Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

49th SPRING SESSION RESOLUTIONS

Adopted Resolutions

Resolutions Committee 2016-2017
John Randy Beach, Executive Committee, Chair
Julie Adams, ASCCC, Executive Director
Virginia May, ASCCC, North Representative
Carrie Roberson, Butte College, Area A
Eric Thompson, Santa Rosa Junior College, Area B
Rebecca Eikey, College of the Canyons, Area C
Donna Greene, College of the Desert, Area D

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3.0 EQUITY AND DIVERSITY

3.01 S17 Revise the Paper *A Re-examination of Faculty Hiring Processes and Procedures*

Whereas, The most recent Academic Senate for California Community Colleges (ASCCC) paper on faculty hiring, *A Re-examination of Faculty Hiring Processes and Procedures*[1], was adopted in Fall 2000, and it is good practice to regularly review and reevaluate professional standards regarding the hiring processes and procedures for all faculty;

Whereas, Awareness of the importance of developing faculty hiring processes to increase the diversity of candidates applying and being interviewed for full-time faculty positions has become more significant throughout the system, including the drafting and recent release by the Chancellor's Office of the *Equal Employment Opportunity (EEO) and Diversity Best Practices Handbook,*[2] which provides an explanation of the recently-adopted, multiple methods allocation model for EEO funding and model practices for addressing the nine multiple methods described in the allocation model; and

Whereas, The report from the Board of Governors' Task Force on Workforce, Job Creation, and a Strong Economy included recommendations to expand the pool of potential career and technical education (CTE) faculty with industry experience, and subsequent efforts by the ASCCC and the Chancellor's Office CTE Minimum Qualifications Task Force have been made to assist colleges to be more flexible when hiring CTE faculty while maintaining high academic and professional standards;

Resolved, That the Academic Senate for California Community Colleges update the paper *A Re-examination of Faculty Hiring Processes and Procedures* and bring it to the Spring 2018 Plenary Session for discussion and possible adoption.

Contact: Randy Beach, Equity and Diversity Action, and John Freitas, Standards and Practices

MSC

3.02 S17 Support for Marginalized Students

Whereas, The Academic Senate for California Community Colleges (ASCCC) embraces equity principles for all in its Values Statement[3] which states that the ASCCC "works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms" and supports this same principle as applied to all students and staff;

Whereas, Recent actions and rhetoric by federal government officials and the president of the United States have resulted in escalating concerns and fears on the part of students who identify with traditionally marginalized identities including, but not limited to, LGBTQIA+ students,

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[1] http://asccc.org/papers/re-examination-faculty-hiring-processes-and-procedures

[2] http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-EEO-and-Diversity-Handbook-ADA.pdf

[3] http://www.asccc.org/about/values-statement

students who may belong to targeted religious groups, undocumented immigrant students, or students with Deferred Action for Childhood Arrivals (DACA) status; and

Whereas, College and local senate leaders who wish to address the concerns of students but are uncertain as to the impact of passing local resolutions declaring their campuses to be "sanctuary" campuses including consideration of the liabilities and restrictions that self-designation may cause;

Resolved, That the Academic Senate for California Community Colleges support the guiding principles set forth by Chancellor Eloy Ortiz Oakley in the December 6, 2016, press release "California Community Colleges Chancellor's Office Provides Guidance Related to Undocumented Students"[4] that states that "California Community Colleges are open to all students who meet the minimum requirements for admission, regardless of immigration status";

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to provide legal guidance to colleges considering passing resolutions expressing support for marginalized student populations including, but not limited to, LGBTQIA+ students, students belonging to targeted religious groups, undocumented immigrant students, and Deferred Action for Childhood Arrivals (DACA) students; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to engage in dialog with other constituent groups in order to best show support for all students and to promote the ASCCC goals of inclusiveness and equity by supporting equal opportunities and equal human dignity for all.

Contact: Martin Ramey, Mt. San Antonio College, Equity and Diversity Action

Acclamation

3.03 S17 Support for Students with Deferred Action for Childhood Arrivals (DACA) Status

Whereas, Faculty throughout the country are concerned about the reported potential ending of the Deferred Action for Childhood Arrivals (DACA) program, which has allowed undocumented immigrants who were brought to the United States before their 16th birthday prior to June 2007 to remain in the United States under specific conditions and to apply for renewal of this program every two years;

Whereas, To be eligible for the DACA program, applicants must have demonstrated lawful conduct, and must be either currently enrolled in school, be a high school graduate, or be honorably discharged from the military[5];

[4] http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/DEC2016/PR-Principles-12-5-16-FINAL.pdf

[5] https://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-daca#guidelines

Whereas, Significant numbers of DACA students have attended and continue to attend California community colleges; and

Whereas, DACA students are representative of the students on whom the future of the State of California depends, and their removal from California and the United States would be a devastating loss;

Resolved, That the Academic Senate for California Community Colleges affirm its support for students with Deferred Action for Childhood Arrivals status in the California community college system, the other segments of education in California, and across the nation and convey this affirmation to the Chancellor of the California Community Colleges, the Board of Governors, and other interested stakeholders both in the State of California and nationally.

Contact: Executive Committee

Acclamation

5.0 BUDGET AND FINANCE

5.01 S17 Sustainable Funding for Inmate Education Programs

Whereas, SB1391 (2014, Hancock) waives the open course requirement for community college courses offered in state correctional facilities;

Whereas, As of Academic Year 2016-17, 16 pilot colleges began delivering face-to-face courses inside 32 of the state's 35 correctional facilities;

Whereas, Pilot colleges that are delivering instruction in support of academic programs in state correctional facilities express concern that the courses they are offering might be vulnerable during budgetary cuts or when the colleges are at or exceeding growth caps; and

Whereas, The current practice of categorically funded programs mitigates the impact of budget cuts and local budgetary decisions on the most vulnerable special populations of students;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to recognize that serving incarcerated students within the college's service area is a part of the college's mission and should be valued and prioritized as other student populations;

Resolved, That the Academic Senate for California Community Colleges acknowledge that incarcerated students are among the most disenfranchised of the California community college student populations; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to establish a plan for sustaining the provision of in-person community college courses inside the state's correctional facilities independent of economic fluctuation.

