



44th FALL SESSION RESOLUTIONS

Adopted November 10, 2012

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ADOPTED RESOLUTIONS

1.0 ACADEMIC SENATE

1.01 F12 **Support and Advocacy for Regulatory Mechanisms That Ensure Faculty Recommendations on Academic and Professional Matters are Given Their Fullest Consideration**

Whereas, AB 1725 (Vasconcellos, 1988), the omnibus bill that created the modern framework for the California community college system, stated among its aims that

The people of California should have the opportunity to be proud of a system of community colleges which instills pride among its students and faculty, where rigor and standards are an assumed part of a shared effort to educate, where the hugely diverse needs of students are a challenge rather than a threat, where the community colleges serve as models for the new curricula and innovative teaching, where learning is what we care about most;

and recognized the importance of faculty involvement as professionals in college governance and decision-making by asserting that

It is a general purpose of this act to improve academic quality, and to that end the Legislature specifically intends to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties;

Whereas, Education Code §70901 guarantees “faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration” and recognizes the special areas of faculty expertise by ensuring “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards”;

Whereas, Title 5 §53200 operationalizes the primary recommending responsibility of faculty in the area of academic standards by requiring local governing boards to determine whether to “rely primarily upon” or “mutually agree with” the recommendations of the academic senate with respect to specified academic and professional matters, while Title 5 §53203 ensures that ultimate decision-making and responsibility remain with the elected governing board regarding all faculty recommendations; and

Whereas, The American Association of University Professors (AAUP) Statement on Government of Colleges and Universities, the gold standard by which colleges and universities are compared with respect to shared governance, states that

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty;

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and the California community college system of participatory governance and its affirmation of faculty primacy in academic and professional matters is highly consistent with the AAUP statement;

Resolved, That the Academic Senate for California Community Colleges affirm its support for the current participatory governance structure defined by AB 1725;

Resolved, That the Academic Senate for California Community Colleges support ways to enhance shared decision-making and collective responsibility for improving student learning and success; and

Resolved, That the Academic Senate for California Community Colleges oppose modifications or amendments to Title 5, Education Code, or other directives that impede the primary authority of academic senates to recommend with respect to curriculum and academic standards per Education Code and the AAUP definition of the faculty role in community college governance.

Contact: Phil Smith, American River College, Executive Committee

Adopted by Acclamation

1.02 F12 Part-time Faculty Award

Whereas, In the Fall of 2010, the Academic Senate for California Community Colleges passed a resolution (01.05) creating a yearly award for a part-time faculty member “that recognizes excellence in teaching and outstanding contributions to the campus environment and to student success, and that the award amount and presentation be consistent with other comparable faculty awards given by the Academic Senate for California Community Colleges”;

Whereas, This resolution was addressed by the Academic Senate Foundation awarding a scholarship for part-time faculty specific to attendance at institutes and plenary sessions, and by the Academic Senate clarifying that part-time faculty are eligible for any of the Senate Awards; and

Whereas, The possibility of a part-time faculty member being awarded any of the existing Senate Awards is limited given that a full-time faculty member’s opportunities to serve professionally are much greater than those afforded by part-time faculty members;

Resolved, That the Academic Senate for California Community Colleges honor the original spirit and intent of the Fall 2010 resolution (01.05) and create a yearly award for part-time faculty that follows criteria for excellence in part-time faculty contributions, and that is similar to the Hayward Award.

Contact: Kenneth Bearden, Butte College, Area A

MSC

ADOPTED RESOLUTIONS

1.03 F12 Emeritus Status for Greg Gilbert

Whereas, The Bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus on individuals, and Greg Gilbert has satisfied those requirements as a retired faculty member of the California Community College System having completed well more than the required five years of significant service to the Academic Senate:

- Member of Standards and Practices Committee 2002-2003
- Academic Senate Executive Committee member 2003-2007
- Served one term as Area D Representative
- Served two terms as Secretary
- Chaired Research, Curriculum, Resolutions, Accreditation Ad Hoc, Standards & Practices, and Educational Policies
- Served as founding chair and host of the Senate's first Accreditation Institute
- Hosted one Curriculum Institute, the first Senate institute to be organized around a theme, to offer college units, and to have its materials archived electronically and posted on the Senate website
- Served as the Senate faculty liaison to Intersegmental Committee of the Academic Senates (ICAS), Accrediting Commission for Community and Junior Colleges (ACCJC), System Advisory Committee on Curriculum (SACC) (founding member), and VTEA
- Authored a letter opposing the federalization of higher education that was adopted and signed by all ICAS leaders and sent to key elected officials, state and federal.
- Chaired the Compton Team (developed student learning outcomes (SLOs), helped with redrafting their course outlines, honored Compton at Plenary, championed Compton in *Rostrum*; each of the team members were honored by resolution as life-time members of his senate)
- Participated in the drafting of about 20 Senate papers
- Represented the Senate, officially and now unofficially, at the American Association of University Professors (AAUP) National Committee on Curriculum from 2006 to the present, where he authored one article for *Academe* and for whom he has done several conference presentations supporting the role of faculty in accreditation
- Brought President Bill Clinton's Secretary of Post-Secondary Education, A. Lee Fritschler, to speak at Plenary general session, November 2010
- Arranged for Council for Higher Education Accreditation's (CHEA's) president, Judith Eaton, to speak at Plenary general session, spring 2011
- Founder of his local senate at Copper Mountain College (CMC) where he served four terms as its president and three as its vice president
- Awarded the Senate's Norbert Bischof Faculty Freedom Fighter Award June 2009
- Retired from CMC on June 10, 2011 as a full-professor of English, as SLO Coordinator, and as Division Chair of Communication and Fine Arts

Whereas, Greg Gilbert's quiet, thoughtful, and profoundly passionate approach to examining issues, to guiding, leading, and mentoring others, and to ensuring a deep and respectful dialog on many complex issues is both inspiring and has set the bar for those who follow him;

