



**ACADEMIC SENATE**  
**for California Community Colleges**  
LEADERSHIP • EMPOWERMENT • VOICE

MOCK RESOLUTIONS  
FOR DEBATE AND VOTING AT MOCK PLENARY SESSION

FACULTY LEADERSHIP INSTITUTE  
SATURDAY, JUNE 17, 2023

Mock Resolutions Committee  
Erik Reese, ASCCC Resolutions Chair  
Robert L. Stewart Jr., ASCCC Resolutions Second Chair

*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 used in a demonstration during a mock plenary on June 17, 2023.*

## MOCK PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges 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, reword, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- 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*)
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))
- [Mock Plenary Resolutions Voting Guide](#)

## CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from 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. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with \*
- Resolutions and amendments submitted on Friday are marked with +

\*17.01 SU23 Breaks During Local Academic Senate Meetings

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# 1 Academic Senate

## 1.01 SU23 Support Development of Multi-Tasking Skills for Academic Senate Leaders

Whereas, There is much to be learned through struggle and failure, especially when one approaches such challenges with a growth mindset, seeing them as opportunities for growth; and

Whereas, The actual act of juggling objects is a reminder of the value of practice, trial and error, optimism, and the need to manage people, processes, and information with care;

Resolved, That the Academic Senate for California Community Colleges encourage juggling as a leadership skill to be developed by providing juggling objects at its events, along with a space to try, struggle, fail, and try again; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to practice juggling with their members to cultivate a fun and encouraging senate environment.

Contact: Cheryl Aschenbach, ASCCC President

### +1.01.01 SU23 Amend 1.01

Amend First Resolved:

Resolved, That the Academic Senate for California Community Colleges encourage juggling as a leadership skill to be developed by providing safe juggling objects at its events, along with a space to try, struggle, fail, and try again; and

Contact: Michael Koger, Rio Hondo College

### +1.02 SU23 Establishing an Honorary Feline Chair of the ASCCC and Recognizing the Amazing Work of Solovino Velez

Whereas, That (quite possibly) thousands of feral cats reside on the campuses of our 115 community colleges as well as the Sacramento offices of Calbright, making cats an integral and prolific percentage of our community college population;

Whereas, Solovino Velez has been an active participant in many Academic Senate for California Community Colleges standing committees by attending meetings virtually for the last three years including Equity and Diversity Action Committee; Transfer, Articulation, and Student Success Committee; Noncredit, Pre-Transfer, & Continuing Education Committee; and the Executive Committee;

Whereas, Solovino Velez actively participated in the authorship of several Academic Senate for California Community Colleges papers and Rostrum articles by lying down on the author’s laptop while in the process of writing said papers; and

Whereas,



Resolved, That the Academic Senate for California Community Colleges establish an official Honorary Feline Chair as part of the Executive Committee to begin in the Fall of 2023 with all of the honors and privileges bestowed upon Senator Emeriti; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) recognize Solovino Velez for his hard work and dedication in supporting ASCCC Executive Committee members through many difficult and challenging moments, and bestow upon him the inaugural position of Honorary Feline Chair of the ASCCC.

Contact: Manuel Velez, San Diego Mesa College

## **6 State and Legislative Issues**

### **6.01 SU23 Address Overworking of Racialized Populations in Faculty Hiring Committees**

Whereas, Diverse faculty members are asked to serve on multiple hiring committees to encourage inclusion, diversity, equity, anti-racism, and accessibility within colleges;

Whereas, Contributions of diverse faculty are valuable in advancing these principles and an essential task to ensure fair representation and recruitment of diverse candidates, contributing to the overall goals of community colleges;

Whereas, There are relatively few diverse faculty at many campuses carrying most of the unpaid burden to serve on multiple hiring committees creating a de facto exploitation of faculty from marginalized populations; and

Whereas, This exploitative additional burden may adversely affect their well-being, productivity, personal life, abilities to find the time to foster student success, advancement opportunities, and overall job satisfaction;

Resolved, That the Academic Senate for California Community Colleges work with union colleagues to advocate at the state legislature to allocate a large and generous stipend for faculty who serve on more than one hiring committee per year as a means to compensate them for the additional responsibilities undertaken;

Resolved, That the Academic Senate for California Community Colleges recommend colleges and districts throughout the state allocate adequate resources to support the implementation of the generous stipend program, ensuring its sustainability and effectiveness; and

Resolved, That the Academic Senate for California Community Colleges recommend colleges and districts create transparent policies and guidelines regarding the stipend eligibility criteria, application process, and distribution of stipends, ensuring that they are promoted, accessible, and fairly administered to all eligible faculty members.

