required to complete Cal-GETC, and thus might have to either take additional courses or repeat courses to meet Cal-GETC requirements, which is inequitable;

Resolved, That the Academic Senate for California Community Colleges advocate to the Academic Senate of the California State University and the California State University Office of the Chancellor to allow dual enrollment students to establish catalog rights during a student's first term of attendance at a California community college.

Contact: Mark Edward Osea, ASCCC Executive Committee

### **+105.01.01 S25 Amend Resolution 105.01 S25 Catalog Rights for Dual Enrollment Students**

Amend resolved:

Resolved, That the Academic Senate for California Community Colleges advocate to the Academic Senate of the California State University and the California State University Office of the Chancellor to allow dual enrollment students to establish catalog rights during a student's first term of transcriptable attendance at a California community college.

Contact: Voltaire Villanueva, Foothill College, Area B

### **#105.02 S25 Maximizing Student Awareness: Promoting Credit for Prior Learning Awareness through Syllabus Statements and Other Appropriate Institutional Communications at California's Community Colleges**

Whereas, The California Community Colleges Chancellor's Office "Vision 2030"<sup>27</sup> incorporates a commitment to proactively bring college education to our prospective students, wherever they are, to ensure equity in access;

Whereas, Many students could benefit from greater awareness of the opportunities available through Credit for Prior Learning, particularly working adults and veterans, who may earn college credit for knowledge gained outside of a traditional academic environment; and

Whereas, Several colleges have found success with the inclusion of a Credit for Prior Learning (CPL) Syllabus Statement in course syllabi to promote awareness of CPL opportunities and to inform students of this pathway to accelerate their educational goals;

Resolved, That the Academic Senate for California Community Colleges develop and provide an optional sample syllabus statement for colleges and districts to adopt in order to help maximize student awareness of Credit for Prior Learning opportunities by Spring 2026; and

Resolved, That the Academic Senate for California Community Colleges encourage local and district academic senates to collaborate with campus leadership to develop and implement strategies for disseminating Credit for Prior Learning (CPL) information across various appropriate institutional communications and student-facing materials to enhance awareness and understanding of CPL and its benefits.

Contact: Sigrid Williams, Norco College

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<sup>26</sup> [CSU Transfer Programs Appendix A: Cal-GETC Catalog Rights Chart](#)

<sup>27</sup> [CCCCO Vision 2030](#)

## 106. GOVERNANCE STRUCTURES

### **#106.01 S25 Advocating for Inclusive Participation of Part-Time Faculty in California Community College Local Academic Senates by Researching a Potential Change in Title 5 Section 53202 (d)**

Whereas, The California Community Colleges' diversity, equity, inclusion and accessibility statement<sup>28</sup> and the Academic Senate for California Community Colleges' (ASCCC) inclusivity statement<sup>29</sup> are committed to promoting inclusion, diversity, equity, antiracism and accessibility among all faculty members;

Whereas, Part-time faculty are integral to the mission, vision, and values of the Academic Senate for California Community Colleges<sup>30,31</sup> and the inclusion of part-time faculty in college participatory governance structures is essential for fostering a collaborative and effective academic community;

Whereas, Previous resolutions and resources by the Academic Senate for California Community Colleges have emphasized the importance of equity for part-time faculty, recognized the significant contributions of part-time faculty in the educational environment, thus aligning with a strong commitment to create an environment where all voices are heard and all faculty members can contribute to decision-making processes<sup>32,33,34,35,36,37</sup>; and

Whereas, Current Title 5 regulations section 53202 (d)<sup>38</sup> reads: "The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate", thus granting full-time faculty the discretion to include part-time faculty in membership and participation in the local academic senates through the use of the term "may," which could inadvertently contribute to inequities and lack of representation;

Resolved, That the Academic Senate for California Community Colleges will research the potential effects that a change in Title 5 section 53202 (d) language from "may" to "shall" to require full-time faculty to include part-time faculty members in membership and participation in local academic senates, may have on other areas of Title 5 by Fall 2026; and

Resolved, That the Academic Senate for California Community Colleges upon completing the research into the potential consequences of a language change in Title 5 section 53202 (d) from "may" to "shall", barring any negative effects on other areas of Title 5, will work with the California Community Colleges Chancellor's Office to update Title 5 section 53202 (d) to provide true equity and inclusion in local college governance to all faculty in the California Community Colleges system.

Contact: Lindsay Weiler, Riverside City College

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<sup>28</sup> [CCCCO DEIA Statement](#)

<sup>29</sup> [ASCCC Inclusivity Statement](#)

<sup>30</sup> [ASCCC Mission & Vision](#)

<sup>31</sup> [ASCCC Values Statement](#)

<sup>32</sup> <https://www.asccc.org/resolutions/develop-resource-communicate-and-encourage-part-time-faculty-leadership>

<sup>33</sup> <https://www.asccc.org/resolutions/create-paper-part-time-faculty-equity>

<sup>34</sup> <https://www.asccc.org/resolutions/increase-part-time-faculty-representation-and-communication-through-local-part-time>

<sup>35</sup> <https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee>

<sup>36</sup> <https://www.asccc.org/resolutions/supporting-equal-rights-part-time-faculty>

<sup>37</sup> <https://www.asccc.org/papers/part-time-faculty-equity-rights-roles-in-governance#68103790>

<sup>38</sup> [Title 5 Section 53202 \(d\)](#)

## 107. ACCREDITATION

## 108. PROFESSIONAL DEVELOPMENT

### 108.01 S25 Fraudulent Bot Enrollments in California Community Colleges Courses

Whereas, In the past several years, the dramatic rise in fraudulent enrollments, mainly from bots mimicking students, has disrupted the enrollment of California community college courses, and created financial impacts on California Community Colleges (CCC), and despite the California Community Colleges Chancellor's Office (CCCCO) efforts to prevent and mitigate fraud systemwide,<sup>39</sup> the CCC system lost more than \$7.5 million annually to financial aid fraud in 2024;<sup>40</sup>

Whereas, The influx of fraudulent enrollments has prevented local students from being able to access needed courses<sup>41</sup>, causing further scheduling complications and making it more difficult for students to register for required courses to make progress on their academic and professional goals;

Whereas, Faculty need support, including professional development for pedagogical strategies<sup>42</sup> to accurately identify and drop fraudulent students, so that add codes can be given to real students to enroll in their place before the add deadline; and

Whereas, Currently each California community college/district is attempting to combat this fraud separately, incurring significant costs for individual colleges/district in terms of staff time and technology, and leveraging a systemwide approach may help address the local need and uplift fraud trends that can be addressed statewide;

Resolved, That the Academic Senate for California Community Colleges commend the California Community College Chancellor's Office on efforts already underway to mitigate fraud, including enhancements to CCCApply<sup>43</sup>;

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to increase efforts towards supplying systemwide technology and/or funding to help local colleges' efforts to combat fraud in enrollment and financial aid; and

Resolved, That the Academic Senate for California Community Colleges work with system partners to provide professional development support to faculty around student engagement and regular substantive interaction practices that can help quickly detect fraudulent students so that course enrollments can be stabilized with real student enrollments, by spring 2026.

