



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## **52<sup>nd</sup> FALL SESSION RESOLUTIONS**

### ***FOR DISCUSSION AT AREA MEETINGS ON OCTOBER 12-13, 2018***

*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 November 3, 2018.*

#### Resolutions Committee 2018-19

Geoffrey Dyer, ASCCC Area A Representative (Chair)  
Rebecca Eikey, ASCCC Area C Representative  
Sam Foster, ASCCC Area D Representative  
Darcie McClelland, El Camino College, Area C  
Conan McKay, ASCCC Area B Representative  
Eric Narveson, Evergreen Valley College, Area B

## RESOLUTIONS PROCESS

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

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.
- All appendices 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 (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

## CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an \*.  
Resolutions and amendments submitted on Thursday are marked with a +.  
Resolutions and amendments submitted on Friday are marked with a #.

- \*1.01 F18 Academic Senate for the California Online Community College
- \*1.02 F18 Adopt the Guided Pathways Glossary
- \*5.01 F18 Metrics and Coding Cleanup
- \*7.01 F18 Redefine the Faculty Obligation Number
- \*8.01 F18 Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices
- \*9.01 F18 Degree and Certificate Awards in Response to the New Funding Formula
- \*9.02 F18 Equalize Noncredit and Credit Curriculum Processes
- \*9.04 F18 Flexibility in Local Curriculum Submission Deadlines
- \*15.01 F18 Support for University of California Associate Degrees for Transfer in Physics and Chemistry
- \*17.01 F18 Guided Pathways, Strategic Enrollment Management, and Program Planning
- \*17.02 F18 Establish Local Open Educational Resources Liaisons
- \*18.01 F18 Guided Self-Placement
- \*19.01 F18 Encourage Dialog about Equivalency Practices

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## **1.0 ACADEMIC SENATE**

### **\*1.01 F18 Academic Senate for the California Online Community College**

Whereas, The California 2018-2019 Budget created the California Online Community College, with immediate objectives to “Develop at least three program pathways by July 1, 2019, and enroll students by the last quarter of 2019”;<sup>1</sup>

Whereas, “The California Community Colleges Board of Governors has been designated as the California Online Community College Board of Trustees” and has directed action to exercise jurisdiction over “Policies for and approval of courses of instruction and educational programs” and “Procedures . . . to ensure the right of the college’s academic senate to make recommendations in the areas of curriculum and academic standards”<sup>2</sup> though the California Online Community College has not yet established an academic senate;

Whereas, The California Education Code Section 70901(b)(5)(B) reads “The board of governors may enter into a direct contract with the Academic Senate for California Community Colleges for the purpose of supporting statewide initiatives, projects, and programs within the purview of the Academic Senate for California Community Colleges”;<sup>3</sup> and

Whereas, California Code of Regulations Title 5 §53200 states curriculum and program development are academic and professional matters;<sup>4</sup>

Resolved, That the Academic Senate for California Community Colleges assert to the California Community Colleges Board of Governors and the California Online Community College District Board of Trustees that the Academic Senate for California Community Colleges is the academic senate of the California Online Community College until such a time that faculty of the California Online Community College establish an academic senate.

Contact: Julie Oliver, Cosumnes River College, Online Education Committee

### **\*1.02 F18 Adopt the Guided Pathways Glossary**

Whereas, Resolution 13.02 S18 directed the Academic Senate for California Community Colleges (ASCCC) to create a guided pathways handbook, and Resolution 13.03 S18 directed the Academic Senate to conduct research on guided pathways outcomes in California;

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<sup>1</sup> <http://www.ebudget.ca.gov/FullBudgetSummary.pdf>

<sup>2</sup> [https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2018\\_agendas/August/Item-7-Attachment-1-Resolution-2018-06-Executive-Committee.pdf](https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2018_agendas/August/Item-7-Attachment-1-Resolution-2018-06-Executive-Committee.pdf)

<sup>3</sup> [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=70901](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=70901).

