ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES
Celebrating 50 years

54th FALL SESSION RESOLUTIONS

FOR DISCUSSION AT AREA MEETINGS, OCTOBER 11 & 12, 2019

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 9, 2019.

Resolutions Committee 2019-20
Geoffrey Dyer, ASCCC Area A Representative (Chair)
Julie Clark, Merced College, Area A
Nathaniel Donahue, ASCCC At-Large Representative, Area C
Maria Figueroa, Mira Costa College, Area D
Eric Narveson, Evergreen Valley College, Area B

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
*9.03 F19 Adopt Updated Course Basic (CB) 21 Rubrics for Coding English as a Second Language (ESL) Course Outcomes
*13.01 F19 Collegial Consultation during Implementation of Guided Pathways
*13.02 F19 Data Paper and Toolkit Resolution
*19.01 F19 Utilize MQ Equivalency Toolkit Resources for Hiring in CTE Disciplines

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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:

> *Section 2. Selection and Term*
>
> *Terms of office shall commence on the Saturday of the last Executive Committee meeting of the academic year or June 10, whichever occurs first. Terms of office shall conclude on the Friday of the last Executive Committee of the academic year or June 9, whichever occurs first.*

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

*1.02 F19 Adopt Instant Runoff Voting

Whereas, The Academic Senate for California Community Colleges (ASCCC) currently uses plurality voting for officers and representatives, a system in which, for each election, each delegate only votes once per ballot;

Whereas, Elections to the Executive Committee at the ASCCC spring plenary sessions often require multiple runoff elections, extending the time that delegates need to remain present on Saturdays of spring plenaries;

Whereas, Use of plurality voting disqualifies candidates who do not accrue enough votes to be included in the run-off, even though these candidates may have been the second choice of delegates who voted for a different candidate who also did not make the runoff; and

Whereas, Preferential elections procedures which incorporate instant runoff[1] have the potential to significantly expedite the elections process while also ensuring that each delegate has the ability to participate in the election of each officer and representative that the delegate is entitled to vote for;

Resolved, That the Academic Senate for California Community Colleges, in an effort to ensure the faculty voice is accurately represented, amend section I. G of its rules to incorporate instant runoff voting and read as follows:

1. The process by which the election will be conducted shall be distributed in writing prior to the day of the election.

2. Each ballot shall proceed as follows: Tellers shall distribute ballots to those ~~D~~delegates eligible to vote for the specific office being contested.

a. The ballot for each position will include the names of all candidates for the position.

b. The delegate shall indicate a preference for the candidate that the delegate most desires by marking that candidate's name with the number 1. The delegate shall also indicate a different candidate as a second choice with the number 2, and so on for all candidates as the delegate desires, in the order that the delegate prefers.

c. ~~a.~~ The delegate shall ~~mark~~ sign the ballot, sign it, seal it, and return it to the tellers.

d. ~~b~~. The tellers shall retire to ~~another~~ a separate room and shall compare the signatures on each ballot against the signatures on the list of ~~D~~delegates eligible to vote, setting aside any ballots not submitted by a ~~D~~delegate eligible to vote. Any ballots which do not adhere to the rules or the published process shall be disqualified. ~~Then, a~~All ballots shall then be counted.

e. If none of the candidates for a position receives a majority of number 1 votes from the delegates present and voting, the candidate with the fewest number 1 votes will be removed from consideration. The number 2 vote on the ballots of those delegates who gave preference to the candidate no longer under consideration will then be applied. This iterative process will be applied from the ballots until one of the candidates reaches a majority.

f. If two candidates reach the same majority as a result of preferential balloting, the candidate from the shared majority to whom the delegates bestowed the most number 1 votes will be declared the winner. Iteratively, in the event that both of the candidates with the shared majority receive the same amount of number 1 votes, the candidate with the highest amount of number 2 votes will be the winner, and so on.