Contact: Cleavon Smith, Equity and Diversity Action, Executive Committee
Acclamation

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S17 Support for AB 204 (Medina, as of January 23, 2017)

Whereas, The implementation of the Seymour-Campbell Student Success Act in 2012, enshrined in California Education Code §76300, called for a process that revokes a student's Board of Governors fee waiver in certain instances where the student fails to meet adequate markers of progress toward completion;

Whereas, The Seymour-Campbell Student Success Act of 2012 requires colleges to afford students an appeals process when the fee waiver is revoked but the due process procedures of colleges vary widely across the state;

Whereas, Students in urban centers of the state may elect to enroll at a different community college district and re-apply for a fee waiver to start anew, an opportunity that is not readily available to students in rural areas of the state; and

Whereas, AB 204 (Medina, as of January 23, 2017) seeks to amend California Education Code §76300 to require each community college district to, at least once every three years, examine the impact of specified minimum academic and progress standards and determine whether those standards have a disproportionate impact;

Resolved, That the Academic Senate for California Community Colleges support AB 204 (Medina, as of January 23, 2017) and communicate that support to the legislature and other constituents as appropriate.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Legislative and Advocacy

MSC

6.02 S17 Opposition to AB 387 (Thurmond, as of February 9, 2017)

Whereas, AB 387 (Thurmond, as of February 9, 2017) would require health care entities (e.g. hospitals) to pay allied health students minimum wage for time spent completing the clinical training hours that are mandated by state laws governing each discipline and that are required in order to obtain California and national licensure and/or certification;

Whereas, The ASCCC recognizes that the intent of AB 387 (Thurmond, as of February 9, 2017) is to provide some useful financial assistance to our allied health students; however, students are not employees and the cost of treating them as such would impose a prohibitive financial burden on our clinical education sites, causing many to opt out of providing clinical education opportunities to students;

Whereas, Inability to form clinical experience partnerships with local clinical sites would reduce the capacity of, and in some cases, eliminate many California community college allied health career programs; and

Whereas, Such loss of clinical education opportunities would drastically reduce the number of

certified and licensed graduates from California community colleges, exacerbate existing allied health care workforce shortages, and block student access to high demand living-wage jobs;

Resolved, That the Academic Senate for California Community Colleges oppose AB 387 (Thurmond, as of February 9, 2017) and communicate this opposition to the California State Legislature.

Contact: Greg Kemble, Yuba College

MSC

6.03 S17 Opposition to AB 847 (Bocanegra, as of April 18, 2017)

Whereas, The Academic Senate for California Community Colleges holds diversity as a value central to leadership and governance and, to that end, has partnered with the Chancellor's Office to develop and promote best practices for recruiting, hiring, and retaining diverse faculty to better serve California's diverse student populations;

Whereas, Assembly Bill 847 (Bocanegra as of April 18, 2017) would require local academic senates within the California community colleges to post their membership rosters on their college websites and provide demographic data on the gender and race or ethnicity of its members to the public upon request;

Whereas, In the current technological and political climate, many people, including faculty members who serve on local academic senates, are very protective of their privacy and personal information, and thus AB 847 (Bocanegra, as of April 18, 2017) would require the collection and possible publication of data that many individuals may be reluctant to disclose, resulting in an unwillingness to serve on their local academic senates; and

Whereas, Faculty participation in college governance is essential to effective educational programs and student success, and the Academic Senate for California Community Colleges is deeply concerned that AB 847(Bocanegra, as of April 18, 2017), contrary to its very positive intention of promoting diversity in faculty leadership, might in reality have a chilling effect on faculty participation due to the privacy concerns of individual faculty members and therefore could have a detrimental impact on the ability of community colleges to serve their students;

Resolved, That the Academic Senate for California Community Colleges affirm its commitment to diversity as a core value central to effective leadership and governance;

Resolved, That the Academic Senate for California Community Colleges oppose Assembly Bill 847 (Bocanegra, as of April 18, 2017) unless the bill is amended to provide sufficient protection for the privacy of faculty members regarding their demographic information; and

Resolved, That the Academic Senate for California Community Colleges express to Assembly member Bocanegra its eagerness to work with the legislature in efforts to promote diversity in faculty leadership and more generally in the faculty workforce of the California community colleges.

Contact: John Stanskas, ASCCC Vice President

MSC

6.04 S17 Oppose Limiting the Local Implementation of Multiple Measures

Whereas, The assessment and placement of students into all levels of courses, including basic skills courses is an academic and professional matter that includes not only the use of assessment tests but also multiple measures, including the high school transcript data, non-cognitive considerations, and other factors, that have been evaluated by college faculty and have been selected to meet the needs of the students;

Whereas, The use of multiple measures for placement is required by Title 5 §55522(a), and the Academic Senate for California Community Colleges has a long history of supporting and encouraging the use of multiple measures in assessment through its adopted positions, event presentations, and publications, including the 2014 paper *Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges*;

Whereas, AB 705 (Irwin, as of April 4, 2017) would modify the Seymour-Campbell Student Success Act of 2012 to require colleges to use high school coursework, self-reported grade point average, and grades or guided self-placement to place students into courses in mathematics and English, even if these methods have been found not to be the most effective at meeting the needs of the local community; and

Whereas, No single means of assessment or placement has been shown to be effective for all students and institutions, and faculty experts need the ability to adapt their practices and policies to their local situations, including those for the assessment and placement of students;

Resolved, That the Academic Senate for California Community Colleges communicate to Assembly member Irwin's office concerns regarding state-level mandates for and restrictions on the local implementation of multiple measures and placement of students; and

Resolved, That the Academic Senate for California Community Colleges support AB 705 (Irwin, as of April 4, 2017) if it is amended to allow colleges the flexibility to identify and use the most appropriate multiple measures and assessment instruments to place students into a range of basic skills and transfer-level courses that meet the needs of the colleges' unique student populations.

