

ROstrum Senate

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

A Principled Perspective: Something to Act Upon Or, Making a List and Checking it Twice

by Kate Clark, President

I confess: when it's time for me to grade that daunting stack of essays, or more recently, to compose a *Rostrum* article or a topical Update for the field, I'm very likely to have a sudden urge to rearrange my closets or refinish doors to the deck or even luxuriate in a lavender-scented tub. I rationalize, telling myself that I'm musing, or planning, or composing in my head. In truth, I'm hoping that something better will intervene, something more urgent or more definitive or more brilliant. Alas, not so: it never happens, and I am left with the honest job I still have before me.

Our experiences at this Fall's plenary session continued to remind me and other participants that now is the time to banish procrastination, to act. This *Rostrum*, in fact, is filled with pragmatic suggestions to local senates on how to throw off the malaise that has beset us this year and to tackle that list of chores before us. Perhaps you will approach it with the "moral outrage" that Ian Walton suggests, or the collaborative spirit Peter Haslund's plan depends upon, or with the dogged determination necessary to follow Leon Marzillier's

advice. Perhaps you will be inspired by an overarching vision such as Greg Gilbert describes or by a nagging curiosity motivating Shaaron Vogel's warnings. Perhaps you see a need to (re)assert faculty roles in establishing equivalency (as Mark Snowwhite and Jane Patton demonstrate), in stimulating ongoing faculty development (as Bev Shue and the Michelle Pilati suggest), in fostering student success (as Dan Crump argues). But act, we must.

And so, I have made my "To Do" list—amidst cleaning my closets and refinishing the doors. For example, I believe academic senates must be as explicit about the direction we will pursue, as the direction for the system we wish to preserve. Therefore item #1:

Present to the Academic Senate Executive Committee a draft of a strategic plan to give shape, direction and urgency to the activities prescribed by resolutions; share the adopted version with the field. (January 2004)

This action emerges belatedly in my presidency, I am the first to admit. At our plenary session, I suggested those

pretexts that ostensibly prevented earlier action—a tardy budget, the final budget itself, the recall, the inauguration. But we agreed those were mere pretexts. Even now, failing to articulate a vision and to persuade other Executive Committee members to share and to illustrate that vision would be a greater

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Julie Adams

From the Desk of the Executive Director

by Julie Adams, Executive Director

All during the year in the North Pole Santa's little elves build toys, so that all the boys and girls can open them on Christmas day. These little elves work hard all year long because they know that Santa has toys to deliver to all the children of the world. But did you know that as a local senate leader you have your own North Pole in Sacramento? All year long the Senate works hard to provide local senates with the resources you need to do your job as a faculty leader on your campus. Just as Santa has his reindeers that pull his sled, we have our Executive Committee that pulls our organization through all climates and weather. Led by our red-nosed reindeer, President Clark, who through her leadership has built an impressive team that is able to fly in snowstorms. These members work hard all year long through their leadership on our 12 standing committees and a number of advisory and task forces. You can now read about their goals and accomplishments on our Senate website under "Standing Committees" and in our new and improved resolution database.

As with Santa and his reindeers, there is a Santa's workshop where the elves create all the magical toys for the boys and girls. In the Senate, we also have a magical workshop. It is located in Sacramento at 428 J Street, Suite 430. The Senate Office has worked all year long to provide you with the tools to be effective as senate leaders. For example, this year we have created a listserv where you can ask your colleagues about important issues on your campus. Many of you have already begun to use this resource and found it a valuable source of information. Additionally, there are a number of new resources on our website. We have now begun to develop the Senate's Legislative Page. This page, in conjunction with urgent alerts generated by the President and the Legislative and Governmental Relations Committee Chair, contains important information on what's happening in the legislative arenas. If you haven't checked it out lately, make sure you do so soon

because we have also posted talking points for you and your senate to use when discussing key issues such as the budget.

Likewise, if you were not able to attend the past session, make sure you check the archive of session breakout presentations to keep current on the important issues. Soon you will be able to search the long list of senate publications and have instant access to senate events activities through online calendar. Look for these and other exciting additions to our website this winter. But wait, that's not all.

How do you think elves learn how to build toys? I'm not sure because no one ever talks about it, but I would guess that Santa holds workshops for all new and seasoned elves. So do we! This is hardly news to some of the seasoned leaders, but what is new is that we are posting the dates and registration forms on our website earlier each year, so that you can begin to plan and search for funds to attend these highly informative events. We have also been a real Scrooge with our money, so that we can offer more scholarships for faculty to attend all of our events during these financially hard times. In the past, we only offered a few scholarships for the Faculty Leadership Institute. This year, however, we will offer scholarships for each of our events, including fall and spring session. Be sure to apply now because the scholarships are first come first serve.

Once all the toys are delivered to all the boys and girls, Santa heads back to the North Pole with his reindeers, but the work is not done. He and his helpers begin to plan for next year's deliveries. As the world changes, so do the wants and needs of our children. The same is true for the climate in California. We don't know what to expect under our new Governor or how the Legislature will react. However, you should trust that the Senate is canvassing the climate and watching the trends, so that you will be informed on how to preserve our community colleges, responding to those who are naughty and nice.

Happy Holidays

Outrage and the Moral Dimension



Ian Walton

by Ian Walton, Educational Policies Committee Chair

Does it ever seem that only the faculty cares about what's right? This depressing thought was prompted by a reflective look at the events of the last six months from the cozy vantage point of a Thanksgiving weekend bed and breakfast inn tucked away in California's gold country. Perhaps a more realistic assessment comes from a Virgin Radio talk show host in London on the morning of the recall election results:

"... and now California has gone completely mad."

Could it be the same moral malaise that requires both politics and education to be entertaining rather than substantive? In politics it produces the bizarre result that a movie actor is deemed instantly competent (even desirable) to run the 5th largest economy in the world. And in my own math classes I marvel that students who have never seen mathematics more recent than perhaps four hundred years old complain about a television documentary on twenty year old mathematical discoveries because the actor's clothes are out of date. Both voters and students seem to prize entertainment value above all else.

So who's promoting and defending the fundamental values of higher education? In a more logical world you might expect that the government should play an important role. Instead they seem to be leading the charge to abandon our historical values in the name of efficiency or expediency. In the 1960s the California Master Plan for Higher Education set the stage for the development of a world class educational system where universal access would be provided by the community colleges. Student registration fees did not exist at the community colleges and the California taxpayer believed that this was a worthwhile investment in the social and economic fabric of the state. It would pay handsome dividends in the future. You might well argue that is precisely why California became the 5th largest economy in the world. And with the recent death of University of California President Clark Kerr, now would be an appropriate time to pay tribute to the wisdom of that nineteen-sixties plan.

Instead, the Legislature seems poised to dismantle its fundamental goals. Two dangerous, but unspoken, assumptions form the background to their activities. They seem to be basing their research and proposals on the twin assumptions that

- 1) the California taxpayer is no longer willing to fund education the way we have known it in the past;
- 2) and that, as an immediate consequence, the proportion of the costs borne by the state must decrease.

These assumptions should cause vehement moral outrage—but instead they seem to be barely noticed amongst discussions of increased student fees and accountability through performance outcome measures and revised funding formulas.

How can they justify the notion that California taxpayers who personally benefited from the state's provision of higher education for themselves and their children are now unwilling to provide the same educational support to the current generation of students? That's moral bankruptcy at its most odious. That's where we should all be outraged—not just the faculty.

