



ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

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THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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Accreditation and Faculty Evaluations?

BY MARCY ALAN CRAIG AND JANET FULKS, ACCREDITATION AND STUDENT LEARNING OUTCOMES COMMITTEE

Recently the Accreditation and Student Learning Outcomes Committee has received several questions from colleges that have been given accreditation recommendations based upon Standard 3A1.c which states

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Concern about these recommendations was also a topic of discussion at the Fall 2007 Plenary Session. A thorough examination of the issues related to this topic should involve: 1) theoretical implications of placing outcomes data as a component of job evaluation criteria, 2) the extent of influence the Accrediting Commission for Community and Junior Colleges (ACCJC) does or does not have over this contractual issue, and 3) relationships between the union and senate with regards to determining evaluation processes.

Starting with the theoretical implications, many faculty have found that Student Learning Outcomes (SLOs) and assessment are an effective strategy for designing and aligning classes and programs. Assessment of SLOs provides significant tools to examine student learning and to improve both what students come out with (student learning outcomes) and what pedagogical techniques contribute to that learning.

However, when linking the production of SLOs to evaluation, the situation for faculty becomes more complex. Many faculty interpret the phrase “producing SLOs” to mean data about student learning outcomes will be recorded in the faculty member’s evaluation report thereby becoming a part of the personnel file. They fear they will be evaluated on how

well their students are doing, following the examples and horror stories circulating through the K-12 system about the No Child Left Behind Act. In fact, the ACCJC’s Accreditation Standards do not specify that “producing SLOs” means examining data. This is a matter of interpretation at different schools.

Placing student learning outcomes data within a faculty member’s evaluation would create a downward pressure on the rigor of the outcomes and a strong motivation to create assessments that validate or justify the content, pedagogy, and assignments. On the other hand, placing the data elsewhere creates an outcome that challenges the faculty member to fully examine the students, classroom and pedagogy and then improve. The question to be asked is, “What outcome do you want from the process of assessing student learning?” If the final outcome is to set a standard that states that improving teaching and learning is a professional responsibility for everyone involved in the process, the standard must look at what is being done with the data; not the data itself. Creating safe data collection and analysis contributes to robust dialogue but more importantly, it contributes to sustainable and meaningful assessments.

In addition, the actual data from student assessment is inevitably the result of many outside and uncontrollable variables. Faculty members may discover in their assessments that the prerequisite courses are inadequate, or that the class schedule inhibits student performance, or that resources are inadequate, or that technology is needed. The goal of student learning outcomes and assessment is to analyze a situation, diagnose the need, and improve learning—not to judge the faculty member. The crux of the problem with including student learning outcomes data in evaluations is that many times the data is outside of the control or influence of the faculty member. Response to that data is entirely different. The professional re-

sponsibility of faculty is to examine and then apply to their own work in order to improve it.

An example of this would be the fact that we now know that about 70-80% of our students assess below college level in one or more of the pre-collegiate benchmarks in reading, writing, or mathematics. We cannot be responsible, as individual faculty, for such pervasive performance. This is something we did not contribute to and cannot fix as individuals. However, knowing the basic skills assessment data and lack of collegiate readiness, it would be unprofessional to continue teaching without some consideration of how that factor affects our course outcomes and ability to teach as we always have. The Basic Skills Initiative (BSI) is teaching us that we cannot teach our classes as we always have. We must re-examine our practices in order to improve our students' study skills and basic skills in addition to addressing our discipline material.

So, have colleges addressed Standard 3A1? Many colleges have chosen to include faculty reflection on assessment data as a narrative in the goals and accomplishments section of the evaluation. This narrative could include a discussion of what faculty found out through their assessments and how they intend to change their teaching strategies, content or assignments. The narrative should also include how the assessments validated their teaching strategies and content. This short summary would naturally be linked to the future goals and accomplishments self-reported by the faculty member. Links to examples from Cabrillo College and from the Bakersfield College Faculty Evaluation Overview are provided at the end of this article.

To examine the second issue, ACCJC's sphere of influence over a contractual issue, requires that we look at the role of ACCJC and compare this standard with many other components of the standards that also overlap with contractual or legal concerns. There are many issues within the standards which are an attempt to address best practices. These issues do not and should not prescribe our responses, but instead require us to show that somewhere and somehow we have reflected on these issues. The way that your campus addresses any of these practices in the standards is specifically your individual right and responsibility.

The peer review method looks at how you claim to meet the responsibility and whether you are indeed doing that, but does not dictate your particular response. Many aspects of the standards relate to parts of Title 5 or processes that we have institutionalized through contracts. Look at Standard 2B3.a., which reflects Title 5 and best practices regarding student access. Consider Standard 3A1.a. This requires specific best practices for selection of faculty, including that faculty have a significant role. The Accreditation Standards represent effective practices found in literature and yet look to the self study for individualized and appropriate applications.

Finally, the complicated and time-sensitive response to the accreditation recommendations, should your campus already have one on this standard, adds a particular burden to union and senate discussions relating to faculty evaluation. While the faculty evaluation process falls into the domain of union responsibilities, the union is required by the California Education Code to consult with the academic senate in constructing the process, as required in 87610.1(a).

In those districts where tenure evaluation procedures are collectively bargained pursuant to Section 3543 of the Government Code, the faculty's exclusive representative shall consult with the academic senate prior to engaging in collective bargaining on these procedures.

This discussion is an important one that should be a model (to administration) displaying the productive way faculty collegially consult with one another.

If your college has received an accreditation recommendation about faculty evaluation, we have listed below two examples of how the narrative has incorporated Standard 3A1.c into faculty evaluation processes that have passed accreditation visits. If you still have accreditation on your horizon, consider tackling this issue now in a proactive way.

Examples:

Cabrillo College Faculty Evaluation processes incorporate this practice in the Faculty Self-Evaluation questions as seen below and found at http://ccfcabrillo.org/contract_07-10/appl.1.pdf

Bakersfield Evaluation Process can be found at <http://www2.bakersfieldcollege.edu/ccalagreements/facultyevaluation.doc> ■

Celebrating and Coping with the Title 5 Changes of 2007

BY MICHELLE PILATI, SYSTEM ADVISORY COMMITTEE ON CURRICULUM

Hopefully “coping” is the wrong word—but that’s sort of what this is all about. Over the past few years, the Academic Senate has passed resolutions asking for changes to be made to Title 5 and, consequently, changes have been in the works. For the insomniacs amongst us and those with a desire to know the gory details, please go to <http://www.cccco.edu/divisions/legal/notices/attachments/FINAL%20as%20filed%20WITHO%20UT%20COMMENTS.pdf> for the complete text of what was formally adopted in August 2007.

The goal here is not to rehash all that is contained in this text, but to focus on the significant changes being made to the associate degree, challenges that might emerge as colleges seek to make the required changes to their degrees (and by extension, certificates), and what assistance has been proposed or will be provided.

Title 5 §55063 Minimum Requirements for the Associate Degree is where we find those changes that have been discussed the most, among them the raising of the mathematics and English requirements for graduation. That particular re-



quirement will be effective as of Fall 2009. As this has been discussed for so long, hopefully you are already in process of making the necessary changes.

The other issue with respect to the degree is more complicated. While there has always been a requirement that the degree consists of general education AND a “major”, there was a time when degrees that lacked a “major” were approved by the Chancellor’s Office in error, due to a misinterpretation of Title 5. While no language was added to Title 5 in this revision to make explicit that a misinterpretation of Title 5 had resulted in the approval of non-compliant degrees, the Chancellor’s Office is formally asserting that “GE compilation” degrees are out of compliance.