Contact: Ric Epps, Imperial Valley College, ASCCC Educational Policies Committee

### **+108.01.01 S25 Amend 108.01 S25 Fraudulent Bot Enrollments in California Community Colleges Courses**

Amend first whereas:

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<sup>39</sup> <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/fraud-prevention>

<sup>40</sup> [Ed Source: Financial aid fraud is growing at California's community colleges.](#)

<sup>41</sup> <https://calmatters.org/education/higher-education/2024/04/financial-aid-fraud/>

<sup>42</sup> <https://asccc.org/content/how-student-engagement-can-mitigate-enrollment-fraud>

<sup>43</sup> <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/fraud-prevention>

Whereas, In the past several years, the dramatic rise in fraudulent enrollments, mainly from bots mimicking students, has disrupted the enrollment of California community college courses, necessitated larger than normal adjustments to P1 reporting, and created financial impacts on California Community Colleges (CCC), and despite the California Community Colleges Chancellor's Office (CCCCO) efforts to prevent and mitigate fraud systemwide, the CCC system still lost more than \$7.5 million annually to financial aid fraud in 2024;

Add second resolved:

Resolved, That the Academic Senate for California Community Colleges recommend the California Community College Chancellor's Office assess the extent that fraudulent enrollments are affecting apportionment received by community college districts under the Student-Centered Funding Formula and advance mitigations to offset negative impacts.

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

#### **\*^108.01.02 S25 Amend 108.01 S25 Fraudulent Bot Enrollments in California Community Colleges Courses**

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Chancellor's Office to increase efforts towards supplying disaggregated data by district, or provide an explanation for why providing such data is not in the best interests of the Colleges, as well as systemwide technology and/or funding to help local colleges' efforts to understand and combat fraud in enrollment and financial aid; and

Erik Woodbury, DeAnza College

## 109. PROGRAM REVIEW

## 110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

## 111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

### **\*111.01 S25 Update the ASCCC Document, "Standards of Practice for California Community College Counseling Faculty and Programs"**

Whereas, The document, "Standards of Practice for California Community College Counseling Faculty and Programs" (the document), was originally adopted by the delegates in the 1997 Academic Senate for California Community Colleges (ASCCC) Spring Plenary Session, and revised and adopted by the delegates at the 2008 Fall Plenary Session, and has not been updated since;

Whereas, It is recommended that the document be reviewed at least every six years<sup>44</sup>; and

Whereas, Since the update of the document, new technologies, implementation of Guided Pathways<sup>45</sup>, and the COVID-19 pandemic has necessitated that California community colleges re-envision how counseling services are offered;

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<sup>44</sup> P.19 [Standards of Practice for California Community College Counseling Faculty and Programs](#)

<sup>45</sup> <https://www.cccco.edu/College-Professionals/Guided-Pathways>



Resolved, That the Academic Senate for California Community Colleges review and update the document, “Standards of Practice for California Community College Counseling Faculty and Programs,” by the 2026 Academic Senate for California Community Colleges Spring Plenary Session.

Contact: Mark Edward Osea, ASCCC Executive Committee

### **+111.02 S25 Senator Emeritus for Dr. Matthew “Matt” Merrill Clark (Posthumous)**

Whereas, Dr. Matthew “Matt” Merrill Clark, beloved Woodland Community College (WCC) Statistics Professor for 32 years; dedicated Yuba Community College District faculty leader; founding member of WCC’s provisional senate who played a crucial role in the college’s successful accreditation and establishment as California’s 110th community college in 2008, continued his service for over 15 years in the WCC Academic Senate serving as its 3rd and 5th Academic Senate President (both prime numbers); and consistent and reliable faculty voice while navigating “growing pains” into a new multi-college district inclusive of program development, curriculum realignment, and governance; passed unexpectedly on June 21, 2024;

Whereas, Matt served for over a decade as a delegate to the Academic Senate for California Community Colleges (ASCCC), where he provided thoughtful amendments and counterpoints during Area A meetings to clarify potential outcomes, provided insights consistently centered on student support and IDEAA (Inclusion, Diversity, Equity, Antiracism and Accessibility), advocated for faculty primacy in 10+1 matters, advocated for higher education, communicated the unique perspective of small and rural community colleges, introduced many of his colleagues to statewide service; and empowered leadership through ASCCC plenaries, institutes, and regional meetings;

Whereas, Matt demonstrated exceptional dedication through his service on the Academic Senate for California Community Colleges (ASCCC) Relations with Local Senates Committee, resulting in the contribution to the development of the initial version of the ASCCC Local Senate Handbook<sup>46</sup>, and his work on the ASCCC Math and Quantitative Reasoning Taskforce was an invaluable resource to the ASCCC in advancing faculty-driven work on AB 705 and AB 1705, providing guidance on the implications of these legislative mandates for mathematics instruction, placement practices, and student equity, leaving a lasting impact on colleagues, students, and our statewide community; and

Whereas, Matt’s encouragement has supported many faculty across Area A, including ASCCC Executive Committee members and 3 ASCCC Presidents, and his service of leadership, empowerment, and faculty voice embodies the mission of ASCCC and will be deeply missed by the colleagues he inspired.

Resolved, That the Academic Senate for California Community Colleges hereby grant its highest honor of Senator Emeritus posthumously to Dr. Matthew “Matt” Merrill Clark.

Contact: Aree Metz, Woodland Community College, Area A

### **+111.03 S25 Senator Emeritus for Dr. Peter John Stankas (Posthumous)**

Whereas, The ASCCC expresses deep gratitude to Dr. Peter “John” Stankas for his unwavering dedication to students, San Bernardino Valley College, and the California Community Colleges System and honor a genuine and stylish leader who celebrated life and made us all smile with his legendary shiny, shiny blue shoes;

Whereas, John earned his Doctorate in Nuclear Chemistry from the University of Maryland and pursued his passion for teaching at San Bernardino Valley College, beginning as an adjunct faculty member in 2001 and becoming a full-time Chemistry faculty member in 2002; and during his tenure, John served in numerous leadership roles, including Academic Senate for California Community Colleges President, San Bernardino Valley

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<sup>46</sup> <https://www.asccc.org/papers/local-senates-handbook>

College Dean of Science, and the California Community Colleges' Vice Chancellor of Academic Affairs, profoundly impacting the lives of students and colleagues;

Whereas, John lead the California Community Colleges system through the tumultuous racial reckoning of 2020 with a Call to Action, providing direction for faculty and empowering local academic senates to create their own plans of action, all while helping to lead the California Community Colleges Diversity Equity and Inclusion (DEI) Task Force, setting the direction of DEI efforts in the system; and

Whereas, John mentored many current and future senate leaders, introducing faculty to statewide service and encouraging them to take leadership roles, often serving as a sounding board to discuss the many questions one might have about statewide leadership with kindness, humility, and encouragement;

Resolved, That the Academic Senate for California Community Colleges hereby grant its highest honor of Senator Emeritus posthumously to Dr. Peter John Stanskas.

Andrea Hecht, San Bernardino Valley College, Area D

### **+111.04 S25 Support of Sanctuary Campus Designations**

Whereas, The Academic Senate for California Community Colleges is committed to inclusivity, dignity and respect for all of its diverse student body, faculty, and staff through education in a safe and tolerant environment which celebrates and protects the core values of academic freedom, wherein all students, faculty and staff may express and challenge ideas and beliefs without threat or fear of retaliation, including actions on the part of governments of the State of California and the United States of America;

Whereas, The aforementioned values have been radically challenged by the rhetoric and actions of some elected and appointed officials of the federal government of the United States which, in turn, have emboldened statements and acts of intolerance within the state of California, including from the California Community Colleges system; and

Whereas, The November 15, 2024 California Community Colleges Chancellor's Office memo "California and its Community Colleges Remain Sanctuary Jurisdictions"<sup>47</sup> states the Chancellor's Office "anticipate[s] that the president-elect will issue new executive orders similar in scope and intent to Executive Order 13768, [and since] the president-elect's party has won control of both branches of Congress, additional anti-immigrant legislation may soon be enacted"; but also asserts "our system will refrain from cooperating in federal enforcement of national immigration laws unless compelled to do so by state or federal law and, the system does not capture information on undocumented students, therefore our colleges will not release personally identifiable student information related to immigration status unless required by judicial order;"

Resolved, That the Academic Senate for California Community Colleges recognize that individual campuses' sanctuary designations are part of a systemwide commitment to Inclusion, Diversity, Equity, Anti-Racism, and Accessibility;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates work with their college administration to designate their college a "sanctuary campus,"; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to provide professional development opportunities and guidance regarding the formal adoption of the designation of "sanctuary campus".

