ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

SENATEROSTRUM

CONTENTS

Legislation

by Dan Crump, Chair Legislative and Governmental Relations Committee

The Legislative and Governmental Relations Committee hosted two breakouts at our recent Plenary Session in beautiful Newport Beach—one on sources of funding for community colleges and the other on current legislation approved (or disapproved) by the Legislature and Governor in Sacramento.

The first breakout was entitled "Where's the Money?"—a look at funding sources for community colleges. When I was a local senate president, one of the questions I had was "How much money is my college getting and how can I find out about it?" I wanted this breakout to inform faculty leadership of some of the funding sources available.

The passage of SB 361 (authored by Senator Jack Scott) provides for a new funding allocation for the colleges, and focuses on areas such as equalization and noncredit instruction. This bill and its consequences have been a widely talked-about issue throughout the system. I was fortunate to have two veteran faculty leaders join me in a discussion about SB 361—Rich Hansen (math—DeAnza College), president of California Community College Independent (CCCI) bargaining units, and Marty Hittelman (math–LA Valley College) and president of the Community College Council of the California Federation of Teachers (CCC/CFT). Both gentlemen have been involved at the system level in discussions about budgets and funding in general and with SB 361 in particular. Marty provided copies of SB 361 with his annotated comments on issues and concerns that would particularly affect faculty (note: electronic copies of most of the handouts from both breakouts are available on the ASCCC website *www.asccc.org*). It was noted that many of the implementation processes for SB 361 have been completed, but there is still work to be done on determination of noncredit courses eligible for the "enhanced" noncredit rate of funding.

Another purpose of the breakout was to alert faculty leadership that budget legislation was passed this year that provided $5 million for faculty and staff professional development. This funding is **one-time only** and must be expended in the 2006-07 academic year. It is important for faculty leadership to be aware of this funding and to ensure that it is allocated at the college level by agreed-upon budgeting processes (thanks also to Executive Director Julie Adams for sending out an email alert on this issue to local senate presidents). Colleges also received a one-time allocation of basic skills funds.

An important source of funding opportunities for colleges is the grants that are authorized and funded by legislation and administered by the System Office.

There has been an emphasis on career technical education (aka vocational education or technical education or occupational education) with both legislators and the Governor. This was especially evident with the passage of SB 70 (another bill authored by Senator Jack Scott), which provided funding opportunities for career technical education in community college and K-12 systems (including the Academic Senate's Statewide Career Pathways project—see *www.statewidepathways.org*). Many of these opportunities are listed on the Career Technical Education division page of the System Office website (*www.cccco.edu*). Other grants and funding allocations (e.g. Basic Skills and Faculty Staff Training, Career Advancement Academy, Baccalaureate Partnership Program, Teacher Preparation Pipeline, CAHSEE Preparation Program, Unused Basic Skills Funding, Unused Articulation Funding) are listed on the Academic Affairs division page of the System Office website.

The breakout on legislation was to inform attendees on issues and concerns that have been addressed by the legislators throughout the 2005-06 legislative session and to give a preview of what might happen next year. Judy Michaels, CFT legislative director (and

a former faculty member), gave us her perspective on the politics involved in the evolution of several bills of interest to faculty, especially SB 361 and other budget bills. An issue that has been in legislation for several years (and will come back again, no doubt) is the Academic Bill of Rights. Richard Tahvildaran-Jesswein, (political science-Santa Monica College) and a member of the legislative committee, provided background and updates on the issue. He also pointed out the importance of local senate leadership communicating with legislators in their area. A final purpose of the breakout was to provide a legislative update and final disposition of bills of interest—did they fail in committee and never come to a vote of the Assembly or House, were they approved by both houses of the Legislature, but were vetoed by the Governor, or were they chaptered (i.e. approved by both the Legislature and signed by the Governor) and therefore became law? As we say throughout the year, information on legislation is available in a variety of places (Legislative Counsel, FACCC, CFT, CTA, CCLC—these are all listed on the Legislative Issues page of the Senate website) and we urge you to check the Senate's website on a regular basis for legislative information. ∎

ADDITIONAL LEGISLATIVE NOTES

The deadline for this article is before Election Day in November. And there will be plenty of news coverage on the results of the general election. I will devote a later article in the Rostrum (or a Legislative Update) to talk about how the election results might affect the community colleges.

