![Chaffey College Academic Senate]

ACADEMIC SENATE AGENDA
APRIL 5, 2022
Join Zoom Meeting
Meeting ID: 919 7990 2272 Passcode: 2021

Neil Watkins	President	2021-2023
Sarah Chamberlain	Vice President	2021-2022
Elizabeth "Liz" Encarnacion	Secretary/Treasurer	2021-2022
Angela Burk – Herrick	Curriculum Chair	2021-2023
Tracy Kocher	Business & Applied Technology	2020-2022
Bruce Osburn	Business & Applied Technology	2021-2023
Daniel Bentum	Chino/Fontana	2020-2022
Tara Johnson	Chino/Fontana	2021-2023
Lisa Doget	Health Sciences	2020-2022
Jayne Clark-Frize	Health Sciences	2021-2023
Christina Holdiness	Instructional Support	2020-2022
Vacant	Instructional Support	2021-2023
Jeff Harlow	Kinesiology, Nutrition & Athletics	2020-2022
Elaine Martinez	Kinesiology, Nutrition & Athletics	2021-2023
Elizabeth "Liz" Encarnacion	Language Arts	2020-2022
Steve Shelton	Language Arts	2021-2023
Mark Gutierrez	Mathematics & Science	2020-2022
Elizabeth Cannis	Mathematics & Science	2021-2023
Dan Kern	Social & Behavioral Sciences	2020-2022
Pak Tang	Social & Behavioral Sciences	2021-2023
Jackie Boboye	Student Services	2020-2022
Michelle Martinez	Student Services	2021-2023
Erik Jacobson	Visual & Performing Arts	2021-2022
Vacant	Visual & Performing Arts	2021-2023
Robin Witt	Senator-At-Large	2019-2022
Tamari Jenkins	Senator-At-Large	2020-2023
Sarah Chamberlain	Senator-At-Large	2021-2024
Patty Peoples	Adjunct Senator-At-Large	2021-2022
Vacant	Adjunct Senator-At-Large	2021-2023
	Alternates	
William "Bill" O'Neil	Business & Applied Technology	2021-2023
Manar Hijaz	Chino/Fontana	2021-2023
Jordan Hung	Health Sciences	2021-2023
Shelley Marcus	Instructional Support	2021-2023
Candice Hines-Tinsley	Kinesiology, Nutrition, & Athletics	2021-2023
Leona Fisher	Language Arts	2020-2022
Diana Cosand	Mathematics & Science	2021-2023
Sergio Gomez	Social & Behavioral Sciences	2020-2022
Myra Andrade	Student Services	2021-2023
Leta Ming	Visual & Performing Arts	2021-2023
Vacant	Adjunct Alternate Senator	2021-2023
Nicole DeRose	Immediate Past President	
Hope Ell	Classified Senate Liaison	2021-2023

Guests:
Lissa Napoli, Administrative Assistant, Academic Senate

1. P.E. (12:30 P.M.)

2. CALL TO ORDER (12:35 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 Remote Attendee Identification

3. PUBLIC COMMENT (Reserved for Guests only and limited to two minutes.)

4. APPROVAL OF AGENDA

- April 5, 2022

5. APPROVAL OF MINUTES

- March 29, 2022

6. CONSENT AGENDA

6.1 Faculty representatives that have been requested to serve on these campus committees.

1. Faculty Success Center Advisory Committee, Jackson Tropp, Communication Studies, LA

7. REPORTS

7.1 President

7.2 Vice President

7.3 Secretary/Treasurer

7.4 Curriculum

7.5 Classified Senate Liaison, Hope Ell

7.6 Committee Reports

7.6.1 Accreditation Update, Nicole DeRose

7.6.2 ASCCC Area D Update, Nicole DeRose

8. GUEST(S)/PRESENTATION(S) - None.

9. UNFINISHED BUSINESS

10. NEW BUSINESS

   10.1 Action Item: Ratify Election Results

   10.2 Action Item: Meeting format / [AB 361](link) till May 10

   10.3 Action Item: By-Laws Update - Secretary / Treasure Roles and Gender-Neutral Pronouns

   10.4 Discussion Item: Concerns Regarding Schedule of Classes and Registration Process

11. ANNOUNCEMENTS

   11.1 Academic Senate for California Community Colleges (ASCCC) Information

   11.1.1   [2022 Faculty Leadership Institute - Hybrid Event](link) The Citizen Hotel, Sacramento and Pathable Virtual Event Platform *subject to change, Thursday, June 16 through Saturday, June 18. **REGISTRATION DEADLINE:** Wednesday, June 8, 2022, before 5:00 PM. In order to make the event as accessible as possible for all attendees, regardless of the way they choose to attend, ASCCC opted to make one flat fee of $650 for the registration, based on the costs identified to put the event together. Please click on the link to register and for more information.

