



44th FALL SESSION RESOLUTIONS

FOR DISCUSSION ON THURSDAY

November 8, 2012

Disclaimer: The enclosed resolutions do not reflect the positions of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at Academic Senate Fall Plenary Session held November 8 - 10, 2012, in Irvine.

CONSENT CALENDAR RESOLUTIONS

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position and 3) do not compete with another proposed resolution. Resolutions that meet this criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolution Procedures for the Plenary Session* (Appendix A).

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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,

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

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

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 ICAS, ACCJC, 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 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 their senate)
- Participated in the drafting of about 20 Senate papers.
- Represented the Senate, officially and now unofficially, at the 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 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;

Whereas, Greg Gilbert blessed us with a remarkable capacity to take what was often discordant, 60-page compilations of incongruent ideas, flagrant venting, and first through seventh person temporally inconsistent constructs and in a mere few days would 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 Person: Stephanie Dumont, Golden West College, Area D

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, but such gaps, when repeatedly reported, may serve to reinforce stereotypes about ethnicity and ability;

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.

Whereas, Over a decade of research in K-12 indicates that if income is taken into account, achievement gaps are much smaller than indicated if just ethnicity is taken into account and that income is by far the biggest 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 directly on student applications in addition to zip code data; and

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 Policies Committee

***3.01.01 F12 Amend Resolution 3.01 F12**

Amend second whereas:

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; ~~but such gaps, when repeatedly reported, may serve to reinforce stereotypes about ethnicity and ability;~~

Amend third whereas:

Whereas, Over a decade of research in K-12 indicates that if income is taken into-account along with ethnicity, ~~achievement gaps are much smaller than indicated if just ethnicity is taken into account and that~~ income is by far the biggest significantly bigger predictor of academic achievement; and

Contact: Jon Drinnon, Merritt College, Area B

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

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

Appendix A

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

9.03 F12 Support Innovations to Improve Under-prepared 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-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

9.04 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

9.05 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 need to attend multiple colleges;

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

Whereas, Having C-ID 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.

Contact: Danielle Martino, Santiago Canyon College, Area D

9.06 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;

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; and

Whereas, Community colleges can establish cooperative relationships with other colleges in their local areas to coordinate schedules in order to ensure that at least one college in the area is offering courses needed to meet major preparation requirements during any given term or year, thus granting students greater access to classes that may be scheduled less frequently at any one college due to budgetary or enrollment limitations;

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;

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; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to assist their colleges in establishing cooperative relationships with the other colleges in their areas to coordinate schedules as necessary to ensure that courses required for major preparation are offered by at least one college in the area during any given term or year.

Contact: Craig Rutan, Santiago Canyon College, Area D

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 the Senate area meeting or as a resolution from the floor of the plenary session;

Whereas, The previous proposal failed because of the potential 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 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; 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 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 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 include in its current Discipline List Revision process a recommendation to the Board of Governors to 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 in the attached proposal.

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

Appendix B

11.0 TECHNOLOGY

***11.01 F12 Pursue State-wide 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 important elements in successful course completion by students, and students struggle to pay for

textbooks due to escalating prices, forcing many to either postpone or decline the purchase of a textbook altogether, which could have an impact on 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 employed 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 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 encourages their wide-spread availability for adoption and use.

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

***11.01.01 F12 Amend Resolution 11.01 F12**

Amend second whereas:

Whereas, Research has shown that access to and use of textbooks and ancillary materials are ~~important elements in~~ correlated to successful course completion by students, and students ~~struggle to pay for textbooks due to escalating prices, forcing many to either postpone or decline the fail to purchase of a textbooks altogether~~ due to escalating textbook prices and other educational costs, which could ~~have an impact on~~ their success and course completion;

Contact: Eric Kaljumagi, Mt. San Antonio College, Area C

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;

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

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 2013.

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

13.01.01 F12 Amend Resolution 13.01 F12

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges investigate the positive and negative impacts of automatically awarding earned degrees or certificates, including methods through which such a practice could be facilitated, and report the results of this research by Fall 2013~~4~~.

Contact: Don Gauthier, LACCD District, Area C

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 for 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, 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; and

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: Beth Smith, Grossmont College, Executive Committee

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

15.01.01 F12 Endorse Common Core State Standards in Mathematics and English

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 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

15.01.01 Amend Resolution 15.01 F12

Amend second resolve:

Resolved, The Academic Senate for California Community Colleges conditionally 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

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.

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

***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

***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

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

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, while reducing the stigma and segregation associated with basic-skills-only support;

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

***18.01.01 F12 Amend Resolution 18.01 F12**

Amend second whereas:

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, ~~while reducing the stigma and segregation associated with basic skills only support;~~

Contact: Jon Drinnon, Merritt College, Area B

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 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 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

19.01.01 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

19.01.02 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 to supplement local professional development offerings 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: Eric Kaljumagi, Mt. San Antonio College, Area C

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 less than 12 units, even if they are modularized parts of approved CTE certificates of 18 units or higher, are not approved by the California Community College Chancellor's Office and therefore may not appear on students' transcripts;

Resolved, That the Academic Senate for California Community Colleges explore the feasibility and value of transcribing CTE certificates of fewer than 12 semester units.

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

21.01.01 Amend Resolution 21.01 F12

Amend third whereas:

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

Replace resolve:

~~Resolved, That the Academic Senate for California Community Colleges explore the feasibility and value of transcribing CTE certificates of fewer than 12 semester units.~~

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

Contact: Eric Kaljumagi, Mt. San Antonio College, Area C