Contact: Joshua Scott, Solano Community College, Area B

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<sup>47</sup> [Legal Advisory 24-11-15: California and its Community Colleges Remain Sanctuary Jurisdictions](#)

## **+111.05 S25 Advocating for the Inclusion of California Community Colleges Classified Senates in Title 5**

Whereas, Education Code §70902(b)(7)<sup>48</sup> states that the Board of Governors shall “[e]stablish procedures that are consistent with minimum standards...to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance,” and Title 5 §51023.5<sup>49</sup> states “[s]taff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff,” but Title 5 does not recognize local classified senates, nor does it include classified staff areas of purview appropriate to classified professionals and analogous to those delineated for academic senates in §53200<sup>50</sup> and student leadership in §51023.7<sup>51</sup>, leaving classified senates without a formalized position within the structure of local colleges and districts that could reinforce the principles of participatory, accountability, and inclusivity within California’s educational institutions;

Whereas, Local classified professionals make up 60% of the California Community Colleges system’s full-time workforce but are often underrecognized for their roles and responsibilities within participatory governance since they do not have a formally recognized representative body within the college governance structures;

Whereas, The California Community College Classified Senate represents all classified professionals and plays a vital role in promoting transparent, equitable, and effective governance by ensuring that the concerns and recommendations of classified professionals are considered in the decision-making processes of our colleges and system; and

Whereas, The inclusion of the California Community College Classified Senate in Title 5 along with a delineation of the purview of classified senates would bring consistency among participatory governance practices that are already institutionalized by the long time existence of the Student Senate for California Community Colleges and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate for a commitment to fostering a culture of participatory governance by ensuring that the insights and expertise of local classified senates are integrated into institutional participatory governance processes;

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, advocate for the formal recognition of local classified senates in Title 5, including the designation of areas of purview explicitly acknowledged alongside those of Academic Senate and student leadership; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, advocate for formal recognition of the California Community Colleges Classified Senate as the official voice of classified professionals in participatory governance at the state level to safeguard the interests of classified professionals and enhance the collaborative framework of the California Community Colleges system.

Julie Bruno, Sierra College, Area A

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<sup>48</sup> [California Education Code §70902](#)

<sup>49</sup> [Title 5 Section 51023.5](#)

<sup>50</sup> [Title 5 Section 53200](#)

<sup>51</sup> [Title 5 Section 51023.7](#)

## **+111.06 S25 Unapologetic Commitment to IDEAA and Academic Freedom**

Whereas, The Academic Senate for California Community Colleges (ASCCC) has consistently championed Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) as fundamental to its mission<sup>52</sup> and goals, as reflected in numerous resolutions supporting IDEAA -related initiatives<sup>53</sup>;

Whereas, ASCCC President, Cheryl Aschenbach's, statement titled "Upholding ASCCC Values" dated February 14, 2025, reaffirmed the organization's unwavering commitment to fostering an inclusive and equitable academic environment despite ongoing national political challenges and opposition to IDEAA efforts in education, and IDEAA principles are essential for ensuring equitable access and success for students from historically marginalized and underrepresented backgrounds, aligning with the California community colleges' mission to serve all students with excellence;

Whereas, Faculty primacy in academic and professional matters, as established in Title 5 §53200<sup>54</sup> (the "10+1"), includes curriculum, professional development, and student support programs, all of which are strengthened by a commitment to IDEAA, ensuring that course content, faculty hiring, and institutional practices reflect the diverse experiences and needs of California's students; and

Whereas, Academic freedom is essential to the role of faculty in higher education<sup>55</sup>, protecting critical inquiry, research, and teaching without fear of censorship, retaliation, or political interference, and threats to IDEAA efforts represent a broader attack on faculty autonomy and the integrity of academic institutions;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to resist efforts to diminish or eliminate inclusion, diversity, equity, anti-racism, and accessibility initiatives within their 10+1 purview; and

Resolved, That the Academic Senate for California Community Colleges affirms the indivisible nature of academic freedom and Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA), upholding faculty rights to teach, conduct research, and participate in professional discourse on IDEAA matters free from threats of political mischief, suppression, or institutional retaliation.

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

## **+111.07 S25 Laboratory Faculty and College Governance**

Whereas, Title 5 §55002.5<sup>56</sup> defines all credit hours as total student work and does not differentiate between work completed in lecture, lab, or outside the classroom; and Title 5 §§55002<sup>57</sup>(a)(2)(C) states that credit

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<sup>52</sup> <https://www.asccc.org/about/mission>

<sup>53</sup> [Resolution 09.07 F21 supporting revisions to Title 5 to include DEIA in course outlines of record;](#)

[Resolution 03.02 S21 adding anti-racism to ASCCC's vision statement;](#)

[Resolution 19.01 F19 supporting DEIA-focused hiring practices;](#)

[Resolution 03.01 S21 Include Cultural Competence in Faculty Evaluations](#)

<sup>54</sup> [Title 5 Section 53200](#)

<sup>55</sup> Academic Senate for California Community Colleges. (1998, Spring). [Academic Freedom and Tenure: A Faculty Perspective.](#)

Academic Senate for California Community Colleges. (1999, Fall). [Academic Freedom, Privacy, Copyright and Fair Use in a Technological World.](#)

Academic Senate for California Community Colleges. (2020, Fall). [Protecting the Future of Academic Freedom During a Time of Significant Change.](#)

American Association of University Professors. (1940). [1940 Statement of Principles on Academic Freedom and Tenure.](#)

American Association of University Professors. (n.d.). [Endorsers of the 1940 Statement.](#)

[1.](#) The full text of the referred resolution [Define Academic Freedom in Title 5.](#)

[2.](#) Full text of all [ASCCC resolutions.](#)

[3.](#) The full text of [SR 45](#) (Min, 2021)

<sup>56</sup> [Title 5 Section 55002.5](#)

<sup>57</sup> [Title 5 Section 55002](#)

courses shall treat “subject matter with a scope and intensity that requires students to study independently outside-of-class time”;

Whereas, The Academic Senate for California Community Colleges (ASCCC) affirmed in ASCCC Resolution 09.02 (Spring 2001)<sup>58</sup> that modern teaching pedagogy “has shifted to best meet student learning needs, including a movement to lecturing with various technology platforms in a laboratory setting and the inclusion of laboratory-like group collaborations and peer assisted learning in lecture formats”;

Whereas, The Academic Senate for California Community Colleges affirmed in Resolution 19.02 (spring 2016)<sup>59</sup> that the “differential between a lecture and a laboratory or activity course full-time load hours is a governance concern that affects all programs containing laboratory or activity courses”; and

Whereas, Women and faculty of color are underpaid in many disciplines compared to their White male counterparts, particularly in STEM and Health Professions disciplines that require extensive laboratory instruction<sup>60</sup>;

Resolved, That the Academic Senate for California Community Colleges assert that the discrepancy between lecture and laboratory compensation is not grounded in modern pedagogical practices or the actual work performed and instead creates inequities among faculty groups;

Resolved, That the Academic Senate for California Community Colleges recommend colleges to prioritize eliminating historical structural inequities in faculty load and pay determinations as part of their processes of instructional planning and budget development; and

Resolved, That the Academic Senate for California Community Colleges investigate how load hours difference between lectures and laboratory or activity courses impacts the recruitment, hiring, and retention of faculty in disciplines with laboratory instruction.

