



**ACADEMIC SENATE MEETING
APPROVED MINUTES
April 4, 2019**

Members Present: Curtis Martin (President), Chad Redwing (Vice President), Andrew Kranzman (Secretary), Steve Amador (Parliamentarian), Hans Hauselmann (Legislative Analyst), Aishah Saleh, Annaliese Hausler-Akpovi, Austin Adams, Cheryl Mulder, Deborah Martin, Elizabeth Hondoy, Erin Herold, Gisele Flores, Jennifer Macias, Jim Howen, Kerri Stephens, Margaret Kingori, Rich Dyer, Rob Stevenson (sub for Shaila Christofferson), Rodolfo Andrade, Roger Smith, Stella Beratlis, Theresa Rojas, Titiana Stovall, Tristan Hassell

Absent: Belen Robinson, Eric Ivory, Holly Nash-Rule, John Zamora, Kevin Alavezos, Marc Anaya, Mark Robertson,

Guests Present: Allan McKissick, Faculty Liaison to the Board, Carlee Walsh (ASMJC), Florida Arias, Jenni Abbott, Jessica Brennan, Jim Houpis (MJC President), Nancy Hinton

KNOW YOUR TRUSTEE: Nancy Hinton

Nancy mentioned that she represents Waterford, Riverbank, Oakdale and northeast Modesto. She has only been on the job for four months has attended more meetings than what is usually done in a year and still loves the job. Permission for her to report some news to the Senate which was the MOU has been signed and will be on the open agenda for the next board meeting on April 10. Hopefully things will continue to go forward.

Nancy taught at Calvary Temple for 10 – 15 years both as a volunteer and as faculty. Prior to that she worked for the county and now figures she is here for a reason and hopes to get to know faculty and staff better. The hope is also to develop a bond between faculty and the Trustees in the future.

I. APPROVAL OF ORDER OF AGENDA ITEMS

M/S (Ti. Stovall, E. Herold) Move to approve the Order of Agenda Items.

S. Amador made a request to move B – Update on Equity Plan from Senate Business, to before the approval of the minutes of March 21, 2019.

M/S/C (Ti. Stovall, E. Herold) Move to approve the Order of Agenda Items.

As there were no objections the Order of Agenda Items were approved as amended.

Senate Business – B. Update on Equity Plan – VPSS Florida Arias

Florida Arias provided an update on the Student Equity Plan. Every two years a new plan is written. It will now be called the Student Equity and Achievement Plan. Simply known as the “SEA” plan. The plan is due on June 30, 2019.

There are five goals on this plan, some which are aligned to the Student Success Metrics, which will be discussed later with Jenni Abbott. There was a challenge to this as the researchers at the state level working on one plan, the Student Success Metrics and the researchers working on the Student Equity Metrics, did not correspond with each other and had two different benchmark years. The Student Success Metrics benchmark years were 2016/2017 and the Student Equity Metrics benchmark years were 2017/2018; so there are two sets of data. We are in a holding pattern waiting for the state to send out the disaggregated data. We were prepared to use out

own local data as we had previously, but that changed in the process. It is determined to continue with most of the work being worked on. FTIC, Umoja, the Collaborative and others plan on continuing to support the Center for Teaching and Learning which is critical. Requests are being sent in from Math and English to discuss A.B. 705, and what is “embedded” tutoring or supplemental instruction, peer mentoring and other projects that could continue to develop.

A portion of the monies would like to be reserved for those who would like to have their own project they would like to pilot and see how that works, then possibly encompass it around equity.

F. Arias briefly went over the five goals on the plan, and stated we are in a different environment which is a performance based funding environment. This is the funding formula given by the state and we are working with the equity goals and waiting on the disaggregated data from the state and hope to have a first reading in the very near future.

C. Martin just wanted the senators to know this was coming and that Senate may need to meet during the summer for this reason, but would only take a few minutes to vote on unless you authorize him to sign in the Senate’s absence.

II. APPROVAL OF THE MINUTES (March 21, 2019)

M/S (Ti. Stovall, E. Herold) Move to approve the minutes of March 21, 2019.

It was mentioned that Jim Houpis’ name was spelled incorrectly.

As there were no objections, the minutes of March 21, 2019 were approved as amended.

