

What Has the Academic Senate Done for You Lately?

**A REPORT TO THE FACULTY ABOUT 2005-06 ACTIVITIES
OF THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES**

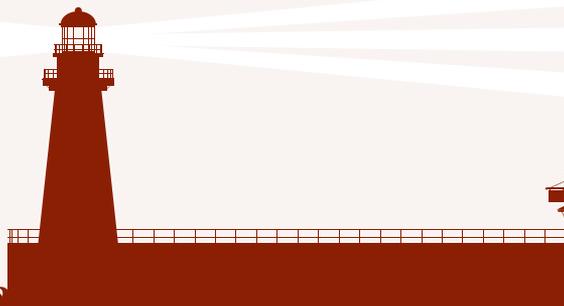
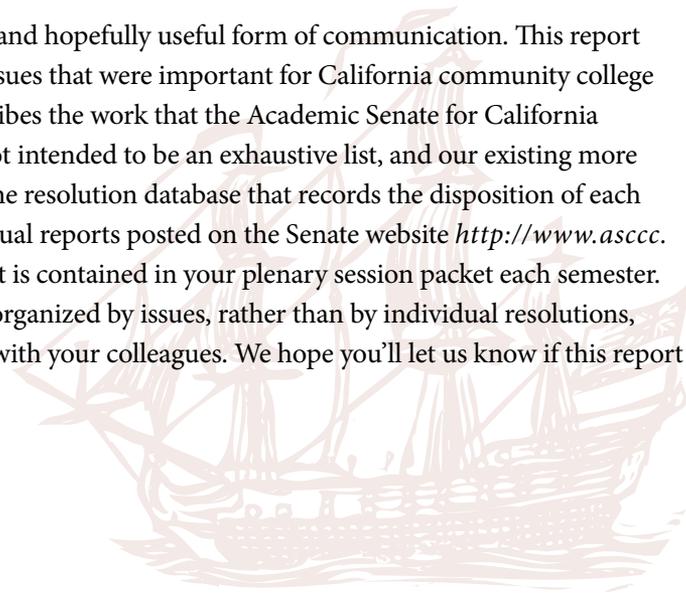


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President's Letter

Welcome to our first edition of a new and hopefully useful form of communication. This report of our activities is intended to capture issues that were important for California community college faculty during 2005-06 and briefly describes the work that the Academic Senate for California Community Colleges did on your behalf. It is not intended to be an exhaustive list, and our existing more detailed reports will continue—namely the online resolution database that records the disposition of each adopted resolution, the standing committee annual reports posted on the Senate website <http://www.asccc.org>, and the status and accountability report that is contained in your plenary session packet each semester. This summary offers a streamlined description organized by issues, rather than by individual resolutions, and should be suitable for sharing more widely with your colleagues. We hope you'll let us know if this report proves useful.



Introduction

The mission of the Academic Senate is to foster the effective participation by community college faculty in all statewide and local academic and professional matters. As defined in Title 5, §53206, “An Academic Senate for California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.” Hence, the Academic Senate serves as the official voice of the faculty of California community colleges in academic and professional matters to the Governor, Legislature, Board of Governors, Consultation and other constituent groups. Through the deliberation of the local senate delegates, the Academic Senate strengthens and supports the local senates of all California community colleges by developing, promoting, and acting on policies that respond to statewide concerns as adopted by the delegates.

Purpose

The purpose of this report is to provide local senates with a summary of Academic Senate activities during the year. This report will provide readers with information about faculty representation at activities before the Board of Governors, Consultation Council, and with other liaisons; an overview of the services offered to local senates; highlights of key issues addressed at the statewide level; and highlights from the work of committees.



Academic Senate Strategic Plan

A few years ago the Executive Committee developed a strategic plan to ensure that the standing and ad hoc committees of the Academic Senate were monitoring the resolutions and assignments as directed by the Executive Committee and the delegates. The Strategic Plan outlines goals and objectives for the Senate and these goals are interwoven throughout all we do. This report will point out how some of our activities direct the Senate's Strategic Plan. If you would like to read more about the Strategic Plan and how it fits within the work of the Senate, please visit the Executive Committee section on our website at <http://www.asccc.org/ExecCom/Strat.htm>.