Colleges should be considering how to move forward with ensuring that their offerings are compliant.

This probably means converting non-compliant general education degrees to certificates and considering the development of new “majors.” What is permissible? The following is an excerpt from a draft of a document developed by members of the System Advisory Committee on Curriculum (SACC) and provides a general overview of what is now allowed:

Permissible degrees might consist of courses in related fields intended to prepare the student with an understanding of a discipline, such as a psychology degree that consists of just two psychology courses and additional foundational courses in philosophy, biology, and statistics. A degree might have a broad area of emphasis, such as “social sciences”, or a theme-based area of emphasis that consists of an interdisciplinary grouping of courses, such as “American Studies”, “International Business”, or “Multicultural Education”. Such degrees must consist of a cohesive packaging of courses, with the intent of such degrees clearly expressed, fol-

lowing the guidelines that will be provided in the revised Program and Course Approval Handbook.

Even as the door was closed on GE compilation degrees, the definition of a “major” was broadened to allow some local flexibility in designing majors and “areas of emphasis.” As always, those “majors” that are consistent with the requirements of our transfer institutions are permitted—this is explicitly stated in Title 5.

But the notion of an “area of emphasis” is intended to permit faculty to develop degrees that make academic sense but do not align with the requirements of a specific major.

This is, effectively, a “loosening” of the requirements for that major/area of emphasis component of a degree. So, while the general education compilation degree is no more, your options for that major/area of emphasis have been expanded.

This expansion of what a “major” can be is one that should be viewed as an opportunity—an opportunity for community college faculty to develop offerings that are meaningful and relevant to their students. And to “package” courses together that are a cohesive unit—even if they are offered by very different disciplines. What a great opportunity for the development of interdisciplinary degrees that can enrich the experience of students—and increase intra-campus dialogue.

In addition, Title 5 language now clearly permits CERTIFICATES to consist of nothing but general education—so, noncompliant degrees can be “converted” to certificates (more about this below). And here is where help is to be provided—for a limited time only, there is a streamlined process for “converting” degrees to certificates and for adding a “major” to noncompliant degrees. Hopefully, your college is taking advantage of this opportunity. One issue that may emerge locally is who this task falls to—who “owns” your

catch-all degree? Hopefully your local processes will address the issue without any such need to make such determinations.

Note that per other sections of Title 5, we are required to move quickly to make any needed changes. A system-wide reminder was sent out on October 31, 2007 to this effect. Here is an excerpt of the memo that establishes a firm “due date” for modifying your non-compliant degrees, “Title 5 §52010 establishes a timeline of 180 days after the effective date, which will be February 12, 2008, for the revision of written district policies or procedures regarding the associate degree. It also requires that necessary changes be made to the next college catalog and class schedules. This is interpreted to mean the catalog that covers Fall 2008 and class schedules that are printed after February 12, 2008.” While this may sound unreasonable, documented movement towards addressing the noncompliant degree issue will suffice for the near future.

There is an additional change to degrees that is most important—the student must have a minimum grade of C in each course in the “major”.

Title 5 §55070 Credit Certificates is one of those sections that may catch many unawares. As has always been the case, only those certificates that have been granted approval by the Chancellor’s Office can be transcribed (this should merely be a reminder, not an “OMG!”). This section now states that completion of the general education requirements for a transfer institution can lead to an award of a certificate and indicates that such certificates (those that have Chancellor’s Office approval) are designated “certificates of achievement”. As a consequence of this section, and others relating to noncredit certificates, you may need to change the titles of some of your certificates.

Certificates of 18 or more semester units that are already approved do not need to be re-submitted again for approval by the System Office, but they must all be called certificates of achievement.

As always, you can have a “local” credit certificate that is less than 18 units, but you can’t call it a certificate of achievement (reserved for those credit certificates that have been approved by the Chancellor’s Office), a certificate of completion (one type of noncredit certificate), or a certificate of competency (another type of noncredit certificate). If you do have certificates between 12 and 17.5 units that you wish to call certificates of achievement and have designated on the transcript, these can be submitted to the Chancellor’s Office for approval—using the same forms as are used for larger certificates. Please note that “Provisions of this section regarding the naming or designation of certificates shall become effective for the Fall 2008 term.” Current students will, of course, maintain they catalog rights—but districts need to clean up their catalogs immediately.

To finish up, here’s a short checklist to provide an overview of what needs to be done.

- ◆ Raise your English and mathematics graduation requirements, if needed. New requirements apply to students entering with the Fall 2009 catalog year.
- ◆ Convert non-compliant degrees to certificates and/or add a “major”/“area of emphasis” to such degrees. *These changes need to be in-process as soon as possible.*
- ◆ Stipulate that all courses taken for the “major”/“area of emphasis” component of any degree must be passed with a minimum grade of C (an average grade of C is not sufficient; effective Fall 2009).
- ◆ Review your certificates and ensure that your terminology does not violate §55070, where the use of “certificate of achievement” is limited to those certificates that have been approved by the Chancellor’s Office, and other sections that limit the use of “certificate of completion” and “certificate of competency” to noncredit certificates. These fixes need to be made for the Fall 2008 catalog year. ■

Counseling the Student-Athlete: A Matter of Academic Integrity

BY STEPHANIE DUMONT, GOLDEN WEST COLLEGE, COUNSELING AND LIBRARY FACULTY ISSUES COMMITTEE

Over the last ten years, the Academic Senate has passed resolutions related to the issue of counseling and student athletes. This article provides some background on the role of counseling and athletics.

Sports fanatics and non-enthusiasts alike are weighing in on the national debate over balancing academic values with the pursuit of athletic excellence. Our colleagues in the academy are taking a particular interest in what some are calling the “commercialization” of collegiate athletics, waging a campaign to defend academic integrity against the movement to privatize college sports.