Ring out the old and in with the new! January 2007 is the beginning of a new year and it is also the beginning of a new two-year legislative session. As usual, many ideas in bills that did not pass last session will show up again in this session. Plus, we will be seeing new ideas and bills also cropping up. Stay tuned!

Curriculum Approval Takes Too Long
… and Other Myths

by Jane Patton, Executive Committee and Co-Chair System Advisory Committee on Curriculum

There is a myth circulating out there: it takes too long to approve curriculum. I hear this criticism repeated both at local and state level discussions, and I cringe each time because such a statement accuses faculty and colleges of being slothful, unresponsive or unnecessarily pedantic in their deliberations. To some it has become an axiom and a reason for colleges' perceived lack of responsiveness to changing community and workplace needs. Let's examine this "axiom" to see if it really holds water.

Do we take too long? First we have to ask what is meant by "too long" and determine who decides what is too long. Processes vary according to the type of curriculum under consideration, ranging from a matter of weeks to a year. Because the timelines for curriculum approval are (and should be) locally determined, they vary across the state, and some colleges might (as my elementary school report card said) "make better use of time". It can be argued that curriculum approval is **by design** a deliberative (and therefore time-consuming) process; quality curriculum requires careful planning and examination. Faculty members, as professionals, insist that colleagues in related disciplines be consulted before new curriculum is approved; we question such things as whether

the necessary resources are available such as support services and library holdings. We believe it is important to talk with our counterparts at other colleges in our district or region.

And we want to ensure that new curricula will meet the students' needs for their goals, whether in basic skills, workplace preparation, certificate programs or for associate or baccalaureate degrees. Discipline faculty and curriculum committees must ensure that approved courses meet the necessary standards. It does take time to examine all the elements.

Many factors outside the control of curriculum committees contribute to the time needed for curricular approval: local board calendars and their policies about approving recommended curriculum, timelines for catalog publication and for regional consortia review, as well as internal processes for administrative input.

In addition to locally-approved courses, new programs require state approval, as do stand-alone courses (for the time-being—until new state guidelines are put into place). However, Academic Senate representatives have discovered in recent interactions with the System Office that state approval processes are normally quite fast and typically are delayed only because applications are incomplete or incorrectly filled out. Also, the processes for new program approval at the System Office soon will be streamlined and clarified, as the *Program and Course Approval Handbook* is currently undergoing comprehensive revision and improvement this academic year. (A caveat: existing processes are in place until we receive official notification of change).

Not all local curricular approvals take as long as the typical, lengthier process. Courses offered through contract education or as experimental courses, for example, can be created and approved in a matter of weeks or months. Our colleges have processes for designing and offering just-in-time classes to local businesses; it's just that the curriculum may not be degree-applicable. The trouble is, when some people outside academe criticize our perceived slow processes, it may be because they want our courses to serve only certain, narrow needs

(and be degree applicable as well as fast). Faculty, on the other hand, have to consider many more factors when designing courses that are part of a larger program; Title 5 guides our review processes: we need to align curriculum with larger programs and with universities, and our varied students have myriad goals, so we are meeting a wider set of expectations than those of one workplace sector. In short, the review processes we follow are not without reason, and are more complex than the public realizes. They guarantee the very quality that the public demands.

One resource within the Workforce and Economic Development program in the System Office is the Business and Workforce Performance Improvement Initiative, which exists to help "colleges build their capacity to deliver training and services that enhance California businesses, the workforce, and California's economy." *(http://www. cccewd.net/services_detail.cfm?l=8&)* Workforce representatives, who may be concerned that colleges are not responsive, might direct their inquiries to this program, which might be able to help local colleges deliver the training they require.

Despite criticisms, community colleges are actually the best segment of public high education to respond to the ever-changing workplace, and most university professors will agree. Community colleges are more nimble; their departments are less entrenched than those at universities. In many occupational areas, specialized accreditation standards mandate curriculum currency. Colleges employ both part- and full-time faculty who are constantly updating their courses to comply with outside mandates. In addition, in many occupational programs, faculty members routinely work outside the college, in hospitals, fire stations, real estate offices, etc. where they are surrounded with the newest and latest developments in the field and bring those developments back into their teaching and into new courses.