III. CONSENT AGENDA

1. Appoint Aria Gonzalez to the English Full-time Tenure Track Hiring Committee.
2. Appoint Mary Roslaniec, Joseph Caddell, Gagandeep Dhaliwal and Tom Nomof to the Chemistry Hiring Committee.
3. Appoint Randy Thoe and Eric Turner to the Welding Hiring Committee.
4. Appoint Angela Pignotti, Ross McKenzie, Paul Cripe and Joseph Caddell to the Math Hiring Committee.
5. Appoint as Guided Pathways Third Phase: Facilitators: Shelley Fichtenkort, **(Psychology)**
6. Appoint as Guided Pathways Discipline Expert: replacing Kim Gyuran is Todd Guy – Communication Studies

M/S (Ti. Stovall, E. Herold) Move to approve the Consent Agenda.

As there were no objections, the Consent Agenda was approved.

IV. PUBLIC COMMENTS

T. Hassell mentioned one of his students who is to receive a certificate was disappointed to not being able to participate in the graduation ceremonies, only the students receiving degrees would be participating. He felt a dis-service was being done.

The subject will be pursued at a later time and be on the agenda for the next meeting.

S. Beratlis announced a Poetry Reading taking place on April 5, 2019, 7 – 9 pm in the East Campus Library and Learning Center and called “Words as Sanctuary, Poetry as a Communal Space” with five poets taking place.

V. REPORTS: *Due to time constraints and the volume of work before the Senate, regular reports of the Legislative Analyst Report, Instruction Council, Facilities Council, Resource Allocation Council, College Council, Faculty Representative to the Board, Distance Education Committee, Students Services Council, Faculty Professional Development Coordinating Committee, and District Advisory Technology Committee will be provided electronically as an appendix to the minutes. Issues that arise from faculty participation in these committees need to be brought for disposition to the Academic Executive before the publication of the agenda.*

a. Associated Students Senate Report – Carlee Walsh

Since the last meeting the following events took place: March 27, FLOW, March 30, MLK Commemoration, April 3, FLOW, April 4, Send Silence Packing (Assist)

The following will take place before the next meeting: April 5, ASMJC Senate Meeting, April 13, New Student Day

b. Outcomes Assessment Workgroup Report – Nita Gopal, Chair OAW – no report

c. Guided Pathways Report – Rob Stevenson

The last meeting of the semester for Paving the Path took place, and there is still time for faculty to participate. The pilot group was given the task of coming up with one GE card, to provide the other writers examples in the future. The pilot group is launched and looking toward May 13 & 14th where only about seven spots have not been confirmed at this point.

d. District Fiscal Advisory Committee Faculty Report – Kevin Alavezos – report attached

Late last year a new committee was formed at the District called the District Fiscal Advisory Committee. It resembles in composition District Council and C. Martin wanted someone on that committee, which is usually presidents and vice presidents, who was more connected to the Resource Allocation Council and good with numbers to sit on that committee. That person was Kevin Alavezos. Feedback that has been received felt the committee is doing what such a committee should be doing. C. Martin had wanted to get K. Alavezos' feelings about the committee. Please read the report enclosed.

e. Curriculum Committee Report – Chad Redwing

Curriculum Committee is developing a procedure regarding the F18-E Resolution that passed about the median and the different credit unit values for a course which should be implemented in the fall 2019 semester. It can be reported back as programs go through the new procedure.

The Course Quality and Currency was not accomplished in the spring, which had to do with the demonstration of need and currency of your course. The Curriculum Committee has done a good job looking at the comparable courses and thinks we have a bridge to the comparable courses and are working on how a program should demonstrate a community need as a course which primarily serves the community. Once done we should be able to deal with it the first part of the fall semester.

f. President's Report – Curtis Martin

C. Martin requested a donation for Shelley Circle for being in ICU for the last two days and wanted to send her flowers on behalf of the Academic Senate.

VI. SENATE BUSINESS

- A. Know your Trustee: Nancy Hinton (moved up in the agenda)
- B. Update on Equity Plan – VPSS Florida Arias (moved up in the agenda)

C. [Resolution S19 – A: Creation of Teaching and Learning Center at MJC, 2nd Reading\](#)

M/S (Ti Stovall, E. Herold) Move to approve the creation of a Teaching and Learning Center at MJC for a 2nd Reading.

