Call for Faculty Leadership in Implementing the Vision for Success

Fall 2017

Resolution Number: 07.08

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Category: Consultation with the Chancellor's Office

Whereas, During the Fall 2016 Plenary session The Academic Senate for California Community Colleges passed a resolution outlining concerns about "guided pathways" models in regard to "the development of our students as whole persons" and "open-access, opportunity for student exploration, and the traditional breadth of a liberal education as historically critical pieces of the community college mission," and called on the ASCCC to "investigate practices and outcomes, intended and unintended, for faculty and students from various pathway programs across the state;"[1]

Whereas, The ASCCC president, in a Rostrum Article (February 2017) called for "faculty voice and leadership" in developing guided pathways;[2]

Whereas, Faculty voices have been raised in critique, concern, and opposition to the ways that guided pathways models have taken shape, both before the publication of the *Vision for Success*[3] and afterwards in response to the *Vision for Success*;[4] and

Whereas, The Academic Senate for California Community Colleges shares the goals of the *Vision for Success* for increasing completion rates, reducing time to completion, and closing equity gaps; however, the document does not resolve the inherent tension between the student's need for flexibility in exploration and the commitment to "focus relentlessly on students' end goals;"

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to engage senate-identified faculty in conversations to inform the implementation of the *Vision* for *Success*; and

Resolved, That the Academic Senate for California Community Colleges encourage the innovations of faculty who share the passion for student completion and equity found in the *Vision for Success*, and whose local strategies can be expected to serve our students in reaching their educational goals.

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[1] Resolution 09.03 F 2016, "Investigate Effective Practices for Pathways Programs" http://www.asccc.org/resolutions/investigate-effective-practices-pathways-programs (http://www.asccc.org/resolutions/investigate-effective-practices-pathways-programs)

[2] http://www.asccc.org/content/developing-guided-pathways-importance-faculty-voice-and-leadership (http://www.asccc.org/content/developing-guided-pathways-importance-faculty-voice-and-leadership)

[3] Rostrum Article (Feb. 2017) voicing one professor's opposition: http://www.asccc.org/content/guided-pathways-one-professor%E2%80%99s-response-redesigning-america%E2%80%99s-community-colleges (http://www.asccc.org/content/guided-pathways-one-professor%E2%80%99s-response-redesigning-america%E2%80%99s-community-colleges);

[4]
https://academicsenate.santarosa.edu/sites/academicsenate.santarosa.edu/files/2017%2010%2004%20Open%20Letter%20Response%20to%20CCCCO%20Vision%20for%20Success.pdf
(https://academicsenate.santarosa.edu/sites/academicsenate.santarosa.edu/files/2017%2010%2004%20Open%20Letter%20Response%20to%20CCCCO%20Vision%20for%20Success.pdf)