Could some curriculum approval processes be faster? Possibly. Are community colleges appropriately responsive to changing needs? Most definitely. Does the assertion that curricular processes take too long hold water? Given the collaboration and care which quality curriculum requires, I would argue that it does not. Curriculum processes are in place for one primary reason: to ensure the integrity of our offerings. The public, representatives from the workplace and our colleagues within the academy should champion those processes. ∎

To Diversify Faculty,
Interrupt the Usual and Seize Opportunities

by Gil Puga, Rio Hondo College
Stephanie Dumont, Golden West College, Equity and Diversity Action Committee

As educators, we understand that implicit in the principles of academic freedom is the value of diverse voices and opinions, which benefit our students, our institutions, and the communities beyond our institutions. But somehow we have not applied that same value of diversity to our own hiring practices.

Recent studies of faculty in California higher education institutions point to the continued lack of diversity.

In short, efforts to diversify faculty ranks in California higher education have been unsuccessful.

At the Fall 2006 Academic Senate for California Community Colleges Plenary Session, Dr. Jose Moreno addressed in his talk *Faculty Diversity in California: Seizing Opportunities* the lack of underrepresented minorities hired as faculty. Moreno provided data to debunk several myths that have arisen as to why diversity hiring has not occurred and concluded that in some ways the solution is both simple and radical: Just do what you say you're going to do. He also offered practical solutions to bolster efforts for diversity hiring.

Moreno, a Chicano/Latino Studies professor at California State University, Long Beach, asserted that making faculty diversity an institutional imperative would provide credibility, add capacity for decision-making, improve institutional culture, climate, and attractiveness, address societal needs, improve education and research, provide role models and mentors, and support retention of all at an institution. He then shared faculty data disaggregated by race/ethnicity that showed an almost nonexistent increase in underrepre-

sented minority faculty hires in the California community college tenured and tenure track ranks between 2000 and 2005. The same is true for the part-time faculty, which served to debunk another myth—that our part-time ranks are a diverse pool from which we can draw from when hiring tenure track faculty. On many campuses, across the varied sectors of higher education in California, the tenure track faculty are more diverse than the part-time ranks.
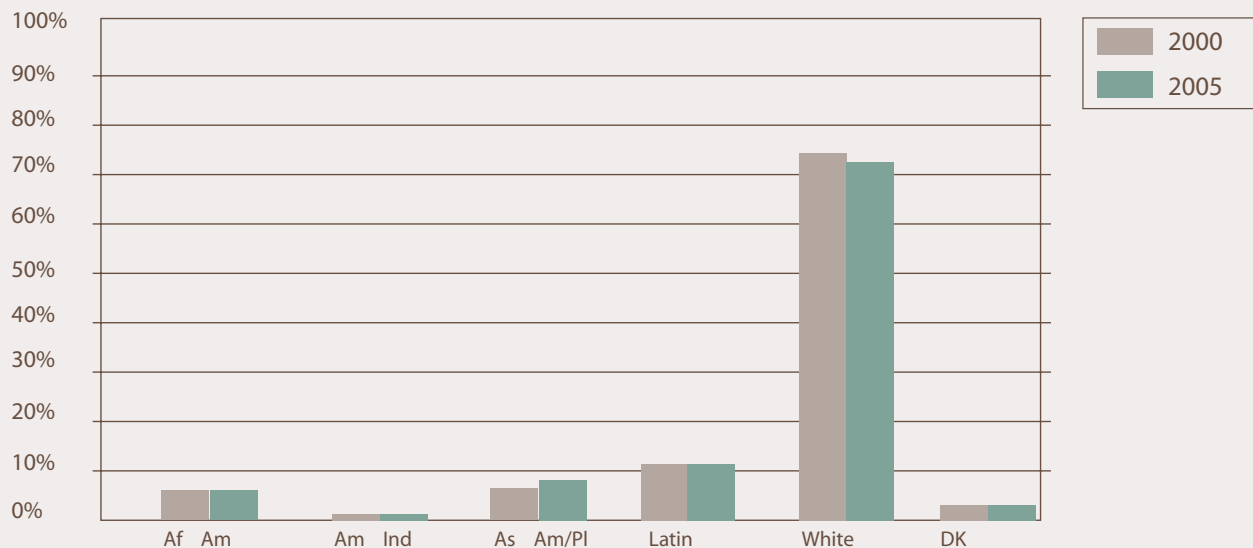
Moreno provided graphs showing that in both the California State University and the University of California systems, minority hiring has remained flat from the mid-1980s (before Proposition 209) to the present. In the case of the individual UC campuses, the trend remains the same. He cited recent research findings that a large proportion of incoming minority hires simply replace minority hires, thus having little to no impact on the net gain on diversification.

