

## ACADEMIC SENATE MINUTES

### APRIL 9, 2024

Nicole DeRose	President	2023-2025	P
Elizabeth “Liz” Encarnacion	Vice President	2023-2024	P
Robin Witt	Secretary/Treasurer	2023-2024	P
Angela Burk – Herrick	Curriculum Chair	2023-2025	P
Jonathan Polidano	Business & Applied Technology	2023-2025	P
Jay Scott	Business & Applied Technology	2022-2024	P
Robert Nazar	Chino Campus	2023-2025	P
Jinny Lee	Chino Campus	2022-2024	A
Anthony Guaracha	Fontana Campus	2023-2025	P
Vacant	Fontana Campus	2022-2024	
Omar Estrada	Health Sciences	2023-2025	P
Terzah DePonte	Health Sciences	2022-2024	P
Tara Johnson	HFIC	2023-2025	P
Vacant	HFIC	2023-2025	
Christina Holdiness	Instructional Support	2023-2025	P
Terezita Reyes Overduin	Instructional Support	2022-2024	P
Annette Henry	Kinesiology, Nutrition & Athletics	2023-2025	P
Candice Hines-Tinsley	Kinesiology, Nutrition & Athletics	2022-2024	P
Phatana Ith	Language Arts	2023-2025	P
Elizabeth “Liz” Encarnacion	Language Arts	2022-2024	P
Robin Witt	Mathematics & Science	2023-2025	P
Mark Gutierrez	Mathematics & Science	2022-2024	P
Patricia Gomez	Social & Behavioral Sciences	2023-2025	P
Vacant	Social & Behavioral Sciences	2022-2024	
Michelle Martinez	Student Services	2023-2025	A
Jackie Boboye	Student Services	2022-2024	P
Leta Ming	Visual & Performing Arts	2023-2025	P
Sheila Malone	Visual & Performing Arts	2022-2024	A
Tamari Jenkins	Senator-At-Large	2023-2026	A
Jackson Tropp	Senator-At-Large	2022-2025	A
Sarah Chamberlain	Senator-At-Large	2021-2024	P
Tina Kuo	Adjunct Senator-At-Large	2023-2025	P
Shelly R. Jackson	Adjunct Senator-At-Large	2022-2024	P
<b>Alternates</b>			
Vacant	Business & Applied Technology	2023-2025	
Manar Hijaz	Chino Campus	2023-2025	A
Greg Creel	Fontana Campus	2023-2025	A
Lisa Doget	Health Sciences	2023-2025	A
Vacant	HFIC	2022-2024	
Shelley Marcus	Instructional Support	2023-2025	P
Robert Hadaway	Kinesiology, Nutrition, & Athletics	2023-2025	A
Leona Fisher	Language Arts	2022-2024	A
Diana Cosand	Mathematics & Science	2023-2025	A
Vacant	Social & Behavioral Sciences	2022-2024	
Fabiola Espitia	Student Services	2023-2025	A
Susanna Galvez	Student Services	2022-2024	A
Vacant	Visual & Performing Arts	2023-2025	
Vacant	Adjunct Alternate Senator	2023-2025	
Sarah Schmidt	Classified Senate Liaison	2023-2025	A
Ryan Thomas	Chaffey College Student Liaison	2023-2024	P

**Guests:**

Julie Leggin, Risk and Safety Management  
Andrew Long, Dean of Instructional Support  
Lissa Napoli, Administrative Assistant, Academic Senate  
Ava Nguyen, Communications Faculty, ACD  
Janeth Rodriguez, Executive Director, Enrollment Services and Student Support  
Samantha Tseng, Instructional Assistant IV, Success Center

**1. P.E. (12:30 P.M.)****2. CALL TO ORDER (12:39 P.M.)****2.1 Land Acknowledgement**

*With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.*

**2.2 Attendee Identification** (Chino and Fontana Senators, cameras must be on and turn off all virtual backgrounds.)**3. PUBLIC COMMENT** (Reserved for Guests only and limited to two minutes.)

- Janeth Rodriguez announced that Chaffey College's Open House is this weekend. Approximately 1000 people have RSVP'd. There will be an Open House in Fontana and Chino the following week.

**4. ADOPTION OF AGENDA**

- April 9, 2024
- **Motion for Approval** - Senator Jackson moved to adopt the agenda for 4.9.24. Senator Boboye seconded the motion. The motion was approved. 4.9.24, 23Y/0N/0A.

**5. CONSENT AGENDA****5.1** April 2, 2024 Meeting Minutes. See attachment titled, "Academic Senate Minutes DRAFT"**5.2 Faculty representatives that have been requested to serve on these selection/hiring committees:**  
see ["AP 7120 Committee Compositions"](#)**5.2.1 Programmer Analyst**

Joseph Lee, Business and Applied Technology

**5.2.2 Educational Program Assistant, Academic and Career Counseling**

Kirk Collins, Counselor, Counseling

### 5.2.3 Director, Athletics

David Padilla, Athletic Performance Fitness Center, KNA

### 5.2.4 Sustainability/Environmental Safety Officer

Maryline Chemama, Chemistry

### 5.2.5 Director, Facilities and Physical Plant

Mark Padilla, Physics

### 5.2.6 Interim Associate Superintendent, Instruction and Institutional Effectiveness (Internal Only)

Donald Essex, Counselor, Counseling

Jeffrey Laguna, Gerontology

Nicole DeRose, President, Academic Senate

- **Motion for Approval** - Senator Boboye moved to approve the 4.9.24 Consent Agenda. Senator Holdiness seconded the motion. The motion was approved. 4.9.24, 23Y/0N/0A.

## 6. REPORT

### 6.1 President

- From the President's Cabinet Meeting on 4/9/24:
  - Commencement Update – see the [Commencement | Chaffey College webpage](#).
  - Summer Schedule – Reminder that the 4 days/week, 10 hours/day work schedule will start on June 3. See the email from Dr. Shannon dated March 22, 2024 titled “Summer Hours 2024” for additional information.
  - Showcase of Departments & Programs for Governing Board Meetings – a call was put out to recommend student focused efforts to be shared at the Governing Board meetings.
  - Fall Term Important Dates:
    - Management Retreat – Friday, August 2, 2024
    - Convocation/Flex – Wednesday, August 7 – 9, 2024
    - First Day of Fall Classes – Monday, August 12, 2024
  - Other
    - Construction Issues – Rock relocation efforts in progress from the Library Learning Commons (LLC) location. The pool project is on schedule. Look for closures near the pool to accommodate concrete projects.
    - Samuel Dunson, an artist, will be commissioned to create a mural within the LLC. Working with Rebecca Trawick, Samuel was selected, and an event will take place next year to showcase the mural.
    - April 22 kicks off Grad Awareness Week. Look for an email about GradFest activities with information for dates and times throughout the week. GradFest Activities will take place on all three campuses. The Annual Alumni Panel will take place on April 11 in CAA-218 from 5-7 pm.

- Chaffey College Student Government (CCSG) Nominations are now open. Recommend your students to run for CCSG. The following was shared by CCSG Advisor Charles Williams in an email sent on Tuesday, April 9.
  - To nominate students, please use the [CCSG Nomination Form](#).
- Cultural Celebrations are coming up. An email will be sent along with an email about Grad Awareness Week.
  - Senator Johnson added that the Cultural Commencement Celebrations are for faculty too. All faculty are encouraged to attend so you can celebrate with your students.
- Juanita's Statue – the Spring play is showing this weekend.
- Rising Scholars CIM Graduation is May 10.
- ASCCC Spring 2024 Plenary Resolutions Packet
  - Spring Plenary is scheduled for April 18-20, 2024.
  - The current resolution packet is now available. We will not have time to closely review the packet prior to plenary. Please review and send any questions and/or recommendations to President DeRose prior to Friday, April 19. The current resolutions packet is attached for senator discussion on Thursday, April 18, 2024. It will be emailed to the senators after the meeting as well.

**6.2 Vice President** - no report

**6.3 Secretary/Treasurer** - no report

**6.4 Curriculum** - no report

**6.5 Classified Senate Liaison, President, Sarah Schmidt** - no report

**6.6 CCSG Liaison, Director of Finance, Ryan Thomas** - please nominate your students to run for CCSG.

**6.7 Additional Reports**

**6.7.1 AP 2510 Workgroup Update, Senators Hines-Tinsley and Johnson**

- This workgroup met 3 times. The members are Misty Burruel, Alicia Rosas, Sarah Schmidt, Tara Johnson, Candice Tinsley, Hope Ell, and Tara Paul. Two students came to the first meeting on November 23 but have not returned. We may need to ask CCSG for new members to join.
- Early questions include
  - Are representatives from varying committees and workgroups reporting back to constituents? How does information get shared?
  - How do we close the feedback loop? How do we track/enforce participation?
  - How can faculty bring up issues or concerns in a safe space?
  - How do we minimize the gap between staff, faculty, students?
  - Should we create a Committee/Chair Training (handbook/Canvas shell)?
- The workgroup identified that AP 2510 has not been revised since 2012, so it is time for modernization.
- The workgroup reviewed AP 2510 by looking at language, definitions, relevancy and participants as well as Participatory Governance vs Shared Governance. They worked to define who are in the groups identified and how each group works together.

