

# ROSENSTRUM

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

## Integrity of Process: On the One Hand ...

Faculty are perennially perplexed when changes in policies or procedures (or their implementation) suddenly occur. Abrupt changes in administrative hiring practices—mid-hire; newly announced processes for determining a college budget; unilateral changes in educational masterplans without prior discussion among governance groups; radical alterations of organizational structures, whether or not they are deemed to affect faculty roles, without discussion among those being impacted—these are all impositions of will or power that cause faculty to take note, to sit up in alarm or furor, to become defensive about the status quo, not necessarily because of their adherence to the familiar but because of a lack of attention to process—due, deliberate, transparent process.

The questions then become, “Do we continue to participate, when

the failure to consult has led to abandoning the fair and agreed-upon process? Do we contribute to the decimation of process with our participation? Or do we retreat from our responsibilities because it might be seen as acceding to a flawed process? Cooperation or cooption? Collaboration or capitulation?”

While I am not a moral relativist, I also have been very honest with those who directed inquiries to me: circumstances and local cultures of governance may determine how faculty respond. And regardless of my personal views, on behalf of the Academic Senate, I honor the individual decisions of local senates—so long as those determinations were reached after an open, full consultation with effected members and a fidelity to each senate’s own established processes for reaching decisions.

Local faculty, however, are not alone; at the state level, we too grapple with similar process

issues on topics from A to Z, or at least A to V. Others seek our cooperation and our collaboration on matters affecting us all, within processes sometimes not of our own making. See for yourselves.

**Accountability:** Last-minute legislation (AB 1417) requires our community college system—and

*Continued on page 9*



*Kate Clark,  
President*

Occupational Programs . . . . .	2
Credit Where Credit is Due . . . . .	3
Four Policy Issues . . . . .	5
Sex, Moral Values, and The Academic Bill of Rights . . . . .	6
Housekeeping: Records and Files . . . . .	8
Life, Death, and Reincarnation in the Legislative World . . . . .	12
Survey of Equivalency Practices Reveals Problems . . . . .	13
Defining Basic Skills . . . . .	15



Jane Patton,  
Chair,  
Occupational  
Education  
Committee

# Occupational Programs Everybody's Business

If you ask any faculty member, “What is the mission of California Community Colleges?” you will hear: “We provide basic skills, transfer and vocational education.” We are all clear that we serve multiple missions and that our students come to us with wide and varied needs and goals. But on a daily basis at our colleges we tend to focus (understandably) on our *own* students, our *own* programs and our *own* departments. We tend to be myopic—a tendency that gets stronger when times get tough and we feel compelled to fight *for* our own programs (and indirectly *against* others). Faculty leaders have a particular challenge. They typically are selected to represent their departments on committees, yet as professional educators, they simultaneously have the obligation to look at the big picture.

At times of constraint and stress, it is good to remind ourselves that we have multiple missions, that as professionals we have an obligation to be a champion for OUR collective students, and that fighting for all of the students means fighting for *all* our programs.

Take our occupational programs for example. In times of cutbacks, occupational programs often are the first to take a hit. Even in the best times, certain programs shrink and grow depending on the work-force demands. Some programs are more costly. Student demands can be cyclic, requiring colleges to be flexible. Yet when decisions are made to reduce or even eliminate programs, faculty leaders must think broadly. When we serve on the local academic senate, on the curriculum committee, on college and district-wide committees for budgets and planning, it is critical that we consider the entire offerings of the college and that we remember our task as professionals: to look out for the health and welfare of all programs—not only our own.

How can we all develop the big picture perspective? Here are some suggestions.

- ▶ Before attending a committee, ask yourself: Whom do I represent? Do I have a duty to represent all the college's students? Who is looking out for all the students, if not me?
- ▶ During a meeting, consider who else is in attendance. What is their level of knowledge about various programs and services? Where might they have gaps in knowledge that can cloud their

opinions and decisions? Watch for biases—intentional or not.

▶ As educators, we may find that our teaching skills are needed not only in the classroom but also on committees, where we can help to educate our colleagues and administrators not only about the value and needs of our own programs but also those of other programs. We can be alert to those “teachable moments.”

If you agree that we all have a duty to promote all our programs, here are some ways we might do that:

- ▶ Ensure that senate, college and district policies are created by and include the views of faculty from a range of disciplines. An im-

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portant example is your Program Development, Reduction and Discontinuance Policy; another crucial district-level policy is the Equivalency Policy used during hiring processes to determine if minimum qualifications of candidates are being met.

- ▶ Ensure that policies are followed—especially in times of fiscal challenge and when new faculty and administrators come on board to make college-wide decisions.
- ▶ Encourage all programs to send faculty representatives to college and district committees. When that is difficult in certain programs, there can be creative solutions such as: 1) relieving individuals from other obligations as a trade-off; 2) supporting one department’s workload (e.g., part-time faculty evaluations) with faculty from related disciplines; and 3) rotating committee membership more frequently.
- ▶ Encourage the development of relationships between faculty across disciplines. Once we know about and understand others’ uniqueness, we can support them more easily. Knowledge is power.
- ▶ Use inclusive language. Use “our students” to mean all the college’s students—not just *mine*.

As a faculty member in Communication Studies, my discipline is traditionally considered a transfer program. However, I have been fortunate to teach at a college with a very large and successful array of occupational programs, and because we do not segregate our offices by department and because more of our students are occupational, I try to think of myself as both transfer and occupational. (In addition, I am hard-pressed to think of a career that does not require employees who can communicate!). However, like most of us, I have a tendency to see the world through the lens of transfer. I need to remind myself to think more broadly when I participate in local and statewide committees and to take every opportunity to learn from my colleagues about their challenges and needs.

Why should I care about *your* program? Why should *you* care about mine?

Because we are all here for “Our Students”—collectively. Our students need all of our services and programs, and it is the job of each of us to ensure those services and programs are healthy.