He pointed out several myths that are used to explain away the lack of minority hiring.

Perhaps the biggest myth is that so few faculty of color are in the pipeline that they are being sought out by numerous institutions that must compete against one another in the hiring process.

However, Moreno showed that during the past decade the number of PhDs received by minorities has grown and pointed out that community college minimum qualifications are MAs, which means we have an even greater pool of candidates to draw on. (For a more detailed discussion of the issues raised by Dr. Moreno, see Daryl G. Smith and Jose F. Moreno,

CALIFORNIA COMMUNITY COLLEGE TENURED/TENURE TRACK FACULTY BY RACE/ETHNICITY, 2000 & 2005 (%)

Source: California Community College Chancellor's Office, Online Data Report

"Hiring the Next Generation of Professors: Will Myths Remain Excuses?" *The Chronicle of Higher Education*, Section B Diversity in Academic Careers, September 29, 2006, pp. B22-B24.)

Moreno's speech highlighted the importance of follow-through with our institutional goals. If a college's mission statement includes diversity, actual hiring practices should be consistent with that goal. Citing research findings by Smith, Turner & Osei-Kofi (2004) he observed that for institutions with predominantly white faculty, diversity hiring can occur if at least one of the three following conditions are met: (a) job descriptions that are written to enhance the applicant pool; (b) an institutional intervention strategy to ensure diversity; or (c) a diverse search committee. The community colleges have their upcoming Model Equal Employment Opportunity Plans, which must address ways in which they will address underrepresentation and significant underrepresentation in staff ranks. So, community colleges will have the opportunity to look at the data and challenge myths, and as Moreno states, "Interrupt the usual." Community colleges have tremendous potential to meet diversity goals.

Moreno's reminder that "The Academic Senate needs to be willing to hold departments accountable" is clear. Yet to achieve a community of inclusion, we even need to go beyond that.

So, although the data show that our recent efforts to diversify have been unsuccessful, there is still great potential.

We need to embrace our higher education missions and values of diversity not only in rhetoric but with action.

Though this goal often provokes contention, we, the faculty, our educational institutions, and the Academic Senate need to be vigilant and thoughtful in assuring that the diversity we claim to value is reflected in the faculty we hire. ∎

Citations: Smith, Daryl G., Turner, Caroline S., Osei-Kofi, Nana, & Richards, Sandra *Interrupting the Usual: Successful Strategies for Hiring* Diverse Faculty. Journal of Higher Education v75 n2 p133 Mar-Apr 2004

Institutional Responsibility for Student Success

by Lesley Kawaguchi, Chair, Equity and Diversity Action Committee

A year ago, delegates to the Fall 2005 Academic Senate for California Community Colleges passed Resolution F05 20.02, which asked for breakout sessions focusing on the experiences of community colleges that had participated in projects that examined issues of student equity, retention, and success. One of those projects was Equity for All, a comprehensive approach to student success. At the Fall 2006 Plenary session, Frank Harris III and Lindsey Malcom from the Center for Urban Education at the University of Southern California and Carolyn Russell, a faculty member from Rio Hondo College, and Hannah Alford, a research analyst from Long Beach City College, participated in a discussion on their experiences.

