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Adopted November 15, 2014

Resolutions Committee 2014-2015

John Freitas, Los Angeles City College, Chair
Julie Adams, ASCCC, Executive Director
Randy Beach, Southwestern College, Area D
Kale Braden, Cosumnes River College, Area A
Debbie Klein, Gavilan College, Area B
Michelle Sampat, Mt. San Antonio College, Area C

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ADOPTED RESOLUTIONS

ACADEMIC SENATE
FOR CALIFORNIA COMMUNITY COLLEGES

Whereas, The work of the Academic Senate for California Community Colleges is directed by resolutions adopted by the body at fall and spring plenary sessions;

Whereas, Four Academic Senate documents currently exist regarding the resolutions process, two of which are public and distributed to the body prior to plenary sessions (“Resolution Writing and General Advice” and the “Plenary Session Resolutions Procedures”) and two of which are internal Executive Committee documents (“Resolutions Philosophy, Procedures and Process,” adopted by the Executive Committee in June 2012, and the “Resolutions Committee Manual,” approved by the Executive Committee in December 2008);

Whereas, At its January 2014 meeting the Executive Committee approved the Resolutions Committee’s recommendation to compile the existing Academic Senate resolutions documents into a handbook that provides a single, comprehensive source of information to the field, including information on the role of the Executive Committee and Resolutions Committee, about the resolutions process; and

Whereas, The Resolutions Committee drafted a Resolutions Handbook that consolidates all of the Senate’s internal and public resolutions documents;

Resolved, That the Academic Senate for California Community Colleges adopt the Resolutions Handbook as the official document of its resolution development and writing process that replaces all previous resolutions process documents, effective immediately upon its adoption by the body.

Contact: John Freitas, Executive Committee, Resolutions Committee

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ACCADEMIC SENATE
FOR CALIFORNIA COMMUNITY COLLEGES

ADOPTED RESOLUTIONS

Whereas, The Academic Senate for California Community Colleges, in its 2004 paper *T*
A a a a , has stated its opposition to the use of student learning
outcomes (SLOs) as a basis for faculty evaluation, noting the potentially negative impact on
evaluation as a collegial peer process, on academic freedom, and on local bargaining authority,
and further affirmed in Resolution 2.01 F08 E
“That the Academic Senate for California Community Colleges affirm its opposition to including
the attainment of student learning outcomes as an aspect of individual faculty evaluations”³;

Whereas, College personnel experience an inability to reach consensus regarding how to
interpret Standard III A.6, which causes confusion about the impact on performance evaluations,
including evaluations for faculty; and

Whereas, The assessment of student learning and professional development of faculty are
academic and professional matters, and engagement in professional development, such as
practices identified in numerous ASCCC publications and by the ASCCC Professional
Development Committee, is an established and valued component of evaluation;

Resolved, That the Academic Senate for California Community Colleges recommend that
Standard III A. 6 of the Accreditation Standards, adopted in June 2014 by the Accrediting
Commission for Community and Junior Colleges (ACCJC), be interpreted for faculty as follows
and disseminate this interpretation to local colleges, system partners, and the ACCJC:

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Contact: John Stankas, Executive Committee, Accreditation and Assessment Committee

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Whereas, The Academic Senate for California Community Colleges values the peer review
process as a mechanism for reflective evaluation and improvement⁴;

Whereas, The Academic Senate for California Community Colleges believes the
recommendations of an accreditation evaluation team, with appropriate faculty representation,
should be the primary basis for evaluation; and

² This paper is found at [http://-0.95570266.53536\(m\)-3.4936603\(-0.95570266.53536\(15789\(v\)- \[\(p\)-0.957028\(r\)2.36842\(o\)-0.6603\(-0.](http://-0.95570266.53536(m)-3.4936603(-0.95570266.53536(15789(v)- [(p)-0.957028(r)2.36842(o)-0.6603(-0.)

ADOPTED RESOLUTIONS

ADOPTED RESOLUTIONS

Whereas, Current policies and procedures regarding sexual assault and student safety at California community colleges vary dramatically in their appropriateness, effectiveness, and ability to comply with the law;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office, system partners, and other relevant constituencies to develop effective practices for complying with the requirements of SB 967 (De León, 2014).