And how can they claim that the educational engine that drove California's economic expansion of the last forty years is no longer a worthwhile investment. That's short-sighted financial lunacy.

The Academic Senate is speaking out in opposition to these two pernicious assumptions.

At a December 9th hearing by the Assembly Higher Education Committee, your representatives made these points—in the presence of system outsiders who had expressed alarm about the "enormous and chronic underfunding of the community colleges" and before a slightly more receptive legislative committee. But this argument needs the louder voice of the faculty and California's voters to say

- ▶ we believe that the California taxpayer should continue to fund the state provision of quality higher education for all who can benefit;

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Technology Resources

by Michelle Pilati, Technology Committee Member

Technology has become a significant part of our world and continues to change the way we live our lives and do our work. The online delivery of courses is altering how courses are taught and prompting faculty to contemplate how all of their courses are conducted. While technological advances are embraced by some, they may appear to be a new challenge to others. Despite your place on the technological comfort continuum, there are online resources available to aid you in all aspects of your role as a faculty member, from course development to professional development.

The resources and tools available to you as you develop or revise a course are extensive. If you are seeking to determine where your program is lacking (i.e., what courses should you have that you do not?) or how a course typically transfers, visit www.assist.org. ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) provides an accessible online record of existing articulation agreements between the community colleges and the CSUs and UCs. As stated on the ASSIST site, "This database includes UC TCAs, IGETC lists, CSU GE-Breadth lists and articulation agreements for all California public postsecondary institutions." ASSIST allows you to access the existing agreements between a community college and a UC or a CSU by both major and department. ASSIST can help you determine if a student will receive credit for courses already taken, and how those courses will apply to specific academic goals.

When developing or revising a course, one of the most useful references that one can have is a course outline. Course outlines of record are public documents and many schools have made them available online; in your search, your campus articulation officer also has the resources to issue a general call to other officers around the state. Although not currently available, a searchable database is planned to be accessible at <http://www.curriculum.cc.ca.us>, the ASCCC Curriculum site. Various documents pertaining

to all aspects of curriculum can also be found here. Some of the colleges that currently do offer public access to their course outlines are Pasadena City College (<http://mis.pasadena.edu/webcms/search.asp>), Citrus College (<http://www.citruscollege.edu/as/curriculum/outlines>), and Solano Community College (<http://www.solano.edu/webcms/search.asp>). As online submission of course outlines for articulation purposes is currently being piloted (OSCAR), it can be expected that the online availability of outlines will increase.

Not only can you find ample assistance online for course development, but there are also multiple opportunities available online for professional development. The California Virtual Campus currently offers online training (<http://www.cvc4.org>) that focuses on the use of course management software, as well as opportunities to share teaching strategies and to catch up on the latest technological news at the CVC Professional Development Center (<http://pdc.cvc.edu/common>). Another exciting opportunity is provided by the @ONE Project (<http://one.evc.edu>), a project funded by the Chancellor's Office and housed at Evergreen Valley College. The mission of @ONE is to enhance student learning and success through the expanded use of effective technology by providing training, online resources and support. The @ONE project offers online and face-to-face training, support services, and a vast collection of online resources. The resources include online workshops, training materials, real-time interactive presentations, documentary-style video productions examining best practices and exemplary applications of technology for teaching and learning, and self-paced training tutorials for common technology applications.

In addition to finding opportunities for professional development online, there are an infinite number of online sites that provide useful information or enhancements that can be used in any class, online or in the classroom. The challenge in finding useful materials is sorting through all

that which is inappropriate, inaccurate, or unreliable. Fortunately, there is a project that seeks to aid you in finding quality-learning objects. MERLOT (<http://www.MERLOT.org>), Multimedia Educational Resource for Learning and Online Teaching, is a searchable database of sites that are organized by discipline and rated by faculty. The site was designed, in part, to provide a forum for the peer review of online work. In addition to offering a ranking and review of sites, many disciplines have begun to add assignments based on the material in MERLOT. MERLOT also now offers a new function for members (membership is currently free but may soon be a victim of cutbacks) whereby they can develop their own collections of items in MERLOT, permitting an easy mechanism for organizing materials by course. Members can also add new items to MERLOT.

Another noteworthy project is the Virtual Instructional Designer (<http://www.thevid.org>). This is a project of the Indiana State University and provides resources for online course development and improvement. In order to access the materials you must become a member (like MERLOT, membership is free). As stated in the site, “The Virtual Instructional Designer (VID) is a web tool designed to assist instructors with the process of transforming online instruction and face-to-face delivery enhancement. With a variety of different informational modules, tutorials, and your personalized features, the VID is the perfect one stop source for all your instructional needs.” The resources here are extensive and truly helpful.

One of the most significant things that the use of the computer can provide in any teaching situation is an opportunity for active learning. While some of the software that has been developed is expensive and complex, there are many examples of software that are not. Consider ways that you can make learning course material fun—software is available that will allow you to create interactive exercises and other tasks that allow students to exhibit mastery of course material while having fun. Halfbaked Software (<http://www.halfbakedsoftware.com>) is a site worth visiting. One of their products, “Hot Potatoes,” has become quite popular with educators. It is described as consisting of “...six applications, enabling you to create interactive multiple-choice, short-answer, jum-

bled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web. Free of charge for non-profit educational users who make their pages available on the web.”

Another product from the same company is one that is provided for free in a limited form; in order to create more complex “mazes”, a software purchase is required. Quandary “is an application for creating Web-based Action Mazes. An Action Maze is a kind of interactive case study; the user is presented with a situation, and a number of choices as to a course of action to deal with it. On choosing one of the options, the resulting situation is then presented, again with a set of options...”. While difficult to explain (a sort of *Encyclopedia Brown* activity), the appeal of this type of exercise is obvious after you have tried it. Samples and tutorials on using the software can be found at http://www.halfbakedsoftware.com/quandary_tutorials_examples.php.

The resources available for enriching any course are vast and extensive. Remember, however, that caution must be employed when adding technology to any course as you must be certain to consider accessibility. For your convenience, the following site is provided to aid you in understanding what this involves and how to achieve it:

- ▶ Section 508: <http://www.section508.gov/>
- ▶ A-Prompt (Accessibility Prompt) is a software tool designed to improve the usability of HTML documents by evaluating Web pages for accessibility barriers and then providing developers with a fast and easy way to make the necessary repairs. <http://aprompt.snow.utoronto.ca/>
- ▶ WAI Web Content Accessibility Guidelines: <http://www.w3.org/TR/WCAG10/>
- ▶ 15 tips to make your website accessible:http://www.gcn.com/vol20_no12/news/4325-1.html
- ▶ Bobby Accessibility Checker: <http://bobby.watchfire.com/bobby/html/en/index.jsp>
- ▶ WAI References on Web Accessibility: <http://www.w3.org/WAI/References>
- ▶ Web Aim Tutorials: <http://www.webaim.org/>



Greg Gilbert

The Value of Messiness

by Greg Gilbert, Chair, Research Committee

I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education. This is the true corrective of abuses of constitutional power.

—Thomas Jefferson

I had planned to write about life as a new Executive Committee member, the shock of the new and such, but I find my thoughts occupied by the “why” of Exec life more than the “how.” Suffice it to say, instructions for writing a candidate’s statement and running for office are available at the Senate website. YES, if elected, you may chair a committee, and perhaps serve on other committees and task forces, and visit shiny meeting tables in rooms scattered throughout our great state. You’ll learn new acronyms, write papers, and your email will teem with unfamiliar names. In the end, you will add an entry to your Curriculum Vitae, and one may well ask, “Why bother?” To that, my personal answer is didactic and simple: the preservation of messiness.