Contact: Michelle Sampat, Mt. San Antonio College

MSC

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 S17 Improve the Basic Skills Funding Formula

Whereas, Assembly Budget Bill 1602 (2016, Committee on Budget) established the Student Success for Basic Skills Program, which establishes new basic skills funding formulas, replacing those in place for the Basic Skills Initiative;

Whereas, The basic skills funding formula legislated by AB 1602 (2016, Committee on Budget) includes the following weighted factors:

a. "The percentage of students receiving a Board of Governors fee waiver who first enrolled in a course below transfer level in English, mathematics, or English as a second language, or any combination of these, and subsequently completed a college-level course in the same subject within one year and within two years. This factor shall comprise 50 percent of the allocation formula.
b. The percentage of students receiving a Board of Governors fee waiver. This factor shall comprise 25 percent of the formula.
c. The percentage of basic skills full-time equivalent students in courses offered by that community college district using evidence-based practices and principles [as specified]. This factor shall comprise 25 percent of the formula";

Whereas, The legislated funding formula excludes the ability of a college to count noncredit students because noncredit students, who generated 38% of system FTES in basic skills[6] between 2013-2016, do not apply for financial aid and cannot be determined eligible to receive the Board of Governors fee waiver; and

Whereas, The formula also excludes many noncredit and credit basic skills students who may be seeking literacy skills rather than pre-collegiate skills, and are not, therefore, completing a college-level course in the same subject within either one year or within two years, and the formula necessitates a measurement of courses utilizing evidence-based practices, something that likely varies between sections of the same course, and that this discrepancy is not currently measured;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to propose an alternate funding formula that includes college efforts to improve basic skills for students through noncredit courses and for student goals that differ from the goals of college degree attainment and transfer.

Contact: Cheryl Aschenbach, Executive Committee

MSC

7.02 S17 Online Training for College Staff to Support Formerly Incarcerated Students

Whereas, The Student Mental Health Program, a partnership between the Chancellor's Office and the Foundation for California Community Colleges, offers online training courses that simulate interactions in real situations between students and staff for any community college employee or student in order to improve the mental health outcomes for individuals, families, and communities;

Whereas, The online training courses currently available to community college employees and students consist of modules that simulate encounters with veterans, LGBTQIA+ students, and

[6] http://datamart.cccco.edu/Students/FTES_Summary.aspx

students broadly identified as "At Risk", but do not provide simulations specifically designed to work with formerly incarcerated students; and

Whereas, Formerly incarcerated students face serious mental health challenges when re-entering society and attempting to navigate through the California's community colleges;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office and the Foundation for California Community Colleges, mental health providers, and relevant service providers who work specifically with formerly incarcerated populations to develop online training courses that include simulated interactions between students and staff to help the college community be responsive to and supportive of the mental health of formerly incarcerated students and improve their success outcomes.

Contact: Cleavon Smith, Diversity and Action Committee, Executive Committee

MSC

7.03 S17 CCCApply and Adult Education Schools

Whereas, The California Community Colleges System uses a common application tool known as CCCApply which serves all new students applying to the colleges;

Whereas, CCCApply has capability to indicate the high school(s) that prospective students have attended which facilitates data collection that is used in increasing student success statewide;

Whereas, AB 104 (2015, Committee on Budget) created the Adult Education Block Grant, which mandates alignment between California community colleges and adult education schools throughout the state, yet the two systems do not yet share a common data system which would facilitate tracking and data collection that could support student success; and

Whereas, Lack of such common data system results in the inability to track accurately the movement of students between adult education schools and California community colleges;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify CCCApply to include the capability to indicate the specific adult education school(s) that a prospective student has attended; and work with the Chancellor's Office to use this modification to improve the data collection of students transferring between the California community colleges and adult education schools.

Contact: Leigh Anne Shaw, Skyline College, Area B

MSC

7.04 S17 Accessing Data on LGBT-Identified Students from the CCCApply

Whereas, The Academic Senate for California Community Colleges passed resolution 7.01 F15 "LGBT MIS Data Collection and Dissemination" calling for the Chancellor's Office to "regularly disseminate data collected on gender identity, gender expression, and sexual orientation, per AB 620 (Block, 2011) requirements, to local community colleges to better serve

LGBT students and to do so in a safe and secure manner in acknowledgement of the sensitive nature of the data;"

Whereas, Citing privacy concerns, the Chancellor's Office has refused to release this data to colleges and districts that have requested it, despite the fact that data on LGBT-identified students are made available to individual University of California campuses, per recommendations from the UC Task Force and Implementation Team on Lesbian, Gay, Bisexual and Transgender Climate and Inclusion (2014)[7];

Whereas, Making informed data-based decisions is essential in fulfilling the promise of the Equity in Higher Education Act, which affords all persons, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or other specified bases, equal rights and opportunities in California postsecondary educational institutions (Education Code §66251); and

Whereas, The success of LGBT students depends upon the ability of each college to access and utilize aggregated data pertaining to student equity measures and other metrics, such as access, student success, retention, and degree and certificate completion;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that aggregated data collected from the CCCApply about LGBT-identified students be made available to all California community colleges in order to better serve the students at our colleges and meet the requirements of Title IX, the Equity in Higher Education Act, and AB 620 (Block, 2011) and report progress back to the body by Fall 2017.