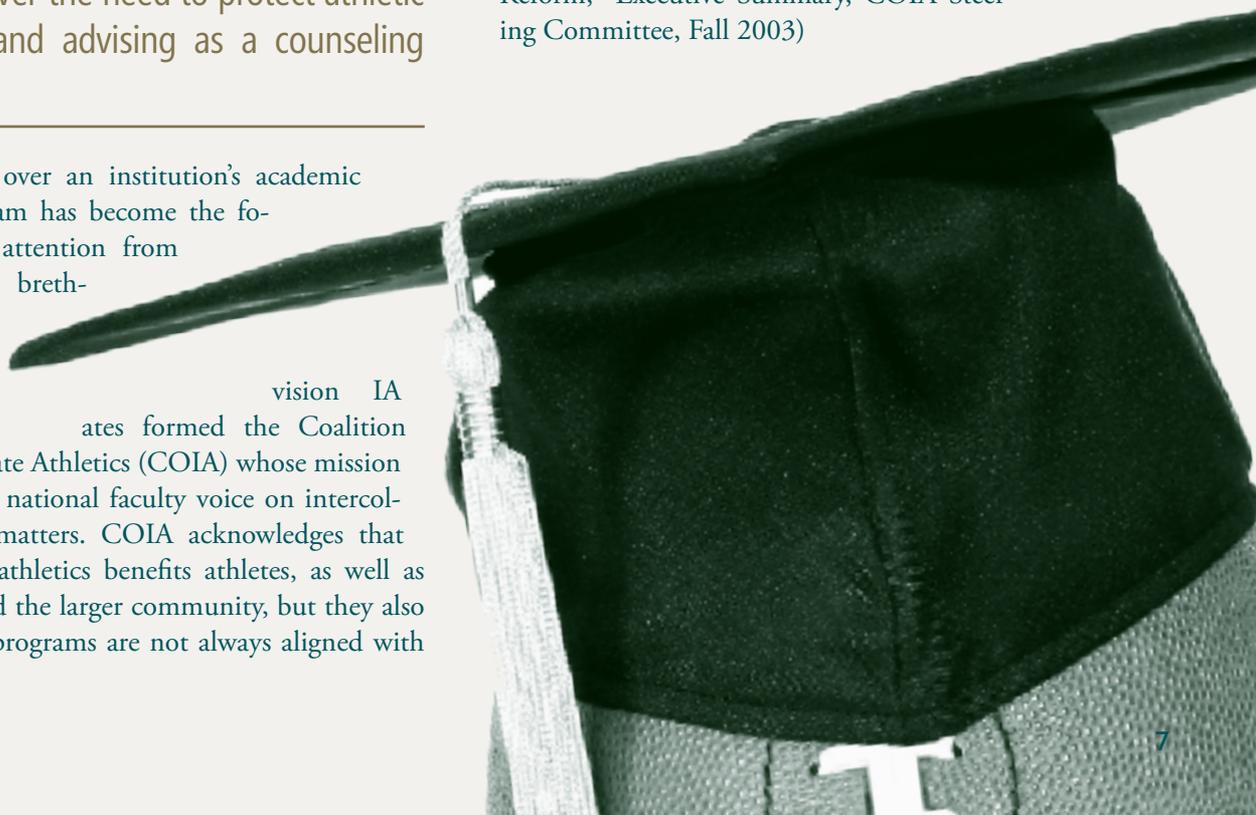
While commercialization may be less threatening in community college athletics, the cost of winning is no less pervasive and there is growing concern among counseling faculty over the need to protect athletic counseling and advising as a counseling function.

The authority over an institution’s academic advising program has become the focus of recent attention from our university brethren. In 2002 an alliance of 55 Division I faculty senators formed the Coalition on Intercollegiate Athletics (COIA) whose mission is to serve as a national faculty voice on intercollegiate sports matters. COIA acknowledges that intercollegiate athletics benefits athletes, as well as the campus and the larger community, but they also argue athletic programs are not always aligned with

the educational goals and mission of our institutions, leaving the potential for compromising the values of higher education. In “A Framework for Comprehensive Athletics Reform,” COIA opposes academic advising under the auspices of an athletic department:

4. Academic advising and related services.

Because athletes have such heavy burdens on their time, schools typically provide them enhanced support. Advising programs supervised through the Athletics Departments are a common source of academic violations. COIA recommends that Athletics Department advisors be appointed in the regular campus advising system, report through the academic advising structure, and be assessed by an academic-side review. (“A Framework for Comprehensive Athletics Reform,” Executive Summary, COIA Steering Committee, Fall 2003)



The Drake Group, a nationwide group of college faculty who advocate for ensuring quality education for college athletes, argues that athletes are students and should be assimilated into the general student body by mandating that athletics academic advisement be administered by general academic advising departments. The Knight Commission on Intercollegiate Athletics similarly supports the integration of academic processes for student-athletes, including admissions, academic support services, choice of major and progress-toward-degree requirements (*NCAA Presidential Task Force on the Future of Division I Intercollegiate Athletics: Student-Athlete Well-Being Subcommittee*, “Academic Enhancements—Academic Advising, June 2005”).

The Code of Ethics for the National Association of Academic Advisors for Athletics (N4A), a professional organization whose members are primarily responsible for the counseling and advising of student-athletes, recognizes the value of professional counseling and advising practitioners:

The National Association of Academic Advisors for Athletics, as a group, possesses a body of specialized knowledge, skills, and attitudes known and practiced by its members. These are acquired through professional preparation, generally through graduate study, in an appropriate academic discipline at a college or university. Additionally, they are acquired through experience, in-service training and personal development after the completion of formal education (<http://nfoura.org/about/code-of-ethics.php>).

Community College Counselors Association in Academic Advising for Athletes (3C4A) is an affiliate of the parent association, N4A. 3C4A of California serves as a forum for professionals who provide academic counseling, advisement and assistance for student athletes at the community college level, with the goal of enhancing the quality of education for the student athlete, providing information and generating new ideas, and offering a professional structure and political voice for athletic counselors. Membership includes representation from many of our California community colleges.

More campuses are acknowledging the specialized training necessary to effectively counsel student-athletes, and are responding by hiring dedicated certificated counselors with expertise in athletic counseling.

California community college athletic counselors must perform all the responsibilities of a general counselor as well as:

- ◆ Understand the intricacies and remain current in their knowledge of National Collegiate Athletics Association/National Association of Independent Athletics (NCAA/NAIA) and California Community College Athletic Association (CCCCAA) Eligibility and Transfer Issues
- ◆ Stay abreast of developing issues and rules governing athletics
- ◆ Develop education plans for athletes while being mindful of:
 - ◆ The importance of the Associate Degree in possibly determining transfer status and athletic eligibility
 - ◆ Summer term restrictions and implications for athletic eligibility
 - ◆ Preserving continuous athletic eligibility
- ◆ Maintain reference materials specific to athletic and academic transfer
- ◆ Inform counseling and non-counseling faculty of issues and trends affecting student athletes
- ◆ Coordinate and communicate with parents, intercollegiate coaches, and compliance officers

The academic success of our student-athletes depends upon the accuracy and comprehensiveness of counseling and advising services provided by our institutions. All 109 of our campuses should be investing in dedicated counseling performed by certificated counseling faculty. ■

MQs, Equivalencies and Eminence, Oh My!

BY DAN CRUMP, STANDARDS AND PRACTICES COMMITTEE CHAIR

The title of this article pretty much describes the breakouts that I facilitated at the Fall Plenary Session. Among other things, the Standards and Practices Committee is charged with overseeing the Disciplines List and issues dealing with minimum qualifications (MQs), equivalences and eminence.

Well, I now know that I never have to worry about what to talk about at Session.

I was in charge of four breakouts this Session and I can say that the biggest topic in all of them were disciplines and equivalencies. All the attendees at these breakouts provided great topics for discussion, both in the breakouts themselves and for the future.

Disciplines List

One of the breakouts informed and alerted attendees to the start of the new two-year cycle for additions of new disciplines and revisions to existing disciplines on the Disciplines List. We last voted on changes to the List at the Spring 2007 Session. The next vote will be at the Spring 2009 Session. Between now and then, there will be several opportunities to review and discuss proposed revisions. Look for information in early 2008 on the Senate's website about this; we will also be sending out a letter to local senate presidents about the process. Another breakout was in response to an earlier resolution calling for exploring changes to the academic preparation necessary for some disciplines, possibly the use of specific bachelors degrees for a discipline (as opposed to the current designation of any bachelors degree) with related experience. The discussion

will help the Standards and Practices Committee further its work on this. We also took a look at a new way to present the Disciplines List. The Committee had tasked Julie Adams, the Senate's Executive Director, with this and we thank her for taking the lead. Response to the proposed presentation was positive and we hope to go forward with it.

