



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

47th SPRING SESSION RESOLUTIONS

FOR DISCUSSION AT AREA MEETINGS

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 academic senate delegates at the Academic Senate Spring Plenary Session held April 9 - 11, in San Francisco.

Resolutions Committee 2014-2015

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

RESOLUTIONS PROCESS OVERVIEW

In order to assure 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 resolution 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, and amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- 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.

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

- Senate Delegate Roles and Responsibilities
- Plenary Session Resolution Procedures
- Resolution Writing and General Advice

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

EXECUTIVE COMMITTEE RESOLUTIONS

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 *Resolution Procedures for the Plenary Session*.

Consent calendar resolutions in the packet are marked with a *

- 1.01 S15 Revise the Academic Senate Bylaws
- 1.02 S15 Revise the Academic Senate Rules
- 1.03 S15 Adopt the 2015-2018 ASCCC Strategic Plan
- 2.01 S15 Disaggregation of Learning Outcomes Data
- 6.01 S15 Oppose Expansion of Former CPEC Mission and Creation of a Higher Education Oversight Body That Does Not Contain Segmental Representation
- 6.02 S15 Support Funding for Career Pathways and Coordination of Long Range Planning
- 7.01 S15 System Handbook on Guidelines and Effective Practices for Dealing with Student Academic Dishonesty
- 9.01 S15 Curriculum Process and Effective Practices
- 9.02 S15 Alternative Courses for Math Competency Requirements
- 10.01 S15 Disciplines List – African American Studies
- 10.02 S15 Disciplines List – Counseling DSPS
- 10.03 S15 Disciplines List – Learning Disabilities Specialist: DSPS
- 10.04 S15 Disciplines List – Supply Chain Technology
- 12.01 S15 Faculty Recognition
- 13.01 S15 System-wide Collaboration on Violence Prevention Programs
- 14.01 S15 Allowing Faculty to Submit the “Report Delayed” (RD) Symbol for Instances of Student Academic Dishonesty
- 16.01 S15 Update the Paper Textbook Issues: Economic Pressures and Academic Values
- 17.01 S15 Adopt the Paper the Local Senates Handbook
- 17.02 S15 Establishing Local CTE Liaison Position
- 17.03 S15 Establishing Local Legislative Liaison Position

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RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS

1.0 ACADEMIC SENATE

*1.01 S15 Revise the Academic Senate Bylaws

Whereas, The Academic Senate for California Community Colleges is a 501(c)(6) nonprofit organization that is required to follow nonprofit laws and California Corporations Code, and the ASCCC bylaws serve as a foundational legal document that outlines the structure of the organization and provides an operational framework to comply with those laws;

Whereas, The Standards and Practices Committee was tasked to review the Academic Senate Bylaws, in consultation with legal counsel, to ensure that they were consistent with all previously adopted resolutions, clearly outlined the responsibilities of members of the Executive Committee, explained the structure of the Academic Senate and how decisions are made, and provided a framework that allows the Senate to effectively represent the faculty of the California community colleges in a manner consistent with all legal requirements; and

Whereas, The proposed revisions to the Bylaws were discussed during a breakout at the Fall 2014 Plenary Session and distributed to the body for comment during the beginning of 2015, and the majority of the feedback received supported the proposed revision;

Resolved, That the Academic Senate for California Community Colleges adopt the revised Academic Senate Bylaws and that the revised Bylaws take effect immediately following their approval.

Contact: Craig Rutan, Executive Committee, Standards and Practices Committee
Appendix A: Bylaws Table Format, Bylaws after Changes, and Bylaws Survey Feedback

*1.02 S15 Revise the Academic Senate Rules

Whereas, The Academic Senate Rules outline election procedures for the Executive Committee, procedures for filling vacancies on the Executive Committee, and the relationship between the Academic Senate Foundation and the Executive Committee and list the Senate's standing committees;

Whereas, The Standards and Practices Committee reviewed and revised the Rules to ensure that they were consistent with all applicable laws, Academic Senate policies and procedures, and the proposed revisions to the Academic Senate Bylaws; and

Whereas, The proposed revisions to the Rules were distributed to the body for comment during the beginning of 2015, and the majority of the feedback received supported the proposed revision;

Resolved, That the Academic Senate for California Community Colleges adopt the revised Academic Senate Rules and that the revised Rules take effect immediately following their approval.