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Whereas, Greg Gilbert blessed us with a remarkable capacity to take what were often discordant, 60-page compilations of incongruent ideas, flagrant venting, and first through seventh person temporally inconsistent constructs, and, in a mere few days, transform them into some of the best papers ever published by the Academic Senate; and

Whereas, In accord with his role as a state leader and his lack of proximity to any known habitation, living where rattlesnakes, coyotes and cacti dare not tread, Greg Gilbert earned the Wile E. Coyote Award for Accomplished Road Runners after traversing thousands of miles of California's diverse landscape on our behalf;

Resolved, That the Academic Senate for California Community Colleges convey its heartfelt thanks to Greg Gilbert for consistently identifying profound and important issues and then crafting elegant but hard-hitting responses to educate our colleagues and influence our adversaries;

Resolved, That the Academic Senate for California Community Colleges recognize Greg Gilbert's extraordinary and distinguished service by awarding him the status of Senator Emeritus with all the rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Greg Gilbert its slightly overdue congratulations upon his retirement and wish him and his family every happiness in the many years to come.

Contact: Stephanie Dumont, Golden West College, Area D

Adopted by Acclamation

1.04 F12 Supporting City College of San Francisco and Its Faculty

Whereas, City College of San Francisco is a vital multi-cultural, multi-campus community college and has been an essential part of the city of San Francisco since 1935;

Whereas, City College of San Francisco has always sought to provide much needed support for those in its community that have been historically left out;

Whereas, City College of San Francisco has always served as a statewide model of strong faculty participation in college governance and also a model for developing and maintaining appropriate salaries and benefits for both their full- and part-time faculty; and

Whereas, City College of San Francisco values the knowledge and strength of its own faculty as they seek to resolve their accreditation issues through a strong and fair shared governance process drawing in all appropriate stakeholders;

ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges acknowledge City College of San Francisco's efforts to maintain its multi-cultural, multi-campus structure and its shared governance process; and

Resolved, That the Academic Senate for California Community Colleges acknowledge the leadership of the faculty in their efforts to solve their accreditation issues.

Contact: Jon Drinnon, Merritt College

MSC

3.0 EQUITY AND DIVERSITY

3.01 F12 Student Progression and Achievement Rates (SPAR) and Socioeconomic Status

Whereas, All colleges will soon publish their Student Progress and Achievement Rates (SPAR)¹ on their "Scorecard" websites as part of the California Community College System response to the Student Success Task Force recommendations, and the biggest predictor of a college's SPAR rate is the zip code of students attending that college, with zip code acting as a proxy for socioeconomic status²;

Whereas, SPAR rates will also be disaggregated by ethnicity and published in an effort to encourage colleges to appropriately focus their efforts on reducing existing achievement gaps;

Whereas, Over a decade of research in K-12 indicates that if income is taken into account along with ethnicity, income is the significantly larger predictor of academic achievement³; and

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) is also now requiring that colleges report data about enrolled students disaggregated by ethnicity and socioeconomic status⁴, although many colleges do not directly collect socioeconomic status information and therefore must use other data as a proxy;

Resolved, That Academic Senate for California Community Colleges encourage colleges to begin collecting socioeconomic status information to be defined more specifically by the Intersegmental Committee of Academic Senates (ICAS) directly on student applications in addition to zip code data; and

¹ Board of Governors Meeting 9/10 – 11, 2012 Update on the Implementation of Student Success Task Force Recommendations

² Personal Communication, Patrick Perry at meeting of Task Force for the Accountability Report Card for Community Colleges meetings, Spring 2012

³ More available upon request, see for example: Washington School Research Center, Technical Report #1, July 2001, *"The Relationship Among Achievement, Low Income and Ethnicity Across Six Groups of Washington State Students"*

⁴ ACCJC Visiting Team Training Materials, Powerpoint "Preparing For Educational Quality And Institutional Effectiveness Review", September 2012.

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Resolved, That Academic Senate for California Community Colleges encourage colleges to report cross-tabulated data regarding ethnicity and socioeconomic status to the public and to faculty and staff in an effort to correctly identify true existing achievement gaps.

Contact: Katie Townsend-Merino, Palomar College, Standards, Equity, Access and Polices Committee

MSC

7.0 CONSULTATION WITH THE CHANCELLOR

7.01 F12 Reporting Contextualized Data on ARCC

Whereas, The proposed Accountability Report for the Community Colleges (ARCC) scorecard will track student performance metrics longitudinally over six years and faculty recommended contextualized student performance metrics; and

Whereas, The proposed ARCC scorecard will be more effective if it reports contextualized metrics such as ratio of full-time to part-time faculty, total sections offered, and the student to counselor ratio longitudinally;

Whereas, The proposed ARCC scorecard will be more effective if it reports the contingent qualitative data that contextualize the uniqueness of each college, the varied nature of student goals, the breath of instructional and pedagogical concerns, and the particular histories and demographics of college communities;

Resolved, That the Academic Senate for California Community Colleges request that the California Community College Chancellor's Office include longitudinal contextualized metrics in the ARCC scorecard; and

Resolved, That the Academic Senate for California Community College request that the Chancellor's Office incorporate a narrative providing unique and contingent qualitative data for each college in the ARCC Scorecard.

Contact: Kale Braden, Cosumnes River College

MSC

9.0 CURRICULUM

9.01 F12 Program Discontinuance

Whereas, The Academic Senate for California Community Colleges adopted Resolution 9.02 F09 that called for the Academic Senate to "research the various changes regarding program discontinuance and related issues that have occurred since the 1998 paper *Program Discontinuance: A Faculty Perspective* was written and update the paper as necessary"; and

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Whereas, The paper *Program Discontinuance: A Faculty Perspective Revisited* details the changes regarding program discontinuance and related issues that have occurred since 1998;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Program Discontinuance: A Faculty Perspective Revisited*.