Contact: Matthew Morgan, Moorpark College

## **+6.01.01 SU23 Amend 6.01**

Amend Second Resolved:

Resolved, That the Academic Senate for California Community Colleges ~~recommend colleges and districts~~ encourage unions to engage in collective bargaining with college administrations throughout the state in a way that allocates adequate resources to support the implementation of the generous stipend program, ensuring its sustainability and effectiveness; and

Amend Third Resolved:

Resolved, That the Academic Senate for California Community Colleges ~~recommend colleges and districts create~~ encourage unions to engage local colleges in the creation of transparent policies and guidelines regarding the stipend eligibility criteria, application process, and distribution of stipends, ensuring that they are promoted, accessible, and fairly administered to all eligible faculty members.

Contact: Matthew Morgan, Moorpark College

## **7 Consultation with the Chancellor's Office**

### **7.01 SU23 Clarify Student Placement into Math Pathways for the Business Administration 2.0 Associate Degree for Transfer**

Whereas, The California Community Colleges Chancellor's Office has interpreted AB 1705 to require that students "begin in... math coursework that satisfies a requirement of their program...," and the guidance issued in memo ESS 23-19 has stated that colleges must place students pursuing the Associate Degree for Transfer in Business Administration 2.0 into a business calculus class or other calculus class; and

Whereas, the Transfer Model Curriculum (TMC) serves as the template for the Associate Degree for Transfer, and the Business Administration 2.0 TMC allows other mathematics classes besides business calculus, such as finite math and college algebra, to meet the Associate in Science for Transfer in Business Administration 2.0 degree requirements;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise the guidance provided in memo ESS 23-19 to clarify that students pursuing the Associate Degree for Transfer in Business Administration 2.0

shall be placed into the program-applicable math class that best suits their academic background in math and their academic and transfer goal.

Contact: Eric Wada, ASCCC North Representative

## **11 Technology**

### **+11.01 SU23 Provide Equitable Internet Access**

Whereas, Access to technology and reliable internet is essential for equitable educational opportunities; and

Whereas, Digital redlining, the discriminatory practice of denying or limiting access to technology and internet services based on geographic location or socioeconomic factors, exacerbates existing inequalities and hampers educational and economic progress for marginalized communities;

Resolved, That the Academic Senate for California Community Colleges recognize that access to technology and reliable internet is a fundamental right and declare it as a public utility, ensuring access to equitable educational opportunities for all; and

Resolved, That the Academic Senate for California Community Colleges work with system partners to establish a statewide initiative to expand broadband infrastructure and ensure high-speed internet access in underserved communities, prioritizing areas with the greatest need.

Nicholas Petti, Mendocino College

## **13 General Concerns**

### **13.01 SU23 The Inclusion of the Hyflex Modality into the Online Education Framework**

Whereas, Resolution [S13 19.06 Certification of Faculty to Teach Distance Education Courses](#) resulted in the publication of the Rostrum article Preparing Faculty to Teach Online published in February 2015;

Whereas, The article Preparing Faculty to Teach Online recommended that “faculty should participate in training on teaching in the online environment because such training supports quality instruction and student success”;



Whereas, The article further recommended that “online instructors must be trained to use technology to teach and measure the objectives and outcomes in different ways”; and

Whereas, The COVID-19 pandemic led to the development of new instructional modalities, such as Hyflex;

Resolved, That the Academic Senate for California Community Colleges update the resource [Preparing Faculty to Teach Online](#) to include the new Hyflex online modality; and

Resolved, That the Academic Senate for California Community Colleges survey colleges to collect and disseminate best practices in the Hyflex modality.

