



## **5<sup>th</sup> Annual Mock Plenary Session**

***For Discussion on Friday, June 14, 2019***

*Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by the academic senate delegates at the Mock Plenary Session at the Academic Senate Faculty Leadership Institute, June 15, 2019*

Resolutions Committee 2019-20

Geoffrey Dyer, ASCCC Area A Representative (Chair)  
Nathaniel Donahue, ASCCC At-large Representative

## RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions re debated and voted upon in the general sessions on the last day of the Plenary Session.
- All appendices are available on the ASCCC website.

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

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

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

## CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an \*.  
Resolutions and amendments submitted on Friday are marked with a #.

- \*6.01 M19 Opposition to AB 968 (Garcia, as of 13 June 2019)
- \*20.01 M19 Listen to Diverse Student Voices

# TABLE OF CONTENTS

<b>1.0</b>	<b>ACADEMIC SENATE</b> .....	<b>1</b>
1.01 M19	Direct John Stanskas to Wear Shiny Shoes .....	1
1.02 M19	Relocate Fall Plenary to San Diego, CA Permanently .....	1
1.03 M19	Need for Mock/Cocktail Social at All Academic Senate for California Community College Events .....	1
<b>5.0</b>	<b>BUDGET AND FINANCE</b> .....	<b>2</b>
5.01 M19	Delay Final Student Centered Funding Formula Implementation Plan Until All Metrics Operationalized.....	2
<b>6.0</b>	<b>STATE AND LEGISLATIVE ISSUES</b> .....	<b>2</b>
*6.01 M19	Opposition to AB 968 (Garcia, as of 13 June 2019).....	2
<b>10.0</b>	<b>DISCIPLINES LIST</b> .....	<b>3</b>
10.01 M19	Statistics Minimum Qualifications .....	3
<b>11.0</b>	<b>TECHNOLOGY</b> .....	<b>3</b>
11.01 M19	Study the Impact of Digital Badge Implementation .....	3
<b>13.0</b>	<b>GENERAL CONCERNS</b> .....	<b>3</b>
13.01 M19	Support Art, Culture and Creativity .....	3
<b>16.0</b>	<b>LIBRARY AND LEARNING RESOURCES</b> .....	<b>4</b>
16.01 M19	Learning Assistance and Tutoring, Including the Role of Learning Skills Coordinators or Instructors and Tutoring Coordinators.....	4
<b>20.0</b>	<b>STUDENTS</b> .....	<b>5</b>
*20.01 M19	Listen to Diverse Student Voices.....	5
20.02 M19	Honor Students' Name Preferences .....	5

## **1.0 ACADEMIC SENATE**

### **1.01 M19 Direct John Stankas to Wear Shiny Shoes**

Whereas, There is not enough fun in the world;

Whereas, The Academic Senate President should be the leader of fun;

Whereas, John Stankas is known to be a stylish guy;

Resolved, That the Academic Senate for California Community Colleges direct John Stankas to wear his shiny, so shiny, purple shoes at all Senate functions.

Contact: Ed Reed, College of the Desert

### **1.02 M19 Relocate Fall Plenary to San Diego, CA Permanently**

Whereas, The fall plenary has been held in Irvine, California (CA) for the past several years;

Whereas, It is well known that San Diego, CA has the best climate and hundreds of hospitality venues; and

Whereas, San Diego, CA is easily accessible by plane, car, or train;

Resolved, That the Academic Senate for California Community Colleges permanently relocate the fall plenary to San Diego, CA, beginning with the Fall 2020 Plenary.

Contact: Luke Lara, Mira Costa College

### **1.03 M19 Need for Mock/Cocktail Social at All Academic Senate for California Community College Events**

Whereas, Unstructured time is important for networking;

Whereas, 3-5pm is brain-dead time; and

Whereas, We need to stay hydrated;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) provide time in the agenda for a daily mock/cocktail social between the hours of 3-5pm at all ASCCC events.

