



ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

SENATEROSTRUM

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THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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The Devil's in the Pragmatism

by Ian Walton, President

Many people have asked about the Academic Senate position on the upcoming Community College Ballot Initiative—or “Community College Governance, Funding Stabilization, and Student Fee Reduction Act”—to use its official title. The short answer is that the Senate does not yet have an official position, other than the resolution from the Fall 2005 Plenary Session (6.04), instructing us to share and educate.

The longer answer is a delightful exercise in the application of principle and pragmatism that so captured our imaginations at that same session.

Last week I was in a hotel ballroom in Sacramento listening to political consultants Ray McNally and Richie Ross give the “apple pie and motherhood” version of the initiative:

- ▶ It will allow everybody to go to college;
- ▶ It will reduce student fees;
- ▶ It won't raise taxes; and
- ▶ It won't hurt K-12.

Now who could possibly be against that? And as the consultants remarked, just say that and no more and it'll pass. When asked if they thought the Governor would support the initiative the consultants said two interesting things:

- ▶ After the fate of the propositions on the last ballot, no politician will want to be seen opposing education;
- ▶ Tell the Governor's staff that the initiative merely institutionalizes the wonderful things he's done for community colleges in the last year (thank you very much...).

Now, descending from the thirty thousand foot level—or the rarified atmosphere of Sacramento—it becomes less obvious. At the very least there are interesting questions about how different parts of the initiative interact with existing Academic Senate positions. Up to this point the Academic Senate has maintained a position similar to the System Office—considerable

and ongoing interest, but not as an official sponsor of the initiative. Many thanks to our faculty colleagues for keeping us well supplied with information (FACCC, CFT and the LA College Guild are primary sponsors along with CCLC). One particular feature of a ballot initiative is both a strength and a failing. The specific language is the subject of intense negotiation—even political horsetrading—amongst the primary sponsors. The language can change up until the very moment that it is officially filed with the state. And once the language is finalized, you have to vote the whole package up or down. So although many of the concepts, as originally presented in a series of meetings around the state in 2004, seemed natural for Academic Senate support, this is truly a case of “the devil's in the details.” The initiative tackles several different areas. You can find the final, detailed language online at the Attorney General's Office website at: <http://www.caag.state.ca.us/initiatives/pdf/SA2006RF0019.pdf>

Let's take a look at some of the proposals in light of Academic Senate positions.

Department of Finance Provision—Definitely Support

This one's a no-brainer. The initiative proposes to strike the existing language in Education Code §70901.5 (a) (6) that allows the Department of Finance to interfere with the setting of statewide educational policy—such as blocking the creation of an Information Competency requirement for graduation—just because it might cost money. We have existing Academic Senate resolutions 5.01 F01 and 6.01 F02 supporting this position.

System Office Provisions—Probably Support

The initiative proposes several changes to Article VII and Article IX of the California Constitution to enhance the status of the Board of Governors and the System Office, and to permit them to function more like CSU or UC. Specifically, the Chancellor and up to twelve System Office executive officers would be exempt from civil service, thus allowing appointments and compensation to be made by the Board of Governors. This probably cures many long-standing Academic Senate concerns

about the inefficiencies imposed by the existing state agency structure (see related resolutions regarding the California Performance Review, such as 6.05 and 6.06 F04).

Board of Governors Membership—Possibly Support

The initiative proposes several changes to the membership of the Board of Governors:

- ▶ Increase the number of local trustees from two to three;
- ▶ Increase the number of employees from one to two and require that one represent the CEOs;
- ▶ Change the second student position from non-voting to voting;
- ▶ Increase the number of faculty from two to three and permit non-tenured or retired faculty.

While it would be nice to have an additional faculty member on the Board, the other tradeoffs may not be worth it. There is no existing Academic Senate position on this issue.

Proposition 98—It's a gamble!

Over the years, we've had considerable debate about whether we would fare better in the state's annual funding sweepstakes by remaining inside the protection of Proposition 98 or moving outside. Inside, we compete with K-12 and have been largely unsuccessful in receiving our "fair share of the split." Outside, we would compete directly with CSU and UC for higher education's share of the state general fund. The Academic Senate does not have a position on this.

The initiative proposes changes to Article XVI of the California Constitution that would separate Proposition 98 into two separate pots of money that will grow independently, based on respective growth figures for K-12 and community colleges. In the near term, our system enrollment is projected to grow faster than K-12. The Governor's proposed budget for 2006-07 actually treats us better than the initiative guarantee. But how often does that happen? It's a gamble.

Student Fees—Principles or Pragmatism?

The issue of student fees is the most interesting ethical debate for the Academic Senate.

The Senate has a clear, long-standing position from many resolutions and the Fall 2004 position paper, *What's Wrong with Student Fees?, renewing the Commitment to No-Fee, Open-Access Community Colleges in California*. We advocate that mandatory enrollment fees should be rolled back to zero.

The initiative proposes changes to Education Code §76301 to roll back fees to \$20/unit, and then put a future growth mechanism in place that requires action by the legislature to raise fees and includes an annual cap based on per capita personal income.

So there's the dilemma. Is the initiative proposal opposed to the Senate's "roll back to zero" position or is it a good first step towards it? It's certainly vastly superior to most of the other proposals out there in the big, bad world.

The Community College Student Fee Working Group (See November 2005 *Rostrum*) seems to want a mechanism that automatically raises fees with no legislative thought or action required. When asked to comment on the missing 200,000 students identified by the System's Fee Impact Study, a Legislative Analyst Office spokesperson responded that there's no correct number of students. There was no admission that losing 200,000 is clearly the wrong number of students. And, as we've mentioned before, the Campaign for College Opportunity is proposing that students and their families should pay 25% of the cost of their education.

You decide

So with these thoughts, it's up to you to decide whether or not to support the initiative. You may have been asked to help with immediate fund raising to gather signatures to place the initiative on the November 2006 ballot. The Academic Senate would not presume to tell you how to spend your local senate funds, let alone your personal funds. You could decide to give support right now, or you could wait for the campaign phase.

The initiative contains many proposals that would clearly benefit our system and our students. Between now and April you'll have an opportunity to craft resolutions and vote on whether the Academic Senate should take a statewide position prior to the November election.

Never a Dull Moment in Sacramento

by Dan Crump, Legislative and Governmental Relations Committee Chair



In his State of the State message in early January, the Governor announced an ambitious public improvements program to be funded by \$200 billion in bonds over a ten-year period. Several days later, the Governor's Office released his proposed budget for 2006-07. Needless to say, these announcements have created a flurry of interest throughout the state.

A series of bills have been introduced that set the stage for these bonds to be voted upon in upcoming general elections. The bills for the education portion of these bonds include AB 58 (Nunez), AB 1836 (Daucher) and SB 1164 (Runner). The fundamental difference is that the Nunez bill gives a much higher share of the funds to community colleges. I recently attended the Legislative Conference of the Community College League of California (the CEO and trustees group). Several of the legislators and legislative staff who spoke at the conference indicated that the bond proposals will be the #1 priority until the budget hearings start in March. Both the Assembly and Senate budget committees are currently holding informational hearings on these bonds. We will keep you informed of the progress of these bills through a Senate *Legislative Alert*.

The Academic Senate's Legislative Committee has two major goals each year. One is to inform the ASCCC President and Executive Committee of legislation of interest to faculty and to recommend positions for the Academic Senate to take on bills. The other major goal is to inform the faculty at all the colleges of such bills, promote dialogue and discussion among faculty about these issues and to provide information for local senates to have conversations with local legislators about these issues.

The committee has identified several bills that affect faculty, especially in the areas of "academic and professional matters." These bills include:

- ▶ AB 196—accountability (Liu)
- ▶ AB 226—automotive technology education (Bermudez)
- ▶ AB 232—nursing programs (Arambula)
- ▶ AB 473—student fees (Liu)
- ▶ AB 1072—student fee policy (Liu)
- ▶ AB 1350—reimbursement of CCC fees (Cogdill)
- ▶ AB 1425—career tech/voc ed faculty (Daucher)
- ▶ SB 5—student bill of rights (Morrow)
- ▶ SB 55—board agendas (Lowenthal)
- ▶ SB 361—CCC budget formula (Scott)
- ▶ SB 847—60% law re: adjuncts (Ducheny)

The Legislative Committee will be tracking and following these bills through the legislative process and providing a faculty-based analysis of the bills. You can find more information on these bills through regulate updates on the *Legislative Tracking* page on the Senate's website <http://www.academicssenate.cc.ca.us/Legislative/legTracking/legTracking.asp> and also with Academic Senate *Legislative Alerts* which will be emailed on a regular basis to Senate presidents and other interested parties

The Academic Senate will be having its 2006 Spring Plenary Session this coming April at the SFO Westin in Millbrae. The Legislative Committee will be presenting two breakouts at the Session—one dealing with updates on current legislation and ways to access this information and another breakout on legislative advocacy—how you can use legislative information to inform your colleagues and local legislators.

I want to end this article on a personal note. I have had the honor to serve as chair of this committee for two years. And I am excited with the energy and enthusiasm of the members of the Committee. This year, the members of the committee are Julie Adams (ASCCC Executive Director), Eva Mo (Modesto College), Richard Tahvildaran-Jesswein (Santa Monica College), Bill Turini (Reedley College) and Shaaron Vogel (Butte College). Last year, Gary Holton (San Diego Mesa College) and Dave Clarke (College of the Siskiyous) served on the Committee. I continue to work with Gary this year as he is a member of the ASCCC Executive Committee. And I have had the honor of working with Dave on this Committee and several other Senate committees and have always been impressed with his knowledge and insights. Thanks to all of you for showing the strength and vitality of California community college faculty.