Contact: Edgar Perez, Los Angeles Valley College

#### **+13.01.01 SU 23 Amend 13.01**

Amend First Resolved;

Resolved, That the Academic Senate for California Community Colleges ~~update the~~ develop a resource like [Preparing Faculty to Teach Online](#) to include for the new Hyflex online modality by Fall 2024; and

Contact: Ariane Metz, Woodland College

#### **13.02 SU23 Establish Gen X Educators as 21st Century Leaders or Whatever**

Whereas, Generation X includes people born between 1965 and 1984 [according to the Harvard Center](#);

Whereas, [Research has demonstrated](#) that Gen X career orientations lend themselves to appreciating feedback, valuing professional development, and inhabiting statuses as “resilient survivors who want options”;

Whereas, [Research has also demonstrated](#) that Gen X educational “leaders overseeing the work of Baby Boomers and Millennials have complex jobs and utilize multiple strategies to lead their organizations in effective ways...”; “...are dedicated to their organizations and the people who work for them”; and “...are also highly motivated by the purpose of higher education and that

motivation drives them to work towards great outcomes for their staff, faculty partners, and most importantly, the students who attend their institutions”; and

Whereas, Generation X’s K-12 educational journeys included phonics, handwriting, cursive, and keyboarding skills; research skills in library card catalogues, physical stacks, and online Boolean database searches; [the move to everyday computer use and widespread information dissemination](#); and the ability to navigate OG math and not that “new math” nonsense;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor’s Office to prioritize the hiring of, like, Gen X educators as, y’know, the totally rad and bomb statewide leaders we need;

Resolved, That the Academic Senate for California Community Colleges prioritize the updating of minimum qualifications to include Gen X status as an essential (or not) part of all qualifications for faculty hiring (or, like, whatever); and

Resolved, That the Academic Senate for California Community Colleges recommend April 4<sup>th</sup>, [the day Kurt Cobain died](#), as the statewide day of Gen X recognition (or not, because we don’t care either way).

Contact: John Stover, Santa Rosa Junior College

### **+13.03 SU23 Establish Pickleball as the First True Co-Ed Sport in the California Community Colleges**

Whereas, Pickleball was first created in 1965 in the backyard of a Congressman in Washington state and thus can be played in any area of the existing 116 California Community Colleges;

Whereas, Pickleball is designed to be played by anyone over the age who can grasp a pickleball paddle, and there is a looming enrollment cliff in the future of the 116 CCCs;

Whereas, USA Pickleball, the national pickleball United States sports governing body was established in 2020; and

Whereas, In the [2023 Topline Participation Report, the Sports & Fitness Industry Association \(SFIA\) named pickleball](#) “the fastest-growing sport in America for the third year in a row” and it is expected to continue to grow;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Athletic Association to form the first and one true Co-Ed California Community College Sport;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Athletic Association to ensure that there are no age limits nor any prior student athlete years of eligibility restrictions as to allow new and returning students to participate in the sport; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Athletic Association and kinesiology discipline faculty to establish rules and regulations regarding this in-demand sport.

Contact: Edgar Perez, Los Angeles Valley College

## **15 Intersegmental Issues**

### **15.01 SU23 Requiring C grades for Cal-GETC**

Whereas, The California General Education Transfer Curriculum was approved by the Intersegmental Committee of Academic Senates to be the “singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the California State University (CSU) and the University of California (UC)”<sup>1</sup>;

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards states that “a minimum ‘C’ grade is required in each college course for Cal-GETC” and that “a ‘C’ is defined as a minimum of 2.0 grade points on a 4.0 scale”<sup>2</sup>;

Whereas, Some University of California and California State University campuses may allow grades of less than “C” in general education courses as long as students maintain an overall grade point average of 2.0<sup>3</sup>; and

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<sup>1</sup> Cal-GETC Standards p. 3

<sup>2</sup> Cal-GETC Standards p. 20

<sup>3</sup> For example, University of California Santa Barbara’s regulations only mentions GPA requirements for Major, Overall, and Upper-division courses. It does not mention any specific

Whereas, Requiring a grade of “C” or better (on a 4.0 scale) for all courses on the California General Education Transfer Curriculum will create a system of inequity for transfer students whereby transfer students will be held to a more restrictive standard for general education completion than native students of the University of California or California State University systems;

Resolved, That the Academic Senate for California Community Colleges urge the faculty representatives of the University of California and the California State University (CSU), through the Intersegmental Committee of Academic Senates, to consider allowing grades of “D-” or better (on a 4.0 scale) in Areas 3 (Arts and Humanities), 4 (Social and Behavioral Sciences), 5 (Physical and Biological Sciences), and 6 (Ethnic Studies) of the California General Education Transfer Curriculum similar to the current requirements of the CSU General Education Breadth.