Contact: Gayle Pitman, Sacramento City College

Acclamation

7.05 S17 Chancellor's Office Support for Veterans Resource Centers

Whereas, Throughout the 113 California community colleges, there are over 70,000 veterans[8] and no federal or state funding to support these veterans as they move from military life to community college life;

Whereas, Veterans Resource Centers (VRCs) are active on 50 California community colleges, but these VRCs are not provided adequate funding or staffing, are usually comprised of one small room with no support services, and are inadequate to assist our veteran populations to succeed in the community college environment when returning from the stress of war;

Whereas, Fully-resourced and comprehensive VRCs, where services are located in a one stop location, could and do contribute to student success by providing academic, wellness, and collaborative support to the large influx of Post 9/11 veteran students in a holistic fashion with

[7] http://gisoi.ucsd.edu/our-work/task-force-recs.html#Collection-of-Data-on-Sexual-Or

[8] Chancellor's Office Data Mart

established objectives and activities designed to increase the capacity of the institution to more comprehensively serve veteran students in their endeavor to succeed academically; and

Whereas, Some services VRCs provide are similar to other success centers (individualized counseling and support, academic progress monitoring, tutoring services, textbook services and loans, etc.), other services differ and are designed to address specific needs of veterans, such as mental health services for veterans with PTSD unique to serving in the military, specialized transition services (i.e., Calfresh, VA healthcare enrollment, GI bill), and outreach to veterans;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to seek sustained funding for Veterans Resource Centers; and

Resolved, That the Academic Senate for California Community Colleges communicate to the Board of Governors, Chancellor's Office, CEOs, local senates, and the legislature the need to provide funds to meet the unique needs of veterans to support their success in California community colleges.

Contact: Cleavon Smith, Berkeley City College

MSC

9.0 CURRICULUM

9.01 S17 Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes

Whereas, The Academic Senate for California Community Colleges (ASCCC) approved resolution 9.06 S16, which states that the ASCCC should "urge local senates to ensure that institutional decisions regarding student learning outcomes assessment are understood to be a curricular matter and therefore institutions should consult collegially with local senates;"

Whereas, The development of student learning outcomes (SLOs) is a potentially useful tool for faculty to develop educational programs and course outlines of record, as well as an important part of accreditation requirements, including the requirement that colleges review disaggregated SLO data; and

Whereas, The creation and assessment of SLOs have curricular implications that go beyond the goal of compliance with accreditation standards;

Resolved, That the Academic Senate for California Community Colleges update its white paper *SLO Terminology Glossary: A Resource for Local Senates* (2009)[9]; and

Resolved, That the Academic Senate for California Community Colleges create a paper on effective practices for student learning outcomes assessment and present that information to the field at the Fall 2018 Plenary Session.

[9] http://www.asccc.org/papers/slo-terminology-glossary-resource-local-senates

Contact: Dolores Davison, Curriculum Committee, Executive Committee

MSC

9.02 S17 Adopt the Revised Paper *The Course Outline of Record: A Curriculum Reference Guide*

Whereas, Resolution 9.06 S14 directed the Academic Senate for California Community Colleges to "update *The Course Outline of Record: A Curriculum Reference Guide* to more accurately reflect the current curriculum processes, guidelines, and requirements and present it for adoption at the Spring 2016 Plenary Session.";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *The Course Outline of Record: A Curriculum Reference Guide* and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: Dolores Davison, Curriculum Committee, Executive Committee
Appendix A: *The Course Outline of Record: A Curriculum Reference Guide*[10]

MSC

9.03 S17 Addressing the Needs of Students Impacted by the Changes to Course Repetition

Whereas, The 2012 changes to Title 5 Regulations regarding course repetition limited the ability of some colleges to address the needs of their lifelong learning student populations as well as other students in various disciplines and situations;

Whereas, Lifelong learning courses for the purposes of adult education and community service remain an aspect of the mission of the California community colleges per Education Code § 66010.4[11];

Whereas, Resolution 9.08 F14 "Impact of Changes to Course Repeatability" produced a breakout session at the Spring 2015 Plenary, but the resolution's directive "to research the impact at the program level of the 2012 changes" has not been completed and therefore has been neither reported nor used "to inform future actions or guidance regarding this issue"; and

Whereas, In order to fulfill all aspects of the California community colleges' mission, the system would benefit from a comprehensive analysis of the effects of the 2012 regulation changes and an exploration of avenues for meeting needs of students who were negatively impacted by those changes;

Resolved, That the Academic Senate for California Community Colleges work with the appropriate partners to collect relevant data and explore avenues for addressing the needs of

[10] http://www.asccc.org/sites/default/files/Appendix%20A__COR%20Paper%20.docx
[11] https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=66010.4.

lifelong learning students and other students impacted by the 2012 changes to Title 5 Regulations regarding course repetition.

Contact: Mandy Liang, City College of San Francisco

MSC

10.0 DISCIPLINES LIST

10.01 S17 Disciplines List – Public Safety

Whereas, Oral and written testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," supported the following addition of the Public Safety discipline:

> *Any bachelor's degree and two years of professional experience, or an associate's degree and six years of professional experience;* and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the "Disciplines List Revision Handbook" was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the "Disciplines List" for Public Safety.

Contact: John Freitas, Standards and Practices Committee, Executive Committee
See Appendix B: Disciplines Summary Report[12]

MSC

10.02 S17 Faculty Internship Minimum Qualifications in Disciplines Not Requiring a Master's Degree

Whereas, Faculty internship programs provide valuable opportunities for prospective community college faculty to gain experience teaching or providing service to students while simultaneously completing the requirements for meeting the minimum qualifications for faculty;

Whereas, The Board of Governors Task Force on Workforce, Job Creation and a Strong Economy recognized through its recommendations the importance of faculty internships as a means to expand opportunities for industry professionals to teach in career and technical education programs, specifically recommendation 14(e), which states:

> *Develop and promote guidelines to implement Title 5 §53502, Faculty Internship Minimum Qualifications, for those disciplines for which a master's degree is not expected or required*; and

[12] http://www.asccc.org/sites/default/files/Disciplines%20List%20Revision%20Proposals%20Summary2_3_2017.docx

Whereas, The current minimum qualifications for faculty interns in disciplines not requiring a master's degree stated in Title 5 §53502(b) are not fully aligned with the minimum qualifications for credit faculty in disciplines not requiring master's degrees stated in Title 5 §53410, such as the use of the term "industry experience" instead of "professional experience" and the lack of a provision for interns who are completing or who have completed baccalaureate degrees, and this lack of alignment may present difficulties in developing the guidelines on faculty internship minimum qualifications recommended by the Strong Workforce Task Force;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to review, clarify, and develop as needed possible revisions to the minimum qualifications for faculty interns as stated in Title 5 §53502(b) for disciplines not requiring a master's degree in order to promote the expansion of faculty internship opportunities for industry professionals and report its findings by Fall 2017.