<sup>4</sup> [https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default))

Whereas, The development of a common language, vocabulary, and a glossary of terms assists colleges with their local implementation of guided pathways; and

Whereas, A draft version of a Guided Pathways Glossary of Terms has been vetted and edited, which includes input from the ASCCC Executive Committee, ASCCC Guided Pathways Task Force, local colleges' designated Guided Pathways Liaisons, and faculty at various Guided Pathways activities;

Resolved, That the Academic Senate for California Community Colleges adopt the Guided Pathways Glossary of Terms<sup>5</sup> for distribution and to provide guidance on further efforts.

Contact: Carrie Roberson, Executive Committee

## **5.0 BUDGET AND FINANCE**

### **\*5.01 F18 Metrics and Coding Cleanup**

Whereas, The Student Centered Funding Formula determines budget allocations based on student populations and completion, and the California Community College System metrics play a key role in providing colleges data regarding student success;

Whereas, The metrics and cohort definitions are currently lacking in accurate data elements resulting in rates that are not representative of the correct coursework or student populations in many cases;<sup>6</sup>

Whereas, Legislative accountability is reported based on these metrics and additional new metrics that are being designed to track the implementation of AB 705 and other legislative agendas; and

Whereas, These data and accountability reports are now tied to student financial aid funding through the California College Promise, AB 19 (Santiago, 2017);

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to identify any code errors and incorrect cohort construction and develop a process to allow colleges to correct these errors; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise and test current metrics for implications that would negatively impact student success and funding allocations.

Contact: Craig Rutan, Executive Committee

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<sup>5</sup> <https://asccc.org/file/asccc-gp-glossary-termsdocx>

<sup>6</sup> <https://www.asccc.org/content/top-code-alignment-project-and-impacts-local-coding>  
<https://www.asccc.org/content/searching-authentic-definition-student-success>  
<https://www.asccc.org/resolutions/datamart-progress-tracking-california-community-college-esl-coding>

## **7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE**

### **\*7.01 F18 Redefine the Faculty Obligation Number**

Whereas, Title 5 Sections 51025 and 53311 establish the full-time faculty obligation for each California community college, commonly known as the Faculty Obligation Number or FON, and colleges are penalized for failure to meet this obligation;

Whereas, although AB 1725 (Vasconcellos, 1988) noted the importance of establishing a sufficient body of full-time faculty, stating, "If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges. There is proper concern about the effect of an over-reliance upon part-time faculty, particularly in the core transfer curricula," the FON has at many colleges been treated as a maximum number of full-time faculty to be employed rather than as the minimum that it was intended to be, and as a result the percentage of instruction conducted by full-time faculty in the California Community College System has decreased rather than increased since the creation of the FON, and progress has not been achieved toward reaching the legislative goal of 75% of instruction being conducted by full-time faculty;

Whereas, Work toward a revision of the FON, along with the 50% Law, began in 2014 and involved a collegial workgroup with voices from the Academic Senate, all statewide faculty unions, chief executive officers, chief business officers, and the California Community Colleges Chancellor's Office, and the members of this workgroup unanimously agreed on a proposal that would have revised the FON and presented that proposal to the California Community Colleges Chancellor's Office Consultation Council on March 17, 2016 to a positive reception<sup>7</sup>, but although the workgroup has continued to pursue and refine this proposal, no concrete action on the proposal has yet been taken; and

Whereas, With the implementation of AB 705 (Irwin, 2017), many colleges are exploring an expansion of noncredit offerings in order to more effectively serve students in need of additional assistance, but noncredit faculty are not included in the FON, and thus the FON creates a disincentive to hiring or assigning full-time faculty in an area of significant student need;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the Community College League of California, faculty union leadership, and other interested parties to redefine the Faculty Obligation Number in a way that includes noncredit faculty and that more effectively encourages and promotes the hiring of full-time faculty in order to make progress toward the legislative goal of 75% full-time faculty instruction.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Noncredit Committee

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<sup>7</sup> <https://www.asccc.org/sites/default/files/50-percent-Law-and-FON-Updated-Proposal.pdf>