Concerns were voiced. Upon having had a meeting with President Houpis, C. Martin mentioned that the President said it would take about one year, and it is gradual, to put a Teaching and Learning Center together, so there is plenty of time for discussions to take place about how this is moved forward. The possibilities are endless but warns it cannot be everything to everyone.

A motion was made to postpone until more information is available, location, staffing, and cost. As there was no second, the motion failed.

M/S/C (Ti Stovall, E. Herold) Move to approve the creation of a Teaching and Learning Center at MJC for a 2nd Reading.

22 Ayes, 1 Opposed (J.Howen), 0 Abstentions

D. [MJC Vision Goals – DRAFT, Jenni Abbott, Document - Vision Goals Research Findings 2019](#)

J, Abbott briefly went over the Vision Goals as set by the Chancellor's Office to be achieved by 2021-2022. Column two shows the MJC Goals by 2021-2022. This draft was developed by College Council at their last meeting, based on the five areas of vision goals given by the Chancellors Office. Academic Senate needs to have two readings, back to College Council and then to the Board for approval. It needs to be sent to the Chancellor's Office with the necessary signatures by May 31, 2019. College Council voted to accept the recommendations of the Chancellor which is the numbers listed in column two: to increase completion and transfer goals by 20% completion, 35% for transfer, reduce the unit accumulation to 79 units, workforce increase by 8%, and living wage to be increased to 55% of which we are at 53%.

These are the recommendations from College Council. J. Abbott mentioned the bullets in the last column of the Draft document and referred to the second document called Vision Goals Research Findings which is where the bullets in the last column were pulled from. The research findings came from three different areas: one from Institute Day in January 2019, a non-returning student's survey where 25 emails were sent out to students who were here in the fall and did not return in the spring and questions were asked of them and also from three different student focus groups.

This is what has been promised to the state but there is no penalty for not meeting them.

As there were no objections to the MJC Vision Goals Draft, the Draft was approved for a 1st Reading.

E. [Discussion: ASCCC Spring 2019 Plenary Resolutions](#)

C. Martin mentioned the Resolutions that are voted on at State Plenary and anyone after reviewing the resolutions wants C. Martin to take a position on or have a concern please contact him.

C. Martin mentioned the large group of faculty receiving Tenure on April 25, 2019 invited everyone to help celebrate your colleagues receiving Tenure.

- F. Board of Trustees Policies and Procedures: (January 2019 previously pulled) 5-8081 (Academic Freedom-Students (February 2019 previously pulled), 3300 (Public Records) <https://sp-portal.yosemite.edu/committee/policycommittee/Constituency%20Group%20Review/Forms/AllItems.aspx>

M/S/C (R. Stevenson, S. Amador) Move to approve Policies and Procedures 5-5081, and 3300.

23 Ayes, 0 Opposed, 0 Abstentions

ITEMS FOR FUTURE AGENDAS:

- G. 1. What constitutes a lower-division course? What constitutes a baccalaureate course? 2. The impact of food insecurity on student success: What can we do? 3. Divisions v. Guided Pathways Schools: Co-existence, adaptation, or re-imagining? 4. Academic Senate priorities for 2019-2020. 5. Encouraging the use of Open Educational Resources (OER). 6. Resolution S19 – B: Taskforce to Develop statement(s) on Teaching and/or Learning Principles. 7. Resolution S19 – C: YCCD Policy and/or Procedure on Student Absences

C. Martin briefly mentioned items for future agendas and if anyone has anything they feel need to be discussed please let us know.

Discussion took place regarding Student absences.

VII. ADJOURNMENT 5:06 p.m.

NEXT ACADEMIC SENATE MEETING: April 18, 2019, Library Basement, Room 55

In accordance with the Ralph M. Brown Act and SB 751, minutes of the Modesto Junior College Academic Senate will record the votes of all members as follows: 1. Members recorded as absent are presumed not to have voted; 2. the names of members voting in the minority or abstaining are recorded; 3. All other members are presumed to have voted in the majority.