Contact: R. Chris Wells, El Camino College

MSC

✓ **F, D n t o n o B s** //s

Whereas, Data regarding basic skills are critically important for making decisions for funding allocations, as well as for assessing student success;

Whereas, The Basic Skills Initiative identifies basic skills courses as those courses necessary for students to succeed in college-level work and that are identified as such on the Basic Skills Cohort Tracking Tool;

Whereas, Title 5 §55502 indicates specifically that basic skills courses cannot be degree applicable, yet some courses below transfer can be degree applicable (for example, Intermediate Algebra is the degree applicable course for math for the California community colleges, and at some colleges ESL is not basic skills and can be transferable and degree applicable); and

Whereas, The Board of Governors Scorecard identifies remedial courses as those below tab7(e)3.15789(1)-2.536

ADOPTED RESOLUTIONS

Whereas, Some career technical education faculty have expressed challenges with Admissions and Records staff prohibiting the student re-enrollment due to changes in industry standards and legal mandates;

Resolved, That the Academic Senate for California Community Colleges recommend to the Chancellor's Office to encourage Admissions and Records staff to permit the students' re-enrollment into necessary courses as presented in the California Community Colleges Chancellor's Office document *f* *a f T*
a a ; and

Resolved, That the Academic Senate for California Community Colleges research effective practices used by local districts to re-enroll students that meet the criteria under Title 5 §55040 (b)(9) and §55041(b) and present its findings by 20

ADOPTED RESOLUTIONS

Whereas, Courses in English, mathematics, and ESL that are below transfer level are also called “basic skills courses” in the Basic Skills Initiative; and

Whereas, The term “remedial” is used in the Student Success Scorecard to describe curriculum in English, mathematics, and English as a Second Language (ESL) that is below transfer level under the heading of Momentum Points;

Whereas, Basic skills and remedial are referring to the same set of courses;

Resolved, The Academic Senate for California Community Colleges recommend to the Chancellor’s Office that the term “remedial” in the Student Success Scorecard be replaced with the terms “basic skills” and “ESL”.

Contact: Ginni May, Sacramento City College

MSC

MSC

Whereas, Courses in English, mathematics, and ESL that are below transfer level are also called “basic skills courses” in the Basic Skills Initiative; and

ADOPTED RESOLUTIONS

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Whereas, Colleges are being held to completion targets and expectations of completion transfer to UC or CSU;

Whereas, UC and CSU are the only recognized “successful transfer” institutions, and many students have other educational goals that don’t count as success, such as health programs to gain employment or improved employment as a result of California community college education to complete low-unit certificates to improve their employability; and

Whereas, The mission of the California community colleges in Education Code §66010.4(a)(1)] states, “The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school,” and [(a)(2)(C)(3)] states, “A primary mission of the California Community Colleges is to advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement”;

Resolved, That the Academic Senate for California Community College work with the Chancellor’s Office to collect data and the legislature to recognize other educational goals and completion parameters such as transfer to out-of-state and private universities, gaining employment, or improving employment, which are consistent with the established mission of the California community colleges; and

Resolved, That the Academic Senate for Community Colleges work with the Chancellor’s Office and legislature to recognize individual students’ self-stated educational goals on their educational plans as valid parameters of completion, consistent with the established mission of the California community colleges.

Contact: Kathy Schmeidler, Irvine Valley College

MSC

**✓ C C
✓ F, o / D r s o r t' r n s r n' G n r / E' t o n
q r nts**

Whereas, The mandate of using only the California State University (CSU) Breadth or Intersegmental General Education Transfer Curriculum (IGETC) patterns for a local degree⁹ that has the local program goal of transfer began with ta716243(E 0 13314.16 706.82 Tm [te)-61294J /04 70319

ADOPTED RESOLUTIONS

Whereas, Title 5 §55063(b)(1) states that “Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality” and that “The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option”;

Whereas, The 5th edition of the PCAH conflicts with Title 5 §55063(b)(1) by improperly mandating the use of only CSU Breadth or IGETC general education patterns for local degrees that have the program goal of transfer; and

Whereas, Limiting students to completing the CSU Breadth or IGETC patterns in order to receive a local degree erodes local control of degree creation and local degree requirements and may result in the student having to accumulate extra units or transfer without receiving a local degree that would otherwise be obtained, which may significantly limit the ability of students to transfer to institutions other than CSU or the University of California;

Resolved, That the Academic Senate for California Colleges assert to the Chancellor’s Office that students should be able to choose the general education patterns that best serve their educational goals, regardless of the program goal associated with a local degree as reported to

ADOPTED RESOLUTIONS

ADOPTED RESOLUTIONS

districts can be authorized to develop and offer one baccalaureate degree if that degree is not offered by any California State University (CSU) or University of California (UC) campus;