Representation at the State Level

One of the goals of the Senate's Strategic Plan is to strengthen our leadership in academic and professional matters on behalf of the faculty of California's community colleges through increased external recognition. At the state level, the Academic Senate participates in the Consultation Council and Board of Governors meetings. The President and Vice President of the Senate attend all meetings of the Board of Governors, as well as sit on the Consultation Council. In addition, the Academic Senate appoints faculty representatives from around the state that participate on over 30 advisory and task force committees (see information box of this report). This year we have seen an increase in collaboration with a variety of constituent groups. Collegial consultation is effective; below are a few highlights at the state level.

MATH AND ENGLISH GRADUATION REQUIREMENTS

Following passage of Spring 2005 resolutions recommending changes to Title 5 to implement higher graduation competencies in English and math, the Senate spent a year working closely with many other statewide constituency groups to perfect the actual language and to gather political support. This resulted in a favorable recommendation from Consultation Council and a unanimous vote at the September 2006 Board of Governors meeting to adopt the recommendations of the Academic Senate. Thanks are due to the many faculty who testified supporting the proposal. The new regulations become mandatory for students entering the system in Fall 2009, but local senates and boards are encouraged to implement the changes earlier.

BASIC SKILLS INITIATIVE

A valuable consequence of the debate surrounding the increased graduation competencies was a renewed focus on basic skills and a desire to improve student success. Following a joint proposal by the Academic Senate and the statewide organizations of the Chief Instruction Officers (CIOCCC) and Chief Student Services Officers (CSSO) considerable support was shown by the Board of Governors, and the Basic Skills Initiative was launched as part of the System Strategic Plan. A research phase is currently under way to determine successful programs and strategies. This is expected to lead to a professional development phase in Spring 2007 when colleges will be helped to identify local needs and then receive appropriate training. A third phase is expected to provide ongoing implementation funds in 2007-2008 and beyond. The Academic Senate will be heavily involved with this Initiative and will be responsible for the coordination of the training through a number of regional and statewide meetings. Please visit website for more information on the Initiative and how you and your faculty can participate.

BOG, CONSULTATION AND SYSTEM OFFICE

Consultation Council, Board of Governors and the System Office have all reflected an increased sense of cooperation among statewide constituency groups. The Academic Senate has participated in this positive atmosphere with generally encouraging results. Successful results of this approach include the Strategic Plan, graduation competencies, Basic Skills Initiative, 2006-07 system budget, and progress on equalization contained in the new system funding formula (SB 361). Unresolved issues include long-standing inadequate levels of funding and staffing in the System Office and continued micromanagement of educational policy by the Department of Finance—most recently demonstrated by the still uncompleted efforts to improve noncredit funding. The Academic Senate also recruits and selects nominees for the two faculty positions on the Board of Governors. The actual appointments are made by the Governor.

SYSTEM OFFICE GOAL ACTION IMPLEMENTATION TEAMS (GAITS):

This past year the System Office developed and the Board of Governors adopted a System Strategic Plan. One oversight group and five Goal Action Implementation Teams (GAITs) were formed to implement the System Strategic Plan. These GAIT groups, as the name suggests, are responsible for ensuring that the System Strategic Plan is implemented. The five areas of the Strategic Plan are: A) Promote College Awareness and Access; B) Support Student Success and Readiness; C) Strengthen Partnerships for Workforce and Economic Development; D) Improve System Effectiveness; and E) Enhance Resource Development. The Academic Senate has one representative sitting on each of these five groups. Additional faculty members participate in the action groups associated with each goal area. The Academic Senate President, Ian Walton, and another Academic Senate faculty appointee sit on the Implementation Oversight Committee, which assists the System Office in monitoring the progress of the plan.

INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES (ICAS)

The Intersegmental Committee of Academic Senates (ICAS) is comprised of the leadership of the Academic Senates of the University of California, California State University, and the California Community Colleges. The group meets six times a year to discuss intersegmental issues such as degree requirements, competency statements, and transfer related concerns that affect all three segments. For example, a few years ago ICAS commissioned an intersegmental group to research ESL across the segments. This year the report of the group was published. The report responds to some of the key questions raised by educators and legislators about ESL practices, programs and support services across the three California postsecondary systems. This report is based on an online survey, statistical data from education web pages, interviews with ESL faculty from all three segments, and the collective knowledge of the task force members. Recommendations include the need for better identification of ESL learners, increased support services targeted to ESL learners, and a review of existing assessment and placement processes and instruments.

SYSTEM ADVISORY COMMITTEE ON CURRICULUM (SACC)

In 2004, the System Office Agency Review recommended the formation of a standing committee to consider curriculum from a statewide perspective, with an ultimate goal of involving faculty and administrators in the processes for System Office approval. The result was the System Advisory Committee on Curriculum (SACC). As a model of cooperation for curriculum oversight, SACC is comprised of the Vice Chancellor of Academic affairs, six faculty appointees of the Academic Senate, three instructional administrators (appointed by CIOCCC), and three non-voting System Office staff who serve in an ex officio status and are appointed by the Vice Chancellor. SACC meets monthly, and its co-chairs are appointed, one by the CIOCCC and one by the Academic Senate. During its first year, SACC oversaw formation of Title 5 changes concerning Supplemental Learning Assistance and Tutoring Regulations and Guidelines, as well as the local approval of stand-alone courses. SACC is also finalizing a revised and updated edition of the *Program and Course Approval Handbook*, which will be accompanied by newly developed training modules for the field.

STATEWIDE CAREER PATHWAYS

In September 2005, Senator Scott's Vocational Education legislation, SB 70, was chaptered into the Education Code §88532. The bill focused on improving the linkages and career-technical pathways between high schools, Regional Occupational Centers and Programs (ROCPs), and California community colleges. Most of the community college response to the legislation will occur through programs coordinated directly by the System Office, and staff has begun to inform colleges about some of their plans. The Academic Senate is designing and implementing one project called *Statewide Career Pathways: Creating School to College Articulation*, which will provide an opportunity for high school, ROCP and college faculty to meet, collaborate and develop articulation agreements. Agreements that result will vary by discipline and may include alignment of course skills, concepts and sequences, advanced placement possibilities and credit by examination options. You can visit the project website at statewidepathways.org to view the disciplines that began this year.



Services to Local Senates

Another goal of the Academic Senate's Strategic Plan is to increase and broaden awareness of the services the Academic Senate provides to local senates through increased visibility of the Academic Senate and local academic senates to all faculty on the 109 California community colleges. We accomplish this goal through a variety of means.

LOCAL SENATE VISITS

The Senate accomplishes increased visibility through personal contacts with individual colleges. During the year, the Relations with Local Senates Committee Chair coordinated local senate visits to a number of colleges across the state. The purpose of these visits is to meet senators from local colleges, provide information about key statewide topics, and to listen to questions and concerns of local senates. Local senates have found this a wonderful time to get to know your statewide leaders and to share issues and concerns. This past year, members of the Executive Committee and the Relations with Local Senates Committee visited over 22 colleges. If you haven't had a local senate visit to your campus, it's easy to request. Just call the Senate Office or contact the current Chair of the Relations with Local Senates Committee Michelle Pilati at mpilati@rio.hondo.edu.

In addition to the local senate visits, President Walton has accompanied Chancellor Drummond and the CEO of the Community College League of California (CCLC) to almost 20 colleges. During these visits, President Walton toured the colleges and visited with the district CEOs, local senate presidents and campus faculty. These college tours have provided a unique opportunity to bring the statewide leadership, together, to local colleges.