The Time-Lines They Are A Changin':

The New Disciplines List Review Process

by Gary Holton, Standards and Practices Committee Chair

Traditionally, proposed changes to the Disciplines List were considered once every three years. Imagine this: in a New Year's Resolution induced epiphany, a faculty member conceives of a change to the Disciplines List that will solve a myriad of problems in community college classrooms statewide. Depending on the timing of the epiphany, our eager faculty member might have to wait two years to introduce the proposed change, then wait a year for the change review process, then wait for the Board of Governors to implement the change. Talk about a recipe for frustration.

Ironically—and some would say perversely—this oh so slow three-year schedule only left one academic

year for the actual work of reviewing and fine-tuning proposed changes. Consequently, our newly enlightened faculty member's proposal might be rejected for technical foibles that could be corrected if there were more time.

Fear not, diligent faculty. Your Executive Committee has developed a two-year time-line for reviewing change proposals. One year less waiting, right? And if that weren't enough, the new time-line allocates a full 18 months to actual work on the change proposals. Now, with the help of your friendly neighborhood Standards and Practices Committee, our eager faculty member can massage the wording of the proposal and iron out any unwanted kinks, then their proposed change can truly be seen for the wonder it is.

By the time you read this, the Standards and Practices Committee will be accepting proposed changes to the Disciplines List.

They will be earnestly reviewing the proposals and consulting the authors to ensure that their intent is fully realized in the wording of the proposal. The Standards and Practices Committee will continue to accept proposals through February of 2007 but the earlier you submit it, the better chance we have to perfect it. In the meantime, proposed changes will be discussed at Area Meetings and at the Plenary Sessions. Finally, the fully reviewed and polished change proposals will be voted upon during the 2007 Spring Plenary Session.

So, with one year less waiting and a year more review, can you ask for a better deal? Well, don't answer yet! At the upcoming Spring Plenary Session, the Standards and Practices Committee will hold a breakout on the new time-line and Disciplines List review process. So, come one come all. Bring your questions. Bring your epiphanies-in-the-making. All are welcome.



Waiting for Standardization

by Greg Gilbert, ASCCC Secretary and ACCJC Liaison

An interesting assemblage of characters inhabits our current accreditation drama, and the effect is not unlike the cheesiest of soap operas except that we are all actors upon this stage. Among our players is the tripartite of WASC (Western Association of Schools and Colleges), with its commissions for schools, two-year colleges, and senior colleges and universities (trademark phrase: “culture of evidence”). Other players include the Bush Administration with its recent movements toward standardized testing for *all* college and university students, leveraged by institutional eligibility for federal student aid (words of wisdom: “Then you wake up at the high school level and find out that the illiteracy level of our children are [sic] appalling.” —George W. Bush, Washington, D.C., Jan. 23, 2004). Next is the Academic Bill of Rights and its supporters who believe that standardization ensures *fair and balanced* course content (favorite phrase: “We will defend to the death your right to our opinion!”). Also, there is the Council of Regional Accrediting Commissions (C-RAC), who met in Denmark last September with the executive leadership of European quality assurance agencies representing Denmark, Spain, Ireland, England, France, Finland and the Netherlands to discuss a global higher education system (preferred pick-up line: “Resistance is futile!”).

Other characters include the various segments within our system, the CIOs, CEOs, the League, local boards, all of whom are players with a vested interest in sustaining a system of education that is undeterred by reductive efforts toward standardization at the hands of powerful external forces (scripted as: “We are all in this thing together”). Also of importance are such intersegmental partners as the CSU and UC systems (stage direction: enter with a resounding, “One for all and all for one.”)

Our main character, the Academic Senate, struts and frets its hour upon the stage with a professorial stoop and a fist full of resolutions. Is our protagonist a Sophoclean hero fated for tragedy or one destined to decode such Newspeak riddles as “Continuous Quality Improvement” and “corporate values”? (Mission excerpt: “The Academic Senate strengthens and supports the local

senates of all California community colleges”). Finally, there is the chorus, 58,000 community college faculty in California whose voices are united in support of students and academic freedom. For a thorough reading of their favorite phrases, go to <www.academicssenate.cc.ca.us> and click onto “Resolutions” and “Publications.”

Though Shakespeare would have us believe that the “play’s the thing,” in this instance it really *is* the thing. When rightfully considered, we must strive to appreciate the scope of the challenges that are upon us. Real lives are in the balance.

To help us secure and sustain our rights, the Academic Senate, within its many roles, has donned its white hat, saddled up and heralded a warning throughout our system.

By our resolutions, papers and workshops, we have made it clear that while we support assessment, we oppose standards driven by market place ideologies. We oppose the appearance of a peer review autocracy and abhor any suggestion of standardization. As stated in an earlier *Rostrum*, we will continue to resist the edict that, “What cannot be measured cannot be assessed and what cannot be assessed cannot be controlled and what cannot be controlled cannot be permitted” (September 2004). Because powerbrokers are building their case for standardization within the halls of government and industry, it is essential that all of us within California’s educational system prepare to play a vital role toward holding back this dark Orwellian threat.

Once again the Academic Senate has stepped forward, this time by approving the formation of an Accreditation Ad Hoc Committee whose charge includes the gathering and distribution of best practices to the field “through breakouts, workshops, and papers.” To that end a two-day Senate institute will be formed that considers assessment and accreditation as related to academic and professional matters. To help develop this institute, a breakout will be conducted at the upcoming Senate Plenary (April 27-April 29, 2006 in San Francisco), where committee members will work with attendees to help determine what the institute will look like.

There are other players too who should move from their spectator seats and mount the stage, for it will take a united front comprised of the Community College League, CIOs, CEOs, local faculty leaders and students to halt the advancing threat of standardization. To that end, we must speak with our intersegmental partners around the state. It has been said that more than half of the college students in the United States are enrolled in California's system of higher education, the largest system of its kind in the world. If we in the Golden State unite in defense of academic freedom, perhaps our efforts will inspire educators from other systems to stand with us. While standardization has established a role in various nations, I doubt that the majority of our teaching colleagues would willingly acquiesce to a WTO approach to education.

Then there is our relationship with the Accrediting Commission for Community and Junior Colleges (ACCJC). The ACCJC understands fully the nightmare that would result if peer review were replaced with standardization. As with No Child Left Behind, teaching would be scripted and textbook publication would be narrowed to the test. Consultants in pursuit of education dollars would be the only ones smiling as the curtain drops on academic freedom and meaningful governance.

Complicated though it may appear, I would like to see us write into our script a new alliance with the accrediting commission. Though we have our differences, it may be time to actively address those differences and to build on our commonalities.

I believe those who sit at the Commission are attempting to negotiate a balancing act between a government bent on evidence and a faculty determined to preserve the vital dynamism of a free academic environment.

The Academic Senate and the ACCJC both proclaim a commitment to quality education and agree that standardization is anathema to that quality. We agree on the importance of critical thinking and know that standardization only yields standardized assessments. How then do we, as characters within this drama, begin to read from the same script?

First, we must agree to a two word solution: "improved communications." Years ago accreditation followed the philosophical tenets of the Porterfield Statement, es-

entially, a non-ambiguous statement with regards to collegiality in the peer review process. Today, the ACCJC can take its cue from C-RAC, and become less collegial, or it can grasp the advantages of working cooperatively in a process that focuses more on our commonalities and thereby participate actively in resolving our differences.

First, we would suggest that the ACCJC establish a task force of practitioners in the planning of the new accreditation standards, teachers who have direct experience with instruction, measures and their potential benefit to students. In conjunction with that, because of California's unique structure of higher education governance, it would make sense for those practitioners from California to be appointed by the State Academic Senate. In respect for the ACCJC's need for independence in its decision making, we should stress that such discussions require nothing from the Commission but communication. The ACCJC would remain the sole arbiter of what goes into the revised standards. Had the ACCJC taken this tack in developing the present standards, perhaps we could have avoided certain landmines related to bargaining rights and other issues.

As the ACCJC undertakes its own review this year, I hope that it will agree on the need to foster improved communications in order to achieve an atmosphere of collegiality within its peer review process. The result would likely contribute to more active cooperation from the field and a rediscovery of the kind of shared effort in support of students that was once the hallmark of accreditation review in California. The irony is that if we cannot achieve a better working relationship, we may both have our tickets punched by standardization.

It may be some time before the lights dim and the curtain closes on this little melodrama about the future of education, but whatever the conclusion, real people will have to see it through, for this is a theater without exits. Our children, their children and generations to come may look back on this time and wonder how it was that tens of thousands of educated professionals allowed a handful of people in expensive suits to rob our system of its essential liberties. Or they may say that this was when California's educators stood united, worked with their professional organizations, lobbied legislators, cast their votes, and applied their talents, their educations, their critical thinking and communications skills to the preservation of that same liberty that has endured through generations of sacrifice and diligence. How this drama plays out depends on all us, together.