Whereas, The Academic Senate for California Community Colleges had previously taken a

ADOPTED RESOLUTIONS

ADOPTED RESOLUTIONS

For Further Action to Develop Credit Courses Descriptors or Core Reports on Courses

Whereas, Statewide efforts are currently underway to align and integrate instruction for college preparation, including credit basic skills, noncred

ADOPTED RESOLUTIONS

Whereas, This approach to content grouping represents both a barrier to student success and inequitable treatment of students;

Resolved, That the Academic Senate for California Community Colleges gather information from local senates about the impact at the program

ADOPTED RESOLUTIONS

expertise for required curriculum, unresolvable unit issues, or lack of resources to offer required courses, and the college provides evidence of sufficient depth and scope to warrant granting the exception.

Contact: Julie Bruno, Sierra College and Michelle Pilati, Rio Hondo College

MSC

F , F t r D r t on or C D

Whereas, Since 2007 the Academic Senate for California Community Colleges (ASCCC) has overseen and coordinated the Course Identification Numbering System (C-ID), providing staffing, resources, and structure through a grant to a single district from the California Community Colleges Chancellor's Office;

Whereas, The Chancellor's Office has expressed its intent to provide more stability to C-ID by distributing a Request for Applications (RFA) through which a single district would again become the fiscal agent for C-ID, and, while the Chancellor's Office has repeatedly expressed its expectation that the ASCCC would retain its responsibility for all curricular aspects of C-ID, the RFA includes no requirement that the ASCCC retain those responsibilities and may include a

ADOPTED RESOLUTIONS

Contact: Janet Fulks, Bakersfield College

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Whereas, Education Code §87359(b) states that local academic senates are responsible for developing procedures for evaluating and determining equivalency to minimum qualifications by

ADOPTED RESOLUTIONS

RESOLUTION 2012-01
Faculty Professional Development

Whereas, Each of the current technology initiatives (Common Assessment, Educational Planning, and Online Education) may require the development of a database that tracks student information on the basis of a random student identifier; and

Whereas, The cost of developing discrete databases using discrete student identifiers would exceed that of developing a single database with a federated student identifier capable of supporting current and future technology and other initiatives;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor’s Office to develop a student identifier database to support current and future technology and other initiatives.

Contact: Lyn Greene, Norco College

MSC

RESOLUTION 2012-02
Faculty Professional Development

Whereas, The academic and professional matters identified in Title 5 §53200 include “faculty professional development policies” as an area that falls under the purview of local academic senates and by extension, at the state level, the Academic Senate for California Community Colleges;

Whereas, The Board of Governors Standing Orders¹⁵ §332 (b) states, “The appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters on the system-wide level shall be made by the Academic Senate”;

Whereas, The Online Education and the Common Assessment Initiatives have identified faculty professional development components and appointed faculty and selected colleges which are leading these components without consultation with the Academic Senate or, in some cases, the local academic senates; and

Whereas, The presence of faculty on these initiatives does not equate with the participation of either the Academic Senate for California Community Colleges or local academic senates;

Resolved, That the Academic Senate for California Community Colleges assert to statewide initiative leaders the importance of respecting the purview of the Academic Senate and local senates regarding faculty professional development; and

¹⁵ Board of Governors Standing Orders, January 2013, pp. II-27 to II-28
([http://extranet.cccco.edu/Portals/1/Exec80w3658\(h\)-0.9.3678\(e\)3.10239\(7\)-7.00239\(-\)-3.550239\(r\)0077907\(o\).36903\(s\)-1.4597\(-\)-0.4](http://extranet.cccco.edu/Portals/1/Exec80w3658(h)-0.9.3678(e)3.10239(7)-7.00239(-)-3.550239(r)0077907(o).36903(s)-1.4597(-)-0.4))

ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other system partners to ensure that the Board of Governors’ Standing Orders are respected and that all future assignments in the area of faculty professional development involve input and affirmation from the Academic Senate and local senates.

Contact: Lorraine Slattery-Farrell, Mt. San Jacinto College, Professional Development Committee

MSC

Whereas, Professional development benefits all faculty, regardless of discipline, position, or college;

Whereas, Professional development opportunities for part-time faculty can be limited or even non-existent in many districts; and

Whereas, Part-time faculty are able to contribute to professional development activities in many ways, including bringing a variety of perspectives and experiences to the college;

Resolved, That the Academic Senate for California Community Colleges urge local senates to extend and promote professional development opportunities to part-time faculty to ensure their inclusion in professional development.