   11.1.2 Check out Academic Senate for California Community Colleges webpage for other great webinars/events at [asccc.org](link)

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

13. ADJOURNMENT (1:55 P.M.)

   The next Academic Senate meeting is scheduled for Tuesday, April 12, 2022.

<div align="center">

Academic Senate Accreditation Update #3
April 5, 2022, Nicole DeRose

</div>

Accreditation Tri-Chairs:	ALO:
Nicole DeRose, Hope Ell, and Laura Hope	Laura Hope

What has happened so far?

- Current communication efforts
  - Regular updates are provided to
    - Governing Board, at regular meetings
    - CPC, at monthly meetings
    - Classified and Academic Senates
  - Monthly newsletters
    - Currently sent via email as an attachment and with a TaskStream link
    - Will eventually be housed on the Accreditation Webpage
    - January 2022 , sent via email January 28, 2022.
    - February 2022, sent via email February 28, 2022
    - March 2022, sent via email March 31, 2022
    - April and May newsletters are forthcoming; newsletters will resume August 2022
- Writing the ISER
  - Components
    - A-F will be written by the accreditation tri-chairs
    - G covers Standards I-IV. Current efforts have focused on this section.
      - Using the evidence template, team members gather and evaluate evidence demonstrating the Chaffey College meets the Standard
      - Initial narratives will be drafted using the evidence templates
    - H is the QFE and will be written by the accreditation tri-chairs
  - Standard teams evidence collection deadline is April 15, 2022
  - Goal: to have a rough draft of the ISER by the end of the spring term
  - Summer work
    - Organize evidence
    - Clean up the draft for constituent review in fall 2022
- AOC
  - Monthly meetings resumed March 8, 2022. Next meeting on April 4, 2022.
  - Members: Accreditation and Standard Tri-Chairs
    - Accreditation Tri-Chairs – see above
    - Standard I: Laura Picklesimer, Sarah Schmidt, Jason Chevalier
    - Standard II: Shannon Jessen, Valeen Gonzalez, Rob Rundquist
    - Standard III: Cindy Walker, Shireen Awad, Yolanda Friday
    - Standard IV: Steve Shelton, Julie Sanchez, Misty Burruel
  - Need to update:
    - Accreditation webpage
    - AOC webpage and purpose
    - AP 3200 describes the responsibilities of the ALO and AOC
- 2022 Accreditation Institute - Virtual Event | ASCCC
  - February 24-25, 2022, hosted by ASCCC and ACCJC
  - Hope and Nicole attended

Next steps?
- Fall accreditation activities
- Constituent review of ISER
- Governing Board Review
    - First read October 2022
    - Second read November 2022
- ACCJC Submission Deadline: December 15, 2022

Acronyms:

ACCJC – Accrediting Commission for Community and Junior Colleges
ALO – Accreditation Liaison Officer
AOC – Accreditation Oversight Committee
CPC – College Planning Council
ISER – Institutional Self Evaluation Report
QFE – Quality Focus Essay

Report to Academic Senate in preparation for the Academic Senate for California Community Colleges (ASCCC) Spring Plenary 2022

Part 1. Area D Meeting Update   Part 2. ASCCC Spring 2022 Resolutions

Part 1. Area D Meeting

Meeting Date: Saturday March 19, 2022 via Zoom

1.   UPCOMING: https://www.asccc.org/calendar/list/events
     a.   2022 Spring Plenary Session (hybrid) April 7-9 ***Strengthening Teaching, Leading, and Learning through Racial Justice and Academic Freedom***
     b.   2022 Career and Noncredit Institute (hybrid) May 12-14 ***Student Centered Change: A Transformative Experience***
     c.   2022 Faculty Leadership Institute (hybrid) June 15-18 ASCCC also presents at events by the CIOs, RP Group, CIAC
2.   Legislative Update: https://asccc.org/legislative-updates

