

54th FALL SESSION RESOLUTIONS

***FOR DISCUSSION ON THURSDAY,
NOVEMBER 7, 2019***

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.

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

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 #.

- *3.05 F19 Acknowledge Extended Opportunity Programs and Services' 50 Years of Student Success
- *9.02 F19 Inclusion of Course Identification Numbers (C-ID) in College Catalogs and Student Transcripts
- *9.03 F19 Adopt Updated Course Basic (CB) 21 Rubrics for Coding English as a Second Language (ESL) Course Outcomes
- *13.02 F19 Data Paper and Toolkit
- *13.02.01 F19 Amend Resolution 13.02
- *19.01 F19 Encourage Utilization of Career Technical Education Faculty

TABLE OF CONTENTS

1.0 ACADEMIC SENATE	1!
1.01! F19 Align Terms of Office in Bylaws to Practice	1!
1.01.01! F19 Amend Resolution 1.01	1!
1.02! F19 Adopt Instant Runoff Voting	2!
1.03! F19 Rotate Plenary Between Areas	3!
1.04! F19 Limit Nominations from the Floor	4!
1.04.01! F19 Amend Resolution 1.04	5!
1.05! F19 Limit “Trickling” in Academic Senate for California Community Colleges Elections.....	6!
1.06! F19 Reverse the Order of the Area, North/South, and At-Large Representative Elections	6!
1.07! F19 Term Limits of Three One-year Terms for Officers and One Two-year Term for Representatives	7!
1.08! F19 Term Limits of Three One-year Terms for Officers and Two Two-year Terms for Representatives	8!
3.0 DIVERSITY AND EQUITY	9!
3.01! F19 Assessing Student Equity and Achievement Program Contribution to Guided Pathways Implementation	10!
3.02! F19 Support Infusing Anti-Racism/No Hate Education in Community Colleges.....	10!
3.03! F19 Replacing the Academic Senate for California Community Colleges Inclusivity Statement	12!
3.03.01! F19 Amend Resolution 3.03	14!
3.04! F19 Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges.....	14!
*3.05! F19 Acknowledge Extended Opportunity Programs and Services’ 50 Years of Student Success	14!
5.0 BUDGET AND FINANCE	15!
5.01! F19 Adopt the Paper Budget Processes and the Faculty Role	15!
6.0 STATE AND LEGISLATIVE ISSUES	16!

*13.02!	F19 Data Paper and Toolkit	21!
*13.02.01!	F19 Amend Resolution 13.02	21!
16.0	LIBRARY AND LEARNING RESOURCES	22!
*16.01!	F19 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators.....	22!
19.0	PROFESSIONAL STANDARDS	23!
*19.01!	F19 Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines.....	23!

1.0 ACADEMIC SENATE

1.01 F19 Align Terms of Office in Bylaws to Practice

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC), Section 2, currently indicate the beginning and ending dates for terms of elected members of the Executive Committee as commencing on June 1 and concluding on May 31 of each year;

Whereas, In practice the ASCCC Executive Committee's last meeting of the academic year occurs between May 25 and June 10 depending on site availability, calendar considerations, and scheduled professional development or consultative meetings; and,

Whereas, The final meeting of the ASCCC Executive Committee's academic year has traditionally been a business meeting concluding on Friday and orientation for the new Executive Committee beginning on Saturday morning, and the terms of service listed in the bylaws can create difficult procedural questions when action is required during the business meeting on Friday;

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article IV, Section 2 reads as follows:

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

1.01.01 F19 Amend Resolution 1.01

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article IV, Section 2 reads as follows:

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

from other areas, especially for statewide at-large and officer positions, but rotating the location between the areas would give that advantage to all areas equally over time; and

Whereas, Although scheduling two consecutive plenary sessions in adjacent areas to accommodate rotation could be disadvantageous, rotation patterns that significantly increase the long-term geographic dispersion of plenaries could outweigh that disadvantage;

Resolved, That the Academic Senate for California Community Colleges rotate the location of plenary sessions among areas and ensure that spring plenaries—when elections are typically held—rotate through all areas as frequently as practicable, ideally every four years.