War, Health Care, and Drug Policies

Are These Issues That Academic Senates Should Weigh In On?

by Leon Marzillier, Executive Committee Member

Some colleagues argue that the business of California community college academic senates (CCCAS) has been defined in law and regulation, enshrined in the passage of AB1725, leading to the strengthening of CCCAS by incorporating into code and regulation the position that CCCAS are responsible for the so-called 10+1 academic and professional matters. These colleagues go on to put forward the position that academic senates should be confined to these matters, and steer clear of other vital issues of the day, because these are too “political” or are of more concern to our “union” brothers and sisters. I would like to take issue with that position.

The Iraq War

In 2002 and 2003, when the current US administration was gearing up to declare war on Iraq, ostensibly as a response to 9/11 and because (since discredited) intelligence somehow portrayed Iraq as an imminent threat to the security of the United States, some CCCAS decided to pass resolutions in opposition to a declaration of war. Others decided to forgo taking any position, because whether or not the US goes to war is not an academic and professional matter. Leaving aside, for the moment, the question of whether or not the current US administration would pay any attention to an academic senate resolution, I would like to argue that the war in Iraq has had a profound effect on what we do as community college instructors, and on our students. The overwhelming number of US deaths (now over 2000 and climbing) since the war began in 2003 has been to the young (teenagers and twenty somethings) and to the poor.

In other words, it is community college students, actual and potential, who are dying for this administration’s reckless cause.

As educators, do we not have the responsibility to take positions in support of our students? Item 5: *Standards/policies concerning student preparation and success of the 10+1* could be interpreted to mandate that. After all, our students are not going to “succeed” if they are dying in a reckless military adventure halfway around the world. And Item 10 *Processes for planning and budget* gives us some responsibility over our college budgets.

If only a fraction of the billions lavished on the military and companies such as Halliburton, operating in Iraq under no-bid contracts, were instead spent on education, our community college budgets would be much healthier...

Health Care

... and speaking of health, the same Item 10 *Processes for planning and budget* could be invoked to express our interest in the crisis of health care in the United States. If you have been teaching in the community colleges as long as I have (35 years and counting) as a tenured professor, or even if your tenure has been



shorter than that, you will undoubtedly have noticed that either your health benefits have deteriorated since you started in the profession, or a bigger and bigger slice of your college's budget has to be carved out for the health care of its employees, or, even more likely, a little of both.

The current US administration has chosen to focus its energies on the coming crisis in Social Security predicted to be unsustainable in 2042. The crisis in health care in the US is right now! In 2006, it is predicted that the number of Americans without health insurance will exceed 50 million people. They are more likely to wait longer before seeking help, resulting in far more costly health cures, often avoidable by seeking preventative care earlier. This extra cost is translated into higher premiums, co-pays, and deductibles for those of us with health insurance. The US spends more per capita on health care than any other country in the world, BUT (and it is a big but!) the vast majority of Americans receive inferior health care to countries such as Canada and Britain, who have state-supported

health care. That's because 25-30 cents of every dollar allegedly spent on health care in the US is actually paid to insurance companies and on paperwork. Shouldn't academic senates have the responsibility to take positions on this ostensibly union issue?

Think what academic senates and administrations could do with their existing community college budgets (or even somewhat reduced budgets) if health care premiums for its employees were excised from them!

Items 1 *Curriculum and prerequisites* and 4 *Educational program development* would have a whole new lease on life with a massive injection of funds generated by cost savings in health care.

Drug Policy

The situation in the US in 2006, with the government's war on drugs, is akin to the US during Prohibition in the 1920s. We still have Prohibition; only the nature of the substances being prohibited has changed. The War on Drugs (like the Vietnam and Iraq wars) is unwinnable. Didn't we learn anything from the failure of Prohibition? Law enforcement personnel and judges, even staunchly conservative judges from Orange County and elsewhere, have condemned this country's drug policy. Why? Because inordinate amounts of time and money are spent on enforcing and prosecuting violators of the new Prohibition, and even more money is spent on incarcerating non-violent users of illegal substances. Courts, prisons, and jails would be freed up if a more enlightened drug policy were enacted. Drugs, especially largely recreational drugs such as marijuana, could be regulated and taxed, the way liquor is now. If only a fraction of the billions of dollars saved by courts and prisons, and the extra billions generated by taxing these substances were spent on education, just think how much more our community colleges would have at our disposal to educate our students and those potential students presently diverted into the lucrative gang life. The most effective tool to combat gangs (as true now as 75 years ago) is to wrest control of the substances that provide the gangs' wealth.

With war, health care, drug policy, and other issues seemingly unrelated to our responsibilities as academic senates, unenlightened policies inhibit our ability to perform the duties that benefit our students.

Our colleges don't exist in our communities in isolation.

I maintain that we have a responsibility to speak out on a wide range of issues, whether or not they have a direct bearing on the 10+1 academic and professional matters. Our students deserve no less.

Why We Pursue Diversity

by Lesley Kawaguchi, Equity and Diversity Action Committee Chair

Although it is almost 16 years later, the memory is still bittersweet. I had just been offered a full-time position at Santa Monica College (SMC), and while attending a non-SMC event, I met a part-time Santa Monica College instructor, who whispered loudly to me when we were introduced, “Well, it’s good you got the job as long as you don’t mind that you’re an affirmative action hire.” I had a Ph.D. in U.S. History from UCLA, had been teaching part-time at Cal State, Northridge and UCLA, including a graduate seminar in Asian American Studies, and was in the middle of a one-year full-time teaching position at Occidental College. Yet those words, “affirmative action hire,” would continue to grate on me, because they insinuated that I was only hired because of What? My gender? My race and ethnicity? My age? My religion? A combination? Her turn of phrase had implied that something was not right about my being hired. My credentials and what I might bring to the classroom were somehow inferior to those of other applicants—that I was not the “best” candidate. Had her attitude reflected the environment at the college, I might not be there today.

Since the 1954 *Brown v. Board of Education* decision, attempts to address inequities in education for students have taken many forms, including court orders, busing, and voluntary transfers.

Educational and academic institutions have also witnessed ways to address underrepresentation of specific groups within the ranks of faculty. Affirmative action, in particular, sought to address the issue, but that option disappeared in California with the passage of Proposition 209 in 1996. In its stead, the call for diversity in faculty ranks that has emerged today is an effort to mirror more closely the increasing diversity in student populations: ethnicity, race, language, culture,

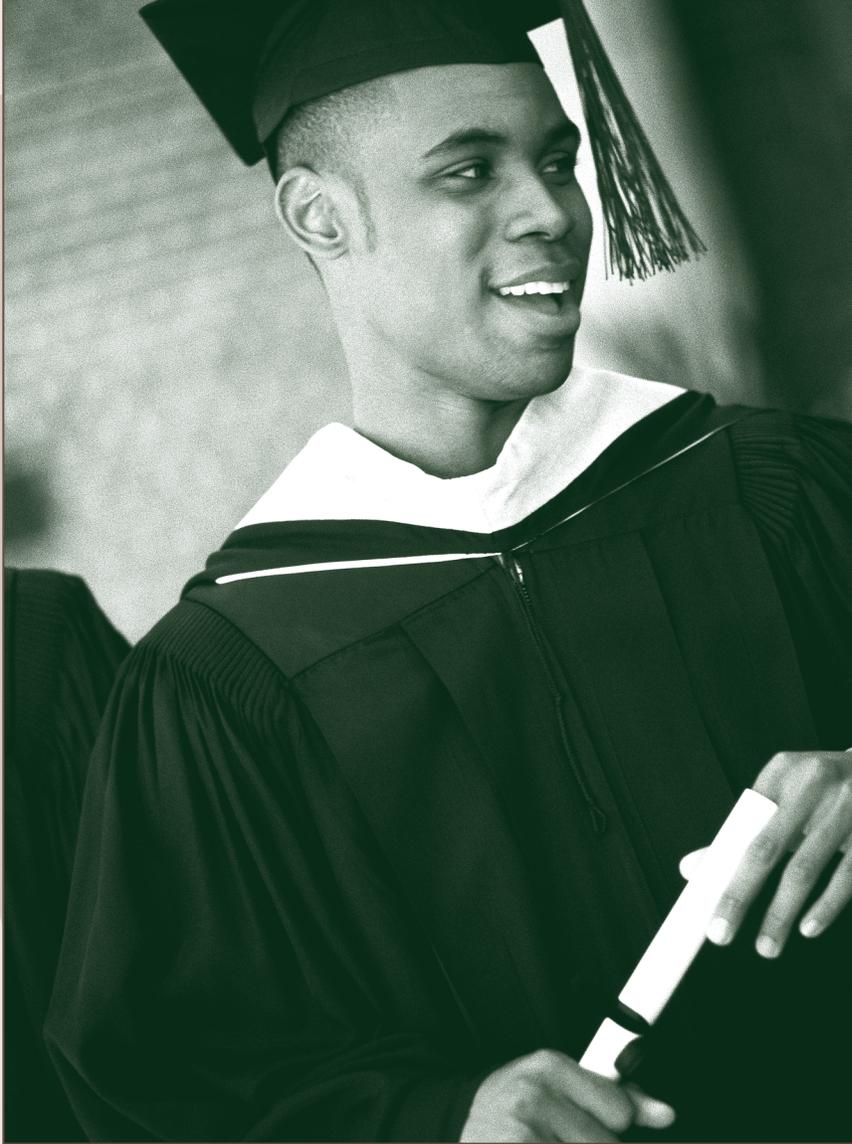
national origin, socio-economic class, gender, age, sexual orientation, religion, disability, political viewpoints, veteran status, and gender identity/expression, and any other factors that one can consider in expressing the full array of human diversity.