Contact: Preston Pipal, San José City College, Area B

### **\*^111.07.01 S25 Amend 111.07 S25 Laboratory Faculty and College Governance**

Amend 1st Resolved:

Resolved, That the Academic Senate for California Community Colleges ~~assert~~ take a formal stance asserting that the discrepancy between lecture and laboratory compensation is not grounded in modern pedagogical practices or the actual work performed and instead creates inequities among faculty groups;

Pablo Martin, SDMC Miramar College, Area D

### **+111.08 S25 Establishing a California Community Colleges AI Commons**

Whereas, The rapid integration of artificial intelligence (AI) technologies in higher education necessitates coordinated support for faculty, staff, and students across the California Community Colleges system;

Whereas, The California State University system has successfully implemented a centralized AI Commons<sup>61</sup> that provides tools, resources, professional development, and guidance for ethical AI implementation across their institutions;

Whereas, Faculty, classified professionals, and students across the California community colleges have expressed growing interest in understanding and effectively integrating AI tools in their teaching practices, as

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<sup>58</sup> <https://www.asccc.org/resolutions/lablectures>

<sup>59</sup> <https://www.asccc.org/resolutions/career-technical-education-and-laboratoryactivity-faculty-and-college-governance>

<sup>60</sup> <https://www.cupahr.org/surveys/research-briefs/representation-and-pay-equity-in-higher-ed-faculty-trends-april-2024/>

<sup>61</sup> <https://genai.calstate.edu>

evidenced by increased participation in Academic Senate for California Community Colleges (ASCCC) and California Community Colleges Chancellor's Office webinars and trainings related to AI; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) has previously acknowledged the importance of addressing AI in education through various resolutions, including ASCCC resolutions Spring 2023; 13.05<sup>62</sup> and Fall 2024; 108.01<sup>63</sup>, which have called for the development of resources, frameworks, and criteria for evaluating AI tools for educational use;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Chancellor's Office, in partnership with industry, faculty, and statewide organizations such as the California Community Colleges Digital Center for Innovation and Learning Lab, establish a centralized California Community Colleges AI Commons that provides system-wide access to generative artificial intelligence tools, resources, and professional development opportunities,

Resolved, That the Academic Senate for California Community Colleges confirm that the governance, content curation, and educational frameworks within the AI Commons are academic and professional matters that require primary reliance upon the advice and judgment of California Community College faculty; and

Resolved, That the Academic Senate for California Community Colleges develop and implement a comprehensive plan for the California Community Colleges AI Commons including vetted system-wide AI tool access, professional development pathways, and resources for ethical and responsible implementation and use across diverse disciplines and learning environments, by spring 2026.

Contact: Mark Branom, San José City College, Area B

**\*~~^111.08.01 S25 Amend 111.08 S25 Establishing a California Community Colleges AI Commons~~ Advocating for Systemwide Access to AI Tools and Training**

Replace the 3<sup>rd</sup> Whereas

~~Whereas, Faculty, classified professionals, and students across the California community colleges have expressed growing interest in understanding and effectively integrating AI tools in their teaching practices, as evidenced by increased participation in Academic Senate for California Community Colleges (ASCCC) and California Community Colleges Chancellor's Office webinars and trainings related to AI; and~~

Whereas, The absence of centralized AI support results in duplication of effort and spending, as local colleges independently evaluate tools, negotiate licenses, and develop training creating inefficiencies that a systemwide strategy could address through shared procurement, equitable rollout, and coordinated professional development; and

Contact: Kelly Rivera, Mt. San Antonio College

**+111.09 S25 Supporting a United Faculty Workplace for California Community Colleges**

Whereas, The Academic Senate for California Community Colleges (ASCCC) is a statewide steward of academic and professional matters, or the "10+1," as outlined in Title 5 §53200(c),<sup>64</sup> with a long history advocating for equity and equal rights for part-time faculty, and formally working with various faculty groups such as Faculty Association of California Community Colleges (FACCC)<sup>65</sup> through the Council of Faculty Organizations (CoFO) on

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<sup>62</sup> <https://www.asccc.org/resolutions/considering-merits-and-faults-artificial-intelligence-community-college-classroom>

<sup>63</sup> <https://www.asccc.org/resolutions/selecting-and-evaluating-artificial-intelligence-faculty-use>

<sup>64</sup> [Title 5 Section 53200\(c\)](#)

<sup>65</sup> <https://www.faccc.org/>

common issues under academic and professional matters and overlapping purview—all of which are essential to equitable and high-quality education;

Whereas, California community colleges currently operate under a divided, or “two-tier” faculty system”<sup>66</sup> comprised of part-time (adjunct) and full-time (tenure-track) faculty who often operate under wholly separate rules, guidelines, and affordances, creating many inequities in both working conditions and academic and professional matters, including collegial consultation, professional development opportunities curriculum development, governance structures, strategic and institutional planning, and more;

Whereas, The persistence of the two-tier faculty system deprives the California Community Colleges system the opportunity to benefit from the diverse viewpoints and professional expertise, especially in Career Technical Education, of the largest portion of every campus’ faculty body<sup>67</sup> and causing disparities, which may be described as “rankism” or “tenurism,”<sup>68</sup> that belie the equitable treatment of faculty and deny basic professional dignity, undermining the principles of equity and just working conditions as outlined in Article 23.1 of the Universal Declaration of Human Rights<sup>69</sup>; and

Whereas, The current two-tiered structure has produced a divided faculty and inequitable service to students<sup>70</sup>, the united faculty model (also referred to as the one-tier model) emphasizes the elimination of the two employment tiers to create a structure that will better serve students, colleges, and the state of California<sup>71</sup> and which will also relieve full time faculty overburdened by college governance duties and other non-instructional duties by greatly increasing the number of faculty participating in college governance as well as working with students outside of the classroom,

Resolved, That the Academic Senate for California Community Colleges continue the work called for in their Fall 2023 resolution 17.03<sup>72</sup>, “Supporting Equal Rights for Part-time Faculty” by promoting and supporting legislation enacting the United Faculty model for all California community colleges and actively encouraging system-wide changes to ratify the united faculty system;

Resolved, That the Academic Senate for California Community Colleges, within its 10+1 purview, work in solidarity with the Faculty Association of California Community Colleges (FACCC), the California Part-time Faculty Association (CPFA), the California Federation of Teachers (CFT)<sup>73</sup>, Community College Association (CCA),<sup>74</sup> and other faculty organizations by endorsing the united faculty model and encouraging colleges and districts to ensure all faculty, regardless of rank or tenure status, have equitable access to job security, professional development opportunities; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with local collective bargaining units to provide equal access to opportunities in curriculum development, governance roles, professional development, and institutional planning for those part-time faculty who wish to engage in such work.