Contact: Craig Rutan, Executive Committee, Standards and Practices Committee
Appendix B: Rules Table Format, Rules after Changes, and Rules Survey Feedback

*1.03 S15 Adopt the 2015-2018 ASCCC Strategic Plan

Whereas, Strategic planning is an important activity for any successful organization, as this activity provides clear direction and stability and ensures that the organization's leadership is responsive to its members;

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Whereas, The initial draft of the strategic plan for the Academic Senate for California Community Colleges was created by the elected representatives of the Executive Committee with careful thought regarding the organization's mission and purpose and thoughtful consideration of the Executive Committee members' perceptions of the wishes of faculty statewide as well as attention to the future health and growth of the ASCCC; and

Whereas, The strategic plan for the Academic Senate for California Community Colleges was presented in draft form for feedback at the Fall 2014 Plenary Session and was vetted electronically in Spring 2015, offering broad opportunity for local academic senate leadership to help to shape the plan;

Resolved, That the Academic Senate for California Community Colleges adopt the 2015-2018 ASCCC Strategic Plan.

Contact: Julie Bruno, Executive Committee
Appendix C: Draft Strategic Plan

2.0 ACCREDITATION

*2.01 S15 Disaggregation of Learning Outcomes Data

Whereas, The revised accreditation standards adopted in June 2014¹ by the Accrediting Commission for Community and Junior Colleges (ACCJC) state in Standard I, Institutional Mission and Effectiveness, the following:

- *Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery, (I.B.5) and*
- *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies, (I.B.6); and*

Whereas, Concerns have been expressed from the field regarding how to meet the requirements for disaggregation of data and the extent to which such disaggregation is feasible to yield meaningful analysis;

Resolved, That the Academic Senate for California Community Colleges facilitate a conversation in the field, through breakout sessions, *Rostrum* articles, or other means deemed appropriate by the Executive Committee, regarding the disaggregation of learning outcomes data and the means by which colleges can meet or exceed the requirements of accreditation Standard I adopted by the Accrediting Commission for Community and Junior Colleges in June of 2014.

Contact: Michael Heumann, Imperial Valley College, Accreditation and Assessment Committee

¹ The June 2014 standards are found at http://www.accjc.org/wp-content/uploads/2014/07/Accreditation_Standards_Adopted_June_2014.pdf

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6.0 STATE AND LEGISLATIVE ISSUES

***6.01 S15 Oppose Expansion of Former CPEC Mission and Creation of a Higher Education Oversight Body That Does Not Contain Segmental Representation**

Whereas, California law establishes the California Postsecondary Education Commission (CPEC) as the coordinating and planning agency for statewide postsecondary education, but CPEC was defunded by the governor in 2011 and its statutory functions did not include oversight of higher education;

Whereas, SB 42 (Liu, 2015, as of December 2, 2014), according to the Legislative Council's Digest, "would change the composition of, and rename, CPEC as the California Commission on Higher Education Performance and Accountability, and would recast and revise its various functions and responsibilities," significantly broadening the previous functions of CPEC;

Whereas, Among the functions assigned to the California Commission on Higher Education Performance and Accountability under SB 42 (Liu, 2015, as of December 2, 2014) is to "increase educational achievement in postsecondary educational institutions, close educational achievement gaps, and prepare citizens for the workforce," which demonstrates the potentially intrusive and inappropriate new scope of the proposed commission charge; and

Whereas, SB 42 (Liu, 2015, as of December 2, 2014) specifically excludes segmental representation on the California Commission on Higher Education Performance and Accountability, stating that "a person who is employed by any institution of public or private postsecondary education shall *not* be appointed to or serve on the commission, except that a person who is not a permanent, full-time employee and who has part-time teaching duties that do not exceed six hours per week may be appointed to and serve on the commission," thus ensuring that a commission composed of individuals who may not have understanding of higher education will have an oversight role in California higher education;

Resolved, That the Academic Senate for California Community Colleges oppose SB 42 (Liu, 2015, as of December 2, 2014) and any further legislation that would seek to create an oversight body for California higher education that is not primarily composed of segmental representation; and

Resolved, That the Academic Senate for California Community Colleges oppose legislation that proposes to expand the former role of CPEC into areas that intrude on decisions properly made by representatives of the California higher education segments themselves.