# Credit Where Credit is Due:

## Incongruities in the Value of Lab and Lecture

Janet Fulks & Chris Romanowich,  
Curriculum Committee Members



Janet Fulks,  
Curriculum  
Committee  
Member

What constitutes learning and credit in higher education? In most institutions of higher education, we award units for packets of time dedicated to successful learning. Attend a course for three hours of lecture per week; complete the course with a passing grade, and the successful student is awarded three units of value indicating competence and experience in a particular discipline. Unfortunately we have data that describes in no uncertain terms that learning is least effective in lecture conditions. The more we understand about the neurobiology of the brain, the better grasp we have on aspects of teaching and learning that result in long lasting learning and skills. Analysis of deep student learning, that results in the student’s ability to link new knowledge to past learning and apply this knowledge in a critical way to everyday life, occurs most effectively when the students are involved in active learning, in contrast to passive learning. As much as we faculty enjoy our role as pundits and experts within our fields, if our goal is really to have the students walk away with useful knowledge, the least effective venue is an exclusively lecture format, the “talking head” approach.

Who would claim that the most effective means of learning to swim would be to attend a lecture course for three hours per week for a semester, take a series of multiple choice exams, and then receive a passing grade for knowledge concerning swimming? This kind of knowledge may be useful, but is very ineffective in guaranteeing that the student has any competency when required to stay afloat in a pool. This is a skill, some might argue, a psychomotor skill that requires experimentation, practice, and application.

Yet what academic matter does not require this kind of personal investment by the student to master any type of knowledge? Science courses, applied technologies, art, music, and computer studies are disciplines, which



# Four Policy Issues: Fees, Textbooks, Degrees, and Corporatization



Ian Walton, Chair,  
Educational  
Policies

**E**ducational Policies Committee breakouts at the Fall Plenary Session featured an exciting variety of intense policy discussions.

The highlight from the Committee's point of view was the Saturday adoption of the paper *What's Wrong with Student Fees? Renewing the Commitment to No-Fee, Open-Access Community Colleges in California*, and the companion resolution that urges proactive use of the material to educate the public and legislators on the reasons to roll back mandatory student fees to the zero level of just twenty years ago, rather than to succumb to the continuing upward trend.

Resolved, That the Academic Senate for California Community Colleges encourage all faculty and local senates to use the paper *What's Wrong with Student Fees? Renewing the Commitment to No-Fee, Open-Access Community Colleges in California* to continue engaging in the debate over student fees and to continue advocating for the reduction and eventual elimination of mandatory fees in California community colleges.

Despite 25 prior resolutions on student fees, this is the first major position paper that the Academic Senate has adopted on the issue of fees in the community colleges. It includes a history and philosophy behind the Academic Senate's long-standing opposition to fees as well as arguments that can be used to rebut common rationales for raising fees. In the light of general session addresses by Scott Lay and Patrick Callan that apparently made the all too common, but unspoken, assumption that fees must continue to increase, the call to action is particu-

larly timely. As author Alan Freeman recently stated, "Reforms that are presented as economic necessities are in fact usually political choices." Given the declining percentage of state tax revenues spent on higher education, fee increases in California have certainly been a political choice. Breakout participants joined lead author Alisa Messer in an interactive simulation of public debate using the material in the paper.

The other Educational Policies breakouts featured discussion and information gathering in three areas where the Committee is working on possible future papers: textbook issues, associate degrees and corporatization.

Textbook issues have surfaced in several arenas in the past year. Student representative Karen Johnson highlighted the significant barrier to college attendance posed by rising textbook prices, and she described the efforts of the California Legislature to address the problem last year with two bills (AB 2477, Liu, and the vetoed AB 2678, Koretz). Foundation President Larry Toy presented several marketing or technology options that could reduce prices, and then debated with the audience some additional consequences of each option, such as reduced choice for faculty or electronic-only access for students. Committee members Paul Setziol and Karolyn Hanna reviewed steps that faculty members can take to contain costs and provoked a lively discussion around ethical issues of authorship and adoption procedures. The ultimate question is whether the student need for lower prices can be creatively balanced with the faculty need for academic freedom and the best classroom material.

The breakout on the meaning of the associate degree in our system was prompted by several recent external conversations where others have seemed to be defining us for reasons that did not obviously benefit our students. The concept of an "automatic degree" was prompted by Partnership for Excellence accountability measurements that many considered inherently meaningless. The California State University has called for a uniform transfer degree with Chancellor Reed recently telling our Board of Governors that the number of degrees was all that mattered. And others have advocated for an Associate in Applied Sciences degree specifically for vocational students. The debate on Math-English graduation requirements surfaced briefly but most of the discussion was around larger questions of student and employer expectations of a degree both in California and nationwide. Participants joined Committee member Angela Caballero de Cordero to examine the Title 5 Regulations that currently authorize our degrees and questioned whether we can offer multiple flavors of associate degree without making some of them appear "second class."

The "corporatization" issue has been discussed for several years and is the subject of many scholarly articles including a comprehensive collection in the inaugural edition of the AFT's new journal *American Academic*. Much of the national debate focuses on control of university research and global labor trends. This breakout asked the participants to focus on what issues were important to a teaching institution and whether there was an Academic Senate perspective, distinct from the existing literature, that would make an appropriate position paper. Participants ranked the importance of the many ideas shared by Committee presenters Bob Grill and Zwi Reznik and showed particular concern for academic consultants, sale of courses, the impact of hierarchical management theories on shared governance and the effect of the market model on grades.



Leon Marzillier,  
Area C  
Representative

# Sex, Moral Values, and The Academic Bill of Rights

Three events occurring close on each others' heels this semester, a breakout at the Academic Senate's Fall Plenary Session, the national election, and a film opening, together provided me with inspiration for this article. Allow me to begin with the last of the three.