Contact: Lahna VonEpps, Columbia College

## **5.0 BUDGET AND FINANCE**

### **5.01 M19 Delay Final Student Centered Funding Formula Implementation Plan Until All Metrics Operationalized**

Whereas, The Student Centered Funding Formula (SCFF) Budget Allocation Model is a significant departure from the previous FTES allocation models;

Whereas, The SCFF Budget Allocation Model was created before all metric funding points were operationalized;

Whereas, The effort to operationalize the SCFF Budget Allocation Model is ongoing and is resulting in month-by-month changes in the SCFF and the SCFF implementation rules; and

Whereas, All districts will need a data dictionary and operationalized measurements of SCFF funding points to effectively implement strategies to reach district metric goals;

Resolved, That the Academic Senate for California Community Colleges work with system partners to delay a full implementation plan of the SCFF model until all metrics are operationalized and until appropriate reference materials are distributed statewide.

Contact: Sarah Thompson, Los Positas College

## **6.0 STATE AND LEGISLATIVE ISSUES**

### **\*6.01 M19 Opposition to AB 968 (Garcia, as of 13 June 2019)**

Whereas, The curriculum process required by statute and regulation identifies the review and updating of career education curriculum every two years to ensure the program remains relevant to industry standards and current in the use of technology required for employability;

Whereas, The writing of elements of curriculum into statute as proscribed by AB968 (Garcia, as of 13 June 2019) may hamper the ability of colleges to adapt to industry expectations and the needs of individual communities or regions; and

Whereas, It is the position of the ASCCC and all faculty teaching in systems of higher education that curricular design is the responsibility and purview of faculty;

Resolved, That the Academic Senate for California Community Colleges oppose AB968 (Garcia, as of 13 June 2019) and communicate that opposition to the legislature and other constituents as appropriate.

Contact: Dolores Davison, Chair, ASCCC Legislative and Advocacy Committee

## **10.0 DISCIPLINES LIST**

### **10.01 M19 Statistics Minimum Qualifications**

Whereas, Statistics is classified under the mathematics discipline;

Whereas, Minimum qualifications are for disciplines, not for single courses; and

Whereas, Having a bachelors and masters degree in statistics does not satisfy minimum qualification for mathematics, and thus does not satisfy minimum qualifications to teach statistics;

Resolved, that the Academic Senate California Community Colleges classify statistics as a separate discipline from mathematics.

Contact: Christoph Noffsinger, Yuba College

## **11.0 TECHNOLOGY**

### **11.01 M19 Study the Impact of Digital Badge Implementation**

Whereas, Digital badges as a form of merit and achievement recognition are utilized and proliferating within the corporate and technical workforce sectors;

Whereas, The California Community Colleges system has integrated digital badging platforms within the Canvas learning management system and enabled it for use by instructors in online, hybrid and traditional face to face instruction;

Whereas, The use of digital badges as forms of academic recognition by instructors and local school districts is already being undertaken in a decentralized, unregulated manner as a supplement to existing, traditional forms of academic recognition; and

Whereas, The reach, scope and utility of digital badges is a profound change to the traditional manner of recognizing student merit and achievement;

Resolved, That the Academic Senate for the California Community Colleges will commission a study on the impact, costs and benefits to local districts and individual faculty members using digital badges for academic recognition and further study how such usage might be differentiated from current implementation within the private sector.

Contact: David Andrus, College of the Canyons

## **13.0 GENERAL CONCERNS**

### **13.01 M19 Support Art, Culture and Creativity**

Whereas, The college educational experience extends beyond the classroom;

Whereas, Arts, Culture and Creativity are valued aspects of the California Community College student's experience; and

Whereas, April will officially be Arts, Culture and Creativity Month in the state of California;

Resolved, That the Academic Senate for California Community Colleges establish April as California Community Colleges' Art, Culture and Creativity Month; and

Resolved, That the Academic Senate of Community Colleges urge local senates to review and/or forward policy suggestions that support college arts, culture, and creativity.

