

01 | Gathering Data on Local Academic Senate Leadership Release Time, Compensation Structures, and Governance Responsibilities

Whereas, Local academic senate presidents and leadership teams play critical roles in shared governance, accreditation, institutional planning, faculty consultation, and the local coordination of statewide initiatives affecting academic and professional matters; and

Whereas, Local academic senate presidents and leadership teams are expected to fulfill a broad range of responsibilities related to shared governance, accreditation, institutional planning, faculty consultation, and statewide initiatives, yet the release time and support provided for these responsibilities vary considerably across the California Community Colleges; and

Whereas, Release time, reassigned time, stipends, and other forms of compensation provided to local academic senate leaders differ significantly among colleges and districts, often without readily available statewide data to support informed local discussions; and

Whereas, Access to comprehensive information regarding local academic senate leadership structures, release time allocations, committee responsibilities, and institutional characteristics would assist local senates, collective bargaining units, and college administrations in evaluating workload expectations and promoting equitable support for faculty governance leadership;

Resolved, That the Academic Senate for California Community Colleges survey local academic senates regarding academic senate leadership structures and compensation,¹ and compile and publish the survey findings in a format accessible to local senates and faculty leaders; and

Resolved, That the Academic Senate for California Community Colleges develop informational resources and recommendations that support equitable and sustainable

¹ Survey topics may include but are not limited to: release time or reassigned time provided to senate presidents and other senate officers; stipends or other forms of compensation associated with senate service; core senate leadership positions and organizational structures; committee assignments and governance responsibilities carried by senate leaders; and institutional characteristics such as college size, full-time and part-time faculty counts, and district configuration.

faculty governance leadership structures throughout the California Community Colleges system.

Victoria Bañales, Cabrillo College

02 | Improve Access to Presentation Materials at ASCCC Plenary Sessions

Whereas, ASCCC plenary sessions provide delegates and attendees with information necessary to engage in informed discussion, participate effectively in governance processes, and understand emerging issues affecting California Community Colleges; and

Whereas, Presentation slides and supporting materials are often made available only after plenary sessions have concluded, limiting attendees' ability to review information during presentations and reducing opportunities for effective note-taking, accessibility, and engagement; and

Whereas, Many attendees currently rely on screenshots, photographs, or hurried note-taking to capture information presented during sessions, which may distract from active participation and may not provide equitable access to presentation content; and

Whereas, Providing presentation materials before or during plenary sessions through the ASCCC website or through multiple readily accessible formats would support accessibility, improve information retention, facilitate engagement, and allow attendees to follow presentations using the devices most convenient for them;

Resolved, That the Academic Senate for California Community Colleges encourage presenters, whenever feasible, to submit presentation slides and supporting materials in advance of plenary sessions; and

Resolved, That the Academic Senate for California Community Colleges make plenary presentation materials available to attendees on the ASCCC website before or during the corresponding sessions whenever practicable, rather than solely after the sessions have concluded; and

Resolved, That the Academic Senate for California Community Colleges explore providing presentation materials through multiple access methods, including direct

access through the plenary website and downloadable formats, in order to improve accessibility and usability for attendees using a variety of devices and technologies.

Victoria Bañales, Cabrillo College

03 | Recognize Outgoing Local Academic Senate Presidents and Officers at ASCCC Plenary Sessions

Whereas, Local academic senate presidents and officers devote substantial time and effort to advancing faculty voice, shared governance, and academic and professional matters at their colleges and districts; and

Whereas, Service in academic senate leadership often requires significant commitments beyond regular faculty responsibilities, including participation in governance committees, statewide initiatives, accreditation efforts, and faculty advocacy; and

Whereas, For many local academic senate presidents and officers, a final plenary session represents the culmination of years of service, professional growth, and engagement with colleagues across the state, providing a meaningful occasion for recognition and appreciation; and

Whereas, Public recognition of outgoing senate leaders can foster a culture of appreciation, encourage future leadership participation, and strengthen connections among local senates throughout the California Community Colleges system;

Resolved, That the Academic Senate for California Community Colleges establish a practice of recognizing outgoing local academic senate presidents and other designated senate officers at each plenary session²; and

Resolved, That the Academic Senate for California Community Colleges develop a simple and sustainable process through which outgoing local academic senate presidents and other officers may be identified and appropriately recognized during plenary sessions.

