**Academic Senate for California Community Colleges**

**Spring 2019 Plenary Resolutions Highlights**

Celebrating 50 years of Academic Senate was the theme for this Plenary, complete with presentations and reminiscences from past ASCCC presidents and information on the history of the ASCCC. There has been improvement in relations with the Chancellor’s Office but challenges still remain as reflected in a few resolutions (7.03, 11.02). Faculty diversification was another continuing topic with a plenary-wide exercise to collect ideas in how to make progress that was similar to our strategic planning retreats. The full list of the resolutions in their final forms may be found on [our website](https://www.moorparkcollege.edu/sites/default/files/files/faculty-staff/committees/academic_senate/Hand-outs/2018-19/2019_04_30/s19_adopted_resolutions.pdf) or the [ASCCC Spring 2019 Plenary site](https://asccc.org/sites/default/files/S19%20Adopted%20Resolutions.pdf) as well.

Note that the brief summary below denotes the resolution number in parentheses, e.g. (7.03) for the first entry below, for easy follow-up.

* Request the Board of Governors Undergo Collegiality in Action Training (7.03)
  + In a very rare move, the ASCCC President temporarily gave up the gavel and spoke on behalf of this resolution as there are many new members of the BoG
  + There were resolutions supporting competitive processes for awarding grants and procurement of resources by the Chancellor’s Office (11.02) and a request for improved system-wide data quality and integrity (7.01)
* Guided Pathways (GP; 5.01, 5.02)
  + The first requests exploring options for sustainable funding for GP as the funding will end about the time most colleges reach full implementation
  + The second encourages collegial consultation and transparency in local GP budget processes
* Distance Education—Support New Distance Education Definitions (9.06)
  + There was much discussion on this resolution that introduced 3 types of online classes for greater transparency for students
    - Fully online (FO; aka 100% online)
    - Partially online (PO; aka “hybrid”)
    - Online with In-Person Proctored Assessment (OPA)
* Open Educational Resources (OER; 9.03, 9.05, 13.01,13.02)
  + Encourage support of development of OER resources (9.05), encourage local colleges to identity and support a faculty OER coordinator (13.02), and develop guidelines for designating no-cost or low-cost courses on class schedules (13.01)
  + There was also a resolution on Documenting Open Educational Resources Options in the Course Outline of Record (9.03) for developing how to indicate OER on CORs and encouraging faculty to include these options when developing or revising courses
* Support for the CSU United States History, Constitution and American Ideals Commonly known as the American Institutions Requirement (15.02)
  + A hotly debated item that explores possibilities for adding a similar requirement (6 semester units in US History, Constitution, and American Ideals) to the associate’s degree at California community colleges
* Legislative Issues (6.01, 6.02, 6.03, 6.04)
  + Provisional support and opposition to a number of legislative bills
  + Perhaps the most interesting part is the fact that some bills change so much that the position changes from support to oppose (e.g., 6.01)
  + There was much debate on supporting AB 302 (Berman, as of 25 March 2019) that would require community colleges to grant overnight parking to homeless students, adopted by the body in the end
* A new discipline was added to the Disciplines List—Homeland Security (10.01)
* Request for or adoption of senate documents and guides
  + Adopt the Paper *Noncredit Instruction: Opportunity and Challenge* (9.02)
  + Adopt the Paper *The Role of the Library Faculty in the California Community College* (16.01)
  + Adopt the Paper *Effective Practices for Online Tutoring* (16.02)
  + Adopt the Paper *Work-Based Learning in California Community Colleges* (21.01)

**Non-resolution-related items of interest**

* Student Centered Funding Formula (SCFF): The ASCCC President was asked for input on the SCFF and suggested
  + Keeping the performance based funding component to 10%,
  + Counting local and transfer degrees the same, and
  + Counting only the highest point degree or certificate for each student.
* An undercurrent theme was the difference between performing tasks for compliance versus those that actually matter with the potential to improve student success and the student experience
* The Diversity Award winner was Peter Fulks for the Cerro Coso College’s Incarcerated Student Education Program that is an inspiring example of transformational change as the largest comprehensive degree-granting face-to-face prison program in the nation
  + Went from serving 20 students at launch in Fall 2015 to 880 students in Spring 2019
* ASCCC is revising its mission and values, and common refrains were noting that students were nowhere in the current mission and that there was no vision statement