Contact: Dan Crump, Executive Committee, Legislative and Advocacy Committee

***6.02 S15 Support Funding for Career Pathways and Coordination of Long Range Planning**

Whereas, Legislators have recognized the importance of improving student transitions from high school to community college, commonly referred to as career pathways, since 2005, which has led to local, regional, and state investments serving middle schools, high schools, and colleges (SB 70, 2005, Scott; SB1070, 2012, Steinberg; AB 86, 2013, Blumenfeld; and the California Pathways Trust Fund, 2013-2018);

Whereas, Funding streams have often been transient and short term, leading to cyclical disruption of establishing and sustaining career pathways and ultimately to disinvestment in many highly successful efforts across the state;

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Whereas, Given the likelihood that funding will remain impermanent and episodic, long term coordination requirements must be mandatory and consistent elements of all future funding legislation supporting career pathways to assure long range continuity and consistency and to reduce duplication and unnecessary repetition of effort; and

Whereas, The current legislative intent expressed in SB 66 (Leyva, as of January 7, 2015) seeks to extend California's investments in career pathways for another undefined short-term period;

Resolved, That the Academic Senate for California Community Colleges support current and future public investments in California high school to community college career pathways; and

Resolved, That the Academic Senate for California Community Colleges work with interested legislators to include long range requirements and resources for coordinating and investing in career pathways at the state level.

Contact: Shawn Carney, Solano College, CTE Leadership Committee

7.0 CONSULATION WITH THE CHANCELLOR'S OFFICE

***7.01 S15 System Handbook on Guidelines and Effective Practices for Dealing with Student Academic Dishonesty**

Whereas, Resolution 13.05 S13² called for the Academic Senate for California Community Colleges to "reinitiate its effort to review and, where appropriate, draft language to revise Title 5 regulations to allow for the failure of students for egregious acts of academic dishonesty while also protecting all students' rights to due process";

Whereas, The rights and responsibilities of faculty and students when acts of academic dishonesty by students are observed and reported by faculty are not always clear or well-understood, which may result in faculty frustration and a reduced willingness to report such incidents out of concern for being involved in lengthy disciplinary proceedings that may be seen as unfair to the faculty, or out of fear of being sued by students;

Whereas, The Academic Senate for California Community Colleges has numerous publications, including Rostrum articles and the 2007 paper *Promoting and Sustaining an Institutional Climate of Academic Integrity*, that present effective practices for preventing acts of academic dishonesty and the status of Chancellor's Office legal interpretations of what can and cannot be done by faculty with respect to assigning grades when students are caught engaging in egregious acts of academic dishonesty, but Academic Senate publications do not provide legal advice to faculty; and

Whereas, The Chancellor's Office has developed handbooks on topics such as distance education, accessibility and compliance with the Americans with Disabilities Act, and repeatability, yet no such handbook currently exists that provides guidance to the field regarding student academic dishonesty;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to develop a handbook for the system that provides both legal guidance and effective practices for the prevention and effective handling of incidents of student academic dishonesty.

² Resolution 13.05 S13 is found at <http://www.asccc.org/resolutions/revisit-failing-students-egregious-act-cheating>

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Contact: Cynthia Reiss, West Valley College, Educational Policies Committee

9.0 CURRICULUM

*9.01 S15 Curriculum Process and Effective Practices

Whereas, Colleges and districts have a variety of local curriculum processes, including timelines indicating when courses and programs are submitted to technical review committees, curriculum committees, academic senates, and governing boards;

Whereas, Timely curriculum processes are required for both career and technical education (CTE) and non-CTE disciplines;

Whereas, Resolution 09.01 F11 Responding to Industry Needs states:

Resolved, That the Academic Senate for California Community Colleges support the identification of ways to appropriately respond to the curricular needs of business and industry in a timely manner, including the identification of mechanisms to expedite local curricular processes and the use of not-for-credit contract education as a means of immediately implementing curriculum delivery; and

Resolved, That the Academic Senate for California Community Colleges explore current practices, identify barriers, and promote effective practices in responding to the curricular needs of business and industry and present this information by the Fall 2012 Session; and

Whereas, Colleges would benefit from a paper outlining effective practices for local processes on curriculum approval;

Resolved, That the Academic Senate for California Community Colleges survey curriculum chairs on the timeliness of their local curriculum approval processes by Fall 2015 and develop a paper on effective practices for local curriculum approval and present it to the field for adoption at the Fall 2016 Plenary Session.