Contact: James Gilbreath Yuba College

## **16.0 LIBRARY AND LEARNING RESOURCES**

### **16.01 M19 Learning Assistance and Tutoring, Including the Role of Learning Skills Coordinators or Instructors and Tutoring Coordinators**

Whereas, The field of Learning Assistance has evolved since the last senate resolutions in 2008 (10.01)<sup>1</sup> and 2011 (10.12)<sup>2</sup> that addressed minimum qualifications and a 2011 article about separating learning assistance and tutoring<sup>3</sup>;

Whereas, The Minimum Qualifications for Learning Skills Coordinators or Instructors specify only qualifications for faculty at colleges collecting apportionment for tutoring or learning assistance,<sup>4</sup> and any learning assistance and tutoring center constitutes a space comparable to a classroom or library and should be overseen, at least in partnership with staff or administration, by qualified faculty whether or not collecting apportionment;

Whereas, There is a great need in the current context of AB 705 (Irwin, 2017), Guided Pathways, equity, and culturally responsive teaching for understanding of Learning Assistance as a field and how it fits into the context of the California Community College not as a secondary role but as a symbiotic partnership for student learning and as a site for student learning like the classroom and library; and

Whereas, “Specific standards for” Learning Assistance and Tutoring “have appeared piecemeal as Education Code sections, accreditation guidelines, professional guidelines, and ethics statements, but nowhere have these standards been collected, reviewed, and presented systematically to the California community colleges with specific application to the roles of” Learning Skills Coordinators or Instructors, and Tutoring Coordinators “in the California community colleges”;<sup>5</sup>

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<sup>1</sup> <https://www.asccc.org/resolutions/minimum-qualifications-learning-assistance-coordinators-and-instructors>

<sup>2</sup> <https://www.asccc.org/resolutions/supplemental-learning-assistance-and-tutoring-center-coordinator-minimum-qualifications>

<sup>3</sup> <https://www.asccc.org/content/separating-learning-assistance-and-tutoring>

<sup>4</sup> [https://asccc.org/sites/default/files/Minimum\\_Qualifications2018.pdf](https://asccc.org/sites/default/files/Minimum_Qualifications2018.pdf)

<sup>5</sup> See Resolution 16.01 S09

Resolved: That the Academic Senate for California Community Colleges (ASCCC) develop a Standards of Practice Paper for Learning Assistance and Tutoring in the California Community Colleges, including the Role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators.

Contact: Ted Blake, Mt. San Jacinto College

## **20.0 STUDENTS**

### **\*20.01 M19 Listen to Diverse Student Voices**

Whereas, President Stankas told us that academic and professional matters means, “solve problems, help students, and serve the community”;

Whereas, Faculty often make decisions and recommendations about these matters based on their own lens of the student and community experience, rather than a view which more accurately reflects the varied student and community experience; and

Whereas, Guided Pathways, SEAP, and other goals set forth by CCCCO encourage a student-centered and equity-informed lens;

Resolved, That the Academic Senate for California Community Colleges work with the California Student Senate for California Community Colleges to discover the best ways to help faculty understand the authentic experience of the diverse students we serve; and

Resolved, That the Academic Senate for California Community Colleges perform a study of best practices in inviting, hearing, and understanding the experience of students on our local campuses, which includes the viewpoints of a broad variety of students.

Contact: Katherine Krolikowski, Contra Costa College

### **20.02 M19 Honor Students’ Name Preferences**

Whereas, Students have a right to privacy and present themselves according to gender identity;

Whereas, The California Community Colleges Chancellor’s Office has promoted the use of Canvas as the learning management system for all 117 community colleges, and Canvas has an option called Name Coach that allows students to present according to their identity; and

Whereas There is no uniform standard in the state for enabling the Name Coach option of Canvas;

Resolved; The Academic Senate for Community Colleges recommend that the Distance Education and Educational Technology Advisory Committee enable the Canvas Name Coach option at all 117 Community College Campuses.

Contact: Mike Kalustian, Los Angeles City College