AB 1187 (Irwin)	Community colleges: Tutoring	Two-year bill In Senate and ordered to Committee on Rules 1/25/22	ASCCC Support (2/5/22)
AB 1606 (~~Irwin~~ *Ramos*)	Public postsecondary education: veterans: waiver of mandatory systemwide tuition and fees.	Amended and Re-referred to Committee on Higher Education 3/16/22	ASCCC Support (2/5/22) – Reconsider support?
AB 1705 (Irwin)	Seymour-Campbell Student Success Act of 2012: matriculation: assessment	Referred to Committee on Higher Education 2/3/22	Revisions to AB 705 (Irwin, 2017)
AB 1746 (Medina)	Student financial aid: Cal Grant Reform Act	Referred to Committee on Higher Education 2/10/22	See Resolutions for Discussion S22 06.01
AB 1987 (Salas)	Postsecondary education: student mental health spending: report.	Referred to Committee on Higher Education 2/18/22	See Resolutions for Discussion S22 05.01
AB 2122 (Choi)	Public postsecondary education: mental health hotlines: student identification cards	Amended and Re-referred to Committee on Higher Education 3/10/22	See Resolutions for Discussion S22 05.01
AB 2624 (Kalra)	Public postsecondary education: course materials.	Referred to Committee on Higher Education 3/10/22	
SR 45 (Min)	Relative to Academic Freedom	Amended and Re-referred to Committee on Judiciary 3/16/22	ASCCC Support (2/5/22) ASCCC Resolution F20 06.02 Legislative and Systemic Support for Academic Freedom; Sponsored by FACCC

3. System-wide Projects/Issues:
    a. Ethnic Studies Task Force – should have guidance memo by end of spring term regarding a timeline for implementation, definitions and competencies of ethnic studies, intersegmental communication, professional development/learning opportunities – two new disciplines at this plenary session: Nat Am Studies and Asian Studies
    b. Transfer Alignment Project: https://asccc.org/transfer-alignment-project – we have participation from CSU and the AOs, and UC is entering the conversation.
    c. CO DEI Taskforce – recommendations for DEIA in employee evaluations and tenure review: https://go.boarddocs.com/ca/cccchan/Board.nsf/goto?open&id=CAJPSC65E5BA
    d. AB 928 – Singular GE Pathway; completed by ICAS by May 31, 2023 or will be completed by the admin by December 31, 2023, only pathway by 2025/26; Submit AB 928 input: https://asccc.org/content/submit-input-ab-928
    e. AB 1111 – Common Course Numbering; $10M funding this year, $105M proposed by the governor; SOVA: https://sova.org has been brought in by the CCCCO to facilitate the work, a faculty focus group on March 2, 12:00-1:30, about 20; CCN to be completed by July 1, 2024
    f. Equitable Placement – lots of discussion regarding the CO memo, much of this will be addressed in the discussion on resolutions: student right to choose a pre-transfer-level course; preserve the CCC mission; collect data from Day-1 of enrollment since colleges are evaluated on where students start and since enrollment is in AB 1705,
    g. AB 927 – Expansion of Baccalaureate Degrees

Part 2. Resolutions

KEY: An * indicates the resolution is on the Consent Calendar; *Was not removed from this draft. These are not on the Consent Calendar; Connection to local Academic Senates; Rising Scholars resolutions, ZTC/OER

Below each resolution, the resolved statements have been combined or summarized. Refer to the Resolutions Spring 2022 | ASCCC for complete resolutions.

QUESTION: Are there any resolutions to vote "NO" on?

1.0 ACADEMIC SENATE

*1.01   S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges

Following approval of Resolution F21 01.01, ASCCC formed a workgroup to create a review criteria template and rubric for the *Periodic Review of the Academic Senate for California Community Colleges*. This resolution calls for the adoption of the review criteria template and rubric.

*1.02   S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement

Urges ASCCC to update the vision, mission, and values to include anti-racism.

