

TABLE OF CONTENTS

1.0	ACADEMIC SENATE	
1.01	F08 Amend Academic Senate Election Rules	1
1.02	F08 Amend Academic Senate Mission	1
3.0	EQUITY AND DIVERSITY	
3.01	F08 Support for the Efforts of the Umoja Community	3
5.0	BUDGET AND FINANCE	
5.01	F08 Tracking Accreditation Expenditures	3
8.0	COUNSELING	
8.01	F08 Standards of Practice for Counseling Faculty and Programs.....	4
9.0	CURRICULUM	
9.01	F08 Resource Library of Course Level Student Learning Outcomes	4
9.02	F08 ARCC Reporting on Basic Skills.....	5
9.03	F08 Defining the Associate of Arts and Associate of Science.....	5
10.0	DISCIPLINES LIST	
10.01	F08 Minimum Qualifications for Learning Assistance Coordinators and Instructors	6
13.0	GENERAL CONCERNS	
13.01	F08 Add/Drop Deadlines	6
17.0	LOCAL SENATES	
17.01	F08 Basic Skills Initiative – Local Implementation Consultation	7
17.02	F08 Basic Skills Opportunities.....	7
21.0	VOCATIONAL EDUCATION	
21.01	F08 Information Competency and Career Success	8

FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

1.0 ACADEMIC SENATE

1.01 F08 Amend Academic Senate Election Rules

Phillip Maynard, Mt. San Antonio College, Elections Committee

Whereas, New Election Rules and procedures were introduced and successfully tested at the Spring 2008 Plenary Session;

Whereas, In order to continue to use the new ballots or other efficient design, the Election Rules must be amended to be less prescriptive; and

Whereas, Changes to the Academic Senate By-laws must have the support of a majority of the members;

Resolved, That the Academic Senate for California Community Colleges change the Election Rules section I.G.2.a-c as stated below:

2) Each ballot shall proceed as follows:

Tellers shall distribute ballots ~~with signature envelopes~~ to those Delegates eligible to vote for the specific office being contested. ~~The signature envelope of the ballot shall be color-coded for the specific Area and will match that Area's color-coded delegate badges.~~

a. The Delegate shall mark the ballot, seal it ~~in the envelope~~, sign it ~~the outside of the envelope~~, and return it ~~the envelope~~ to the tellers.

b. The tellers shall retire to another room and shall check the signatures on each ballot ~~envelope~~ against the list of Delegates eligible to vote, setting aside any ballots ~~envelope~~ not submitted by a Delegate eligible to vote. Then, all ballots shall be ~~removed from the remaining envelopes at one time, the envelopes set aside and retained, and the ballots~~ counted.

c. Upon request by a candidate, made before the body takes up the next order of business following the announcement of the results of the ballot in question, the committee shall verify, for the ballot on which that candidate's name appears, that the signatures on the ballots ~~envelopes~~ match the signatures collected from Delegates during the registration process. The specific process by which the election will be conducted shall be distributed in writing prior to the day of the election.

1.02 F08 Amend ASCCC Mission Statement

Eduardo Jesús Arismendi-Pardi, Orange Coast College, Equity and Diversity Action Committee

Whereas, The Academic Senate for California Community Colleges has a demonstrated commitment to diversity through its committees, actions and initiatives;

FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

Whereas, The Academic Senate has a stated diversity policy:

The Academic Senate for California Community Colleges recognizes the benefits to students, faculty, and the community college system that are gained by a variety of personal experiences, values, and views that derive from individuals from diverse backgrounds. This diversity includes but is not limited to race, ethnicity, gender/sex, sexual orientation, disability status, religious and political affiliations, age, cultural background, socioeconomic status, academic and vocational disciplines, and the types of colleges that exist throughout the system. The Executive Committee respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. The Executive Committee should provide leadership in best practices for encouraging diverse faculty to participate in ASCCC activities and support local senates in recruiting and encouraging diverse faculty to serve on ASCCC standing committees.

Whereas, The Academic Senate has a stated policy with regard to diversity in the Executive Committee Code of Ethics (2006):

The Academic Senate maintains a policy of promoting diversity and inclusion and will actively pursue that policy in a manner that is consistent with its mission, its Constitution and Bylaws, with this Code of Ethics, and with a high degree of professionalism, fairness, and equality. The Academic Senate takes an active, meaningful and consistent role in promoting diversity and inclusion in its hiring and promotion of staff, retention of volunteers, committee recruitment and constituencies served;

and

Whereas, In its current form (2005), the mission statement for the organization does not include a stated commitment to diversity:

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges;

Resolved, That the Academic Senate for California Community Colleges amend its mission statement to reflect its commitment to diversity; and

Resolved, That the Academic Senate for California Community Colleges consider the proposed amendment at the Spring 2009 Plenary Session.

FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

3.0 EQUITY AND DIVERSITY

3.01 F08 Support for the Efforts of the Umoja Community

Beth Smith, Grossmont College, Equity and Diversity Action Committee

Whereas, Umoja (a Kiswahili word meaning “unity”) is a community and critical resource that serves as an umbrella for several efforts and groups dedicated to enhancing the cultural and educational experiences of African American and other students as well as to increasing student retention, persistence, and success;

Whereas, The Academic Senate for California Community Colleges in Resolution 13.3, Spring 2007, called for an investigation into “successful statewide and national models which include both instructional and student services designed to encourage the persistence and retention of African American and other underrepresented students;” and

Whereas, The Umoja Community is one of many culturally responsive instructional approaches to learning, with faculty who are both knowledgeable and enthusiastic in addressing the academic support needs of all students;

Resolved, That the Academic Senate for California Community Colleges recognize the Umoja Community as an established organization and successful model for enhancing student success by including Umoja along with the other programs it supports such as Puente, Mathematics, Engineering, Science Achievement (MESA), Extended Opportunity Program and Services (EOPS) and Disabled Student Programs and Services (DSPS).

Note: This resolution was referred to the Executive Committee (see Resolution 3.02 R S08) for development of additional materials and is resubmitted to the delegates for discussion and debate.

5.0 BUDGET AND FINANCE

5.01 F08 Tracking Accreditation Expenditures

Ian Walton, Mission College

Whereas, Accreditation standards increasingly require a visible and effective connection between planning, activities and budget, revenues and expenditures;

Whereas, The direct and indirect expenses of responding to mandated accreditation standards may show large increases; and

Whereas, These accreditation expenses are not commonly tracked and often have no dedicated revenue or funding source;

Resolved, That the Academic Senate for California Community Colleges recommend to local senates that they consult collegially on their local budget process to add a mechanism that allows clear tracking of all expenditures related to accreditation; that the tracking include both direct costs such as dues to the accrediting commission and indirect costs such as reassigned time for

FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

development and implementation of student learning outcomes and self studies; and that the tracking identify the sources of all funds used for these expenditures; and

Resolved, That the Academic Senate for California Community Colleges recommend to local senates that the results of this tracking be used locally to evaluate the contribution of these expenditures to student success and to determine possible future actions.

Note: This resolution was referred to the Executive Committee (see Resolution 5.02R S08) for further refinement and is resubmitted to the delegates for discussion and debate.

8.0 COUNSELING

8.01 F08 Standards of Practice for Counseling Faculty and Programs Stephanie Dumont, Golden West College, Counseling and Library Faculty Issues Committee

Whereas, The *Standards of Practice for California Community College Counseling* paper was developed and adopted by the Academic Senate in 1997;

Whereas, Changes have transpired in the student services area over the past decade, as well as philosophical changes in approaches to counseling; and

Whereas, The "Standards" paper continues to serve as a guide for counseling faculty in the California community colleges;

Resolved, That the Academic Senate for California Community Colleges adopt the updated paper *Standards of Practice for California Community College Counseling Faculty and Programs*.

See Appendix A.

9.0 CURRICULUM

9.01 F08 Resource Library of Course Level Student Learning Outcomes Jon Drinnon, Merritt College, Curriculum Committee

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) is requiring course level student learning outcomes (and assessment) as part of the accreditation process;

Whereas, The California community colleges need to create course level student learning outcomes both with due diligence and without delay;

Whereas, By 2012 the California community colleges must meet the proficiency level criteria on the ACCJC rubric for student learning outcomes; and

Whereas, A student learning outcomes (SLO) library would benefit faculty as they develop SLOs;

FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

Resolved, That the Academic Senate for California Community Colleges collect from interested California community colleges course level student learning outcomes already created and make them available in a student learning outcomes (and assessment) resource library.

9.02 F08 ARCC Reporting on Basic Skills

Chris Sullivan, San Diego Mesa College, Curriculum Committee

Whereas, The Accountability Report for Community Colleges (ARCC) purports to provide statistics regarding success and progress through basic skills courses to the California Legislature;

Whereas, The current ARCC metric does not provide the Legislature with accurate data because all levels of pre-collegiate basic skills courses are reported using ill-defined codes which may insufficiently or inaccurately describe course levels, preventing an accurate accounting of student progression through the levels of basic skill courses;

Whereas, The determination of standards and policies for curriculum, programs, and student preparation and success falls under the faculty's 10+1 areas of responsibility; and

Whereas, Legislative requirements for an ARCC supplemental report on basic skills are currently being defined by the System Office for the Legislature;

Resolved, That the Academic Senate for California Community Colleges ensure faculty primacy over curriculum and when metrics are set concerning basic skills levels.

9.03 F08 Defining the Associate of Arts and Associate of Science

John Stankas, San Bernardino Valley College

Whereas, The Academic Senate paper *What is the Meaning of a California Community College Degree* highlighted the fact that the inconsistent application of Associate of Arts and Associate of Science to our associate degrees across colleges fails to convey a clear idea to students and to the public about the value of an associate degree;

Whereas, A survey by the Academic Senate Associate Degree Task Force, in response to this paper, found strong support for the standardization of these terms;

Whereas, Resolution 9.01 S07 called on the Academic Senate to support and establish statewide definitions for the types of associate degrees offered by California community colleges; and

Whereas, The Associate Degree Task Force was asked to develop a proposal for a possible Title 5 change to bring back to the body for discussion and consideration;

Resolved, That the Academic Senate for California Community Colleges support regulation to define the Associate of Arts and the Associate of Science degrees; and

FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

Resolved, That the Academic Senate for California Community Colleges support defining the Associate of Science degree in Title 5 regulation as an associate degree in the areas of science, technology, engineering, and mathematics (STEM) or in the area of career technical education (CTE), with all other associate degrees given the title of Associate of Arts.