Mark Edward Osea, Mendocino College

#### **+15.02 SU23 Allowing the Use of CLEP on Cal-GETC**

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards do not allow the use of the College Level Examination Program to meet any Cal-GETC areas<sup>4</sup>;

Whereas, The California State University General Education (CSU GE) Breadth has allowed passing scores on certain College Level Examination Program exams to complete certain CSU GE areas<sup>5</sup>, but the College Level Examination Program is not allowed on the Intersegmental General Education Transfer Curriculum<sup>6</sup>;

Whereas, The College Level Examination Program allows students to “receive college credit for what [they] already know, for a fraction of the cost of a college course”<sup>7</sup>, and may be used as a form of credit for prior learning, thereby allowing students to “fast track their certificates and degrees, enabling them to more directly pursue their chosen careers”<sup>8</sup>; and

Whereas, Resolution [F10 09.04](#) College Level Examination Program (CLEP) Exam Applicability to Associate Degree General Education Requirements<sup>9</sup> tasked the Academic Senate for California Community Colleges to “urge the University of California and California State University systems to consider accepting CLEP exams for credit under the IGETC [Intersegmental General Education Transfer Curriculum] pattern in order to facilitate student transfer”;

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<sup>4</sup> Cal-GETC Standards p. 18

<sup>5</sup> <https://www.calstate.edu/apply/transfer/Pages/college-level-examination-program.aspx>

<sup>6</sup> IGETC Standards p. 11 [https://icas-ca.org/wp-content/uploads/2023/06/IGETC\\_Standards\\_2023\\_2v4.pdf](https://icas-ca.org/wp-content/uploads/2023/06/IGETC_Standards_2023_2v4.pdf)

<sup>7</sup> <https://clep.collegeboard.org/clep-benefits-for-everyone>

<sup>8</sup> <https://www.asccc.org/content/credit-prior-learning-equity-lever>

<sup>9</sup> F10 09.04 College Level Examination Program (CLEP) Exam Applicability to Associate Degree General Education Requirements: <https://asccc.org/resolutions/college-level-examination-program-clep-exam-applicability-associate-degree-general>

Resolved, That the Academic Senate for California Community Colleges urge the faculty representatives of the University of California and the California State University through the Intersegmental Committee of Academic Senates to discuss use of passing College Level Examination Program scores on the California General Education Transfer Curriculum.

Mark Edward Osea, Mendocino College

## **17 Local Senates**

### **\*17.01 SU23 Breaks During Local Academic Senate Meetings**

Whereas, Local academic senates discuss and take action on important matters directly related to advancing equity and supporting student success that require focused attention;

Whereas, Studies have shown that taking regular breaks during prolonged cognitive activities can enhance concentration, creativity, and reduce mental fatigue; and

Whereas, Standing and moving for 3 minutes every 30 minutes may lessen long-term health impacts of over-sitting, which can include risk of Type 2 Diabetes and high cholesterol;

Resolved, That the Academic Senate for California Community Colleges recommend local academic senate leaders allow breaks of 6-10 minutes at the end of every hour of a Senate meeting;

Resolved, That the Academic Senate for California Community Colleges encourage local senate presidents to suggest members and guests engage in light physical activity during breaks, for example, a short walk, stretching, or dancing; and

Resolved, That the Academic Senate for California Community Colleges urge local senate leadership to choose meeting places with suitable break areas that allow freedom of movement.

Ariane Metz, Woodland Community College

### **+17.02 SU23 Brown Act: Leveraging Local Legal Counsel**

Whereas, The Brown Act supports transparency and inclusion while at the same time posing nuanced challenges to local academic senates in conducting business, such as the interaction of the Brown Act and the Americans with Disabilities Act; and

Whereas, Most faculty are not lawyers well versed in the details of the law;

Resolved, That the Academic Senate for California Colleges encourage local academic senate leaders to leverage district counsel expertise when questions arise around nuanced details of the Brown Act, other legal requirements, and the interaction between them.

Contact: Erik Reese, Moorpark College