**Academic Senate for California Community Colleges**

**Fall 2018 Plenary Resolutions Highlights**

The most discussed resolution involved chastising Chancellor Oakley over lack of participatory governance and requested progress be made before the Spring 2019 Plenary. This is the continuation of frustrations of the breakdown of the relationship between the Academic Senate for California Community Colleges (ASCCC) and the California Community Colleges Chancellor’s Office (CCCCO) that resulted in much discussion and resolutions in the previous Spring 2018 Plenary. There was discussion on the Student-Centered Funding Formula (SCFF) and, of course, AB 705, and a number of resolutions regarding the California Community Online College proposed by the Governor and funded by the legislature. 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/2018-19/2018_11_20/resolutions_packet_f18_adopted_final.pdf) or the [ASCCC Fall 2018 site as well](https://asccc.org/sites/default/files/Resolutions%20Packet%20F18%20Adopted%20FINAL.pdf).

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.

* Improving Participatory Governance with the Chancellor of the California Community Colleges (7.03)—hotly debated
	+ Squarely puts blame on Chancellor Eloy Oakley for the breakdown of participatory governance between the ASCCC and the CCCCO
	+ Requests exploration of avenues to address failures to engage in participatory governance and asks for an action plan with clear and measureable criteria by the Spring 2019 Plenary
* California Online Community College (1.01, 1.04, 1.05, 7.02)—all approved by acclamation
	+ ASCCC is the Academic Senate for the California Community Online College until it establishes its own senate (1.01)
	+ Asserted faculty primacy in development of curriculum for the California Online Community College and that these courses must follow the Accrediting Commission for Community and Junior Colleges (ACCJC) standards (1.05, 7.02)
	+ Requested that California Online Community College programs avoid duplication with existing programs (1.04)
* Student Centered Funding Formula
	+ Maintaining academic rigor in support of student success—generated some debate (17.03)—proposed by Erik Reese
		- Encourage local discussions of appropriate levels of rigor in light of external pressures due to performance based funding
		- Consider both the definition of student success and the importance of short-term and long-term student goals
	+ Work with Chancellor’s office for guidance on awarding multiple degrees or certificates for a single student, advise local senates and curriculum committees about the effects on financial aid when auto-awarding degrees and certificates, and only auto-award with expressed affirmative consent of each student (9.01)
* AB 705
	+ Urge multiple measures includes more than simply high school grade point average (8.01)
	+ Flexibility with curriculum submission deadlines and catalog & scheduling deadlines (9.04)
	+ Identify, analyze, and report costs of AB 705 implementation (5.02)
	+ Work to provide sufficient resources to support implementation of AB 705, including supplemental instruction, tutoring, and learning centers (13.01)
* Support for University of California Degrees for Transfer in Physics and Chemistry (15.01)
	+ Goal of offering these 2 pilot degrees by Fall 2019
* Career Technical Education
	+ Encourage dialog about equivalency practices, ideally providing a toolkit that includes a number of examples to aid in local senate decisions (19.01)
* Revise California Community Colleges Apply to include a gender “non-binary” option so students are not compelled to misidentify themselves at the start of their education (3.01)—approved by acclamation
* Request for or adoption of senate documents and guides
	+ Adopt the *Guided Pathways Glossary of Terms* (1.02)
	+ Update the paper *Budget Considerations – A Primer for Senate Leaders* (2009) including considerations for the Student Centered Funding Formula (5.03)
	+ Update paper *Enrollment Management Revisited* (2009) in light of the new Student Centered Funding Formula, Guided Pathways, and AB 705 (17.01)
	+ Provide guidance to local senates on safeguarding academic freedom rights and responsibilities and update *Academic Freedom and Tenure: A Faculty Perspective* (1998) by Spring 2020 (1.03)

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

* Student Centered Funding Formula—Completion benchmarks & points awarded
	+ Associate Degree for Transfer (ADT) 4 per degree
	+ Local Associate Degree (non-ADT) 3 per degree
	+ Certificates of Achievement (16 or more units) 2 per certificate
	+ Transfer-level math and English in first year 2 per student
	+ Transfer to a four-year university 1.5 per student
	+ Nine or more CTE units 1 per student
	+ Obtains living wage within 1 year of completing CC 1 per student