Equivalencies and Eminence

Wow, what a lively discussion in these breakouts! There are many questions out in the field about the equivalency process, including the use of eminence. We had conducted an online survey before Session about eminence practices and were able to report on the preliminary results (sorry, no bright path just yet) which the Committee will use to work on guidelines for eminence. I received a lot of good questions about equivalencies in general; I am still collecting the questions (and my thoughts) and will report on them in another Rostrum article or maybe an email to local senate presidents.

In addition, the Committee is working in conjunction with the System Office on a FAQ document for the minimum qualifications, equivalencies, credentials, and lots more. I handed out a draft of the FAQ for review—we hope to put it on the Senate's website and get feedback from all of you on this. I am confident that the final product will be useful for all of us.

I want to thank all the members of the Standards and Practices Committee (Julie Adams, Janet Fulks, Susan Myers, Beth Smith, Lynn Welch) for all their help throughout the year. And a special thanks to Mark Snowwhite, Standards and Practices Member Emeritus who was a great help with these Session breakouts. Thank you one and all. ■

Concurrent Enrollment: Opportunities and Considerations

BY BETH SMITH, EXECUTIVE COMMITTEE

At the Fall Plenary Session in Anaheim, several more resolutions about high school student success were added to an already growing number of prior positions taken on high school topics such as articulation, competencies, partnerships, retention, the exit exam, etc. Two resolutions in particular, 4.01 F07 and 4.02 F07, focus on students from the high schools that are concurrently enrolled at community colleges and thus become our students. Local senates have been advised to begin discussions regarding this cohort of students, and in general, all colleges are encouraged to expand opportunities for concurrent enrollment.

Concurrent enrollment typically refers to high school students who simultaneously earn college credit from a community college.

The high school students could be on the campus in an organized way, say in a middle college high school, or share classes through an articulation agreement sponsored by Tech Prep. Other students could be interested in more challenging coursework or classes that are not offered at their high school. These students are not only juniors and seniors, but more and more, concurrently enrolled students are freshmen and sophomores.

There are considerable advantages for embracing this new group of students. As the resolutions state and debaters acknowledged, the benefits reaped by high school students taking classes at our colleges include exposure to outstanding teaching, the likelihood of

increased interest and success in college, higher persistence rates, and even higher grade point averages. The success of the students is matched by the enviable marketing strategy of growing your own students.

With the need to increase FTES as strong as ever, this new group of students is especially attractive to those responsible for managing enrollment. In some areas across the state, high school enrollments are declining, causing a ripple effect in community colleges, so it makes sense to capture the interest of high school students now. In contrast, when a college reaches its funded growth limit, will this new cohort of students disappear as the darling of college leaders? Will the doors to high school students close? Faculty members of enrollment management committees and teams ought to keep in mind the negative effects of singling out any one cohort when addressing enrollment challenges.

The decision to attract and support concurrently enrolled students, despite funding concerns, means that a college and/or district has committed to this special population with full knowledge of the issues surrounding teaching minors. One year ago, the Academic Senate adopted the paper, including its recommendations for admitting and enrolling younger students in college, called *Minors on Campus: Underage Students at Community Colleges*. The paper can be accessed at http://www.asccc.org/Publications/Papers/Minor_2006.html. This primer on the issues surrounding teaching, counseling, and enrolling minor students addresses many of the challenges local colleges will face as expansion of concurrent enrollment begins. For most colleges, infrastructure is not yet in place to manage the myriad issues that stem from occasionally in-

cluding minors in classes to fervently seeking and recruiting those students to our colleges.

Without duplicating all the recommendations in the paper, it is useful to consider a few major issues that must be resolved before a college can feel confident in protecting teaching and learning with minors present. First, faculty who teach controversial course content, and in fact all faculty, should be encouraged and supported to maintain the quality of curriculum and academic freedom to teach the course according to their professional judgment regardless of the age of the students in the class. Second, child abuse reporting policies and procedures must be in place along with a mechanism to inform teachers when minors are enrolled in a class. Third, effective communication with high school students and their parents about college rules and life will diminish the problems associated with navigating two educational systems concurrently. While not exhaustive, the paper reveals some scenarios and best practices to assist colleges in serving this population of students who bring complexities to the standard adult world of community colleges.

The paper also includes a section of frequently asked questions that faculty have asked about minors in classes. Topics range from specific questions about reporting child abuse to authority in the classroom. If local senates and faculty have additional questions, please forward them to the president of the statewide Academic Senate.

In adding high school students to the list of students under the wing of the Academic Senate, faculty need to feel confident in championing for the special needs of this new group of students. Equally important, the faculty need to feel confident in the local systems in place to protect teaching and learning, to protect the safety of underage students, and to protect the rights of faculty and minor students choosing to experience college life. Concurrent enrollment will work for many students and faculty provided it motivates discussions that lead to greater tangible support for this special group of students, their parents, and the teachers, counselors and librarians who help them find success. ■

Can You HEAR Them Now? The Student General Assembly

BY LESLEY KAWAGUCHI, ACADEMIC SENATE LIAISON TO THE STUDENT SENATE FOR CALIFORNIA COMMUNITY COLLEGES

One week after our Fall Plenary in Anaheim, I attended the Fall Student General Assembly in San Jose. The close proximity of the two events provides opportunity to understand the role of the Student Senate for California Community Colleges (SSCCC), but perhaps more importantly, to appreciate our community college student leaders and take in their views on the issues that we faculty often forget as we derive our own stands.

In many ways, the Student General Assembly parallels two Academic Senate events. On the one hand, it resembles the plenary sessions where the body directs the actions and activities of the Executive Committee. On the other hand, it mirrors the Faculty Leadership Institute. Just as faculty, new and experienced, learn the ropes of leadership, the ins and outs of Title 5, Education Code, and AB 1725, and their local senate's proper roles in governance, students at the General Assembly attend breakouts where they learn the ways to represent all students, to get students involved on their local campuses, and to forge collaborations with their local academic senates.

The sheer numbers of students participating was daunting.

About 470 students from over 80 colleges attended the three-day affair. They reflected the diversity of our student population in gender, age, and ethnicity, had tremendous energy, and were remarkably articulate about their desires and concerns. On the first day, during Public Comments, students raised several is-



sues, including promoting sustainability on their campuses, the importance of staying through the resolutions process, the hope of connecting the SSCCC to their local campuses, and the desire to think globally and move beyond California-only issues.

Perhaps a greater theme was student desires to network, whether it was around the issue of sustainability or building a community of students, international students, military veterans, or disabled students.

Interim Chancellor Diane Woodruff spoke to the Assembly about issues that directly affected them, including the Basic Skills Initiative, AB 1725, Pell grant tuition sensitivity, the recently-enacted Student eVoter Registration Act of 2007, and the importance of student leaders staying active. Students were further informed about changes to Title 5 Regulations, the Consultation Council’s Assessment Task Force recommendations, the Basic Skills Initiative, and the Student Senate By-Laws. They also heard a panel discussion on Proposition 92 (the CCC Initiative), in

which the pros and cons focused on its potential impact on students.

I was fortunate to participate in a breakout entitled “Working Together: Creating a Culture of Collaboration,” which looked at ways to improve the working relationship of local academic senates and associated student organizations. I co-presented with Andrew Anzalone,

the Region VI Representative, Associated Student Body president at Moorpark College, and Student Senate liaison to the Academic Senate Executive Committee.