Contact: Lesley Kawaguchi, Santa Monica College, Executive Committee

MSC

9.02 F12 Protecting Local Degrees

Whereas, Many colleges have AA/AS degrees that are not applicable for transfer yet fulfill labor market demand and student educational goals;

Resolved, The Academic Senate for California Community Colleges continue to advocate for the maintenance and integrity of local degrees.

Contact: Jon Drinnon, Merritt College, Area B

MSC

9.03 F12 Application of C-ID Descriptors to General Education Areas and Courses

Whereas, One of the goals of the Course Identification Numbering (C-ID) System is to facilitate articulation for students when they attend multiple colleges;

Whereas, Currently C-ID course descriptors are primarily designed for articulation of major preparation courses and are not generally used in articulating California State University (CSU) general education courses;

Whereas, Having C-ID course descriptors developed and articulated for areas of CSU General Education Breadth patterns would assist students in completing their general education certifications at multiple colleges; and

Whereas, Common general education courses exist in disciplines that are not among the most popular transfer majors, and, therefore, do not currently have C-ID descriptors developed or planned;

Resolved, That the Academic Senate of California Community Colleges work with the Academic Senate of the California State University (ASCSU) to allow for Course Identification Numbering (C-ID) descriptor-based general education articulation; and

Resolved, That the Academic Senate for California Community Colleges work within the C-ID System to explore the development of descriptors for common general education courses in disciplines that do not have a transfer degree developed or planned.

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Contact: Danielle Martino, Santiago Canyon College, Area D

MSC

9.04 F12 Ensuring Availability of Major Preparation

Whereas, The California community colleges are facing continuing budget reductions that may prevent them from offering all of the courses that students need to fulfill the requirements of their chosen majors;

Whereas, Meeting the transfer needs of students is a primary mission of the California community colleges; and

Whereas, The University of California (UC) and the California State University (CSU) often require students to complete major preparation courses at a community college prior to transferring;

Resolved, That the Academic Senate for California Community Colleges urge local curriculum committees to work with their articulation officers to educate faculty about the importance of major preparation and what the requirements are at the local UC/CSU campuses in their area; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrations to ensure that required major preparation courses are offered at least once in any two-year period.

Contact: Craig Rutan, Santiago Canyon College, Area D

MSC

10.0 DISCIPLINES LIST

10.01 F12 Reconsideration for Adding Peace Studies to the Disciplines List

Whereas, The Academic Senate for California Community Colleges (Academic Senate) voted against a previous proposal for the creation of Peace Studies as a separate discipline on the 2010 Disciplines List, and the current Academic Senate process requires that resubmitted proposals provide substantively different rationale and come forward either as a resolution from a Senate Area meeting or as a resolution from the floor of the plenary session;

Whereas, The previous proposal failed because of the perceived impact on smaller colleges in assigning disciplines; however, adding Peace Studies to the Disciplines List does not require local senates to assign any course to the new discipline but, rather, allows local colleges with larger programs in Peace Studies to assign courses to that discipline and to hire, retain, and promote qualified faculty to develop and teach courses and degrees in Peace Studies at a level

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commensurate with other systems of higher education where students are likely to transfer upon completion of lower division major transfer preparation at a community college;

Whereas, Peace Studies is a field that is recognized as an academic discipline around the world and one that has been in existence since 1948 in the United States, and the Peace and Justice Studies Association, the primary professional and academic association for Peace Studies, reports that there are over four hundred universities offering Peace Studies around the world; and

Whereas, Qualified instructors are required to teach Peace Studies courses at the community college level and there are an increasing number of candidates to fulfill the requirements of a master's degree in Peace Studies, Peace and Justice Studies, Peace and Conflict Studies or the equivalent including an average of twenty graduates each year from the master's degree program offered at the Joan B. Kroc Institute of Peace and Justice Studies at the University of San Diego;

Resolved, That the Academic Senate for California Community Colleges as part of its current Discipline List Revision process, add Peace Studies as a separate discipline for inclusion in the Minimum Qualifications for Faculty and Administrators in California Community Colleges based on the rationale outlined above.

Contact: Catherine Harlow and Katie Zanoni, San Diego City College, Area D

MSC

11.0 TECHNOLOGY

11.01 F12 Pursue Statewide Open Educational Resources for Student Success

Whereas, The Academic Senate for California Community Colleges strongly supports and continues to engage in a multitude of student success efforts and initiatives;

Whereas, Research has shown that access to and use of textbooks and ancillary materials are correlated with successful course completion by students, and students postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion;

Whereas, A growing number of digital Open Educational Resources (OER) now exist, including textbooks and instructional materials that are readily available to educators at no cost, which, if deemed appropriate and assigned by faculty, would provide significant savings to our students; and

Whereas, Recent legislation requires the participation of community college faculty with other higher education faculty to create a library of OER materials for use in California;

Resolved, That the Academic Senate for California Community Colleges support the appropriately expanded use of Open Educational Resources (OER) resources and work with our

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higher education partners to develop policies for the coordination, storage, retrieval, use, and updating of “creative commons” -licensed⁵ materials; and

Resolved, That the Academic Senate for California Community Colleges endorse the convening of appropriate stakeholders, including faculty from our intersegmental partners for implementation of SB 1052 and 1053 (Steinberg, 2012), to develop appropriate rules and guidelines for accessing Open Educational Resources materials for faculty in a broad range of formats that encourage their wide-spread availability for adoption and use.

Contact: Don Gauthier, Los Angeles Valley College, Legislation and External Policy Committee

MSC

13.0 GENERAL CONCERNS

13.01 F12 Automatic Awarding of Earned Degrees or Certificates

Whereas, Some California community colleges have suggested that colleges should award degrees or certificates to all students who complete all requirements for a degree or certificate, whether the student has applied for the degree or certificate or not;

Whereas, The practice of automatically awarding degrees or certificates would not compromise academic standards since students would still be required to meet the same requirements as those who have applied for degrees or certificates; and

Whereas, Automatically awarding degrees or certificates could have various benefits for colleges in a time when they are increasingly asked to meet accountability standards involving degree and certificate completion but could create workload issues for colleges and might have negative effects on students;

Resolved, That the Academic Senate for California Community Colleges investigate the positive and negative impacts of automatically awarding earned degrees or certificates, including the methods through which such a practice could be facilitated, and report the results of this research by Fall 2014.