[1] Robert's Rules of Order on Instant Runoff Voting. *Fair Vote*. http://archive.fairvote.org/?page=1797

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. If a candidate runs unopposed, the candidate may be elected by acclamation. The motion to be elected by acclamation must be moved and seconded by ~~D~~delegates from the floor and must be approved by the body.

9. Ballots shall be kept in the Senate archives until the next election.

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

1.03 F19 Rotate Plenary Between Areas

Whereas, The Academic Senate for California Community Colleges typically schedules elections in Areas B or A;

Whereas, The attendance at plenary sessions and, in particular, for the entire voting day might be larger for delegates living in closer proximity to the plenary location due to more travel flexibility;

Whereas, Holding elections consistently in the same areas might give a systematic advantage, or the perception thereof, to candidates from that area compared to candidates 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 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[2] is retained; and

Whereas, The ASCCC should promote fair and equitable competition;

Resolved, That the Academic Senate for California Community Colleges only call for and accept nominations from the floor on Saturday of a plenary session in the event that no candidate has been nominated or a single candidate is running unopposed as a result of trickle or withdrawal;

Resolved, That the Academic Senate for California Community Colleges amend sections E.1-E.2 of its rules as follows:

Nominations

1. Nominations may be made in two ways:

a. In writing and delivered to the Academic Senate Office;

b. From the floor at a general session designated for such floor action, regularly on Thursday of a plenary session but on Saturdays only if no candidates have declared intent to seek any given position or if as a result of trickle or withdrawal only one candidate is available for a position. The general session for floor nominations on Thursday should be published in the agenda, and all nominations, other than those noted above, will be closed at the end of that general session.

2. Nominations may be ~~made~~ accepted only with the consent of the nominee.; and

Resolved, That the Academic Senate for California Community Colleges ensure that in the event that nominations from the floor occur on Saturday, candidates for the same office who previously made an election speech are provided an opportunity to address the body again regarding their own qualifications.

[2] Larry Barker and Kittie Watson, *Listen Up: What You've Never Heard About the Other Half of Every Conversation* (New York: St. Martin's, 2001), p.5.

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 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:

> *Nominees shall indicate whether they wish to stand for other positions for which they are eligible if they do not prevail for the office for which they were nominated. Nominees may only indicate two additional positions plus any available positions for which they qualify that become available during voting as the result of mid-cycle incumbents being elected to higher offices, resigning, or otherwise leaving office before the end of their term.*

Contact: Angela Echeverri, Los Angeles Mission College, Standards & Practices Committee

1.06 F19 Reverse the Order of the Area, North/South, and At-Large Representative Elections

Whereas, The Rules of the Academic Senate for California Community Colleges specify an order for conducting elections as president, vice-president, secretary, treasurer, area representatives, north representative, south representative, and at-large representative and allow nominees for elections to stand for other positions if they do not prevail for the first office nominated;

Whereas, Of the representative positions, the at-large representatives need to win the votes of the largest number of delegates, demonstrating more statewide support;

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 current order, if a nominee loses an area election, it could be perceived as counter-intuitive for that candidate to seek to be elected by or represent a larger constituency, but a consistent order would allow nominees to attempt to win support for positions requiring more support before standing for positions requiring fewer votes;

Resolved, That the Academic Senate for California Community Colleges amend section I.G.5 of its rules as follows:

> *The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, ~~Area Representatives, North Representative, South Representative, and At-Large Representative~~ At-Large Representative, North Representative, South Representative, and Area Representatives.*

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

1.07 F19 Term Limits of Three One-year Terms for Officers and One Two-year Term for Representatives

Whereas, Objective 2.2 of the Academic Senate for California Community Colleges (ASCCC) Strategic Plan is to "Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California";

Whereas, Attendees of ASCCC plenary sessions have expressed the perception that being elected to the Executive Committee is unreasonably difficult due in part to the longevity in office of some incumbents;

Whereas, The ASCCC bylaws currently only set limits for the office of president; and

Whereas, Establishing consistent term limits for all offices and positions would increase opportunities for a wider pool of candidates and thereby promote greater inclusion and 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 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 a representative or officer is elected to a position mid-cycle due to a resignation or election of a prior incumbent to a different office or position within a normal cycle, the representative or officer may pursue re-election and be entitled to serve a full term of a normal cycle in the same position despite the previous mid-cycle service. For the purposes of this section and article, At-Large positions are considered the same position despite their staggered terms for elections, and all North/South positions are considered the same position despite their staggered terms.