3.0 DIVERSITY AND EQUITY

*3.01 S22 Develop and Publish an IDEAA Liaison Handbook

Directs ASCCC to develop and publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility handbook.

*3.02   S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework

Urges ASCCC to adopt the *DEI In Curriculum Model Principles and Practices* and encourages local senates to use the model to review their curriculum practices; and to work with system partners to support implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning.

3.03   S22 Oppose Reliance on Textbook Publishers to Achieve Zero Textbook Cost

Urges ASCCC to support the stated intent of California Education Code §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty's right and

responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print to oppose the use of mechanisms to achieve zero-textbook-costs that are not sustainable and are inconsistent with the intent of California Education Code §78052.

+3.04   S22 Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705

Urges ASCCC and the Data and Research Task Force work with the California Community Colleges Chancellor's Office (CCCCO) to develop more robust and thorough methodologies that provide student-centered guidance to colleges that account for the differences among pre-college level, college level, and transfer level when reporting on AB 705 implementation efforts for disproportionate impacts, to examine throughput rates for students that begin in one level below transfer and throughput rates for students that begin in transfer level and receive a substandard grade, and reinvestigate the outcomes of the 2021 Equitable Placement Validation report in light of the clearer definitions of course levels, course enrollment, and course placement, and include disaggregated student outcomes for all GPA bands and course-taking patterns.

+3.05   S22 Disaggregate Asian and Pacific Islander Student Data

Directs ASCCC to work with the California Community Colleges Chancellor's Office (CCCCO) to refine data disaggregation processes to increase transparency of and access to CCCCO data so colleges can better serve misrepresented student populations such as South East Asian Americans and other unidentified disproportionately impacted Asian and Pacific Islander groups and to develop guidelines for regularly reviewing and revising data practices to ensure our students are correctly represented; that ASCCC urges local senates to apply the fully disaggregated data to allocate resources relating to equity initiatives and provide guidelines to make equitable decisions relating to students and work with local senates to implement best practices regarding regularly reviewing data to ensure that disproportionately impacted Asian and Pacific Islander students are identified.

+3.06   S22 Noncredit Spanish Language Course Outlines of Record and Regional Support

Encourage ASCCC to urge local senates to encourage noncredit programs through regional collaborations to support the demand of Spanish-speaking students and explore new and existing noncredit, basic skills, and Vocational Education Career Technical Education courses that will allow for the courses to be taught in Spanish, to urge local senates to work with their curriculum committees through their curricular process to develop or amend Spanish language indicators to be added to titles and course descriptions of noncredit, basic skills, and Vocational Education Career Technical Education courses, and to urge local senates to work with their curriculum committees to develop or amend Course Outlines of Records that are intended to be taught in Spanish.

5.0 BUDGET AND FINANCE

*5.01   S22 Request Funding for Mental Health Resources, Services, and Professional Learning

Based on prior resolutions, this resolution urges ASCCC to request for funding for mental health resources, services, and professional development on trauma-informed teaching and learning in the California Community Colleges Chancellor's Office 2023-24 System Budget Proposal that ASCCC support AB 1987 (Salas, 2022) and AB 2122 (Choi, 2022).

6.0 LEGISLATIVE ISSUES

6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)

Current legislation, AB 1746 (Medina, 2022) would revise the existing Cal Grant program that would recast provisions and governing into a new Cal Grant Program, Cal Grant 2 and Cal Grant 4, expand eligibility with the Pell Grant income eligibility, and include an inflationary increase to community college awards. This resolution urges ASCCC to support AB 1746 (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act and that ASCCC continue to advocate for increases in Cal Grant awards.

+6.02   S22 Support of SR 45 (Min, 2021) on Academic Freedom as of March 17, 2022

Urges ASCCC to support SR 45 (Min, 2021) and advocate for the explicit inclusion of Academic Freedom in California Education Code, and that the ASCCC takes a position in support of SR 45

+6.03 S22 Upholding the California Community College Mission - Seeking Amendments to AB 1705 (Irwin, as of March 15, 2022)

Urges ASCCC to seek the following language amendments to AB 1705 (Irwin, 2022) in order to protect the mission and serve the students of the California community colleges:

"Placement and enrollment of students in a transfer-level English or Mathematics course should not prevent students from enrolling in a pre-transfer level English or Mathematics course when a *student determines* a course fulfills their academic needs based on the desire to:

1. Complete a certificate or Career Technical Education program.

2. Make up for learning loss from the COVID-19 global pandemic or break in education.

3. Build skills or re-skill.

4. Fulfill a lifelong learning priority in written communication and quantitative reasoning courses.

It is the intent of the legislature to neither prohibit nor deny a student the opportunity to enroll in any pre-transfer level English or mathematics course based on students' rights to determine their educational goals and academic needs."

