

**3rd ANNUAL MOCK PLENARY SESSION**

***FOR DISCUSSION ON FRIDAY,***

***JUNE 16, 2017***

*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 Mock Plenary Session at the Academic Senate Leadership Institute, June 17, 2017.*

Resolutions Committee 2017-18

(as of June 2017)

Ginni May, ASCCC Area A Representative (Chair)

Rebecca Eikey, ASCCC Area C 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 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, 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
* 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.

**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 *Resolution Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an \*.

\*3.01 M17 Equity and Diversity in Hiring Practices

\*3.02 M17 Gender Equity Resolution

\*6.01 M17 Expansion of Dual Enrollment Opportunities

\*10.01 M17 Amend Minimum Qualifications for Reading

\*12.01 M17 Support for Faculty Leadership Training

\*13.01 M17 Dietary Equity and Access to Quality Plenary and Institute Dining

\*13.02 M17 Achieving Good Vibes

\*13.03 M17 Recommendations for Financial Recovery Plan

\*13.04 M17 Renaming Office Hours to Student Support Hours

\*15.01 M17 Inclusion of Studio and Performing Art Courses in General Education for

CSU and UC

\*17.01 M17 Believe in the Power of Dance

\*17.02 M17 Naptime Spaces

\*17.03 M17 Develop a Paper on Effective Practices of Academic Senate Participation in Academic Administrator Hiring Processes

\*17.02 M17 Equity for Lecture and Laboratory Instruction

Table of Contents

3.0 DIVERSITY AND EQUITY 2

\*3.01 M17 Equity and Diversity in Hiring Practices 2

\*3.02 M17 Gender Equity Resolution 2

6.0 State and Legislative Issues 3

\*6.01 M17 Expansion of Dual Enrollment Opportunities 3

10.0 Disciplines List 3

\*10.01 M17 Amend Minimum Qualifications for Reading 3

12.0 Faculty Development 4

\*12.01 M17 Support for Faculty Leadership Training 4

13.0 GENERAL CONCERNS 4

\*13.01 M17 Dietary Equity and Access to Quality Plenary and Institute Dining 4

\*13.02 M17 Achieving Good Vibes 5

\*13.03 M17 Recommendations for Financial Recovery Plan 5

\*13.04 M17 Renaming Office Hours to Student Support Hours 6

15.0 Intersegmental Issues 6

\*15.01 M17 Inclusion of Studio and Performing Art Courses in General Education for CSU and UC 6

17.0 Local Senates 7

\*17.01 M17 Believe in the Power of Dance 7

\*17.02 M17 Naptime Spaces 7

\*17.03 M17 Develop a Paper on Effective Practices of Academic Senate Participation in Academic Administrator Hiring Processes 8

\*17.02 M17 Equity for Lecture and Laboratory Instruction 8

# 3.0 DIVERSITY AND EQUITY

## \*3.01 M17 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: Alicia Pasquel, College of Marin

## \*3.02 M17 Gender Equity Resolution

Whereas, The Academic Senate for the California Community Colleges (ASCCC) is committed to gender equity, non-discrimination and respect among all students, faculty, and staff; and recognizes that gender inequity continues to exist in many organizations and countries despite legislation;

Whereas, The ASCCC recognizes that women outnumber men in community colleges nation-wide but that progress in women’s participation in leadership is slow and uneven;

Whereas, The ASCCC is committed to gender equity in decision-making, membership, mentorship, and institutional history; and is committed to gender equity in assessments, evaluations, recruitment, hiring, promotion, and success of women; and

Whereas, The ASCCC supports women having the right to make decisions about their own lives and bodies, and supports family leave, partner benefits, and flexibility around childcare because this strengthens the individual, the family, and the community;

Resolved, That the Academic Senate for California Community Colleges is committed to creating an inclusive culture that is committed to gender equity, non-discrimination, and respect in our classrooms, meeting rooms, and community spaces; and

Resolved, That the Academic Senate for California Community Colleges approves this statement on gender equity and that the endorsement of this resolution be widely publicized to all segments of the California Community College Chancellor’s Office.

Contact Gayle Pitman, Sacramento City College

# 6.0 State and Legislative Issues

## \*6.01 M17 Expansion of Dual Enrollment Opportunities

Whereas, Dual enrollment has been shown to expand college-going success and a sense of opportunity for high school students;

Whereas, The passage of AB 1451 (Holden) was designed to expand dual enrollment opportunities by building College and Career Access Pathways (CCAP) between high school and community college partners; and

Whereas, The current bill excludes courses from CCAP partnerships that are “oversubscribed or have a waitlist,” limiting the development of partnerships;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to clarify the impact of this clause in its legal opinion; and

Resolved, That the Academic Senate for California Community Colleges work with the bill’s author to revise the language and interpretation.

