De Anza Senate Notes on ASCCC Spring 2025 Plenary Resolutions

Each resolutions resolved statements are summarized below and are followed by any comments that the Senate President had to add with regards to context or recommendations.

Common acronyms:

ASCCC: Academic Senate for California Community Colleges, our state-wide academic senate.

CCCs: California Community Colleges

CCCCO: California Community College Chancellor's Office

101: Curriculum

1. **Addressing Barriers to Articulation**
   The ASCCC will work with system partners (UCs and CSUs) to reimagine the articulation process to support Course Identification Numbering (C-ID) and common course numbering and advocate for improved transparency, consistency, and timelines in articulation decisions.

   President Comment: The introduction of common course numbering (CCN) in addition to C-ID, as well as other recent curricular updates and mandates such as ethnic studies requirements have made articulation more complicated. CCN in particular has moved the Community Colleges collectively toward common articulation of courses in the CCN portfolio, necessitating a reexamination of current processes.

2. **California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses**
   ASCCC will work with system partners to ensure that any course articulated to the CSUs or UCs that is approved for ethnic studies GE or graduation requirements will be automatically approved for Cal-GETC Area 6 (Ethnic Studies).

   President Comments: This is a resolution I'm troubled to find we need. You would think that ethnic studies courses that articulate to UCs/CSUs would of course meet the GE requirement for ethnic studies in Cal-GETC, but that is not the case. This area in particular has been one of the most frustrating to deal with for many of our ethnic studies faculty.

3. **Honoring Approved IGETC Lists for Cal-GETC**
   This resolution seeks to ensure that students that completed IGETC requirements have those accomplishment properly recognized under Cal-GETC and to maintain transfer rights in a transparent and clear manner.

   President Comments: This one strikes me as being aimed at making sure that none of our

students slip through the cracks as we continue to transition to Cal-GETC as our new unified transfer pattern.

102: Degree and Certificate Requirements

None

103: Grading Policies

1. **Advancing Credit for Prior Learning (CPL) in Alignment with the CCCCO Vision 2030 (Apprenticeships, Veterans Sprint, and Rising Scholars)**
   This resolution supports the expansion of the Chancellor's Office Apprenticeship Sprint initiative, advocates for expanding and streamlining credit for prior learning initiatives and recognizes the prior learning of system-impacted students.

   President Comments: Nothing really to add here. This is a broad resolution looking to support a variety of students.

2. **Enhancing Student Mobility: Credit for Prior Learning (CPL) and Transcript Reciprocity Among California Community Colleges**
   This resolution seeks to support the development of a standardized transcript reciprocity policy within the community college system aligned with the CSUs and to encourage the UCs to adopt a similar policy.

   President Comments: Credit for Prior Learning (CPL) can require additional review of underlying materials after a students transfers. In other words, the credit on their De Anza transcript might not actually exist after they transfer to a CSU or UC, requiring them to spend more time and money to complete those previously credited units. While the CCCs cannot dictate these policies to our system partners, we can advocate for change via the ASCCC

3. **Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)**
   This resolution recommends to each CCC that they remove residency requirement for CPL.

   President Comments: Some CCCs require that students be enrolled for a certain time period or attain a baseline number of units prior to awarding CPL. This can delay student progress toward degree or certificate completion

4. **Eliminating Financial Barriers: No Fees for Credit by Exam for Credit for Prior Learning (CPL)**
   This resolution recommends that CCCs do not charge any fees for credit by exam/exam-based credit for prior learning awards.

   President Comments: Similar to the prior resolution, this one seeks to remove barriers for awarding CPL to students. Unlike the prior one, the act of awarding CPL via exam requires faculty

work. Imagine being asked to grade 15 extra exams each quarter from students looking for credit for classes they already took or skills they already have. It is an open question how colleges will support that work within their current budgets, particularly as we receive no apportionment for credit by exam.