Contact: Carolyn Holcroft, Foothill College, Governance and Internal Policy Committee

MSC

13.02 F12 Redefinition of Student Success

Whereas, Countless conversations have still not resulted in any simple definition of student success;

⁵ Creative Commons Licensing website: <http://creativecommons.org/>

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Whereas, The breadth and depth of participants' experiences and educational efforts is neither simple nor reducible to any simple definition; and

Whereas, The Accountability Report for the Community Colleges (ARCC) scorecard proposes that the Student Progress and Achievement Rates (SPAR) exclude those students who complete less than 6 units in less than 3 years;

Resolved, That the Academic Senate for California Community Colleges affirm that student success should be defined to include a broad range of student completion outcomes including completion of a single courses for a variety of individual goals as identified in the mission of California community colleges; and

Resolved, That the Academic Senate for California Community Colleges partner with colleges to research additional quantitative and qualitative data that may be used in addition to the required ARCC data on a college's scorecard and report the results of this research by Fall 2013.

Contact: Kathy Kelley, Chabot College

MSC

15.0 INTERSEGMENTAL ISSUES

15.01 F12 Endorse Common Core State Standards in Mathematics and English

Whereas, California is one of 45 states that have adopted the K-12 Common Core State Standards (CCSS), which establish knowledge, skills, and practices that are essential for college and career readiness;

Whereas, The Academic Senate for California Community Colleges endorsed the Intersegmental Committee of Academic Senates (ICAS) competency statements for both mathematics and English Language Arts, which set expectations for entering freshmen in these two critical content areas, and CCSS match nearly all expectations outlined by ICAS in both subject areas;

Whereas, The Senate has multiple resolutions calling for better preparation of high school students and more communication with K-12 partners, which is occurring through the implementation of the CCSS, and Student Success Task Force recommendation 1.1 calls for alignment of curriculum between K-12 and community colleges; and

Whereas, The Early Assessment Program (EAP), a college-readiness indicator developed by CSU and used by many community colleges in the state, grants entry into transfer-level courses to students who score at a particular level, and the Senate has several resolutions endorsing the use of EAP solely to identify and place students who do not need remediation into transfer-level courses;

Resolved, That the Academic Senate for California Community Colleges endorse the intent of the Common Core State Standards for K-12 as sufficient preparation for high school students planning to attend college and enroll in transfer-level coursework.

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Contact: Beth Smith, Grossmont College, Executive Committee

For more information, please visit the following website: <http://www.corestandards.org/>

MSC

15.02 F12 Concerns about CSU Local Service Areas and Priority Admission

Whereas, The recommendations from the Legislative Analyst's Office (LAO) in their report *Guaranteed Regional Access Needed for State Universities* recognize the inequitable and discriminatory impact local area access priority to California State Universities (CSU) has on incoming students by acknowledging that "granting preference to local students over out-of-area students could be perceived as inequitable—particularly when the out-of-area student is better qualified, and given that CSU campuses differ in size, campus amenities, program offerings, student bodies, and other characteristics, there could be situations when particular students' local service area campuses are not the best suited to these students' needs";

Whereas, The LAO report further suggests that CSUs still "believe that ensuring local access to all eligible students is more important than maintaining equal admissions criteria for all applicants to a given campus" despite evidence from the Chancellor's Office for California Community College's Datamart and CSU's Institutional Research that this inequitable and discriminatory practice of local area access priority to CSU not only hurts many California community colleges (CCC), including Cerritos College, Cypress College, El Camino College (ECC) and ECC – Compton Center's students ability to transfer, it also impacts these CCC's ability to attract students, meet the expectations of the Student Success Taskforce recommendations, and give priority to students of non-protected classes over students of protected classes;

Whereas, Previous resolutions, 15.02 F09 (Re-Evaluate CSU Service Areas) and 15.03 S04 (CSU Service Areas), also describe the discriminatory practice of local area access priority to the CSU System and ask that this situation be examined and addressed, yet to date this practice continues and there is currently nothing being done to address this inequitable and discriminatory practice; and

Whereas, The CSU System and the CCC System both have new chancellors, providing for an optimal opportunity for this issue to be addressed and resolved;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office to initiate a discussion with the California State University Chancellor on ways to address concerns about local area access priority admission practices that may disadvantage California community college students.

Contact: R. Chris Wells, El Camino College

MSC

ADOPTED RESOLUTIONS

15.03 F12 Discuss the 1960 Master Plan for Higher Education in California

Whereas, The 1960 Master Plan for Higher Education in California embodies the principle that open access to higher education is fundamental to the interests of the state by providing for an educated populace and a strong, developing workforce;

Whereas, The 1960 Master Plan for Higher Education in California differentiates the roles of the California Community College, State University and the University of California Systems in implementing that plan; and

Whereas, Recent and ongoing legislation is eroding the ability of each educational system component to fulfill its assigned role in executing the Master Plan;

Resolved, That the Academic Senate for California Community Colleges initiate a conversation with all relevant stakeholders to reconfirm or revise the 1960 Master Plan for Higher Education in California and the mission of the California community colleges as appropriate.

Contact: Kale Braden, Cosumnes River College

MSC

17.0 LOCAL SENATES

17.01 F12 Approval of Grant Driven Projects

Whereas, Unprecedented budget challenges are prompting California community colleges to seek alternative funding sources such as grants with increasing urgency;

Whereas, Grants often include provisions for the creation and implementation of new educational programs and curricula that do not require the students to earn college credit;

Whereas, Local senates and curriculum committees have developed curriculum approval processes to ensure their colleges' offerings are of the highest quality for students, but grant-inspired curriculum not involving credit may not be required to go through these pathways of curriculum development and approval; and

Whereas, Circumvention of these processes may have unintended negative consequences on curricular quality and subsequently on students' preparedness for success in their lives and careers;

Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to collaborate with administrators to develop formal policies and procedures for the development and approval of mission-driven funded programs and curricula.