We were able to engage students and their advisors in a lively conversation regarding the academic senate’s 10 Plus 1 and the students’ 9 Plus 1. The one issue that came as a surprise was the number of students who said their colleges had no regular student evaluations of faculty.

As someone who experienced student activism firsthand at Berkeley many years ago, I was struck by the thought that these students were not significantly different from my long-ago peers. They were earnest, sincere, and serious—and they are active. One open representative seat attracted 17 candidates. Their resolutions were far-ranging, from addressing the textbook costs, equity and diversity, getting student involvement, sustainability, smoking on campus, disability issues, to GI Bill barriers.

Ultimately, the students at the General Assembly were looking for ways to be heard on the issues that they found most resonant and compelling with their lives. And as with my student peers in the past, they were looking for someone to listen. It’s about time that we begin to listen to our students—can you HEAR them now? ■

Concurrent Enrollment: Where to from Here?

BY JANE PATTON, VICE PRESIDENT, STATEWIDE CAREER PATHWAYS FACULTY COORDINATOR

Nationally and in California, policy makers, employers and educators have focused new attention on two strategies that principally affect our occupational programs today, but which have the potential of affecting all programs in the college.

One strategy is strengthening the linkages between secondary schools and higher education; the other is expanding opportunities for high school students to take college courses: concurrent or dual enrollment.

(Concurrent enrollment has the added effect of linking the schools and colleges). People point to these two strategies when they discuss their concerns about a lack of college readiness of high school students and the high number of secondary dropouts, the demographic shift in the state, the high school exit exam (CAHSEE) and the evolving educational demands and expectations from the state's employers.

At the Fall 2007 Plenary Session, the Academic Senate passed two resolutions about concurrent enrollment. Resolution 4.01 encourages expanding the opportunities for concurrent enrollment. Resolution 4.02 urges senates to hold local discussions about the potential expansion of concurrent enrollment, while a related resolution, 21.01 suggests that senates consider eliminating the practice of delaying the awarding of credit earned by high schools students (under "residency requirements").

Now that the Academic Senate has these positions, where do we go from here?

Status of discussions in California

Discussions are already underway across the state about how to modify the restrictions on enrolling high school students in college courses. (Note that such courses may be held on the college campus or at a high school.) At the time of the publication of this Rostrum, the Chancellor's Office is working closely with Assemblymember Portantino to gain passage of his legislation, AB 1409. Efforts are underway to ensure that the legislation, at a minimum, extends current exemptions to the five percent cap on summer concurrent enrollment. Chapter 648, Statutes of 2006, SB 1303 (Runner) amended provisions governing concurrent enrollment by exempting high school students from the summer enrollment cap if enrolled in college-level transfer courses, career technical courses that are part of a sequence that leads to a degree or certificate, and courses necessary for 5th year seniors to pass the California High School Exit Exam. The exemptions are scheduled to expire January 1, 2009, unless extended through legislation. A task group of the Consultation Council that includes faculty and administrator representatives will work with Chancellor's Office staff to discuss appropriate next steps, including future legislative changes.

Issues for College Faculty

Another article in this Rostrum, "Concurrent Enrollment: Opportunities and Considerations" reminds faculty about the issues that arise when we have minors in the classroom and urges local senates to ensure appropriate policies are in place. In addition to the suggestions in that article, faculty at the Fall 2007 Plenary Session raised additional questions or concerns. It was suggested that we should have limitations on enrollment (e.g. a limit of how many high school students can enroll in a

given section. They pointed out that we would not want to sacrifice the current adult classroom climate with the addition of too many adolescents). Because these students are new to college they need support services such as orientation, counseling, instruction in appropriate college behavior and study skills. There need to be safeguards to protect academic freedom as well as the college level course material appropriate for adult learners. The potential financial benefits should not be the primary criterion for deciding to expand concurrent enrollment. Finally, they said that expanding current enrollment will necessitate additional faculty support and development opportunities.

Because community college faculty are concerned about the success of all of our students, we recognize that some of the practices and strategies that have worked for students in the past many not be successful with today's students who have different needs and characteristics. Advocates of concurrent enrollment point to the equity and diversity benefits that occur when secondary students (our potential college students) are given early exposure to college.

The high school students who benefit most from concurrent enrollment are often those who are the most diverse and from families that do not have college graduates.

When such students understand that a course they took while in high school counts for college credit, it is less difficult for them to imagine themselves in college, for in truth they are already in college. Or when they set foot on a college campus, new opportunities open up. (See *Defending the Community College Equity Agenda*, edited by Thomas Bailey and Vanessa Morest, John Hopkins University Press, 2006).

However, in the late 1990s and early 2000s, around 20% of California community college districts were found to have violated concurrent enrollment regulations, and as a result many administrators and fac-

ulty in the state are leery of the practice or are uncertain about what is legal/appropriate and what is not. The Chancellor's Office will continue to inform administrators about the restrictions and limitations as well as any future changes in what is allowable.

Why this is important

At Plenary Session Fall 2007 we distributed some brief background about concurrent enrollment in the appendices to the resolutions. Your college delegate received a paper copy, or you may go to <http://www.asccc.org/Events/sessions/fall2007/materials>. A good source of information is the Community College Research Center at Columbia University, which has reported extensively on concurrent enrollment (<http://ccrc.tc.columbia.edu>). The University of Minnesota's Oct. 2007 publication, *The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States*, found some positive and statistically significant differences in concurrently enrolled students' rates of earning high school diplomas, of enrolling fully in college, and in their GPAs. There were also gains in persistence and the number of credits earned. An article in the *Chronicle of Higher Education* Oct 17, 2007 ("High-School Students Are Helped by Taking College Courses, Study Finds" by Elyse Ashburn) announced the release of that University of Minnesota report and began by saying, "Students who take college courses while in high school are more likely than their peers to graduate, to go on to college, and to do well in college, a new study suggests." The article went on to say, "The courses appear to be especially beneficial for male students, students from low-income families, and those who struggled academically in high school."

Where to from here?

While there appear to be benefits for students, local senates need to determine the best policies and practices for their students and their college. At the same time, representatives at the state level will continue to participate in the development of any new state policies, and we will provide you with updates as discussions progress. ■

Julie's Inbox



The Academic Senate receives many requests from the field, and most of them come through the Senate Office into the inbox of our own Executive Director Julie Adams (hence the name of this column). As you might imagine these requests vary by topic, and the responses represent yet another resource to local senates. This column will share the questions and solutions offered by the President and the Executive Committee. Please send your thoughts or questions to Julie@asccc.org.

Dear Julie,

At our college, it is sometimes difficult to find faculty with the minimum qualifications for our discipline. Occasionally, we have hired someone prior to the completion of all requirements for the master's degree, but the individual assured us that the orals, thesis, or qualifying exam would be completed in the summer. What happens if the individual never actually earned a master's degree and now has been teaching for several years? Will we be audited and lose apportionment for classes taught by this person?

Still Waiting on Final Transcripts

Dear S. W. O. F. T.,

Excellent question!

For full-time faculty (and most part-time faculty), Human Resources Department and/or senate hiring procedures indicate that a newly hired individual must provide copies of official transcripts prior to the beginning of the academic year. This requirement is communicated in good faith to the new hire, and all parties expect the degree to be conferred prior to classes beginning. It is the responsibility of the Human Resource Department to follow up and ensure that all required paperwork has been received by the college/district. If the degree is being completed just before the beginning of the semester, many districts will allow unofficial transcripts or other verification methods with the proviso that official transcripts are provided in a timely manner—just relying on the say-so of the candidate should not be considered as verifying the degree.