- The workgroup will move philosophy to the top of AP 2510 and build from the principles of:
  - A foundation of trust
  - Joint effort
  - Transparency
- Management and students have been left out of AP 2510 but students are included in BP 2510.
- The Academic Senate is a recommending body, but needs to feel heard and be included on decisions/announcements before the general population is told so discussions with stakeholders/constituents can occur.
- Next steps:
  - Senators Johnson and Candice-Tinsley will
    - review the role of the Senate and CCFA and how they align with AP 2510.
    - help define the role of the Executive Team.
  - Misty Burruel will define what the Executive Team believes is their role.
  - Combine the 2 definitions and share with the Executive Team.
- Goals:
  - Utilize this new edition as the contract that binds all parties identified.
  - Sunshine edits/updates in Fall.

#### 6.7.2 Success Centers, Senator Holdiness. see attached PowerPoint titled “Closing Equity Gaps Through Enhanced Support”

- Senator Holdiness presented the attached PowerPoint.
- Curriculum Chair Burk-Herrick remarked that Supplemental Learning (SL) does not have to be high stakes. An individual faculty member can add a low stakes SL requirement to their syllabus. Senator Holdiness replied to please let the Success Centers know about any new requirements so they can be prepared for additional support.
- Curriculum Chair Burk-Herrick added if an entire department decides to add a SL requirement, please add the requirement to the Course Outline of Record (COR) and work with the Success Center to prepare for this new requirement. The Success Center collects apportionment for SL.

#### 6.7.3 Institutional Diversity, Equity, Inclusion, and Accessibility (DEIA) definitions workgroup, President DeRose see attachment titled “Institutional DEIA Definitions Update.”

- Senators would like DEIA definitions to be provided to all faculty. These definitions can be helpful when writing self-evaluations as part of the faculty evaluation process.
- Vice President Encarnacion recommends the Academic Senate work with Disability Programs and Services (DPS), Distance Education, and the ZTC/OER Committee to collaborate on these DEIA definitions.
- Guest Nguyen asked if there is a timeline. President DeRose hopes to have this completed by the end of this semester or early Fall.
- Guest Nguyen added that creating DEIA definitions takes a lot of collaboration and support amongst different groups on campus that serve students. These groups have important and unique perspectives to contribute to DEIA terms so it is important to have an ongoing workgroup. For example, having a Faculty Inquiry Team (FIT) from the Faculty Success Center (FSC) can provide a responsible group of faculty to do the heavy lifting instead of the responsibility falling on one person’s shoulders.

### 7. GUEST(S)/PRESENTATION(S) \*15 minutes max - None.

## 8. UNFINISHED BUSINESS \*10 minutes max

### 8.1 Action Item: Academic Senate Student Scholarship recipient selection.

- Three recipients have been identified: Isabella Espin, Savannah Jensen, and Mya Ward.
  - Recipients will be invited to the final Academic Senate meeting on Tuesday, May 7, Faculty Success Center, ATL-110
- **Motion for Approval** - Senator Johnson moved to approve the scholarship recipients. Senator Boboye seconded the motion. The motion was approved. 4.9.23, 24Y/0N/0A.

### 8.2 Action Item: Library Resolution/Executive Response follow-up. See attachment titled “Academic Senate: Discussion of the Executive Team’s response to the Library Resolution”

- Senators had no additional changes and President DeRose will present the response at the Governing Board Meeting this Thursday, April 11.

## 9. NEW BUSINESS \*10 minutes max per item

### 9.1 Action Item: Academic Senate Request to review Mackenzie Scott Gift

- Senators edited the last bullet and added Classified Senate to the last sentence. See revised attachment titled “Academic Senate Request to review Mackenzie Scott Gift.”
- **Motion for Approval** - Senator Jackson moved to endorse the modified request to review Mackenzie Scott gift. Vice President Encarnacion seconded the motion. The motion was approved. 4.9.23, 24Y/0N/0A.

## 10. FLOOR ITEMS \*10 minutes max (Reserved to raise concerns within the Academic Senate scope. The Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)

- Senator Boboye encourages faculty to attend the Undocumented Advocates Discussion tomorrow, April 10, 1-2pm, in AD-191.

## 11. ANNOUNCEMENTS

### 11.1 Chaffey College Academic Senate

- 11.1.1 **Faculty Lecturer of the Year Address**, *The Ethic of Love* by Associate Professor, Fashion Merchandising, Tara Johnson. Come and join us! Tuesday, April 16, 2024, 9:30 AM, Chaffey College Theatre.

### 11.2 Academic Senate for California Community Colleges (ASCCC) Information

- 11.2.1 Check out Academic Senate for California Community Colleges webpage for other great webinars/events at [asccc.org](http://asccc.org)

## 12. ADJOURNMENT (1:50 P.M.)

**The Next Academic Senate is Scheduled for Tuesday, April 23, 2024**

---

**Lissa A. Napoli, Recording Secretary**

---

**Robin Witt, Treasurer / Secretary**



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

# 2024 Spring Plenary Session Resolutions

For Discussion

Thursday, April 18, 2024

## Disclaimer:

The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Fall Plenary Session held on April 20, 2024.

## Resolutions Committee

Erik Reese, ASCCC Area C Representative and ASCCC Resolutions Chair

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

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

Mark Edward Osea, Mendocino College, Area B

Krystinne Mica, ASCCC Executive Director



## TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
PLENARY RESOLUTIONS PROCESS.....	4
CONSENT CALENDAR.....	5
NEW CATEGORIES PILOT.....	6
101 CURRICULUM.....	7
*101.01 S24 Update the 2017 Paper <i>The Course Outline of Record: A Curriculum Reference Guide Revisited</i> .....	7
*+101.02 S24 Update the 2019 Paper <i>Work Based Learning in California Community Colleges</i> .....	8
*+101.03 S24 Developing an ASCCC-Annotated Version of Program and Course Approval Handbook (PCAH).....	8
102 DEGREE AND CERTIFICATE REQUIREMENTS.....	10
*+102.01 S24 Cal-GETC, Catalog Rights, and Oral Communication Courses.....	10
103 GRADING POLICIES.....	11
*+103.01 S24 Expanding Grading Options for Dual Enrollment Courses.....	11
105 STUDENT PREPARATION AND SUCCESS.....	12
*+105.01 S24 Align Approval and Completion of IGETC/Cal-GETC Courses with University of California Transfer Admission Requirements.....	12
111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES.....	14
*111.01 S24 Adopt the Paper <i>Part-time Faculty: Equity, Rights, and Roles in Governance</i> .....	14
112 HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS.....	15
112.01 S24 Disciplines List — Artificial Intelligence.....	15
*112.02 S24 Disciplines List — Nursing.....	15
*112.03 S24 Disciplines List — Art.....	16
113 LEGISLATION AND ADVOCACY.....	17
113.01 S24 Support SB 895 (Roth, as of March 9, 2024) to Establish the Baccalaureate Degree in Nursing Pilot Program.....	17
*113.02 S24 Support ACR 147 (Alvarez as of February 16, 2024): California's First-Generation College Celebration Day.....	18
*+113.03 S24 Provisionally Support AB 2586 (Alvarez, as of February 14, 2024) Student Employment.....	19
*+113.04 S24 Support AB 2093 (Santiago, as of March 6, 2024) to Extend College Promise to California Community College Baccalaureate Degree Students.....	20

\*+113.05 S24 Provisionally Support AB 2407 (Hart as of February 12, 2024) on Sexual Harassment Complaints..... 21

\*+113.06 S24 In Support of Documented Dreamers..... 23

114 CONSULTATION WITH THE CALIFORNIA COMMUNITY COLLEGES CHANCELLOR’S OFFICE.... 24

\*+114.01 S24 A-G Requirements Website to Support Dual Enrollment..... 24

\*+114.02 S24 Noncredit in the California Virtual Campus..... 24

## PLENARY RESOLUTIONS PROCESS

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

- Pre-plenary resolutions are developed by the ASCCC 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 each day 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 ASCCC 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>

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

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

## 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 ASCCC, 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.

Resolutions may be removed from the consent calendar at area meetings, making requests of the Resolutions Committee, and immediately before adopting the consent calendar on the last day of 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.