## **8.0 COUNSELING**

### **\*8.01 F18 Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices**

Whereas, The Default Placement Rules in the AB 705 Implementation Memo, July 10, 2018<sup>8</sup> are based primarily on high school grade point average, and AB 705 (Irwin, 2017) and Title 5 §55502(i)<sup>9</sup> require colleges to use multiple measures for student assessment and placement; and

Whereas, AB 705 (Irwin, 2017) and subsequent Title 5 Regulations revisions will require changes within areas that fall under academic and professional matters, and such changes should be made in collegial consultation with local academic senates; and

Whereas, Title 5 §53200 requires the local governing board and its designee(s) to consult collegially with the local academic senate on all academic and professional matters, in particular curriculum, including establishing prerequisites, degree and certificate requirements, and standards or policies regarding student preparation and success;

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline and counseling faculty when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement.

Contact: Executive Committee

## **9.0 CURRICULUM**

### **\*9.01 F18 Degree and Certificate Awards in Response to the New Funding Formula**

Whereas, The Student Centered Funding Formula that was enacted by the Governor's 2018-19 Budget Trailer Bill on June 27, 2018<sup>10</sup> provides monetary incentives for college districts to award the Associate Degree for Transfer over a local associate degree, and when possible multiple degrees or certificates to a single student;

Whereas, The Student Centered Funding Formula may disadvantage smaller colleges that offer fewer local degrees or Associate Degrees for Transfer than larger colleges, as well as colleges that lack robust degree audit programs, as it will be more difficult to auto-award degrees and certificates;

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<sup>8</sup> [https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum\\_0\\_0.pdf](https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_0_0.pdf)

<sup>9</sup> [https://govt.westlaw.com/calregs/Document/I5D3FD35027D811E3A241A8038D8BCC68?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5D3FD35027D811E3A241A8038D8BCC68?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

<sup>10</sup> [http://dof.ca.gov/Budget/Trailer\\_Bill\\_Language/documents/CommunityCollegeStudent-FocusedApportionmentsFormula\\_001.pdf](http://dof.ca.gov/Budget/Trailer_Bill_Language/documents/CommunityCollegeStudent-FocusedApportionmentsFormula_001.pdf)



Whereas, For students transferring to the University of California, a private institution or an out of state institution, a local associate degree may provide better preparation than an Associate Degree for Transfer; and

Whereas, An increase in the number of degrees or certificates a student is awarded should indicate additional qualifications attained by the student that are above and beyond the qualifications a student would earn from a single degree or certificate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to support colleges to best meet the educational goals of students in both awarding associate degrees and, when appropriate, guiding students through transfer preparation when the University of California or California State University do not require an associate degree;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to provide guidance to colleges for awarding multiple degrees or certificates to a single student; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to advise local academic senates and curriculum committees about the effects on financial aid when auto-awarding degrees and certificates.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

#### **\*9.02 F18 Equalize Noncredit and Credit Curriculum Processes**

Whereas, The Curriculum Streamlining Processes,<sup>11</sup> announced in October 2016, to allow colleges to approve and offer curriculum more rapidly now permits colleges to self-certify curriculum for all credit courses, modified credit programs with the exception of Associate Degrees for Transfer, and new credit programs with a goal of local program with the exception of new career technical education (CTE) credit programs and apprenticeship;

Whereas, With the passage of AB 705 (Irwin, 2017) and the California Guided Pathways Award Program, colleges must be nimble and responsive to an increase in demand for noncredit course offerings; and

Whereas, The question, "Can a college require a noncredit support course?" that had a response of, "Yes, ..." in the *FAQ on AB 705*<sup>12</sup> from the California Community Colleges Chancellor's Office and the Academic Senate for California Community Colleges will lead to an increase in demand for noncredit course offerings;

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<sup>11</sup> [http://www.ccccurriculum.net/wp-content/uploads/2017/05/WhitePaperFinal\\_April2017.pdf](http://www.ccccurriculum.net/wp-content/uploads/2017/05/WhitePaperFinal_April2017.pdf)

<sup>12</sup> [https://asccc.org/sites/default/files/AB705\\_FAQ\\_030218\\_FINAL\\_2.pd](https://asccc.org/sites/default/files/AB705_FAQ_030218_FINAL_2.pd)