Contact: Ginni May, Sacramento City College, Curriculum Committee

*9.02 S15 Alternative Courses for Math Competency Requirements

Whereas, The current English and math competency requirements for the associate degree were adopted by the Academic Senate for California Community Colleges in Spring 2005, approved by the California Community Colleges Board of Governors in September 2006, and required per Title 5 §55063 effective for all students admitted to a California community college for the Fall 2009 term or any term thereafter;

Whereas, Title 5 §55063 states, “The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively”; and

Whereas, At the Fall 2012 Plenary Session, three resolutions brought forward asking the body to endorse a particular curriculum pathway in developmental mathematics were referred to the Executive

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Committee until such a time that the mathematics professional organizations could offer their opinions, indicating concern in the field that alternative courses for meeting the competency requirements be identified;

Resolved, That the Academic Senate for California Community Colleges work with C-ID to write model curriculum for (1) a non-STEM, “intermediate algebra level/math competency level” prerequisite course to statistics and (2) an “intermediate algebra level/math competency level” course for students who plan to earn an associate degree but do not plan to transfer.

Contact: Ginni May, Sacramento City College, Curriculum Committee

10.0 DISCIPLINES LIST

*10.01 S15 Disciplines List – African American Studies

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 African American Studies discipline:

Master’s degree in African-American/Black/Africana Studies OR bachelor’s degree in African American/Black/Africana Studies AND master’s degree in Ethnic Studies OR the equivalent; and

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

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 African American Studies.

Contact: Craig Rutan, Executive Committee, Standards and Practices Committee
AppendixD: Disciplines List Summary Report

*10.02 S15 Disciplines List – Counseling DSPS

Whereas, Oral 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 revision to the discipline of Counseling DSPS:

*Master's degree in counseling, guidance counseling, clinical or counseling psychology, education counseling, social work, career development, *marriage and family therapy, or *marriage, family and child counseling; and either fifteen or more semester units in upper division or graduate level coursework specifically related to people with disabilities, completion six semester units, or the equivalent, of a graduate-level counseling practicum or counseling field-work courses in a post-secondary DSPS program, or in a program dealing predominantly or exclusively with people with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following; (A) Counseling students with disabilities; or (B) Counseling in industry, government, public agencies, military or private social welfare organizations*

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ons in which the responsibilities of the position were predominantly or exclusively for persons with disabilities OR the equivalent; and

**NOTE: A Bachelor's degree in one of the above listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative to this discipline.*

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed revision to the "Disciplines List" for Counseling DSPS; and

Resolved, That the Academic Senate for California Community College work with the Chancellor's Office to remove the existing minimum qualifications for Counseling DSPS from Title 5 §53414.

Contact: Craig Rutan, Executive Committee, Standards and Practices Committee
Appendix D: Disciplines List Summary Report

***10.03 S15 Disciplines List – Learning Disabilities Specialist: DSPS**

Whereas, Oral 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 and opposed the following addition of the Learning Disabilities Specialist: DSPS discipline:

Master's degree in Learning Disabilities, Special Education, Education, Psychology, Speech Language Pathology, Communication Disorders, Educational or School Psychology, Counseling, or Rehabilitation Counseling AND Fifteen semester units of upper division or graduate study in the area of learning disabilities, to include, but not limited to adult cognitive and achievement assessment OR the equivalent; and

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

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 Learning Disabilities Specialist: DSPS.

Contact: Craig Rutan, Executive Committee, Standards and Practices Committee
Appendix D: Disciplines List Summary Report

***10.04 S15 Disciplines List – Supply Chain Technology**

Whereas, Oral 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 Supply Chain Technology discipline to the non-Master's list:

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*Any Bachelor's degree and two years of professional experience **OR** an associate degree in supply chain technology, automated systems technician, mechatronics or related discipline **AND** six years of professional experience related to the field;*and

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

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 Supply Chain Technology.

Contact: Craig Rutan, Executive Committee, Standards and Practices Committee
Appendix D: Disciplines List Summary Report

12.0 FACULTY DEVELOPMENT

***12.01 S15 Faculty Recognition**

Whereas, Faculty continue to do exceptional work in teaching and learning, in instruction and program design, and in learning and student support services at their colleges in support and to the benefit of students and their communities;

Whereas, While the Academic Senate for California Community Colleges provides recognition awards to both part-time and full-time faculty, the opportunities for faculty to receive statewide awards is first and foremost in the hands of local academic senates;

Whereas, Local senate presidents are responsible for a vast number of tasks, many of which may require high priority attention, and new senate presidents may not be aware of all statewide awards; and

Whereas, Each award has its own timeline and criteria which can often be forgotten by local senate presidents while they are dealing with other local issues, causing some awards to go unclaimed due to lack of sufficient nominations;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates form awards committees, or otherwise appoint responsible individuals, to be charged with the primary task of ensuring that faculty from their colleges have the opportunity to be recognized statewide for their outstanding work; and

Resolved, That the Academic Senate for California Community Colleges recommend that local senates establish local processes for nominating faculty and submitting their nominations for statewide awards in a timely manner that aligns with the timelines and deadlines for each award.