Contact: Arnita Porter, West Los Angeles College, Professional Development Committee

MSC

Whereas, The passage of Assembly Bill (AB) 2558 (Williams, 2014)¹⁶ establishes a new structure for professional development at the Calif

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ADOPTED RESOLUTIONS

years, and that the district provides a report of the actual expenditures for faculty and staff development for the preceding year;

Whereas, The academic and professional matters identified in Title 5 §53200 include “faculty professional development policies” as an area which falls under the purview of local senates; and

Whereas, The new legislation has no provision specifically naming local senates as a body that should, as stated in Title 5, be involved in the development of faculty professional development policies, including the dissemination of any funds forthcoming from AB 2558 (Williams, 2014);

Resolved, That the Academic Senate for California Community Colleges remind local senate leaders of their rights and responsibilities for involvement in the development of faculty professional development policies, including the use of potential funding provided by AB 2558 (Williams, 2014); and

Resolved, That the Academic Senate for California Community Colleges provide opportunities and information to local senate leaders regarding faculty professional development and its role at their colleges.

Contact: Dolores Davison, Executive Committee, Professional Development Committee

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Whereas, The California Community Colleges Chancellor's Office (CCCCO) has proposed that if the system could purchase a Common Course Management System (CCMS) for distance education courses throughout the 36(-)0.478208(d)-0.956417(e)3.15789(v465()250].86)-0.47.0819(s)-1.7465(t

ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges urge local senates and bargaining units to work with their administrations to ensure that any monetary savings which

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related to college participation in any of the phases of these initiatives or to any future statewide initiative that encompasses academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges affirm that college or district participation in any of the current or future statewide initiatives does not nullify local senate purview over academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor’s Office to remind governing boards and their designees that they must engage in collegial consultation with local senates before and during participation in any current or future statewide initiatives which encompass academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to focus on the educational needs of their students and the professional needs of their faculty when deciding whether or not to recommend to their governing boards and/or designees participation in any current or future statewide initiative.

Contact: John Freitas, Executive Committee

Adopted by Acclamation

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Whereas, The academic and professional matters identified in Title 5 §53200, including, but not limited to, curriculum development, approval policies, and procedures, educational program

ADOPTED RESOLUTIONS

the development and delivery of quality college and district distance education instructional programs and student services;

Resolved, That the Academic Senate for California Community Colleges affirm that requirements for collegial consultation on academic and professional matters fully apply to college and district distance education instructional programs and student services; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates in their efforts to assert to their governing boards and designees that faculty primacy over academic and professional matters applies fully to college and district distance education instructional programs and student services.

Contact: Dolores Davison, Executive Committee, Online Education Committee

MSC

✓ A C A
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Whereas Writing assessment, from placement in appropriate courses to certifying proficiency in a single course or a series of courses, involves high stakes for students and has a profound impact on their educational journeys and success;

Whereas, B2.53658(i)6ss479431(-)-0.476985(O)0. .95m)Unity8Cllc(2)fd7656(7)91493(4)57.89789095691

ADOPTED RESOLUTIONS

WHEREAS, California's community colleges serve a diverse population of students, some of whom have emotional and/or environmental circumstances which may interfere with their ability to achieve their academic goals, as well as disenfranchising them from engaging in normal societal privileges and activities;

Whereas, These disenfranchised students may be homeless, may be suffering from untreated medical and mental ailments, may not have steady income or transportation, and are often highly disinclined to allow themselves to be identified as being in need of support because the common characteristic among these students is that they exist in a constant state of insecurity;

Whereas, California's community colleges are already overburdened with mandates to provide education plans for all students without sufficient resources, which are needed for these disenfranchised students in order to increase success, retention, and completion; and

Whereas, The California Community College System has established no future plans to provide the services that these disenfranchised students so badly need;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and Board of Governors to develop a long range plan that will increase services for disenfranchised students.

Contact: Cynthia Rico, Executive Committee, Transfer and Articulation Committee

MSC

FAILED RESOLUTIONS

FAILED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges not apply the two-thirds vote rule to positions taken more than ten years prior to any proposed change in position.

Contact: Fabio Gonzales, San Jose City College

Note: This resolution requires a two-thirds vote in the affirmative of delegates voting.

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Resolved, That the Academic Senate for California Community Colleges not apply the two-thirds vote rule to positions previously taken more than ten years prior to any proposed change in position effective immediately upon its adoption by the delegates.