You see, I believe in the messiness of liberty. Today, as never before, the test of liberty is, can it retain its essential messiness and endure against authoritative models of “good sense?” Consider, for example, the demands for accountability that are coming at us from all sides. Naturally, we should want our legislators and state programs to be good and efficient stewards of our tax dollars, but accountability can be coded for “Your government knows best.” Consider, for example, such suggestions as improving educational quality as measured by improved scores on proficiency exams; differentiating funding between lower division and upper division course levels and disciplines; higher education vouchers; high fees, high aid; and cutting instructional costs through computer-based learning models that employ undergraduate mentors to educate increasing numbers of students. What these suggestions have in common are limited access, a narrowed curriculum, and a Fritz Lang vision of Metropolis, everything in its place.

The goals under consideration by state leaders may be arrived in the guise of fiscal frugality, but aggregating our state and its curriculum into a one-size-fits-all formula is impractical. How can a poor, rural district be treated equitably with a wealthy, homogeneous district? Besides, the correlation between proficiency exams and student success is mythic at best. We know that large scale testing in K-12 has created a sizable and expensive bureaucracy, given rise to a flotilla of subsidiary consultants, and resulted in curriculum that is as narrow as a Scantron bubble – but it has not benefited students or school districts. Where K-12 is a thirteen-year compulsory education system, California’s Community College System is two years, non-compulsory, and fraught with census variations. Any attempt to aggregate and regulate the whole will likely result in a bureaucratic, Kafkaesque nightmare.

I believe, rather, that it is appropriate to defend local control, particularly where curriculum, governance, and funding decisions are concerned. Though the results may appear messy from a distance, I have greater faith in local boards and faculty than I do in formulaic decisions arrived at by remote committees and term-limited politicians. Surely, the tradition of American ingenuity can best be perpetuated by curricula born of liberty, infused with individuality, and dedicated to access for all. It’s not the economy; it’s the people, stupid.

So what has all of this to do with serving on the Executive Committee?

Recently, my students and I analyzed the “Gettysburg Address,” and, as always, the meaning of “four score and seven years” came up. In Lincoln’s day, I explained, elderly Revolutionary War veterans

listened to his address, and the significance of “four score and seven years” is how young our democracy was at the time. Naturally, my students view America’s founding and the Civil War as ancient history, so I attempted to bridge the span of years with the following anecdote.

When I was eight years old, a friend of my mother had an elderly father, “Pop,” who occupied a bedroom in her household. Pop was 98 years old and was born in 1857. I remember listening to his stories of the old days. Pop actually remembered the Civil War and, as a young boy, he had listened to the tales of old Revolutionary War veterans. That’s how recent our founding is. I knew someone who knew soldiers from the Revolutionary War. Today, according to census information, there are more than 10,000 Americans who are 100 years or older. Thus, I tell my students that the founding of the American experiment is a little more than two long life spans ago and that the dream of democracy is new and fragile within the world of human affairs.

Now, 140 years after Lincoln’s “Gettysburg Address,” our systems of education remain vital to the continuance of a free united America. Like liberty itself, the promise of affordable education must be equally available to all citizens, regardless of income, color or creed. Our community college system seems to be the last vestige of the town square, the one place where Americans of all histories and persuasions can engage in the messy discussions necessary to prepare for a shared future in a pluralistic society. For me, the Academic Senate for California Community Colleges is a great defender of America’s finest dreams of and for itself, and that is why I, who rarely identify with any group, am proud to serve on the its Executive Committee.

I know that it is easy to become world-weary in these times of Patriot Acts and accountability about such an arcane and abused word as “liberty,” and yet I subscribe to the idea that the debt owed by us the living remains payable in each generation. Liberty, warts and all, is still our birthright, and may yet be forfeit, not to foreign forces but by our own inattention to the unfinished work that has been, in Lincoln’s words, “thus far nobly advanced.”

Principled Perspective

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defect in my leadership; failing to encourage and foster their creative energies would be a deprivation to the field.

Further, because the Academic Senate has long believed that unified faculty voices are more effective and more persuasive, particularly in times of crisis, I have added another item to my list:

Solidify relationships between the Academic Senate and each of its CoFO partners. (Beginning in December 2003)

A plan and support to enact its elements are the blueprints and the contractors to build and reinforce the Academic Senate for California Community College.

That is the beginning of my list; I invite you to use this holiday period to generate one for yourselves—all based on the values we cherish and the principles the Academic Senate has proclaimed through its speakers and presenters, in its papers and resolutions over the years. What might you place on your list? This *Rostrum*, as you will discover, suggests a number of significant actions you may wish to add to your task list. At the 2003 Leadership Conference, I suggested a range of activities that, given present statute and regulation as well as professional desire, you are obliged to fulfill. For the approximately 56,625 faculty in the California Community College system who were unable to attend this event, let me provide a brief summary and augment it with several recently expressed concerns.

Hiring of new faculty:

Do you understand your district’s Full-time Faculty Hiring Obligation Number? Are you engaged in dialogue with your administration about potential hires? Have you identified positions deemed critical or part-time faculty positions to be (re)filled? Even if you will not be hiring, have you reviewed your hiring policy and practices lately, particularly to see how they incorporate recommendations of the new equity plan? What sort of orientation pro-

gram do you have—or could you have—for newly hired faculty? What is the role of faculty in administrative hiring and evaluation? When did you last review your district’s administrative retreat policy? Do your recruitment statements reflect minimum qualifications as published in the most recent 2003 document?

Maintaining Instructional Integrity

Responsibility for Standard Regarding Student preparation and Success, Degree and Certificate Requirements:

Has your local senate—including faculty from multiple disciplines and counseling—sponsored a full and vigorous discussion of requests to raise the levels of math and English required for graduation with an AA or AS? Are your faculty participating in the IMPAC (www.cal-impac.org) discussions for their disciplines or maintaining vigilance on how these discussions will affect their curricula? Similarly, are your faculty aware of the CSU discussions regarding teacher preparation and how new frameworks and regional discussions for transfer will impact their course content? Do your FSAs reflect emergent or current needs? Have you begun to discuss local suggestions to modify the Disciplines List (to be subjected again to statewide review beginning in 2004).

Curriculum Committees: Have you reviewed the composition and procedures of your curriculum committee? Do those procedures enable your faculty to participate in oft-hasty decisions or the need to respond to “urgent” circumstances?

Program Development: Not uncommonly, some interpret this mandate as applying only to the creation of new programs or expansion of existing ones. However, program development must also entail the consolidation, suspension, or elimination (discontinuance) of programs.

On the first of these charges to faculty, what programs are you currently planning, using these periods of stasis to conduct all advance planning? What new courses are you readying for brighter days? How are you working with local employers, K-12 segments, and your own inventive faculty to create new programs and curricula to address local needs? How might programs of local worth be sustained and improved, despite arguments that budgetary expediency militate against retention?

As to the second charge, have you examined and revised as necessary your program discontinuance policy and its procedures to ensure students and the larger community are alerted and involved in those decisions? Further, do faculty have a significant role in determining which course sections will be dropped as class offerings are curtailed in each term? Equally important, do faculty have appropriate roles in determining which courses or programs should be offered again—and in which order—when times seem not so dire?