In considering the current practices at your college or district, give the folks in the Human Resource Department a call to see how a tracking process may be created to follow up with faculty who will earn degrees over the summer or another time after they are officially assigned work at your college to ensure that the required degrees have been completed by the first day of the faculty assignment. The bargaining unit or contract may provide additional information regarding hiring and assignment that will be useful to the senate as it considers an improved process.

In addition, you can also take a look at utilizing the Faculty Internship Program. This allows a college to hire someone who is within one year of meeting the minimum qualifications for the discipline. Interns in this program are considered to be temporary faculty and serve in this category for up to two years. They serve under the direct supervision of, and are evaluated by, a mentor who is qualified in the discipline. For more details, check §§53500 through 53502 of Title 5.

The bottom line is that your senate and governing board must jointly agree to all faculty hiring processes, including the process for determining equivalencies (Education Code §87360). Timelines for completion of degrees seem like an important element to be included in your processes, especially the role of your Human Resources Department. Any faculty hired by a documented process that has been jointly agreed upon by your academic senate and board are legitimate hires, and no one—not the state Chancellor's Office, the accrediting commission or other agency, can claim that your decisions are invalid thereby jeopardizing apportionment or the units earned by students taught by those faculty. In the case of the person where the process was not followed, an audit and consequent lost of apportion are possible.

Signed Executive Committee ■

Vocational Education Leadership Now!

BY PAUL STARER, CHAIR, OCCUPATIONAL EDUCATION COMMITTEE

March comes in like a lion in 2008 with the Vocational Education Leadership Institute March 6-8 at the Seascape Resort in Aptos, California. As chair of the Occupational Education Committee this year, I want to take this opportunity to share with you some of the exciting things we have planned for the Leadership Institute and encourage you to share this information with the vocational faculty on your campus.

Our theme for the institute this year is: Navigating the Tides of Change—Occupational Leadership Now. It is a year of changes throughout our system

this year; campuses are hiring, budgets are under review, and potential new guidelines for Perkins funding have been proposed. The question is: will you be swept up by these changes or navigating a steady course through them?

The program for this year's Leadership Institute has been designed to enable occupational faculty to tap into the resources and information they will need to make informed decisions when confronted by the myriad changes they will face in the year ahead.

Senate Institutes at a Glance

2008 Accreditation Institute

January 25 - 27, 2008
Pasadena Hilton, Pasadena, CA

2008 Counseling Faculty Development Institute

February 22 - 24, 2008
Westin South Coast Plaza, Costa Mesa, CA

2008 Vocational Education Institute

March 6 - 8, 2008
Seascape Resort, Aptos, CA

2008 Faculty Leadership Institute

June 12 - 14, 2008
Newport Beach Hyatt Regency, Newport Beach, CA

2008 Curriculum Institute

July 10 - 12, 2008
Sofitel San Francisco Bay, Redwood City, CA

The Occupational Education Committee is working on breakout sessions that deal with budgeting, relationships with local boards of trustees and unions, and getting vocational faculty involved in discussions about the needs of basic skills students as we move ever closer to the fall 2009 implementation of the new mathematics and English graduation requirements.

The Institute cost is only \$50 and covers all travel expenses. Registration is easy. More information about the institute and registration materials can be found at: <http://www.asccc.org/Events/VocEd.htm>

Please pass this information along to occupational faculty on your campus and encourage them to register early by December 27. If they do, the entire \$50 fee will be waived! ■

Community College Students Recognized for Scholarship

BY BETH SMITH, STANDARDS AND PRACTICES COMMITTEE

The Academic Senate for California Community Colleges (ASCCC) awarded the Jonnah Laroche Memorial Scholarships to two continuing students and one transfer student this fall. Florencia Gomez of Antelope Valley College and Mario Zamora of Los Angeles City College were named the continuing student scholarship winners, and Shardae Collins, also of Los Angeles City College, was named the transfer student award winner. Gomez and Zamora each receive \$500, and Collins, who will attend California State University Los Angeles in the spring, receives \$1000.

The Foundation for California Community Colleges supported the memorial scholarships by finding sponsors for the cash awards. DMJM H&N, an architectural and design

firm, provided the funds for the continuing students, and The Staubach Company, a real estate investment firm, funded the transfer student.

In accepting her award, Gomez thanked the faculty of community colleges for providing great assistance in helping her recognize her dreams. Collins also mentioned the value of community colleges and attributed her success to her experiences at LA City College.

Students are evaluated on academic goals, scholarship, and financial need, and nominating criteria emphasize the wishes of the founder of these scholarships to select students from groups that have been historically under-represented in higher education.

This year, applicants were limited to community colleges in the southern part of the state, but next year, applicants will be sought from the northern part of the state. Applications must be signed by the college Academic Senate President, who verifies the student's work and need.

The Jonnah Laroche Memorial Scholarship was established in 1994 by Roger Laroche to honor his wife, Jonnah.

A long time faculty member, Jonnah Laroche was a president of the ASCCC and served on the Community College Board of Governors. She dedicated her life to serving underrepresented students and was known for her development of mentoring programs. For more information about the award or sponsorship go to www.asccc.org. ■



Regina Stanback-Stroud Diversity Award

BY PHILLIP MAYNARD, CHAIR, EQUITY AND DIVERSITY ACTION COMMITTEE

The California Community College System serves the most diverse student population from varied backgrounds of any higher education system in the country. Our student bodies are comprised of demographic groups that traditionally have faced barriers to education and we must admit that many students enter our classes underprepared and immediately realize they will face significant obstacles in our classrooms.

As educators, our challenge is to help as many of our students as possible to reach their personal and academic goals.

As we begin to get acquainted with our students both consciously and subconsciously, we are constantly evaluating their abilities and needs. However, this challenge doesn't rest solely on the shoulders of our students. It is our challenge and responsibility as well which requires us to find ways to engage and excite our students to learning. We know that pedagogy and teaching methodology is crucial to teaching and learning within our diverse classrooms.

And we are fortunate to have a cadre of dedicated and committed faculty who understand the needs of their diverse students. Faculty who allow students to become risk takers instill a high level of trust so that every situation no matter how complex becomes a meaningful learning experience. Real teaching expertise requires not only knowledge but sustained dedication and support for our students.

The Regina Stanback-Stroud Diversity Award gives public recognition to the value that the community

college places on equity and diversity. This award seeks to publicly acknowledge a member of the faculty who consistently demonstrates commitment to the equity and diversity goals of the college.

It recognizes the individual who performs in an exceptional manner to advance intercultural harmony, equity, and campus diversity by making exceptional contributions to the college beyond their usual obligations.

The Academic Senate for California Community Colleges bestows the Regina Stanback-Stroud Diversity Award upon faculty who work tirelessly to promote student success in one or more of the following: (a) creating an inclusive and supportive campus climate, (b) implementing effective teaching and learning strategies, (c) facilitating student access, retention and success, and (d) fostering student engagement in campus life.

Each local Academic Senate may nominate one faculty member to receive this prestigious honor, which this year includes a cash award of \$5,000. All faculty, both inside and outside of the classroom are eligible for nomination. One faculty member will be chosen and honored at the Spring 2008 Plenary Session.

