**ASCCC Plenary, April 2016**

**Summary report of recommendations passed**

Of relevance to all faculty:

* Faculty diversity

To provide training to educate colleges, faculty and HR departments in ways to increase ethnic diversity of faculty.

* Equity

Call for ongoing funding from state in support of equity.

* CalGrants

Resolutions to increase amounts and broaden eligibility in support of AB 1721 and 1892.

* Undocumented students

In support of AB 2009 to provide more resources to increase success of undocumented students, including "Dream Resource Liaisons" to be hired by colleges.

* Mental health services

In support of AB 2017 to increase resources substantially for students suffering from mental health issues.

* Strong Workforce Taskforce

Several resolutions in response to the 25 recommendations of the Taskforce stressing faculty purview over curriculum, emphasizing all funding should go to individual districts/colleges with none going to the proposed regional consortia, asking for more flexibility in Min Quals for instructors in CTE areas by narrowing areas of discipline (getting closer to single course equivalency), and to work towards methods to allow CTE faculty to participate in governance work, including possibly equivalency between lecture and lab hours, etc.

* Veterans

Supporting giving credit for prior learning experience from service in the military – and to explore giving credit for non-military prior experience.

* Curriculum

New ASCCC paper adopted: *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates.*

Curriculum committees urged to review all certificates of between 12 and 18 units to see if it would benefit students to have them recorded at Chancellor’s Office so they would be recorded on their transcripts, as is currently allowed.

ASCCC to investigate if certificates of under 12 units can be recorded similarly.

ASCCC to provide guiding document for AD-T course substitutions.

* SLOs

Emphasize that SLOs a curricular matter and hence the purview of the faculty; as such SLO assessment is academic research and should receive professional development resources and release time.

* Noncredit courses

ASCCC to produce guidelines on use of noncredit courses as prereqs and co-reqs for credit courses.

* Z degrees (“zero cost” meaning zero textbook cost)

Support further discussion of Z degrees but emphasizing primacy of faculty in their development.

* Minimum Qualifications

Adoption of latest version of *Equivalence to the Minimum Qualifications.*

* Common Assessment

Development of guidelines for re-testing policies and procedures, and emphasis of local control over them.

* AP Credit

Emphasis on local decision for acceptance of AP credit vs. AB 1985, which would require colleges to give credit for AP scores of 3 and above.

Of particular relevance to part-time faculty:

* Mentoring of part-time faculty

Call to investigate and find resources to increase mentoring of part-time faculty.

Of particular relevance to certain disciplines:

* Music

To work with Chancellor’s Office to create a new TOP code (Taxonomy of Programs) for the ADT in Music to allow for more flexibility for music departments and students so that they not be forced to create the ADT in music if they want to keep their local degree.

* Math

For common assessment for math departments to use and assess effectiveness of ‘MMWG Mathematics Decision Rules Recommendations and Discussion Summary’ provided articulation agreements would stay in place.