The California Community College system more so than the University of California or California State University systems reflects the democratic underpinnings of the California Master Plan for Education with its policies of open access and affordability, as well as a commitment to diversity.

The mission of the community colleges as codified in Education Code §66010.2.c reflects this responsibility:

Educational equity not only through a diverse and representative student body **and faculty** (emphasis added) but also through educational environments in which each person, regardless of race, gender, age, disability, or economic circumstances, has a reasonable chance to fully develop his or her potential.

Delegates at the Academic Senate for the California Community Colleges plenary sessions have consistently reaffirmed the principle of diversity in the community colleges through its resolutions. (See for example, Resolution 3.01, Chancellor’s Office Oversight of Diversity Hiring Plans and Practices, Fall 2000, and Resolution 3.01, Equity and Diversity, Fall 2002 under Resolutions at <http://www.academicssenate.cc.ca.us>). The System Office has also made a concerted effort to support diversity in community college hires by recognizing and honoring specific colleges, such as Modesto and Citrus, for improving the diversity of their staffs by developing special initiatives to attract more diverse candidate hiring pools. And at the local



level, individual colleges have adopted and embraced principles supportive of equity and diversity in their various public statements. For example, part of the mission statement at my college includes *"Santa Monica College serves, represents, and embraces the community's racial and cultural diversity."* (<http://www.smc.edu/welcome/mission.html>)

Despite the law and rhetoric, community colleges' continue to reflect inequities.

For example, in Fall 2004, with the most current data available from the System Office website regarding ethnicity and race (see <http://misweb.cccco.edu/mis/onlinestat/staff.cfm>), faculty ranks, both full-time and part-time, remain overwhelmingly white (70.85% or 12,496/17,638 for full-time and 72.71% or 28,261/

38,867 for part-time), while our students are overwhelmingly from historically underrepresented populations (only 37.59% or 603,378/1,605,282 were white) (see http://misweb.cccco.edu/mis/onlinestat/studdemo_coll_cube.cfm).

Despite the passage of Proposition 209, solutions to further the realization of diversity in the ranks of community college faculty have begun to emerge. Some are system-wide. However, the ultimate solution still exists where it should—in the hands of the faculty in their local community colleges.

In January 2006, the System Office introduced its new *Model Equal Employment Opportunity Plan and Guidelines for California Community Colleges* to the Board of Governors.

(See http://www.cccco.edu/executive/bog/agendas/attachments_0106/05-1-EEO_Plan_Project.pdf).

Each district will have to submit its plan to the System Office. Several components of the plan examine issues of diversity, including Plan Component 11: An Analysis of

Degree of Underrepresentation and Significant Underrepresentation, Plan Component 12: Methods to Address Underrepresentation, and Plan Component 13: Additional Steps to Remedy Significant Underrepresentation. Faculty members should be aware that their districts will be writing their plans and that faculty should participate in crafting them. It is important to note that any part of the plan incorporated in the hiring procedures must be jointly agreed between the academic senate and the board of trustees. Furthermore, the System Office intends to publish a brochure highlighting the best practices of community colleges that have succeeded in boosting the diversity of their staffs.

Ultimately, local faculty will determine how these policies are enacted. Recruitment is a key factor in the process. Data from the California Community Colleges Registry suggest that applicants who choose to go

through that process are more diverse. As of September 2005, the total number of white applicants through the registry was 59.15% (15,333/25,924). (Data from Beth Au, Director of the Registry, Yosemite Community College District.)

This suggests that more colleges should consider using the Registry as a means of attracting applicants.

Several factors are at work restricting the pool. These need to be considered during the recruitment process. First, higher education as a whole is facing demographic changes. For instance, more females regardless of race or ethnicity are attending college compared to males. (See the National Center for Education Statistics report at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005169>). In the California Community College system, we teach more female students (in Fall 2004, 56.18% of our students were females) and female instructors are increasing (50.99% of full-time faculty and 50.15% of part-time faculty in the same period). Recruiting pools are also limited by the preponderance of certain populations in them. For instance, Political Science and Economics are predominantly male dominated disciplines (See, http://www.apsanet.org/content_18107.cfm and <http://www.vanderbilt.edu/AEA/TblEarnedDoctorates.pdf>). Moreover, community colleges have to compete with the four-year colleges and universities for faculty from under-represented populations. Nevertheless, by actively recruiting for a diverse pool and hiring to achieve diversity, we would provide students with role models and mentors who would by their example encourage students to consider teaching in a community college as a career path.

While recruitment is an essential factor in generating a diverse pool of candidates, it is the individual faculty member who will participate in equal opportunity and diversity training and sit on the hiring committees, go through the paper screening and interviews, and ultimately forward candidates to the Superintendent/ President.

Thus, a commitment to diversity begins with the faculty members. (As an aside: While some colleges have faculty representatives sitting in on the final interview, even the final deliberations, others do not. Perhaps now would be the time to push for faculty inclusion at the final interview.)

To return to my experience, several circumstances worked to make my career at SMC a terrific choice. Fortunately for me, the then Superintendent/President hired two other individuals in my discipline who were also “affirmative action hires.” Both had their doctorates, were actively writing and publishing, and had extensive teaching experience. Moreover, we were close in age. Together, we introduced new courses, including Native American History, Latino/Latina History, African History, and World History. I also taught Asian American History, a course that had not been offered at SMC since the 1970s. But perhaps our greatest accomplishment was the introduction of History 10, Ethnicity and American Cultures, which became the first class approved by the SMC Curriculum Committee to fulfill the American Cultures AA requirement and meet the UC Berkeley American Cultures graduation requirement. During the 1990s, the three of us participated in rotational team teaching of the course, which resulted in our becoming close friends and colleagues, plus we exposed our students to three faculty members of different genders and races. During our tenure at SMC, we have mentored students from diverse backgrounds through transfer and beyond, including graduate school. Professionally, one of us became active in our union and served in the Faculty Association of California Community Colleges (FACCC) at the statewide level. I was elected as local academic senate president and am now on the ASCCC Executive Committee. Our being hired together brought diversity to the college and made a difference in the lives of our students, our college, and in the California Community College system as a whole. Chasing diversity is a goal worth pursuing.

From the Ashes of CAN Rises C-ID

by Mark Wade Lieu, Vice President

While the precipitous demise of the California Articulation Numbering (CAN) system in Spring 2005 caused panic in many circles, a new course numbering system is emerging like the proverbial phoenix rising from the ashes that will take the best features of CAN and build on them to provide greater utility to the California community colleges and their students. This phoenix has been christened the Course Identification System, or C-ID for short.

The C-ID fills a void left by the dissolution of the CAN system, but it also fulfills other important goals for the community college system that were not addressed by CAN. C-ID, as the successor to CAN, fulfills the mandate of SB1415 (2004), which requires the community colleges to “provide for the effective and efficient progression of students within and among the higher education segments and to minimize duplication of coursework.” In addition, C-ID provides a mechanism for working with the CSU’s Lower Division Transfer Pattern (LDTP) project and the UC’s Streamlining project.

The C-ID system will be grounded in the previous work of the CAN Board, and, in particular, on CAN’s recent plans to improve the processes for assigning identifiers to facilitate articulation of courses between the CCCs and universities. Beginning with the existing repertoire of CANNed courses, C-ID will employ the expanded descriptors developed through the Intersegmental Major Preparation Articulated Curriculum (IMPAC) project. Many IMPAC faculty have already moved beyond the existing CAN descriptors and have created new descriptors not just for courses but also for course sequences and major preparation patterns. Faculty Discipline Review Groups (FDRGs), which will include participation by CSU and UC faculty in addition to community college faculty, will be used to qualify courses for a C-ID number.

Although C-ID will build on the foundations of the former CAN system, creating a new system of course identification presents the opportunity to expand and improve upon the CAN system. Perhaps of greatest significance will be the chance to create a course numbering system that meets the particular needs of the California community colleges. While CAN provided a means to articulate courses between the CCCs and CSUs, this process was not always smooth. With C-ID, one major change will be the assignment of identifiers not just to single courses but

to major preparation patterns and a significant expansion in coverage of course sequences. This has long been requested by articulation officers, counselors, and transfer center directors as a means by which students could see whether courses meet specific requirements for major preparation. There are two additional distinctions between CAN and C-ID. First, while a CAN number indicated that a course was articulated, the initial C-ID numbers will not represent articulation but rather serve as an identifier that a course meets the criteria of the descriptor and can be considered comparable to other courses with the same C-ID number. Second, while CAN was developed for intersegmental transfer purposes, C-ID plans to include other courses including many technical preparation and other courses that may not be intended for transfer students.

Another component of C-ID will be the use of course identifiers within the community college system between colleges. Such an effort, it is hoped, will enable more efficient movement of students between colleges as they seek to complete vocational or transfer goals.

C-ID also plans to take advantage of advances in technology to facilitate course/course sequence/major preparation review and qualification for a C-ID number. C-ID will provide for online submission of courses for consideration and a website for use by faculty, counselors, articulation officers, transfer center directors, and our transfer partners.

Worthy of repeated emphasis is the planned involvement of both UC and CSU. UC pulled out of the CAN project early on, so the involvement of the UCs in this new project will be significant. The C-ID also plans for the involvement of the independent colleges and universities in the state, to which more and more of our students now transfer.