Contact: Pablo Martin, San Diego Miramar College, Area D

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<sup>66</sup> [The One-Tier Concept for Advancing Student Success and Achieving Faculty Equality](#)

<sup>67</sup> [CCCCO Faculty and Staff Demographics](#)

<sup>68</sup> <https://cpfa.org/tenurism/>

<sup>69</sup> [Article 23.1 of the Universal Declaration of Human Rights](#)

<sup>70</sup> [https://www.faccc.org/assets/docs/PolicyPapers/1-Tier Legislative Briefing Memo.pdf](https://www.faccc.org/assets/docs/PolicyPapers/1-Tier%20Legislative%20Briefing%20Memo.pdf)

<sup>71</sup> <https://www.insidehighered.com/news/2010/06/21/adjuncts-and-retention-rates>

<sup>72</sup> <https://www.asccc.org/resolutions/supporting-equal-rights-part-time-faculty>

<sup>73</sup> <https://aft1493.org/march-april-2022-advocate-cft-passes-resolution-to-end-two-tier-wage-system/>

<sup>74</sup> <https://cca4us.org/the-one-tier-system/>

## **\*^111.09.01 S25 Amend 111.09 S25 Supporting a United Faculty Workplace for California Community Colleges**

Amend 2nd Whereas:

Whereas, California community colleges currently operate under a divided, or “two-tier” faculty system”<sup>75</sup> comprised of part-time (adjunct) and full-time (tenure-track) faculty who often operate under wholly separate rules, guidelines, and affordances, creating many inequities in both working conditions and academic and professional matters, including collegial consultation, professional development opportunities, curriculum development, participatory governance structures, strategic & institutional planning, and more; all of which negatively affect the college experience and success of the marginalized students part-time faculty serve;

Amend 3rd Whereas:

Whereas, The persistence of the two-tier faculty system deprives the California Community Colleges system of the opportunity to benefit from the diverse viewpoints and professional expertise of a large part, especially in CTE, of the largest portion of every campus’ faculty body<sup>76</sup> and causing disparities, which may be described as “rankism” or “tenurism,”<sup>77</sup> that belies the equitable treatment of faculty and deny basic professional dignity, undermining the principles of equity and just working conditions as outlined in Article 23.1 of the Universal Declaration of Human Rights<sup>78</sup>; and

Amend 4th Whereas:

Whereas, The current two-tiered structure, with its two vastly unequal tiers, has produced inconsistent and inequitable service for students, a divided faculty and inequitable service to students<sup>79</sup>; the United Faculty model (also referred to as the one-tier, one-faculty, or “unified faculty” model) emphasizes the elimination of the two employment tiers to create a structure that will better serve students, colleges, and the state of California, and which will also relieve full time faculty overburdened by college governance duties and other non-instructional duties by greatly increasing the number of faculty participating available to participate in college governance, as well as working with and support students outside of the classroom instructional hours,

Amend 2nd Resolved:

Resolved, That the Academic Senate for California Community Colleges, within its 10+1 purview, work in solidarity with the Faculty Association of California Community Colleges (FACCC), the California Part-time Faculty Association (CPFA), the New Faculty Majority, the California Federation of Teachers (CFT)<sup>80</sup>, Community College Association (CCA),<sup>81</sup> and other faculty organizations by endorsing the United Faculty model and encouraging colleges and districts to ensure that all instructors, regardless of rank or tenure status, have equitable access to some form of basic job security, as well as equitable and proportional 10+1 duties and professional development opportunities as they are willing and available; and

Amend 3rd Resolved:

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with local collective bargaining units and advocacy groups to develop campus cultures which seek out all faculty voices and provide equal access to compensated opportunities in curriculum development,

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<sup>75</sup> [The One-Tier Concept for Advancing Student Success and Achieving Faculty Equality](#)

<sup>76</sup> [CCCCO Faculty and Staff Demographics](#)

<sup>77</sup> <https://cpfa.org/tenurism/>

<sup>78</sup> [Article 23.1 of the Universal Declaration of Human Rights](#)

<sup>79</sup> [https://www.faccc.org/assets/docs/PolicyPapers/1-Tier Legislative Briefing Memo.pdf](https://www.faccc.org/assets/docs/PolicyPapers/1-Tier%20Legislative%20Briefing%20Memo.pdf)

<sup>80</sup> <https://aft1493.org/march-april-2022-advocate-cft-passes-resolution-to-end-two-tier-wage-system/>

<sup>81</sup> <https://cca4us.org/the-one-tier-system/>



participatory governance roles, professional development, and institutional planning for those part-time faculty who wish to engage in such work.

Pablo Martin, SDMC Miramar College, Area D

## 112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

### **\*112.01 S25 Disciplines List – Art**

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

Master’s in fine arts, or art, ~~or art history~~

OR

Bachelor’s in any of the above AND Master’s in ~~humanities~~ art history.

OR

the equivalent

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

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

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

Contact: Christopher J. Howerton, ASCCC Executive Committee

### **\*112.02 S25 Disciplines List – Physical Education (Adapted)**

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

Master’s in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, ~~adaptive~~ adapted physical education

OR

Bachelor’s in any of the above AND masters in any life science, dance, physiology, health education, recreation administration or physical therapy

OR

the equivalent AND 15 semester units of upper division or graduate study ~~in~~ related to adapted physical education; and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the Disciplines List for physical education (adapted).

Contact: Christopher J. Howerton, ASCCC Executive Committee

### **112.03 S25 Disciplines List – Brewing, Fermentation, and Distillery Sciences**

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

Any bachelor’s degree or higher and two years of professional experience,

OR

Any associate’s degree and six years of professional experience; and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for brewing, fermentation, and distillery sciences.

Contact: Christopher J. Howerton, ASCCC Executive Committee

### **\*#112.04 S25 Update the Paper, “A Re-examination of Faculty Hiring Processes and Procedures”**

Whereas, The Academic Senate for California Community Colleges Faculty Hiring Processes and Procedures Paper<sup>82</sup>, “A Re-examination of Faculty Hiring Processes and Procedures” was originally adopted in 2000 and last revised and adopted in Spring of 2018;

Whereas, The 2018 paper references California Community College Chancellor’s Office Equal Employment Opportunity (EEO) Best Practices Handbook that has since been updated in 2022<sup>83</sup> and is, at the time writing of this resolution, in the process of being updated again;

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<sup>82</sup> <https://www.asccc.org/papers/re-examination-faculty-hiring-processes-and-procedures-0>

<sup>83</sup> <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/cccco-eoreport-062022-ally.pdf?la=en&hash=058FE2BE64503C9FEE2FF37E8E0BFB04F2ED5346>

Whereas, Since the 2018 update of the paper, the Academic Senate for California Community Colleges in collaboration with system partners has garnered greater attention to and focus on faculty diversification and retention by addressing structural racism in California Community Colleges<sup>84</sup>, including: leading a call to action<sup>85</sup>, contributing to the 2023 EEO 10-Point Plan for Faculty Diversity Hiring<sup>86</sup>, furthering discussions of including student voice in faculty hiring processes<sup>87</sup>, and supporting various innovative and culturally responsive hiring methods<sup>88</sup> that this paper has yet to explore; and

Whereas, In 35 of the state's 73 community college districts, part-time faculty make up 70% or more of the instructional faculty<sup>89</sup>, inviting special attention to part-time faculty hiring policies and procedures, which is not currently addressed in the 2018 “A Re-examination of Faculty Hiring Processes and Procedures”;

Resolved, That the Academic Senate for California Community Colleges review and update the paper, “A Re-examination of Faculty Hiring Processes and Procedures.”