MJC Vision Goal Setting, Spring 2019

	Chancellor's Office Vision Goals (to achieve by 2021-22)	MJC Goals by 2021-22	Goal 5: Reduce Equity Gaps in each metric by 40%	Institutional Areas to meet Targets (General areas that need to be more deeply considered, including development of a timeline & responsible parties)
1	Completion (increase by 20%: earned a degree or certificate or transitioned from adult Basic Ed/EL to noncredit career or college-level credit)	300 add'l students complete annually TOTAL: 1,800	14 additional African American students would complete (Total: 42) 93 additional Hispanic students would complete (Total: 745)	<ul style="list-style-type: none"> ▪ Textbook and subscription costs ▪ Automatic degree conferral ▪ Waitlists (course enrollment capacity) ▪ Scheduling issues (term length, start times) ▪ Registration (process, priority)
2	Transfer (increase by 35%: transfer to a CSU or UC)	374 add'l students transfer annually TOTAL: 1,442	15 additional African American students would complete (Total: 29) 94 additional Hispanic students would complete (Total: 567)	<ul style="list-style-type: none"> ▪ Outreach to the community ▪ Financial literacy for students ▪ First-Time-In-College course ▪ Intentional advising by program faculty ▪ K12 & CSU/UC articulation (WOW program)
3	Unit Accumulation (decrease the number of units accumulated when a degree is earned to 79 units)	16 Fewer units per completer	12 fewer units for Asian students (Total: 97) 10 fewer units for Unknown students (Total: 93)	<ul style="list-style-type: none"> ▪ AB705 ▪ Contextualized math and English ▪ Guided Pathways improvements
4a	Workforce (2015-16) (76% employed in the field of study)	Increase by 8 percentage points	n/a	<ul style="list-style-type: none"> ▪ Communication to students about CTEOS Survey

		(350 students are employed in the field of study)		<ul style="list-style-type: none"> ▪ LinkedIn accounts for students ▪ Employer partnerships ▪ Alumni use of Career Services
4b	Living Wage (Among all students who exited the community college system and did not transfer, the % who attained a county living wage for a single adult)	55%	36 additional African American students (Total: 126) 4 additional American Indian/ Alaska Native students (Total: 14) 7 additional students from 2 or more races (Total: 23)	<ul style="list-style-type: none"> ▪ Financial literacy (long-term planning, debt, investment, budgeting) ▪ Labor Market information to students (Program Profiles) ▪ Identification of learning outcomes and competencies

Vision Goals Research Findings

The table below includes highlights from three MJC inquiries during the spring 2019 semester:

- Student focus groups (18 students participated in one of three focus groups)
- Withdrawn student survey (534 students responded out of 3,706 students who received the survey: 14.4% response rate)
- Institute Day discussion and recommendations (300+ faculty, classified professionals, and administrators)

Topics	Student Focus Groups	Non-Returning Student Survey (preliminary findings)	Institute Day Recommendations
Applicants Why do fewer than half of MJC applicants make it to the first day of class?	<ul style="list-style-type: none"> • After application, students receive an email, but don't understand the next steps 	n/a	<ul style="list-style-type: none"> • ASMJC ambassador outreach • Welcome letter/ongoing communication • Outreach to families • Chat and text messaging

<p>Retention Why do students leave?</p>	<ul style="list-style-type: none"> • Students drop when then can't get into classes or they enroll in classes they don't need (<i>first semester students may have low priority registration</i>) • Students drop when they get a failing grade • Textbook and subscription costs are too expensive 	<ul style="list-style-type: none"> • 28% of students who left were in their first semester • 29% of students left after six semesters (<i>Students in this category may have transferred</i>) • 30% said they could not get the class they needed • 11% said they could not afford to continue • 35% transferred to a CC in our region • 65% transferred to a CC out of the area • 65% said an education plan helped them meet their goal • 65% said they were interested in returning to MJC in the future 	<ul style="list-style-type: none"> • More "How To" videos • More online, late-start, and evening/ weekend classes • Books are too expensive • Shorter term-lengths (5-8 weeks) • More spring sections • Program sequences/package courses • Cohorts/learning communities • Incentivize returning students (parking, bookstore coupon, laptop loans) • Letter from president or visits from deans/VPs to classrooms (<i>"Congratulations on finishing the semester – we look forward to seeing you next semester."</i>) • Family/Community Day at MJC
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Topics	Student Focus Groups	Non-Returning Student Survey (preliminary findings)	Institute Day Recommendations
<p>Completion</p>	<ul style="list-style-type: none"> • Students who have regular meetings with counselors and advisors carry a higher number of 	<ul style="list-style-type: none"> • From the comments: hours when courses were available conflicted with work <p><i>"Although I believe it was officially Biology, I was</i></p>	<ul style="list-style-type: none"> • Incentives for full-time enrollment • Communication from president graduation semester: <i>"Please apply if close to graduating. Not</i>

