1/30/22

Resolution for Faculty Participation in the Creation of Class Caps for Community College Departments andCourses

Whereas, Previous ASCCC plenaries have recognized that class caps are maximum student enrollment limits specified for each class, and class cap determinations have sometimes been made inconsistently on the basis of classroom size and other arbitrary factors;

Whereas, Even though California Community Colleges are functioning under a new funding formula that also binds student attainment to funding, most colleges still rely too heavily on an enrollment strategy that chases FTES by foregrounding perceived notions of efficiency and productivity;

Whereas, Pedagogical practices that foreground Diversity, Equity, and Inclusion thrive in an environment that humanizes the student/teacher relationship and allows the space for the building of trust, community, and unity— conditions that require both time and space to achieve, and are antithetical to the "full classrooms" strategy of enrollment,

Whereas, Faculty members who practice pedagogies foregrounding Anti-Racism, Diversity, Equity, and Inclusion work hard to cultivate relationships of trust and learning with their students and community, and should be able to have a hand in deciding what constitutes a "full class" for the sake of true learning and educational connection,

Resolved, Peralta District Academic Senate recommends that discipline faculty in their respective divisions participate in determining class caps for each of their courses based on pedagogical, health, and safety factors, such as but not limited to the methods of instruction, course modality, objectives and outcomes of the course, and the assessment methods as established on the Course Outline of Record (COR), and

Resolved, Peralta District Academic Senate and its constituent campus academic/faculty senates will work jointly with collective bargaining agents to see these changes codified as policy in their collective bargaining agreement.