## KINSEY

On Friday, November 12, 2004, the movie, *Kinsey*, premiered. It is a biography of the famous sex researcher and biologist, Alfred Kinsey of Indiana University. His 1948 book, *Sexual Behavior of the Human Male* was, to quote the *Los Angeles Times* on November 15, 2004, "...an utter revelation for a populace living in a time when masturbation was frowned upon, oral sex (even between husband and wife) was illegal in some states, and homosexuality was considered an extremely rare, criminal deviance." We are told that Kinsey's motivation for doing his research was to explain *what* people did, and he never attempted to explain *why* they did it. Despite that, Kinsey was accused of being every different kind of monster: pervert, activist, cheater, liar, and numerous other epithets. Kinsey's book, together with a follow-up book on the human female, revealed truths to the world that many Americans at the time and even today find unpleasant. Dean Hamer of the National Institute

of Health states, "People are extremely uptight when it comes to the academic study of sex." Vern Bullough, founder of the Center for Sex Research at Cal State Northridge, and author of *Science in the Bedroom: A History of Sex Research*, says they have experienced similar attacks as Kinsey had to endure. For example, the *LA. Times* writes in the same November 15 article, that "...[Bullough] was accused of being a pedophile for organizing a workshop in which child pornography was to be discussed. State funding for Cal State Northridge was held up while he was investigated."

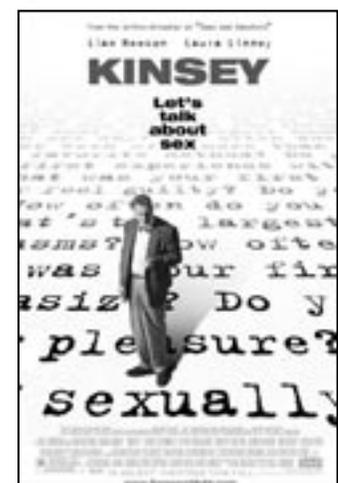
People need to be reminded that university research and classroom lectures will often reveal truths about the world that are at variance with students' and the public's preconceived notions. Reading research or taking a college class can and often will make the reader/student uncomfortable. How could it be otherwise? If everything one learned in school confirmed everything that one "knew," what would be the point of engaging in such scholarly pursuits?

## THE NATIONAL ELECTION AND MORAL VALUES

Early analysis of the election that took place just ten days before the above movie premiered suggests that a large percentage of the 3+ million votes by which President Bush outpolled Senator Kerry were cast by evangeli-

cal Christians drawn to the polls by the presence on the ballot of eleven states propositions to ban homosexual marriage. Those propositions passed handily in all eleven of those states. These voters told exit pollsters that the main reason they preferred Bush over Kerry was "moral values."

Given Kinsey's and other sex researchers' findings, homosexuality exists in a small but not insignificant proportion of our society, and will most likely continue to do so as long as the human race exists. Given that fact, it will be inevitable that many members of that minority will continue to live as couples, whether or not society has recognized their unions by allowing them to get "married." Does that fact, unpleasant to many, diminish the marriage of an evangelical Christian couple, or indeed of any heterosexual couple? Would the marriage of any heterosexual couple be affected one iota if homosexual couples were allowed to marry, instead of being forced (to use a "moral values" epithet) to "live in sin?"



As with the results of academic research or the presentation of controversial material in class, when some people are faced with facts that contradict their view of the way the world *should* be, they react emotionally rather than rationally. In this example, rather than basing their vote on performance in office or on how that person would carry out policy that is under the auspices of the government, they preferred to base it on personally held religious and/or “moral” principles that really have no business in government.

#### ACADEMIC BILL OF RIGHTS

That brings me back to a breakout held at the recently concluded Academic Senate Fall Plenary Session. While undoubtedly the hot topic of this Session was whether or not the Academic Senate should recommend raising the mathematics and English requirements for the Associate Degree, there were many other breakouts on a variety of topics. One of these was one on academic freedom presented by Executive Committee members, Kate Clark, Jane Patton and myself.

Among the topics covered by this breakout were a discussion of the USA PATRIOT Act and attempts to introduce in several states legislation inappropriately entitled, “Academic Bill of Rights.” The events of 9/11 understandably brought fear to the US population. That fear resulted in the passage of the ill-advised USA PATRIOT Act, a measure riddled with provisions that are patently unconstitutional, as the Supreme Court has continued to declare.

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*when some people are faced with facts that contradict their view of the way the world should be, they react emotionally rather than rationally*

Some of these provisions, however, directly impact our college communities, such as the draconian provision that requires our librarians to report to authorities which books are being studied by which of our students—and to make such reports without notifying the affected student/readers.

But, what may be even more insidious is the effort to pass legislation, misleadingly entitled an “Academic Bill of Rights,” in as many as 19 states. Such a bill was introduced into the California Legislature but so far has been defeated, but may well be reintroduced in another session. This effort by the same people who would like to continue to legislate what people can and cannot do sexually in private, and who wish to continue the shameful discrimination against homosexuals in our society, now are trying to diminish the academic freedom of our professoriate by invoking a false “academic freedom” for our students. As American Association of University Professors (AAUP) has so eloquently written on this subject, “the bill seeks to distinguish indoctrination from appropriate pedagogy by applying principles other than relevant scholarly

standards, as interpreted and applied by the academic profession.” Students do not have the “right” to be rewarded for opinions that are independent of these scholarly standards. As the AAUP continues, “If students possessed such rights, all knowledge would be reduced to opinion, and education would be rendered superfluous.” The professoriate has always policed itself. They and they alone, know what is and is not appropriate in the classroom. That is the cornerstone of academic freedom. As AAUP concludes, the Academic Bill of Rights undermines the very academic freedom it claims to support. It threatens to impose administrative and legislative oversight on the professional judgment of faculty, to deprive the professors of the authority necessary for teaching, and to prohibit academic institutions from making the decisions that are necessary for the advancement of knowledge.

Colleges and universities are not the only academic institutions facing these kinds of attacks. In some states, there are Boards of Education that require high school biology texts, for example, to have a sticker placed in the front stating that evolution of the human species is just a “theory.” These boards, dominated by religious practitioners, maintain that the evolution of human species is a theory – not a fact substantiated by thousands of observations, underscored by recent advances in DNA analysis. Theory arises when scientists attempt to try to explain the observable facts (like Charles Darwin’s *Origin of the Species*). The biblical version of the creation of human beings, on the other hand, does not fit the facts in the least, and does not deserve time spent in our classrooms as a possible explanation for the origin of our species. The Adam and Eve scenario is more on a par with fairy stories, such as *Sleeping Beauty* or *Snow White*.

