



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

***For Discussion on Saturday, June 16, 2018***

*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 16, 2018*

Resolutions Committee 2018-19

Geoffrey Dyer, ASCCC Area A Representative (Chair)  
Conan McKay, Area B Representative  
Rebecca Eikey, ASCCC Area C Representative  
Sam Foster, ASCCC Area D 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 are 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 #.

\*13.01 M18 The Flipped Meeting

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## **1.0 ACADEMIC SENATE**

### **1.01 M18 Academic Senate for California Community Colleges Executive Committee Term Limits**

Whereas, The Academic Senate for California Community College (ASCCC) 2018 Spring Plenary election resulted in four new members joining the Executive Committee, which matches the same number of incumbents who resigned or declined to run;

Whereas, The trickle-down process resulted in multiple elections, a prolonged day, and a significant falloff of participants;

Whereas, The absence of term limits results in a lack of opportunity for new faculty to join the Executive Committee; and

Whereas, ASCCC last reviewed their elections rules and procedures in 2014;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) form an ad hoc committee to review ASCCC election policies and procedures that hinder the election of new members and prolong the length of the Saturday Plenary session.

Contact: Julie Clark, Merced College

### **1.02 M18 Resolutions Resistance**

Whereas, Many attendees of the Faculty Leadership Institute were off contract as of May 25, 2018;

Whereas, Their brains are still not functional as of yet;

Whereas, The Academic Senate for California Community Colleges (ASCCC) is generally resistant to action without adequate consultation; and

Whereas, Faculty Leadership Institute attendees were given less than 24 hours for thoughtful consideration, brainstorming, and preparation;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) recommend that Leadership Institute attendees resist a valid resolution submission by the stated due date of 6:00pm. Thursday, June 14, 2018; and

Resolved, That the ASCCC encourage attendees at the 2018 Faculty Leadership Institute to use the provided break after the Third General Session for a snack, beverage, and networking in lieu of writing a valid resolution.

Contact: Peter Zografos, Mt. San Jacinto College

### **#1.02.01 Amend Resolution 1.02 M18**

Amend First Whereas:

Whereas, ~~Many attendees of the Faculty Leadership Institute were off contract as of May 25, 2018.~~ By the time the Faculty Leadership Institute began, many attendees were off contract;

Contact: Peter Zografos, Mt. San Jacinto College

## **3.0 DIVERSITY AND EQUITY**

### **3.01 M18 Equity and Diversity in Hiring Practices**

Whereas, The California Community Chancellor's Office has determined that California Community Colleges need greater diversity and inclusion in their hiring practices;

Whereas, It is important for a diverse student population to see itself represented in the classroom and around campus; and

Whereas, Campus culture strongly supports student success and equity initiatives;

Resolved, That the Academic Senate for California Community Colleges strongly recommend that local senates define diversity as it manifests itself in local hiring practices; and

Resolved, That the Academic Senate for California Community Colleges urge local senates, in collaboration with their administration, faculty, and staff, to create diversity and equity guidelines for future hiring practices.

Contact: Sam Foster, Fullerton College

### **#3.01.01 M18 Amend Resolution 3.01 M18**

Amend the First Resolved:

Resolved, That the Academic Senate for California Community Colleges ~~strongly recommend that local senates define diversity as it manifests itself in local hiring practices~~ review local Board policies that define diversity in hiring practices; and

Contact: Jan Jarrell, San Diego City College

## **5.0 BUDGET AND FINANCE**

### **5.01 M18 Funding Formula and the Impact of the Confidential Flag**

Whereas, A portion of performance based funding awards is based on transfer data and wage gains<sup>1</sup>;

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<sup>1</sup> Compromise Budget, June, 2018

Whereas, Students have the option to flag their records as “confidential”; and

Whereas, Confidential flags may impact data related to calculation of performance-based funding awards;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to analyze the impact of confidential flags on computing the funding awards and report back to all stakeholders.

Contact: Carole Meagher, City College of San Francisco

#### **#5.02 M18 Ongoing Evaluation of Student Success Funding Formula**

Whereas, The Trailer Bill language is the implementing language of the California State Budget Bill, and discussions reconciling the Senate and Assembly versions continued through June 14, 2018;

Whereas, AB 1809 (2018, Committee on Budget)<sup>2</sup> and the amount of funding appropriated to 114 colleges has changed significantly and has unidentified consequences on local colleges and districts, although it states, “This bill also would make non-substantive and conforming changes”; and

Whereas, The Trailer Bill language indicates, “Community college districts shall be entitled to the restoration of any reductions in apportionment revenue due to decreases in FTES during the three years following the initial year of decrease in FTES if there is a subsequent increase in FTES”;

Resolved, The Academic Senate for California Community Colleges (ASCCC) work with local academic senates regarding the Community Colleges Student Success Funding Formula Oversight Committee for the purpose of continuously evaluating and reviewing the implementation of the student success funding formula.