Contact: April Juarez, Long Beach City College, and Paul Setziol, De Anza College, Standards and Practices Committee

13.0 GENERAL CONCERNS

***13.01 S15 System-wide Collaboration on Violence Prevention Programs**

Whereas, The provisions in both the federal Violence Against Women Reauthorization Act of 2013 and California Education Code §67386 require California Community Colleges to "implement

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comprehensive prevention and outreach programs addressing sexual violence, domestic violence, dating violence, and stalking” with the outreach programming to be included in every incoming student’s orientation;

Whereas, Many California community colleges are currently in the process of developing programs to meet the guidelines of the Violence Against Women Act and the Campus Sexual Violence Elimination Act, as well as trying to determine the most effective ways to implement them;

Whereas, A significant number of students transfer back and forth among multiple campuses within the California Community College System; and

Whereas, Adopting shared orientation materials that assert a united, system-wide stance against violence and that could be customized by the addition of unique, campus-specific information might be more effective than colleges or districts developing and implementing materials independently;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other system partners to develop and distribute guidelines to assist with developing and implementing effective anti-sexual assault and violence prevention programs at their colleges.

Contact: Carolyn Holcroft, Foothill College, Equity and Diversity Action Committee

14.0 GRADING

***14.01 S15 Allowing Faculty to Submit the “Report Delayed” (RD) Symbol for Instances of Student Academic Dishonesty**

Whereas, In 1995 the Chancellor’s Office rendered legal opinion L 95-31³, which was reaffirmed in 2007, stating that an instructor could fail a student on an assignment for cheating but that the student could not be given a course grade of ‘F’ for that incidence of cheating unless that assignment grade, taken together with the student’s performance on the other course assignments, resulted in a grade of ‘F,’ per the requirements of Title 5 §55002 and the basic requirements for due process;

Whereas, Resolution 13.05 S13⁴ called for the Academic Senate for California Community Colleges to revisit this matter, including proposing revisions to Title 5 as appropriate, but the Chancellor’s Office has not yet changed its position on its legal opinion L 95-31, and it is not clear what changes to Title 5 can be made to allow faculty to fail a student in a course for egregious acts of academic dishonesty without violating the student’s right to due process;

Whereas, Title 5 §55023 allows the symbol of RD (report delayed) to be recorded on student transcripts with the following requirements:

The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages; and

Whereas, Allowing districts to adopt policies and procedures to allow faculty to assign an RD to a student caught engaging in academic dishonesty when the outcome of disciplinary action is still pending

³Legal opinion L 95-31 is found at <http://extranet.cccco.edu/Portals/1/Legal/Ops/OpsArchive/95-31.pdf>

⁴ Resolution 13.05 S13 is found at <http://www.asccc.org/resolutions/revisit-failing-students-egregious-act-cheating>

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or cannot be resolved before grades are due may make faculty more willing to report students for academic dishonesty by eliminating any concern over course grades being challenged following the conclusion of a student disciplinary process;

Resolved, That the Academic Senate for California Community Colleges support changes to Title 5 §55023 that will permit districts, through collegial consultation with local senates, to adopt policies and procedures that allow faculty to submit the RD (report delayed) symbol for students who have been caught in instances of academic dishonesty that have not been resolved or may not be resolved before the end of an academic term.