While almost all California community colleges have turned in their Student Equity Plans to the System Office, nine community colleges went a step farther, participating in Equity for All, which is sponsored by the Lumina Foundation for Education, the System Office, and endorsed by Academic Senate. The nine colleges had to meet specific criteria: a 25% or greater percentage of enrolled Latino/a students, an enrollment of African American students that exceeded the community college system wide average of 7%, an enrollment of Native American students exceeding the system wide average of 1%, and a total enrollment of non-Caucasian students of 50% or more. The partner colleges were Los Angeles Southwest, Mt. San Antonio, Long Beach City, Rio Hondo, Merritt, Alameda, De Anza, Hartnell, and San Joaquin Delta.

Each college had a campus team appointed by its president. The teams were comprised of a diverse group of personnel, including a staff member from institutional research. Members met at least once a month with teams from the Center for Urban Education.

The Equity for All process has several elements that set it apart from the Student Equity Plan process. First, and perhaps the most critical aspect to the Equity for All approach, is its unique use of an Inquiry Paradigm, as opposed to the usual Data Paradigm. In the Data Paradigm, members of a campus community would presumably examine the data, see gaps or inequities in educational outcomes for different groups of students, and derive solutions or best practices. For example, if a college had data regarding student outcomes in their math courses and discovered that African American students had inequitable outcomes in their basic skills math courses, one solution might be the formation of a learning community addressing what would be perceived as the students' learning problems.

However, using the Inquiry Paradigm, the Equity for All campus teams looked at the data, found the gaps or inequities, then inquired into the causes, tried to develop informed solutions, and then evaluated the success of their implemented solutions. In this method, if the student outcomes in math courses revealed that African American students had inequitable outcomes in their basic skills math courses, the math faculty members would try to identify the causes of the inequities, using a variety of methods, such as student interviews and a study of instructional practices, which focused on the practitioners' learning problems. Once the causes are identified, solutions to address the causes are developed and then can be evaluated once they are implemented to see if they worked.

Another unique element to Equity for All is the learning goals for the campus teams.

Moreover, through the lens of equity, they would learn to interpret race-based disparities in educational outcomes. Finally, participants would learn to view inequalities in outcomes as an institutional issue calling for accountability, communal responsibility, and action. In other words, student success becomes an institutional responsibility.

A third unique feature of the Equity for All approach is the Equity Scorecard Framework. The campus teams viewed their student data through four different lenses and defined what would be equitable educational outcomes for their institution.

Academic Pathways focused on how students progress through an institution, such as, successfully moving from basic skill to transfer-level math and English or achieving their stated educational goals.

Teams also examined data regarding transfer readiness and retention and persistence. And finally, they considered data on excellence, examining students who were doing well.

As the participants at the breakout acknowledged, the process itself played a crucial role as each campus team came together. They understood the significance of what they had discovered and in some instances were able to use data to begin strategic planning and to document the need for resources. Each of the colleges found its own individual way to begin to address students' success, reminding us that many solutions are indeed local. ∎

Redefining the Associate Degree

by Mark Wade Lieu, Associate Degree Task Force Chair

Following on the work of the Associate Degree Task Force and responses to the Fall 2006 associate degree survey, six resolutions concerning the associate degree were presented for consideration at the Fall 2006 Plenary Session. Resolutions that would have further defined the associate degree failed. While survey responses and general debate seemed to support clarifying the difference between the associate of arts and associate of science degrees, delegates wanted examples of clarifying language before voting to ask for Title 5 changes. The Task Force plans to work on such language for presentation in the spring for further discussion.

Two of the resolutions put before the delegates concerned associate degrees where IGETC or CSU GE Breadth comprised the area of emphasis for the degree, one in support of and one opposed to such degrees. In the end, the plenary body voted to oppose such degrees:

> *"Resolved, That the Academic Senate for California Community Colleges oppose the use of IGETC and/or CSU GE Breadth as the sole basis for the area of emphasis for the associate degree; and*

> *"Resolved, That the Academic Senate for California Community Colleges support interpretation of Title 5 that prohibits the use of IGETC and/or CSU GE Breadth as the sole basis for the area of emphasis for the associate degree."*

The question that senate presidents, curriculum committees, and counselors have now is what happens to the large number of approved degrees that colleges are currently offering which are based on IGETC and/or CSU GE Breadth.