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to equalize noncredit and credit curriculum processes.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

### **9.03 F18 Local Adoption of the California Virtual Campus – Online Education Initiative Course Design Rubric**

Whereas, Online courses reviewed with the California Virtual Campus – Online Education Initiative (CVC-OEI) Course Design Rubric and offered through the CVC-OEI Course Exchange have a success rate 4.9 percentage points above the statewide average;<sup>13</sup>

Whereas, California Code of Regulations Title 5 §55206 maintains districts' local authority to determine if courses will “be provided through distance education”;<sup>14</sup>

Whereas, Resolution 9.01 S15 encourages “local senates to establish rubrics for online course standards”; and

Whereas, The CVC-OEI has indicated in its 5-Year Roadmap that local peer online course review is planned as an activity intended to increase course and degree completion;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, through their curriculum committees and online education committees, to adopt the CVC-OEI Course Design Rubric for local use and explore the development of local peer online course review.

Contact: Julie Oliver, Cosumnes River College, Online Education Committee

### **\*9.04 F18 Flexibility in Local Curriculum Submission Deadlines**

Whereas, Guidelines for AB 705 (Irwin, 2017) implementation were disseminated to the California community colleges July, 10, 2018,<sup>15</sup> and changes to Title 5 Regulations for compliance with AB 705 (Irwin, 2018) are expected no earlier than January 2019;

Whereas, Professional development opportunities regarding AB 705 (Irwin, 2017) are planned throughout fall 2018;

Whereas, Colleges must fully implement AB 705 (Irwin, 2017) by fall 2019, and many colleges have curriculum submission deadlines in September 2018 for courses to be

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<sup>13</sup> <http://ccconlineed.org/about-the-oei/governance/consortium-expansion/>

<sup>14</sup> [https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEBC02831C6D6C108E?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default))

<sup>15</sup> [https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum\\_0\\_0.pdf](https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_0_0.pdf)

offered in fall 2019, and more time may be needed in order for faculty to design innovative curriculum options in response to AB 705 (Irwin, 2017) and to meet the needs of diverse student populations; and

Whereas, The University of California and the California State University recently announced that they have extended the deadline for courses specifically related to the implementation of AB 705 (Irwin, 2017) in the areas of mathematics/quantitative reasoning and English composition/written communication for the University of California Transfer Course Agreement (UCTCA) until November 15, 2018, and for the Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education Breadth to March 1, 2019;

Resolved, That the Academic Senate for California Community Colleges encourage local curriculum committees to be flexible with curriculum submission deadlines; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their administrations and governing boards to be flexible with catalog and scheduling deadlines.

Contact: Executive Committee

## **15.0 INTERSEGMENTAL ISSUES**

### **\*15.01 F18 Support for University of California Associate Degrees for Transfer in Physics and Chemistry**

Whereas, The Academic Senate for California Community Colleges has demonstrated through previous positions (Resolutions 4.01 F17, 15.01 F17) the commitment to supporting the academic goals of students who seek a baccalaureate degree by transferring to universities;

Whereas, There have been long standing issues associated with Associate Degrees for Transfer (AD-T) to the California State University system for both chemistry and physics transfer students, including adequate course preparation for junior-level status; and

Whereas, A joint collaboration between the Academic Senate for Community Colleges and the University of California Academic Senate (UCAS) has resulted in proposed University of California (UC) AD-Ts in both chemistry and physics that are aligned with the expectations of undergraduate preparation in those degrees<sup>16</sup> and include guaranteed admission to the UC system with all UC campuses committed to participate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the University of California

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<sup>16</sup> [https://asccc.org/sites/default/files/UC%20Pathways\\_Physics\\_Template%20-%20edited%209-4-18.pdf](https://asccc.org/sites/default/files/UC%20Pathways_Physics_Template%20-%20edited%209-4-18.pdf)  
[https://asccc.org/sites/default/files/UC%20Pathways\\_Chemistry\\_Template\\_edited9.4.18.pdf](https://asccc.org/sites/default/files/UC%20Pathways_Chemistry_Template_edited9.4.18.pdf)

Academic Senate (UCAS) to offer by fall 2019 these UC Associate Degrees for Transfer in Physics and Chemistry.