Contact: Aimee Myers, Sierra College

# 10.0 Disciplines List

## \*10.01 Amend Minimum Qualifications for Reading

Whereas, The Minimum Qualifications for the discipline of Reading are defined as:

Master’s in education with a specialization in reading or teaching reading OR Bachelor’s in any academic discipline AND Twelve semester units of course work in teaching reading AND Master’s in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL or psychology OR the equivalent;

Whereas, The Minimum Qualifications for Reading require that faculty who do not have a Master’s in education with a specialization in reading or teaching reading must have a Master’s in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL or psychology OR the equivalent;

Whereas, All of the Master’s degrees cited for meeting the Minimum Qualifications for Reading are related to the study of language with the exception of psychology; and

Whereas, Foreign languages are inherently included within the study of language and literature in general and topically related to English, literature, linguistics, applied linguistics, composition, comparative literature, TESL and psychology;

Resolved, That the Academic Senate for California Community Colleges propose the following changes to the Minimum Qualifications for Reading: Master’s in education with a specialization in reading or teaching reading OR Bachelor’s in any academic discipline AND Twelve semester units of course work in teaching reading AND Master’s in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL or psychology any foreign language OR the equivalent.

Contact: Michael Berke, San Jose City College

# 12.0 Faculty Development

## \*12.01 M17 Support for Faculty Leadership Training

Whereas, Many local senates do not have sufficient funds to support faculty leadership opportunities; and

Whereas, It is critical for local faculty leaders to attend Plenary and other Academic Senate for California Community Colleges events for leadership development and to learn the state landscape;

Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates to actively work with their administration to provide funds for faculty leadership training opportunities at Academic Senate for California Colleges events such as the Faculty Leadership Institute, Plenary Sessions and the Curriculum Institute.

Contact: Erik Reese, Moorpark College

# 13.0 GENERAL CONCERNS

## \*13.01 M17 Dietary Equity and Access to Quality Plenary and Institute Dining

Whereas, The United States Food and Drug Administration recommends 2000 calories per day for a healthy diet for the average American, and variety and quality of diet are recommended as hallmarks of health and well-being;

Whereas, Past Academic Senate for California Community Colleges (ASCCC) plenary and institute meals provided at hotels have traditionally shown disparity in caloric content, variety and quality between the meals served to meat-eaters and meals served to vegetarians, resulting in vegetarians experiencing much disappointment, low nourishment, waning engagement and flagging energy towards the end of several days of plenary and institute sessions;

Whereas, The election of a vegetarian to the position of ASCCC President reflected a marked change in the quality of dietary options for vegetarians who attend ASCCC plenaries and institutes, resulting in higher engagement in plenary and institute dining, greater stamina in voting and debating, elimination of dietary bias, and overall wellbeing of the senate; and

Whereas, Dietary equity is a vital element to quality participatory governance because it ensures stamina for robust discussion while reflecting a commitment to unimpeded and unbiased access to quality plenary and institute dining;

Resolved, That the Academic Senates for California Community Colleges commit to future work with their hotel site partners wherever plenaries and institutes are held to ensure the continued access to quality plenary and institute dining in order to affirm and assure dietary equity for all senate attendees.

Contact: Leigh Anne Shaw, Skyline College  
  
Citation:  
Food and Drug Administration (2015). Guidance for Industry: A Food Labeling Guide (14. Appendix F: Calculate the Percent Daily Value for the Appropriate Nutrients)

< [https://www.fda.gov/Food/GuidanceRegulation/ GuidanceDocumentsRegulatoryInformation/ LabelingNutrition/ucm064928.htm](https://www.fda.gov/Food/GuidanceRegulation/%20GuidanceDocumentsRegulatoryInformation/%20LabelingNutrition/ucm064928.htm)> Accessed June 15, 2017.

## \*13.02 M17 Achieving Good Vibes

Whereas, The academic senate leaders are tasked with maintaining a collegial environment;

Whereas, Not everyone behaves in a collegial manner, particularly when difficult discussions are taking place; and

Whereas, It takes great skill to maintain a collegial environment, requiring a specific skill set and training;

Resolved, That the Academic Senate for California Community Colleges work with the state chancellor’s office to establish a new “Vibes Watching” discipline; and

Resolved, That the Academic Senate for California Community Colleges create a task force to identify minimum qualifications for the new “Vibes Watching” discipline.

Contact: Constance Carter, Cosumnes River College

## \*13.03 M17 Recommendations for Financial Recovery Plan

Whereas, Los Angeles Southwest College has been functioning in a deficit budget for the last 5-years;

Whereas, The Los Angeles Community College District has instructed Los Angeles Southwest College to develop a financial recovery plan with the goal of being out of a deficit by 2020;

Whereas, The administrators of the Los Angeles Southwest College has developed the plan without the input of the faculty; and

Whereas, Title 5 §53200 includes:

(b) Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.