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Contacts: Craig Rutan, Santiago Canyon College, Curriculum Committee or
Carolyn Holcroft, Foothill College, Governance and Internal Policy Committee

MSC

17.02 F12 Faculty Involvement in Grant-funded Efforts Related to Academic and Professional Matters

Whereas, Unprecedented budget challenges are prompting California community colleges to seek alternative funding sources, such as grants, with increasing urgency;

Whereas, Grants often include provisions for the creation and/or implementation of new policies, processes, and technologies that are within the purview of the local senate;

Whereas, Districts and colleges have well-established processes for ensuring that decision-making is a participatory process and that faculty have primacy in making recommendations related to academic and professional matters; and

Whereas, Circumvention of these processes may have unintended negative consequences that eschew the 10+1 responsibilities of the local senate;

Resolved, That the Academic Senate for California Community Colleges urge local senates to collaborate with administrators to develop formal policies and procedures for the development and approval of grant-driven projects.

Contact: Michele Hester-Reyes, College of the Sequoias, Area A

MSC

17.03 F12 Integration of Grants With College Planning and Budget Processes

Whereas, Unprecedented budget challenges are prompting California community colleges to seek alternative funding sources, such as grants, with increasing urgency;

Whereas, Grants are increasingly a *de facto* part of college planning and budget processes and are used to maintain and/or expand new and existing programs; and

Whereas, Failure to integrate grants development into college planning and budget development processes circumvents, and thus disrupts, those college processes;

Resolved, That the Academic Senate for California Community Colleges affirm that grant development processes are processes for institutional planning and thus fall under the purview of academic senates in accordance with Title 5 §53200; and

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Resolved, That the Academic Senate for California Community Colleges research and report on existing policies and procedures for the development of grant-driven programs at California community colleges and identify which of those policies and procedures are integrated into college institutional planning processes.

Contact: John Freitas, LA City College, Area C

MSC

18.0 MATRICULATION

18.01 F12 Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment

Whereas, Current Title 5 requirements regarding eligibility for noncredit apportionment for supervised tutoring reference Education Code §84757 (a) (2) that limits apportionment to students enrolled in basic skills; and

Whereas, Current effective practice, identified in the Basic Skills as a Foundation for Student Success in California Community Colleges (2007) and elsewhere, specifies that mainstreamed, centralized tutoring programs most successfully support basic skill students enrolled in any course;

Resolved, That the Academic Senate for California Community Colleges explore with the Chancellor's Office what changes to code or regulation would be needed to collect noncredit apportionment for supervised tutoring regardless of student skill level.

Contact: Miya Squires, Butte College, Student Learning and Support Committee

MSC

19.0 PROFESSIONAL STANDARDS

19.01 F12 Faculty Professional Development College Program

Whereas, The Student Success Task Force (SSTF) final report notes that "Ongoing professional development is a fundamental component of supporting the systemic change that will improve student success" and recommends a "continuum of strategic professional development";

Whereas, The Chancellor's Office Professional Development Committee acknowledges the ever present need for professional development and is in the process of developing a vision statement regarding this issue, and the Academic Senate for California Community Colleges is the entity charged with addressing academic and professional matters, including faculty professional development (Title 5 §53200);

Whereas, In the current educational and economic climate, all faculty must be informed about, and able to navigate the intricacies of academic and professional matters, and Title 5 §53200

ADOPTED RESOLUTIONS

clearly indicates some of the areas in which faculty have expertise, but which may require ongoing faculty professional development; and

Whereas, A professional development program would provide a vehicle not only for providing, documenting, and substantiating faculty awareness and participation in academic and professional matters but also for supporting lifelong learning and academic achievement of faculty;

Resolved, That the Academic Senate for California Community Colleges design and implement a faculty Professional Development College Program that provides continuing education units for training related to the legislated purview of faculty in California community colleges to supplement local professional development offerings, including but not limited to training in research-based principles of effective instruction, and that supports the Student Success Task Force professional development recommendations and the work of the Chancellor's Office Professional Development Committee, and promotes participatory governance in our colleges.

Contact: Dianna Chiabotti, Napa Valley College, Executive Committee

MSC

19.02 F12 Update 2000 Paper *Faculty Development: A Senate Issue*

Whereas, The Student Success Task Force final report acknowledges that sustained, ongoing professional development activities are essential to improving student success in the California Community College system;

Whereas, The Chancellor's Office Professional Development Committee acknowledges the ever present need for professional development; and

Whereas, Title 5 §53200 designates faculty professional development activities as one of the 10+1 academic and professional matters under the purview of local academic senates;

Resolved, That the Academic Senate for California Community Colleges survey local senates about their current best practices in faculty development; and

Resolved, That the Academic Senate for California Community Colleges update the 2000 paper, *Faculty Development: A Senate Issue* to enable local senates to best respond to the current educational and economic climate.

Contact: Carolyn Holcroft, Foothill College, Area B

MSC

ADOPTED RESOLUTIONS

21.0 OCCUPATIONAL EDUCATION

21.01 F12 Explore the Transcription of Low-unit Career Technical Education Certificates

Whereas, Many career technical education (CTE) certificates consisting of 18 or more units may take two to three years for students to complete, a significant delay to students' entry into the workforce;

Whereas, Many certificates can be modularized into meaningful subsequences of courses that have both a focused set of learning objectives and are connected to desired skill sets; and

Whereas, Low-unit certificates of fewer than 12 units, even if they are modularized parts of approved CTE certificates of 18 units or higher, cannot be submitted for approval to the California Community College Chancellor's Office and therefore may not appear on students' transcripts;

Resolved, That the Academic Senate for California Community Colleges investigate the positive and negative impacts of transcription of CTE certificates of fewer than 12 units, including methods through which such a practice could be facilitated, and report the results of this research by Spring 2014.