There is a common thread to these developments in the past few months: religious extremism, and extremism of any kind has no business in our government, or on our college campuses, or in our children’s schools. The founding fathers wisely established a separation of church and state in this country. For continued tolerance and freedom, we must struggle mightily against any erosion of this basic principle, and we in the Academic Senate must continue to champion true academic freedom on our campuses.



Mark Wade Lieu, Chair, Relations with Local Senates Committee

# Housekeeping: Records and Files —How to Know What to Keep

All of us probably have overflowing filing cabinets in our own offices, which makes it even more difficult to deal with the overflowing filing cabinets and shelves dedicated to the records and files of your local senate. Some senates have invested in scanning equipment to digitize all documents to solve the storage problem, but not all senates have the time, money or inclination for such a project. The Academic Senate has received several requests for guidance in how to determine what is necessary to keep and what can be thrown away. While we can offer few hard and fast rules because of the variability in local circumstances, we provide the guidelines below as a starting place for your own senate housekeeping.

## DOCUMENTS/RECORDS THAT ARE TWO-YEARS OLD OR LESS

Don't bother cleaning out files less than two years old. These are relatively current, and you have a high likelihood of needing to regularly access these files, whether they are senate resolutions, master plan proposals, or board minutes. The multiple copies you keep may also come in handy as you have extras that you can pull and give away as necessary. This also applies to all electronic communications such as emails and attachments. Set up folders in your email program and on your hard disk that parallel your filing system. This will make it easier to find these electronic records.

## MORE THAN TWO YEARS OLD

You should definitely keep at least one copy of these documents:

- ▶ All senate meeting minutes

- ▶ All versions of senate by-laws, policies, constitutions, resolutions
- ▶ Final versions of college planning documents
- ▶ Final versions of grant applications
- ▶ Reports that required the senate president's signature
- ▶ Reports from committees, including committee membership lists
- ▶ Any other documents that provide a history of the actions of your local senate
- ▶ Accreditation reports – full and mid-cycle

You can probably throw away:

- ▶ Copies of materials from presentations to the senate from outside groups
- ▶ District or College Budget reports (you may want to keep copies of final 311 reports for multiple years if you are trying to track district spending patterns)
- ▶ Materials from local governing board meetings (they should be keeping copies of all of this for you to access should you need them)
- ▶ Materials from your bargaining agent (they should be keeping their own records as well)
- ▶ Duplicate copies of any senate documents
- ▶ Interim drafts of planning documents

## A SPECIAL NOTE ABOUT ELECTRONIC RECORDS AND COMMUNICATIONS

While it is doubtful that you will need electronic records and communications more than two years old, since archiving electronic records and communications require little room, it seems reasonably convenient to burn all old electronic

records and communications onto a CD before clearing out your hard disk. Since some old emails may well contain sensitive and private communications, do not pass these on to your successor or another individual. File the CD(s) in your own files and label them with the time frame. When you are sure these files are of no further possible value, either shred the CD (you need a heavy duty shredder for this purpose) or scour the CD with a sharp implement so that it is no longer readable before disposing of it.

## MORE THAN SEVEN YEARS OLD

This is an arbitrary number which we have used simply because it is the number of years that the IRS requires you to keep personal financial records in case of an audit.

By this time, documents begin to gain a historical rather than retain a practical value. After seven years, you can probably safely dispose of these previously retained documents:

- ▶ Final versions of grant applications
- ▶ Reports from committees, including committee membership lists
- ▶ Reports that required the senate president's signature

It is assumed that you have a separate curriculum office or a separate filing of documents related to course approvals, program approvals, etc.

In closing, we emphasize that these are simply guidelines for you to adapt to your local circumstances (including, of course, your local capacity for document storage). We wish you happy housecleaning and ask you to remember to recycle.

# Integrity of Process:

*Continued from page 1*

that includes faculty representatives—to “design a workable structure for the annual evaluation of district-level performance in meeting statewide educational outcome priorities.” This plan is due March 25, 2005. Yet in September, Governor Schwarzenegger vetoed SB 1331 that offered the sort of professional, defensible accountability faculty would consider; that bill had been weighed by intersegmental faculty through the Intersegmental Committee of Academic Senates (ICAS) and reflected on by Consultation and the Board of Governors. Instead, the Governor’s veto message calls “for outcomes, such as performance based measures, historically associated with accountability systems.”

Nevertheless, the AB 1417 legislation before us now requires a speedy response. Briefly, the Chancellor has directed Vice-Chancellor Patrick Perry to oversee the following phases: (1) the Research and Planning (RP) Group’s Center for Student Success is contracted to suggest a variety of metrics and models for discussion; (2) an oversight committee of five (including two faculty appointed by the Academic Senate) will provide a general framework by which accountability scenarios must be developed and will provide general oversight to the work of the RP contractors; (3) a panel of external experts (called for by the legislation) will also review the RP work and comment upon the suggestions; (4) Constituent feedback through Consultation

will ultimately help shape the final recommendations to be adopted at the Board of Governors’ March meeting.

*On the one hand:* We do not believe that the Legislature, the Administration and the Department of Finance are best positioned to determine appropriate “accountability” measures for our multitude of community colleges and their diverse missions, adopted in response to local needs. Further, we fear that a single “structure” could either become so broad as to be meaningless or too narrow to reflect the diversity of educational missions—which may vary significantly even within a single district. We fear that this legislative demand places faculty, students, and districts atop a very dangerous precipice.

*On the other hand:* Faculty at both the state and local levels determine “standards ... regarding student preparation and success” as provided for in Title 5 §53200. As with accreditation standards, we must ensure that good practices are recognized, while other districts are ultimately aided—not punished—when measured against any uniform “structure” that provides “for the annual evaluation of districts.” While the Academic Senate will no doubt call upon you for timely comment as the RP group’s ideas and proposals emerge, the Academic Senate for California Community Colleges represents you in these discussions.