- \*101.01 S24 Update the 2017 Paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*
- \*+101.02 S24 Update the 2019 Paper *Work Based Learning in California Community Colleges*
- \*+101.03 S24 Developing an ASCCC-Annotated Version of Program and Course Approval Handbook (PCAH)
- \*+102.01 S24 Cal-GETC, Catalog Rights, and Oral Communication Courses
- \*+103.01 S24 Expanding Grading Options for Dual Enrollment Courses
- \*+105.01 S24 Align Approval and Completion of IGETC/Cal-GETC Courses with University of California Transfer Admission Requirements
- \*111.01 S24 Adopt *Part-time Faculty: Equity, Rights, and Roles in Governance Paper*
- \*112.02 S24 Disciplines List — Nursing
- \*112.03 S24 Disciplines List — Art
- \*113.02 S24 Support ACR 147 (Alvarez as of February 16, 2024): California's First-Generation College Celebration Day
- \*+113.03 S24 Provisionally Support AB 2586 (Alvarez, as of February 14, 2024) Student Employment
- \*+113.04 S24 Support AB 2093 (Santiago, as of March 6, 2024) to Extend College Promise to California Community College Baccalaureate Degree Students
- \*+113.05 S24 Support AB 2407 (Hart as of February 12, 2024) on Sexual Harassment Complaints
- \*+113.06 S24 In Support of Documented Dreamers
- \*+114.01 S24 A-G Requirements Website to Support Dual Enrollment
- \*+114.02 S24 Noncredit in the California Virtual Campus

## NEW CATEGORIES PILOT

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

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

## 101 CURRICULUM

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

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges update the paper *The Course Outline of Record: A Curriculum Reference Guide Revisited*<sup>6</sup> to reflect the shift to infuse diversity, equity, inclusion, accessibility, and antiracism in curricular matters and present it for adoption at the Fall 2025 Plenary Session.

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

---

<sup>1</sup> [https://www.asccc.org/sites/default/files/COR\\_0.pdf](https://www.asccc.org/sites/default/files/COR_0.pdf)

<sup>2</sup> [https://govt.westlaw.com/calregs/Document/I5F7D7FA34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F7D7FA34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

<sup>3</sup> [https://govt.westlaw.com/calregs/Document/I5F7FF0A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F7FF0A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

<sup>4</sup>

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

<sup>5</sup> <https://www.asccc.org/resolutions/support-revisions-title-5-include-deia-course-outline-record>

<sup>6</sup> [https://www.asccc.org/sites/default/files/COR\\_0.pdf](https://www.asccc.org/sites/default/files/COR_0.pdf)

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

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

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

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

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

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

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

Whereas, California Education Code 66010.2<sup>10</sup> states "The public elementary and secondary schools, the California Community Colleges, the California State University, the University of California, and independent institutions of higher education share goals designed to provide educational opportunity and success to the broadest possible range of our citizens, and shall provide the following:

1. Access to education, and the opportunity for educational success, for all qualified Californians. Particular efforts should be made with regard to those who are historically and currently underrepresented in both their graduation rates from secondary institutions and in their attendance at California higher educational institutions.
2. Quality teaching and programs of excellence for their students. This commitment to academic excellence shall provide all students the opportunity to address issues, including ethical issues, that are central to their full development as responsible citizens.

---

<sup>7</sup> [https://www.asccc.org/sites/default/files/Work\\_Based\\_Learning.pdf](https://www.asccc.org/sites/default/files/Work_Based_Learning.pdf)

<sup>8</sup>

<https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/bgcccfinalworkexperientetext20230726ffa11y.pdf?la=en&hash=605C58D56AC13E78C7A3335D4FC7C9CF5FE29C8C>

<sup>9</sup> [https://www.asccc.org/sites/default/files/Work\\_Based\\_Learning.pdf](https://www.asccc.org/sites/default/files/Work_Based_Learning.pdf)

<sup>10</sup> [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=66010.2&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66010.2&lawCode=EDC)

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

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

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

---

<sup>11</sup> <https://asccc.org/resolutions/ensuring-anti-racist-california-community-college-online-faculty-training-materials>

<sup>12</sup> <https://asccc.org/resolutions/resolution-support-academic-freedom-solidarity-faculty-across-nation>

<sup>13</sup> <https://asccc.org/resolutions/adopt-academic-senate-california-community-colleges-mission-vision-and-values>

<sup>14</sup> <https://asccc.org/resolutions/advancing-ideaa-guided-pathways>

<sup>15</sup>

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

<sup>16</sup>

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

<sup>17</sup> <https://asccc.org/resolutions/develop-and-publish-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa>

<sup>18</sup> <https://asccc.org/resolutions/adopt-dei-curriculum-model-principles-and-practices-framework>

<sup>19</sup> <https://asccc.org/resolutions/cultural-humility-driving-inclusion-diversity-equity-anti-racism-and-accessibility>

<sup>20</sup> <https://asccc.org/resolutions/establishing-local-inclusion-diversity-equity-and-anti-racism-idea-liaison>

<sup>21</sup> Title 5 §55000.5:

[https://govt.westlaw.com/calregs/Document/I61E6B7734C6911EC93A8000D3A7C4BC3?viewType=FullText&originalContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I61E6B7734C6911EC93A8000D3A7C4BC3?viewType=FullText&originalContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))



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

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

Contact: Erik Woodbury, De Anza College, Area B

## 102 DEGREE AND CERTIFICATE REQUIREMENTS

### \*+102.01 S24 Cal-GETC, Catalog Rights, and Oral Communication Courses

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

---

<sup>22</sup> California Education Code §70902:

[https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=70902.&lawCode=EDC](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=70902.&lawCode=EDC)

<sup>23</sup> Title 5 §53200:

[https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originalContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originalContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

<sup>24</sup> [https://asccc.org/sites/default/files/CCC\\_DEI-in-Curriculum\\_Model\\_Principles\\_and\\_Practices\\_June\\_2022.pdf](https://asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf)

<sup>25</sup> <https://deanza.instructure.com/courses/34140>

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

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

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

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

Contact: Mark Edward Osea, Mendocino College, Area B

## 103 GRADING POLICIES

### **\*+103.01 S24 Expanding Grading Options for Dual Enrollment Courses**

Whereas, The California State University<sup>27</sup> and University of California<sup>28</sup> requires first-year students to complete the A-G subject requirements with grades of “C” or higher;

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

---

<sup>26</sup>

<https://www.cccco.edu/-/media/CCCO-Website/docs/memo/Cal-GETC-Administrative-Implementation-Guidance.pdf?la=en&hash=DF2FD3E05C058C35ACF2A7B950B2505C4C5E791D>

<sup>27</sup> CSU A-G Course Requirements:

[https://www.calstate.edu/apply/freshman/getting\\_into\\_the\\_csu/pages/admission-requirements.aspx](https://www.calstate.edu/apply/freshman/getting_into_the_csu/pages/admission-requirements.aspx)

<sup>28</sup> UC A-G Course Requirements:

<https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/>

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

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

Contact: Mark Edward Osea, Mendocino College, Area B

## **105 STUDENT PREPARATION AND SUCCESS**

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

Whereas, A basic transfer admission requirement of the University of California is the completion of at least seven courses (21 semester units minimum) of coursework approved by the University of California Office of the President (UCOP) for inclusion in the five University of California Transfer Eligibility (UCTEL) areas<sup>29</sup> (the so-called "seven-course pattern")<sup>30</sup>, for which the standards for inclusion of California community college courses in the five areas of the seven-course pattern are neither posted on the UCOP website nor included in the policies of the University of California Academic Senate;

Whereas, The process of reviewing and approving California community college courses for the University of California Transfer Eligibility (UCTEL) "seven-course pattern" areas is conducted by course reviewers under the auspices of the University of California Office of the President during its annual University of California Transferable Course Agreement (UCTCA) submission

---

<sup>29</sup> The UCTEL Areas are UC-E (English composition), UC-M (mathematical concepts and quantitative reasoning), UC-H (arts and humanities), UC-B (social and behavioral sciences), and UC-S (physical and biological sciences). To see what courses from your college are approved for UCTEL areas, please go to <https://assist.org/>

<sup>30</sup> For more information about the seven-course pattern requirement for transfer students, please see <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/preparing-to-transfer/basic-requirements.html>

and review process<sup>31</sup>, a process that is completely separate from the current Intersegmental General Education Transfer Curriculum (IGETC) submission and review process;

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

Whereas, Because coursework approved for the Intersegmental General Education Transfer Curriculum (IGETC) areas, and also presumably the California General Education Transfer Curriculum (Cal-GETC) areas, may not necessarily be approved for University of California Transfer Eligibility (UCTEL) “seven-course pattern” areas, students may not realize until it is too late that they have completed IGETC/Cal-GETC approved courses that are not part of the “seven-course pattern” areas and subsequently may be denied admission to the University of California for not meeting the basic requirement of completing the seven-course pattern;

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

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

Resolved, That the Academic Senate for California Community Colleges work with the University of California Academic Senate and the Intersegmental Committee of Academic Senates (ICAS) as soon as possible to advocate for the integration of the course approval standards and course submission and review processes for the University of California Transfer Eligibility (UCTEL) areas (the “seven-course pattern” areas) into the course approval standards and course

---

<sup>31</sup> The UCTCA (“UC transferability”) submission period is every summer (June, July, or August, depending on the college). Articulation officers submit courses through ASSIST. While there is no formal way for articulation officers to request UCTEL consideration, they can informally request such consideration by including a note in the comments box when submitting a UCTCA proposal.

submission and review processes of the California General Education Transfer Curriculum (Cal-GETC) areas to guarantee that California community college students who complete the appropriate Cal-GETC-approved coursework automatically meet the University of California “seven-course pattern” transfer admission requirements.