(c), “Academic and professional matters” means the following policy development and implementation matters: Processes for institutional planning and budget development.

Resolved, That the Academic Senate for California Community Colleges assert that faculty make recommendations in the development and implementation of any financial recovery plan that affects academic and professional matters that can affect student success.

Contact: Misty Burruel, Chaffey College

## \*13.04 M17 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 are 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” are 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: Jason Edington, Mendocino College

# 15.0 Intersegmental Issues

## \*15.01 M17 Inclusion of Studio and Performing Art Courses in General Education for CSU and UC

Whereas, Studio and performing art courses were previously included in the for California State University General Education (CSU GE) Breadth and the Intersegmental General Education Transfer Curriculum (IGETC) requirements; and

Whereas, The studio and performing art courses are pivotal for the personal development and confidence of students’ success;

Resolved, That the Academic Senate for California Community Colleges work with Intersegmental Committee of Academic Senates to include studio and performing art courses to be included in the CSU GE breadth and IGETC requirements.

Contact: Laura Alarcon, Chabot Community College

# 17.0 Local Senates

## \*17.01 M17 Believe in the Power of Dance

Whereas, Research shows that people who enjoy themselves have a tendency to get along better with each other[[1]](#footnote-1);

Whereas, research shows that people who dance to good music oftentimes enjoy themselves[[2]](#footnote-2); and

Whereas, Most faculty are people;

Resolved, That the Academic Senate for California Community Colleges encourage that every college designate a day each semester dedicated solely to dancing;

Resolved, That the Academic Senate for California Community Colleges urge every college host a massive dance party on the day dedicated solely to dancing;

Resolved, That the Academic Senate for California Community Colleges recommend that every college release faculty from all obligations for the day of and the day after the massive dance party; and

Resolved, That the Academic Senate for California Community Colleges request that all dance parties must include music by Cher.

Contact: Steve Cirrone, Sacramento City College

## \*17.02 M17 Naptime Spaces

Whereas, It is well known (studies sited below) that naps during the workday improve performance, stamina, and mood of faculty and staff;

Whereas, It has been shown to improve student retention and understanding of information from lecture and labs;

Resolved, That the Academic Senate for California Community Colleges recommend that local Academic Senates work with their Board of Trustees to designate a safe space on their campuses for students, faculty, and staff to engage in naptime, quiet time, or quiet meditation activities.

Nap Studies:

The National Institute of Mental Health Power Nap Study. 2002-07-01.

The restorative effect of naps on perceptual deterioration, SC Mednick, K Nakayama, JL Cantero, M Atienza, AA Levin, N Pathak, … Nature neuroscience 5 (7), 677-681, 2002

Take a Nap! Change Your Life: The Scientific Plan to Make You Smarter, Healthier, More Productive, SC Mednick, M Ehrman, Chicago: Workman Publishing Company, 2006

## \*17.03 M17 Develop a Paper on Effective Practices of Academic Senate Participation in Academic Administrator Hiring Processes

Whereas, Academic administrators take part in the development of education programs, which is under the purview of the Academic Senate;

Whereas, At some colleges, decisions to hire academic administrators are handled by processes that include academic senate participation given that the academic senate makes recommendations on the processes for allocating resources and institutional planning; and

Whereas, In spring 2012, the Academic Senate of the California Community Colleges adopted resolution 13.07, calling for research in effective practices in hiring academic administrators and reported these initial results at the fall 2013 plenary session;

Resolved, that the Academic Senate of the California Community Colleges develop a paper on effective practices of local academic senate participation in academic administrator hiring processes.

Jeffrey Hernandez, East Los Angeles College

## \*17.02 M17 Equity for Lecture and Laboratory Instruction

Whereas, Utilizing different load weights for lecture and laboratory classes can cause laboratory faculty to feel undervalued or inferior to lecture faculty, to have less time to prepare for classes, and to have less time to participate in campus committees, and this disparity does not allow equal faculty voice in governance matters;

Whereas, This is an academic and professional matter as lecture and laboratory faculty both must plan and implement effective instruction as well as evaluate student learning, and outside work is often expected of students regardless of whether a class is lecture or laboratory;

Whereas, Creating an active and engaging learning environment is necessary regardless of class type or delivery, and lecture often includes lab components while lab includes lecture components; and

Whereas, State apportionment is the same regardless of whether a course is classified as lecture or laboratory;

Resolved, that Academic Senate of the California Community Colleges encourage local senates to work with local bargaining units and administrators to establish parity between lecture and laboratory faculty loads at their local colleges.

Contact: Christie Trolinger, Butte College

1. Buzzfeed. Probably. [↑](#footnote-ref-1)
2. White Party, Palm Springs. [↑](#footnote-ref-2)