It was a shock when CAN folded so suddenly last spring, but what first seemed a terrible event has evolved into the opportunity to make a course identification system that will truly bring together all segments of higher education to better serve community college students throughout the state. We will keep you informed about the progress of this project through correspondence with local senates, President Walton’s Updates, and our website.

Minors on Campus

by Mark Wade Lieu, Chair Educational Policies Committee

While the target population for community colleges is adults 18 and over, the fact is that more and more minors, those under the age of 18, are appearing on our campuses. With this increase in minors on campus, colleges must face an important reality: course content, pedagogy, legal responsibility, and safety provisions for minors will be impacted in an environment that normally caters to adults.

Who are the minors that you see on campus? Some are often invisible as they blend in with recent high school graduates: students attending Middle College High School and concurrently enrolled high school students. Others are significantly younger and include children participating in organized activities such as a summer program or sports activities at a college. Students who are home-schooled are admitted to colleges throughout the state to pursue higher level coursework or alternative classes. In addition, especially gifted students may be enrolled in college courses even as middle-school students. Finally, there are the children who come with their parents, our students, when a babysitter falls through or when the local school district has a holiday that the college does not.

The Education Code has numerous provisions which address the participation of minors on campus.

Section 76001 authorizes boards to admit “special” students, such as those deemed highly gifted. Section 76002 authorizes admittance of high school students. Section 48800 authorizes boards to allow elementary and secondary school students to take courses at community colleges. What the Education Code does not address are the issues that arise when minor children are put into an environment that is by and large geared towards adults.

The first issue that arises for any teacher is one of course content, particularly in humanities and social science courses. If you have a fourteen-year-old in your class, how does that impact your comfort in discussing the sexual themes in a novel or aberrant

psychology? What about a theater course that involves attendance at plays with adult themes? In small group discussions, how will adults feel discussing such topics with a child?

The second issue is one of pedagogy. If a student is enrolled in a college course, one assumes a level of ability needed to handle writing and reading assignments. However, what about other abilities that even adult students seek to develop such as critical thinking? An instructor may also wonder what his/her relationship is to the child’s parents. If parents request it, is an instructor obligated to discuss a minor student’s progress and grades with the parents? Does an instructor have the right to keep classroom conversations and discussions private from the parents?

The third issue is one of legal responsibility. When a minor child is in a classroom, is the teacher acting in loco parentis? What is the teacher’s responsibility regarding the people a minor interacts with in the classroom? Is a community college faculty member equipped (as required) to report suspected child abuse, as are K-12 teachers? And what responsibility do the teacher and the college have once the student leaves the classroom to wait alone at the bus stop for pick up?

The final issue is one of safety. Many local boards have policies that preclude students from bringing their children into the classroom. This is based on the understandable fear that a student who is involved in the work in a class may not be able to keep a constant eye on his/her child. However, most teachers are hard-pressed to force a student to leave because she couldn’t get childcare that day for her toddler in tow.

These are major questions that the Educational Policies Committee is exploring as it develops a paper on the topic of minors on community college campuses. The Committee welcomes your input into discussion of this topic and invites you to a breakout at the Spring Plenary Session to further explore the issues that our paper must cover. Local and general concerns can also be shared with the Committee through me at mlieu@ohlone.edu.

Things That Can Go Wrong and How to Prevent Them

by Jane Patton, Relations with Local Senates Committee Chair

At the Fall 2005 Plenary Session in Pasadena, in keeping with the Session theme “Managing Conflict by Balancing Principles with Pragmatism,” the Relations with Local Senates Committee facilitated a discussion about issues that local senates face. The discussion was framed around three topics:

1. Things that can go wrong and how to manage them.
2. Things that can surprise you and how to prevent them.
3. Things that can go right and how to nurture them.

The senate presidents that comprise the committee created scenarios, based upon their actual senate experiences. The scenarios and conversations that ensued can serve as advice for new senate leaders as well as internal team-building activities for local senates. What follows are some of the comments offered by the Committee and the audience and do not necessarily reflect the opinions of anyone else.

Things That Can Go Wrong

Scenario #1: Public Feuds at Senate Meetings

During the public address portion of an academic senate meeting, a faculty member uses his/her time to make verbal attacks on a colleague. The target of the comments faults the senate for allowing these comments to be made. How do you handle this situation?

Participants pointed out that people are allowed to say what they want during public comments, but personal attacks are not appropriate and civil discourse should be the expectation. Senates can set rules. Senates can also censure senators but not a member of the public. Some colleges have faculty conduct and ethics policies, which offer more suggestions on this topic.

Scenario #2: Senate versus Union Conflicts

An action of the previous academic senate president has antagonized the union president, who feels the senate is interfering in union business. Senate-union relations become strained. How do you address this?

Many suggestions were offered for improving senate-union relations, and the ASCCC paper on this topic provides additional recommendations. Some senates have crossover representatives: a union representative attends senate meetings and a senator attends union meetings.

The presidents of the two bodies might meet periodically to build rapport and prevent miscommunication.

The two bodies might occasionally hold joint meetings, especially on topics that have significance for both groups (e.g. evaluation policies). Because very often the conflicts are personality issues, an intermediary can be used, provided he or she is trusted by both parties.

Things That Can Surprise You

Scenario #1: Media Inquiries

A local newspaper has just published an article written by a board member, which contains very controversial statements. You receive a phone call from the local press asking you to respond to these statements. You have answered the phone. What do you do?

Senate leaders provided some rather frightening examples of being caught off guard, but it was agreed that with some anticipation of the potential calls, one could prevent regrettable results. At the moment of the surprise call, some replies might be, “I have a student with me; may I call you back?” or “I’d like to call you back after I’ve had a chance to think

about it.” or “The senate is considering this topic, and we will get back to you when we have a comment.” In the longer term, one suggestion was to develop a relationship with the reporter and learn to control the flow of information. Ultimately, these cautions were offered: know your goals; remember you do not *have to* comment if it is not in your or your senate’s interest. Resist the temptation to air dirty laundry unless it meets your needs. Remember: a reporter’s main goal is to get a story, which may not be what is most important to you

Scenario #2: Signing Off on Documents

As senate president you are asked to sign a Student Equity Plan, which is due in the System Office in two days. You have never seen this document before, and it has been developed without adequate faculty participation. How do you respond?

One suggestion was to have a committee on documents that would keep up with such deadlines and processes. Another idea was to reply to the administrators that the academic senate requires two weeks’ notice in order to bring the document before them for first and second readings. Finally, you might call the System Office and report that because you had not received documentation in a timely manner, there was no time for proper consultation and you could not yet sign it.

Things That Can Go Right—and How to Nurture Them

Lest we leave the impression that senates only face problems, the Relations with Local Senates Committee was quick to suggest that it is important for faculty leaders to find ways to sustain the good practices that are already in existence.

Scenario #1: Good Relationships

You have developed a strong working relationship with your faculty, classified unions and classified senate. How do you keep those relationships strong during times of conflicting needs, values, and perspectives?

Audience members suggested that we must not let administrators or trustees create a divide between full- and part-time faculty mem-

bers, between union and senate or between faculty and staff. Sometimes it is useful to phone representatives from these other groups to learn what they are thinking. If the senates help other groups when they are in need, they will respond in kind later on. Building a climate of respect and trust is an ongoing responsibility.

Scenario #2: Effective Policies

Your academic senate develops a strong policy that ensures that the prioritization of new faculty positions is determined by the senate. How do you develop and maintain effective policies in other areas?

Policies can be eroded if not followed. It is important to see to it that policies are followed. By so doing, policies are reinforced. Whatever processes were used to develop the effective policy can be replicated in developing new policies. Local senates should point to the success of the effective policy to encourage the development of new policies.

Conclusion

Academic senates have many resources available to support them in their important work. The ASCCC publications and links available at <http://www.academicssenate.cc.ca.us> help us on many current topics. The spiral-bound paper, *Empowering Local Senates: Roles and Responsibilities of and Strategies for Effective Senates* is an essential reference.

Faculty can develop expertise and feel supported when they attend plenary sessions and institutes—especially the Leadership Institute, which is scheduled for June 22-24 at Temecula Creek Inn this year.

The Relations with Local Senates Committee encourages you to plan to bring a team to all plenary sessions and to send senate leaders to the Leadership Institute in June, and that is our final and perhaps most important suggestion for building and maintaining an effective and successful local senate.

An Ounce of Prevention is Worth a Pound of Cure: Getting Ahead of the Enrollment Chase in Distance Education

by Pat James, Technology Committee Chair

It is long past the time to make sure that processes and policies that determine how distance education (DE) is conducted at your college are effective and well established. While such processes and policies should have been in place when colleges began using DE, it is apparent that they often are not and the need for such quality assurances is ever-increasing. In the last two years we have seen a significant drop in enrollments in the California Community College system. Reasons for the decline range from unemployment being down to per unit fees being up, with just about everything imaginable in between. The variables that are causing the current decline are numerous and very difficult to sort out. What is clear is that students are enrolling in DE courses in large numbers. It is likely that gas prices and tight work schedules encourage more students to enroll in DE courses in times like these, but whatever the reason college administrators are beginning to see DE waitlists as the “golden ticket” to making their enrollment caps.

In recent encounters with faculty across the state, we have heard stories of administrators who recruit part-time faculty for DE courses without consultation with full-time discipline faculty. One story related by a full-time faculty member, was about being assigned to teach only DE courses when she really wanted to be in the regular classroom. While it is true that administration has the right of assignment, and they carry the heavy burden of managing enrollment and seeing to it that base funding is adequate to meet the needs of growing energy and insurance bills, the faculty are accountable for ensuring that quality content is taught by qualified instructors who can ensure student success.