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

## **111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES**

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

Whereas, In Spring 2021, the Academic Senate for California Community Colleges adopted resolution 19.01 S21 Create a Paper on Part-Time Faculty Equity<sup>32</sup>, which recognized the need to address the inequitable treatment of part-time faculty in the workplace across the full range of academic and professional matters and the consistent challenges faced by them in California community colleges; and

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

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled *Part-time Faculty: Equity, Rights, and Roles in Governance*<sup>33</sup> and disseminate the paper to local academic senates upon its adoption.

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

---

<sup>32</sup> <https://www.asccc.org/resolutions/create-paper-part-time-faculty-equity>

<sup>33</sup>

<https://asccc.org/sites/default/files/2024-03/Part-time%20Faculty%20Equity%2C%20Rights%2C%20and%20Roles%20in%20Governance%20%20ca.docx>

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

### 112.01 S24 Disciplines List — Artificial Intelligence

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

*Master's in artificial intelligence/machine learning, computer science, electrical engineering and computer science, data science, or cognitive science,*

OR

*the equivalent;* and

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

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

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

### \*112.02 S24 Disciplines List — Nursing

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

*Master's in nursing*

OR

*Bachelor's in nursing AND Master's in health education or health science*

OR

*the equivalent*

OR

*the minimum qualifications as set by the Board of Registered Nursing;* and

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

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

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

**\*112.03 S24 Disciplines List — Art**

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

*Master's in fine arts, art, or art history*

OR

*Bachelor's in any of the above AND Master's in humanities*

OR

*the equivalent*

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

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

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

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

## 113 LEGISLATION AND ADVOCACY

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

Whereas, California’s long-standing shortage of Registered Nurses (RNs) has worsened in recent years with an increase in the number of RN retirements, increase in the percentage of employed RNs planning to retire or leaving nursing in the next two years, and a decline in RN education program enrollments and graduations, despite an increase in applications<sup>34</sup>;

Whereas, Bachelor of Science in Nursing (BSN) degrees are increasingly preferred in the hiring of RNs<sup>35</sup> and California’s nursing programs annually turn away thousands of qualified applicants, e.g., in 2021-22, out of 35,474 qualified applicants for a Bachelor of Science in Nursing (BSN) program there were only 12,963 spaces available of which only 9,179 ultimately enrolled<sup>36</sup>;

Whereas, The Academic Senate for California Community Colleges supported the expansion of baccalaureate degree programs in the California community colleges in disciplines and communities that best serve the students of the California Community Colleges with prioritization of programs in allied health fields<sup>37</sup>; and

Whereas, SB 895 (Roth, as of March 9, 2024)<sup>38</sup> would

1. Require the Chancellor of the California Community Colleges to develop a Baccalaureate Degree in Nursing Pilot Program that authorizes up to 15 community college districts to offer a Bachelor of Science in Nursing degree.
2. Require the chancellor to identify eligible community college districts that apply based on the following criteria:
  - a. There is equitable access between the northern, central, and southern parts of the state to the pilot program.

---

<sup>34</sup> Spetz J., Chu L., Blash L., 2022, Forecasts of the Registered Nurse Workforce in California: <https://www.rn.ca.gov/pdfs/forms/forecast2022.pdf>

<sup>35</sup> American Association of Colleges of Nursing (AACN) Research Brief, Employment of New Nurse Graduates and Employee Preferences for Baccalaureate Prepared Nurses, October 2023: <https://www.aacnnursing.org/Portals/0/PDFs/Data/Research-Brief-10-23.pdf>

<sup>36</sup> Spetz J., Chu L., Blash L., 2023, California Board of Registered Nursing 2021-2022 Annual School Report: <https://www.rn.ca.gov/pdfs/education/prelicensure21-22.pdf>

<sup>37</sup> Resolution 06.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health: <https://asccc.org/resolutions/expansion-baccalaureate-degree-programs-allied-health>

<sup>38</sup> SB 895 (Roth, 2024): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240SB895](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB895)



- b. Priority is given to community college districts in underserved nursing areas.
  - c. The community college district has a nationally accredited nursing program.
3. Limit the total number of participants in a pilot program at a community college district to 25 percent of the community college district's associate degree in nursing class size.
4. Require the Legislative Analyst's Office to conduct an evaluation of the pilot program to determine the effectiveness of the program and the need to continue or expand the program;

Resolved, That the Academic Senate for California Community Colleges support SB 895<sup>39</sup> (Roth, as of March 9, 2024) to establish the Baccalaureate Degree in Nursing Pilot Program.

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges support the passage of ACR 147<sup>40</sup> (Alvarez as of February 16, 2024) and the designation of November 8, 2024, as "California's First-Generation College Celebration Day" and encourages local senates to actively recognize and celebrate this day; and

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

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

---

<sup>39</sup> SB 895 (Roth, 2024): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240SB895](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB895)

<sup>40</sup> ACR 147 (Alvarez, 2024): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240ACR147](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240ACR147)

## **\*+113.03 S24 Provisionally Support AB 2586 (Alvarez, as of February 14, 2024) Student Employment**

Whereas, The Academic Senate for California Community Colleges,<sup>41</sup> the Academic Senate of the California State University,<sup>42</sup> the University of California Academic Senate,<sup>43</sup> and the Intersegmental Committee of the Academic Senates<sup>44</sup> have advocated in support of undocumented students, particularly students with Deferred Action for Childhood Arrivals (DACA);

Whereas, On September 13, 2023, Deferred Action for Childhood Arrivals (DACA) was found unlawful, though, for the time being, current grants of DACA remain valid until they expire<sup>45</sup> and work authorization continues and can be renewed for existing DACA recipients;<sup>46</sup>

Whereas, AB 2586 (Alvarez, as of February 14, 2024) will provide equal access to campus employment opportunities for all students, regardless of their immigration status, at the University of California, California State University, and California Community Colleges campuses by removing any of their current restrictions on the premise that federal prohibitions on hiring undocumented workers are inapplicable because those prohibitions do not state that they apply to state governments<sup>47</sup>; and

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

---

<sup>41</sup> See Resolution 06.03 S16 Supporting Dream Resource Liaisons: <https://asccc.org/resolutions/supporting-dream-resource-liaisons>; Resolution 03.02 S17 Support for Marginalized Students: <https://asccc.org/resolutions/support-marginalized-students-0>; and Resolution 03.03 S17 Support for Students with Deferred Action for Childhood Arrivals (DACA) Status: <https://asccc.org/resolutions/support-students-deferred-action-childhood-arrivals-daca-status-0>

<sup>42</sup> ASCSU Resolution AS-3303-17/FGA In Support of the Preservation and Extension of the Deferred Action for Childhood Arrivals (DACA) Program: <https://www.calstate.edu/csuo-system/faculty-staff/academic-senate/resolutions/2017-2018/3303.pdf>

<sup>43</sup> University of California Academic Senate, Academic Council Statement in Support of Undocumented Students Enrolled at UC, January 31, 2018: <https://senate.universityofcalifornia.edu/files/reports/SW-JN-aspirational-statement-support-for-undocumented-students.pdf>

<sup>44</sup> ICAS DACA Support Request Letter, February 12, 2018: <https://asccc.org/sites/default/files/ICAS%20DACA%20Support%20from%20Chancellors%20Letter.pdf>

<sup>45</sup> US Citizenship and Immigration Services, DACA Litigation Information and Frequently Asked Questions, accessed March 21, 2024: <https://www.uscis.gov/humanitarian/consideration-of-deferred-action-for-childhood-arrivals-daca/daca-litigation-information-and-frequently-asked-questions>

<sup>46</sup> Civil Rights Division, US Department of Justice, Reminders for DACA Recipients and Employers that Work Authorization Continues After the Latest Decision in the DACA Litigation, accessed March 21, 2024: <https://www.justice.gov/crt/reminders-daca-recipients-and-employers>

<sup>47</sup> AB 2586 (Alvarez, 2024): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240AB2586](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2586)

would be consistent with several previous resolutions that pertained to our students once they transferred<sup>48</sup>;

Resolved, That the Academic Senate for California Community Colleges provisionally support AB 2586<sup>49</sup> (Alvarez, as for February 14, 2024) to provide equal access to campus employment opportunities for all students, regardless of their immigration status, as it pertains to the California Community Colleges, and finalize a position of support for the bill after confirming that there is no objection to the bill from the academic senates of the California State University and University of California.