Contact: Carrie Roberson, Butte College

## **6.0 STATE AND LEGISLATIVE ISSUES**

### **6.01 M18 Equity Funding Formula for CTE Students M18**

Whereas, Academic Senate for California Community Colleges believes Career Technical Education (CTE) students are observed to be equal to non-CTE students in regards to the equity funding formula;

Whereas, CTE students are valued members of our local communities; and

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<sup>2</sup> [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB1809](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1809)

Whereas, CTE students' labor market data is tracked and shows that their careers lead to higher paying careers and therefore higher tax paying members of local communities;

Resolved, That Academic Senate for California Community Colleges support a funding formula that includes funding for CTE students at the same rate as non-CTE students.

Contact: Nance Nunes-Gill, Barstow Community College

#### **#6.01.01 M18 Amend Resolution 6.01 M18**

Whereas, Academic Senate believes Career Technical Education (CTE) students are ~~observed to be equal to non-CTE students in regards to the equity funding formula;~~

Whereas, CTE students are valued members of our local communities; and

Whereas, CTE students' labor market data is tracked and shows that their careers lead to higher paying careers and therefore higher tax paying members of local communities;

Resolved, That Academic Senate for California Community Colleges support a an equal funding formula for CTE and non-CTE students ~~funding formula that includes funding for CTE students at the same rate as non-CTE students.~~

Contact: Tina McClurkin, North Orange Continuing Education

#### **#6.01.02 M18 Amend Resolution 6.01 M18**

Strike first whereas:

~~Whereas, Academic Senate believes Career Technical Education (CTE) students are observed to be equal to non-CTE students in regards to the equity funding formula;~~

Contact: Rudy Duque, Barstow City College

#### **#6.01.03 M18 Amend Resolution 6.01 M18**

Amend Second (First) Whereas:

Whereas, Career Technical Education (CTE) students are integral to fulfilling the mission of the California Community Colleges ~~valued members of our local communities;~~ and

Add New Third (Second) Whereas:

Whereas, the new funding formula compensates colleges at a lower rate for completions by career technical education students than by transfer students;

Whereas, ~~CTE students'~~ Post-completion labor market data for CTE students ~~is tracked and shows that their careers~~ education leads to higher paying careers<sup>3</sup>, making them ~~and therefore~~ higher tax paying members of local communities;

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<sup>3</sup> <http://salarysurfer.cccco.edu/SalarySurfer.aspx>



Resolved, That Academic Senate for California Community Colleges support a funding formula that includes equitable funding for CTE students at the same rate as non-CTE students.

Amendment Contact: Rudy Duque, Barstow City College

### **6.02 M18 Part-Time Faculty Involvement in Departmental Meetings and Committee Work**

Whereas, 40% to 60% of all California community college instruction and non-classroom student support are provided by part-time faculty instructors;

Whereas, Part-time instructional and support faculty are not compensated for departmental meetings or committee participation;

Whereas, The Academic Senate for California Community Colleges (ASCCC) values the contributions to of part-time instructors to academic and professional matters at the local and state levels; and,

Whereas, Compensating part-time instructors for departmental meetings and committee participation is a matter of equity;

Resolved, That the Academic Senate for California Community Colleges urge the California State Legislature to allocate funding for part-time faculty to be compensated for participation in departmental meetings and committee work.

Contact: Jan Jarrell, San Diego City College

### **#6.02.01 M18 Amend Resolution 6.02 M18**

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges ~~urge the California State Legislature to allocate funding for~~ recommend that local senates work with their unions to support part-time faculty to be compensated for participation participate in departmental meetings and committee work.

Contact: Heather Kelley, Golden West College

## **13.0 GENERAL CONCERNS**

### **\*13.01 M18 The Flipped Meeting**

Whereas, Passive meetings (e.g., sitting and listening only) do not necessarily engage all participants;

Whereas, Flipped classrooms encourage participants in active learning; and

Whereas, Presenting “homework” at class and reading material (videos, PowerPoints, etc.) at home promotes more informed discussions;

Resolved, That the Academic Senate for California Community Colleges modify portions of the general session at plenary sessions and institutes to a flipped meeting format to increase audience participation.