Contact: Phil Smith, American River College, Leadership Development Committee

MSC

REFERRED RESOLUTIONS

9.05 F12 Support Innovations to Improve Underprepared non-STEM Student Success in Mathematics

Whereas, The more levels of remedial math courses a community college student must go through, the less likely it is for that student to ever complete a college-level math course, or the requirements for a certificate or community college degree;

Whereas, Math course-taking patterns at many California community colleges suggest that the majority of students who want to transfer to a four-year institution are in non-science technology engineering and math (STEM) majors;

Whereas, The transfer policy described in the regulations of the Academic Senate for the University of California (UC) is mute on the issue of prerequisites for transferable college courses in Mathematical Concepts and Quantitative Reasoning [Regulations 476 and 478] and UC transfer course agreement guidelines allow for pre-requisites that are equivalent to intermediate algebra, and the CSU system is currently engaged in a study of statistics pathways that do not require intermediate algebra despite IGETC Standard for Subject Area 2A [1012 IGETC Standards, p.16]; and

Whereas, Completion of IGETC course requirements (including a transferable math course) is a powerful measure of college readiness for transfer applicants;

Resolved, That the Academic Senate for California Community Colleges support innovations that improve success of under-prepared non-STEM students in mathematics and increase their likelihood of successful completion of transfer-level math including the establishment and rigorous evaluation of alternative math pathways.

Contact: Michael Norris, Los Medanos, Area B

MSR: Referred to the Executive Committee to bring back same resolution, or new one, if necessary, after such time that the math discipline faculty and/or statewide math groups have fully discussed and come to consensus on the best course of action to address the issue.

9.05.01 F12 Amend Resolution 9.05 F12

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges support innovations that improve success of underprepared non-STEM students in mathematics and increase their likelihood of successful completion of transfer-level math including the support ~~establishment~~ and rigorous evaluation of alternative math pathways.

Contact: Robin Fautley, Santa Rosa Junior College

REFERRED RESOLUTIONS

MSR: Referred to the Executive Committee to bring back same resolution, or new one, if necessary, after such time that the math discipline faculty and/or statewide math groups have fully discussed and come to consensus on the best course of action to address the issue.

9.05.02 F12 Amend Resolution 9.05 F12

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges support innovations that improve success of underprepared non-STEM students in mathematics and increase their likelihood of successful completion of transfer-level math including the ~~establishment~~ ability to create and rigorously evaluate ~~ion~~ of alternative math pathways.

Contact: Michael Norris, Los Medanos College

MSR: Referred to the Executive Committee to bring back same resolution, or new one, if necessary, after such time that the math discipline faculty and/or statewide math groups have fully discussed and come to consensus on the best course of action to address the issue.

9.06 F12 Addressing Disproportionate Impact of Traditional Developmental Mathematics Course Sequences

Whereas, According to a 2010 EdSource study *Course taking patterns, policies, and practices in developmental education in California Community Colleges*” (Perry, Bahr, Rosin, & Woodward, 2010), 61% of Black students and 53% of Latino students placed 3-4 levels below college math in California community colleges, compared to 34% of White students; and

Whereas, Only 24% of California Community College students placed 3 levels below college math complete their sequence and only 13% of students placed 4 levels below college math complete their sequence;

Resolved, That the Academic Senate for California Community Colleges support the ability of community college faculty to develop innovative, academically rigorous pilot studies of alternative math pathways, and practices as a strategy to support student success.

Citations:

Perry, M.; Bahr, P.R.; Rosin, M.; & Woodward, K.M. (2010). Course-taking patterns, policies, and practices in developmental education in the California Community Colleges. Mountain View, CA: EdSource. <http://www.edsource.org/assets/files/ccstudy/FULL-CC-DevelopmentalCoursetaking.pdf>.

Bailey, Thomas (2009). Rethinking Developmental Education. CCRC Brief. Community College Research Center. Teachers College, Columbia University. <http://ccrc.tc.columbia.edu/Publication.asp?UID=672>

Contact: Michael Norris, Los Medanos College

REFERRED RESOLUTIONS

MSR: Referred to the Executive Committee to bring back same resolution, or new one, if necessary, after such time that the math discipline faculty and/or statewide math groups have fully discussed and come to consensus on the best course of action to address the issue.

9.07 F12 Supporting the Authority of Local Academic Senates to Determine Curriculum and to Establish Prerequisites and Their Equivalents

Whereas, Title 5 §53200 invests local academic senates with purview over academic and professional matters, including policy and implementation of curriculum and the establishment of prerequisites, as well as standards and policies regarding student preparation and success;

Whereas, Title 5 §55003 states that the assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established; and

Resolved, That the Academic Senate for California Community Colleges support the authority and right of local community college curriculum approval processes established by local academic senates, as set out in Title 5 regulations, to approve prerequisite courses for college-level mathematics, which are consistent with the development of alternative math pathways for non-STEM majors in the community college;

Resolved, That the Academic Senate for California Community Colleges will work to protect the authority and right of local community college curriculum approval processes established by local academic senates, as set out in Title 5 regulations, to approve prerequisite courses and/or their equivalents; and

Resolved, That the Academic Senate for California Community Colleges urge the Intersegmental Committee of Academic Senates (ICAS) to respect the right of local community college academic senates to determine via local curriculum approval processes appropriate prerequisite courses and/or their equivalents for college-level mathematics.

Contact: Michael Norris, Los Medanos College

MSR: Referred to the Executive Committee to bring back same resolution, or new one, if necessary, after such time that the math discipline faculty and/or statewide math groups have fully discussed and come to consensus on the best course of action to address the issue.