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

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

Whereas, The Academic Senate for California Community Colleges has long maintained a fundamental stance in opposition to mandatory student fees<sup>50</sup> and advocated for the lowest possible student fees to maximize student access<sup>51</sup>;

Whereas, The California College Promise allows community colleges to waive enrollment fees for two academic years for full-time students who have submitted a Free Application for Federal Student Aid or a California Dream Act application<sup>52</sup>;

Whereas, The Academic Senate for California Community Colleges adopted Resolution 06.06 S21 in support of the permanent establishment of the baccalaureate degree programs in the California community colleges<sup>53</sup>, and therefore it is vital that enrollment fee waivers be extended to baccalaureate degree program students; and

---

<sup>48</sup> See Resolution 04.07 S95 Concurrent Enrollment with University of California: <https://asccc.org/resolutions/concurrent-enrollment-university-california>; Resolution 08.02 F99 UC Catalog Rights (Nonurgent from Spring 1999): <https://asccc.org/resolutions/uc-catalog-rights-nonurgent-spring-1999>; Resolution 06.01 S04 CSU Transfers: <https://asccc.org/resolutions/csu-transfers>; Resolution 15.02 S04 Protecting Transfer Students: <https://asccc.org/resolutions/protecting-transfer-students>; Resolution 15.04 S06 Information About Transferring Students: <https://asccc.org/resolutions/information-about-transferring-students>; and Resolution 15.02 F09 Re-Evaluate CSU Service Areas: <https://asccc.org/resolutions/re-evaluate-csu-service-areas>

<sup>49</sup> AB 2586 (Alvarez, 2024): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240AB2586](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2586)

<sup>50</sup> See ASCCC Paper, "What's Wrong with Student Fees? Renewing the Commitment to No-Fee, Open-Access Community Colleges in California," adopted Fall 2004: [https://asccc.org/sites/default/files/publications/StudentFeesOpenAccess\\_0.pdf](https://asccc.org/sites/default/files/publications/StudentFeesOpenAccess_0.pdf)

<sup>51</sup> Resolution 06.01 S11 Community College Fees: <https://asccc.org/resolutions/community-college-fees>

<sup>52</sup> California Education Code §76396.3: [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=76396.3](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=76396.3)

<sup>53</sup> Resolution 06.06 S21 Support AB 927 (Medina, 2021) as of April 9, 2021: <https://asccc.org/resolutions/support-ab-927-medina-2021-april-9-2021>; and AB 97 (Medina, 2021) chaptered October 6, 2021: [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB927](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB927)

Whereas, AB 2093 (Santiago, as of March 6, 2024) “would extend the term of eligibility of the California College Promise for an additional 2 academic years for first-time community college students and returning community college students who matriculate into upper division coursework of a community college baccalaureate degree program”<sup>54</sup>;

Resolved, That the Academic Senate for California Community Colleges support AB 2093<sup>55</sup> (Santiago, as of March 6, 2024) to extend the California College Promise to students taking upper division courses in a baccalaureate degree program at a California community college.

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

### **\*+113.05 S24 Provisionally Support AB 2407 (Hart as of February 12, 2024) on Sexual Harassment Complaints**

Whereas, The recent cases of sexual harassment in the California State University (CSU) system and the California Community Colleges (CCCs) have demonstrated the need for external oversight in the handling of Title IX complaints, have resulted in costly legal actions that divert precious resources away from serving students, and have led to legislation which requires annual reporting to the legislature by the CSUs, such as SB 808 (Dodd, 2023)<sup>56,57</sup>, and external oversight is recommended of the CCC, CSU, and UC systems in A Call to Action Report 2024 by the Chair of the Assembly Higher Education Committee<sup>58</sup>;

Whereas, Students are deprived of safe, equal, and free access to an education when they are subjected to sexual harassment or misconduct, including (but not limited to) sexual assault, sexual coercion, dating violence, domestic violence, stalking, cyber-stalking, retaliation, isolation, and other forms of discrimination based on gender and hate crimes based on gender, and the Vision 2030: A Roadmap for California Community Colleges<sup>59</sup> calls for a “Ninth-Grade Strategy” in which all California high school students enroll in community college and complete high school with at least 12 units of dual enrollment credit, including college and career access

---

<sup>54</sup> AB 2093 (Santiago, 2024): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202320240AB2093](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB2093)

<sup>55</sup> AB 2093 (Santiago, 2024): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240AB2093](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2093)

<sup>56</sup> <https://www.auditor.ca.gov/reports/2022-109/index.html>

<sup>57</sup> Truong, Debbie. “Six years, a trial, and a firing. But no end to a professor’s sexual harassment fight.” *Los Angeles Times*. 16 Oct. 2023:

[https://go.boarddocs.com/ca/laccd/Board.nsf/files/CXZD6W344620/\\$file/Inside%20a%20Los%20Angeles%20professor's%20long%20sexual%20harassment%20fight%20-%20Los%20Angeles%20Times%20\(2\).pdf](https://go.boarddocs.com/ca/laccd/Board.nsf/files/CXZD6W344620/$file/Inside%20a%20Los%20Angeles%20professor's%20long%20sexual%20harassment%20fight%20-%20Los%20Angeles%20Times%20(2).pdf)

<sup>58</sup> A Call to Action: How Postsecondary Education Institutions Can Address Sex Discrimination and Provide Educational Justice on Campus, 2024, The California Assembly Committee on Higher Education, Chair Mike Fong:

[https://ahed.assembly.ca.gov/system/files/2024-02/a-call-to-action-report-2024\\_0.pdf](https://ahed.assembly.ca.gov/system/files/2024-02/a-call-to-action-report-2024_0.pdf)

<sup>59</sup>

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

pathways courses, and will result in a large increase in the number of under-aged students in college classrooms and faculty often become the first point of contact for the students when sexual harassment or misconduct occurs;

Whereas, Assembly Bill 2407 (Hart as of February 12, 2024), aims to address sexual harassment complaints in public postsecondary educational institutions in the state and ensure timely, fair, and impartial investigations of such complaints, which aligns with the Academic Senate for California Community Colleges' Fall 2023 Resolution 13.01 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community Colleges Campuses<sup>60</sup> as well as its commitment to promoting equity, inclusion, and a safe educational environment for all members of the community college system, including protection from retaliation for reporting alleged sexual misconduct; and

Whereas, A position of support for AB 2407 would be consistent with past positions of Academic Senate for California Community Colleges addressing concerns about our students who transfer to the CSUs and UCs<sup>61</sup>, have other implications for the CSUs and UCs<sup>62</sup>, and have called for audits to ensure compliance on priority matters<sup>63</sup>, and the ASCCC prioritized the prevention of Sexual Harassment and Discrimination at the California Community College Campuses at the Fall 2023 plenary<sup>64</sup>;

Resolved, That the Academic Senate for California Community Colleges provisionally support AB 2407<sup>65</sup> (Hart as of February 12, 2024) as it pertains to requiring the California State Auditor to conduct audits of the California Community Colleges regarding their handling and investigation of sexual harassment complaints, and finalize and communicate a position of full support for

---

<sup>60</sup>

<https://asccc.org/resolutions/prioritizing-prevention-sexual-harassment-and-discrimination-california-community>

<sup>61</sup> See Resolution 04.07 S95 Concurrent Enrollment with University of California:

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

<sup>62</sup> See Resolution 06.03 S19 Provisionally Support SB 291 (Leyva, as of March 1, 2019):

<https://asccc.org/resolutions/provisionally-supportsb-291-leyva-march-1-2019>; and Legislative and Resolution 06.02 F20 Systemic Support for Academic Freedom: <https://asccc.org/resolutions/legislative-and-systemic-support-academic-freedom>

<sup>63</sup> See Resolution 02.12 F02 Conflict of Interest: <https://asccc.org/resolutions/conflict-interest>; Resolution 06.05 F00 50% Audit of All Districts: <https://asccc.org/resolutions/50-audit-all-districts>; and Resolution 17.03 S94 Audit Matriculation Funds: <https://asccc.org/resolutions/audit-matriculation-funds>

<sup>64</sup> Resolution 13.01 F23 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community College Campuses:

<https://www.asccc.org/resolutions/prioritizing-prevention-sexual-harassment-and-discrimination-california-community>

<sup>65</sup> AB 2407 (Hart, 2024): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240AB2407](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB2407)

the bill only after confirming that there is no objection to the bill from the academic senates of the California State University and University of California.

