

**54<sup>th</sup> FALL SESSION RESOLUTIONS**

***FOR DISCUSSION AT AREA MEETINGS,  
OCTOBER 11 & 12, 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. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- ! New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- ! The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- ! The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- ! All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- ! Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- ! Resolution Procedures (Part II in Resolutions Handbook)
- ! Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

## 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 *Resolutions Procedures for the Plenary Session*.

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 #.

- \*1.01 F19 Align Terms of Office in Bylaws to Practice
- \*1.02 F19 Adopt Instant Runoff Voting
- \*9.02 F19 Inclusion of Course Identification Numbers (C-ID) in College Catalogs and Student Transcripts

## TABLE OF CONTENTS

<b>1.0 ACADEMIC SENATE</b> .....	<b>1!</b>
*1.01!    F19 Align Terms of Office in Bylaws to Practice .....	1!
*1.02!    F19 Adopt Instant Runoff Voting .....	1!
1.03!    F19 Rotate Plenary Between Areas .....	3!
1.04!    F19 Limit Nominations from the Floor .....	4!
1.05!    F19 Limit “Trickling” .....	5!
1.06!    F19 Reverse the Order of the Area, North/South, and At-Large Representative Elections .....	5!
1.07!    F19 Term Limits of Three One-year Terms for Officers and One Two-year Term for Representatives .....	6!



## **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



- g. e. The specific process by which the election will be conducted, including the grounds and process for appeal of specific ballot results, shall be distributed in writing prior to the day of the election*
- 3. To be elected, a candidate must receive a vote from a majority of those delegates present and voting.*
  - 4. In the event no candidate for a position receives a majority through the process in I.G.2.f, a run-off will be conducted but will be limited to the top two candidates with the largest number of votes, including all ties.*
  - 5. The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, Area Representatives, North Representative, South Representative, and At-Large Representative.*
  - 6. Any candidate may observe or select someone to observe the counting of votes for the ballot or ballots on which the candidate's name appears.*
  - 7. A candidate for election may not chair the Elections Committee or participate in the distribution, collection, or tallying of votes.*
  - 8. I*





Contact: Christopher Howerton, Woodland Community College, Standards & Practices Committee

**1.05 F19 Limit “Trickling”**

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

Whereas, If elections were held first for at-large, then north

*The President shall serve no more than ~~two~~ three consecutive elected one-year terms; and*

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

*Terms of Office*

- 1) *Terms for ~~O~~officers shall be one year.*
- 2) *Terms for representatives shall be two years.*
- 3) *Terms for representatives shall be staggered as follows. Even-numbered year elections will select the Area B and C representatives, one representative each from the North and South regions, and one of the At-Large representatives. Odd-numbered year elections will select the Areas A and D representatives, one representative each from the North and South regions, and one of the At-large representatives.*
- 4) *Officers shall serve no more than three consecutive elected one-year terms in the same office.*
- 5) *All members except the officers are limited to one two-year term in any position. In the event that* ~~that~~ *that* ~~5~~ *5* ~~TT1~~ *TT1* ~~80Tf~~ *80Tf*

participation by reducing the number of incumbents who might seek re-election in the same position or office;

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

***Section 3. President's Term***

*The President shall serve no more than ~~two~~ three consecutive elected one-year terms; and*

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

*Terms of Office*

*1) Terms f81.2668cm.h4C*

**3.01 F19 Assessing Student Equity and Achievement Program Contribution to Guided Pathways Implementation**

Whereas, The Student Equity and Achievement Program was established to boost achievement by closing equity gaps through, among other things, implementing activities pursuant to the California Guided Pathways Award Program;<sup>3</sup>

Whereas, College districts must, as a condition of receiving the Student Equity and Achievement Program funds, maintain a Student Equity Plan that is developed with the active involvement of the local academic senate, other constituencies, and the community;<sup>4</sup>

Whereas, College districts must, as a condition of receiving the Student Equity and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to participate in the annual report on Student Equity and Achievement Program (SEAP) and the assessment of how SEAP funded activities contribute to local guided pathways implementation.