Contact: Stacey Searl-Chapin, Mt. San Jacinto College, Standards and Practices Committee
See Appendix C: Comparison of the language in Title 5 §53410 and §53502(b)[13].

MSC

10.03 S17 Review Experience Definitions for Disciplines Not Requiring a Master's Degree

Whereas, Title 5 §53404 (last amended in 1994) defines experience, as required for faculty minimum qualifications, solely in terms of years of full-time experience; and

Whereas, The current requirement of basing the required experience in disciplines not requiring a master's degree on years of full-time experience emphasizes quantity of experience over quality of experience and excludes applicants who may be well-rounded in their fields but who have not worked full-time for the number of years required to meet the minimum qualifications stated in Title 5 §53410, thus reducing the pool of otherwise qualified applicants for faculty positions in those disciplines;

Resolved, That the Academic Senate for California Community Colleges work with discipline faculty to investigate applications of the current definitions of professional and occupational experience and report its findings by Fall 2017.

Contact: Eric Narveson, Evergreen Valley College, Standards and Practices Committee

MSC

[13] http://www.asccc.org/sites/default/files/Appendix%20-%20Comparison%20of%2053410%20and%2053502.docx

10.04 S17 Review Experience Requirements for Disciplines Not Requiring a Master's Degree

Whereas, The professional experience components of the minimum qualifications for faculty in disciplines not requiring a master's degree are identical regardless of whether or not the degree earned is in the discipline; and

Whereas, The lack of any credit from earning an associate's or bachelor's degree in the discipline directly related to the faculty member's teaching assignment towards the professional experience requirement disregards the expertise gained by completing a degree in that discipline;

Resolved, That the Academic Senate for California Community Colleges work with discipline faculty to explore the potential of revising the minimum qualifications for disciplines not requiring a master's degree in order to allow for appropriate credit for years of professional experience when an associate's or bachelor's degree is completed in the specific discipline and report its findings by Fall 2017.

Contact: Stacey Searl-Chapin, Mt. San Jacinto College, Standards and Practices Committee

MSC

10.05 S17 Equivalency Resources for Local Senates

Whereas, The Academic Senate for California Community Colleges has long asserted that all faculty must exemplify what it means to be an educated person through the attainment of depth and breadth of knowledge and experience that is at least equal to the discipline-specific and general education requirements of a college degree;

Whereas, Applicants for faculty positions in the California community colleges who do not meet the minimum qualifications may demonstrate that their qualifications are equivalent to the minimum qualifications through a variety of means, depending on local policies, including through demonstrated completion of academic coursework in the discipline and in general education, through work experience, and through eminence; and

Whereas, Local senates often struggle with determining whether or not the qualifications of applicants with significant years of professional experience but with little or no formal academic preparation are equivalent to the minimum qualifications, particularly in the career technical education disciplines, and would benefit from the availability of expanded resources for determining equivalencies to the minimum qualifications;

Resolved, That the Academic Senate for California Community Colleges work with faculty and other entities as appropriate to develop and disseminate resources that empower local senates to evaluate and assess, more effectively and with greater flexibility, the qualifications of applicants for faculty positions who have significant professional experience in the field but who have not completed formal academic work in the discipline and/or in general education and report the outcomes by Spring 2018.

Contact: Executive Committee

MSC

10.06 S17 Inclusion of Apprenticeship Faculty Minimum Qualifications in the Disciplines List

Whereas, "Placing courses within disciplines" is identified within Title 5 § 53200(c)(1) as an academic and professional matter under the purview of local senates, and no exception regarding the placement of apprenticeship courses within disciplines is cited in statute or regulation;

Whereas, Local senates are responsible for identifying and recommending to local governing boards the appropriate minimum qualifications to teach courses by assigning all courses to disciplines specified in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook, also known as the Disciplines List;

Whereas, The Disciplines List does not include apprenticeship, nor does it specify the disciplines for which the apprenticeship minimum qualifications may apply and under which conditions they may be used, which presents difficulties for local senates in their considerations of appropriate placement of apprenticeship courses within disciplines; and

Whereas, The adoption of resolution 10.03 S10 established Academic Senate support for including all faculty minimum qualifications in the Disciplines List, yet the apprenticeship faculty minimum qualifications are the only faculty minimum qualifications not included in the Disciplines List;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and appropriate discipline faculty, including apprenticeship faculty, to identify the most appropriate means for including the apprenticeship minimum qualifications into the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook, also known as the Disciplines List, and report its findings by Spring 2018.

Contact: John Freitas, Los Angeles City College

MSC

11.0 TECHNOLOGY

11.01 S17 Using Savings from Adopting Canvas

Whereas, Resolution 12.04 F14 "Using Anticipated Savings from Adopting the Common Course Management System to Support Online Faculty Professional Development Needs" urged "local senates and bargaining units to work with their administrations to ensure monetary savings from a district or college transitioning to a Common Course Management System (CCMS) be used primarily to support the professional development needs of distance education faculty making the transition to the new CCMS;"

Whereas, The Online Education Initiative (OEI) has adopted a CCMS and funded the full cost of Canvas for all distance education and all face-to-face courses offered by colleges choosing to adopt Canvas locally as their sole course management system (CMS);

Whereas, The governor's January 2017 budget proposal included $8 million annually and ongoing to fund Canvas as the CMS for the entire California Community College System; and

Whereas, Even though the State of California may pay for Canvas in its entirety for the foreseeable future, the ongoing funding for professional development as well as the maintenance, improvement, and expansion of the technology infrastructure needed to support Canvas remains as required ongoing funding;

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to advocate to their administration that monetary savings resulting directly from the adoption of Canvas be utilized to fund faculty professional development and other support, as well as the ongoing maintenance, improvement, and necessary technology infrastructure, including personnel, for quality distance education programs.