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

**\*+113.06 S24 In Support of Documented Dreamers**

Whereas, Documented dreamers, or dependents of long-term employment-based visa-holders, who reach the age of 21 “must obtain another status or leave behind their families—and the only country they have ever known—to return to their country of birth” and “lose their status and opportunity for legal residency or citizenship”<sup>66</sup>;

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

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

Resolved, That the Academic Senate of the California Community Colleges support federal legislation that provides a path to citizenship, such as HR 3442 America's Children Act of 2023<sup>67</sup>, and state legislation that provides financial relief and in-state tuition to the children of U.S. visa holders;

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

Resolved, That the Academic Senate of the California Community Colleges work with the Student Senate of the California Community Colleges and system-wide partners to raise awareness in the California community colleges about the needs and challenges of documented dreamers.

Contact: Rebecca LaCount, Solano Community College, Area B

---

<sup>66</sup> [https://americaschildrenact.com/static/media/America'sChildrenAct\\_One-Pager.d876041e00d2f2a1fa07.pdf](https://americaschildrenact.com/static/media/America'sChildrenAct_One-Pager.d876041e00d2f2a1fa07.pdf)

<sup>67</sup> HR 3442: <https://www.congress.gov/bill/118th-congress/house-bill/3442/text?s=1&r=63>

## **114 CONSULTATION WITH THE CALIFORNIA COMMUNITY COLLEGES CHANCELLOR’S OFFICE**

### **\*+114.01 S24 A-G Requirements Website to Support Dual Enrollment**

Whereas, The California State University and the University of California systems require students to complete the A-G requirements for first year student admission<sup>68</sup>;

Whereas, Transferable California Community College courses taken during high school may be used to satisfy the A-G requirements if the courses meet specific criteria<sup>69</sup>;

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

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

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

Contact: Mark Edward Osea, Mendocino College, Area B

### **\*+114.02 S24 Noncredit in the California Virtual Campus**

Whereas, The California Community Colleges Chancellor's Office (CCCCO) has charged the California Virtual Campus (CVC) with “ensuring that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses”<sup>70</sup>;

---

<sup>68</sup> CSU A-G Requirements:

[https://www.calstate.edu/apply/freshman/getting\\_into\\_the\\_csu/pages/admission-requirements.aspx](https://www.calstate.edu/apply/freshman/getting_into_the_csu/pages/admission-requirements.aspx); UC A-G Requirements: <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/>

<sup>69</sup> For example, to satisfy one of the “B” English requirements for admission to the University of California, a course must meet the following criteria: “For each year required through the 11th grade, a grade of C or better in a non-transferable college course of 3 or more semester (4 or more quarter) units in English composition, literature (American or English) or foreign literature in translation. Courses used to satisfy the fourth year and/or the entire requirement must be transferable.” Reference:

<https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>

<sup>70</sup> <https://cvc.edu/about-the-oei/>

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

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

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

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



# Closing Equity Gaps through Enhanced Support

Experience the transformative power of our enhanced Success Center support, equipping students with essential employability skills, fostering course success, and closing the equity gap.



# Student Voices: Empowering Growth and Success

“Using constructive criticism (skill) to improve my work shows a commitment to continuous improvement, is appreciated by employers, and can contribute to my growth.”

“My future goal of counseling requires good note analyzations as I work with different clients so these skills will be a great help.”

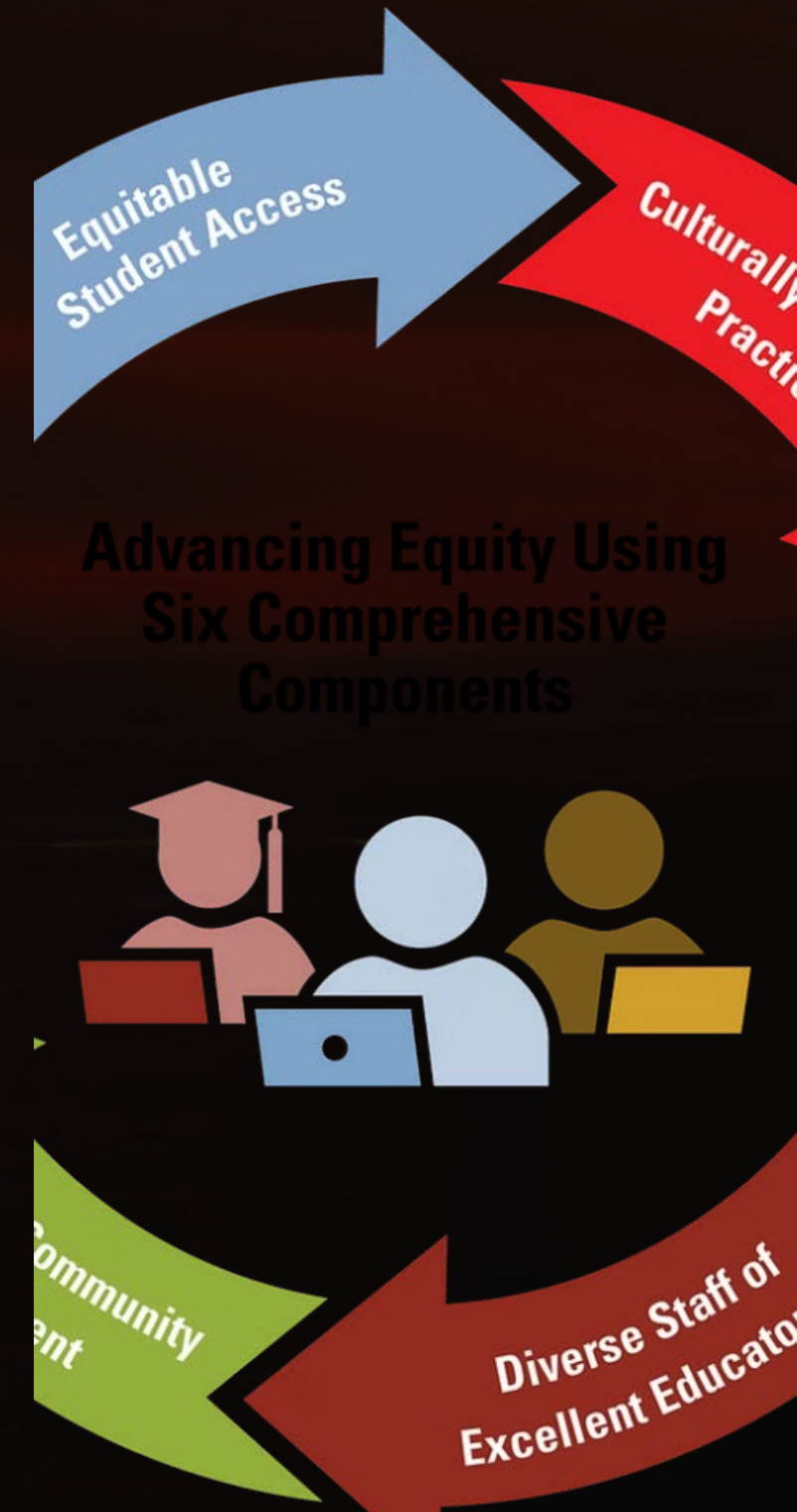
# Existing Equity Gaps in Success Center Usage and Course Success

## 1 Disproportionate Success Center Usage

Black/African American, Hispanic/Latinx, male, and students under the age of 24 are underrepresented among Success Center users.

## 2 Disproportionate Course Success

Black/African American, Indigenous/Native American, and Pacific Islander students experience lower course success rates.





# Key Elements of Enhanced Support

## 1 Micro-Credentialing Academic and Career Employability Skills

We will partner with you to develop enhanced support that can be utilized for ACES assessments and achievement of micro-credentials for students.

## 2 Connecting Disproportionately Impacted Students to Resources

Enhanced support is thoughtfully designed with input from underrepresented students. Our activities are specifically geared towards connecting them to important campus resources, while simultaneously fostering a strong sense of belonging.