+6.04 S22 Students' Right to Choose to Take a Pre-Transfer Level English or Mathematics Course

Urges ASCCC to support the right of any student to choose to take pre-transfer level English or mathematic courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education; that ASCCC recommends that the California Community Colleges Chancellor's Office and Board of Governors encourage colleges to offer the option of pre-transfer level English and mathematics courses for students interested in such courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education; and that ASCCC work with system partners to urge the state legislature not to adopt reform measures that would deprive students of their right to choose to take pre-transfer English or mathematics courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education.

+6.05 S22 Regarding Chancellor's Office Student Enrollment Data in AB 1705 (Irwin, 2022)

Urges ASCCC to work with system practitioners, partners, and stakeholders as well as the legislature to include the requirement for the California Community Colleges Chancellor's Office to create a Transfer Level Gateway Completion Dashboard remains in AB 1705 (Irwin, 2022) and includes a data element on student enrollment from the first day of each course through the census date for each college.

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

*7.01 S22 Public Access for Vision Resource Center Materials

Urges ASCCC to work with the California Community College Chancellor's Office to establish an option for public access to the material in the Vision Resource Center.

7.02 S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

Urges ASCCC to work with the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in California Education Code §78052.

9.0 CURRICULUM

*9.01   S22 Definition and Guidance for Cross-Listing Courses

Urges ASCCC to work with the California Community Colleges Chancellor's Office to revise the Program and Course Approval Handbook to include a definition of cross-listing and guidance for its implementation; and that ASCCC work with the California Community Colleges Chancellor's Office to include in future publications, webinars, and other resources guidance and multiple examples of whether, how, and when to appropriately cross-list courses.

*9.02   S22 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment

Urges ASCCC to work with the California Community College Chancellor's Office and the Academic Senates of the California State University and University of California to provide continued guidance for the articulation of courses that require requisites below transfer level math.

+9.03   S22 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs

Urges ASCCC to work with the Chancellor's Office to develop a lower division GE pathway specific to California Community College Baccalaureate Degree Programs for delegate approval by Spring 2023 and system-wide implementation by fall 2024.

+9.04   S22 Creation of a Separate Transfer Model Curriculum for Women and Gender Studies

Urges ASCCC to work with the Intersegmental Curriculum Workgroup, C-ID Advisory Committee, and the California State University Chancellor's Office to consider creating a transfer model curriculum for Women and Gender Studies by December 2022.

+9.05   S22 Defining Competencies for Associate Degree Requirements

Urges ASCCC to bring faculty discipline groups together to create necessary and sufficient competency statements for the reading, written expression, and mathematics competency requirements associated with student demonstration of competency to meet graduation requirements, and to work with the California Community College Curriculum Committee and the Chancellor's Office to revise the additional requirements section in Title 5 §55063 to include competency statements for reading, written expression, and mathematics rather than associating student demonstration of competence with any specific courses or disciplines.

10.0 DISCIPLINES LIST

*10.01 S22 Disciplines List – Asian American Studies

Urges ASCCC to recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Asian American Studies.

*10.02 S22 Disciplines List – Native American/American Indian Studies

Urges ASCCC to recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Native American/American Indian Studies.

*10.03 S22 Disciplines List – Nanotechnology

Urges ASCCC to recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Nanotechnology.