Contact: Jeffrey Hernandez, East Los Angeles College, Guided Pathways Task Force

**3.02 F19 Support Infusing Anti-**

1. Integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically,
2. To identify how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups and how these limitations have challenged and continue to challenge our society,
3. To encourage all members of the educational community to examine assumptions and prejudices, including but not limited to racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees,
4. To offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse employees in community colleges,
5. To coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and health and care needs of diverse population groups, and
6. To promote a safe and inclusive environment for all; and

Whereas, Racism and racial discrimination threaten human development because of the obstacles that they pose to the fulfillment to basic human rights to survival, security, development, and social participation, because racism has been shown to have negative cognitive, behavioral, affective, and relational effects on both child and adult victims nationally and globally, historically and contemporarily, and because racism, racial discrimination, xenophobia, and related intolerance have been shown to be attitudes and behaviors that are learned;

Resolved, That the Academic Senate for California Community Colleges denounce racism for its negative psychological, social, educational, and economic effects on human development throughout the life span;

Resolved, That, to eliminate institutional discrimination, the Academic Senate for California Community Colleges take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism; and

Resolved, That the Academic Senate for California Community Colleges infuse Anti-Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible.

Contact:3 0. KniRai.



### **3.03 F19 Replacing the Academic Senate for California Community Colleges Inclusivity Statement**

Whereas, The Academic Senate for California Community Colleges (ASCCC) co-chaired the Board of Governors Vision for Success Faculty and Staff Diversity TaskForce and contributed to the creation of a system Diversity, Equity, and Inclusion Statement;

Whereas, The ASCCC Executive Committee endorsed the California Community Colleges Diversity, Equity, and Inclusion Statement at its August 2019 meeting to forward to the Board of Governors; and

Whereas, The Equity and Diversity Action Committee of the ASCCC evaluated the ASCCC's current Inclusivity Statement and endorsed the adoption of the system Diversity, Equity, and Inclusion Statement as more aligned to the present goals and vision for the Academic Senate;

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

*With the goal of ensuring the equal educational opportunity of all students, the Academic Senate for California Community Colleges embraces diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that individual discrimination and implicit bias exist and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.*

*and experiences. Individual and group differences can include but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military*

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Budget Processes and the Faculty Role*<sup>9</sup> and disseminate the paper to local senates upon its adoption.

Contact: Celia Huston, San Bernardino College

## 6.0 STATE AND LEGISLATIVE ISSUES

### 6.01 F19 Reversal of Position Regarding Baccalaureate Degrees and Removal of Pilot Designation

Whereas, In 2010 legislation was introduced calling for the creation of baccalaureate degrees in the California Community College System, and the Academic Senate for California Community Colleges (ASCCC) voted to oppose such an action for multiple reasons, including opposition to “any expansion of the California community college mission as proposed in AB 2400 (Anderson, March 2010)”<sup>10</sup>

Whereas, While subsequent attempts to create baccalaureate degrees in the California Community College System were met with opposition from the ASCCC, SB 850 (Block, 2014) established a “statewide baccalaureate degree pilot program at not more than 15 community college districts, with one baccalaureate degree program each, to be determined by the chancellor and approved by the board of governors”<sup>11</sup> with a pilot sunset date of 2022-23 that was later extended to 2025-26;

Whereas, Initial reports from the baccalaureate pilot program colleges have demonstrated positive results, including over 200 graduates with baccalaureate degrees; and

Whereas, Students may be hesitant to enroll in baccalaureate programs at California community colleges if they believe that the programs will only continue through 2025-2026, despite the demonstrable success of such programs;

Resolved, That the Academic Senate for California Community Colleges remove its opposition to the creation of baccalaureate degrees in the California Community College system; and

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<sup>9</sup> ASCCC. Budget Processes and the Faculty Role. [Executive Committee Agenda Item](#). June 7, 2019:  
<https://www.asccc.org/sites/default/files/IV.%20K.%20%281%29%20Budget%20%20Pa%20per.pdf>

<sup>10</sup> <https://www.asccc.org/resolutions/opposition-proposed-modification-community-college-mission>

<sup>11</sup> [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201320140SB850](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB850)

Resolved, That the Academic Senate for California Community Colleges urge the removal of the designation of “pilot” from the baccalaureate degree programs.