WITHDRAWN RESOLUTIONS

9.08 F12 Support Innovations to Improve non-STEM Student Success in Mathematics

Whereas, The more levels of developmental math courses a community college student must advance through, the less likely it is for that student to ever complete a college-level math course, or the requirements for an associate degree;

Whereas, While the traditional developmental math sequence (or pipeline) is pertinent to calculus and other transferable math, science, and business courses taken by STEM (Science, Technology, Engineering and Math) and business students, the much of the content of the final course in that sequence, intermediate algebra, provides poor preparation for math courses designed for non-STEM students, such as statistics or math for liberal arts, and for courses designed for non-STEM students in other IGETC areas; and

Whereas, The Student Success Task Force Recommendations 5.1 and 8.3 encourages innovation in implementing flexible alternatives to traditional basic skills curriculum and incentivize colleges to take to scale successful model programs for delivering basic skills instruction;

Resolved, That the Academic Senate for California Community Colleges support innovations that better prepare non-STEM and business students for success in transfer-level math courses, such as statistics, including the establishment and rigorous evaluation of alternative math pathways.

Contact: Christina Gold and Chris Wells, El Camino College, Area C

Withdrawn

FAILED RESOLUTIONS

1.04 F12 Part-time Faculty Slot on Executive Committee

Whereas, In California there are approximately twice as many part-time faculty employed by California's community colleges as full-time and have historically not had representation as an elected member of the Executive Committee of their statewide Academic Senate;

Whereas, Part-time faculty have little to no chance of having one of their group elected to the Academic Senate Executive Committee; and

Whereas, It is highly desirable to find ways to draw part-time faculty not only into the governing structure of the Academic Senate but also into the general activities of the Academic Senate and having an election for a part-time Executive Committee member would rejuvenate part-time interest and feeling of agency in the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges designate an additional Executive Committee position for a part-time faculty member.

Contact person: Jon Drinnon, Merritt College

MSF

9.06.01 F12 Amend Resolution 9.06 F12

Amend first resolve:

Resolved, That the Academic Senate for California Community Colleges support effective practices to address the disproportionate attrition rates of California community college students of color in the remedial math pipeline including strategies designed to increase completion rates in transfer level math regardless of their initial math placement; and

Delete second resolve:

~~Resolved, That the Academic Senate for California Community Colleges support the ability of community college faculty to develop innovative, academically rigorous pilot studies of alternative math pathways, and practices as a strategy to support student success.~~

Contact: Michael Norris, Los Medanos College

MSF

15.01.01 F12 Amend Resolution 15.01 F12

Amend the first resolve:

Resolved, The Academic Senate for California Community Colleges endorse ~~the intent of the~~ Common Core State Standards for K-12 as sufficient preparation for high school students

FAILED RESOLUTIONS

planning to attend college and enroll in transfer level coursework; and

Amend second resolve:

Resolved, The Academic Senate for California Community Colleges support ~~the conditional premise of~~ California's participation in the Common Core State Standards (CCSS) that students who score at the level indicated for college readiness on the yet to be determined CCSS assessment are exempt from remedial coursework within a reasonable time frame at the colleges.

Contact: Jon Drinnon, Merritt College, Area B

MSF

15.03.01 F12 Amend Resolution 15.03 F12

Revise third whereas:

Whereas, Recent and ongoing legislation as well as Board of Governors directives largely in response to budget pressures have is eroding the ability of each educational system component to fulfill its assigned role in executing the Master Plan;

Contact: Michelle Sampat, Mt. San Antonio College

MSF

15.04 F12 Maintaining California Community College Placement Primacy for Incoming High School Students

Whereas, California is one of 45 states that have adopted the K-12 Common Core State Standards (CCSS), which establish knowledge, skills, and practices that are essential for college and career readiness, and those standards and competency statements for both mathematics and English Language Arts closely correspond to the expectations outlined by the Intersegmental Committee of Academic Senates (ICAS) in both subject areas;

Whereas, The similar transfer level expectations for high school students and community college students in these two standards documents lend themselves to the seductive notion that we could dispense with the community college placement procedures for certain select students, exempting those students who score at the CCSS level indicated for college readiness from remedial coursework in the community colleges because they have supposedly achieved a sufficient level of competency to enter our transfer level courses;

Whereas, The Early Assessment Program (EAP) , which is limited in scope, has a proven record utilizing 11th grade testing, supplemental high school preparation, parent/family communication and preservice teacher preparation and has been endorsed by the Academic Senate for California Community Colleges in several resolutions allowing students to place in transfer level courses without undergoing the rigors of remediation while the CCSS standards will be required for all

FAILED RESOLUTIONS

students in all high schools, many of which will not receive adequate resources, training or incentives assure that the graduating students have adequately achieved the CCSS goals; and

Whereas, Many California high schools are savagely underfunded, with the rich school districts often getting much more money than the poor districts, putting pressure on all the schools (rich and poor) to have as many students as possible reach the CCSS standards in order for high schools to avoid costly and inconvenient sanctions from the federal government —pressure which could easily result in many underprepared students inundating the community colleges' transfer level classes;

Resolved, That the Academic Senate for California Community Colleges actively advocate for California community colleges placement primacy until such time as the Academic Senate for California Community Colleges can establish that the CCSS are being implemented fairly, responsibly, and effectively, and the vast majority of the students have actually accomplished the standards and are, in fact, transfer ready.

Contact: Jon Drinnon, Merritt College

MSF

19.01.03 F12 Amend Resolution 19.01 F12

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges design and implement a faculty Professional Development College program that provides continuing education units for training related to the legislated purview of faculty in California community colleges ~~and that supports the Student Success Task Force professional development recommendations and the work of the Chancellor's Office Professional Development Committee,~~ and promotes participatory governance in our colleges.

Contact: Tressa Tabares, American River College, Area A

MSF

MOOT RESOLUTIONS

15.01.01 F12 Amend Resolution 15.01 F12

Resolved, The Academic Senate for California Community Colleges support the conditional premise of ~~California's participation in the Common Core State Standards (CCSS)~~ that students who score at the level for college readiness on the yet to be determined CCSS indicated in new Common Core State Standards-related assessments are exempt from remedial coursework within a reasonable time frame at the colleges.