13.0 GENERAL CONCERNS

*13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost (ZTC) Certificates and Degrees

Future ZTC funding should focus on investment priorities, including efforts to do the following:

- Evaluate existing ZTC programs and courses and incorporate culturally relevant content to contribute to advancing equity in teaching and learning;
- Share and adopt existing quality ZTC program and course materials, especially within the same community college district;
- Develop and curate quality ZTC materials for courses that satisfy general education requirements; and
- Post ZTC program courses on the California Virtual Campus Course Exchange and quickly make ZTC programs and courses available to all California community college students;

Requests that ASCCC urges the California Community Colleges Chancellor's Office (C.O.) to require that all recipient colleges and districts of Zero-Textbook-Cost (ZTC) funds delineate how ZTC status was achieved for all courses in a given pathway in a designated public-facing location and ensure that openly-licensed resources are shared as required by law; and encourages the C.O. to support the development of a repository for the sharing of open educational resources used to establish Zero-Textbook-Cost certificates and degrees that can be searched by specific course parameters as defined by faculty.

*13.02 S22 FACULTY RESPONSIBILITY FOR EQUITABLE, ACCESSIBLE LEARNING ENVIRONMENTS

Recommends that ASCCC urge local senates to advocate for making accessibility a campus-wide priority because it relates to faculty agency over equitable student access in all teaching and learning environments; to update its paper Ensuring Effective Online Programs: A Faculty Perspective by Fall 2023 to include clarification of the differences between Accommodations (as referenced in Section 504 of the Rehabilitation Act) and Accessibility (as referenced in Section 508 of the Rehabilitation Act) as these definitions relate to faculty fulfilling their responsibility as educators in all modalities, and also develop other resources as appropriate; and that ASCCC work with the California Community Colleges Chancellor's Office and other stakeholders to guide the development of the local infrastructure necessary to support faculty with professional development, tools, and expert support in the creation of fully accessible learning environments.

*13.03 S22 Establish ASCCC Rising Scholars Faculty Advisory Committee

Requests that ASCCC to establish a Rising Scholars Faculty Advisory Committee, to include faculty teaching in incarcerated education and at least one formerly incarcerated student; to charge the Rising Scholars Faculty Advisory Committee with developing and sustaining a regional professional learning network in the area of prison education utilizing local Academic Senate structures, dedicated to the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per Title 5 §53200, and furthering the advancement of local programs and local professional learning in the areas of equity, pedagogy, and community building amongst prison education practitioners, and with advancing the faculty voice in spaces where incarcerated education is discussed and policies or agreements are made, including with the Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and CDCR, so that faculty primacy in academic and professional matters is honored and the education provided to incarcerated students by California community colleges is a model for educating incarcerated students; to expect the ASCCC Rising Scholars Faculty Advisory Committee to disseminate policies, procedures, and Memorandums of Understanding produced by ASCCC, the Rising Scholars Network, the California Community Colleges Chancellor's Office, and/or California Department of Corrections and Rehabilitation (CDCR) to their local networks of faculty teaching in incarcerated environments, and share faculty-related concerns, problems, and barriers experienced at the local level to the ASCCC Rising Scholars Faculty Advisory Committee for communication with the Rising Scholars Network, the California Community Colleges Chancellor's Office, and CDCR; and to make requests of the Chancellor's Office and California Department of Corrections and Rehabilitation (CDCR) that the Academic Senate for California Community Colleges and the Academic Senate Rising Scholars

Faculty Advisory Committee be consulted for Memorandums of Understanding concerning prison education, particularly the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per Title 5 §53200 between CDCR and the California Community Colleges Chancellor's Office and, for local Memorandums of Understanding between CDCR and local colleges, with local academic senates.

*13.04 S22 Establish Rising Scholars Faculty Liaisons

Requests that ASCCC urges local senates to identify a faculty member teaching or engaged in incarcerated instruction inside of prisons, jails, or other local carceral facilities to act as a local Rising Scholars liaisons to facilitate communication among Rising Scholars faculty, the local academic senate, and the Academic Senate for California Community Colleges; to be responsible for working collaboratively with these liaisons to ensure communication and opportunities for input on the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per Title 5 §53200 issues are met by California Department of Corrections and Rehabilitation (CDCR), California Community Colleges Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and the ASCCC before implementation of those said policies, procedures, and practices; and to urge local senates to request utilization of local Rising Scholars funds to compensate their designated Rising Scholars liaisons.

*13.05 S22 Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Learning

Urges ASCCC to request the California Community College Chancellor's Office through the Rising Scholars Network compensation to support ongoing preparation and delivery of statewide faculty professional learning and facilitation of a statewide faculty community of practice for incarcerated education; and to encourage local academic senates to advocate for designation of Rising Scholars funds or other monies to support ongoing professional learning at the local level for part- and full-time faculty delivering incarcerated instruction, especially in-person.