PROFESSIONAL DEVELOPMENT

Another goal of the Senate's Strategic Plan is to provide leadership and professional development opportunities to faculty and other constituents. The Senate accomplishes this goal through events held throughout the year. Each event serves different purposes and participants. The following are facts about our events in 2006, as well as information about current plans for events in 2007.

PLENARY SESSIONS

Since the very beginning of the Academic Senate in 1970, the Senate has held two plenary sessions each year. These events provide an opportunity for the delegates from the 109 California community colleges and the eight districts to come together to participate in informative breakout sessions, to elect members of the Executive Committee, and to vote on resolutions that direct the work of the Senate. This year we had 296 faculty members attend the Spring and 297 attend the Fall 2006 Plenary Sessions, 118 of whom were official delegates at each event. The delegates in spring adopted 51 resolutions and referred five, and in fall adopted 50 resolutions and referred seven. The theme for the Spring 2006 Plenary Session was "Are we there Yet?" and expressed the Executive Committee observation that a number of seemingly large fundamental changes were currently under way but far from completed, such as the System Strategic Plan and raising the graduation requirements for math and English. The Fall 2006 Plenary Session theme, as an extension of the Spring Session, was "New Possibilities: Radical Solutions to Perennial Problems." Participants at both events had the opportunity to attend more than 30 breakout sessions covering statewide concerns.

VOCATIONAL EDUCATION LEADERSHIP INSTITUTE

The Senate has been coordinating the Vocational Education Leadership Institute for more than seven years. Funded by a Federal Grant through the System Office, the Vocational Education Leadership Institute is dedicated to providing leadership training to vocational faculty. Held each year in March, the 2006 Institute was held in Palm Springs at the Hotel Zoso with over 130 vocational education faculty participants. This year's theme was "20:20 Leadership: Hindsight or Vision—an exploration of Reactive vs. Proactive Leadership." Attendees participated in 15 breakouts and six general sessions in a number of vocational education related areas including grant writing, budget, program discontinuance, advisory groups, effective leadership techniques, AB 1725, the California Education Code, and Title 5 Regulations. You can find more information about the 2006 Vocational Education Leadership Institute on our website. This year's event will again be held at the Hotel Zoso on March 8 -10, 2007. Registration material is available on our website.

LEADERSHIP INSTITUTE

In June the Senate holds its Faculty Leadership Institute, as it has for over 19 years. The first Leadership Conference (called Leadership Development Conference) was held February 27-28, 1987, at the Monterey Beach Hotel in Monterey. This annual Institute provides assistance and training to faculty leaders to empower them to run stronger, more effective local senates. Through a variety of Institute activities, participants learn to identify the role and functions of local senates, as well as their relationship to the statewide Academic Senate, the System Office, other consultation groups, the Board of Governors of the California Community Colleges, and the Legislature. This year the Institute was held in Temecula at the Temecula Creek Inn and over 60 faculty attended. The program for the Institute included breakouts related to the Brown Act, Title 5 Regulations and Education

Code related to local senates, Nuts and Bolts of Local Senates, as well as breakouts on the budget, hiring and evaluation processes, ethics, and academic freedom. Next year's event will be held June 14-16, 2007, in San Jose at the Hayes Mansion. Information and registration materials can be found on our website at: <http://www.asccc.org/Events/Faculty.htm>, as well as highlights from past events.

CURRICULUM INSTITUTE

The Curriculum Institute, first held in 1999, provides curriculum chairs, chief instructional officers, and faculty members with vitally needed training. Participants learn good Curriculum Committee practices including how to write integrated course outlines; design a separate course approval process for distance education courses; ensure compliance with the guidelines for teaching and learning assistance; and integrate student learning outcomes into the curriculum process. This Institute offers a unique opportunity for colleges to send teams to participate in training related to the very important process of curriculum development. In 2006 the Institute was held in July at the Hayes Mansion in San Jose. The theme was Curriculum Strategies Implemented (CSI): The Forensics of Curriculum. Over 175 attendees participated in a range of breakouts including roles and responsibilities of curriculum committees, assigning courses to disciplines, degree and certificate requirements, trends in curriculum software, accreditation standards and the development of student learning outcomes, rules for tutoring and learning assistance, and many more. As with other events, you can view the past presentations on our website at <http://www.asccc.org/Events/Curric.htm>. In addition, you can find information and registration material for the upcoming Curriculum Institute that will be held on July 12-14, 2007, at the Loews Coronado Bay Resort in San Diego.