Contact: Rebecca Eikey, Executive Committee

## **17.0 LOCAL SENATES**

### **\*17.01 F18 Guided Pathways, Strategic Enrollment Management, and Program Planning**

Whereas, Previous resolutions and papers from the Academic Senate have encouraged faculty participation in curriculum development, program planning, enrollment management, and scheduling;<sup>17</sup>

Whereas, California Community Colleges Guided Pathways is intended to create a sustainable framework for institutions to develop local implementations that serve the needs of all students in helping them identify and meet their educational goals;

Whereas, Availability of courses and programs in conjunction with the time and place they are offered represents key factors that directly impact the success of students; and

Whereas, Colleges have traditionally developed schedules by disciplines or departments in contrast to considerations across disciplines and across general education;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to review the faculty representation on enrollment management committees to include broad representation, program expertise, and general education experts; and

Resolved, That the Academic Senate for California Community Colleges update the paper *Enrollment Management Revisited* (2009) in light of the new Student Centered Funding Formula, Guided Pathways, and the implementation of AB 705 (Irwin, 2017) and bring the updated paper to the Spring 2020 Plenary Session for adoption.

Contact: Dolores Davison, Executive Committee

### **\*17.02 F18 Establish Local Open Educational Resources Liaisons**

Whereas, The Academic Senate for California Community Colleges will be initiating a five-year open educational resources (OER) initiative in spring 2019 that will provide OER-related support and resources to the colleges and gather data from the colleges related to OER use and challenges;

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<sup>17</sup> <https://www.asccc.org/resolutions/faculty-involvement-scheduling-courses>  
[https://asccc.org/sites/default/files/ClassCapsS12\\_0.pdf](https://asccc.org/sites/default/files/ClassCapsS12_0.pdf)  
[https://www.asccc.org/sites/default/files/publications/Enrollment-Mgmt-Spring09\\_0.pdf](https://www.asccc.org/sites/default/files/publications/Enrollment-Mgmt-Spring09_0.pdf)  
<https://www.asccc.org/resolutions/adopt-enrollment-management-revisited>  
<https://www.asccc.org/resolutions/course-development-and-enrollment-management>

Whereas, Research has shown that access to and use of textbooks and ancillary materials are correlated with successful course completion by students, and students postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion;

Whereas, Various college-level OER funding opportunities have required the establishment of a local point-person to coordinate such efforts, and the Academic Senate for California Community Colleges has urged local senates to be involved in the process for appointing individuals to such positions (Resolution 19.10 S16);

Whereas, The OER initiative plan developed by the Academic Senate for California Community Colleges proposes to further OER use by providing centralized support for local OER efforts, and that support must be informed by local needs and effectively disseminated at the colleges;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a local OER point-person to act as a liaison to facilitate OER-related communication between the college and the Academic Senate for California Community Colleges.

Contact: Michelle Pilati, Rio Hondo College, OER Task Force

## **18.0 MATRICULATION**

### **\*18.01 F18 Guided Self-Placement**

Whereas, The implementation of California Community Colleges Guided Pathways depends upon students making important decisions about their own future including students identifying their educational goals, understanding different pathway options, and analyzing different coursework to navigate their education;

Whereas, Research indicates that students who engage metacognitively with their learning are more likely to persist, succeed in coursework, and complete;<sup>18</sup> and

Whereas, Students have a right to select their own educational pathway and deserve adequate information with clear guidance to assist them with making informed decisions;

Resolved, That the Academic Senate for California Community Colleges make available to colleges guided self-placement strategies including a variety of options that support the success of California community college students; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to implement policies that give all students access to the local guided self-placement process.