In the current economic environment, it is more important than ever that we all review the eleven items that are considered “academic and professional matters”. It is past time for local senates to ensure that processes are defined regarding how courses become approved

for distance education offering, and develop standards for how courses are presented and how faculty become ready to function in the rigorous world of successful online instruction.

There are many ways that faculty in a variety of colleges are maintaining oversight of standards for teaching and the offering of DE programs. At the Fall Plenary Session the ASCCC Technology Committee hosted a session titled, “Who’s in Charge?” We asked participants to describe how DE programs were managed on their campuses. As would be expected, a wide variety of processes exist, and we were encouraged by the innovation many of our colleagues have exercised in setting up systems that work between senates and administrations to make distance education programs valuable for students and the college. Ensuring quality requires attention to a variety of issues, that, when considered carefully, will ensure quality DE exists at your college. Attention to these matters will also give you a firm ground to stand on when confronted by administrative eagerness to solve low enrollment problems with increases in DE course offerings.

Curriculum Approval for Distance Education

Title 5 regulations require curriculum processes to include separate approval when courses are offered at a distance. Those regulations also mandate that regular effective instructor/student contact must be ensured in those courses and clarify that “regular effective contact” is an academic and professional matter, and therefore a responsibility of the local academic senate. Almost all of the college representatives who participated in our session knew that a separate approval process must exist for DE courses (although the criteria for when a course becomes a distance education course was a little murky for some). This article is for anyone interested in securing quality DE programs at their school, regardless of how they define a DE course.

All of us agreed that quality starts with good curriculum approval processes that include inquiry regarding how contact between the instructor and student is going to take place in the course. Methods of instruction are also asked to be described in detail, as are assurances that accessibility requirements are being met. Title 5 also allows for curriculum committees to recommend class size based on educational effectiveness. If your committee does not exercise this recommendation, perhaps it's time to start. DE courses that have 50 or more students enrolled in them may look like FTE generators at first blush, but student success rates go down in these situations and regular effective contact becomes very difficult to maintain. Consider including your faculty bargaining agent in discussions of class size and load issues for DE.

On the flip side, some people mentioned DE addenda processes consisting of check lists that became rubber stamps of approval for anything that anyone brought in. It is easy to become complacent when things are going well, that is, when we have plenty of funding and there is no desperation to increase FTE. Now is not the time to relax our standards regarding the separate approval process. If a faculty member initiating a DE course cannot make it clear to his or her colleagues just how that course can be translated for implementation at a distance, then it ought not to be offered that way! Curriculum committee members must ask hard questions and demand thorough answers, student success depends on it. Guaranteeing curriculum integrity is particularly important for transfer classes.

Decision Making Committees Regarding Technology

In the breakout session we found another component of quality program building was the establishment of shared governance committees that addressed DE and educational technology issues expressly, made up of faculty, administrators, and staff who have experience in the area. Whether the committee that deals with DE and Technology issues on your campus is a subcommittee of the curriculum committee or a stand alone group that makes decisions about educational technology in general, there should be some qualified group of individuals who recommend policy and standards for the whole college and/or district. Policies that regulate distance education programs at your college should be faculty driven.

Instructor Preparedness for Distance Education and Peer Observation

Title 5 regulations set the minimum qualifications for DE instructors at, simply that, our minimum qualifications for the discipline. The regulations are the minimum-senates can elect to set the bar higher. Readiness standards are being established in many colleges. (More information on this topic can be obtained at the 2006 Spring Plenary Session in April.) In addition, faculty can and should lobby for training resources to facilitate the use of good DE teaching methodologies.

When it comes to quality instruction, who on your campus knows how to conduct a peer observation of a DE course? This process, too, should be developed with the clear understanding that even though the objectives and content of the course remain the same, the methods of instruction are significantly changed and must be understood and evaluated correctly. Regular effective contact between the instructor and students must be considered and observed. Policies for tenure and evaluation are developed in consultation with the local bargaining agent and that consultation should extend to cover distance education as well.

Departmental or Discipline Specific Standards

Evaluation of DE courses is sticky business. Tenured faculty are only evaluated every three years and many colleges allow instructors to choose which courses are evaluated. Getting into an online course is not as easy as walking through a doorway into a classroom. How can we be sure that instructors are even available to students at all? If the evaluation process doesn't get to everyone, the department or discipline leaders in a college generally do. Who makes sure the course outline of record is being followed, that new instructors get copies of them, and that they follow syllabus preparation guidelines? At many colleges it is the department chair that has that responsibility, and if your college has department chairs, you're in luck! Departments can and should begin to decide what DE courses will be like in their own areas.

We are beginning to see the establishment of departmental guidelines for DE that take into consideration the particular methodologies that are important in specific situations. This idea is one that's time had definitely come!

Intellectual Property Rights

Don't wonder about why this topic is in a discussion about quality instruction. Jumping to the conclusion that recycled, purchased, and/or publisher produced courses may fill gaps and accommodate waiting students, doesn't take much of an effort! If you own your course or you have the right of first refusal when administration wants to offer extra sections, then you have some control of how courses are used and developed. Again, it's time to bring the bargaining agent into the picture to help ensure educational effectiveness!

Offer to Help

If your administration is eyeing DE as the means to increasing enrollment, offer to help. Suggest to administrators processes for how your programs can be improved and even increased effectively, if good quality processes are in place and followed. The majority of instructional administrators appreciate the organization and planning that we are so good at providing. Get ahead of the game and get your plans and policies in order! They will work for you and benefit students in the long run. DE provides students with access to education they otherwise may not have been able to get. It's not for everyone, but if done correctly can be a fantastic experience for student and instructor alike. Start planning for quality today.

The Fork in the Road

by Shaaron Vogel, Faculty Development Chair

Professional development for faculty met its "fork in the road" in 2002 when funding was cut from the state budget. For some colleges faculty development has been at the fork in the road waiting for the light to change or directions and nothing has been given to them. Well, it's time to move on and find a new way. This does NOT mean we give up on funding, but rather focus on what we can do now to maintain our professionalism and integrity despite no funding. Many colleges still have great professional development activities and have found resources to help them meet their local professional development needs. So what are some of these great ideas and ways? Well, the ASCCC Professional Development Committee is looking to you for those great ideas and resources. We would like to offer a breakout at the upcoming Spring session that showcases innovative ideas and resources that are currently being used on our campuses along with ideas for implementation. However, we need your help. Please have your local staff development person contact me at Vogelsh@butte.edu with ideas that have worked on your campus and resources you have used.

This session (as do many of ours) will provide you with opportunities to hear about faculty development on other campuses across the state. Our lively discussions on such hot issues as the 60% law changes, implementation of the math/English Title 5 changes, the concerns of colleges that are having difficulties meeting their base for funding, and current legislation will allow you to hear the many sides to each issue and broaden your perspective. The time to start the discussion on these issues at your campus and in your senate is NOW! Make sure these discussions are part of your staff development opportunities. Offer forums and invite students to be on your panels when you discuss these issues. Try to make these forums at times when you can ensure that vocational faculty and part-time faculty can also participate. Some of these issues are not easily solved and have no one right answer. They are true ethical dilemmas for each of our campuses. So you will find yourself at session and feeling like you are at a fork in the road and no one way looks inviting to travel down but everyone is honking their horns behind you and you must go—so which way? Start discussion on your campus now and have help with your roadmap. Happy travels to you till we meet at session.

Why Full-time Faculty Matter

by Michelle L. Pilati, Curriculum Committee Chair

As education continues its trend towards mimicking the world of big business, the reliance on part-time employees as a means of cost-cutting increases. This calls for organizations that are concerned with academic and professional matters, such as the ASCCC, to take a position on such trends and to consider the value of full-time faculty members in a truly academic way. At a time when more and more faculty are part-time and when there is a movement occurring in the state of California to abolish the current limit placed on how much an individual part-timer can teach in a district, a thoughtful consideration of this issue is needed. The general discussion is preceded by an excerpt from a document written by the office of the Chancellor for the California Community Colleges that references a classic text on the subject of community colleges.

The numbers of full-time and part-time faculty in community colleges has been a matter of national concern since the inception of two-year institutions of higher education. Junior and community colleges developed and grew in size during the previous century, with the most rapid expansion occurring in the post-World War II years. Although colleges hired cadres of full-time faculty members, part-time faculty members proliferated in greater numbers due to three basic causes: 1) the employment costs were lower; 2) they often offered unique expertise and specialties in occupational fields; and 3) they offered flexible staffing options for institutions experiencing sudden growth or decline.

Although part-time faculty offer the same quality in teaching, *the benefits of a sufficient complement of full-time faculty members are numerous, from providing essential stability for planning and curriculum functions to providing the levels of availability that students need outside of the classroom.* [emphasis added] In their book *The American Community College*, authors Arthur Cohen and Florence Brawer identified a number of functions which are normally performed either entirely or in greater measure by full-time faculty than by part-time faculty:

Instructional Activities

- Curriculum Management Activities
- Periodic Syllabus Revision
- Joint Teaching with Colleagues
- Interdisciplinary Participation
- Involvement in Honors Courses
- General Education Involvement
- Organization of Extracurricular Activities for Students

Professional Activities

- Participation in Educational Associations
- Disciplinary Associations
- Community College Associations
- Service as Department Chair
- Institutional Committee Service¹

The above is from a document that reviews the history of one component of California's Assembly Bill 1725 that sought to reform the state's community college system and to more effectively align it with the state's other institutions of higher education. In looking to reform the community colleges, it was recognized that full-time faculty were essential in achieving this mission, as is apparent in this line from the legislation that was passed "Because the quality, quantity and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient members of full-time faculty..." Despite the legislature's recognition of the need for full-time faculty, faculty groups are often asked to justify why they are needed.