Program Review: Is your current program review process appropriate and functioning in a timely fashion? Does it provide information that might be used for accreditation purposes? Is it unnecessarily duplicative of reviews or evaluation done for other purposes (e.g., federal reporting, grant evaluation)? Has program review been decoupled from procedures for program discontinuance?

Faculty Roles in College and District Governance Structures and Processes for Planning and Budgeting Processes

The Academic Senate is in the process of submitting for approval revisions to its constitution and by-laws. Among the most challenging tasks senates face (and ironically, among the most divisive and time-consuming tasks), these periodic revisions are essential to clarify our responsibilities and designate those individuals or groups charged with their implementation. When were your constitution and by-laws last reviewed? Do they reflect or respond to the local campus culture? Is this a task for which you have sufficient energy to undertake at this time?

On a less arduous plane, have your processes for planning and budgeting been reviewed? Do you have uniform, predictable meeting times of task forces, committees, based on faculty availability, not administrative preferences? Do you have participation of all appropriate groups in various governance activities? Have you reviewed the statute on student participation and appropriately included them in the decision-making processes, particularly in areas of overlap with our 10+1 areas of delegated authority?

Do you have an effective communication mechanism to share ideas with all faculty? Do you have orientation strategies or handbooks for all standing committees so that new members, especially non-senate members, understand their role and obligations?

Does your website reflect the most current submissions of minutes, agendas, announcements, or is it outdated?

Do you have a formalized process with your union? Does your senate or its designees meet regularly or at predictable junctures with representatives of your bargaining unit? Do you have a published strategy for bringing matters of concern to one another? Are you currently working with your bargaining unit, for example, to improve faculty evaluation and peer review processes—while building a firewall between accreditation dictates and individual faculty? (See F03 Resolution)

Accreditation

The Academic Senate is attempting to do a better job this year of explaining what seems to others as an ambivalence regarding the newly adopted ACCJC accreditation standards. Of the many resolutions the plenary body has passed on accreditation, some contradict others. Yet all urge us to express our outrage at the flimsy justifications for those standards and the process by which they were adopted, to protect the integrity of our curricular programs and student support services, to protect faculty and students from undue intrusion. In the December *Rostrum* article and in his presentations, our liaison to ACCJC has reminded us that despite our principled objections and our concerted efforts, the standards were adopted and now we are left to make them our own and to reflect our values while engaging in the accreditation process over which we have faculty are still to have primacy.

So when did you last review your processes for accreditation? For appointing faculty representatives? Do faculty or outside researchers determine what shall be measured and how? What role is promised you? Is your curriculum revision driven solely by the need to append “measurable student learning outcomes”? What qualitative measurements are you insisting upon to examine those elements most of us believe constitutes education as we would define it? Are vocational faculty (long time users of “student learning outcomes”) sharing their practices with non-vocational faculty? And, as an extension, are vocational faculty attending to the questions of regarding use of qualitative data?

How are your faculty sharing with other faculty around the state your findings and observations about the accreditation process? Are you attending the Academic Senate’s plenary sessions on this topic? Are faculty offered the opportunity to observe the “training sessions” offered by those in the emergent accreditation cottage industry? Administrators appear in droves; are your faculty also attending?

Faculty Professional Development

The lack of state funding for these much-needed efforts expresses legislators’ misunderstanding and unwarranted hostility. At the state level, the Academic Senate will attempt to address those barriers in a more concentrated effort this year. However at the local level—and at a very personal level—we continue to need experiences that renew our commitment, that refresh our intellectual engagement, that restore our souls. Many of us are contractually obligated to engage in such activities, though there is no funding for conference attendance or for bringing speakers or presentations to our campuses. At the same time, what we choose to do voluntarily is no longer held to the stringent though perhaps appropriately narrowed precepts of what constitutes appropriate activities. Without funding, we are now freed to do other activities less apt to fall neatly into those categories of yore. We can have fun and still experience renewal, refreshed, and restored.

And what are you doing to continue such professional development? Don’t be surprised if, after the holidays and intersessions, we ask you to report on your faculty’s activities, to share with others your strategies for achieving the aims of this delegated authority.

That, then, should provide you with ideas to compile your inventory, reminding you of the principles upon which you and your senates may initiate action. Check your list, feel free to share it with me, and join us in San Francisco at the Spring 2004 Plenary Session “Acting on Principle” when our theme will embody this new collective energy and enthusiasm for the work we share.

Wishing you respite and relaxation, and a very long list!

Evolving a Plan of Action: Some Basics

by Peter Haslund,
Legislative and Governmental Relations Committee Member

A common complaint, frequently expressed by delegates to last year's Academic Senate Plenary meetings, had to do with the ongoing absence of adequate funding for California's community colleges from our Legislature. There were concerns about the tendency to support California's correctional institutions at a higher level than those committed to the education of our youth. Some other attendees were concerned about the relative difference between the per-student funding at our state universities as compared to that offered our community colleges, a comparison that did not especially favor community colleges. Still others were concerned about the perceived inequity in distribution of Proposition 98 funds. Usually these conversations would end with a note of resignation as in, "but what can we do?"

That was the initial source of inspiration for the Spring 2003 Resolution 1.04 "Evolving a Plan of Action." As the author of that resolution, my argument rests on the assumption that we are not especially satisfied by simply continuing to ask, "what can we do?" So I have joined the Academic Senate's Legislative and Governmental Relations Committee to undertake the task of developing such a plan.

To my mind, the basic elements of any effective plan designed to affect the outcome of political engagement would include simplicity, clarity, and wide spread acceptance of both our process and our objective. The Legislative and Governmental Relations Committee has begun to discuss a plan of action that would be guided by a few basic assumptions.

First, we must be clear about what we want and why we want it, and we will have to engage in a process that builds consensus among our constituency. The final product or objective must be fairly focused, uncomplicated by separate, or more specialized demands that could lead to the fragmentation of our efforts. It will be essential that the objective be clearly understood and supported by the community college faculty.

Second, any plan must include a method of engagement by which the faculty of California's community colleges are, and feel, a part of the process.

Next, we need to learn how to connect effectively with members of the legislature. There are 120 members of the State Legislature, and surely we can identify 120 faculty who have an existing and ongoing relationship with at least one of these legislators or members of their legislative staff and who would be willing to convey to them the State Academic Senate's message about critical issues. This point does not speak to the question about how that message is developed; only about how to transmit it once it has been formulated.

Any plan must be visible to our communities. It will also be critical to develop a deliberate campaign at every community college that highlights what we do well and how the community is, ultimately, the beneficiary of that effort. To this end, the State Academic Senate might consider the development of a template that could be helpful to local senates in making their case locally. They are, perhaps, only a few threads linking Republicans and Democrats, but one such thread is the need to be re-elected. There is also a shared view that our community colleges offer the most resource-efficient system of higher education in an era of scarcity, and that our programs are clearly linked to the future success of California's residents, particularly its youth.

If this is so, why are we funded at such low levels? At the risk of oversimplifying, I believe we have not had a clear and *concerted* process by which to convey our views. Instead, we have been seen as fragmented groups in search of narrow interests. The intent of this "Plan of Action" is to make it possible to develop the critical issues and speak with a single, *effective* voice to those who make the decisions that matter most to us.

We can make a positive difference in terms of how we are perceived in Sacramento. The Legislative and Governmental Relations Committee believes that there is a need for some haste as the better organized and better funded elements of our society are likely to understand this and take appropriate action. We will be thinking through the ideas presented above during the next few months. We would encourage you to join us in the discussion by sending your comments to the Chair of the Committee, Ken Snell at: flc-sase@flc.losrios.edu.