**Accreditation:** This subject is clearly related to the prior topic, wherein external forces seem to dictate “appropriate measurements” of student and institutional success. Your emails, phone calls, and requests for technical assistance confirm that community college faculty continue to wrestle with the 2002 Accreditation Standards. To provide local senates with greater understanding and options, the plenary body this fall adopted a paper, a “tool-kit,” that offers the context for Academic Senate positions, provides useful information for faculty seizing control of the accreditation process.

In presentations and workshops sponsored by the Accrediting Commission for Community and Junior Colleges (ACCJC) and by the community college RP Group (professional researchers’ organization), faculty are presented with confounding strategies: quantitative data must drive the learning objectives movement, but qualitative evidence should not be abandoned; the outcomes movement is a “long-needed corrective to the measurement of ‘inputs,’” but outcomes should be assessed only if all students have had access to elements that contribute to their success—in other words, the “input” measurements regarding library or tutorial offerings, base funding, full-time faculty ratios, attention to scheduling, part-time faculty availability in compensated office hours, and counselor-to-student ratios do matter, if all students are to have access to their own success.

Multiple resolutions adopted at prior plenary sessions propose faculty actions ranging from withdrawing from the Western Association of Schools and Colleges, (WASC), to discontinuing active participation on teams or self-studies, to ignoring the contradictory terms used by ACCJC, including “student learning outcomes vs. “learning objectives.”

*On the one hand:* To date, ACCJC has been unresponsive to Academic Senate requests for research supporting their contention that faculty time and energy spent on their required measurements of student learning actually result in improved student learning; faculty continue to withdraw from membership on visiting teams; and new, untenured faculty or seasoned accreditation veterans with little service to their local senates are hand-picked and nominated by their college administrators to serve on visiting teams.

*On the other hand:* We need caring and knowledgeable faculty who can bring a judicious eye simultaneously to both the standards of excellence a college exhibits and to the accrediting process itself. Faculty are best positioned to resist meaningless measurement mechanisms and define learning objectives. We will continue our efforts to meet with the Executive Director and staff from ACCJC to discuss your residual concerns; the Academic Senate for California Community Colleges represents you in these discussions.

**Curriculum:** Years of discussions among faculty and vice-presidents of instruction produced visions of a less cumbersome program approval processes. The Agency Review, commissioned by the Chancellor made similar recommendations urging the Chancellor's Office to "evolve from a focus on approval to one of leadership, technical support, and arbitration, when districts and regions need intervention. The Curricular Issues Advisory Committee should identify the issues and suggest timelines in making the transition to a regionally based approach" (*Aspirations for Excellence: A Review of the System Office for the California Community Colleges*, p. 15, and Appendix D. This document can be found at [http://www.cccco.edu/reports/review/agency\\_review\\_final\\_report.pdf](http://www.cccco.edu/reports/review/agency_review_final_report.pdf)). Such a group is now at work considering mechanisms to fulfill these recommendations; it includes four faculty members appointed by the Academic Senate to represent the broad interests of occupational and transfer faculty, classroom based

and technology mediated instruction, as well as urban and rural, large and small institutions.

*On the one hand:* Faculty decisions and local approval processes have long been second guessed with no ability for appeal to practitioners most likely to understand a program's intention. Districts and colleges are best served by technical assistance, not unilateral denials. Curriculum is a faculty-driven matter. Period.

*On the other hand:* Moving toward a more localized mechanism requires additional training, funding for travel, and reassigned time for the regional faculty participants. Faculty have often complained about their exclusion from various existing regional consortia, about their inability to teach and meet with the regional deans who at present dominate such groups. I repeat: Curriculum is a faculty-driven matter. Period. Clearly, the Academic Senate for California Community Colleges represents you now in these discussions.

**Full-time/Part-time Ratios:** Marty Hittleman annually presents the Board of Governors with a chart detailing the system's overall (lack of) progress toward the 75:25 ratio. This year, as noted in the November President's *Update*, Board Member Rich Leib asked, "Why?" In response, the Chancellor is convening a task force to examine the matter. The Academic Senate for California Community Colleges will represent you in these discussions, to be completed by March.

**Student Fees:** The Board of Governors hopes soon to adopt a policy on "reasonable" student fees.

*On the one hand:* Faculty have long opposed student fees, and our recently adopted paper provides a justification for our pervasive view. Members of the Board may be amenable to "reasonable" fees moving downward rather than upward, but the Academic Senate must broadly share data and arguments in support of 25 years' worth of opposition to fees.

*On the other hand:* Some sitting board members have called opposition to fees "naïve," and "unrealistic." Even student representatives of their organizations proclaim support for student fees, though preferably lowered fees. The Academic Senate for California Community Colleges represents your adopted views in these debates.

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*Our views are based on adopted resolutions, earlier precedents, and common sense*

**Testing and Matriculation Assessment:** Various legislative forays have asked the system to examine a single assessment/ placement/exemption test to be administered to all California high school students. The RP group asked that the system undertake a review of the current matriculation assessment validation process as well as the course prerequisite validation requirements. After a finding that this was an academic and professional matter, the Academic Senate devised a mechanism to respond to this interest. A fact-finding group including representatives of the Vice-Presidents of Instruction, the Vice-Presidents of Student Services, and the Academic Senate has begun its work on the former request; their findings and any recommendations will be shared widely—especially at the Academic Senate's Spring Plenary Session, April 7-9—before the final report is submitted to the Consultation Council in Spring 2005.

*On the one hand:* In the 18 years since matriculation assessment was integrated into our college offerings for students' success, its efficacy has not been examined; it is certainly an apt moment to do so. It also provides an op-



portunity to educate others about the function of matriculation assessment.

*On the other hand:* The use of single, high-stakes tests is at odds with existing Title 5 and good practice. Most advocates of such a test, for use by all segments of California higher education, do not fully understand the different uses of such examinations such as the CSU- augmented California Standards-Based test, nor the value of multiple measures. The Academic Senate for California Community Colleges effectively represents you in these discussions and on the fact-finding team.

