Resolution 1.05 specifically supports City College of San Francisco and its faculty. That resolution was brought forward and supported by Academic Senate Presidents from colleges in our area, including Merritt College, DeAnza College, Chabot College, and College of Alameda, and Berkeley City College.

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.

1.02 F12 Part-time Faculty Award
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.

1.03 F12 Emeritus Status for Greg Gilbert
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.

1.04 F12 Part-time Faculty Slot on Executive Committee  Delected

1.05 F12 Supporting City College of San Francisco and Its Faculty
Whereas, City College of San Francisco is a vital multi-cultural, multi-campus community college and has been an essential part of the city of San Francisco since 1935;

Whereas, City College of San Francisco has always sought to provide much needed support for
those in its community that have been historically left out;

Whereas, City College of San Francisco has always served as a statewide model of strong faculty participation in college governance and also a model for developing and maintaining appropriate salaries and benefits for both their full- and part-time faculty; and

Whereas, City College of San Francisco values the knowledge and strength of its own faculty as they seek to resolve their accreditation issues through a strong and fair shared governance process drawing in all appropriate stakeholders;

Resolved, That the Academic Senate for California Community Colleges acknowledge City College of San Francisco’s efforts to maintain its multi-cultural, multi-campus structure and its shared governance process; and

Resolved, That the Academic Senate for California Community Colleges acknowledge the leadership of the faculty in their efforts to solve their accreditation issues.

3.0 EQUITY AND DIVERSITY
3.01 F12 Student Progression and Achievement Rates (SPAR) and Socioeconomic Status
Resolved, That Academic Senate for California Community Colleges encourage colleges to begin collecting socioeconomic status information to be defined more specifically by the Intersegmental Committee of Academic Senates (ICAS) 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.

7.0 CONSULTATION WITH THE CHANCELLOR
7.01 F12 Reporting Contextualized Data on ARCC
Resolved, That the Academic Senate for California Community Colleges request that the California Community College Chancellor’s Office include longitudinal contextualized metrics in the ARCC scorecard.

Resolved, That the Academic Senate for California Community College request that the Chancellor’s Office incorporate a narrative providing unique and contingent qualitative data for each college in the ARCC Scorecard.

9.0 CURRICULUM
9.01 F12 Program Discontinuance
Resolved, That the Academic Senate for California Community Colleges adopt the paper Program Discontinuance: A Faculty Perspective Revisited.

9.02 F12 Protecting Local Degrees
Resolved, The Academic Senate for California Community Colleges continue to advocate for the maintenance and integrity of local degrees.
9.03 F12 Support Innovations to Improve Under-prepared non-STEM Student Success in Mathematics
Referred to the Executive Committee until such time as CMC3 makes recommendations concerning alternative Math pathways.

9.04 F12 Support Innovations to Improve non-STEM Student Success in Mathematics
Referred to the Executive Committee until such time as CMC3 makes recommendations concerning alternative Math pathways.

9.05 F12 Application of C-ID Descriptors to General Education Areas and Courses
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.

9.06 F12 Ensuring Availability of Major Preparation
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

9.07 F12 Addressing Disproportionate Impact of Traditional Developmental Mathematics Course Sequences
Referred to the Executive Committee until such time as CMC3 makes recommendations concerning alternative Math pathways.

9.08 Supporting the Authority of Local Academic Senates to Determine Curriculum and to Establish Prerequisites and Their Equivalents
Referred to the Executive Committee until such time as CMC3 makes recommendations concerning alternative Math pathways.

10.0 DISCIPLINES LIST
10.01 F12 Reconsideration for Adding Peace Studies to the Disciplines List
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.
[This request for change to disciplines list required resolution because it had been rejected at last Spring’s plenary. Other requests for change to disciplines list did not require resolution at this point.]

11.0 TECHNOLOGY
11.01 F12 Pursue State-wide Open Educational Resources for Student Success
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” -licensed 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.

13.0 GENERAL CONCERNS
13.01 F12 Automatic Awarding of Earned Degrees or Certificates
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 2014.

13.02 F12 Redefinition of Student Success
Whereas, Countless conversations have still not resulted in any simple definition of student success;

Whereas, The breadth and depth of participants’ experiences and educational efforts is neither simple nor reducible to any simple definition; and

Whereas, The Accountability Report for the Community Colleges (ARCC) scorecard proposes that the Student Progress and Achievement Rates (SPAR) excludes those students who complete less than 6 units in less than 3 years;

Resolved, That the Academic Senate for California Community Colleges affirm that student success should be defined to include a broad range of student completion including completion of a single courses for a variety of individual goals as identified in the mission of California community colleges;

Resolved, That the Academic Senate for California Community Colleges partner with colleges to research additional quantitative and qualitative data that may be used in addition to the required ARCC data on college’s scorecard and report the results of this research by Fall 2013.

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
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.

**15.02 F12 Concerns about CSU Service Areas**
Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor’s Office to initiate a discussion with the California State University Chancellor on ways to address concerns about local area access priority admission practices that may disadvantage California community college students.

**15.03 F12 Commitment Confirmation or revision of the California Master Plan for Higher Education**
Whereas, The California Master Plan for Higher Education embodies the principle that access to higher education is fundamental to the interests of the state by providing for an educated populace and a strong, developing workforce;

Whereas, The California Master Plan for Higher Education differentiates the roles of the California Community College, State University and the University of California Systems in implementing that plan; and

Whereas, Recent and ongoing legislation is eroding the ability of each educational system component to fulfill its assigned role in executing the Master Plan;

Resolved, That the Academic Senate for California Community Colleges initiate a conversation with all relevant stakeholders to reconfirm or revise the 1960 Master Plan for Higher Education in California and the mission of the California community colleges as appropriate.

**17.0 LOCAL SENATES**
**17.01 F12 Approval of Grant Driven Projects**
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.
17.02 F12 Faculty Involvement in Grant-funded Efforts Related to Academic and Professional Matters
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.

17.03 F12 Integration of Grants With College Planning and Budget 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.

18.0 MATRICULATION
18.01 F12 Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment
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.

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 to supplement
local professional development offerings, including but not limited to training in research based principles of effective instruction, 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.

19.02 F12 Update 2000 Paper Faculty Development: A Senate Issue
Resolved, That the Academic Senate for California Community Colleges survey local senates about their current best practices in faculty development; and

Resolved, That the Academic Senate for California Community Colleges update the 2000 paper, Faculty Development: A Senate Issue to enable local senates to best respond to the current educational and economic climate.

21.0 OCCUPATIONAL EDUCATION
21.01 F12 Explore the Transcription of Low-unit Career Technical Education Certificates
Resolved, That the Academic Senate for California Community Colleges investigate the positive and negative impacts of transcription of CTE certificates with fewer than 12 units, including methods through which such a practice could be facilitated, and report the results of this research by Spring, 2014.