

Report-Out on Key Fall 2025 ASCCC Plenary Resolutions

Summary

The Fall 2025 Plenary demonstrated clear statewide alignment around student equity, academic freedom, and faculty leadership. Delegates took strong positions on assessment practices, protections for undocumented students, faculty safety, CCN prerequisites, and AI literacy, areas where clarity and consistent guidance have been greatly needed. De Anza and Foothill voted in close alignment throughout, reflecting shared values and a strong commitment to student-centered, equity-minded policy.

The Fall 2025 Plenary centered on five major themes: reaffirming faculty primacy amid systemwide pressures (CCN, Cal-GETC, AI); strengthening student access and equity, especially for undocumented students; urgently addressing faculty safety and academic freedom in a polarized climate; preparing the system for AI through structured literacy, PD, and possible Title 5 changes; and calling for better coordination, transparency, and implementation from the CCCCCO. Collectively, the resolutions chart a direction that supports faculty leadership, protects vulnerable students, and builds system capacity during rapid technological and political change.

+103.01 F25 Opposing the Use of Online Test Proctoring

This was one of the most debated resolutions of the plenary. Delegates voted to split the resolves, and the first resolve—opposing online proctoring outright—failed due to concerns about accreditation, licensure, and discipline-specific needs. The remaining three resolves, which focused on equity, privacy, and encouraging alternative assessments, all passed. De Anza and Foothill voted Yes on the split, No on the first resolve, and Yes on the others. The system is clearly moving toward more humane, non-surveillance-based assessment practices while allowing necessary flexibility.

+105.03 F25 Support for SB 98 (Pérez) and Undocumented Students

This resolution passed by acclamation, showing overwhelming statewide solidarity. Emotional testimony underscored the climate undocumented students face and reinforced the urgency of establishing clear campus safety, communication, and re-enrollment protocols. Colleges now need to begin preparing for SB 98 implementation with guidance from the CCCCCO.

+110.01 F25 Protocols for Faculty Facing Threats or Social Media Harassment

Delegates expressed deep concern about the rise in threats, intimidation, and targeted online harassment directed at faculty often tied to politically charged climates and public-facing academic work. Many colleges lack coordinated, transparent response structures, leaving faculty vulnerable and unsupported. A key debate centered on the amendment to change the directive from “direct colleges” to “support colleges.” While ASCCC does not have authority to *direct* districts, many delegates argued passionately for retaining stronger language as a necessary statement in these political times. Ultimately, the original “direct” language passed, with the shared expectation that ASCCC, the CCCCCO, and collective bargaining units will work together to ensure consistent, protective, and faculty-centered threat-response protocols across the system.

#101.03 F25 Delay Template Release Without Prerequisite Research

A significant win for curriculum integrity. This resolution reinforces that prerequisites are local, faculty-driven decisions, particularly important in STEM where prep and sequencing vary widely. It warns against forcing artificial prerequisite alignment through CCN templates and instructs the ASCCC to recommend the CCCCCO delay template release when statewide differences are substantial. The system must first collect data on prerequisites and articulation before deciding next steps. This prevents unintended impacts on access, equity, and transfer.

+102.04 F25 Support for AI Literacy Integration in GE and Workforce Programs

A forward-looking resolution that addresses the lack of consistent guidance, training, and standards around AI. It defines AI literacy, reinforces that AI integration is a faculty-led 10+1 responsibility, and responds to uneven readiness across colleges. The resolution directs ASCCC to:

1. advocate for systemwide faculty AI PD resources,
2. establish a statewide faculty taskforce to draft model AI literacy language by Fall 2026