You can find information about the award and the application on our website at <http://www.asccc.org/LocalSenates/Awards/Diversity.htm>. Please note that the applications are due by February 1, 2008. ■

Basic Skills: Opportunities for Transformation

BY LESLEY KAWAGUCHI, BASIC SKILLS COMMITTEE, CHAIR
BARBARA ILLOWSKY, BASIC SKILLS INITIATIVE, PROJECT DIRECTOR

At our recent Fall Plenary, basic skills issues seemed to infuse themselves in a variety of breakouts, activities, and presentations—a reminder of the enormity of our professional and academic responsibilities to ensure the success of our students. But this focus, whether deliberate or not, was clearly reflected in the Plenary title, “Change by Design: Opportunities for Transformation.”

In large measure, this attention is due to the Basic Skills Initiative. Currently, local colleges should be in the process of completing their self-assessment and developing their action plans. Instructions, advice and a Word version of the Self-Assessment Tool can be found at <http://www.ccbcsi.org/self-assessment>. The Basic Skills Committee sought to assist colleges in this undertaking by asking a simple yet critical question: Where do we go from here?

It’s not enough to assess and make plans, but we all must ensure a campus cultural shift that supports, values, and enhances basic skills. Moreover, professional development will become a critical component as the Initiative moves forward into Phase III in 2008. Some districts and colleges have begun taking these steps. Other colleges are in the process of developing their self-assessment and action plan. A variety of valuable resources submitted by the colleges are posted at <http://www.ccbcsi.org/resources-from-colleges>.

Across the state, colleges have undertaken a variety of strategies to meet students’ needs. Oxnard College has developed a basic skills lab called the Success Academy (http://www.oxnardcollege.edu/distance_ed/Success_Academy_home.asp). At Ventura College, faculty members from across disciplines meet under the umbrella of Academic Alliance to improve student success by focusing on basic skills. At El Camino College, one

history instructor has used technology to embed basic skills within his courses (<http://suarezol.com/Index.htm>).

The dialogue between mathematics, English, and career technical education faculty to develop guidelines that can be used to integrate higher mathematics and English skills to meet the forthcoming new graduation requirements has begun. This discussion will continue at the Vocational Education Leadership Institute in March 2008, with the guidelines being presented at the 2008 Spring Plenary.

The Basic Skills Initiative and basic skills issues found their way into student service learning outcomes, along with student equity and accreditation. Using data on our colleges and our students underscores how we begin to assess our needs. But the issues of student equity, student service SLOs, and basic skills as they tie into accreditation standards help to make the assessment stronger—and provide the necessary data in any college’s forthcoming accreditation self-study. Basic skills also wended its way into noncredit issues, as colleges begin to establish programs to support student success. It also is reflected in discussions on full-time faculty hiring and the need for full-time instructors in both credit and noncredit basic skills programs.

Ultimately, the Basic Skills Initiative provides opportunities for transformation, be it personal or institutional.

By having discussions and moving toward professional development opportunities for all faculty, full-time and part-time, and by examining the larger picture, the BSI just might do what it intended in the first place: a cultural transformation of our colleges. ■

Whatever Happened to That Resolution I Wrote?

BY WHEELER NORTH, EXECUTIVE COMMITTEE MEMBER

As the Academic Senate Executive Committee reviews the strategic plans of the various standing committees each year, it is faced with the daunting task of how to address all the resolutions that the body has passed over the past year(s). In some instances there is nothing that can be done—at the present time, at least. Others are much easier to address with concrete action. But our adopted resolutions live on, even if they are no longer included as part of a committee’s strategic plan for the year. As we consider what to do with some resolutions, we often wonder what the author might be thinking—and so we want to share some of our thinking with you. Perhaps you’ve imagined writing something like the following:

Dear Academic Senate Committee Chair:

I’m writing to learn more about what ever happened to my resolution on seceding from the union with our current accreditation agency. I know it got referred to the Executive Committee, but they worked with me on it, I resubmitted it and it was passed by the body. What ever happened to it? Gosh, it was a great resolution and, if completed, the world would be a much better place. And what about the one allowing students to self-refer for tutoring? I think this is a very important issue and it needs to be fixed right now. If you could just tell me what needs to be done, I’ll be happy to get right on it and make it so.

Sincerely,

Eager Beaver Local Senate President

Now, while we can all appreciate and applaud Mr. Beaver’s enthusiasm, we have to step back to consider what he is asking for—and determine what is feasible. What is it that they say? “Everything is political.” While we may wish that it were not so, sometimes that’s the reason that it makes no sense to push something—we



are not going to get anywhere. Self-referral for tutoring falls into that category. I can’t think of any reason why those who care about the quality of student learning would argue against this—but we can definitely see why those who

care about the cost of student learning would argue against it.

Sometimes, the issue is politics, sometimes it's money—and sometimes you just can't separate the two.

So, we file this resolution away—while it remains a goal, it is not one that can effectively be actively pursued at this time. And it will not be forgotten. This is kind of like our “no fees” mantra—we believe it, we chant it, but it is not on anyone's annual strategic plan. One of your authors even had the interesting experience of standing by this principle in a meeting while students sat there and said fees were OK.

Certainly the idea of seceding from our existing relationship with WASC has its merits, but is it feasible? Or better stated, is the energy needed to properly make something like this happen going to usurp our existing efforts at other equally important things? And, when it is all said and done, would the new accrediting entity really be that much better, such that it would be worth all that effort? Not to be a cynic here, but the words echoed by Peter Townsend of the “Who” come to mind, “Meet the new Boss, same as the old Boss!”

So there are a few reasons why we might consider delaying action on a resolution, not the least of which are:

- ◆ It will be a stand-off which will promote frustration with no reasonable results. (AKA “banging your head into a wall”)
- ◆ The effort is far too complex to directly address, although we may chisel away at it (Student Fees, for example)

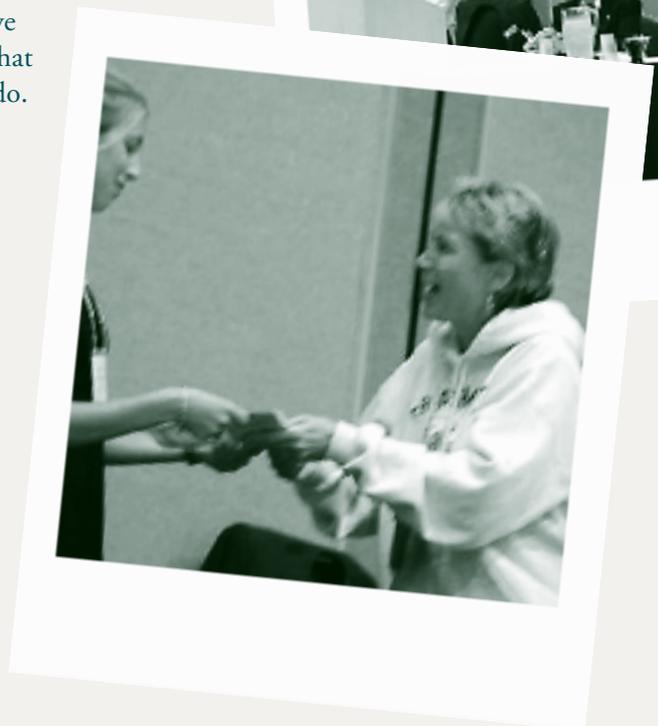
- ◆ The effort is fiscally unreasonable or too consuming of other resources such as staff time.
- ◆ The issue became moot, or it fixed itself. (Everyone's favorite!)
- ◆ The intent was really more about making a statement, but for the above reasons an actual action is prohibitive.
- ◆ And lastly, it was a fun idea, a neat thought, but in the end it is a bit nutty to actually implement.