# Development of Enhanced Supplemental Learning Activities

## Faculty Creators

We are seeking Faculty who are interested in creating new activities for courses, such as History, Biology, Spanish, Math, English, and more.

Summer and Fall 2024

## Faculty ACC Representatives

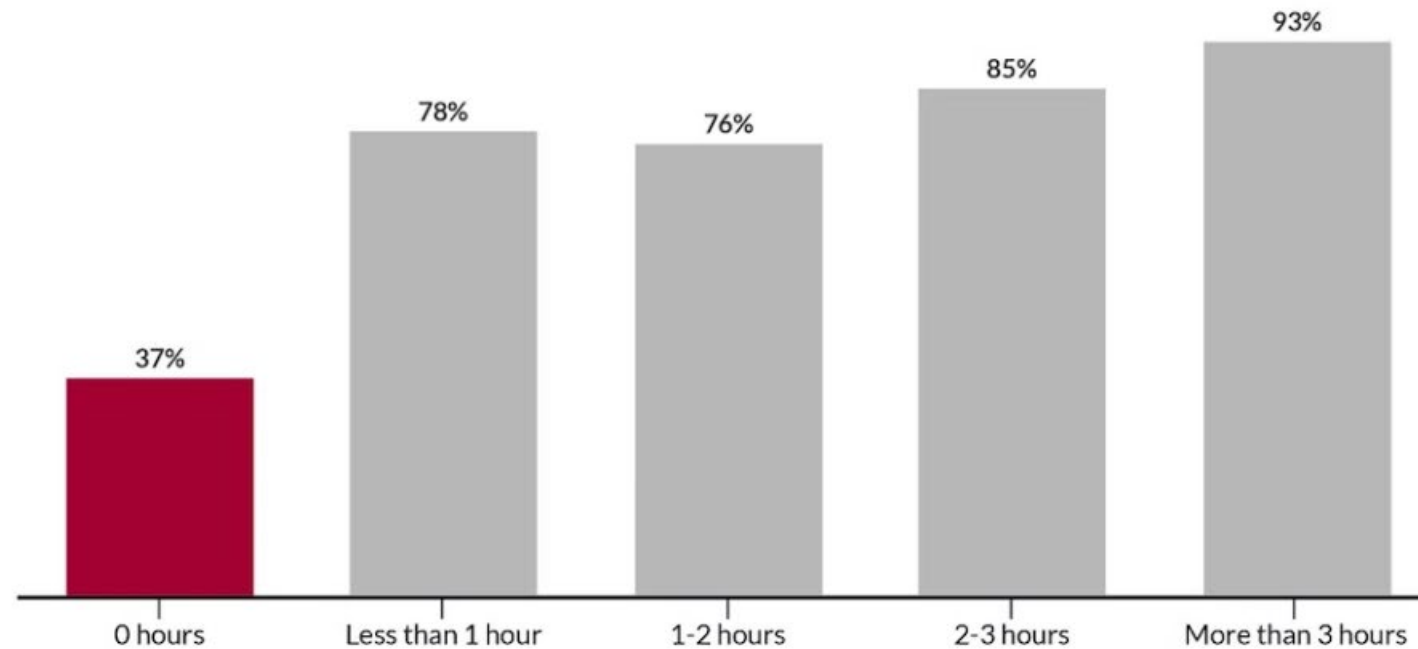
We are seeking Faculty to represent their ACC in a short interview, which will be a part of the new activities.

May or June 2024



# Bridging Gaps through Current Success Center Support

**Success in English-1A by Hours Spent at a Success Center**

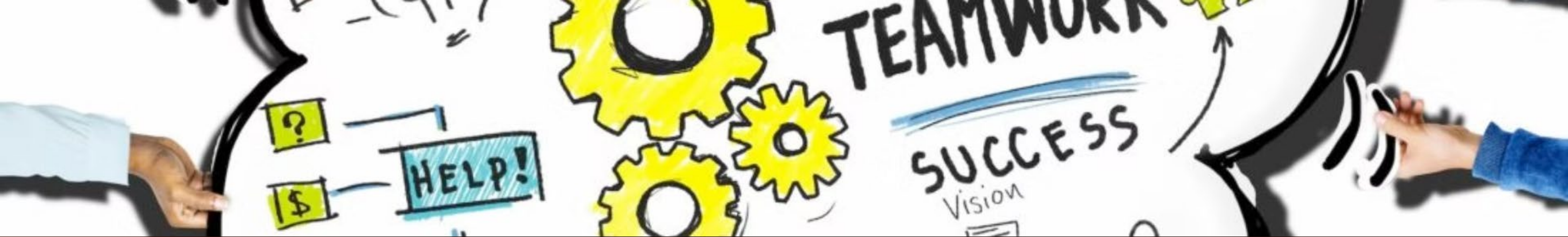


**Sources:**

California Community College Chancellor's Office  
Management Information (COMIS) files;  
Positive Attendance Database;  
Libwizard Database



**Chaffey College**  
Institutional Research



## The Success Centers Request

1

### Provide Feedback

Please share any feedback or questions that you may have.

2

### Assistance with Sharing Interest Form

We are seeking Faculty to assist with creating new Supplemental Learning activities and/or to represent their ACC in an interview for the activity.

3

### Consider Forming a Work Group or Advisory Group to Assist the Success Centers

The Success Centers work to support students across Chaffey College locations and courses. Effectively communicating to our Chaffey partners is important to us and to our student success. We would appreciate a group to assist us in communication.

## Institutional DEIA Definitions Update

- Update about the Institutional DEIA definitions workgroup

The following definitions were obtained using [ASCCC's Diversity, Equity, and Inclusion Glossary of Terms](#). The glossary does not currently include a definition of accessibility.

- Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.
- Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.
- Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.
  
- Accessibility:
  
- Anti-Racism: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.



## **Academic Senate: Discussion of the Executive Team's response to the Library Resolution**

Note: Resolution resolved statements are in bold, followed by the Executive Team responses, which are indicated by numbers. Feedback received during the Academic Senate meeting on March 26 appears after each resolved statement/Executive Team response and is underlined. General feedback received after the March 26 meeting has been included toward the end.

**Resolved that the Chaffey College Academic Senate advocates for an action plan to reach district compliance with the library staffing minimum standards set forward in California Code of Regulations, title 5, §58724; such an action plan should be created by a work group established by March 2024 which is comprised of library managers, library faculty, and library staff, with said action plan finalized no later than October 2024;**

Executive Team Response:

1. A planning meeting will be organized by the Dean in charge of the Library, Distance Education, and Success Centers to discuss operations and access before the opening of the Library Learning Commons. As we previously discussed, the Library Learning Commons designs, program adjacencies, and access concerns were vetted and approved by numerous campus stakeholders that attended frequent planning meetings with two architects over a nearly 18-month process. Our Library facilities are meant to serve all stakeholders, including students, faculty, and staff. Therefore, the dean will clarify access and operations.

Feedback either from Academic Senate and/or others:

The first resolve statement requests to create a workgroup and action plan to meet minimum staffing. How does the Executive Team's response correlate to this request? The Chino and Fontana campuses need to be included in the response.

**Resolved that the Chaffey College Academic Senate recommends that the district hire an additional 2.0 FTE classified library clerk II positions by Fall 2024 to work in good faith towards said compliance;**

Executive Team Response:

2. Per the 2020-2023 CSEA Agreement, a classification and compensation study for the Library Clerk I and II positions was conducted. This study includes market and internal alignment analyses regarding salaries. Additionally, the District and CSEA have been actively working together to update all classified job descriptions for the Library. As you may be aware, the District is completing its recruitment for the Library Clerk I position. Once the job descriptions have been finalized, the Library Clerk II position will also be advertised.

Feedback either from Academic Senate and/or from others:

The reply states that once job descriptions have been updated, recruitments for Library Clerk II will be advertised. How long does the college anticipate this will take?

If the college does decide to hire classified professionals, will the college delay recruitment for a Library Clerk II (currently as the Classified Prioritization List #1 position) and recruit for other classified positions instead?

The college already started a recruitment for a Library Clerk I position. Was that job description already updated? If not, why recruit for that position but not a Library Clerk II position until the job description changes. This appears to be a reason to delay hiring despite the need.

**Resolved that the Chaffey College Academic Senate urges that the library locations should not be opened nor remain open unless at least one (1) classified library clerk and one (1) library faculty are concurrently present in the building in accordance with said California regulations, CCC policies, and Chaffey College procedures.**

Executive Team Response:

3. You referenced AP 4040, stating that “certificated librarians” must be present during library hours. Please note that AP 4040 requires “certificated personnel”. Certificated personnel is a term that predates AB 1725. Minimum Qualifications (MQs) replaced certificates/credentials and the term “academic” replaced “certificated”. This is also highlighted, for example, in Education Code section 78103, which reflects libraries being supervised by “academic personnel.” We will update AP 4040 to change the outdated language from “certificated personnel” to “academic personnel”. Of course, faculty are academic personnel, and so are the deans. The Dean overseeing the Library, Distance Education, and Success Centers, as well as those over the Fontana and Chino Campuses, are authorized to supervise these areas. In the absence of a librarian, Deans may allow access to the Library facilities with limited services provided by Library Clerks.

