Dear Colleagues,

Thursday, April 14th, through Saturday, April 16th, your Academic Senate President attended the State Academic Senate’s Plenary session. There were many helpful sessions. I’ve prepared notes to share on the breakout about The Student Success Task Force (SB1143) [the breakout about the Student Success Task Force (SB1143)]. [http://www.ccsf.edu/Organizations/Academic_Senate/ASCCC_StudentSuccessBreakout.pdf] The heart of the Plenary was the resolution voting on Saturday. There were 64 resolutions to be considered, almost all of them of consequence for learning and teaching at City College of San Francisco. I’ve posted the full list of resolutions approved [http://www.ccsf.edu/Organizations/Academic_Senate/ASCCC_ApprovedResolutions.pdf]. Below, I’ve made a selection of excerpted resolve clauses that I think will be of high interest, but I encourage you to look at the full list, especially if you are interested in Curriculum issues, Student Success, Basic Skills, Matriculation, or Transfer issues.

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3.01 S11 Support for LGBT Inclusive Curricula and Anti-bullying Efforts
Resolved, That the Academic Senate for California Community College support the goals of AB 620 (Block, March 31, 2011) to develop and implement professional development programs to train faculty to generate inclusive curricula, to address harassment based on sexual orientation and gender identity, to train campus public safety officers about such hate crimes and harassment, to designate an employee at each campus to address the needs of LGBT faculty, staff, and students, and to share demographic information collected with the California Postsecondary Education Commission (CPEC).

5.02 S11 Incentives to Encourage Effective Student Behaviors for Success
Resolved, That the Academic Senate for California Community Colleges urge local senates to identify and, where possible, implement incentives that encourage students to engage in academically sound behaviors that would increase the likelihood of success in college.

6.05 S11 System Advocacy and Priorities
Resolved, that the Academic Senate for California Community Colleges initiate a conversation about “outside the box” ideas for addressing the fiscal and planning challenges facing the California community colleges [One of THREE resolve clauses]

6.06 S11 Oppose Shift of CCC Credit Instruction to a Pay-for-Service Model
Resolved, That the Academic Senate for California Community Colleges oppose Assembly Bill (AB) 515 (Brownley, February 15, 2011) and any initiative that would further shift the use of human, physical, technology, or fiscal resources to a fee-based system that provides access only to those who can afford higher fees.

9.02 S11 Cap on Total Units
Resolved, That the Academic Senate for California Community Colleges oppose any cap on units that might penalize or impede the progress of students whose academic goals serve the public interest in promoting higher degree attainment, workplace readiness, and lifelong learning.
(LAO paper can be found at [http://www.lao.ca.gov/analysis/2011/highered/ccc_course_enrollment_012011.pdf])

9.03 S11 Eliminate Repeatability for “Activity” Courses
Resolved, That the Academic Senate for California Community Colleges recommend a change to Title 5 regulations that eliminates the category of “activity” courses in Title 5 §55041(c) (2) (B) and define repeatability for specific disciplines. [Note – this resolution passed after extensive debate and a number of resolutions about how repeatability would be defined for various disciplines were defeated, meaning that those definitions still needed to be worked out. The goal of everyone who voted for and against the various resolutions is for repeatability to be defined in ways that will serve the needs of students to fully acquire skills and knowledge. That goal may need to be

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achieved by refining course names/descriptions and other approaches that will clearly manifest how student adds to their education through our courses.]

9.10 S11 Accelerated Basic Skills
Resolved, That the Academic Senate for California Community Colleges urge local senates and colleges to consider carefully when discussing the acceleration of basic skills instruction, to analyze critically the statistical sufficiency and design methods of the accelerated sequence, and to ensure that discipline faculty consider the qualitative and pedagogical aspects of all such proposals before any such program is implemented.
Resolved, That the Academic Senate for California Community Colleges support data driven and carefully considered pilot studies that meet the educational needs of all community college students, whether these studies involve acceleration or other approaches. See Accelerating the Academic Achievement of Students Referred to Developmental Education available at http://ccrc.tc.columbia.edu/Publication.asp?UID=867.

9.16 S11 Economic and Transfer Impact of “Recreational Courses”
Resolved, That the Academic Senate for California Community Colleges work with the Los Rios Community College District to present information about the economic and transfer impacts of visual and performing arts and physical education programs to the Board of Governors, Consultation Council and other regulatory and policy-making bodies and that the Academic Senate share this information with local senate leaders, administrators, and governing boards around the state to inform discussions with their local governing boards; and
Resolved, That the Academic Senate for California Community Colleges assist local senates and discipline faculty in the collection, compilation, and widespread distribution of data on the economic and transfer impacts of the arts and physical education.

10.10 S11 Disciplines List – Ethnic Studies
A proposal to change the Discipline List for Ethnic Studies will go to the Board of Governors after the failure of a resolution to NOT forward it. The speakers in favor of the change pointed out that the naming of specific fields of ethnic studies is not restrictive. Other ethnic studies fields will continue to be acceptable depending on local requirements.
Master’s in the ethnic studies field OR A master’s in American Studies/Ethnicity, Latino Studies, La Raza Studies, Central American Studies, Latin American Studies, Cross Cultural Studies, Race and Ethnic Relations, Asian-American Studies, and in African-American Studies OR the equivalent OR see interdisciplinary studies.

13.03 S11 Democracy Commitment
Resolved, That the Academic Senate for California Community Colleges produce an action-oriented guide furthering the aims of "The Democracy Commitment" for use by the California community colleges, addressing curriculum as well as other activities for students, faculty, staff, and administrators, with an initial draft of this guide available for review at the Spring 2012 Plenary Session. [Last of three resolve clauses]

15.02 S11 Mandatory Student Success Courses in Associate Degrees for Transfer
Resolved, That the Academic Senate for California Community Colleges explore the potential positive and negative impacts of making student success courses (i.e., those that facilitate the development of skills that foster student success, such as time management and study skills) a mandatory aspect of community college education in California, conduct a survey of local senates, and, based on these findings, permit the Executive Committee to either support or oppose the addition of a student success course to associate degrees for transfer should such a change become a proposal from the Chancellor’s Office Student Success Task Force prior to the Fall 2011 Plenary Session.

18.01 S11 Priority Registration
Resolved, That the Academic Senate for California Community Colleges explore state and local needs regarding registration priorities, engage in conversations about any changes, and make recommendations about enrollment priorities.

18.02 S11 Drop/Withdrawal Policies
Resolved, That the Academic Senate for California Community Colleges request that local senates establish best practices and guidelines for faculty on ways to provide feedback to students on their progress sooner and more frequently throughout courses;
Resolved, That the Academic Senate for California Community Colleges encourage colleges to adopt policies that place withdrawal dates no later than half-way through the course or at another early date in the term to encourage students to commit to a course, to ensure that they are prepared through meeting pre- or co-requisites, and to purchase textbooks and course materials; and
Resolved, That the Academic Senate for California Community Colleges urge that regulations continue to allow students the flexibility to withdraw from classes up to 75% of the way through the academic term due to documented extenuating circumstances.

18.03 S11 Collecting Drop/Withdrawal Data
Resolved, That the Academic Senate for California Community Colleges strongly encourage colleges to require that students indicate their reasons for dropping/withdrawing from courses in a manner that guarantees student and faculty privacy and confidentiality; and
Resolved, That the Academic Senate for California Community Colleges gather and make available data regarding the reasons for student drops/withdrawals to ensure that the reasons students drop/withdraw from courses, including those factors which are beyond the control of faculty and/or colleges, are more clearly understood.