

Spring 2020 Pre-Session Resolutions

1.a Allow Non-incumbent Candidates to Accept Additional Nominations for Unforeseen Position Openings

Whereas, The Academic Senate for California Community College's (ASCCC) rules, including its election procedures, were updated by action of the body on November 9, 2019, after robust discussion from delegates about the importance of diversity in faculty leadership and in an effort to better align the ASCCC elections procedures with the ASCCC Strategic Plan;

Whereas, An unforeseen result of the individual resolutions which collectively changed the elections procedures is that under the current rules, candidates who accept two nominations in advance of elections do not have the ability to accept nominations for unforeseen vacancies which may occur during session as the result of incumbents being elected to different positions or resigning; and

Whereas, The limitations placed on nominations from the floor and the number of nominations a candidate may accept, under the current rules, have the potential to create a situation on Saturdays of plenary during which, upon the event of a mid-cycle incumbent being elected to a different position or resigning, no candidates who have accepted nominations would be eligible to stand for the newly opened position, necessitating nominations from the floor on Saturday and impromptu speeches, and precluding from consideration for the newly opened position qualified candidates who have accepted two nominations for other positions;

Resolved, That the Academic Senate for California Community Colleges direct mid-cycle incumbents who are seeking a different position in the upcoming election to indicate their desire to seek a different position no less than one week in advance of elections; and

Resolved, That the Academic Senate for California Community Colleges revise its rules so that non-incumbent candidates, even those who have already accepted two nominations, may indicate if they wish to be considered for positions which they are eligible for and which become available during session as the result of mid-cycle incumbents being elected to different positions, resigning, or otherwise departing their position, effective immediately.

Contact: Eric Thompson, Standards & Practices Committee

1.a.i Update Rules to Clarify Parameters of Special Elections

Whereas, The Academic Senate for California Community Colleges (ASCCC) Rules do not address special elections for unexpired term vacancies, but the ASCCC Elections Procedures Manual states "If a position becomes vacant during the election, a special election can be held upon completion of the regular election. However, the nominations for the vacant position cannot be opened until the end of the regular election. In addition, the candidates that did not have the opportunity to give a speech will give a speech during Saturday's lunch," a practice which has governed special elections at plenary sessions since at least 2008; and,

Whereas, The ASCCC Rules were updated in fall of 2019 by action of voting delegates to include a limitation on the number of nominations which any candidate can accept during one election, but special elections for unexpired term vacancies are not addressed in the updated rules, which has caused faculty to raise questions about whether or not candidates who accept two nominations can also be considered for special elections for unexpired term vacancies, especially given that such vacancies, if available, will not be known in most cases until during a regular election at plenary in the event that an incumbent is elected to another position and given that such positions are not for a full term;

Resolved, That the Academic Senate for California Community Colleges, effective immediately, update its rules to clarify that special elections for unexpired term vacancies are separate elections from regular elections;

Resolved, That the Academic Senate for California Community Colleges, effective immediately, update its rules to clarify that any eligible candidate may accept nominations for special elections, regardless of having accepted nominations in the previous, regularly scheduled election; and

Resolved, That the Academic Senate for California Community Colleges add the following language to section I.G. of its rules:

10. If a position becomes vacant during the election, a separate, special election can be held upon completion of the regular election. However, the nominations for the vacant position cannot be opened until the end of the regular election. Anyone who is eligible, per section I.B. above, may accept a nomination for an unexpired term position, regardless of having accepted nominations in the previous, regularly scheduled election. In addition, the candidates that did not have the opportunity to give a speech will give a speech during Saturday's lunch.

Contact:

1.b Adopt Updated ASCCC Vision, Mission, and Values Statements

Whereas, ASCCC does not have a vision statement, its mission statement was created and adopted by delegates in Spring 2005 ([Resolution 1.03](#) S05) but has remained unchanged since, and its values statements were created by the Executive Committee in response to [Resolution 1.02](#) F08 and adopted by delegates in Fall 2009 ([Resolution 1.02](#) F09);

Whereas, While the current mission and values statements remain relevant, they inadequately communicate the importance of diverse faculty representation and perspectives and an emphasis on student success; and

Whereas, Input was solicited in breakouts at plenaries in Fall 2018, Spring 2019, and Fall 2019, and participant feedback significantly shaped the draft considered by the Executive Committee and proposed for adoption by delegates;

Resolved, The Academic Senate for California Community Colleges adopt the vision statement and updated mission and values statements (appendix).