In the California community colleges, protections have been put in place to ensure that the majority of courses are taught by full-time faculty and that part-time faculty do not become, in effect, under-compensated full-time faculty. While these "protections" may not always achieve their intended goals, they are designed to prompt movement in the right direction. This is achieved by requiring that the majority of course sections be taught by full-time faculty and by limiting the amount that adjuncts

¹ From Cohen & Brawer, *The American Community College*. Jossey-Bass. San Francisco. 2003. p. 88, as presented at: http://www.cccco.edu/reports/75_25/workgroup_75_25_proposal.pdf

can teach. Despite the so-called 75:25 ratio requiring that full-time faculty teach 75% of a college's offerings and the 60% limit on how much an individual part-time faculty member can teach in a given district, local colleges seldom have all the full-time faculty that they truly need. While this is unfortunate and is a problem that needs to be addressed, these measures are designed to prevent an existing problem from getting worse. While the existence of these restrictions implies that full-time faculty do matter, there seems to be a question about this assumption in many of the discussions now occurring throughout the state. In addition, groups that do not understand how colleges function are calling for such changes without consideration of the consequences. It is simple to delineate what full-time faculty do to improve the experiences of students and the overall climate on their local campuses.

Full-time faculty:

1. serve on committees, ensuring that the faculty voice is heard in local decision-making. While administrators have concerns about the "bottom line", it is the faculty who seek to protect the quality of the teaching and learning environment.
2. have offices, hold regular office hours, and are generally available to students. Full-time faculty know their discipline **and** the college, aiding students in navigating through the local college—from helping students to find classes to guiding them to the appropriate person on campus to help them with a problem. Full-time faculty are the backbone of the campus, creating the climate necessary to attract and retain students. Part-time faculty that come and go are not able to fully participate in campus activities.
3. develop courses and programs. It is the full-time faculty that ensure that curriculum is current and that are charged with the development of courses and programs to meet the needs of their communities and local businesses. While vocational programs are readily able to make the argument that they can benefit from having part-time faculty who are working in the field and teaching, *it is vocational programs that need full-time faculty the most*—in order to respond to emerging needs, provide continuity to the ever-changing student population, and to respond to external accountability requirements.
4. have tenure or are on the tenure-track in the California Community College system. With tenure comes both freedom and responsibility—the freedom to

act on one's conscience without concern for losing one's job and the responsibility of using this freedom to ensure the quality of the college at which one is employed. As the part-time ranks grow, there are fewer individuals in secure positions who can speak out when a wrong is perceived.

The importance of having full-time faculty, as opposed to adjuncts, has been deemed so important by some colleges that they have implemented a non-tenure track full-time faculty system where these instructors are dedicated to teaching and evaluated primarily on their teaching (Fogg, 2004). Such individuals earn salaries comparable to their tenure-track counterparts, so this movement is not a means of cost-cutting, but rather a way to provide students with the benefits of full-time instructors as opposed to an array of adjuncts. The potential negative impact of such a system (i.e., hiring full-time faculty that are not on a tenure-track) is not at issue here; what can be concluded from the existence of such a system is that it is perceived that there is some value added when a faculty member is full-time, as opposed to part-time.

The move towards the increased use of part-time faculty members is one that is caused by an interest in doing more with less.

Increasing the exploitation of this element of the academic workforce may make fiscal sense, but it is not consistent with maintaining and improving academic quality. In addition, a system that needs to be responsive to the needs of the communities it serves must have the needed full-time employees in order to respond. Any movement that would further facilitate using part-time faculty over hiring additional full-time faculty is a movement in the wrong direction.

References and additional readings

AAUP—Various articles can be obtained at <http://www.aaup.org/Issues/part-time/>

Chancellor's Office for California Community Colleges: Part-time Faculty: Literature Review and Bibliography, 2001 http://www.cccco.edu/divisions/tris/rp/rp_doc/planning/part_time_lit2.doc

Workgroup on 75/25 Issues, 2005 http://www.cccco.edu/reports/75_25/workgroup_75_25_proposal.pdf

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One Size Does Not Fit All

by Michelle L. Pilati, Curriculum Committee Chair

Recent media coverage of the programs that some community colleges have established that provide a means of earning a high school diploma have suggested that such programs are merely a “loophole” for those students who are not able to pass the California High School Exit Exam (CAHSEE). Such articles ignore the fact that these pathways to achieving this academic milestone have long been in place and certainly were not developed as a devious means of circumventing new or existing practices that ensure some level of competency prior to being granted a high school diploma. Without even considering the quality, consistency, and validity of the existing programs, an argument can readily be made that this is a valuable service the California community colleges offers to the community—people of all ages throughout our state.

While high school may be a pleasant place for most students, it is a nightmare for some. Even those of us who had generally positive academic experiences can think back and remember those students who struggled every day. Their challenges may have been due to an inability to fit in, unmet learning needs, challenges at home, and/or a general discomfort in a traditional academic environment. Regardless of the reason for a student not succeeding in high school, they should have some alternative.

In today’s world, a high school diploma is a necessity for most career paths and it is only right that mechanisms be in place that address the needs of as many students as possible.

A minimum level of competency is necessarily an element that is a prerequisite to earning a high school diploma—but this certainly does not mandate that there be some standardized exam by which such competency is established. Local colleges have well-established curriculum processes that ensure the integrity of all their

course offerings—be they courses designed to meet the needs of students seeking either a high school or a college diploma. Multiple measures and alternative paths are fundamental tenets of our system. While there is nothing inappropriate about asking how competency is assessed, the initial assumption should be that our colleges are acting in an appropriate and academically sound matter.

Helping students, who have stumbled in high school, to complete their education at a college has an obvious value. These students are venturing on to a college campus where they can, not only gain the diploma they initially need, but be inspired to go beyond that and seek vocational training and/or a college degree.

The existence of a link between the high school and the college is a first step in increasing the number of high school students who go on to pursue a college degree.

Due to the positive fiscal impact associated with obtaining a college degree, do we not have a responsibility to all youth to provide multiple routes to attaining a higher education? Should not all students be encouraged to pursue a degree in higher education, even if they were not able to complete high school via the existing route?

As the diversity of our state increases and as the need for formal education increases, we must continue to develop creative means of addressing the needs of our population. And when what we do is called into question, we must step forward and remind the public of why we do what we do and how our activities are always designed to meet the needs of our students in a sound academic and professional manner.



Been There, Done That

by Paul Starer, Basic Skills Committee Chair

By now it is widely known that high school students in the State of California who wish to earn a high school diploma will need to take and pass the California High School Exit Exam (CAHSEE) in order to earn the diploma.

It has also been widely reported that as many as fifty-thousand high school students state-wide have taken and not passed the CAHSEE, a figure that has rightfully startled the public consciousness of the state.

What was not widely known, until a smattering of newspaper articles around the state drew attention to it, is the fact that several community colleges in California also offer high school diploma programs. Working in noncredit high school programs offered through their local community college, students may complete the work necessary to earn a high school diploma, and in many cases they may do so without taking or passing the CAHSEE.

It is not hard to imagine how this fact could be construed as the community college system setting up an end run around the public's desire to ensure that ALL the state's high school students graduate with a standardized level of achievement.

And this is exactly how the media has been reporting it. "Loophole Offers Hope After Failed Exit Exam," from the *Sacramento Bee*, November 2005. "Perilous Loophole on High School Diplomas," from the *San Francisco Chronicle*, November 2005.

As is so often the case in situations like this, the facts surrounding the issue have receded from the public rhetoric as politicians and the media have rushed to pull fire alarms and arouse the public's interest and concern. And facts are really needed when we consider the potential damage to the community college system's positive reputation among Californians, if the

system allows itself to be characterized as wantonly thwarting the public will with regards to high school exit proficiencies.

So here are some facts worth considering as this controversy and its accompanying rhetoric begin to ramp up.

Yes, it is possible for a local community college to offer a high school diploma, but this is not a new ability community colleges have manufactured in anticipation of thousands of high school students failing the CAHSEE.

Rather, community colleges have had this ability almost since their inception. Both the California Education Code and Title 5 legislation have codified the power of community colleges to offer high school diploma programs. Such legislation is a throwback to when many community colleges were governed by their local K-12 districts and often served overlapping student populations in the areas of noncredit. The same legislation empowers community colleges to offer a wide variety of noncredit programs in everything from citizenship to basic skills math, English, and ESL courses.

And since curriculum standards and exit competencies are matters determined by local community colleges and/or local districts, it is possible for a community college to offer a high school diploma without requiring its students to take and pass the CAHSEE. It is worth noting, however, that high school diploma requirements at the community colleges that offer them are quite rigorous with many colleges requiring their high school graduates to be proficient in reading, writing, math, and other core subjects, not all of which are examined by the CAHSEE. Students must also earn a minimum of 160 units in subjects that mirror the high school requirements around the state.

It is also worth noting that while every community college has the right to offer high school diploma programs, currently only five districts in the state account for the lion's share of diplomas offered system-wide.