Learning During Program Discontinuance and Reduction



Shaaron Vogel

by Shaaron Vogel,
Occupational Education Committee Chair

In these tight budget times, colleges are experiencing program discontinuance and reduction. At the Academic Senate's Fall Plenary 03, a breakout was held on this issue. Many local senate presidents did not know what was stated in their college's or district's policy and the necessary procedures to be observed when discontinuing a program. For all attendees, the breakout was an opportunity to learn and plan for what they needed to do in the future.

Four colleges shared their policy and procedures; Mission College in Santa Clara, Sierra College, Santa Monica, and Butte College. The Academic Senate paper, *Program Discontinuance: A Faculty Perspective* (1998), was also disseminated at the breakout. If you wish to access this paper, it is on our website at http://www.academicssenate.cc.ca.us/Publications/Papers/Program_discontinuance.html. Faculty are responsible for curriculum and "program development" and should take the lead in not only program creation but also the program discontinuance or suspension.

There emerged in our conversations some common themes or key items that should be present in a policy and procedure on program discontinuance. Some items to consider before you begin are: union contracts, FSAs, recurrent targeting (intentional or unintentional) of student populations (e.g., vocational students, basic skills classes), links to planning and mission at your college. Other questions emerged: Who has to approve a district's policy and establish its procedures? Who, outside the college, has to review the proposal to discontinue a program (regionally? Statewide?) Are those considerations contained in the policy and procedures? Once implemented, does the process (or its participants) presuppose a "buy-in" and approval process for the discontinuance of a program, or are participants open to

other strategies? How does the policy and procedure function in emergency budget times to ensure open and wide faculty involvement. Are the senates in a multi-college district in accord? Are they speaking with a united voice? And are they aware of how a discontinuance on one campus may impact another?

Key themes that were repeated by many attendees and that are present in the Senate paper are: 1) having union, senate, and curriculum committee involvement, 2) including timelines that are more than one year, 3) developing criteria/indicators that are both qualitative and quantitative, 4) considering an appeals process or plan for improvement, and 5) defining any terms that may be used in the procedure to improve understanding by all. The process should include such data as: how many students are affected, how many part-time and full-time faculty are affected, and how does this impact the community and businesses. What jobs are in our community that cannot now be filled or students who may not be

able to advance in their career or improve their life and income? How would this impact college curriculum balance or affect other programs?

This experience was a learning process for this

local senate president who found that her college's procedure was just two sentences! Even in these tight budget times, it is not too late to start a process to improve your local policy and procedure. Butte College has already approached our Vice President of Instruction, our College President, and our local senate and Curriculum Ccommittee to create a new procedure. If you do not know what your local policy and procedures are on program discontinuance, I urge to find it and review it. You may want to consider changing what you have and improving on the process.

Good Luck and rise to the challenge!

The Occupational Education Committee of the Academic Senate is planning the March 12 and 13th Leadership conference in San Diego. Please join us. It is open to all vocational faculty and for only \$50! Our website has more information and registration forms. Come learn and share with us!



Mark Lieu

Career Ladders Project Update

by Mark Lieu, Career Ladders Project Liaison

The California Community Colleges Board of Governors made career ladders a priority in 2002-2003, resulting in the funding of a system grant project to support the development of career ladders in the system while seeking additional funding from other sources. As your liaison to the Career Ladders Advisory Board for the project, I would like to update you on what has been happening with the project.

The grant project proposal has several components. First, the project plans to assess the status of career ladders in colleges across the system. Ten sample colleges will be chosen for in-depth interviews. Second, the project will identify sources of funds for the furthering of career ladders and detail how to access such funds. Finally, the project will establish an action plan and timelines for the System to assist in the further development of career ladders as an integral part of the California Community College mission.

Linda Collins, a past president of the Academic Senate for California Community Colleges, was appointed the director of the project in the Spring 2003. Over the summer, she pulled together a project advisory board, hired staff, and established a website for dissemination of project information. The advisory board includes a wide range of members, representing students, workforce programs, foundations, the Board of Governors, districts, faculty and the Chancellor's Office. A full list of members, as well as the full grant proposal, is available on the website at www.careerladdersproject.org.

The fall semester has been largely taken up with discussions of the selection of the ten sample colleges for interviews. The advisory group reviewed what criteria to use for choosing the colleges. The project wants to include colleges that are doing very well with the criteria as well as those that are facing significant barriers to implementing career ladders approaches. The criteria include these elements that selected colleges should have:

- ▶ Connections to industry;
- ▶ Connections to the workforce system through such entities as Workforce Investment Boards and social service agencies;
- ▶ Connections to community-based organizations;
- ▶ Connections to economic development agencies;
- ▶ Linkages to and sequences of courses or programs with high schools;
- ▶ Curricular links between basic skills/ESL and the rest of the curriculum (including internal pathways and career preparation);
- ▶ Support services; and
- ▶ Regional orientation.

In addition, the selection process will seek diversity among the colleges in terms of their region, location (urban/rural), size, and programmatic coverage.

The advisory board has been reviewing all colleges in the system to narrow the list of potential interviewees. The board has also been preparing the list of questions for the interviews. Before the semester is over, the final list of questions will have been field-tested and the final list of ten colleges selected.

For more information about the Career Ladders Project, you can contact project director Linda Collins at lcollins@careerladdersproject.org.

Faculty Development



Beverly Shue

by Beverly Shue, Faculty Development Committee Chair

The effects of cuts in community college funding were evident when surveying faculty attending the Faculty Development breakouts. With no new funding stream from dedicated funds for faculty and staff development, colleges are cobbling together carryover faculty development funds, funds from grants that can legally be used to ensure student success, and miniscule college funds. The amount garnered from college funds is a mere pittance compared to when districts had stable state funding.

Thanks to those districts that acknowledge the importance of professional development and have continued to support their programs with reassigned time and funding for speakers, workshops, printing, and technical assistance to faculty eager to improve their curriculum, courses, and delivery systems. This was evident from information presented in a breakout by Carol Burke and Dick Ryerson who shared information and resources for “Faculty Development on a Shoestring.”

Highlighted were Orange Coast College’s (OCC) Academic Senate Professional Development Institute (PDI) Handbook and its 1999 Mentorship Program for new tenure track faculty. When OCC hired over sixty new faculty over a two-year period, the local senate developed a 40-page PDI Handbook to provide information on OCC’s five committees dedicated to professional development: Alternative Methods, Conference and Workshops, In-Service Training, Professional Improvement Credit, and Sabbatical Leave. The Mentorship Program reviews mentor attributes, mentoring topics for the mentoree, and Friday workshops.

Many faculty have had contact with 4C/SD and are familiar with its history, and the CD ROM of 4C/SD’s Best Practices Report 2001-2002. At this time that CD ROM is available only to the participants of the 4C/SD Spring Conference of 2003. However, there is an effort to make the best practices available on the 4C/SD website next year. Six programs have been developed and are being offered at sites across the state: “Hire Me” Workshop Series (Cypress), Professional Development an Program Review for Managers (LACC), Discovering Mt. Sac,

Developmental Education Certificate program (Mt. Sac), Southwestern Staff Development Program, State Center Leadership Program.

The Faculty Development breakout on “The Role of Professional Development in Student Success” reviewed strategies that improved retention and reduced student anxiety about taking classes required for transfer at two colleges, Ventura and Harbor.