Contact: Luke Lara, MiraCosta College

## 113. LEGISLATION AND ADVOCACY

### **+113.01 S25 Advocating for a 21st Century Ralph M. Brown Open Meeting Act**

Whereas, The Academic Senate for California Community Colleges (ASCCC), has affirmed the value of flexible, remote participation in governance through prior resolutions<sup>90</sup>, recognizing that faculty and staff have demonstrated success and effectiveness using remote platforms since the COVID-19 pandemic;

Whereas, Rigid in-person meeting requirements of the Ralph M. Brown Open Meeting Act including limitations on teleconferencing, posting mandates for private locations, and arbitrary caps on remote attendance reflect a workplace structure of a previous generation and do not meet the needs of dynamic, modern academic institutions seeking to expand access, transparency, and participation across geographically diverse and time-constrained constituencies;

Whereas, Institutions globally are integrating digital processes to support inclusion, sustainability, and equity, and California’s community colleges have demonstrated that public, accessible remote meetings can be effective, transparent, and broadly engaging<sup>91</sup>,

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<sup>84</sup><https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>

<sup>85</sup> <https://createsend.com/t/y-5AA60758EB0CC36F>

<sup>86</sup>[https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Institutional-Effectiveness/Memos/CCCCO\\_EEO\\_10PointPlan.pdf](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Institutional-Effectiveness/Memos/CCCCO_EEO_10PointPlan.pdf)

<sup>87</sup><https://asccc.org/resolutions/student-participation-hiring-processes>

<sup>88</sup> <https://ccconlineed.instructure.com/courses/5733>

<sup>89</sup>[https://www.asccc.org/papers/part-time\\_faculty-equity\\_rights\\_roles\\_in\\_governance](https://www.asccc.org/papers/part-time_faculty-equity_rights_roles_in_governance)

<sup>90</sup> ASCCC Resolution S21 6.03: *Support for Brown Act Teleconferencing Legislation* <https://asccc.org/resolutions/support-brown-act-teleconferencing-legislation>

ASCCC Resolution S21 6.03: *Support for AB 417 (McCarty, 2021)* <https://asccc.org/resolutions/support-ab-417-mccarty-2021-march-8-2021>

ASCCC Resolution S21 6.03: *Support for AB 417 (McCarty, 2021)* <https://asccc.org/resolutions/support-ab-417-mccarty-2021-march-8-2021>

<sup>91</sup> Chancellor’s Office Vision Resource Center <https://visionresourcecenter.azurewebsites.net/events/>

Whereas, Expanding remote participation in public meetings aligns with Chancellor Christian’s *Vision 2030* Goal 5, ‘Equitable Distribution of Resources,’ by reducing barriers and enabling wider public involvement’;

Resolved, That the Academic Senate for California Community Colleges express support for AB 259 (Rubio, 2025)<sup>92</sup> to preserve flexible teleconferencing options; and

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and California’s Legislature to advocate for policy changes that expand remote participation options in modern academic governance processes in ways that uphold transparency and public participation while supporting equity, access, inclusion, and sustainability.

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

### **\*+113.02 S25 Revising Student Centered Funding Formula Metrics to Better Serve All Students**

Whereas, The Student-Centered Funding Formula (SCFF)<sup>93</sup> was designed to incentivize student success and equity outcomes but does not adequately account for the realities faced by working adults and nontraditional students, including students who enroll part-time due to work and family obligations, and a concern the Academic Senate for California Community Colleges has addressed by calling for new approaches to measure their success;<sup>94</sup>

Whereas, Current SCFF metrics<sup>95</sup> prioritize full-time enrollment, degree/certificate completion, and transfer rates, which disproportionately disadvantage institutions serving a high percentage of working adults, lifelong learners, and students who pursue career education in shorter increments that do not align with traditional academic pathways;

Whereas, Many working adult students benefit from skills-building, upskilling, and short-term stackable credentials that improve employability and economic mobility, but many are not captured within the existing SCFF completion metrics, thereby disincentivizing ongoing education and skill development<sup>96</sup>; and

Whereas, The fact that from 2022-2023 to 2023-2024 the statewide success rates for four-year transfer and living wage (neither of which is fully within the control of colleges) declined despite the fact that the statewide success rates for Associate Degree for Transfer (ADT) completion, Associate of Arts (AA) and Associate of Science (AS) degree completion, certificate completion, and completion of 9+ Career Technical Education (CTE) units all improved, penalizing colleges for declines in these two metrics—both of which are influenced by factors outside their control—suggesting that the current SCFF is fundamentally flawed;

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<sup>92</sup> AB 259 (Rubio, 2025): Open meetings: local agencies: teleconferences [Bill Text - AB-259 Open meetings: local agencies: teleconferences.](#)

<sup>93</sup> <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

<sup>94</sup> Resolution S23 07.03 Defining Success for Part-Time Students: <https://www.asccc.org/resolutions/defining-success-part-time-students>

<sup>95</sup> [SCFF metrics](#)

<sup>96</sup> See ASCCC legislative advocacy letter, February 28, 2019, Revising the “Student Centered Funding Formula” to Incentivize Student-Focused Outcomes: [https://www.asccc.org/sites/default/files/Revising%20the%20Student%20Centered%20Funding%20Formula%202.28.19\\_1.pdf](https://www.asccc.org/sites/default/files/Revising%20the%20Student%20Centered%20Funding%20Formula%202.28.19_1.pdf)  
[https://www.asccc.org/sites/default/files/Revising the Student Centered Funding Formula 2.28.19\\_1.pdf](https://www.asccc.org/sites/default/files/Revising the Student Centered Funding Formula 2.28.19_1.pdf)

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to the Student-Centered Funding Formula metrics that recognize and appropriately fund colleges for serving all of their students, including working adults and nontraditional students, to include success metrics that measure all levels of incremental skills attainment, all wage gains, transfer, and completion of short-term industry-recognized credentials, regardless of student status;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other interest holders to explore alternative funding metrics and models that account for the success of all students, including part-time students, adult learners, and workforce education participants, ensuring equitable funding for colleges serving diverse student populations;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to analyze disaggregated student success data to ensure that Student-Centered Funding Formula adjustments support equitable outcomes for all student demographics, with particular focus on nontraditional transfers and working adults; and

Resolved, That the Academic Senate for California Community Colleges collaborate with local academic senates to develop recommendations for Student-Centered Funding Formula modifications that promote student-centered policies without disadvantaging colleges with significant working adult and part-time student populations.

Leticia Barajas, East Los Angeles College, Area C

### **#113.03 S25 Allow Districts to Offer Mathematics and English Courses to Support Upskilling for Student Advancement**

Whereas, Generations of students have attended California Community Colleges to take specific courses to upskill in preparation for advancement in the workplace, which is a need recently observed in the California Master Plan for Career Education,<sup>97</sup> and in preparation for their academic journey;

Whereas, California Education Code Section 78213,<sup>98</sup> as revised in 2022 by AB 1705 (Irwin), reduces upskilling opportunities by prohibiting community college districts from enrolling students in pretransfer-level English and mathematics courses and enrolling STEM majors in mathematics courses below Calculus 1 unless said courses can demonstrate better aggregate results in one-year throughput irrespective of students wanting to take said courses to enhance their skills to advance their career and academic goals;

Whereas, California Education Code Section 66010.2<sup>99</sup>, provides that all education institutions, including "the California Community Colleges... share goals designed to provide educational opportunity and success to the broadest possible range of our citizens" and yet state restrictions on community college course offerings have excluded citizens who seek to upskill their remedial skills in mathematics and English; and

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<sup>97</sup> <https://www.gov.ca.gov/wp-content/uploads/2024/12/CA-Master-Plan-Framework-Governors-Office.pdf>

<sup>98</sup> See California Education Code Section 78213, particularly sub-sections (d) through (j)  
[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78213](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78213).

