

56th SESSION RESOLUTIONS
Spring Plenary

FOR DISCUSSION AT AREA MEETINGS
March 26 and 27, 2021

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 to be debated and voted on by academic senate delegates at the Plenary Session on April 17, 2021.

Resolutions Committee 2020-2021

Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
Amber Gillis, Compton Community College, Area C
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***3.02 S21 Establishing Local Inclusion, Diversity, Equity and Anti-racism (IDEA) Liaison**

Whereas, The California Community College system has prioritized Inclusion, Diversity, Equity and Anti-racism (IDEA) work including through the CCCCCO Call to Action, the DEI Task Force Recommendations and the Vision for success goals to eliminate equity gaps;

Whereas, Local academic senates have an integral role in advancing Inclusion Diversity, Equity and Anti-racism through academic and professional matters;

Whereas, Information related to Inclusion Diversity, Equity and Anti-racism may not always be disseminated to all faculty at local colleges and district and therefore all faculty will benefit from the creation of and Local Inclusion, Diversity, Equity and Anti-racism (IDEA) Liaison to act as a conduit between the Academic Senate for Community Colleges (ASCCC) and local faculty; and

parity between the funding methods for credit and noncredit courses that already have parity in enrollment and scheduling⁶; and

Whereas, The ASCCC has numerous positions supporting the equalization of noncredit funding and curriculum with that of credit curriculum⁷;

Resolved, That the Academic Senate for California Community Colleges support AB 421 Career Development and College Preparation Courses (Ward, 2021)⁸ as of February 16, 2021.

Contact: [Christopher Howerton](#), Legislative and Advocacy Committee

8.0 COUNSELING

***8.01 S21 Counseling Faculty, Student Success, and Transfer**

Whereas, Counseling faculty play an integral role in facilitating student preparation and success by providing appropriate and necessary support programs and services that not only help students find their educational pathways but also stay on their educational pathways, helping to fulfill two of the four pillars of the guided pathways frameworks as referenced in the California Community Colleges Chancellor's Office *Vision for Success*⁹, which is vital to ensuring that students are able to meet their goals;

Whereas, Librarians, faculty coordinators, and other faculty who work outside of classroom instruction likewise play essential roles in promoting student success and helping students to achieve their goals;

Whereas, During times of economic recession, programs such as counseling and support services often experience heavy decreases in funding because they are not considered instructional programs under California Education Code §84362, also known as the 50% Law: and

Whereas, Goal 2 in the California Community Colleges Chancellor's Office *Vision for Success*¹⁰ is to "Over 5 m

maximize and frame curriculum for student success through an equity-minded lens in support of the Chancellor's Vision for Success and Call to Action;

Whereas, California Community Colleges have developed different, local approaches to ethnic studies and cultural awareness curriculum that include elements found in the CSU definition of Ethnic Studies as well as elements intended to keep the fidelity and integrity of the well-established Ethnic Studies discipline in community colleges; and

Whereas, California Community Colleges need further guidance to develop local Ethnic Studies courses in such a way to support students to meet both transfer and local degree requirements and to matriculate students who demonstrate awareness of and appreciation of the diversity of cultural works, practices, and beliefs leading to ethical, responsible, and equity-minded participation in society;

Resolved, That the Academic Senate for California Community Colleges work with Ethnic Studies faculty and faculty from related disciplines to develop a rubric and other professional development materials that help colleges ensure proper course requirements and alignment for California community college courses proposed to meet the CSU General Education Breadth Area F Ethnic Studies; and

Resolved, That the Academic Senate for California Community Colleges work with Ethnic Studies faculty and faculty from related disciplines to develop a rubric and other professional development materials to provide guidance regarding curriculum elements, such as core competencies and learning outcomes, for community colleges who wish to establish a local ethnic studies or cultural awareness competency for their local associate degree that aligns student educational outcomes with legislation and regulation.

Contact: [Randy Beach](#), Curriculum Committee

10.0 DISCIPLINES LIST

***10.01 S21 Disciplines List—Film and Media Studies**

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 knowch

Master's degree in Visual Studies, Media Studies, English, or
Communication

OR

information from faculty regarding issues related to CCC Apply while the process of improvement is ongoing.

Contact: [Ted Blake](#), Transfer, Articulation, and Student Services Committee

20.0 STUDENTS

***20.01 S21 Enabling Preferred Name and Pronoun across Campus and all Digital Environment**

Whereas, The Academic Senate for California Community Colleges has advocated for inclusive college campuses through resolutions, rostrum articles¹² and presentations;

Whereas, A 2019 report by the Gay and Lesbian Straight Education Network (GLSEN), a nationally recognized resource for collecting data on school climate for LGBTQ+ students, revealed that 6 out of 10 LGBTQ+ students felt unsafe at school because of their sexual orientation and 4 out of 10 because of their gender expression¹³;

Whereas, The GLSEN survey further stated that students were less likely to experience anti LGBTQ+ discrimination in their schools if they were allowed to use the name and or pronoun of their choice¹⁴; and

Whereas, The Academic Senate for California Community Colleges approved a resolution in 2019 that urges local academic senates to request their colleges enable the Canvas name preferred option for students, but the resolution does not cover classroom rosters or other digital environments¹⁵;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges and districts to enable preferred names and pronouns in all campus and digital environments; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates with resources and professional development opportunities on creating inclusive demiiincl:9(l)18(v)nouns in all campus andf1 0 0 1 9(c)4(nc)-15(l:9718(nc)-15(l)1t31f1 0 0 1 90.0c)

Whereas, The California community colleges' career technical education mission and programs are closely connected to industry and are supported by the sector and regional directors; and

Whereas, The regional consortia and the sector and regional directors also provide a significant variety of regional leadership activities and regional community building