Participants in this interactive breakout began by reading Emily Dickinson’s poem “1129” and engaged in a 5-minute free-write exercise on their thoughts on an aspect of the poem. Participants were paired up to discuss their free-write, followed by a video of community college students discussing the poem. The last video clip showed a group of students that were so motivated that they met on their own to develop and plan a play. One student shared her first day anxieties about taking yet another English class—she had twice dropped the English composition class (taught by other teachers): “I was freaked out about taking this class and was determined to not participate at all.” The student outcome was dramatic—on the video this student transformed into an eager and active class participant.

Participants were also introduced to web pages offered by faculty development organizations that provide resources for faculty interested in effective teaching and learning, workshops, and, as noted in the Technology Committee article in this *Rostrum*, some groups offer such training and materials at no cost. On a more immediate level, attendees were reminded that enhancing the course syllabus beyond the dates of exams and grading criteria leads to better informed and more confident students, having a direct impact on student success. The syllabus can be a tool for student success by adding catalog and articulation information, policies on attendance, academic honesty, cell phone use policy, missed exam policy, exam schedules, and grading policy, and a faculty commitment statement. Discussing the syllabus the first day of class, then having the students take a “quiz” on the syllabus has resulted in students who no longer ask the question, “I was absent last week, did I miss anything important?”



Mark Snowwhite

Complications in Determining Faculty Minimum Qualifications

by Mark Snowwhite,
Standards and Practices Committee Chair

The high attendance at the Fall Session breakout entitled “Who Gets to Teach What: The Discipline’s List and Its Complications” may well reflect the general uncertainties surrounding the laws, regulations, and Senate-recommended practices about determining minimum qualifications for faculty.

To carry out their collective responsibilities for maintaining a professional faculty, it is essential for faculty to know their roles in determining the qualifications to teach in our colleges.

Faculty are involved on two levels. On the state level, the Community College Reform Act (AB 1725) gave the Academic Senate the responsibility for recommending to our Board of Governors the minimum qualifications for hiring faculty and for developing lists of disciplines and related disciplines to define those minimums for all public California community colleges. In addition, statewide the Senate conducts a review once every three years to up-date the Disciplines List (the next review begins in 2004). On the local level, academic senates have the sole authority to recommend to their governing boards the discipline or disciplines into which each course in their college’s curriculum is placed. In addition, the Education Code requires that all policies and practices for hiring faculty, including establishing equivalencies to the minimum qualifications, be developed jointly by the local academic senate and district administrations acting on behalf of their governing boards. So in principle, qualifications needed for a person to teach a course are determined by recommendation of the faculty working at both the state and local levels, although academic senates share with their districts’ administrations responsibility for developing hiring policies and procedures.

The most troublesome areas relating to faculty qualifications have always been misunderstandings about Faculty Service Areas (FSAs) and equivalencies. FSAs, which are established by faculty working primarily through their bargaining agents jointly with the local governing boards, may establish additional requirements for a faculty member in a discipline. For example, English might be divided into FSAs

such as *journalism* and *composition*, each requiring specialized educational preparation or experience. An instructor may have an FSA for *composition* but not for *journalism*. On the other hand, FSAs that are more broadly defined will include faculty members who may *not* have the minimum qualifications to teach all courses within his or her FSA. So if a college has a broad FSA of *Language Arts*, which includes speech and English, an English instructor with that FSA but only the minimum qualifications for English may teach English but not speech. In other words, you might have an FSA that includes a discipline in which you may not teach because you lack the minimum qualifications. You need both the minimum qualifications and possess the required FSA in your district in order to be considered competent to teach a course.

Why do we have such a confusing system? FSAs were established in law primarily to determine bumping rights in the event of reduction of force (RIF). Districts with broad FSAs (such as Language Arts) have given faculty with seniority the advantage, but in the event of RIFs, these districts may be left with those possessing an FSA but unable to teach classes in a discipline for which they do not also possess minimum qualifications. So that English instructor with an FSA in Language Arts may bump the speech instructor with the same FSA but less seniority, but she remains unqualified to teach the speech classes that the recently bumped speech teacher taught. While such broadly defined FSAs may benefit instructors with seniority, they will not preserve the integrity of programs.

Minimum qualifications and the concept of equivalencies were also an acknowledgement that our transfer partners then needed to be reassured that faculty teaching transferable courses indeed had the training and understandings common in those fields. So, when equivalency is misunderstood or applied in ways that undercut the integrity of our hiring practices, it may also jeopardize the faith placed in the community college faculty by our transfer partners. When the Disciplines List was first conceived, the authors of AB 1725 realized that some people earn degrees with names that are different from those

that are traditional or standard at other graduate schools. A term such as *Literary Studies* might substitute for *English*, or *Cybernetics* for *Computer Science*. So the expression “*Or the Equivalent*” was added to the definitions of disciplines. The intent language makes clear that a candidate for a faculty position who claims equivalency must have *qualifications at least equivalent to those specified* (emphasis added). In addition, Title 5, §53430 states, “No one may be hired to serve as a community college faculty unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified.”

But many districts allow for equivalencies clearly less than what is indicated above. Some districts consider as equivalent someone who has completed all (or most) of the course work but not a required thesis for a degree. Some districts provide for a provisional equivalency, which allows for a candidate to teach classes provided that he or she is pursuing the required degree.

This single-course equivalency is particularly disturbing as it is fundamentally inconsistent with the principles of establishing minimum qualifications to assure students and the public in general that our instructors have the high degree of professional qualifications that we deem essential. One of our most strongly held principles, reflected in law, has been that minimum qualifications are determined for *disciplines*, not for courses or subject areas within disciplines. The Education Code and regulations refer to qualifications only in terms of *disciplines* (see particularly Education Code, §87357 and Title 5, §53410 and §53430). (The chair of the Standards and Practices Committee has requested that the Chancellor’s Office provide a legal opinion on this matter, but whatever that opinion is, the concept of single-course equivalency remains inconsistent with Senate recommended practice as defined in the 1999 Senate paper on equivalency.)

Faculty members with minimum qualifications to teach only lower-level or introductory courses in a discipline, for example basic skills math, or only one specialty within a discipline, for example introductory to anatomy, will probably have the depth of knowledge to teach that limited area. However, people with limited expertise are less likely than those with minimum qualifications in that discipline to have an understanding of how each course fits into the sequence of courses in their respective disciplines. Single-course equivalencies would also

lead to the establishment on campuses of a two-tiered system of the well qualified and the not-so-well-qualified. For these reasons the Academic Senate has always opposed single-course equivalencies.

True, there are understandable reasons why single-course equivalencies and other abuses to the minimum qualifications system may appear from time to time, especially in remote areas of the state where finding well-qualified faculty members—especially those who will teach part-time—is very difficult. Department heads and administrators face the dilemma of pushing for loose equivalency policies and practices to make it easier to put less well-prepared people in front of a class or canceling a class that students may need, although these assaults on the principles of equivalency itself have consequences for students, for that institution, and for the entire system.

Allowing the less well-prepared to teach courses at the basic skills level might seem reasonable considering that the course being taught is, after all, similar to one taught at the near-by high school—maybe by that same candidate for hire. Do we really need to have some one with a master’s degree in math teach arithmetic or the fundamentals of algebra, some may ask? There is room for debate on this issue, but, the overarching question we need to ask ourselves whether such courses really belong in our for-credit curriculum as college courses.