ACCREDITATION INSTITUTE

2007 will see the first Academic Senate Accreditation Institute. Scheduled to be held on January 5 and 6, 2007, at the San Francisco Airport Westin, this Institute will be open to all faculty as well as student services and instructional administrators. More information about this Institute will be available in the next iteration of this report and on our website.



TEACHING INSTITUTE

In response to Resolution 12.02 S01, the Academic Senate will host its first Teaching Institute in Redwood City February 16-18, 2007. This Institute will focus on faculty development and resources to support and strengthen faculty in working effectively with students toward achieving their educational goals. More information about this Institute will be available in the next iteration of this report and on our website.

As you can see the Academic Senate holds a number of professional development activities throughout the year. In August each year, information about the events as well as the registration materials are posted on the Senate website at <http://www.asccc.org/Events/Events.htm>. We encourage you to visit the site and participate in the events. If you find that your college does not have funding to send you to a Senate event, we do have scholarships available for each event.

DISCIPLINES LIST REVISION PROCESS

An important service the Academic Senate provides to local senates and faculty on our campuses is in the area of professional standards. In accordance with Title 5 Regulations, the Academic Senate reviews the Disciplines List (Minimum Qualifications for faculty teaching in each discipline). In the past, this process has been conducted every three years. However, over the years there have been many concerns raised about the length of time between each review—it's too long. In Fall 2005, the delegates adopted a two-year discipline review process as recommended by the Standards and Practices Committee of the Academic Senate. Beginning in Spring 2006, revisions, additions or modifications are solicited prior to the fall plenary session held in the year preceding the biennial review. These modifications are widely disseminated to professional organizations as well as faculty and administrative groups; they are also subject to hearings held at each plenary session, and are reviewed by the professional organizations for college administrators and bargaining agents. At the conclusion of the hearings, the body votes upon the proposed changes during its spring plenary session. We are currently completing our first cycle under this new process and will vote on the new revisions list during the 2007 Spring Plenary Session. You can watch our website for announcements of the process and for information on the suggested revisions to the disciplines list.

WEBSITE

As you have read this report, you might have noticed that much of the information mentioned refers you to our website for further details. The Academic Senate's website <http://www.asccc.org> holds a wealth of information past and present and is regularly updated with new and important information that is useful to keep local senates apprised about what the Senate is doing at the state and local levels. On our website, you can find many of the publications and resolutions adopted over the years. We continuously work to improve our website by

listening to your feedback. Most recently, we added the Legislative Tracking page. This page allows you to track specific pieces of legislation, to see positions of other constituent groups such as unions or the Board of Governors as well as the positions taken by the Executive Committee, and to find the status of bills in the Legislature. As new bills are introduced, the Legislative Tracking page will be updated. We hope that you will use this information to inform your positions locally.

During our deliberations on raising the Math and English graduation requirements, we developed a specific page to provide you with the status of our work. The Math and English resource page provides information that was presented before the Consultation Council, the Board of Governors and sent to you locally. We will continue to provide this resource as we gear up for the Basic Skills Initiative so you can continue to see our progress on implementing the direction of the body.

AWARDS

Another service provided to local senates is the recognition of the good work that is occurring on our colleges. Each year the Academic Senate presents four major awards that honor the faculty and colleges of the California Community College System, which are funded by the Foundation for California Community Colleges.