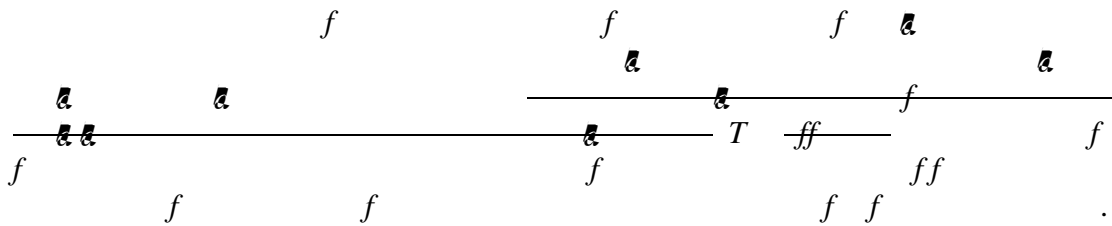
Contact: Wayne Organ, Contra Costa College

MSF

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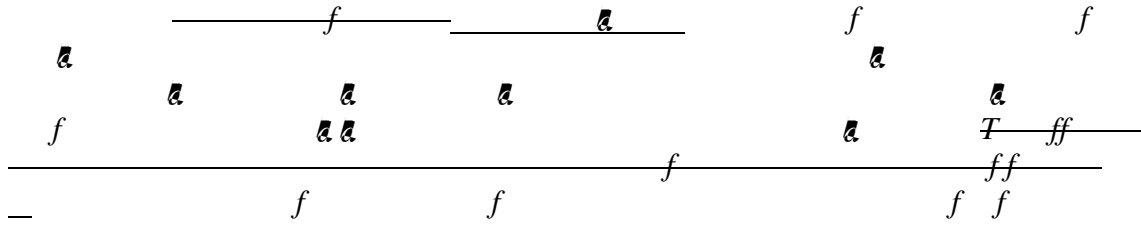
Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges recommend that Standard III A. 6 of the Accreditation Standards, adopted in June 2014 by the Accrediting Commission for Community and Junior Colleges (ACCJC), be interpreted for faculty as follows and disseminate this interpretation to local colleges, system partners, and the ACCJC:



FAILED RESOLUTIONS

Commission for Community and Junior Colleges (ACCJC), be interpreted for faculty as follows and disseminate this interpretation to local colleges, system partners, and the ACCJC:



Contact: Sara McKinnon, College of Marin

MSF

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Amend the first resolved:

Resolved, That the Academic Senate for California Community Colleges recommend to the Chancellor's Office ~~to encourage~~ that Admissions and Records staff to permit must confer with faculty discipline experts to determine the rule governing permission for the students' re-enrollment into necessary courses as presented in the California community college document,
f *a f T* *a a* ;
 and

Contact: Kathy Schmeidler, Irvine Valley College

MSF

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Add a third resolved:

Resolved, That the Academic Senate for California Community Colleges collaborate with the Chancellor's Office to establish parameters and standards for the California Community College Baccalaureate Degree before any degree is offered to students.

Contact: Michelle Grimes-Hillman, Mt. San Antonio College, Area C

MSF

FAILED RESOLUTIONS

RESOLUTION A OF 2015

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges, in consultation with its system partners, support actions, ~~including possible legislation,~~ that ensure progress toward the statutory goal that 75% of credit courses offered be taught by full-time faculty, excluding overload assignments.

Contact: Richard Mahon, Riverside City College, Area D

MSF

WHEREAS, Faculty are highly educated and extremely experienced with combined expertise in their fields of math, English, and ESL and regularly create assessments to measure their students' grasp of concepts and skills;

Whereas, California community college faculty are highly educated and extremely experienced with combined expertise in their fields of math, English, and ESL and regularly create assessments to measure their students' grasp of concepts and skills;

Whereas, The Interim Environmental Scan produced for the Common Assessment Initiative (CAI) Steering Committee did not take into account or look at faculty-created assessments currently validated and used throughout the UC, CSU, and CCC systems, such as the CTEP (College Test for English Placement), which was developed by a faculty member at Santa Barbara City College; and

Whereas, Many California Community College faculty and higher education professionals are concerned about the privatization of public higher education and are wary of the outsourcing of what should be faculty-controlled tasks to for-profit companies and of loss of local control over curricular decisions;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office and the Steering Committee of the Common Assessment Initiative Project to establish guidelines that give primacy and priority to commun

FAILED RESOLUTIONS

assessment and that the each writing samples are is