The exact number of full time equivalent students enrolled in high school diploma programs system-wide is difficult to estimate, since current system office data groups these students with those enrolled in GED programs, programs that do not lead to a high school diploma. But even if we total all the students in high school diploma programs and GED programs system-wide, it amounts to a little over four-thousand FTES, hardly an indication that the community college system has opened the floodgates to high school diplomas, especially considering that we educate over two million students each year.

The concern about these diplomas becomes further diluted when one considers that the community colleges offering them frequently serve a distinctly adult population, students who are typically well beyond the age of your average high school student, students who may have dropped out when they were of high school age and who realize now, as adults, the earning power and personal satisfaction that they can acquire with a high school diploma.

These facts raise important questions for us as a system, for the colleges within our system that offer high school diplomas, and for the people of California in general. What must students demonstrate they know in order to earn a high school diploma and what is the best way for them to demonstrate this knowledge? If the CAHSEE is the standard for the vast majority of high school students in the state, might not the high school diploma-granting community colleges in the state consider including the CAHSEE as a requirement for their diplomas as well? There are indications that the legislature is looking into this possibility, and several colleges have already done this.

The California Community College system has never had it easy. With our multiple missions and our profoundly diverse student populations, we often appear to be trying to please all the people all the time. And the issues raised by our ability to offer high school diplomas challenge us to once again assert the value of what we do and the rigor with which we do it. As educators, we understand this kind of inquiry as central to our professional lives. So let us appeal to reason and ethics to navigate these issues and reach sound conclusions. For to do less would be to abdicate our responsibility to our students, our communities, and our state.

Strategic Planning

by Wheeler North, Occupation Education Committee Chair

Lt. Cdr. Quinton McHale

December 7th, 1965

I was sitting in another committee today thinking about the discussion at hand, strategic planning, a metaphor formed about such planning, and some of the pitfalls that follow.

Those of you whose lifespan included watching mindless television through the sixties might remember a show about the bumbling crew of PT-73 skippered by Lt. Cdr. Quinton McHale, the chief duck in charge of McHale's Navy.

Strategic Planning is an exercise we seem to engage in when renovation and renewal seem to be in need. It also often happens at the arrival of a new Captain upon the gangway, boarding our metaphorical battle cruiser.

This fine vessel has many features and does many things, but it was clearly built for one thing, blowing up the enemy. In fact this mission is written in several laws and regulations so we begin this metaphor actually wondering why it needs a vision and strategic plan? Well the problem is this ship can't actually blow up the enemy. What it can do, very specifically, is pick a direction and launch a bomb with a resounding boom and a thud, which may or may not necessarily mean blowing up the enemy.

Now that in and of itself isn't so bad, but unfortunately the crew of this ship doesn't actually know where they are at any given moment because that's a secret. Again, no problem because once every semester they get a message from those in charge to point the cannon in a specific direction and fire their one round. Those in charge also don't really know where the ship is because they are mandated to communicate in secret code which nobody understands because if they did it wouldn't be secret.

Of course, with only one round, once they fire it they have a problem, and so they must then spend the next few months convincing those in charge that they need another round if they are to fire any more. This replenishment usually happens at the last minute by a slightly quirky resource translocator. Essentially a new round appears in their munitions receiver after they fill out tons of paper work about where they think the last round might have gone and what it could have possibly blown up. Or, at the very least, what the learning outcome was of not blowing something up. This paperwork is reduced into one P3 report electronically transmitted into quantum hyperspace just before the next round appears.

Now, if those in charge happen to notice smoke arising from somewhere, they sometimes inadvertently make the assumption that the ship actually hit something which then blew up. This of course causes quite a stir at the home office in charge of resources and in their excitement they might deliver two or three rounds hoping for some more success. But, since the process is so convoluted, and secret, by the time the rounds actually get to the ship they have no idea which round and direction might have been the lucky one.

So, to respond adroitly and professionally, the Captain will quickly confer and pick one of the previous directions of yesteryear and instead of calling it "North by North West" this time he will rename it "Five Fingers Uphill from where the Sun Sets". The purpose of this new name for the same old thing is to allow them to fire all three rounds at the beginning of the next semester which you must do if you are to get any rounds for the following semester even though saving two would achieve the same result.

Of course when the home office see no results from these latter rounds they get uppity and only send $\frac{3}{4}$'s of a round the next time through.

So, what does this have to do with strategic planning? Well, while the ship is busy fulfilling its mission of blowing things up by randomly launching bombs in any direction it is also supposed to be going somewhere. You might ask where it is going, but the answer to that is an easy one, needing no plan. The reason they make ships pointy on the front end is so one can gesture to the pointy end and say "Look, we're going that way".

If one were to squint very hard they might see all the way out to a horizon, and they may see some fuzzy bumps away out there.

Well, the goal of strategic planning is to define or name the particular bump out there that you happen to be pointed at.

As well, if there are more bumps, and you can name them, you might want to turn and head there instead.

The tough side of this effort is that these bumps are rather broad in scope. If you pull out a chart you may notice that they could represent North America, or Australia, or China. In fact unless you know where you are its really tough to decide which bump represents which splotch on the chart.

This is where the GPRS (Global Program Review System) comes in very handy. If it is working and is producing data that is unclassified, and you know how to read it then you will know where you are. But since it could produce classified data, there are no known operating manuals or data deciphering algorithms which, in effect, will prevent unclassified access to your location even though you are already there.

In the end, most of the time you must resort to the previously mentioned laws and regulations, along with your current heading and through a severely inclusive process declare the spot on the horizon in front of you as the place you want to be—the very place you are currently heading. Since it's an official strategic plan, everybody gets excited and off you go.

Of course you are always very busy trying to get the next round to fire each semester, and, although you have a first rate digital onboard communication system, you cannot use it because it could be tapped by the enemy. So policy and firewalls forbid such use. This eventually leads to a failure by anybody at the helm to check with the anchor crew up front to see where the anchor actually is. Of course there is a form for soliciting this information from the front end, but the Captain will never know about it because the Battle Cruiser's owner's manual with such forms is also TSNOB (Top Secret Not On Board).

Due to the Captain's astute discretion, while everybody is still very excited about the new destination described in this new plan another tidbit that goes unnoticed is that engineering has removed the ship's propeller for mandated maintenance and barnacle inspection which happens after every fifth round is fired.

Of course the Captain may not actually notice the ship's relative static condition and so this process repeats itself once everybody emotionally decides the horizon isn't getting any closer (which, of course it never does at sea) and a new process of renewal begins anew.

Alas matey, while this metaphor has run its course in a rather Machiavellian manner, in truth, having a vision or concept of which far land one is set to arrive upon is always to a sailor's great advantage. While the purpose of the metaphor was to illustrate the general nature of what strategic planning is it also points out the sometimes arcane and rather challenging constraints regularly placed upon our efforts in this regard.

Support Your Local Revolutionary: Bring a Student Leader To Session

by Gary Holton, Student Senate Liaison

Imagine 2.5 million people. They were suffering taxation without representation, at least not elected representation. They had leaders, but no elected government to represent them all.

This scenario describes the thirteen American colonies before the revolutionary war. The American revolutionaries won their war. They won it with strong leaders and strong—often-unsung—followers. Yet still, they had no government worthy of the name.

The 2.5 million¹ students of the California Community Colleges are in a similar situation. They suffer taxation without representation.

The “registration fees” they pay into the general fund are nothing but disguised taxes. The fees they pay go to the state general fund, where they are used to pay for prisons, roads, parks, and yes schools. They’re a tax in everything but name. An education tax. A young people’s tax. A tax on those who are struggling to earn the education that will allow them to support themselves and give back to their society. So yes, it is taxation, but what about representation?

The students of the California Community Colleges have leaders. They have a voice on the Board of Governors. They have CalSACC, an advocacy organization comparable to our FACCC. What they lack is an elected voice in governance, a Student Senate.

Following the American Revolution, the former colonials were not yet a people. They became a people when their leaders came together to write the document that begins, “We, the people, in order to form a more perfect union...”

¹ True, enrollment is no longer 2.5 million, but to preserve the metaphor, we’ll include the roughly 300,000 students who seem to have disappeared as a result of increased student fees.

Over the past five months, a gentle revolution has been taking place. Elected student leaders from around the state have been having their own constitutional convention. With the support of representatives from the System Office², CCCSAA (California Community College Student Affairs Association) and the Academic Senate, they have been drafting a model for the Student Senate that will truly represent all the student governments at the 109 colleges in our system.

In February, the student representatives will present a proposed model to their constituent campus student organizations. The plan is to have the model refined and a constitution written for ratification by the colleges in May.

All involved look forward to a Student Senate that is a strong sister organization to the Academic Senate.

There are crucial parallels between our two organizations. First, the legislature and the Board of Governors have blessed them both as the official voices of the students and faculty of the community colleges. Second, the Student and Academic Senates also both grew out of local campus student and faculty governance. That is our strength. Both Senates are designed to represent all 109 of California’s community colleges.

You can help.

Please support these quiet revolutionaries by bringing your local student government president to the Spring Plenary Session of the Academic Senate.

The Academic Senate has created a reduced student rate (\$75 for one day, \$150 for the whole session). We’ll be holding a special breakout for the students. Throughout the session, they’ll see first-hand how our organization works and the corresponding role the Student Senate will play at the state level.

² The office formerly known as the Chancellor’s Office.

ARE WE THERE YET?



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