Feedback either from Academic Senate and/or from others:

For the third resolve statement, updating AP4040 is appreciated however since the library is treated as a classroom, faculty presence is required. The library remains open with limited services when no faculty member is present.

Libraries are classroom spaces, and without librarians present, the classroom activities cannot be met.

If services are limited, what are those limited services and how are those communicated to students in real time? If students are working on assignments, planning to come to campus to use the library, and the library cannot offer full services, how will students know in advance for planning purposes?

How long will the college operate the library with limited services?

Which library services can be expected when a faculty member is not present.

College needs to identify what limited services will be performed in the absence of Library Clerk I, Library Clerk II, and Librarians and make this publicly available to students and employees of the college.

Without librarians present, the facility becomes a study space and does not function as a library.

If services are limited, are those services broken out by spaces, and what library services are available in the different campuses?

To have the library open without both a clerk and a librarian present is a reduction in standards.

General feedback:

- The library should not be open with “limited services”. Treating the library as anything other than an extension of the classroom is unprofessional and devalues our stake to support students, faculty, and staff’s ongoing research needs.
- Being committed to staffing and providing support with clearly posted operational hours is key to success in providing equity in meeting our patrons needs.
- Limited services devalues the mission of the college statement “education with a steadfast commitment to equity”. It is detrimental to student success when staffing is not adequate and in the case of Chino and Fontana one Chaffey employee is in the building and they need to either provide instruction, take breaks or relieve themselves, asking students to leave the library because of staffing issues is disrupting the learning environment.
- This is not ideal in building trust and security in our spaces. Students will look elsewhere: where the risk of being asked to leave is less of a factor so they can complete their course work objectives in spaces that are conducive for learning.
- Regarding the “planning meeting” of stakeholders....Representation needs to routinely include Library faculty and staff. Our deans in the past decade and half have not had a library background and have had multiple assignments, meaning their ability to represent us adequately in these high stakes meetings has often been limited. From the Measure P stuff, there is literally no library representation on either the Chino or Ontario planning groups.
- Given the issues that have occurred recently on our campus with hate crime incidents, opening such a large building with limited staff and services is a security risk. At other libraries, both academic and public, there has always been a standard of minimum personnel (by number and job classification) that were required to be present for a building to safely open to the public (and this was prior to our current landscape of active shooter event concerns post-Columbine). We had this informally as part of our department procedures for the 20 years prior to this year (1 librarian faculty, 1 staff to open). It was reported that the Friday of spring break week this year that the dean was off-site and all of the classified personnel were also out, leaving the public area of the Rancho building staffed some of the time only by a short-term worker (Librarian was present until 12:30). This penny-wise, pound-foolish approach by the district is a disaster and liability waiting to happen.

Academic Senate requests access to review the budget allocations and plans related to the MacKenzie Scott Gift \$25 million donation.

Faculty are eager to understand how these funds are being utilized to further student equity at Chaffey College. Transparency around budgeting and resource allocation is important, and reviewing this information on regular and consistent intervals would help stakeholders better appreciate the impact of the continued equity initiatives. In addition, the Academic Senate requests further participatory involvement in the planning of how these funds are utilized, having active representation from all stakeholders.

Academic Senate requests the following information no later than April 30, 2024:

- A detailed breakdown of how the \$25 million donated amount is being allocated across different programs, departments, or initiatives
- Projected timelines and milestones for the utilization of remaining funds
- Any plans or strategies for leveraging this [donation/funding] to secure additional resources or support
- Initiate a workgroup tasked with providing recommendations for the allocation of funds. This workgroup should be comprised of at least one representative for all Equity-focused groups on campus, representatives from Student Government,

		Present	Adoption of Agenda 4.9.24	Approval of Consent Agenda 4.9.24	Approval of Scholarship Recipients Isabella Espin, Maya Ward, Savannah Jensen	Endorsement of the Request to Review Mackenzie Scott gift.	
<i>Alternate Senators Italicized</i>							
Representation	Name						
Student Services	Michelle Martinez						
Student Services	Jackie Boboye	Y	Y	Y	Y	Y	
<i>* Student Services Alternate</i>	<i>Fabiola Espitia</i>						
<i>* Student Services Alternate</i>	<i>Susanna Galvez</i>						
Visual and Performing Arts	Leta Ming	Y	Y	Y	Y	Y	
Visual and Performing Arts	Sheila Malone						
<i>*Visual and Performing Arts Alternate</i>	<i>Vacant</i>						
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y	Y	
Senator-At-Large	Jackson Tropp						
Senator-At-Large	Sarah Chamberlain	Y	Y	Y	Y	Y	
Adjunct Senator-at-Large	Tina Kuo	Y	Y	Y	Y	Y	
Adjunct Senator-at-Large	Shelly R. Jackson	Y	Y	Y	Y	Y	
<i>*Adjunct Alternate Senator</i>	<i>Vacant</i>						
Business & Applied Technology	Jonathan Polidano	Y	Y	Y	Y	Y	
Business & Applied Technology	Jay Scott	Y	Y	Y	Y	Y	
<i>Business &amp; Applied Technology Alternate</i>	<i>Vacant</i>						
Chino Campus	Robert Nazar	Y	Y	Y	Y	Y	
Chino Campus	Jinny Lee	Y	Y	Y	Y	Y	
<i>Chino Campus Alternate</i>	<i>Manar Hijaz</i>						
Fontana Campus	Anthony "Tony" Guaracha	Y	Y	Y	Y	Y	
Fontana Campus	Vacant						
<i>Fontana Campus Alternate</i>	<i>Greg Creel</i>						
Health Sciences	Omar Estrada	Y	Y	Y	Y	Y	
Health Sciences	Terzah DePonte	Y	Y	Y	Y	Y	
<i>*Health Sciences Alternate</i>	<i>Lisa Doget</i>						
HFIC	Tara Johnson	Y	Y	Y	Y	Y	
HFIC	Vacant						
HFIC Alternate	Vacant						
Instructional Support	Christina Holdiness	Y	Y	Y	Y	Y	
Instructional Support	Terezita Overduin	Y	Y	Y	Y	Y	
<i>Instructional Support Alternate</i>	<i>Shelley Marcus</i>	Y					
Kinesiology, Nutrition, & Athletics	Annette Henry	Y	Y	Y	Y	Y	
Kinesiology, Nutrition, & Athletics	Candice Hines-Tinsley	Y	Y	Y	Y	Y	
<i>Kinesiology, Nutrition, &amp; Athletics Alternate</i>	<i>Robert Hadaway</i>						
Language Arts	Phatana Ith	Y	Y	Y	Y	Y	
Language Arts	Elizabeth Encarnacion						
<i>*Language Arts Alternate</i>	<i>Leona Fisher</i>						
Mathematics & Science	Robin Witt						
Mathematics & Science	Mark Gutierrez	Y	Y	Y	Y	Y	
<i>Mathematics &amp; Science Alternate</i>	<i>Diana Cosand</i>						
Social & Behavioral Sciences	Patricia Gomez	Y			Y	Y	
Social & Behavioral Sciences	Vacant						
<i>*Social &amp; Behavioral Sciences Alternate</i>	<i>Vacant</i>						
President	Nicole DeRose	Y					
Vice President	Elizabeth "Liz" Encarnacion	Y	Y	Y	Y	Y	
Secretary/Treasurer	Robin Witt	Y	Y	Y	Y	Y	
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y	Y	
Classified Senate Liaison	Sarah Schmidt						
Chaffey College Student Government	Ryan Thomas	Y					
RED indicates reported absence	PURPLE indicates reported tardy/leave early						
<b>Total Yes Votes</b>		<b>27</b>	<b>23</b>	<b>23</b>	<b>24</b>	<b>24</b>	<b>0</b>
<b>Total No Votes</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Abstentions</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
- = Not available during meeting to vote							
<b>39 members total - up to 29 voting at any given time. The President is a non-voting member, but counts as quorum. Curriculum Chair now votes per 8.2</b>							
President ONLY votes to break a tie.							
A quorum shall consist of two-thirds of the voting members of the Academic Senate							
20 members are needed for QUORUM							
33 Present at this meeting = 27 members, 6 visitors							
<b>4.9.24 Academic Senate Meeting</b>							