104: Educational Program Requirements

1. **Reimagining Transfer Alignment Efforts**
   The ASCCC will work with system partners to design an alternative to the ADT (associate degree for transfer) for high-unit science and technology degrees that includes guaranteed admission and major preparation by both CSUs and UCs

   President Comments: Many high-unit science and technology degrees are still not viable/allowed under the current ADT requirements as they contain too many units of major prep classes to also allow necessary GE units to be completed under the unit cap. A lot of STEM programs in particular are tired of waiting, particularly as being unable to offer an ADT limits the ability to offer any local degrees. This also has a funding impact under the Student Centered Funding Formula.

105: Student Preparation and Success

1. **Catalog Rights for Dual Enrollment Students**
   ASCCC will advocate that dual enrolled students establish catalog rights during their first term of attendance at a CCC. There is one proposed amendment to this resolution that clarifies the "first term of <u>transcriptable</u> attendance."

   President Comments: Catalog rights are important as degree and transfer requirements can change over the course of a student's educational journey. This resolution seeks to advocate for not moving/changing the goalposts for students that start their college work as a dual enrolled student.

106: Governance Structures

None

107: Accreditation

None

108: Professional Development

1. **Fraudulent Bot Enrollments in California Community Colleges Courses**
   This resolution commends the ASCCC for its current efforts to mitigate enrollment fraud, calls for the CCCCO to increase efforts to supply system-wide solutions, and to provide faculty with professional development on detecting fraudulent enrollments.

   There is one amendment that clarifies one of the whereas statements and adds a second resolved asking the CCCO to assess the extent to which fraudulent enrollments are impacting apportionment.

   President Comments: Many colleges across the state are struggling with fraudulent enrollments. FHDA is lucky to have invested in and adopted a system that has helped us mitigate a lot of our ongoing fraud, but many colleges do not have access to these resources. This resolution is advocating for system-wide solutions to a system-wide problem.

109: Program Review

None

110: Institutional Planning and Budget Development

None

111: Academic Senate for California Community Colleges

1. **Update the ASCCC Document, "Standards of Practice for California Community College Counseling Faculty and Programs**
   This resolution directs ASCCC to update the referenced document in order to provide guidance to CCCs.
   Presidents Comments: None

2. Senator Emeritus for **Dr. Matthew "Matt" Merrill Clark (Posthumous)**
3. **Senator Emeritus for Dr. Peter John Stanskas (Posthumous)**
   These two resolutions bestow Senator Emeritus status posthumously on two supporters of ASCCC and its mission. Personally, John Stankas was one of the first "experts" I interacted with at my first ASCCC event. I found him to be knowledgeable, kind, and welcoming to all faculty looking to support their college missions and student success. He passed way recently and will be dearly missed in our community.

4. **Support of Sanctuary Campus Designations**
   This resolution recommends that all community colleges in the state designate themselves

Sanctuary Campuses/Districts and to provide professional development opportunities and guidance to faculty on adopting these designations.

President Comments: Hell yeah! Let's take what we accomplished at FHDA and move it system wide. The more of us that stand together, the stronger we are. It is important to note that not all colleges will likely be able to adopt these designations as they do not all exist in communities that are supportive of these ideals. The importance of encouraging all of them to do so remains.

5. **Advocating for the Inclusion of California Community Colleges Classified Senates in Title 5**
   This resolution seeks to recognize and advocate for the work of Classified Senates across the state and to formally recognize them as an integral part of our governance systems in Title 5. Furthermore, it seeks to establish the Classified Senate of California Community Colleges to complement the ASCCC.

   President Comments: Why wouldn't we do this? Our classified colleagues are integral to our mission of supporting student success and we should be supporting the elevation of the Classified Senates to the same level as the Academic Senates in representing and advocating for the interests of our classified colleagues.

6. **Unapologetic Commitment to IDEAA and Academic Freedom**
   No summary does this justice:
   Resolved, That the Academic Senate for California Community Colleges urge local academic senates to resist efforts to diminish or eliminate inclusion, diversity, equity, anti-racism, and accessibility initiatives within their 10+1 purview; and

   Resolved, That the Academic Senate for California Community Colleges affirms the indivisible nature of academic freedom and inclusion, diversity, equity, anti-racism, and accessibility (IDEAA), upholding faculty rights to teach, conduct research, and participate in professional discourse on IDEAA matters free from threats of political mischief, suppression, or institutional retaliation.