If we believe that the community colleges are truly partners in higher education, if we further believe that replacing the old credential system—a relic from when the community colleges were governed by K-12 rules—with minimum qualifications developed by community college faculty, if we truly believe that we, as discipline experts, have the responsibility to keep our profession strong, and if we wholeheartedly believe that all of our students deserve instructors who are at least minimally qualified in their disciplines, then we need to agree to the following actions:

- ▶ first understand the rationale for those policies and practices that ensure the competency of faculty hires;
- ▶ review—and update—your district’s equivalency policy and processes;
- ▶ offer training for faculty engaged in writing job descriptions for new faculty hires and for faculty serving on the district or college equivalency committees;
- ▶ and finally, rigorously uphold those policies and their practices.



Jane Patton

Equivalency Training

by Jane Patton, Curriculum Committee Chair

Sitting on our local equivalency committee over the last several years, I was often frustrated with the need to explain repeatedly the rules of equivalency to each department representative who came to a meeting. We tried to ensure that subject matter representatives attended equivalency meetings to assist the committee in determining equivalency, but in truth, representatives did not always come. We tried to provide clear and consistent reasons why one person was granted equivalency and why another was not. It became evident that what we were lacking was a training program, to help all faculty understand what equivalency is and how it is determined in our district. (Our college is a two-college district with one district equivalency committee.)

This year, the equivalency committee experienced a major change of membership, both in faculty members and administrators. The new members suggested that, as past president, I should stay on the committee—to provide continuity and to help in the training of all the new members. We also agreed that I should develop a training program for all department and division chairs at both colleges. So I embarked on creating a three-page handout and PowerPoint® slides to use as training materials for our faculty leaders. The process of creating the handouts was in itself educational for the committee, and it helped us to clarify what was important for us and for the process of equivalency.

In November of this year, I began to pilot the training, first with my division (as the division chair, I knew I had a captive audience!) then with the division chair council. The 20-minute training session for division chairs included a slide show and several handouts:

- ▶ A paper version of the slides;
- ▶ The new three-page handout with Q & As about equivalency,

- ▶ The ASCCC's 1999 paper *Equivalence to the Minimum Qualifications* (available on our website at http://www.academicsenate.cc.ca.us/Publications/Papers/Equivalence_minimum99.html) and
- ▶ The Chancellor's Office 2003 edition of *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (available on the Chancellor's website at http://www.cccco.edu/divisions/hr/f_sdev/min_qual_min_qual.pdf)

In the training sessions, we identified the topics most confusing to faculty and compiled suggestions for streamlining the processes in the equivalency committee and Human Resources offices.

At our sister college, the division chairs later received the same training with the slides and handouts. We have asked each division chair at both colleges to provide the same workshop to their department chairs. Our ultimate goal is that all faculty members will understand the principles of equivalency and how the district's equivalency committee works to uphold those principles.

We are now convinced that besides determining equivalency, another important function of our district equivalency committee is ensuring that faculty and administrators across the district understand the processes and guidelines from the ASCCC and Chancellor's Office. I imagine there will still be questions about equivalency, but our hope is that the new resources and training we have provided will at least lessen the confusion.

You can find the handouts and PowerPoint® slides on the Senate website at <http://www.academicsenate.cc.ca.us/LocalSenates/LocalSenates.htm>. Feel free to use them as a starting point for discussions at your college.

A Loss of History

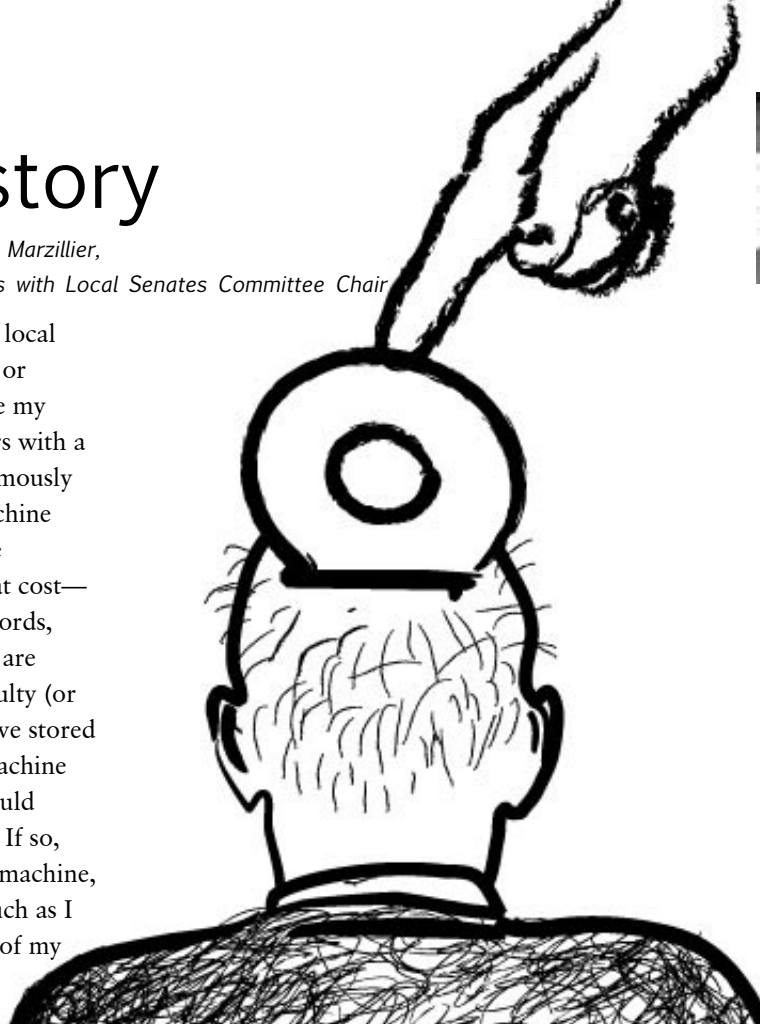
by Leon Marzillier,

Relations with Local Senates Committee Chair



Leon Marzillier

Recently, at the time I was chairing a local academic senate meeting, a burglar or burglars entered my home and stole my computer. As I have often heard from others with a similar experience, I felt violated, and enormously inconvenienced. It is not the loss of the machine itself—that has been replaced and my home insurance will reimburse me for most of that cost—but what I had on the machine, articles, records, speeches, pictures, were not backed up and are now all sadly gone forever. I caution all faculty (or indeed anyone) to think about what you have stored on your computer. Is everything on your machine backed up? If not, is there anything you would dearly miss should your machine be stolen? If so, back it up on a CD, DVD, disk, or another machine, and you will not feel the sense of loss as much as I do now. It is almost as if I have lost a piece of my personal history.