	units and have specific timelines for their goals	<i>mainly just taking random classes with the intention of learning different things and finding some direction in life</i>	<p><i>sure? See your counselor."</i></p> <ul style="list-style-type: none"> • Automatic conferral with "opt-out" • Include graduation information in new-student orientation and community day • Winter term • Teach students how and when to use Degree Audit • Professional development for faculty to understand the process for a degree • Faculty could talk about the value of a degree
Transfer	<ul style="list-style-type: none"> • Students give up when they can't get into the classes they need 	<ul style="list-style-type: none"> • 17% said they graduated or transferred • More than half of students said mentoring and faculty/staff/family support helped them meet their goal 	<ul style="list-style-type: none"> • CSUs/UCs provide incentives for students w/degrees when they transfer • Information for families about the transfer process
Jobs in Field of Study/Living Wage			<ul style="list-style-type: none"> • Students continue to use Career Services after graduation • Alumni incentives for completing CTEOS survey • Invite students to alumni gatherings • Alumni program: "Sponsor a Student" (professional gift/mentoring)

Math & English in the first Year	16%
9+ Units in the field of study	10%
Retention	72%
Full-Time Enrollment	

District Fiscal Advisory Council (DFAC) Report

The following items were discussed at the March 21, 2019 meeting:

- The charge & membership were discussed and approved
- It was agreed that a portion of the **Institutional Effectiveness Partnership Initiative Grant** would be used to hire a consultant to assist with the development of a new Resource Allocation Model.
 - The consultant will research other funding models being used in the state
- Amended 2018-2019 budget update
 - One time augmentation for contractual obligations--\$4,505,421
- 2019-2020 Budget Developments and Updates were presented
 - Additional funding for the follow items
 1. Three full-time faculty--\$330,000
 2. Baccalaureate Degree--\$40,000
 3. Non-Resident Program--\$650,000
 4. One-time initiatives
 - Facilities TCO--\$1,000,000
 - IT TCO--\$500,000
 5. Longevity/Step movement--\$567,801
 - Revenue assumptions were shared
 - Expenditure assumptions were shared

Next meeting is scheduled for April 16, 2019, from 1. – 3 p.m. in the District Office Building, Conference Room A.

Respectfully,
Kevin Alavezos

Student Services Council

March 29, 2019

Senate Report

- Angelica Guzman, Director of Admissions/Records provided an update on AB705 and informed the council that placement tools are now available to new and returning students. She reported that letters were sent out to students to inform them up the placement changes and that a video explaining the updates was available for distribution. After students use the updated placement guides, the placement change is automatically updated in datatel. Angelica reported that the AB705 Task Force plans to host open forums for students and is developing a plan to distribute information.
- Angelica also shared a tentative plan to update the current degree application timeline. I have attached the proposal for review. Under the new proposal, students would submit the degree application when they register for the last semester. The Student Services Council requests feedback from the Senate. (See attachment)
- Jenni Abbot reviewed the MJC Vision Goal Setting, Spring 2019 that was developed within the College Council. The goal is to align the vision with Guided Pathways, EMP, and the Student Equity plan. (See attachment)
- Ashley Griffith, Dean of Student Services reviewed the purpose and progress of the 2019-2022 Student Equity Plan. The plan is in progress and currently being developed. Dr. Griffith discussed the plan for completion and the Student Services Council reviewed the five metrics to gain a clearer understanding.

Current Degree Application Timeline

- Student apply during the term they intend to graduate. Example: Student who plan to graduate in spring, can only apply during the spring term.
- Students are not notified in timely manner to make adjustments if degree requirements will not be met.

New Timeline Proposal

- Students should submit their degree applications once they've registered for their last term.
- Students will be notified via student email regarding status – if student is missing classes, they will be notified.
 - Early submission will increase probability of student completing missing degree requirements.