   This stands on its own. I suggest we support it.

7. **Laboratory Faculty and College Governance**
   This resolution asserts that differentiating between lecture and lab compensation is outdated and not pedagogically grounded and recommends that colleges prioritize eliminating this historical inequity. Furthermore, it directs the ASCCC to investigate how load differences in lecture and lab assignments impacts recruitment, hiring, and retention of faculty in disciplines with laboratory instruction.

   President Comments: De Anza has lecture and lab parity, but not all colleges do. I support this resolution strongly as a faculty member in a lab discipline and believe we should support this change across the state.

8. **Establishing a California Community Colleges AI Commons**
   This resolution seeks to make AI resources available to all CCCs within an "AI Commons," and to clearly place the governance, content curation, and educational frameworks under faculty purview.

   President Comments: Again, many smaller colleges are not able to leverage newer AI tools on their own. Creating a state-wide initiative would provide access more equitably while also creating a space for discussion, training, and innovation.

9. **Supporting a United Faculty Workplace for California Community Colleges**
   This resolution seeks to support PT faculty by supporting legislative action that supports the "united faculty model" across the state, ensuring equitable access to job security, professional development opportunities, and the ability

   President Comments: The whereas statements of this one contain a lot of good background and linked references on this topic. I suggest checking them out. This resolution takes major issue with the two-tier faculty system in the CCCs and seeks to address that by advocating for significant systemic change.

112: Hiring, Min Quals, Equivalency, and Evaluations

1. **Disciplines List – Art**
2. **Disciplines List – Physical Education (Adapted)**
3. **Disciplines List – Brewing, Fermentation, and Distillery Sciences**
   These resolutions all update existing disciplines with the alterations listed. Faculty in these areas should review them and pass along any comments directly to your Senate Leadership.

113: Legislation and Advocacy

1. **Advocating for a 21st Century Ralph M. Brown Open Meeting Act**
   Seeks to update Brown Act to allow for more flexible teleconferencing options and advocate for policy changes that expand remote participation options.

   President Comments: There is a lot of desire across CCCs to update the Brown act to limit or eliminate requirements for in person attendance and make it easier to attend and participate remotely. There has likewise been a lot of push back against this.

2. Revising SCFF Metrics to Better Serve All Students
   Seeks to update the Student Centered Funding Formula to recognize broader definitions of success, explore alternate funding metrics, analyze equitable outcomes under the SCFF, and promote student-centered policies that support part-time learners and working adults.

   President Comments: The SCFF is complex and only just really being implemented. There are a number of areas in which it could be examined and potentially modified.

114: Consultation with the Chancellor's Office

1. **Empowering Faculty Voice in Rising Scholars Programming**
   This resolution seeks to support and expand the Rising Scholar's program, to clarify that CCCCO support includes faculty coordination for rising scholars programs, and provide professional development that explains and supports the Rising Scholar's program.

   President Comments: Rising Scholars is an important equity-grounded program aimed at helping some of our most impacted students. It is important to provide tools to colleges to engage in and support this program. It is also important to understand the funding model for these students and to make sure those funds are appropriately directed back into the program.

2. **Advocating for Systemwide Access to AI Tools and Training**
   This resolution pairs somewhat with the earlier AI resolution in seeking to establish systemwide access to AI tools, training, and professional development support for faculty.

   President Comments: Much the same as the previous one, this is a resolution aimed at providing equitable access to and training for emerging AI tools and best practices surrounding their use. Whereas the previous resolution was directed to the ASCCC, this one is more focused on the Chancellor's office.

3. **Clarification of Noncredit Alternative Attendance Accounting Procedure for Asynchronous Classes**
   This resolution seeks to update and clarify attendance regulations around asynchronous non-credit classes, ensure that non-credit faculty are involved in the discussions, and to provide clear guidance to colleges on the accounting methods employed.

   President Comments: Attendance accounting is complex and sometimes contradictory. This resolution seeks to standardize the methods used for asynchronous non-credit classes with other types of courses across various modalities. There are likely complexities here I am not familiar with, and I encourage you to share any thoughts or experience you have.

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