**Textbooks:** Faculty groups have agreed to meet with CalSACC-Student Senate representatives to discuss strategies that might make textbook acquisition more economically feasible. The Educational Policies Committee will soon be presenting us with a paper on related issues concerning textbook selection and, as is reported elsewhere in this *Rosstrum*, is exploring both a range of options and the possible consequences those options would have for our students and our shared scholarly efforts. We seek answers while we continue to assert principles of academic freedom.

*On the one hand:* We recognize that the cost of books can be prohibitive for attending students, that students' sharing of books may leave some readers unprepared or without access to their books in class or at crucial study times, and that some seemingly obvious solutions have proven unworkable on a large scale. We also know the value of putting our textbooks on reserve, or of donating our examination copies for use by students. We know we care.

*On the other hand:* We acknowledge the limitations of legislation to control the free market system. Most significantly, we retain our rights as faculty to determine the best educational materials for our students, without interference by local administrators or legislators who seek to control textbook selection or limit when we could renew or refresh our selected supporting materials. The Academic Senate for California Community Colleges willingly represents you in these discussions with students and other interested parties.

**Vocational ESL:** Current law requires colleges who receive CalWORKs funds to submit a vocational plan for their recipients. SB 1639 now requires that plan to include "intensive English language immersion"; if funds are provided, colleges are required "to redesign basic education and ESL classes so that they may be integrated with vocational training programs." This is a curricular matter that must remain in the hands of local faculty.

*On the one hand:* we concur with legislative findings that students with English language literacy are more likely to achieve greater social and financial success. We also believe that the conversations that counselors and support staff in such programs undertake with discipline faculty positively contribute to their students' achievements.

*On the other hand:* While discussions about how to improve the linguistic fluency of CalWORKs students are valuable under any circumstance, curricular changes

must be made within the context of students' entire educational experience and not merely offer a "quick-fix" for employers. The universal mandate for compliance by all colleges presumes there *are* such linguistic needs on all campuses in all sections of the state. We continue to resist the imposition of curricular changes or mandates through legislation. And significantly, while planning for such implementation may not require significant investment, the actual implementation of VESL courses or modules seems to be an unfunded mandate that may well require colleges to hire new faculty or develop new programs or courses beyond the scope of their current educational master plan. I can assure you that the Academic Senate for California Community Colleges will represent you in any state-wide discussion of this matter.

Thus, you have seen glimpses of our responses to these matters. Our views are based on adopted resolutions, earlier precedents, and common sense. In the coming months prior to our next session, we will doubtless call upon you to help us evaluate comments, proposals, responses offered forth in these eight areas; I trust you will respond and will weigh the multiple perspectives that emerge. Our aim is to preserve reasonable process, to assert our delegated authority where appropriate, and to respond with alacrity. As with local conundrums, you will observe that it's too often a matter of "on the one hand...but on the other hand..."



Dan Crump,  
Chair,  
Legislative and  
Governmental  
Relations  
Committee

# Life, Death, and Reincarnation in the Legislative World

Our Fall Plenary Session came after the end of the 2003-04 session of the California Legislature; thus we could review the disposition of legislation considered by the State Assembly and Senate. It is interesting to note the life of a bill: it can die in committee and never see a vote on the floor; it can be approved by the Legislature and then vetoed by the Governor; or it can be approved by the Legislature and then signed into law by the Governor. We tracked the major disposition of bills dealing with community college issues. The Governor vetoed a number of bills that were monitored by the Academic Senate. It is interesting to note that many of his veto messages referred to the recommendations of the California Performance Review (CPR), noting that since the CPR recommendations were then still in the discussion stage, it was “premature to sign new legislation into law on issues that were also being discussed” in the CPR process.

The Academic Senate was highly involved in the discussions and development of several bills on transfer, particularly (SB 1785) and common course numbering (SB 1415). The collaboration between the leadership of the Academic Senate and the California State University Academic Senate (and the constant dialogue with the authors and staff of the bills) was instrumental in crafting

legislation that will benefit our students as they make the transition between segments of higher education in California.

In a previous *Rostrum* article, we pointed to several bills enacting proposals of the Master Plan for Education. Major portions of the original versions of these bills, AB 242 and SB 6, for example, dealt with community college issues.

AB 242 focused on personnel issues in both the K-12 and community college systems. But in the final version of this—and other bills—in the legislative process, community college concerns were gradually erased; in the final version of this bill, all that remained was a statement of intent regarding the retreat rights of community college administrators. The intent language in the bill seeks to grant administrators in a district retreat rights (as tenured faculty) in that district if they had been tenured faculty in another community college district. This retreat right would only be available to administrators seeking retreat within five years of leaving tenured faculty status.

The Academic Senate had concerns that faculty in the second district would have no way of determining the suitability of the administrator for faculty service. The bill was approved by the Legislature but was vetoed by the Governor (his veto message did not touch on our

concerns). We feel this issue will come up again in the next legislative session and look forward to working with the authors on this issue.

Community college governance was initially addressed in SB 6 and was a major issue of concern to all of us. This bill was a classic example of “gut and amend.” All references to governance and greater autonomy for the Chancellor and Board of Governors were taken out of the bill (“gutted”) and the bill was “amended” to provide for settlement of the Williams lawsuit, which dealt with inequities of K-12 facilities throughout the state. However, we do plan to see discussion and legislation on system-level governance in this next session.

## INFO BOX ?

For the Veto/Signing messages on bills, go to the Governor’s website < [http://www.governor.ca.gov/state/govsite/gov\\_homepage.jsp](http://www.governor.ca.gov/state/govsite/gov_homepage.jsp)>, click on **Press Room**, then **Press Releases**. Then click on **Legislative Update** for the date indicated for the Veto or Signed message. Vetoes—AB 2678 (September 16), AB 2710 (September 18), SB 905 (September 24), SB 1331 (September 16), SB 1442 (September 15), SB 1817 (September 15). Signings—SB 1415 (September 24), SB 1785 (September 24).