² Such recognition may include inviting outgoing leaders to stand or come forward during a plenary general session, presenting certificates of appreciation, acknowledging years of service, or utilizing other appropriate forms of recognition.

04 | Supporting Artificial Intelligence Literacy in California Community Colleges

Whereas, the rapid evolution of generative and agentic artificial intelligence has led to Anthropic and OpenAI's former researcher Jacob Coxon[1] publicly urging greater regulation of artificial intelligence's self improving superintelligence capabilities, further bolstering the California Community Colleges Chancellor's Office's identification of AI literacy as a systemwide priority, where AI literacy is defined as the ability to understand how AI operates, critically evaluate AI-generated information, use AI responsibly and ethically, and adapt as AI technologies evolve, and this systemwide priority demands an interdisciplinary integration of AI literacy across teaching, operations, and governance, in order to prepare students to understand, evaluate, and responsibly engage with evolving AI technologies (CCCCO, 2026)[2];

Whereas, Title 5 § 55060, Philosophy and Criteria for the Associate Degree and General Education, establishes an appropriate framework for incorporating AI literacy into general education through the competencies applicable across higher education, including critical thinking, effective oral and written communication, quantitative reasoning, understanding disciplinary modes of inquiry, awareness of cultures and times, ethical reasoning, and understanding the modern world[3];

Whereas, Title 5 §§ 55061 and 55062 establish requirements for the associate degree and general education, including the applicable general education requirements for the associate degree, and adding additional units to degree requirements may increase students' unit accumulation, costs, and time to completion[4] (Cal. Code Regs., tit. 5, §§ 55061–55062);

Whereas, there is a critical shortage of college instructional designers, online education coordinators, learning labs and other forms of institutional support systemwide to assist local academic senates and curriculum committees in ensuring that there are multiple curricular pathways through which students may develop and demonstrate AI literacy, a shortage that is even more dire given that AB 2392 was recently signed into law by Governor Newsom[5], a law requiring colleges to provide AI literacy training for students for “any procured GenAI systems,” which includes the Systemwide tools that the

Chancellor's Office procured for community college employees and students systemwide;

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the California Community Colleges Curriculum Committee (5C) through the consultation process to recommend revisions to Title 5 §§ 55060–55062 and other applicable regulations governing the associate degree and general education to explicitly recognize artificial intelligence literacy as a component of general education;

Resolved, that the Academic Senate for California Community Colleges recommend that any revisions to Title 5 related to incorporation of artificial intelligence literacy not increase the minimum number of general education units or the total units required for an associate degree;

Resolved, that the Academic Senate for California Community Colleges, in consultation with system partners, advocate for artificial intelligence literacy as an interdisciplinary competency that may be developed and demonstrated through courses across multiple disciplines and general education areas, rather than as a requirement assigned exclusively to a single discipline or requiring completion of a stand-alone artificial intelligence course; and

Resolved, that the Academic Senate for California Community Colleges work with system partners to develop guidance and advocate for secure faculty professional learning resources such as direct funding support to local districts for instructional designers, online education coordinators, and other forms of institutional support.

Contact: Dr. Karen Chow, De Anza College, Area B

[1] <https://www.nytimes.com/2026/09/09/technology/anthropic-researchers-raise-alarm.html>

[2] California Community Colleges Chancellor's Office. (2026). Developing AI literacy across the California Community Colleges. Memorandum. [Source](#)

[3] California Code of Regulations, title 5, § 55060. Philosophy and criteria for the associate degree and general education. [Source](#)

[4] California Code of Regulations, title 5, § 55061. Associate degree course requirements. [Source](#)

California Code of Regulations, title 5, § 55062. Conditions for awarding the associate degree. [Source](#)

[5] AB 2362 was signed in law on September 30, 2026:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202520260AB2392

Academic Senate for California Community Colleges. (2002). Information competency: Challenges and strategies for development. Academic Senate for California Community Colleges. [Source](#)