*13.06 S22 Faculty Responsibility for Confirming Course Resource Accuracy

Request that ASCCC encourage local academic senates to urge faculty to regularly check the online class schedule to ensure their textbook and class resource information are clear and accurate and that their sections are marked with a zero-cost or low-cost icon, if appropriate.

+13.07 S22 Advocate for the Protection of Online Learning Integrity

Urges ASCCC advocate with the Chancellor's Office for vital resources to support local IT departments in the implementation of additional online learning protections such as multifactor authentication or IP address monitoring to help protect against educational fraud; to advocate with the Chancellor's Office for additional resources to support local procurement of online learning tools that assist faculty in monitoring academic dishonesty, and advocate with the Chancellor's Office for continued and expanded support of professional learning to gain additional pedagogical skills to help prevent and identify educational fraud of this nature.

+13.08 S22 The Open Educational Resources Initiative and Technical Assistance for the Zero-Textbook-Cost Degree Program

Requests ASCCC advocate to the California Community Colleges Chancellor's Office and system partners for allocating a portion of the $115 million to fund the work of the OERI to reduce duplication and guarantee usability in OER development and implementation as well as ensure a statewide approach and promote sustainability in ZTC degrees.

+13.09 S22 Understanding the Impact of HyFlex Modalities and Non-Academic Entities

Requests ASCCC to research the role and prevalence of for-profit technology companies and other non-academic entities in HyFlex course offerings in California's community colleges and HyFlex technologies impact on student learning, and present their findings via a position paper by the Spring of 2023; and to reaffirm that the

determination of the modalities by which courses are offered is the purview of instructional faculty and any decisions regarding modalities should include approval by the local Academic Senate as the representative body of the faculty.

17.0 LOCAL SENATES

*17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students

Urges ASCCC to 1) survey local Academic Senates about online education tools used at their campus, online education support their campus provides, and whether there is equitable access to and use of online education support across all faculty and student groups; 2) to urge all local colleges and districts to work collaboratively with their local Academic Senates and online education support areas to identify and mitigate equity gaps regarding online education support access and delivery to faculty and students, and that online education support areas receive adequate support from their local colleges in order to provide services needed by students and faculty, and 3)encourages local Academic Senates to formally acknowledge their appreciation for their online education and course design support professionals for all the ways in which they have supported faculty and students, especially during the COVID pandemic and the unprecedented demand that it created for online education support services.

*17.02 S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons

Requests ASCCC to encourage local academic senates to identify a part-time faculty member to act as a part-time faculty liaison to increase communication between the local academic senates and their respective local part-time faculty and to encourage local academic senates to work with their respective collective bargaining units to advocate for compensation for their part-time faculty liaisons, especially in districts and colleges where college service is not part of the job duties for part-time faculty.

+17.03 S22 Faculty Participation in the Creation of Course Enrollment Maximums for Community College Departments and Courses

Requests ASCCC to encourage local academic senates to engage in collaboration with their bargaining agents to determine appropriate course enrollment maximums in consideration of pedagogical, health, and safety factors, including, but not limited to, the methods of instruction, course modality, objectives and outcomes of the course, and the assessment methods as established on the Course Outline of Record (COR) and in alignment with IDEAA values; and to update the paper, "Setting Course Enrollment Maximums: Process, Roles, and Principles," adopted 2012 with guidelines to assist faculty in the determination of course enrollment maximums based on promising practices and culturally responsive pedagogy, teaching, and learning that are framed by IDEAA principles and the exigencies occasioned by the Covid-19 pandemic and bring to the fall 2023 Plenary Session for consideration by the ASCCC delegates.

19.0 PROFESSIONAL STANDARDS

*19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work

Urge ASCCC to recognize that cultural humility, as an epistemological and ontological concept, shall inform the professional training at its annual Executive Committee orientation; and that ASCCC make available the Cultural Humility Tool and respective resources as a model for local senates to develop their own cultural humility action plan that will guide and/or enhance the IDEAA efforts engaged in by local senates and the Academic Senate for California Community Colleges.