The System Office has already put in place a moratorium on new degrees based solely on IGETC and/or CSU GE Breadth, awaiting further direction from the Academic Senate. Now that the Senate has taken a position, it is likely that new degrees based solely on IGETC and/or CSU GE Breadth will no longer be permitted. Existing degrees based solely on IGETC and/or CSU

GE Breadth will not be abolished overnight. However, such degrees will probably be disapproved when they come up for periodic review by the System Office.

One point that needs to be emphasized is that the Academic Senate is not opposed to using IGETC and/or CSU GE Breadth to fulfill the general education component of an associate degree. What the passage of this resolution affirms is that the Academic Senate believes that an associate degree must have an area of emphasis in addition to a general education pattern.

With this in mind, the Academic Senate Associate Degree Task Force will now work to provide guidance to colleges in reviewing their degrees based on IGETC and/or CSU GE Breadth with the purpose of bringing them into compliance with Title 5 §55806, which specifies that a degree program must include at least 18 semester or 27 quarter units in a single

discipline or related disciplines. Given the complexity of this issue, some colleges that have degrees based on IGETC and/or CSU GE Breadth may find they are already in compliance; IGETC and/or CSU GE Breadth is central to their degree, but beyond the requirements of these general education patterns, the colleges already require units in a focused pattern that provides an area of emphasis.

An area of emphasis is commonly thought of as a focus in a single discipline, but as Title 5 states, an area of emphasis can be more broadly interpreted to encompass a group of related disciplines under a single heading such as the humanities or the social sciences.

What is important here is that the degree includes an area of emphasis beyond the general education pattern and not just a loose collection of electives to make up the total units required for a degree.

Two other resolutions were also approved which have application here. First, the body supported the discontinuance of the term "transfer" in degree titles as potentially misleading to students. Many degrees using IGETC and/or CSU GE Breadth are targeted to the needs of potential transfer students and have used the word "transfer" in their titles. However, this term has caused great confusion for students, leading many to believe that such degrees guaranteed transfer when in fact they did not. Second, the body supported a change to Title 5 such that students must achieve at a minimum a grade of C in courses in the area of emphasis for a degree, rather than the current interpretation of satisfactory completion (Title 5 §55806) as an average grade of C (Title 5 §55801).

These are significant changes in how colleges will need to look at their degrees. The Academic Senate believes that its resolutions and continuing work are consistent with support for the philosophy of the associate degree described in Title 5 §55805(a), a philosophy which is central to the meaning and the value of the degrees that we offer as community colleges. ∎

Underage Students

by Beth Smith, Educational Policies Committee

In Fall 2001, a resolution called for the Academic Senate for California Community Colleges to develop a paper outlining practices and recommendations to assist local senates with addressing issues raised by admitting minor students to colleges. Not long after that in 2003, a task force of the Consultation Council was created to investigate the same issues. Finally in Fall 2005, the Educational Policies Committee was assigned to write a paper on the subject, and *Minors on Campus: Underage Students at Community Colleges*, was adopted at the Fall 2006 Plenary Session.

Enrollment data from last year show approximately 73,000 students under the age of 18 enrolled in California community colleges. Of this number only 19,083 had already graduated from high school, and more than 2,500 were under 14. Given that students under the age of 18 are legally considered minors, community college faculty and staff are often uncertain about their roles and responsibilities concerning these students.

Laws governing the opportunities for minors on community college campuses and the responsibilities colleges have for them while they are enrolled come from California Education Code, California Penal Code, and California Welfare and Institutions Code.

Education Code §§76001 and 76002 authorize colleges to admit minors but also permit colleges to establish criteria for admission based on age, grade level, and eligibility. Penal Code §§11165 and 11166 include information about child abuse reporting and state that faculty and any community college employee who has direct contact with enrolled minors are considered mandated reporters. The Family Educational Rights and Privacy Act (FERPA) makes it clear that only a student can authorize release of his/her community college records.

Issues related to minors on community college campuses can be divided into three areas: parental issues, health and safety issues, and curricular issues.

While parents are expected to be involved in a child's decisions to attend a community college, FERPA prevents a parent from accessing a student's grade records without the student's permission. Parents also need to know that admission to a college is not the same as enrollment in a specific course. Many colleges reserve permission to allow enrollment in a course to the instructor.