The point of this discourse?

Your adopted resolutions, unless formally declared unfeasible, live on—and, even if not acted on today, they guide us for the future.

So, keep those great ideas coming so we can continue to effect the changes that you value and continue to improve all that we do.

■



A Review of Reports that You Know You Should Read

BY MARK WADE LIEU

Like you, I am inundated with useful reports from policy institutes, organizations, grant-funded projects, and professional organizations. I'm sure you have a stack of these reports, piled high on or near your desk, which you plan to read when you have time, which you rarely do. At our recent Academic Senate plenary session, Jane Patton and I gave a breakout on recent reports, and for those of you who were unable to attend, it seems only appropriate that I try to assist with your workload by providing you with an overview of these and other even more recent reports.

I begin with the related three reports by Nancy Shulock and Colleen Moore at the Institute for Higher Education Leadership and Policy at California State University, Sacramento. *Rules of the Game: How State Policy Creates Barriers to Degree Completion and Impedes Student Success in the California Community Colleges* came out in February and

sets up the basic argument described in the title. The paper engendered quite a bit of criticism from the system both for its content and its timing. In terms of content, the paper uses a



methodology to calculate degree completion that differs significantly from that used in the Accountability Reporting for Community Colleges report, one that puts the community colleges in a much less favorable light. This sets the context for the argument that existing policies create barriers to student success. Among the barriers that she cites as contributing to low degree completion are the regulations supporting the 75:25 ratio of full-time to part-time faculty and limiting part-time faculty to teaching 60% of a full-time load. The report was issued just prior to the release of the Accountability Reporting for Community Colleges (ARCC) report and during the campaign to qualify what is now Proposition 92 (aka the Community College Initiative) for the 2008 Primary Election. Needless to say, the completion data, which showed the community colleges as doing quite poorly and which conflicted with the data in the ARCC report, did not endear Shulock and Moore to the system.

The two reports that followed in August and November essentially build on the ideas presented in *Rules of the Game*. The first, *Beyond the Open Door: Increasing Student Success in the California Community Colleges*, focuses on policies that relate more to student services support, including outreach to high schools and assessment for placement. While the information in this report is substantively the same as in *Rules of the Game*, the presentation of the information is less didactic and there is a different tone, one that acknowledges the need to work with the system to approach these questions. *Invest in Success: How Finance Policy Can Increase Student Success at California's Community Colleges* focuses on the finance policies introduced in *Rules of the Game* and how they often incentivize behaviors on the part of institutions and students that are not supportive of effective practices that lead to student success.

Taken as a whole, the reports present some compelling ideas.

I am sure that faculty would strongly support the contention that regulations do not always prompt colleges to behave in ways most conducive to supporting student success.

An example is the funding of apportionment based on third-week census data. This approach incentivizes an almost exclusive focus on initial student enrollment and dis-incentivizes districts from limiting late registration and imposition of prerequisites that might discourage enrollment. Shulock and Moore suggest that shifting the focus from enrollment to include other factors, e.g. course completion and financial aid awards, would incentivize colleges to broaden their focus in support of successful student behaviors.

At the same time, the reports suggest that raising student fees will support more successful student behaviors, contrary to the findings in the Academic Senate paper *What's Wrong with Student Fees? Renewing the Commitment to No-Fee, Open-Access Community Colleges in California*. The reports also support removing any limitations on the employment of part-time faculty. The Academic Senate is on record in its resolutions in opposing such an action and remains committed to strengthening the hiring of full-time faculty.

How should colleges approach these reports? While the Academic Senate has issue with some of the data and arguments presented in the reports, we also support engagement with the recommendations in the reports. Use the reports to spark local discussions just as we do on a statewide level.

Colleges continue to face challenges in how to best address issues of student equity and diversity.

The issue of race remains an emotionally charged topic, and colleges by and large still struggle with efforts to make progress on student equity and embracing diversity. Another report, *America's Perfect Storm: Three Forces Changing Our Nation's Future*, addresses these issues through the lens of the need to work with rapidly changing student demographics. While most of the information in *America's Perfect Storm* is not new, the report brings together three trends which, taken together, threaten the social fabric of the United States; the report also makes the

argument for the central role of education in preventing this “perfect storm.”

The three trends are (1) the increasing disparity in literacy and numeracy skills among school-age and adult populations, (2) the shifts in the workplace away from manufacturing and unskilled jobs to jobs requiring literacy and numeracy skills, and (3) an increasingly older and diverse population that is increasingly less educated.

It is important to note that the report does not present recommendations for action. Rather, the report is a call to action. For those of you who are looking for a fresh approach to engage colleagues in discussions of equity and diversity, *America’s Perfect Storm* provides an accessible resource to continue the dialog and self-reflection.

I want to finish up this overview of recent reports with two on the topic of academic freedom.

Only two years ago, the Academic Senate was strongly combating the insidious attack on academic freedom cloaked in the framework of the “Student Bill of Rights.”

While this attack on academic freedom orchestrated by David Horowitz seems to have lost momentum for the moment, recent federal efforts to impose nationwide curricular standards on higher education make it clear that respect for academic freedom is not universally held or supported.

I call to your attention the recent report on “Freedom in the Classroom” issued by the American Association of University Professors (AAUP) and the statement *Academic Freedom in the 21st Century College and University: Academic Freedom for All Faculty and Instructional Staff*, released by the American Federation of Teachers. Both documents present a cogent review of the issues under the heading of academic freedom and provide excellent resources for your next battle in defense of academic freedom.

The AAUP report addresses and counters the four main tenets posited by the “Student Bills of Rights” movement: (1) that many educators indoctrinate rather than educate; (2) that educators are obligated

to be fair and balanced in their presentation of all sides of an issue; (3) that faculty often create a learning environment that is hostile for students with particular religious or political views; and (4) that faculty introduce irrelevant material into the classroom to support personal agendas.

The AFT statement has more of a union perspective, which is to be expected. Nevertheless, the statement complements the AAUP report quite nicely.

The AFT statement outlines the value of academic freedom in the areas of instruction, research, and governance.

It also discusses threats to academic freedom and the processes that protect academic freedom. The statement concludes with recommended actions to support academic freedom. These actions include clarifying for policymakers what happens in the classroom, promoting dialogs about academic freedom on college campuses, supporting collective bargaining efforts to protect academic freedom, and engaging in legislation and political activity to uphold principles of academic freedom.

You can now remove these reports from the “to read” pile and file them away as useful resources for future reference.

Links

- ◆ *Rules of the Game, Beyond the Open Door, and Invest in Success*: www.csus.edu/ihe/Pages/publications.html
- ◆ *America’s Perfect Storm*: www.ets.org/stormreport/
- ◆ *What’s Wrong with Student Fees*: www.asccc.org/Publications/Papers/StudentFeesOpenAccess.html
- ◆ *Freedom in the Classroom*: www.aaup.org/AAUP/comm/rep/A/class.htm
- ◆ *Academic Freedom in the 21st Century College and University*: www.aft.org/higher_ed/pubs-reports/AcademicFreedomStatement.pdf ■