Contact: LaTonya Parker, Moreno Valley College, Online Education Committee

MSC

11.02 S17 Expansion of the Online Course Exchange

Whereas, The 2013-2014 Budget Act enacted the governor's Online Education Initiative to expand access to online education in the California Community College System and allocated $16.9 million for that purpose, and furthermore the Chancellor's Office established the California Community College Online Education Initiative (OEI) to realize this legislation through the creation of the OEI Online Course Exchange;

Whereas, The OEI Course Exchange promises to allow students to enroll in high quality online courses from colleges across the state through a centralized exchange, with potential for great benefit and opportunities for our students by providing additional access to courses needed for transfer and degree completion, and the 2016-2017 Budget Act (AB 1602) appropriated an additional $20,000,000 to "expedite and enhance the adaptation and development of courses that are available through the online course exchange of the Online Education Initiative";

Whereas, Since OEI is at a point of expansion from pilot to broader implementation, it is important that efforts to expand the courses offered and colleges participating in the OEI Course Exchange continue to emphasize high standards for course quality and instructional integrity and that practices and policies focus on increasing student access and success across the system; and

Whereas, The Academic Senate for California Community Colleges is the collective faculty voice on academic and professional matters statewide and has long provided leadership for faculty on distance education matters through its position papers, resolutions, *Rostrum* articles and presentations;

Resolved, That the Academic Senate for California Community Colleges continue to partner with the Online Education Initiative (OEI) to ensure that faculty primacy in academic and professional matters continues to be exercised within the initiative, including consultation with

the OEI Steering Committee with input from the OEI Consortium for any decisions directly impacting courses offered on the OEI Course Exchange;

Resolved, That the Academic Senate for California Community Colleges remind OEI that faculty primacy in academic and professional matters applies to curriculum and academic standards, which includes the academic standards for development and offering of courses for the OEI Course Exchange, and that any decisions directly impacting courses need to be made in consultation with the OEI Steering Committee and with input from the OEI Consortium;

Resolved, That the Academic Senate for California Community Colleges insist that high standards, including review of courses by trained faculty reviewers and determination of alignment with the OEI Course Design Rubric by those same faculty reviewers, remain in place to ensure that courses offered on the OEI Course Exchange are of superior quality, of appropriate rigor, and offered and supported locally prior to being offered on the OEI Course Exchange; and

Resolved, That the Academic Senate for California Community Colleges work with the Online Education Initiative Management Team to ensure ASCCC-appointed faculty participate in the development of criteria for managing the course offerings.

Contact: Cheryl Aschenbach, Executive Committee

MSC

12.0 FACULTY DEVELOPMENT

12.01 S17 Professional Development College Modules on Noncredit

Whereas, Resolution 13.02 F15 states, "the recent equalization of Career Development and College Preparation (CDCP) noncredit class apportionment with credit class apportionment, the ongoing funding for student success efforts including Basic Skills, Equity, and Student Success and Support Programs, and the Recommendations of the California Community Colleges Task Force on Workforce, Job Creation, and a Strong Economy (August 14, 2015) are all resulting in an increased focus on the use of noncredit instruction to improve student success and close equity gaps in basic skills as well as provide additional options for preparation for courses in career and technical education programs;" and

Whereas, The Academic Senate for California Community Colleges has offered noncredit professional development at plenary sessions and other events, but not all faculty are able to attend these events;

Resolved, That the Academic Senate for California Community Colleges design and implement a Professional Development College module that provides training on recent developments affecting noncredit no later than Spring 2018.

Contact: Christen Smith, College of The Desert and Richard Weinroth, San Diego Continuing Education, San Diego Continuing Education

MSC

12.02 S17 Support Use of Sabbaticals and Other Professional Development for Open Educational Resources Development

Whereas, Curriculum, including the selection and development of instructional materials, is an area of faculty primacy under Title 5 §53200 and the development of open educational resources (OER) is a worthwhile curriculum-related endeavor that will benefit students;

Whereas, Assembly Bill 798 (Bonilla, 2015) encourages the use of OER, and zero-textbook-cost degree efforts are underway that seek to provide an opportunity for students to earn a degree with no expenses associated with instructional materials;

Whereas, Access to and use of textbooks and ancillary materials can facilitate successful course completion by students, and students may postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion; and

Whereas, According to the senate paper *Sabbaticals: Benefitting Faculty, the Institution, and Students* (2007) major purpose of sabbaticals "…is to provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, and travel;"

Resolved, That the Academic Senate for California Community Colleges encourage local senates and bargaining units to work with their administration to allow the use of sabbaticals and other professional development opportunities for the development of accessible open educational resources.

Contact: Michelle Pilati, Rio Hondo College

MSC

13.0 GENERAL CONCERNS

13.01 S17 Support for Federal Funding of Arts and Humanities Programs

Whereas, Open access to the arts and humanities allows students of all backgrounds to acquire a broad awareness of history and cultural diversity, develop critical thinking skills, and learn empathy for human experiences of all kinds;

Whereas, Inherent in the mission of the California community colleges is the preparation of students for a rich, meaningful, and engaged life that goes beyond transfer and career preparation to helping students develop qualities of responsible citizenship;

Whereas, Federal funding for programs in the arts and humanities encourages diversity, creativity, and innovation; provides educational opportunities for underserved populations; provides oversight and accountability; and reduces barriers to public access to the arts and humanities due to income, disability, age, ethnicity, geographic location, and level of education; and

Whereas, The proposed federal budget that includes eliminating programs such as the National Endowment for the Arts and the National Endowment for the Humanities, which constitute less than .01% of the federal budget[14], will not only adversely affect United States cultural leadership in the world, but also result in a less enlightened civil society;

Resolved, That the Academic Senate for California Community Colleges affirm, in the strongest possible terms, its support for federal funding of programs in the arts and humanities as vital public goods and work with the Chancellor's Office, the Board of Governors, and other interested stakeholders to convey this message to California's state and federal elected leaders.