05 | Clarifying math expectations of transfer students

Whereas, California Education Code Section 51224.5¹ requires only that, “before receiving a diploma of graduation from high school, a pupil shall complete at least one course ... that meets or exceeds the rigor of Algebra I or Mathematics I”;

Whereas, The University of California Board of Admissions and Relations with Schools issued a Statement on Basic Math for all Admitted UC Students² in 2013, which states that, “all students must complete the basic mathematics defined by the college-ready standards of the Common Core State Standards for Mathematics (CCSSM) prior to enrolling in a UC-transferable college mathematics or statistics course,” college-ready standards that span the high school mathematics sequence and thus extend beyond the requirements for high school graduation under Education Code section 51224.5;

Whereas, The Intersegmental Committee of the Academic Senates published in 2025 a Statement on Competencies in Mathematics Expected of Entering College Students³, which outlines competencies including topics beyond those required for high school graduation under Education Code section 51224.5;

Whereas, California Education Code Section 78213⁴, as amended by Assembly Bill 1705 (2022, Irwin), requires that “California community colleges shall place and enroll students into transfer-level mathematics or English coursework that satisfies a requirement of the student’s intended certificate or associate degree or a requirement for transfer within their intended major”

Resolved, That the Academic Senate for California Community Colleges affirm that clarity is needed regarding whether the mathematics competencies expected by the University of California Board of Admissions and Relations with Schools and the Intersegmental Committee of the Academic Senates can be demonstrated under the placement and enrollment requirements of Education Code Section 78213; and

Resolved, That the Academic Senate for California Community Colleges request that the

University of California Board of Admissions and Relations with Schools and the Intersegmental Committee of the Academic Senates identify the specific mathematics competencies expected of entering transfer students, and indicate which, if any, of those competencies are not ensured by direct placement into transfer-level coursework.

Contact | Michael H. Peterson, Las Positas College

¹ [California Education Code Section 51224.5](#)

² [Statement on Basic Math of all Admitted UC Students](#)

³ [Statement on Competencies in Mathematics Expected of Entering College Students](#)

⁴ [California Education Code Section 78213](#)

06 | Revisiting default placement rules for math

Whereas, In July 2018, the Academic Senate for California Community Colleges released, jointly with the California Community College Chancellor's Office, Memo AA 18-40¹, which established default placement rules for math pathways based on high school grade point averages;

Whereas, Grade inflation at the high school level has been reported nationwide², with the most significant increase occurring between 2018 and 2021;

Whereas, Existing peer-reviewed research on the efficacy of placement measures for specific mathematics courses has largely been conducted at individual institutions outside the California Community College system³, and comparable research within the system remains limited; and

Whereas, Title 5 of the California Code of Regulations section 55522 requires districts adopting local placement methods to "report to the Chancellor on the method's efficacy" within two years and to "minimize disproportionate impacts on students caused by traditional placement practices"⁴, and the Academic Senate for California Community Colleges affirmed in Resolution 18.01 F20⁵ that "all placement methods, including the California Community Colleges Chancellor's Office 'default placement rules,' must be evaluated regularly for efficacy and bias"

Resolved, That the Academic Senate for California Community Colleges communicate to the California Community College Chancellor's Office and interest holders the need to revisit the default placement rules outlined in Memo AA 18-40; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with the California Community College Chancellor's Office, establish by spring 2027 a standing process that includes participation of discipline faculty to evaluate the default placement rules in Memo AA 18-40 for efficacy and bias on a regular cycle using recent student outcome data, and

to review current research and innovations in student placement as part of that cycle.

¹ [Memo AA 18-40](#)

² Sanchez, E. and Rael Moore (2022). [Grade Inflation Continues to Grow in the Past Decade](#). ACT Education Corp.

³ O'Sullivan, M. E., & Hasenstab, K. (2024). Aleks PPL Scores as a Predictor of Success in Calculus. PRIMUS, 34(10), 1025–1049. <https://doi.org/10.1080/10511970.2024.2411054>

⁴ [Title 5 of the California Code of Regulations section 55522](#)

⁵ [Resolution 18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways](#)