Contact: Rebecca Eikey, College of the Canyons

### **13.02 M18 Renaming Office Hours to Student Support Hours**

Whereas, Student success increases with direct interaction with instructors beyond the classroom setting;

Whereas, The current use of the term “office hours” may hold various negative and misleading connotations for various and often vulnerable student populations, such as military personnel who often equate “Office Hours” with Article 15 (Non-Judicial Punishment); and

Whereas, The intent of individual one-on-one meetings is to encourage students to seek support for academic relationship;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to initiate conversations to discuss the potential impact of the label “office hours”;

Resolved, That the Academic Senate for California Community Colleges conduct a system-wide survey of how the term “office hours” is addressed across the colleges; and

Resolved, That the Academic Senate for California Community Colleges support the renaming of “Office Hours” to “Student Support Hours.”

Contact: Conan McKay, Mendocino College

### **#13.02.01 M18 Amend Resolution 13.02 M18**

Add a Third Whereas:

Whereas, The current term “office hours” implies that the availability of the instructor to the students is limited to traditional methods;

Contact: Dan Hall, Taft College

## **19.0 PROFESSIONAL STANDARDS**

### **19.01 M18 Uniform and Equitable Practices for AB 705 Implementation**

Whereas, New legislation such as AB 705 requires that all colleges maximize the potential of new students completing transfer level English and Math within one year, but has not provided clear directions on implementation;

Resolved, That the Academic Senate for California Community Colleges develop a paper identifying effective practices to assist colleges in creating uniform and equitable policies and bring the paper to the Fall 2019 Plenary Session for adoption.

Contact: Eboni McDuffie, Los Angeles Trade Technical College

**#19.01.01 M18 Amend Resolution 19.01 M18**

Add a Second Whereas:

Whereas, several California Community Colleges have already engaged in this work and have data that relate to student success;

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges compile data to develop a paper identifying effective practices to assist colleges in creating uniform and equitable policies and bring the paper to the Fall 2019 Plenary Session for adoption.

Contact: Eboni McDuffie, Los Angeles Trade Technical College

**#19.01.02 M18 Amend Resolution 19.01 M18**

Amend the First Whereas:

Whereas, ~~new legislation such as~~ AB 705 (Irwin, 2017) requires that all colleges maximize the ~~Potential likelihood that all~~ of new students completing transfer level English and ~~M~~ math within a one-year time frame, but ~~has not provided clear directions on~~ limited guidance about implementation requirements has been provided; and

Add a Second (Third) Whereas:

Whereas, The initial guidance from the California Community College's Chancellor's Office (March 2018) only provides a single option to achieve the requirements for AB 705 (Irwin, 2017) and does not supply sufficient information about how colleges could develop alternative options that are different from the default guidance but still comply with all legal requirements;

Add a New First Resolved:

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to establish criteria that allows colleges to implement AB 705 (Irwin, 2017) in a way that differs from placing all students directly into transfer level courses; and

Amend the Second Resolved:

Resolved, That the Academic Senate for California Community Colleges develop ~~a paper~~ resources that identifying effective practices for the local implementation of AB 705 (Irwin, 2017) to assist colleges in creating uniform and equitable policies and ~~bring the paper to~~ disseminate those practices by the Fall 2019 Plenary Session ~~for adoption.~~

Craig Rutan, Santiago Canyon College

### **19.02 M18 Recognizing Part-Time Faculty with Longevity Titles**

Whereas, A faculty member's title conveys a sign of professional respect for experience;

Whereas, Full-time faculty are afforded a sign of professional respect via longevity titles; and

Whereas, The process for bestowing titles on part-time faculty is variable across the California Community College System;

Resolved, That the Academic Senate for California Community Colleges research current practices across the California community colleges and report its findings to the body by fall 2018, and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to examine their current practices in recognizing faculty with longevity titles.

Contact: Nate Donahue, Santa Monica College

### **#19.02.01 M18 Amend Resolution 19.02 M18**

Amend the First Resolved:

Resolved, That the Academic Senate for California Community Colleges research current practices across the California community colleges and report its findings regarding the awarding of longevity titles to part-time faculty to the body by fall 2018, and

Contact: Andrew Delunas, Hartnell College