Appendix: Proposed ASCCC Vision, Mission, and Values Statements (2020)

Contact: Cheryl Aschenbach and Mayra Cruz, ASCCC Executive Committee

3.a Support the Anti-Racism Pledge

Whereas, The Academic Senate for California Community Colleges adopted at the Fall Plenary of 2019 resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges;

Whereas, The resolution established a commitment for the Academic Senate for California Community Colleges to “take steps to not only strive for a greater knowledge about and the celebration of diversity, but will 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”;

Resolved, That the Academic Senate for California Community Colleges ask faculty and other stakeholders to examine their personal role and commit to dismantle structural racism by signing the Anti-Racism Pledge;

Resolved, That the Academic Senate for California Community Colleges distribute the Anti-Racism Pledge, publish a report of those who pledged and post the list of the colleges and individuals who pledged on the Academic Senate for California Community Colleges’ website; and

Resolved, That the Academic Senate for California Community Colleges, in order to work toward ending institutional discrimination, provide deeper training that reveals the inherent racism embedded in societal and educational institutions to faculty by spring of 2021.

Contact: Karla Kirk, Equity and Diversity Action Committee

Appendix: ASCCC The Anti-Racism Pledge

3.b Anti-Racism in California Community Colleges--An Academic Senate Paper

Whereas, The Academic Senate for California Community Colleges adopted at the Fall Plenary of 2019 resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges; and

Whereas, Understanding of the history of discriminatory laws and racial diversification in the California community college system would inform (educate) current faculty diversification efforts;

Resolved that the Academic Senate for California Community Colleges develop a position paper titled *Anti-Racism in California Community Colleges--An Academic Senate Paper* for consideration and adoption at the Spring 2021 Plenary Session.

Contact: Darcie McClelland, Equity and Diversity Action Committee

3.c Recommendation to Update Title 5 Language for Second Minimum Qualification

Whereas, The Academic Senate for California Community Colleges adopted a new inclusivity statement in fall 2019 (Resolution 3.03: Replacing the Academic Senate for California Community Colleges Inclusivity Statement) that aligns with the Board of Governor’s Diversity, Equity, and Inclusion Statement;^[1]

Whereas, The “Equity-Driven Systems” paper calls for Academic Senate for California Community Colleges and local senates to move beyond individual actions to transformational system change addressing policies and procedures (Resolution 3.04 F19: Adopt the Paper *Equity Driven Systems: Student Equity and Achievement in the CCC*);

Whereas, Title 5, § 53024.1 acknowledges that “establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort”; and

Whereas, Title 5, § 53022 defines the second minimum qualification for all faculty positions and requires all faculty applicants to demonstrate “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor’s Office to update the title 5 language to exhibit and reflect the demonstration of cultural humility,^[2] cultural responsiveness,^[3] and equity-mindedness^[4] that transcend “sensitivity” and further define the knowledge, skills, and behaviors in the second minimum qualification for faculty positions.

Contact: Luke Lara, Faculty Leadership Development Committee

[1] Vision for Success Diversity, Equity, and Inclusion statement passed by the Board of Governors at its September 17, 2019 meeting. <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

[2] Cultural humility is a lifelong commitment to self-evaluation and self-critique, redressing the power imbalances in the student-teacher dynamic, developing mutually beneficial partnerships with communities on behalf of individuals and defined populations. Source: Tervalon M, Murray-Garcia J: “Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education, “Journal of Health Care for the Poor and Underserved 1998; 9(2):117-124. Retrieved from https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility_Tervalon-and-Murray-Garcia-Article.pdf

[3] Culturally responsive teaching recognizes the importance of including students' cultural references in all aspects of learning, enriching classroom experiences, and keeping students engaged. Retrieved from <https://www.tolerance.org/professional-development/being-culturally-responsive>

[4] Equity-mindedness refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. Retrieved from <https://cue.usc.edu/about/equity/equity-mindedness/>

4.a Adopt the Paper Effective and Equitable Transfer Practices in the California Community Colleges

Whereas, Resolution 4.01 S18 directed the Academic Senate for California Community Colleges to “develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper Effective and Equitable Transfer Practices in the California Community Colleges and disseminate the paper to local academic senates upon its adoption.

Contact:

9.a Recommendations for the Implementation of a No-Cost Designation in Course Schedules

Whereas, Resolution 13.01 S19 asked that the “...Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020.”;

Whereas, Most California community colleges have overcome the technical challenges associated with implementing a “no-cost” designation in their online course schedules and are now seeking to perfect this implementation by ensuring consistency in the criteria used to determine which sections are marked with this designation and establishing procedures to ensure that no qualifying sections are missed;

Whereas, The details of the legislation (i.e., the requirement that sections marked with the no-cost designation be those “that exclusively use digital course materials”) is inconsistent with how “zero textbook cost” (ZTC) had been defined by the California Community Colleges Chancellor’s Office and does not address how courses that have never required a text (as documented in the course outline of record) should be treated; and

Whereas, Consistency and transparency across the colleges is beneficial to students, faculty, and anyone with an interest in assessing the impact of efforts to reduce textbook costs;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges implement both:

1. a no-cost designation for course sections that require a text but no-cost is passed on to students and

2. a separate designation to recognize those courses that do not require a text and, consequently, have no associated costs for instructional resources;

Resolved, That the Academic Senate for California Community Colleges recommend that the no-cost designation be used to recognize those sections that use digital resources (consistent with SB 1359[Block, 2016]) and those sections that require a text yet are “no-cost” due to something other than a digital alternative;

Resolved, That the Academic Senate for California Community Colleges recommend integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 no later than the fall 2020 plenary.