Faculty are not obligated to act in *loco parentis* for minors in their classes. Such students are expected to take primary responsibility for their own safety and conduct. However, faculty are required by law to report suspected child abuse. Some colleges identify minors on course rosters with a special notation.

Admissions offices generally prepare orientation packets for minors (also known as "special admits") and their parents that make it clear that minors are entering an adult environment. Faculty have control of course curriculum, and course syllabi represent a contract between the instructor and students in the course. Both parents and minor students need to realize that they are bound by the terms of the syllabus in order to earn a grade for the class and that parental approval of the course content or assignments is not required. Parents also need to know that student communication with counseling faculty is confidential.

The local academic senate should work with relevant college constituents to create clear policies for the enrollment of minors, including an affirmation that enrollment in a specific course is dependent on instructor approval. Other areas that should be covered

include policies explicitly addressing the participation of minors in international programs, athletics, and performing arts. Faculty should also be involved in the development of orientations for minors and their parents.

In addition to recommendations regarding the involvement of faculty in developing board policies related to the admission and enrollment of minors, the paper includes recommendations for mandated reporter training regarding child abuse for all faculty and clear notification of faculty when there are minors in their courses.

The State Academic Senate should work with the System Office for legal clarification on issues of liability related to having minors enrolled on campus and bring the work of the 2003 Minors in Higher Education Task Force to the Consultation Council for review and consideration of further action.

Local senates are encouraged to share the adopted paper with faculty, administrators and trustees, and student leaders. Conversations about minor students and other minors on campus should begin in local senates as soon as possible, professional development opportunities should be arranged to discuss child abuse reporting, and discipline faculty should consider reviewing courses to determine if any age restrictions are appropriate. The local senate can also provide input to other college programs and functions, such as student government and the faculty perspective regarding minors and minor students on campus. It is recommended that senates first review all local board policies that address children on campus, admission and enrollment, and then recommend appropriate modifications to strengthen the authority of faculty in the classroom. ∎

Accreditation: The Policies on Distance Education

by Michael Heumann, Technology Committee

Accreditation is a stressful and challenging time for any institution. However, it also offers the chance to collectively assess the strengths and weaknesses of your college's programs and services. One wrinkle of any college's accreditation is distance education (DE). Because DE is a relatively new area, many of the policies and procedures are still being ironed out. This is why DE is a particularly worrisome element for those writing the self-study report at any college. There are many issues to consider when examining a DE program for accreditation, including motivation, faculty training, curriculum approval, assessment, and intellectual property rights. What each of these have in common—and what is at the heart of any accreditation self-study process and the team's visit—is a need to ensure that all learning opportunities, whether offered at a distance or in a traditional manner, have the same quality, accountability, and focus on student learning outcomes.

One thing to keep in mind is that the Accrediting Commission for Community and Junior Colleges' (ACCJC) definition of distance education is slightly different from the System Office definition. According to the California Community College Distance Education Regulations and Guidelines, and Title 5 §55205, a distance education course means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. However, a System Office Guideline includes an additional requirement that at least 51% of face-to-face time be replaced with distance-time. These Guidelines are currently under revision.

By contrast, in the August 2006 Distance Learning Manual, the ACCJC defines distance education as "a formal interaction designed for learning in which the interaction principally occurs when the student is separated by location from the instructor, resources

used to support learning, or other students." The focus here is on the complete student experience—not just instruction but student resources, support, and communication. Further, a class that meets for more than 50% of the time in a traditional classroom can be defined by ACCJC as DE if a significant amount of the course work and interaction takes place at a distance.

The history of the 51% System Office Guideline came from the need to determine when a course was "distance education" for funding and reporting purposes (rather than for curriculum purposes). Because the early attempts for this modality were not very interactive, this, then, was viewed as requiring less effort after the course was developed, so the System funded them at a lower rate.

As technology and distance teaching skills and techniques both developed, the equation was quickly reversed to where it now involves more instructor effort to teach at a distance.

 But the regulations still require the tracking of all DE, so the System Office maintains the 51% rule for these reporting purposes only. But the spirit being presented by both the teaching industry and the accrediting agency is that anytime you replace face-to-face time with instruction where the student is separated from the instructor and other students, (for example, in hybrid courses), then distance education is happening.