Contact: Diana Hurlbut, Irvine Valley College, Educational Policies Committee

16.0 LIBRARY AND LEARNING RESOURCES

*16.01 S15 Update the Paper Textbook Issues: Economic Pressures and Academic Values

Whereas, Resolution 11.01 F12 *Pursue Statewide Open Educational Resources for Student Success*⁵ supported Academic Senate for California Community Colleges participation in “the convening of appropriate stakeholders, including faculty from our intersegmental partners for implementation of SB 1052 and 1053 (Steinberg, 2012), to develop appropriate rules and guidelines for accessing Open Educational Resources materials for faculty in a broad range of formats that encourage their wide-spread availability for adoption and use”;

Whereas, The California Digital Open Source Library (CDOSL) is being designed so faculty can easily find, adopt, utilize, and modify OER course materials for little or no cost, and the California Open Online Library for Education⁶ is the first library service of the CDOSL; and

Whereas, The Academic Senate for California Community Colleges has two papers on affordable options for textbooks, *Textbook Pricing Policies and Student Access* (1997) and *Textbook Issues: Economic Pressures and Academic Values* (2005), which do not reflect the current technological options or the work that has been done by the California Open Education Resources Council in response to SB 1052 and 1053 (Steinberg, 2012);

Resolved, That the Academic Senate for California Community Colleges update the paper *Textbook Issues: Economic Pressures and Academic Values* (2005) and bring it to the body for approval by Spring 2016; and

Resolved, That the Academic Senate for California Community Colleges urge faculty, as part of their textbook evaluation processes, to review and consider the adoption of appropriate open educational resources textbooks.

Contact: Kale Braden, Executive Committee

17.0 LOCAL SENATES

*17.01 S15 Adopt the Paper the Local Senates Handbook

Whereas, The paper *Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate*⁷ was last updated in 2007;

⁵This resolution is found at <http://www.asccc.org/resolutions/pursue-statewide-open-educational-resources-student-success>

⁶ For more information go to www.cool4ed.org

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Whereas, The Relations with Local Senates Committee was directed by the Executive Committee to review, revise, and update the paper to enable it to be used as a text for the Academic Senate for California Community Colleges Leadership Institute and to provide a resource for local senates to assist them with effective practices to empower faculty and encourage meaningful participatory governance; and

Whereas, The document is generally referred to by the colloquial title The Local Senates Handbook and, due to the shifting nature of the California Community College System, should be a “living document” that is regularly updated;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *The Local Senates Handbook*, which replaces the 2007 paper *Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate*; and

Resolved, That the Academic Senate for California Community Colleges annually update *The Local Senate Handbook* to ensure that the document remains accurate and up-to-date and contains the information that local senates require.

Contact: Kale Braden, Executive Committee, Relations with Local Senates Committee
Appendix E: Draft Local Senates Handbook

***17.02 S15 Establishing Local CTE Liaison Position**

Whereas, The Academic Senate for California Community Colleges appoints career and technical education (CTE) faculty to numerous statewide initiatives, workgroups, committees, and task forces to ensure their interests are represented, but communicating this critical need to CTE faculty and recruiting adequate numbers of volunteers is often difficult;

Whereas, In November 2014 the Board of Governors commissioned the Task Force on Workforce, Job Creation, and a Strong Economy to develop recommendations addressing system-wide policies and practices that may significantly affect career technical education programs, and CTE faculty must be appraised of and contribute to the work of the taskforce; and

Whereas, Information concerning CTE programs, faculty, and students may not always be disseminated to all CTE faculty at local colleges and districts, and therefore CTE faculty would benefit from the creation of a CTE liaison position to act as a conduit between the Academic Senate for Community Colleges and local CTE faculty;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a CTE faculty member to act as a liaison to facilitate communication among local CTE faculty, the local academic senate, and the Academic Senate for California Community Colleges.

Contact: Grant Goold, American River College, CTE Leadership Committee

***17.03 S15 Establishing Local Legislative Liaison Position**

⁷ This paper is found at <http://www.asccc.org/communities/local-senates/handbook>

RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS

Whereas, Local academic senates have the freedom to take and publish positions on proposed legislation after informed discussion and deliberation and to meet with legislators to express their views and positions regarding legislation;

Whereas, Some local senates have created a legislative liaison position so that a designated individual is responsible for tracking and reporting to the academic senate on legislation, and such a position may be a great benefit to an academic senate in providing current information on relevant legislation and enabling the senate to form positions upon which it may wish to act; and

Whereas, The effectiveness of the Academic Senate for California Community Colleges in influencing legislation is contingent upon providing information and analysis to local senates and receiving in response feedback and direction for action;

Resolved, That the Academic Senate for California Community Colleges urge local senates to establish a Legislative Liaison position to facilitate communication between and among the ASCCC, local academic senates, and faculty.

Contact: Silvester Henderson, Los Medanos College, Legislative and Advocacy Committee