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

1.04 F19 Limit Nominations from the Floor

Whereas, In certain circumstances the Academic Senate for California Community Colleges (ASCCC) rules currently allow for nominations from the floor for positions to serve on the Executive Committee;

Whereas, Candidates nominated from the floor on Saturday of a plenary session are afforded the opportunity to present a candidate speech closer to the time of balloting, which may provide an advantage over those candidates who publicly presented their candidate speeches on Friday;

Whereas, Communication studies research on audience retention of messages reveals that after 24 hours approximately only 10% of the original message is retained⁵; and

1.05 F19 Limit “Trickling” in Academic Senate for California Community Colleges Elections

Whereas, The Academic Senate for California Community Colleges (ASCCC) rules allow for candidates for officer and representative positions to be considered for any positions for which they qualify if they do not prevail in the election for the highest position they seek, a practice referred to as “trickling”;

Whereas, In spring of 2019, the ASCCC Standards & Practices committee recommended that trickling be eliminated as a means of promoting inclusion on the Executive Committee;

Whereas, Some attendees have expressed the perception that being elected to the Executive Committee is unreasonably difficult as a result of the trickle; and

Whereas, Competition is healthy, and providing more options for delegates is a means of promoting inclusion;

Resolved, That the Academic Senate for California Community Colleges limit the number of additional positions for which a candidate may be considered if the candidate does not prevail in the election for the position for which the candidate was nominated to a maximum of two positions plus any positions that may become available during voting as the result of a mid-cycle incumbent being elected to a higher position and amend section E.3 of its rules to reflect this change as follows:

Whereas, If elections were held first for at-large, then north and south, and then area representatives, the elections would progress from larger constituency to smaller constituency and allow nominees who did not win statewide support to be considered for positions that can be won with a smaller number of votes from delegates in closer proximity; and

Whereas, Under the curren

and

— —

Resolved, That the Academic Senate for California Community Colleges amend its rules so that Section 1. C. reads as follows:

—

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article III, Section 3 reads as follows:

Resolved, That the Academic Senate for California Community Colleges replace its Inclusivity Statement with the following:

3.03.01 F19 Amend Resolution 3.03

Amend the first resolved and its first quoted paragraph:

Resolved, That the Academic Senate for California Community Colleges replace its Inclusivity Statement with the following Diversity, Equity and Inclusion Statement:

elements _____

Contact: Erik Reese, Moorpark College, Area C

3.04 F19 Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges

Whereas, Resolution 3.03 F17 directed the Academic Senate for California Community Colleges to “revise the 2002 paper _____ and

thos

Whereas, AB 1512 (Carrillo, 2019), using AB 1985 (Williams, 2016) as pr

Resolved, That the Academic Senate for California Community Colleges conduct a survey to ~~ascertain and evaluate if and how~~ the extent to which collegial consultation has been used to implement the areas of guided pathways that fall within academic and professional matters and use the results of the survey to create professional development training on Governance and Guided Pathways implementation to meet identified needs.

Contact: Angela Echeverri, Los Angeles Mission College, Area C

***13.02 F19 Data Paper and Toolkit**

Resolved, That the Academic Senate for California Community Colleges explore and identify web resources that include ~~practical tools~~ promising practices for data analysis that faculty can utilize to better serve students and advance equity on college campuses.

Contact: Rebecca Eikey, College of the Canyons, Area C

16.0 LIBRARY AND LEARNING RESOURCES

Resolved, That the Academic Senate for California Community Colleges develop a standards of practice resource, such as a paper, web resource, or guidebook, for learning assistance and tutoring in the California Community Colleges, including the role of learning skills coordinators or instructors and tutoring coordinators by July 30, 2021.

Contact: Ted Blake, Mt. San Jacinto College, Area D

19.0 PROFESSIONAL STANDARDS

***19.01 F19 Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines**

Whereas, Use of equivalency to minimum qualifications for employment is allowed 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

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to promote dissemination of equivalency resources within the Career Technical Education Faculty Minimum Qualifications Toolkit, including general education equivalency examples and effective equivalency practices; and

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to provide technical assistance to local academic senates and equivalency committees to aid in implementation of effective equivalency practices for determining equivalencies to the associate's degree when hiring in career technical education disciplines.

Contact: Rebecca Eikey, College of the Canyons