Contact: Janet Fulks, Bakersfield College, Guided Pathways Task Force

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<sup>18</sup> Duckworth, A (2016), *Grit: The Power of Passion and Perseverance*; Dweck, C and Gavin, M (2009) *Mindset: The New Psychology of Success*

## **19.0 PROFESSIONAL STANDARDS**

### **\*19.01 F18 Encourage Dialog about Equivalency Practices**

Whereas, Use of equivalency is required by California Education Code §87359, and the “agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications”;

Whereas, The subjective nature of evaluating a candidate’s experience and training against the degrees and professional experience required to meet minimum qualifications makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal academic education, especially in career technical education disciplines where industry professionals may be experts in their field without having completed an associate’s degree;

Whereas, equivalency processes at California Community Colleges are locally established, vary widely, and may or may not include a means for evaluating equivalency to the associate’s degree, particularly the general education component; and

Whereas, Resolution 10.05 S17 called for the Academic Senate for California Community Colleges “to develop and disseminate resources that empower local senates to evaluate and assess” the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation;

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to review proposed equivalency resources, collect feedback, and make revisions as needed to ensure the finished resources meet the needs of local senates; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office in Spring 2019 to facilitate dialog among senates and equivalency committees about equivalency practices and about determining equivalencies to the associate’s degree.

Contact: Cheryl Aschenbach, Executive Committee

**Academic Freedom**

Date Adopted:	7/9/1985
Date Revised:	6/14/2016
Date Reviewed:	6/14/2016
References:	Accreditation Standard I.C.7 (formerly II.A.7); Title 5 Section 51023

**DEFINITION**

Academic Freedom is the freedom and duty of professionally qualified persons to inquire or investigate, to discuss, publish or teach the truth as they see it in line with the tools of their discipline, subject to no religious or political control or authority, except the control of standards of professional ethics or the authority of the rational methods by which truths and conclusions are established in the disciplines involved. Both the protection of academic freedom and the requirements of academic responsibility mentioned in this Board Policy apply not only to the full-time probationary and the tenured teacher but also to all others, such as part-time teachers and teaching assistants who exercise teaching responsibilities.

**PHILOSOPHY STATEMENT**

Sierra College supports the American Association of University Professors (AAUP) Statement of Principles on Academic Freedom and Tenure, both the rights and duties specified therein. The philosophy statement that follows reiterates the principles specified in the AAUP Statement.

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free speech for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

- a) The teacher is entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

b) The teacher is entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject. The intent of this statement is not to discourage what is “controversial.” Controversy is at the heart of free academic inquiry. Indeed, there would be no need for an Academic Freedom policy to protect teaching of the uncontroversial. This passage serves to underscore the need for teachers to avoid persistently intruding material that has no relation to their subject and hence cannot be in line with the tools of their discipline.

c) The college teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When they speak or write as a citizen, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As a person of learning and an educational officer, they should remember that the public might judge their profession and their institution by their utterances. Hence an individual should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not an institutional spokesperson.

Other duties correlative with the rights of Academic Freedom include the following:

a) While the teacher has the duty to design assessments to measure a student’s mastery of course content, s/he must recognize and respect the distinction between the student’s mastery of course content and the student’s freedom of belief. Teachers assess student learning for mastery of course content. Decisions as to course content and quality of scholarship are to be made by reference to the standards of the academic profession, as interpreted and applied by the community of scholars who are qualified by expertise and training to establish such standards. A student’s freedom of belief references an individual student’s subjective decision to agree or disagree with the curricular content of a particular course within a broader academic discipline. Instructors have a duty to enhance student learning by assessing mastery of course content but have no authority to compel student belief.

b) The College has a duty to adopt a student grievance policy for instances where a student believes her/his rights to have been violated. Sierra College has adopted a student grievance policy and this policy is readily available to all students in the “Student Rights and Responsibilities Handbook.” College employees have a responsibility to educate students about the grievance policy and to facilitate the student grievance process.



**ACADEMIC FREEDOM**

The Contra Costa Community College District affirms its belief in the academic freedom of faculty, management and students to teach, study, conduct research, write and challenge viewpoints without undue restriction.

Members of the college faculty are citizens, members of a learned profession and representatives of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning with institutional affiliations, they should remember that the public may judge their profession and institution by their statements. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinion of others, and make every effort to indicate that they are not expressing their institution's views.