Contact: Michelle Pilati, Faculty Coordinator ASCCC Open Educational Resources Initiative

10.a Disciplines List--Registered Behavior Technician

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Registered Behavior Technician discipline:

Master's in behavior analysis, education, or psychology

OR

the equivalent

AND

certification as a Board-Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB); 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 Registered Behavior Technician.

Contact: Angela Echeverri, Standards & Practices Committee

10.b Update the Paper Equivalence to the Minimum Qualifications

Whereas, In 2014, a longitudinal study of a California community college reported that “underrepresented minority students” were more likely to complete courses and more likely to complete with a grade of B or higher in sections taught by an “underrepresented instructor”[1];

Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, and/or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The 2016 Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications* concludes that “Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning,” and at some districts equivalence is seldom or never granted, or framed in a manner that discourages applicants who might demonstrate equivalence from applying, despite the mention of equivalence in California Education Code § 87359; and

Whereas, The *Career Technical Education Faculty Minimum Qualifications Toolkit* (2019) provides means to document equivalence to the associate’s degree and is intended “to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates”;

Resolved, That the Academic Senate for California Community Colleges revise and update the paper *Equivalence to the Minimum Qualifications* in such a manner as to clarify to the field that equivalence is not only legally permissible but necessary to broadening hiring pools as a means of promoting faculty diversification; and

Resolved, That the Academic Senate for California Community Colleges revise and update the paper *Equivalence to the Minimum Qualifications* to align with the Career Technical Education Faculty Minimum Qualifications Toolkit and bring the revised paper to the body for consideration by spring of 2021.

Contact: Eric Thompson, Standards & Practices Committee

[1] Fairlie, R., et al. (2014) A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom. *The American Economic Review*. V. 104, n. 8, pp. 2567-2591.

develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption

Proposed Vision, Mission, and Values – February 2020

VISION (NEW)

Faculty leading change, serving students, and embracing inclusion

MISSION STATEMENT (PROPOSED)

As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to equity, student learning and student success. The Academic Senate for California Community Colleges acts to:

- Empower faculty to engage in local and statewide dialog and take action for continued improvement of teaching, learning, and faculty participation in governance
- Lead and advocate proactively for the development of policies, processes, and practices
- Include diverse faculty, perspectives, and experiences that represent our student populations
- Develop faculty as local and statewide leaders through personal and professional development
- Engage faculty and system partners through collegial consultation

VALUES (PROPOSED)

Leadership

The Academic Senate champions and models the effective leadership role of faculty at their colleges and at the state level, promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty, and fosters faculty participation in governance to effect change and promote student success. The Academic Senate facilitates and supports the development of faculty leaders. The Academic Senate is respectful and reflective in its work and

relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards.

Empowerment

The Academic Senate empowers faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity through its publications, resources, activities, policies, and presentations. The Academic Senate collaborates with other statewide organizations, and with administrators, trustees, students, classified professionals, and others, to develop and maintain effective relationships. The Academic Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level.

Voice

The Academic Senate asserts faculty primacy in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The Academic Senate is the official voice of the California community college faculty in statewide consultation and decision making regarding academic and professional matters and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Academic Senate values thoughtful discourse and deliberation and centers its work on student success.

The Anti-Racism Pledge

Pledge and Commitment to Anti-Racism Education

To eliminate institutional discrimination and racist policies, the Academic Senate for California Community Colleges strives to integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically; identify how racism, 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; 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; offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse employees in community colleges; coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and health and care needs of diverse population groups; promote a safe and inclusive environment for all; actively work to clearly define-and redefine as circumstances dictate-key terms and phenomena related to institutional racism; and critically reflect on anti-racism efforts to ensure their relevance and effectiveness.

I pledge my commitment to end institutional discrimination and racism and will support deeper training that reveals the inherent racism embedded in societal institutions, including the educational system; and ask individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism.

I personally pledge to

In my institution (campus), I pledge to

First Name*

Last Name* This field is required

Email Address*

Are you a(n):*

Select one

Select

Please share in your own words why committing to the ASCCC Anti-Racism Pledge is important to you?

Please include my name as a public signer on the ASCCC Anti-Racism Pledge

Check box

Send me a copy of my responses

Submit