Contacts: Alex Immerblum, East Los Angeles College and Dan Wanner, Los Angeles City College, Area C

Acclamation

17.0 LOCAL SENATES

17.01 S17 Academic Senate Involvement in and Sign-off on Grants and Initiative Plans

Whereas, The Governor of California and state legislature have been instrumental in producing legislation that has transformed and continues to transform educational standards in the California Community College System, such as the Institutional Effective Partnership Initiative (IEPI), Strong Workforce Program (SB 66, 2016, Leyva), Adult Education/Non-Credit Initiative (AB86, Education Omnibus Trailer Bill, 2013-2014) and Student Success and Support Programs (SSSP) Initiative (SB1456, 2012,Lowenthal), and other special grants such as Open Educational Resources (OER) Zero Cost Textbook Degree (AB798, 2015/Bonilla);

Whereas, These state initiatives, programs, and grant proposals involve many academic and professional matters under faculty purview including student success, processes for program review, curriculum development, institutional planning, budget development and more;

Whereas, Districts and colleges have well-established processes for ensuring that decision-making is a participatory process and that faculty have primacy in making recommendations related to academic and professional matters; and

Whereas, The timeline for participation in these initiatives, programs, and grants are frequently hurried and do not allow for the collegial consultation process to occur;

Resolved, That the Academic Senate for California Community Colleges urge local senates to remain vigilant in their contributions to and review of grants, programs, and initiatives that fall under the purview of academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to include mechanisms, including a local academic senate signoff, that ensure local senate

[14] The Washington Post, https://www.washingtonpost.com/lifestyle/style/with-elimination-of-nea-and-neh-trumps-budget-is-worst-case-scenario-for-arts-groups/2017/03/15/5291645a-09bb-11e7-a15f-a58d4a988474_story.html

involvement in and approval of all state grants, programs, and initiatives that fall under the purview of academic and professional matters.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Legislative and Advocacy

MSC

17.02 S17 Adequate Support and a Designated Point Person for Formerly Incarcerated Students

Whereas, SB1391 (2014, Hancock) increased the California community college course offerings inside state prisons so that California community colleges are now teaching in-person in 32 of the state's 35 correctional facilities;

Whereas, Proposition 57 (2016) will increase the number of individuals being released from state correctional facilities, and will prioritize those individuals who are pursuing college courses while incarcerated;

Whereas, Individuals being released are encouraged to continue their pursuit of higher education when they return to their communities; and

Whereas, Formerly incarcerated students, like other special populations of students, face dramatic obstacles to accessing college service and academic programs without intentional direct support and outreach;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work with their college administrators to designate and publicize a contact person or persons (preferably faculty) responsible for supporting formerly incarcerated students and helping those students connect with appropriate support services at the college; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to assist colleges in their efforts to support formerly incarcerated students to access college programs and to achieve their academic goals at the college.

Contact: Cleavon Smith, Equity and Diversity Action, Executive Committee

Acclamation

17.03 S17 Local Senate Purview and Apprenticeship Programs

Whereas, AB 86 (Committee on Budget, 2013-2014) shifted all fiscal authority for apprenticeship programs from the California Department of Education to the Chancellor's Office, and the expansion of educational programs in apprenticeship in the California community colleges is anticipated;

Whereas, The Chancellor's Office states that the "community colleges have approximately 25,000 apprentices enrolled in over 160 apprenticeship programs comprised of a total of 66

trades/crafts titles located on 39 campuses[15]", with 27 California community colleges being members of the Registered Apprenticeship College Consortium (RACC)[16], as authorized under the National Apprenticeship Act and which includes criteria that fall under the purview of local senates, including criteria for awarding credit, transfer of credit, and academic residency requirements[17]; and

Whereas, Concerns have been expressed by local faculty leaders about apprenticeship curriculum not meeting local standards, inappropriateness of the assignment of apprenticeship courses to disciplines, and lack of engagement between apprenticeship programs and college processes such as program review, all of which are matters of local senate purview;

Resolved, That the Academic Senate for California Community Colleges assert that local academic senate purview over academic and professional matters applies to all academic programs, including apprenticeship; and

Resolved, That the Academic Senate for California Community Colleges assert that college administrations must collegially consult with their local academic senates before agreeing to join the Registered Apprenticeship College Consortium.

Contact: John Freitas, Los Angeles City College

MSC

[15] Please go to http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Apprenticeship.aspx.

[16] For more information about RACC, go to https://www.doleta.gov/OA/pdf/RACC_FAQs1.pdf.

[17] These criteria are part of the RACC framework, found at https://www.doleta.gov/OA/pdf/RACC_framework.pdf.

FAILED RESOLUTIONS

9.03.02 S17 Amend Resolution 9.03 S17
Add a new second resolved:

Resolved, That the Academic Senate for California Community Colleges collect quantitative and qualitative information from appropriate system partners concerning the accumulated cost in time and money to students and the aggregate CC-CSU-UC system about course requirements to complete a Bachelor's degree in disciplines affected by the 2012 repeatability regulations and present the findings at the Spring 2018 ASCCC Plenary session;

Amend the new third resolved:

Resolved, That the Academic Senate for California Community Colleges work with the appropriate system partners to explore ways to ~~increase~~ improve repeatability options needed for student success throughout their undergraduate career, particularly in disciplines where responsible pedagogy requires quality practice and repetition learning.