Contact: Eric Thompson, Santa Rosa Junior College, Standards & Practices Committee

1.08 F19 Term Limits of Three One-year Terms for Officers and Two Two-year Terms for Representatives

Whereas, Objective 2.2 of the Academic Senate for California Community Colleges (ASCCC) Strategic Plan is to "Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California";

Whereas, Attendees of ASCCC plenary sessions have expressed the perception that being elected to the Executive Committee is unreasonably difficult due in part to the longevity in office of some incumbents;

Whereas, The ASCCC bylaws currently only set limits for the office of president; and

Whereas, Establishing consistent term limits for all offices and positions would increase opportunities for a wider pool of candidates and thereby promote greater inclusion and

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 for 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) The 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 two consecutive two-year terms in any position. In the event that a representative or officer is elected to a position mid-cycle due to a resignation or election by prior incumbent to a different office or position within a normal cycle, the representative or officer may pursue re-election and be entitled to serve a full term of a normal cycle in the same position despite the previous mid-cycle service. For the purposes of this section and article, At-Large positions are considered the same position despite their staggered terms for election, and all North/South positions are considered the same position despite their staggered terms.*

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

3.0 DIVERSITY AND EQUITY

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;[3]

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;[4]

Whereas, College districts must, as a condition of receiving the Student Equity and Achievement Program funds, provide an annual report detailing how funds were used and include an assessment of progress in advancing program goals, which includes implementing activities pursuant to the California Guided Pathways Award Program;[5] and

Whereas, Implementation and evaluation of a guided pathways framework and the Student Equity and Achievement Program are pertinent to several areas of academic senate purview, including but not limited to curriculum, educational program development, standards or policies for student preparation and success, and processes for institutional planning and budget development;[6]

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop guidance for college districts on including in their annual Student Equity and Achievement Program (SEAP) report an assessment of how SEAP funded activities contribute to local guided pathways implementation; and

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[3] California Education Code §78222 (a) (2): http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.5.

[4] California Education Code §78222 (b) (1) and §78220 (b): http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.5.

[5] California Education Code §78222 (b) (5): http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.5.

[6] California Code of Regulations §53200: https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=%28sc.Default%29

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-Racism/No Hate Education in Community Colleges

Whereas, The California Community Colleges Diversity, Equity, and Inclusion Statement characterizes the California Community Colleges System as follows:

> *As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, 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 or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation*;

Whereas, The Academic Senate for California Community Colleges Inclusivity Statement

> *recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society*;[7]

Whereas, To eliminate institutional discrimination, the Academic Senate for California Community Colleges strives to do the following:

[7] ASCCC Inclusivity Statement

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: Karla Kirk, Fresno City College, Equity & Diversity Action Committee

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 institutional 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.*
>
> *To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the Academic Senate for California Community Colleges is committed to fostering an environment that offers equal employment opportunity for all.*
>
> *As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics,*

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 or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We acknowledge that the concept of diversity and inclusion is ever evolving, and thus we create space to allow for our understanding to grow through the periodic review of this statement.