Contact: Stephanie Dumont, Golden West College, Area D

Moot

DELEGATES

Alameda, College of, Bob Grill
Allan Hancock College, Herb Elliott
American River College, Tressa Tabares
Antelope Valley College, Maria Clinton
Bakersfield College, John Gerhold
Barstow College, Scott Bulkley
Berkeley City College, Cleavon Smith
Butte College, Kenneth Bearden
Cabrillo College, Michael Mangin
Canada College, David Clay
Canyons, College of the, Edel Alonso
Cerritos College, Debra Moore
Cerro Coso College, Matthew Crow
Chabot College, Kathy Kelley
Chaffey College, Ardon Alger
Citrus College, James Woolum
Coastline College, Pedro Gutierrez
Columbia College, John Leamy
Compton College, Chris Halligan
Contra Costa CCD, Wayne Organ
Contra Costa College, Kenyetta Tribble
Copper Mountain College, Tony Thacker
Cosumnes River College, Kale Braden
Crafton Hills College, Denise Allen Hoyt
Cuesta College, Julie Hoffman
Cuyamaca College, Michael Wangler
Cypress College, Gary Zagar
De Anza College, Karen Chow
Desert, College of the, Zerryl Becker
Diablo Valley College, Laurie Lema
East Los Angeles College, Alex Immerblum
El Camino College, Christina Gold
Evergreen Valley College, Eric Narveson
Feather River College, Rick Stock
Folsom Lake College, Brian Robinson
Foothill College, Carolyn Holcroft
Foothill DeAnza CCD, Robert Corima
Fresno City College, Mary Ann Valentino
Fullerton College, Sean Chamberlin
Gavilan College, John Lawton-Haehl
Glendale College, Michael Scott
Golden West College, Theresa Lavarini
Grossmont College, Sue Gonda
Hartnell College, Nancy Schur
Imperial Valley College, Eric Lehtonen
Irvine Valley College, Katherine Schmeidler
Lake Tahoe College, Michelle Risdon
Laney College, Denise Richardson
Las Positas College, Sarah Thompson
Lassen College, Cheryl Aschenbach
Long Beach City College, April Juarez
Los Angeles CCD, Donald Gauthier
Los Angeles City College, John Freitas
Los Angeles Harbor College, William Hernandez
Los Angeles Mission College, Angela Echeverri
Los Angeles Pierce College, Tom Rosdahl
Los Angeles Southwest College, Leonard Apenahier
Los Angeles Trade Tech College, Tom McFall
Los Angeles Valley College, Joshua Miller
Los Medanos College, Michael Norris
Los Rios CCD, Connie Zuercher
Marin, College of, Sara McKinnon
Mendocino College, John Koetzner
Merced College, Marie Bruley
Merritt College, Jon Drinnon
MiraCosta College, Mark Yeager
Mission College, Linda Retterath
Modesto Junior College, James Todd
Monterey Peninsula College, Kathleen Clark
Moorpark College, Riley Dwyer
Moreno Valley College, Travis Gibbs
Mt. San Antonio College, Michelle Sampart
Mt. San Jacinto College, Michael Fleming
Napa Valley College, Ann Gross
Norco College, Peggy Campo
Ohlone College, Jeff O'Connell
Orange Coast College, Vesna Marcina
Oxnard College, Linda Kamaila
Palo Verde College, Richard Castillo
Palomar College, Greg Larson
Pasadena City College, Dustin Hanvey
Peralta CCD, Joseph Bielanski
Porterville College, Joel Wiens
Rancho Santiago CCD, Michael De Carbo
Redwoods, College of the, Michael Richards
Reedley College, Stephanie Curry
Rio Hondo College, Beverly Reilly
Riverside CCD, Sharon Cransnow
Riverside College, Lee Nelson
Sacramento City College, Virginia May
Saddleback College, Dan Walsh
San Bernardino Valley College, Jeremiah Gilbert
San Diego City College, Jan Lombardi
San Diego Continuing Ed, Ingrid Greenberg
San Diego Mesa College, Madeleine Hinkes
San Diego Miramar College, Daphne Figueroa
San Francisco, City College of, Karen Saginor
San Joaquin Delta College, Diane Oren
San Jose City College, Christopher Frazier
San Mateo CCD, Kathryn Browne
San Mateo, College of, James Carranza
Santa Ana College, Raymond Hicks
Santa Barbara City College, Kathleen O'Connor
Santa Monica College, Janet Harclerode
Santa Rosa Junior College, Robin Fautley
Santiago Canyon College, Corinna Evett
School of Continuing Education, Candace Lynch-Thompson
Sequoias, College of the, Sondra Bergen
Shasta College, Scott Gordon
Sierra College, Jane Haproff
Siskiyou, College of the, Sean Abel
Skyline College, Leigh Anne Shaw
Solano College, Susanna Gunther
Southwestern College, Patricia Flores-Charter
Taft College, Tony Thompson
Ventura College, Peter Sezzi
Victor Valley College, Tracy Davis
West Hills College-Coalinga, Jeffrey Wanderer
West Hills College-Lemoore, Kurt Sterling
West Los Angeles College, Adrienne Foster
West Valley - Mission CCD, Dianne Dorian
West Valley College, Cynthia Reiss
Willow International, Jennifer Simonson
Woodland College, Monica Chahal
Yuba Colleges, John Steverson
President, Michelle Pilati
Vice President, Beth Smith
Secretary, David Morse
Treasurer, Wheeler North
Area A Rep, Julie Bruno
Area B Rep, Dolores Davison
Area C Rep, Lesley Kawaguchi
Area D Rep, Stephanie Dumont
North Rep, Dianna Chiabotti
North Rep, Dan Crump
South Rep, Kevin Bontenbal
South Rep, John Stanskas
At-large Rep, Michelle Grimes-Hillman
At-large Rep, Phil Smith