Contact: Kathy Schmeidler, Irvine Valley College

MSF

11.02.01 S17 Amend Resolution 11.02 S17
Amend the third whereas:
Whereas, As the Online Educational Initiative is at a point of expansion from pilot to broader implementation, it is important that efforts to expand the courses offered and colleges participating in the Exchange ~~not compromise~~ continue to emphasize high standards for course quality ~~or~~ and instructional integrity and that practices and policies focus on increasing student access and success across the system; and

Strike the first resolved:
~~Resolved, That the Academic Senate for California Community Colleges remind the Online Education Initiative (OEI) that faculty primacy in academic and professional matters applies to curriculum and academic standards, which includes the academic standards for development and offering of courses for the OEI Course Exchange, and that any decisions directly impacting courses need to be made in consultation with the OEI Steering Committee and with input from the OEI Consortium;~~

Add a new first resolved:
Resolved, That the Academic Senate for California Community Colleges continue to partner with Online Education Initiative (OEI) to ensure faculty primacy in academic and professional matters continues to be exercised within the Initiative, including consultation with the OEI Steering Committee with input from the OEI Consortium for any decisions directly impacting the offering of courses on the OEI Course Exchange;

Amend the third resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Online Education Initiative to ensure representative faculty participation in the development of ~~enrollment management~~ criteria for managing the number of courses individual colleges have on the OEI Course Exchange and managing the selection of courses offered on the OEI Course Exchange.

Contact: Cheryl Aschenbach, Lassen College

MSF

2017 Spring Plenary Session Delegates

Alameda, College of, Rochelle Olive
Allan Hancock College, Marla Allegre
American River College, Gary Aguilar
Antelope Valley College, Irit Gat
Bakersfield College, Deborah Rosenthal
Barstow College, Sona Vartanian
Berkeley City College, Kelly Pernell
Butte College, Carrie Roberson
Cabrillo College, Robin McFarland
Canada College, Doug Hirzel
Canyons, College of the, Rebecca Eikey
Cerritos College, Michelle Lewellen
Cerro Coso College, Jan Moline
Chabot College, Laurie Docktor
Chaffey College, Marie Boyd
Citrus College, Gina Hogan
Clovis College, Elizabeth Romero
Coastline College, Stephen Barnes
Compton Center (El Camino College), Christopher Halligan
Contra Costa College, Beth Goehring
Cosumnes River College, Julie Oliver
Crafton Hills College, Denise Allen Hoyt
Cuesta College, Lara Baxley
De Anza College, Mayra Cruz
Desert, College of the, Christen Smith
Diablo Valley College, John Freytag
East Los Angeles College, Alex Immerblum
El Camino College, Claudia Striepes
Evergreen Valley College, Eric Narveson
Folsom Lake College, Carlos Lopez
Foothill College, Carolyn Holcroft
Foothill DeAnza CCD, Isaac Escoto
Fresno City College, Bruce Hill
Fullerton College, Joshua Ashenmiller
Glendale College, Andrew Young
Grossmont College, Tate Hurvitz
Hartnell College, Lisa Storm
Imperial Valley College, Mary Lofgren
Irvine Valley College, Katherine Schmeidler
Laney College, Fred Bourgoin
Lassen College, Chad Lewis
Long Beach City College, David Morse
Los Angeles CCD, Donald J. Gauthier
Los Angeles City College, Dan Wanner
Los Angeles Mission College, Leslie Milke
Los Angeles Pierce College, Anna Bruzzese
Los Angeles Southwest College, Tamura Howard
Los Angeles Trade Tech College, Elton Robinson
Los Angeles Valley College, Joshua Miller
Los Medanos College, Silvester Henderson
Los Rios CCD, Steve Cirrone
Marin, College of, Sara McKinnon
Mendocino College, Jason Edington
Merced College, Julie Clark
Merritt College, Mario Rivas
MiraCosta College, Susan Herrmann
Mission College, Thais Winsome
Modesto Junior College, Robert Stevenson
Monterey Peninsula College, Sunny LeMoine
Moorpark College, Erik Reese
Moreno Valley College, LaTonya Parker
Mt. San Antonio College, Michelle Sampat
Mt. San Jacinto College, Tamara Smith
Napa Valley College, Amanda Badgett
Norco College, Peggy Campo
Orange Coast College, Lee Gordon
Palomar College, Travis Ritt
Peralta CCD, Joseph Bielanski
Rancho Santiago CCD, Monica Zarske
Redwoods, College of the, Todd Olsen
Reedley College, Emily Berg
Riverside CCD, Mark Sellick
Riverside College, Mary Margarita Legner
Sacramento City College, Troy Myers
San Bernardino Valley College, Celia Huston
San Diego City College, Justin Akers
San Diego Continuing Ed, Richard Weinroth
San Diego Mesa College, Rob Fremland
San Diego Miramar College, Marie McMahon
San Francisco, City College of, Mandy Liang
San Joaquin Delta College, Joel Beutel
San Jose City College, Jesus Covarrubias
San Jose -Evergreen CCD, Phil Crawford
San Mateo CCD, Leigh Ann Shaw
San Mateo, College of, David Laderman
Santa Ana College, Elliott Jones
Santa Barbara City College, Kathy O'Connor
Santa Monica College, Fran Chandler
Santa Rosa Junior College, Eric Thompson
Santiago Canyon College, Michael DeCarbo
School of Continuing Education, Alli Stanojkovic
Sequoias, College of the, Sondra Bergen
Shasta College, Kate Ashbey
Sierra College, Andrea Neptune
Skyline College, Kathryn Williams Browne
Solano College, Michael Wyly
Southwestern College, Carre Lesh
Taft College, Geoffrey Dyer
Ventura College, Thao Brabander
Victor Valley College, Jessica Gibbs
West Los Angeles College, Tamara Jones
West Valley College, Gretchen Ehlers
Woodland College, Matt Clark
Yuba College, Greg Kemble
President, Julie Bruno
Vice President, John Stanskas
Secretary, Dolores Davison
Treasurer, John Freitas
Area B, Cleavon Smith
Area C, Adrienne Foster
Area D, Craig Rutan
North Rep, Cheryl Aschenbach
North Rep, Virginia "Ginni" May
South Rep, Randy Beach
South Rep, Sam Foster
At Large Rep, Conan Mckay
At Large Rep, Lorraine Slattery-Farrell