Contact: Jessica Ayo Alabi, Orange Coast College, Equity and Diversity Action Committee

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 *Student Equity: Guidelines for Developing a Plan* and bring the revised paper to the Fall 2018 Plenary Session for discussion and possible adoption";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges.*[8]

Contact: Luke Lara, MiraCosta College, Faculty Leadership Development Committee

5.0 BUDGET AND FINANCE

5.01 F19 Adopt the Paper Budget Processes and the Faculty Role

Whereas, Resolution 2.01 S18 directed the Academic Senate for California Community Colleges (ASCCC) to "review its paper *The Faculty Role in Planning and Budgeting* to determine whether any update or further action is warranted in light of the 2002 Accreditation Standards"; and

Whereas, Resolution 5.03 F18 directed the ASCCC to "update the paper *Budget Considerations – A Primer for Senate Leaders* (2009) with guidance regarding assessing and monitoring sources of information relevant to the Student Centered Funding Formula, including best practices for local budgeting processes, and bring the updated paper to the Spring 2020 Plenary Session for adoption";

[8] ASCCC. Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges: https://asccc.org/sites/default/files/Equity%20Driven%20Systems%20Paper%20-%20for%20Area%20Meetings%20Oct%202019.pdf

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Budget Processes and the Faculty Role*[9] 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)"[10]

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"[11] 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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[9] 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%20Paper.pdf

[10] https://www.asccc.org/resolutions/opposition-proposed-modification-community-college-mission

[11] 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;

Whereas, A demonstrated economic and professional need exists in local communities and professions that baccalaureate degree graduates in allied health would be able to fill, and external national accreditation standards in allied health have raised the expected educational attainment of future workers in allied health fields; and

Whereas, The California State University System continues to be impacted in allied health and other fields, preventing students from accessing public post-secondary educational options for baccalaureate degrees and encouraging the proliferation of for-profit allied health programs and the erosion of available clinical rotation sites available for California community college students;

Resolved, That the Academic Senate for California Community Colleges support the expansion of baccalaureate degree programs in the California community colleges in disciplines and communities that best serve the students of the California Community Colleges; and

Resolved, That the Academic Senate for California Community Colleges urge the prioritization of programs in allied health fields in the expansion of baccalaureate degree programs.

Contact: Jennifer Johnson, Bakersfield College, California Community Colleges Curriculum Committee

9.0 CURRICULUM

9.01 F19 Local Determination of International Baccalaureate Credit at California Community Colleges
Whereas, AB 1985 (Williams, 2016) required that the Office of the Chancellor of the California Community Colleges develop a uniform policy to award course credit to any

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 community colleges grant course credit for any student who earns a score of three or higher on an AP Exam, AB 1985 (Williams, 2016) contradicted that resolution;

Whereas, AB 1512 (Carillo, 2019), using AB 1985 (Williams, 2016) as precedent, aims to mandate that the Office of the Chancellor of the California Community Colleges develop a uniform policy to award course credit to any student who passes an International Baccalaureate (IB) examination and require each community college district to adopt and implement the policy, and that policy would mandate that all community colleges grant course credit for any student who earns a score of four or higher on an IB exam; and

Whereas, In addition to instituting AP policies at all California community colleges as required by AB 1985, the California Community Colleges, California State University, and University of California Systems offer credit for International Baccalaureate scores of 4 or more and College Level Examination Program (CLEP) scores of 50 or more, yet how IB and CLEP scores are evaluated and course credit awarded is determined inconsistently across the California community colleges, causing confusion and other issues for students;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates and curriculum committees to work with discipline faculty to conduct regular reviews of processes and practices for awarding credit for International Baccalaureate and College Level Examination Program scores in order to ensure that students receive all proper credit and are not required to duplicate coursework;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to prepare a model policy to be considered for adoption by all colleges that establishes a consistent standard for awarding of course credit for specific levels of performance on International Baccalaureate exams as a proactive response to the mandates proposed in AB 1512 (Carrillo, 2019);

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to prepare a model policy to be considered for adoption by all colleges that establishes a consistent standard for awarding of course credit for specific levels of performance on College Level Examination Program exams; and

Resolved, That the Academic Senate for California Community Colleges encourage local colleges to regularly review policies and practices regarding the awarding of credit for

external examinations like AP, IB, and CLEP due to the continually developing nature of external examination content and structure.