Contact: Jolena Grande, Cypress College

**6.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health**

Whereas, SB 850 (Block, 2014) established a pilot program to create baccalaureate degrees in 15 districts within the California Community College system, based in part on concerns regarding the potential gap in the number of students needing baccalaureate degrees by 2030 and beyond;

Whereas, The 15 pilot programs have succeeded in graduating more than 200 students in the first two years of the pilot, with hundreds more currently in courses leading to a baccalaureate degree, particularly in those programs related to allied health;

student who passes an Advanced Placement (AP) examination, and that policy mandated that all community colleges grant course credit for any student who earns a score of three or higher on an AP exam;

Whereas, Academic Senate for California Community Colleges Resolution 18.03 SP 2016 “Local Determination of Advanced Placement Credit at California Community Colleges” stated that “determination of appropriate credit for AP exam results is a curricular matter over which local faculty have purview,” yet, by mandating that all



mathematics, quantitative reasoning, and English as a Second Language (ESL) courses as well as pre-transfer credit and noncredit courses; and

Whereas, ESL faculty drafted the updated CB21 rubrics using the original rubrics, the federal educational functioning levels currently used by noncredit and adult education practitioners for data reporting purposes for funding and student educational level gains, and results of ESL placement level work developed as part of the Common Assessment Initiative;

Whereas, Credit, noncredit, and adult education English as a Second Language faculty statewide vetted the Course Basic (CB) 21 rubrics during three September 2019 AB 705 ESL Data Revision Project Recoding Regional Meetings and in response to a survey distributed September 25-October 3, 2019;

Resolved, That the Academic Senate for California Community Colleges approve the updated CB21 rubric for ESL<sup>12</sup> and endorse its use for coding ESL course levels based on outcomes for local college credit, noncredit, and adult education.

Contact

Resolved, That the Academic Senate for California Community Colleges conduct a survey to ascertain and evaluate if and how 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.

Contact: Ty Simpson, San Bernardino Valley College, Guided Pathways Task Force

**\*13.02 F19 Data Paper and Toolkit Resolution**

Whereas, Data can help to expose and address systemic barriers that impede the practice of equity on college campuses;

Whereas, Data is critical for faculty to understand and utilize so that they may best assist students in achieving their educational goals;

Whereas, In February 2010, the Academic Senate for California Community Colleges Executive Committee published *Data 101 Guiding Principles for Faculty*, which delineated ten foundational principles for the use of data; and

Whereas, Current initiatives and trends require faculty to consider and utilize data in dynamic and novel ways that are dramatically different from the practices of the past;

Resolved, That the Academic Senate for California Community Colleges develop a resource, whether a paper or in some other form,



makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal academic education, especially in career technical education disciplines where industry professionals may be experts in their fields without having completed an associate's degree;

Whereas, Equivalency processes at California community colleges are locally established, vary widely, may or may not include a means for evaluating equivalency to the general education component of the associate's degree, and may or may not include discipline faculty input or input from faculty qualified in related disciplines, particularly when hiring in CTE disciplines; and

Whereas, ASCCC Resolution 10.05 SP 2017 called for the Academic Senate for California Community Colleges "to develop and disseminate resources that empower local senates to evaluate and assess" the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation, and 2017-2019 collaborations within the Chancellor's Office Career Technical Education Minimum Qualifications Task Force resulted in development and release of the CTE MQ Toolkit to aid colleges in determining equivalencies to the associate's degree;

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 CTE MQ 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 senates and equivalency committees to aid in implementation of effective equivalency practices for determining equivalencies to the associate's degree when hiring in CTE disciplines.