Concurrent enrollment continued to receive attention in the last session. Several bills proposed to address special admission/concurrent enrollment issues raised by Southern California newspapers. What emerged for legislative approval was SB 905. This bill was also vetoed by the Governor and in his message, he noted that concurrent enrollment in high schools and community colleges is one of the CPR recommendations and therefore, should not be regulated through legislation until the CPR is finalized. Concurrent enrollment is of great interest to many of our colleges, especially those in rural areas, and we can expect continued debate about this matter in the next session beginning in January.

Other legislation would have had direct impact on our instruction. We can expect to see similar bills emerge in the forthcoming session. Textbook prices was the focus of several bills approved by the Legislature this year. The Governor signed one bill calling for study and voluntary efforts (AB 2477); he vetoed another (AB 2678), noting that the bill would permit colleges to assess students additional fees to sustain a campus textbook rental program, whether or not all students used the program.

SB 1331 provided for accountability in all segments of higher education (community college, CSU, UC, and the private colleges and universities) and the Governor vetoed this bill, again adding that the final determination regarding CPR recommendations would affect this legislation. The author of SB 1335 touted it as an “Academic Bill of Rights,” but the Academic Senate saw it differently, and this was a hot topic at the Senate’s Spring 2004 Plenary Session. The bill died in committee and did not come for a vote on the floor, but it is anticipated to come up in some form, possibly described as a “Students’ Bill of Rights.”

Do we see a pattern here? Many of these issues discussed in this last session will reappear next year—accountability, textbooks, nursing, concurrent enrollment, transfer. Yes, Yogi, it is “deja vu all over again.”

The Legislative and Governmental Relations Committee has its work cut out, and we look forward to serving you. Watch for our Legislative Alerts throughout the coming spring.

## Survey of Equivalency Practices Reveals Problems

Results of the 2004 Academic Senate equivalency survey, completed by faculty representatives from 74 colleges, presented at a fall session breakout included generally encouraging news but also revealed a major problem. First the good news: most senates are satisfied with the way that equivalencies are determined at their colleges and districts.

Faculty reported that they are fully in control of their campuses’ equivalency procedures. There is no widespread evidence that administrators play a major role in determining equivalency. Eighty-five percent of respondents indicated that either discipline faculty or discipline faculty and a senate equivalency committee decide equivalencies. Furthermore, over 90% of responding colleges reported that their senates have expressed no dissatisfaction with their college’s equivalency policy and practices. Those who did report dissatisfaction complained that their policies were not consistently followed. Thus it is clear that senates are overwhelmingly satisfied with the way equivalencies are handled on their campuses.

Now the bad news: 37% of colleges reported that their policies allow for single-course equivalencies.

This response is shocking in light of the fact that single-course equivalencies are inconsistent with the Education Code and Title 5 Regulations, an opinion expressed consistently by the Academic Senate and supported by the Chancellor’s Office legal opinion L 03-28, issued in December 2003. Considering the fact that over 90% of responding colleges report no dissatisfaction with their college’s equivalency policies and that the faculty control the equivalency processes on their campuses, we may conclude that these senates are not opposed to single-course equivalencies and in fact participate in granting them. Such complicity places these local senates in direct opposition to the position of the Academic Senate for California Community Colleges.



Mark Snowwhite,  
Chair, Standards  
and Practices  
Committee

The Academic Senate's position on this matter is clear. It can be found in its paper *Equivalency to the Minimum Qualifications*, adopted in Spring 1999, and in *Qualifications for Faculty Serving in the California Community College*, adopted in Spring 2004. The Senate has consistently held that in order to ensure that faculty are sufficiently well qualified to teach and perform other faculty functions, they must possess minimum qualifications, which include equivalencies. It is critical to understand that equivalencies are granted to faculty for disciplines, not courses or course sequences within disciplines. The reason why we do not recognize minimum qualifications and equivalencies for anything less than disciplines rests on the principle that someone teaching a course needs to be expert in a whole discipline and thus understand how each course within that discipline fits within the framework of that discipline. This perspective is important for all faculty, both full-time and part-time.

Other problems that some of the attendees at the breakout on equivalencies pointed to other problems such as some applicants for faculty positions who are given assignments while determination of their equivalencies is pending. The danger of such a practice seems obvious. Someone may be teaching who does not in fact possess the required minimum qualifications. The penalty for such a breach of regulations is that the district loses apportionment for any class taught by someone without minimum qualifications. Also, students in any such class would lose the credit they earned for that course.

Another common problem identified by those at the breakout is lax standards for establishing equivalency at some districts. For example, some districts award equivalencies based on completion of the course work for a degree even though the applicant has not completed the writing of a thesis or passed required exams. When we allow such a broad interpretation of equivalency, we ignore the meaning of the word *equivalent*. Both AB 1725 and Title 5 §53430, explicitly state that equivalencies are for preparation that is *at least equivalent* to those minimum qualifications specified in the Disciplines List. This means that applicants who have *almost* completed a degree are not equivalent to those who have earned that degree.

Of course, pressures of finding qualified faculty can tempt department heads and administrators to relax standards, especially for colleges in areas where the pool of qualified applicants is small. We might even be persuaded that those without minimum qualifications may be capable of teaching courses that are desperately needed to satisfy students demand, especially basic skills classes. Also, the law allows each district, on the advice of its academic senate, to establish its own standards for equivalency.

But staffing faculty positions with those who do not truly possess the minimum qualifications abrogates our obligation to our students to provide them with faculty who are fully prepared to perform as faculty. We also need to keep in mind that AB 1725 (1988) established the system of minimum qualifications to replace the old community college credentials in place when we were more closely aligned with the K-12 system and were called junior colleges. This change was part of the reforms that brought our system into partnership with the other segments of postsecondary education.

Staffing our classes is important – but only if we can assure our students that their instructors are fully qualified to provide them with a college-level experience.