Note: This resolution was referred to the Executive Committee (see Resolution 9.06 R S08) to educate and allow consideration by local senates and is resubmitted to the delegates for discussion and debate.

10.0 DISCIPLINES LIST

10.01 F08 Minimum Qualifications for Learning Assistance Coordinators and Instructors Yolanda Bellisimo, College of Marin, Standards and Practices Committee

Whereas, The Disciplines List includes the minimum qualifications for Learning Assistance or Learning Skills Coordinators or Instructors (Title 5 §53415):

The minimum qualifications for service as a learning assistance or learning skills coordinator or instructor, or tutoring coordinator, shall be either (a) or (b) below:
(a) the minimum qualifications to teach any master's level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or
(b) a master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.

Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed;

Whereas, Colleges need to understand the minimum qualifications of these coordinators or instructors in order to employ the correct faculty and correctly place courses in disciplines; and

Whereas, The expansion of increased learning opportunities for students, especially in basic skills, has called into question the placement of study and/or learning skills courses in disciplines and the qualifications necessary to teach such remedial or learning skills courses;

Resolved, That the Academic Senate for California Community Colleges clarify the scope and intent of the minimum qualifications for Learning Assistance and Learning Skills Coordinators or Instructors (Title 5 §53415) and publish the results as soon as possible.

13.0 GENERAL CONCERNS

13.01 F08 Add/Drop Deadlines Dolores Davison, Foothill College, Educational Policies Committee

Whereas, California community colleges have a wide variety of add and drop deadlines; and

Whereas, No investigation or literature review has been conducted by the Academic Senate to determine the potential effects of late add, early drop, and late drop deadlines on student success;

FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

Resolved, That the Academic Senate for California Community Colleges research the existing literature and effective practices about add and drop deadlines in community colleges nationally and, if feasible, collect appropriate California community college data to establish a position on add and drop deadlines; and

Resolved, That the Academic Senate for California Community Colleges report its findings at a future plenary session and recommend a position about add and drop deadlines.

17.0 LOCAL SENATES

17.01 F08 Basic Skills Initiative – Local Implementation Consultation Beverly Reilly, Rio Hondo College, Relations with Local Senates Committee

Whereas, The Basic Skills Initiative (BSI) has, over the last three years, evolved into a series of local efforts that require senate involvement due to the impact on budgeting and governance processes;

Whereas, The local academic senate president sign-off on the BSI action plans is meant to ensure appropriate collegial consultation occurs in developing such action plans; and

Whereas, Local academic senate presidents are reporting a variety of levels of faculty involvement in developing the action plans;

Resolved, That the Academic Senate for California Community Colleges survey local senates regarding processes for developing the action plans and allocation of BSI funds and report back to the body for follow up as needed.

17.02 F08 Basic Skills Opportunities Marilyn Eng, Citrus College, Educational Policies Committee

Whereas, The research conducted as a component of the Basic Skills Initiative (BSI) and others has highlighted the need to enhance basic skills instruction and provide related support services;

Whereas, Models for effective instruction for basic skills students include such things as learning communities, academies, fast track classes, summer bridge programs, and specialized counseling; and

Whereas, California community colleges may not offer enough basic skills sections and may not provide the level of support services, programs, and strategies required to support the needs of matriculating students;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to actively participate in discussions about the appropriate number of basic skills sections and the appropriate level of support services and strategies needed to strengthen student success at their college.

FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

21.0 VOCATIONAL EDUCATION

21.01 F08 Information Competency and Career Success

Shaaron Vogel, Butte College, Executive Committee

Whereas, The Academic Senate has resolutions that urge California community colleges to adopt an information competency requirement;

Whereas, Accreditation requires that colleges address information competency as an effective practice for students;

Whereas, The members of the Statewide Health Occupations Advisory Committee have evidence that a large number of careers require the skill sets found in information competency requirements to be necessary for our students to be successful in those careers; and

Whereas, Faculty should be the ones to develop the information competency requirement across the curriculum, and instituting an information competency requirement needs administrative support;

Resolved, That the Academic Senate for California Community Colleges share with occupational educators and local senates through various methods, such as institutes, Rostrum articles, and sessions, how an information competency requirement can increase career success, and share ways to establish an information competency requirement; and

Resolved, That the Academic Senate for California Community Colleges share with various groups such as California Community College Association of Occupational Educators, Chief Instructional Officers, League for California Community Colleges and the Economic Workforce Development Program Advisory Committee how an information competency requirement can increase career success, and share methods to work with faculty to establish an information competency requirement at their colleges.