Contact: Jennifer Johnson, Bakersfield College, California Community Colleges Curriculum Committee

***9.02 F19 Inclusion of Course Identification Numbers (C-ID) in College Catalogs and Student Transcripts**

Whereas, The Academic Senate for California Community Colleges (ASCCC) has urged local academic senates and curriculum committees to include information about courses that have received C-ID designations in their college catalogs, either as a single list, at the end of each course's description, or both (Resolution 13.01 F15);

Whereas, C-ID's role as a means of identifying comparable courses has increased in importance as a consequence of the implementation of Associate Degrees for Transfer, the efforts of the California Virtual Campus – Online Education Initiative (CVC-OEI) to simplify cross-college enrollments, and the work of the ASCCC Open Educational Resources Initiative to identify or develop openly licensed course materials; and

Whereas, Many colleges have yet to make any visible efforts to include C-ID references in student-facing course descriptions;

Resolved, That the Academic Senate for California Community Colleges remind local academic senates of the value of referencing C-ID designations in catalogs, schedules, and transcripts; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations to include C-ID designations that are included in associate degrees for transfer or in courses listed on the California Virtual Campus – Online Education Initiative into public-facing course descriptions such as course catalogs and student transcripts.

Contact: Michelle Pilati, Rio Hondo College, OERI Faculty Lead

***9.03 F19 Adopt Updated Course Basic (CB) 21 Rubrics for Coding English as a Second Language (ESL) Course Outcomes**

Whereas, Accountability efforts, such as those related to AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018), and others, rely on drawing information about students and colleges from coded elements that were not constructed to accurately calculate and align with these current, high-stakes needs;

Whereas, The Academic Senate for California Community Colleges, the California Community Colleges Chancellor's Office, West Ed, and the Research and Planning Group worked on the AB 705 Data Revision Project to create and update Management Information System data elements to more accurately code transfer-level English,

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[12] and endorse its use for coding ESL course levels based on outcomes for local college credit, noncredit, and adult education.

Contact: Kathy Wada, Cypress College, California Community Colleges AB 705 ESL Advisory Committee

13.0 GENERAL CONCERNS

***13.01 F19 Collegial Consultation during Implementation of Guided Pathways**
Whereas, The Guided Pathways Award Program, as described in legislation, relies on collegial consultation with faculty and the existence of grassroots governance at every level for successful implementation;

Whereas, The principles and tenets of guided pathways address academic and professional matters, including counseling, curriculum, and program processes to clarify pathways that lead to employment, assist students to select and enter chosen pathways, provide support on the pathways, and ensure learning is taking place; and

Whereas, Academic Senate for California Community Colleges Resolution 17.02 F17 "affirm[s] the right of local academic senates and senate leaders to play central roles in the development of all elements of a guided pathways framework at their college that are relevant to academic and professional matters";

Resolved, That the Academic Senate for California Community Colleges assert that guided pathways efforts such as course mapping and meta major design are integral to implementing a guided pathways framework and fall within academic and professional matters; and

12 https://asccc.org/sites/default/files/ESL_CB21%20Competencies%20Crosswalked%20to%20Educational%20Functioning%20Levels.asd__0.pdf

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, in collaboration with systemwide partners to evaluate the current use of data and recommend best practices; and

Resolved, That the Academic Senate for California Community Colleges explore and identify web resources that include practical tools for data analysis that faculty can utilize to better serve students.

Contact: Manuel J. Vélez, San Diego Mesa College, Educational Policies Committee

19.0 PROFESSIONAL STANDARDS

***19.01 F19 Utilize MQ Equivalency Toolkit Resources for Hiring in CTE 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 at least equivalent to the applicable minimum qualifications";

Whereas, The subjective nature of evaluating a candidate's experience and training against the degrees and professional experience required to meet minimum qualifications

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.

Contact: Rebecca Eikey, College of the Canyons