Ultimately it is the local senate that must agree to any changes in the policies that govern hiring. California Education Code §87359 (B), states that the governing board of a community college district must rely “primarily upon the advice and judgment of its academic senate” in establishing its equivalency policy. Faculty may insist that their districts establish policies for hiring faculty, including reasonable and unambiguous equivalency policies that do not result in the erosion of professional faculty standards. The logical alternative is to develop policies, beginning at the state level, that allow for accommodations that may very well compromise our profession.

# Defining Basic Skills: It's Harder Than You Think!



Yula Flournoy,  
Chair, Basic Skills  
Committee

In Spring 2005, we asked those present at a plenary session breakout to give the definitions they have of various terms: basic skills, remedial, developmental, pre-collegiate, college level, and transfer. It was amazing the differences there were. We also presented the definitions used by UC and CSU. We then thought that we would take the responses back, look them over, and arrive at some consensus. How naïve we were! That difficulty became the focus of our presentation at this fall plenary session. We gave the results received in the spring, reaffirmed the usage of the terms at UC and CSU, and discussed the difficulty of defining the terms at community colleges, both systemwide and within individual institutions. We were uncertain where to go from there. Then a faculty member suggested a table showing how

the terms are defined by the different institutions and by Title 5, as well as by the national associations for mathematics and English. The results are presented on the following page, including definitions of terms used in higher education and denoting the level at which courses are taught.

The major problem in defining these terms is that different community colleges have different courses that apply to their degrees; that, in turn, affects the definition of basic skills (below degree applicable), pre-collegiate (below degree applicable) and college level (degree applicable). If Title 5 changes are proposed at a future plenary session to raise the graduation requirements for mathematics and/or English, some of these problems will resolve themselves. However, we hope that these tables

clarify the differences in the usage of these terms and that they permit your faculty to have a more meaningful discussion of basic skills at the local level in preparation for our statewide discussion at the Spring 2005 Plenary Session.

Some other interesting developments in this search for definitions concern matters of funding credit courses as opposed to noncredit courses and funding of basic skills courses. If some noncredit courses are to be funded at the same level of credit courses in the future, will more basic skills courses be taught as noncredit? Also, if more courses become basic skills courses due to a Title 5 change in graduation requirements, will that open up more funding opportunities for them as basic skills courses? With these questions, we return to our original question: how hard can it be?

## DISCIPLINE HEARINGS



The Academic Senate for California Community Colleges is responsible for recommending to the Board of Governors changes in the **Disciplines List for Minimum Qualifications** for faculty hired by California's public community colleges. Two hearings have been scheduled for those who would like to **express their opinions** or the opinions of those they represent:

### NORTH

January 28, 2005  
10:00 a.m. to 3:00 p.m.  
San Francisco Westin  
1 Old Bayshore Highway  
Millbrae, California 94030

### SOUTH

February 18, 2005  
10:00 a.m. to 3:00 p.m.  
Ontario Airport Marriott  
2200 E Holt Blvd.,  
Ontario, California 91761

The information provided at these hearings will be used to determine which revisions will be forwarded to the Academic Senate's Spring Plenary Session. Delegates attending the Spring 2005 Plenary Session held at the SFO Westin Hotel on April 7 – 9, 2005, will vote on revisions that will ultimately be forwarded to the Board of Governors for final action.

THE ACADEMIC SENATE  
FOR CALIFORNIA  
COMMUNITY COLLEGES

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You can find this and the previous issues of this publication online at:

<http://www.academicssenat.cc.ca.us>



TERMS	Title 5 Definitions	CSU Definitions	UC Definitions	National Professional Organizations Definitions	CC Definitions
<b>Basic Skills</b>	M: below Elem. Alg. E: 2+ levels below Freshman Comp.*	NA	NA	M: Elem. Alg. & below E: Anything below Freshman Comp.	varies
<b>Remedial, Foundation, and Developmental</b>	M: below Elem. Alg. E: 2+ levels below Freshman Comp.	M: Int. Alg. & below E: below Freshman Comp.	NA	M: Elem. Alg. & below E: Anything below Freshman Comp.	varies
<b>Pre-collegiate</b>	M: below Elem. Alg. E: 2+ levels below Freshman Comp.	M: Int. Alg. & below E: below Freshman Comp.	M: Int. Alg. & below, Trig. E: below Freshman Comp.	M: Int. Alg. & below E: Anything below Freshman Comp.	varies
<b>College Level</b>	M: Elem. Alg. & Higher E: 1 level below Freshman Comp.	M: Above Int. Alg E: Freshman Comp. & higher	M: Above Int. Alg, but not Trig. E: Freshman Comp. & higher	M: Above Int. Alg E: Freshman Comp. & higher	varies
<b>Transfer Level</b>	NA	M: Above Int. Alg. E: Freshman Comp. & higher	M: Above Int. Alg, but not Trig. E: Freshman Comp. & higher	M: Above Int. Alg. E: Freshman Comp. & higher	M: Above Int. Alg. E: Freshman Comp. & higher

We also present this chart to help with understanding which terms are used by whom:

Terms	Who uses the terms	Definition (General Consensus)
<b>Basic Skills</b>	Title 5, professional organizations, and CC	
<b>Remedial</b>	CSU, some CCs	Students have seen term before (CSU)
<b>Developmental</b>	CSU, some CCs	Students have not seen term before (CSU); is sometimes confused with special services offerings
<b>Foundational</b>	Professional organizations	Courses lay the foundation for higher learning
<b>Pre-collegiate</b>	All	Courses below college level
<b>College level</b>	All	Courses that apply to local degrees but may not transfer
<b>Transfer level</b>	All	Courses that transfer to 4-year institutions

**LEGEND**

CSU – California State University

UC – University of California

Professional organizations – AMATYC for math and ECCTYC for English

CC – Community Colleges (California)

M – Math

E – English

Elem. Alg. – Elementary Algebra

Freshman Comp. – Freshman Composition (otherwise known as English 1A)

NA – Not Applicable

Int. Alg. – Intermediate Algebra (the prerequisite for College Algebra)

Trig. – Trigonometry