That loss got me thinking about the history of our organization. Now, I am quite sure that the superbly efficient staff of the Academic Senate office have backed up all our important documents so that they are accessible to current community college faculty and to generations of community college faculty to come. Can you say the same about the historical documentation concerning the activities of your local academic senate? Approximately a generation has gone by since the passage of AB1725, the seminal legislation that empowered academic senates. California community colleges had widely differing experiences when their academic senates first attempted to exercise their rights guaranteed by this legislation and since written into Title 5 Regulations. Many college administrations resisted the increased voice and influence that academic senates were now granted in the 10 plus 1 areas of academic and professional matters. During this “retraining” of these college and district administrations, many battles were fought, lessons learned, and brand new procedures implemented. Are the records of those struggles accessible to your current faculty and to generations of faculty to come? In other words, is the history of the implementation of the Title 5

Regulations emanating from the passage of AB1725 on your campus backed up, so to speak? Many of the generation of faculty members intimately involved in senate leadership when AB1725 first passed are now in the process of retiring and moving on, if they haven’t done so already. “Backing up” that historical knowledge is essential for the next generation of faculty leaders on your campus. Are these new leaders aware of the situation prior to the passage of AB 1725 and the changes that came about because of that legislation? Any gaps in their knowledge might cause them to have to again fight battles that have already been fought and won. Such a scenario would be a waste of everyone’s time and spread undue consternation amongst the faculty on your campus. Before we, who are “in the know,” step aside, be it to once again experience the joys of teaching, or be it to enjoy a well-deserved retirement, it is our obligation to make sure that our unique body of knowledge is backed up for the next generation. Future academic senate leaders, faculty, and students will be grateful that you did. Let us not leave them with a legacy of pain and loss of the kind I felt when I first viewed the unattached wires and empty space where a part of my personal history once resided.



Dan Crump

Issues for Counseling and Library Faculty

by Dan Crump,
Counseling and Library Faculty Issues Committee Chair

The Senate's Counseling and Library Faculty Issues Committee coordinated two breakouts at the Fall 2003 Plenary Session that were of particular interest to counseling and library faculty—one on web advising and one interestingly titled “Library and Counseling Programs—First to be Cut?”

The dialogue on web advising is a result of Resolution 8.01 F99 that directed the Senate “to develop for counseling faculty clear definitions and guidelines for web advising.” In response to the resolution, the Committee presented a breakout on the topic of web advising and invited Jennifer Fernandez, a counselor from Rio Hondo College (which has been at the forefront of web advising), to provide information about what is currently being offered through their web advising. On this same topic, the Committee has begun research on web advising. The first survey was conducted in 2002. While the response rate was good (81 returns) only 36 colleges said that they had online counseling or advising. Committee members feel that there are now more colleges that are offering web advising. Thus, the survey will be resent to the 72 colleges that either did not respond to the 2002 survey or indicated that they did not offer such a service. In the meantime, the Committee has also been working on questions for a third survey to go to colleges that have indicated they offer online/web advising or counseling. The results from these three surveys will help the Committee to develop a Senate advisory document about guidelines and usage of web advising. The Committee is fortunate to have the expertise of Nicole Ratliff, a counselor from Southwestern College, on our committee. Nicole's sabbatical research and report was on the development and implementation of an online counseling/advising service in the community colleges.

Sometimes, it seems as if library and counseling programs are the first to be downsized because we don't appear to have direct contact with students.

Could this occur because administrators and other faculty colleagues might not be aware of the services to students that are provided by the library and counseling programs? To them, it appears we have little or no direct contact with students. In dialogue at the college level, decision makers proclaim that they “don't want to cut programs that directly affect students.” The second breakout of particular interest to library and counseling faculty was a discussion of these concerns.

Among the conclusions of these discussions were: the need for counseling and library faculty to show colleagues that the services they provide are “direct instruction,” just as those provided in the classroom.

Participants in this breakout also discussed the Real Cost of Education project developed by a Consultation Council Task Force and subsequently adopted by the Board of Governors. This project recognizes the role of counseling and library programs in California community colleges and lists funding levels for these programs in the projected cost of \$9,200 per student (for more detail on the Real Cost of Education project, please refer to the Senate's website at (<http://www.academicssenate.cc.ca.us/Archives/realcost0903.pdf>).

Faculty at this breakout also discussed the 50% Law, which does not consider either counseling or library programs as being part of the “direct cost of instruction.” The Senate has several resolutions (including 6.07 F00, 8.03 S01 and 8.04 S01) regarding the significance of counseling and library faculty to student success and urges that such faculty be included in a recalculation of the 50% Law.

As the facilitator of this breakout, I would say that the most important point made at the breakout was that counseling and library faculty do not need to demonstrate how they are similar to our instructional classroom-based faculty but rather that our services do have a direct impact on the students that is just as important to student success.

SAVE THE DATE



Curriculum Colloquia On Graduation Requirements (AA/AS Requirements in Math and English)

The Academic Senate for California Community Colleges will hold two curriculum colloquia
In the South: Friday, February 20, 2004 at Glendale College
and

In the North: Friday, February 27, 2004 at Peralta CCD
Faculty are encouraged to come to

LEARN about the deliberative process the Academic Senate is using to come to a decision about
recommendations to raise the levels required for graduation with an AA or AS degree in our colleges;

LISTEN to others concerns and suggestions;

ASK questions; and

VOICE your views.

More details regarding these two important events will follow.

**The Academic Senate for
California Community Colleges**

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Outrage and the Moral Dimension

Continued from page 3

- ▶ we believe it's the right thing to do for all the people of California;
- ▶ and in addition we believe it's the right thing to do for the economy of California.

Without such a fundamental statement we're doomed to the ever-quickening treadmill of budget cuts, fee increases and compromised quality. Students will pay an ever increasing proportion of their own education and participation rates will fall.

At the Fall Plenary Session in Pasadena an Educational Policies Committee breakout session featured President Kate Clark, Chancellor Tom Nussbaum and student Board of Governors member Kristin Jackson Franklin in a panel discussion entitled "Student Fees and Access: Reality vs. Principle" Tom Nussbaum shared historical data from previous recessions that clearly tied fee increases to large losses in student enrollment. And he hinted at the Fall '03 enrollment data, which was released the following week at the Board of Governors meeting in San Luis Obispo. It showed 175,000 lost students, based on an actual decrease from Fall 02 and a failure to meet Department of Finance growth projections. The complete report "California Community Colleges: Fall 2003 Preliminary Enrollment Report" is available online at: http://www.cccco.edu/news/press/press_2003/press_november/fall_enrollment.pdf

Kristin Jackson Franklin eloquently described the impact of fee increases and budget reductions on student morale. Despite faculty efforts to give extra care to students it is depressing for students to battle closed and overcrowded classes, lost tutors, minimal counseling and reduced services. Such conditions make it even harder to transfer promptly and successfully. In response to a question whether increased fees would produce more serious students she emphatically denied it and commented that cost is not a controlling factor in individual student motivation.

President Clark reminded the audience that as the system struggles to maintain access we have to pay close attention to "access to what?" and "access for whom?" What type and quality of services will remain available and what will be the quality of the academic environment in the classroom? As fees rise at the University of California and California State Universities we can expect more of their students to enroll in community colleges. And we can expect that our "missing students" will prominently feature those most in need of the assistance and opportunities that we have traditionally provided.

In a second Educational Policies breakout a large and vocal audience discussed the role of faculty chairs with panelists Alisa Messer, Paul Setziol and Gary Morgan. It became quite clear that there is no uniform description of terms such as "department" or "division chair"—some of whom are faculty and some administrators—nor of the duties they perform; and there is no statewide agreement on a preferred structure. Existing solutions varied widely with size and campus culture. But a strong sense emerged that there must be considerable local discussion and agreement on the role played by such faculty chairs followed by effective communication with other faculty leaders in the local academic senate and the collective bargaining agent. Many of the audience's specific questions provided excellent opportunities for senate – union cooperation and problem solving. Interactions with part-time faculty were also a concern. The Educational Policies Committee hopes to produce a position paper on the principles involved in this issue and the perspective of the Academic Senate.

We look forward to your continuing feedback—and in the meantime please go out there and express your moral outrage in every way you can.