- 🏆 **The Hayward Award for Excellence in Education** is awarded annually to four faculty members for commitment to education service to students' access and success and service to the institution through participation in professional and/or student activities. The Hayward Award is presented each year before the Board of Governors at its March meeting and includes a \$1,250 cash award for each recipient.

- ☛ **The Regina Stanback-Stroud Diversity Award** is awarded annually to up to four faculty members making special contributions in the area of student success for diverse students. The Diversity Award is presented each year at the Academic Senate Spring Plenary Session and includes \$500 cash award for each recipient.
- ☛ **The Exemplary Program Award** is awarded annually to programs or successful ventures in support of students. Each year the Executive Committee develops the theme for the Award. In 2006, the theme was “Innovative Noncredit Programs” in recognition of the ongoing good work of our noncredit programs. The Exemplary Program Award is presented each year before the Board of Governors at its January meeting and two programs receive a cash award of \$4,000 each.
- ☛ **The Jonnah Laroche Scholarship** is awarded to three students annually for exceptional accomplishments; students must have a 3.0 GPA and be from a group historically underrepresented in higher education—ethnic minorities, women and persons with disabilities. Each year the Laroche Scholarship is presented to students at one of the plenary sessions and includes \$500 cash award for two continuing students and \$1,000 one transfer student.

You can find the names of past winners of each of the awards, as well as applications, on our website. As you work during the year, we encourage you to identify faculty or programs for these highly recognized awards. Applications for all awards are posted each year in August along with their associated timelines. Highlighting the work of our programs and faculty before the Board of Governors provides them with a small sample of the good work we are doing on our colleges.

RESOURCES

Yet another service we provide to faculty members are the many papers we publish each year. The Academic Senate develops papers through its standing committees that provide research, guidelines, and good practices to assist local senates in their role in California community colleges. This year we published four *Rostrums* (February, April, May, and September), four papers (*ESL Students in California Public Education; The Role of Noncredit in the California Community College; Minors on Campus: Underage Students in Community Colleges, Equivalency to the Minimum Qualifications*), and several President Updates. In addition, the Senate conducted seven surveys that will assist to inform future papers, *Rostrum* articles, and session breakouts on a variety of topics such as sabbatical leave policies and practices, honors programs, chancellor/presidential searches, associate degree requirements, faculty development, matriculation/placement, and compressed calendars. Watch your email/mail for these important papers.

TECHNICAL ASSISTANCE

The Academic Senate works with other constituent groups to provide resources and services to local colleges. One example of our collaborative efforts is the technical assistance process developed in 1995. The Academic Senate, in coordination with the Community College League of California, provides technical assistance to local colleges. The purpose of technical assistance is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered are most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any of the parties involved in the local decision-making process. In 2006, we provided technical assistance to three colleges, with several more scheduled for 2007 Spring semester. This type

of assistance, however, is not only for when you're having problems. You might consider inviting the Senate and the League if you have a new college president, particularly one that is from out of state and not familiar with our shared governance structure. We encourage you to discuss with your college president whether this type of assistance would be helpful to your college. You can find out more information about this process at <http://www.asccc.org/Resources/Tech.htm>.

COMMITTEES

The Academic Senate has 20 committees that advise the Executive Committee, prepare breakout sessions, draft publications and coordinate institutes. In addition, our committees work during the year to implement the many resolutions passed at the plenary sessions. You can view the work of these committees and how it applies to the Senate's Strategic Plan on the Senate website under Standing Committees.

So who is doing all this work?

There are over ...

*14 Executive Committee
members;*

*75 faculty members on
Senate Standing Committees;*

*127 faculty members on
other committees, task forces,
advisory groups, and ad hoc
workgroups; and*

9 professional staff members



Conclusion

As you can see, we have **all been busy working** on your behalf. We hope that this report has peaked your interest and you're ready to help us at the state level. Stay connected with what we are doing by visiting our website, by attending some of our many events, or by serving on one of our standing committees.

Watch for next year's report.





The Academic Senate for California Community Colleges

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