<sup>99</sup> See California Education Code Section 66010.2  
[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=66010.2](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=66010.2)

Whereas, The Academic Senate for California Community Colleges opposes legislation that censor academic offerings while advocating for legislation to allow community college districts to offer students the option of taking pre-transfer level English and mathematics courses and mathematics courses below Calculus; <sup>100</sup>

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to California Education Code section 78213 to allow community college districts to offer English and mathematics courses that students seek for upskilling to advance their career and academic development.

Contact: Jeffrey Hernandez, Los Angeles Community College District

#### **#113.04 S25 Support of Assembly Bill 1433 (Sharp-Collins): Education Finance—Funding for Noncredit Instruction**

Whereas, The California Community Colleges (CCC) system has, for over five decades, provided tuition-free noncredit education that supports adult learners through short-term, competency-based instruction designed to advance employment opportunities, foster career development, facilitate access to higher education, and promote lifelong learning;

Whereas, Noncredit students represent a diverse and often underserved population, including immigrants, older adults, individuals with disabilities, and communities historically affected by systemic inequities and underinvestment, who benefit from access to essential academic and support services;

Whereas, Current law does not recognize noncredit colleges and centers as distinct institutions of higher education, thus limiting their access to base funding under most categorical programs, which in turn restricts the ability to offer comprehensive student services such as disability accommodations, veteran resources, basic needs support, and mental health care; and

Whereas, [Assembly Bill 1433](#)<sup>101</sup> (Sharp-Collins) proposes to formally define noncredit colleges and centers, and to mandate the allocation of base funding within designated categorical programs to eligible noncredit institutions that meet specified conditions, thereby enabling equitable access to critical wraparound services;

Resolved, That the Academic Senate for California Community Colleges support Assembly Bill 1433, recognizing the essential role of noncredit education in advancing educational equity, access, and student success.

Contact: Mona Alsoraimi-Espiritu, San Diego City College

## **114. CONSULTATION WITH THE CHANCELLOR’S OFFICE**

### **114.01 S25 Empowering Faculty Voice in Rising Scholars Programming**

Whereas, Rising Scholars<sup>102</sup> is a commitment made in the California Community Colleges Chancellor’s Office Vision 2030<sup>103</sup>: “California and the California Community Colleges Chancellor’s Office (Chancellor’s Office) have

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<sup>100</sup> See the following ASCCC resolutions:

[S23 13.04 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation](#)  
[F24 113.01 Legislative Advocacy to Restore Student Choice on English and Math Courses](#)

<sup>101</sup> <https://legiscan.com/CA/bill/ABI433/2025>

<sup>102</sup> <https://risingscholarsnetwork.org/>

<sup>103</sup> <https://www.cccco.edu/About-Us/Vision-2030>

institutionalized the Rising Scholars Network and grant program to specifically bring educational opportunities to justice-involved young people and adults”;

Whereas, Successful Rising Scholars program development and implementation aligns with the following areas of 10+1<sup>104</sup>: #1 Curriculum, #2 Degree and certificate requirements, #4 Educational program development, #5 Standards or policies regarding student preparation and success, #8 Policies for faculty professional development activities, #9 Processes for program review, #10 Processes for institutional planning and budget development;

Whereas, Current Rising Scholars programs across the state rely on intentional decision-making, informed by faculty expertise, about the unique strengths, needs, and barriers that Rising Scholars’ students face; and

Whereas Rising Scholars students generate higher levels of apportionment for local colleges;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to learn about, explore, and advocate intentionally for Rising Scholars;

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor’s Office to include in their Rising Scholars Guidelines that state funding specifically resources faculty coordination for Rising Scholars programs;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and partner organizations, such as the California Community Colleges Chief Instructional Officers, and the Chief Student Services Officers, to provide professional development, grounded in faculty expertise, so that all interest holders understand their impact on and accountability to Rising Scholars students and how to best support Rising Scholars faculty; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to encourage awareness of the involvement of faculty in budget processes, and to provide guidance and expectations for colleges to make sure funds generated by Rising Scholars programming via increased apportionment, go directly back into Rising Scholars programming, thus creating a budgeting structure that ensures Rising Scholars programs get the highest portion of the income they generate.

Contact: Mitra Sapienza, ASCCC Executive Committee, ASCCC Rising Scholars Faculty Advisory Committee

## **+114.02 S25 Advocating for Systemwide Access to AI Tools and Training**

Whereas, The California State University and University of California systems have launched major systemwide artificial intelligence (AI) initiatives to provide coordinated access to tools, training, and research capacity thus ensuring their students, faculty, and staff are prepared to engage with evolving technologies and workforce needs<sup>105</sup>;

Whereas, The California community colleges are currently the only public higher education system in California without funded systemwide access to vetted AI tools and training, leaving 116 colleges to navigate

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<sup>104</sup> [Title 5 Section 53200](#)

<sup>105</sup> CSU unveils massive AI venture (LA Times, Feb 2025)

<https://www.latimes.com/california/story/2025-02-04/california-state-university-unveils-massive-ai-venture>  
UC Artificial Intelligence Council <https://ai.universityofcalifornia.edu/tools-and-resources.html>

implementation independently, which exacerbates inequities, strains local budgets, and hinders coordinated innovation;

Whereas, *Vision 2030* calls on the California Community Colleges to “embrace emerging technologies such as artificial intelligence to prepare students for jobs of the future and support educators in adapting to rapidly evolving tools and pedagogies,” directly linking AI adoption to the system’s goals for workforce responsiveness, equity, and academic excellence<sup>106</sup>; and

Whereas, The absence of centralized AI support results in duplication of effort and spending, as local colleges independently evaluate tools, negotiate licenses, and develop training creating inefficiencies that a systemwide strategy could address through shared procurement, equitable rollout, and coordinated professional development;

Resolved, that the Academic Senate for California Community Colleges advocate for and work with the California Community Colleges Chancellor’s Office to lead a systemwide initiative to provide equitable access to vetted AI tools, training, and support for faculty, staff, and students in the California Community Colleges system.

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

### **+114.03 S25 Clarification of Noncredit Alternative Attendance Accounting Procedure for Asynchronous Classes**

Whereas, The Academic Senate for California Community Colleges Resolution F22 07.13 Overhaul of Attendance Accounting<sup>107</sup> was instrumental in updating the Standardized Attendance Accounting Regulations for all credit courses but neglected to update the noncredit accounting methods;

Whereas, Title 5 58003.1(f)(2)<sup>108</sup> and the 2024 Attendance Accounting Manual<sup>109</sup> (section 3, pages 23-25) provide confusing and sometimes contradictory guidance for the calculation of student attendance according to hours of instruction, hours of outside study, and instructor contact, the latter of which has been discouraged at conference presentations;

Whereas, The current example provided with the guidance appears to impose a credit model of two hours of study for every hour in class instead of taking into account the pedagogical approaches that are the basis of noncredit course outline design and that underpin actual noncredit teaching and learning practices, in and out of class; and

Whereas, Establishing explicit guidance on basing apportionment on hours in the course outline in compliance with Title 5 should alleviate internal accounting tensions and will aid institutions in the calculation of Full-Time Equivalent Student (FTES) for asynchronous and combination asynchronous/synchronous scheduling patterns for distance education sections of noncredit courses;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers Board and the California Community Colleges Chancellor’s Office to form a

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<sup>106</sup> Vision 2030, California Community Colleges Chancellor’s Office

<https://www.cccco.edu/About-Us/Vision-2030> (Goal 4: Responsiveness to Community and Workforce Needs)

<sup>107</sup> [Academic Senate for California Community Colleges Resolution F22 07.13 Overhaul of Attendance Accounting](#)

<sup>108</sup> [Title 5 Section 58003.1\(f\)\(2\)](#)

<sup>109</sup> [2024 Attendance Accounting Manual](#)



task force or work group to explore options for regulatory changes that would overhaul the current noncredit asynchronous attendance accounting rules;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to review and revise the guidance for the noncredit alternative attendance accounting procedure that is used to calculate Full-Time Equivalent Student (FTES) for both fully asynchronous and combination asynchronous/synchronous online course delivery to reflect actual noncredit approaches and to provide apportionment equitably with in-person classes;

Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor's Office for the inclusion of noncredit faculty to review a clear noncredit asynchronous accounting approach that can be used system wide; and

Resolved, That the Academic Senate for California Community Colleges request the California Community Colleges Chancellor's Office to publish an updated guidance document for noncredit accounting, with particular attention to asynchronous courses, to be disseminated by the Academic Senate for California Community Colleges Spring 2026 Plenary Session.