Degree and Certificate Application Timeline

Semester	Application Period Begins	Deadline to Submit Application
Summer 2019	April 1, 2019	Judy 5, 2019
Fall 2019	July 8, 2019	November 1, 2019
Spring 2020*	November 4, 2019	April 3, 2020

*Your application must be submitted by March 6, 2020, for your name to be published in Commencement Program.

April 4, 2019

Legislative Analyst Report

Prepared by Hans Hauselmann

The following bills are working their way through the current legislative term. Provided is the bill description with amendments and the current position of the ASCCC as reflected in the 53rd Spring Session Resolutions.

AB 130

This bill would establish the **Office of Higher Education Performance and Accountability Commission**, composed of 6 public members with experience in postsecondary education, appointed as specified, as the statewide postsecondary education coordination and planning entity. The bill would provide for the appointment by the Governor, subject to confirmation by a majority of the membership of the Senate, of an executive director of the office. The bill would establish an 8-member advisory board for the purpose of examining, and making recommendations to, the office regarding the functions and operations of the office and reviewing and commenting on any recommendations made by the office to the Governor and the Legislature, among other specified duties. require the commission to develop an independent annual report on the condition of higher education in California, as provided. The bill would establish other functions and responsibilities of the commission, which would include specified advisory duties and acting as a clearinghouse for postsecondary education information.

The bill would specify the functions and responsibilities of the office, which would include, among other things, participation, as specified, in the identification and periodic revision of state goals and priorities for higher education, reviewing and making recommendations regarding cross-segmental and interagency initiatives and programs, advising the Legislature and the Governor regarding the need for, and the location of, new institutions and campuses of public higher education, acting as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies, and reviewing all proposals for changes in eligibility pools for admission to public institutions and segments of postsecondary education.

The bill would authorize the office commission to require the governing boards and institutions of public postsecondary education to submit data to the office commission on plans and programs, costs, selection and retention of students, enrollments, plant capacities, and other matters pertinent to effective planning, policy development, and articulation and coordination. To the extent that this provision would impose new duties on community college districts, it would constitute a state-mandated local program.

The bill would require the office commission to report to the Legislature and the Governor on or before December 31 of each year regarding its progress in achieving specified objectives and responsibilities. *The bill would require the Legislative Analyst's Office to report to the Legislature on the performance of the commission on or before January 1, 2025, and every 5 years thereafter.*

The bill would repeal its provisions on January 1, 2026.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement. This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Position of the Academic Senate:

“Resolved, That the Academic Senate for California Community Colleges support AB 130 (Low, as of 25 February 2019) to create the Office of Higher Education Performance and Accountability only in the event that the legislation is amended to include faculty representatives appointed by their respective

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Academic Senates from each of the segments of public higher education in California among the members of the advisory board for the office.”

SB 3

This bill would establish the Office of Higher Education Coordination, Accountability, and

Performance. *Performance under the administration of a governing board composed of 5 members, as specified.* The bill would give the office specified functions and responsibilities for purposes of statewide postsecondary education planning, oversight, data collection, and coordination. *The bill would require the governing board to establish an advisory body, comprising 11 members, as specified, to provide recommendations to the governing board on issues before the governing board.* The bill would require the public postsecondary segments and the Labor and Workforce Development Agency to submit specified data to the office **so it may carry out its in support of these** functions and responsibilities. The bill would apply to the University of California only to the extent the Regents act by resolution to make it apply. To the extent the bill would impose additional duties on community college districts, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Position of the Academic Senate:

“Resolved, That the Academic Senate for California Community Colleges support SB 3 (Allen, as of 25 February 2019) to create the Office of Higher Education Performance and Accountability only in the event that the legislation is amended to include faculty representatives appointed by their respective Academic Senates from each of the segments of public higher education in California among the members of the advisory board.”

SB 1359

This bill would require each campus of the California Community Colleges and the California State University, and would request each campus of the University of California, to identify in the online version of the campus course schedule its courses that exclusively use digital course materials, as specified, and communicate to students that the course materials for these courses are free of charge and therefore not required to be purchased. By imposing new duties on community college districts, this bill would impose a state-mandated local program. The bill would become operative on January 1, 2018.

Position of the Academic Senate:

“Resolved, That the Academic Senate for California Community Colleges investigate the approaches used to implement SB 1359 (Block, 2016) across all segments of higher education in California and similar efforts in other states; and “Resolved, That the Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020.”