Contact: Alexis Litzky, City College of San Francisco, Area B

## 2025 Spring Plenary Resolutions Debate Order.

**NOTE: \*asterisk indicates number may not reflect the final count**

Resolution	Page#	Voting Results
101.01 S25 Addressing Barriers to Articulation	5	Passed by acclamation
*+103.01 S25 Advancing Credit for Prior Learning (CPL) in Alignment with the CCCC Vision 2030 (Apprenticeships, Veterans Sprint, and Rising Scholars)	7	Consent
#104.01.01 S25 Amend 104.01 S25 Reimagining Transfer Alignment Efforts	11	Amendment Failed 57 N, 35 Y
104.01 S25 Reimagining Transfer Alignment Efforts	10	PASSED 62 Y, 40 N
+105.01.01 S25 Amend 105.01 S25 Catalog Rights for Dual Enrollment Students	12	PASSED -- UNANIMOUS
105.01 S25 Catalog Rights for Dual Enrollment Students	11	PASSED 78 Y 3 N
#106.01 S25 Advocating for Inclusive Participation of Part-Time Faculty in California Community College Local Academic Senates by Researching a Potential Change in Title 5 Section 53202 (d)	13	PASSED Y 98 N 5
+108.01.01 S25 Amend 108.01 S25 Fraudulent Bot Enrollments in California Community Colleges Courses	14	Passed--Acclimation
*^108.01.02 S25 Amend 108.01 S25 Fraudulent Bot Enrollments in California Community Colleges Courses	15	Consent
108.01 S25 Fraudulent Bot Enrollments in California Community Colleges Courses	14	Passed--Acclimation
*111.01 S25 Update the ASCCC Document, "Standards of Practice for California Community College Counseling Faculty and Programs"	15	Consent
*112.01 S25 Disciplines List – Art	24	Consent

Resolution	Page#	Voting Results
+113.01 S25 Advocating for a 21st Century Ralph M. Brown Open Meeting Act	26	<b>PASSED</b> Y 49 N 31 Very energetic debate; some concern about unintended consequences as well as overbroad language in second resolve
114.01 S25 Empowering Faculty Voice in Rising Scholars Programming	30	<b>Passed—by acclimation</b>
+101.02 California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses	5	<b>PASSED</b> Y 30 N 26* LACC spoke against; some concerns about not working closely enough with ETS faculty
*^103.02.01 S25 Amend 103.02 S25 Enhancing Student Mobility: Credit for Prior Learning (CPL) and Transcript Reciprocity Among California Community Colleges	8	<b>Consent</b>
+103.02 S25 Enhancing Student Mobility: Credit for Prior Learning (CPL) and Transcript Reciprocity Among California Community Colleges	8	<b>Motion to Refer Failed</b> 57 N 11Y * <b>FAILED</b> Motion 14 Y N 36 *
#105.02 S25 Maximizing Student Awareness: Promoting Credit for Prior Learning Awareness through Syllabus Statements and Other Appropriate Institutional Communications at California's Community Colleges	12	<b>PASSED</b> Y 74 N 13
<b>+111.02 S25 Senator Emeritus for Dr. Matthew "Matt" Merrill Clark (Posthumous)</b>	16	<b>Approved by Acclimation</b>
*112.02 S25 Disciplines List – Physical Education (Adapted)	25	<b>Consent</b>
*+113.02 S25 Revising SCFF Metrics to Better Serve All Students	27	<b>Consent</b>

+114.02 S25 Advocating for Systemwide Access to AI Tools and Training	30	<b>FAILED</b> Y 5 N 77 Author collaborated on complementary resolution and asked us to vote it down.
*+101.03 S25 Honoring Approved IGETC Lists for Cal-GETC	6	<b>Consent</b>

Resolution	Page#	Voting Results
*^103.03.01 S25 Amend 103.03 S25 Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)	9	<b>Consent</b>
+103.03 S25 Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)	9	Motion to Refer <b>PASSED</b> 66 Y 44 N
+111.03 S25 Senator Emeritus for Dr. Peter John Stankas (Posthumous)	16	<b>Approved by acclamation!</b> Many moving remarks. His husband was present.
112.03 S25 Disciplines List – Brewing, Fermentation, and Distillery Sciences	25	<b>PASSED</b> 95 Y 0 N
#113.03 S25 Allow Districts to Offer Mathematics and English Courses to Support Upskilling for Student Advancement	28	<b>PASSED</b> 84 Y 11 N
+114.03 S25 Clarification of Noncredit Alternative Attendance Accounting Procedure for Asynchronous Classes	31	<b>Approved by acclamation</b>
*+103.04 S25 Eliminating Financial Barriers: No Fees for Credit by Exam for Credit for Prior Learning (CPL)	9	<del>Consent</del> -(removed from consent) <b>PASSED</b> 67 Y 28 N Do colleges receive apportionment for credit-by-exam? (Answer unknown)
+111.04 S25 Support of Sanctuary Campus Designations	17	<b>Approved by acclamation</b>

*#112.04 S25 Update the Paper, “A Re-examination of Faculty Hiring Processes and Procedures”	26	Consent
#113.04 S25 Support of Assembly Bill 1433 (Sharp-Collins): Education Finance—Funding for Noncredit Instruction	29	Approved by acclamation
+111.05 S25 Advocating for the Inclusion of California Community Colleges Classified Senates in Title 5	18	Approved by acclamation Process Q was asked: Is this ASCCC purview?
+111.06 S25 Unapologetic Commitment to IDEAA and Academic Freedom	19	Approved by acclamation

Resolution	Page#	Voting Results
*^111.07.01 S25 Amend 111.07 S25 Laboratory Faculty and College Governance	20	Consent
+111.07 S25 Laboratory Faculty and College Governance	19	<b>PASSED</b> 73 Y 13 N Concerns from PT faculty in Physics; if lab units count for more load, staffing may be an issue. Biology Rio Hondo supported the compensation parity. Questions about faculty load and compensation.
*^111.08.01 S25 Amend 111.08 S25 <del>Establishing a California Community Colleges AI Commons</del> Advocating for Systemwide Access to AI Tools and Training	21	Consent
+111.08 S25 Establishing a California Community Colleges AI Commons	20	<b>PASSED</b> 24 Y 7 N Some debate about funding for giant contracts at state level that may not meet local needs. Who are “industry partners” and how are they chosen?

*^111.09.01 S25 Amend 111.09 S25 Supporting a United Faculty Workplace for California Community Colleges	23	Consent
+111.09 S25 Supporting a United Faculty Workplace for California Community Colleges	22	<p>PASSED Y 60 N 42</p> <p>Concerns raised about 50% law; possible impacts on load etc. Question about more time to learn/communicate.</p> <p>Pro arguments: we want to advocate for same compensation rate and protections.</p>

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