In other words, the ACCJC's definition of DE puts the focus less on teachers and more on students. This subtle change is at the heart of accreditation and the center of the questions that accreditation teams seek to answer when making site visits: namely, how does your DE program bolster student learning?

To this end, the first and, possibly, most important question an accreditation team will ask about DE is why? Why did your college choose to develop a DE program? Was it a financial decision? Did the college want to save money by offering classes that did not take up valuable classroom space? Was there public pressure to build such a program? Was it driven by a desire on the part of faculty to experiment? Was it developed because

everyone else was doing it? Whatever the reasons may be, it is important not only that they fall within the institution's total educational mission, but also that student learning outcomes and opportunities were central in the decision making process.

As often as not, systemic changes occur on a college for the sake of making changes. While we can, in hindsight, identify why the changes occurred, they still occur without a lot of intent or planned direction. So, while some colleges have taken the bull by its strategic horns and thought through an organized network of activities to develop DE, many others have not been so cohesive in their effort but have nonetheless arrived "there." This should not be considered as a reason to inflict self-admonishment, for in fact what most likely happened is faculty and staff began seeing the value of these new educational tools and started developing them, probably on their own time, for the betterment of their students. But if you find yourself "there," step back a bit and try to recall some of the things that led to this shift, and then ask: how can we now be more proactive in assessing and developing this transition?

In any event, the ACCJC does require notification and review for course and program substantive changes and states that when a program is imminently approaching complete DE capacity, the college should be requesting the substantive change review. However, what courses do the ACCJC mean to include in their definition of "a program?" If they are including all the general education courses and a college has one or more general education tracks available in a DE modality, does this place all the institution's programs that much closer to imminently approaching complete DE capacity? Since the ACCJC DE Learning Manual is so new, and in fact DE is still relatively new in terms of spanning entire programs, this is one of the many little bugs that will need further clarification.

So, how are your college's DE courses designed and developed? Do the tools used for delivering DE courses (not just computers but also learning management systems, Interactive TV networks, and teleconferencing communication systems like CCC Confer) allow for regular effective contact between an instructor and students (as required by Title 5 §55211) or among student groups? Examples of tools that provide such contact in-

clude discussion boards, chat rooms, teleconferencing, and so on. Obviously, in order for a DE course to be successful, faculty members need to be trained to use available tools. Does your college offer such training? Are faculty compensated for this training? Is this training purely technical (how to use the tools), or are pedagogical issues considered as well? After all, teaching DE is significantly different from a traditional, face-to-face course, and these differences need to be appreciated by faculty members if those same faculty plan to develop effective course materials.

And, yes, it does take time to develop these materials—a lot of time. How are your faculty compensated for this time? Does your college have in place an evaluation system that seeks to maintain high quality standards in course design? Does the traditional evaluation of faculty (conducted within departments or divisions) incorporate DE instruction? If so, are deans, department chairs, Chief Instructional Officers, and others who conduct such evaluations familiar with DE instruction, both the course materials and the pedagogy?

Further, what resources are in place for students once the DE course is delivered? Does your institution provide computer laboratories or other facilities and equipment necessary and appropriate to support the DE programs? Do the advertisements and admissions information for DE adequately and accurately represent the programs, requirements, and services available? And how exactly does your institution provide adequate access for DE students to the range of student services and library resources offered on any campus, including admissions, financial aid, academic advising, placement, proctoring, counseling and library materials and instruction?

All of these areas need to be considered within the self-study report and addressed ahead of any accreditation site visit. As always, the key is equitability: making sure that your DE students have access to the same materials, same instruction, and same services as traditional students.

The heart of every DE program's success is, of course, student success, and it is vital for any accreditation self-study report to document this area. Student success can be measured through assessments of student learning outcomes, student retention rates, and satisfaction surveys. These measurement mechanisms need to demonstrate comparability between traditional and DE delivery modes, thereby ensuring that DE students receive the same educational rewards as face-to-face students.

Finally, does your institution have clear and effective policies and procedures concerning academic freedom and privacy in the digital realm, ownership of materials, faculty compensation, and copyright issues? While this is often a negotiated element, your academic senate should be working closely with your bargaining agent to ensure working condition rights don't obfuscate sound pedagogical needs and vice-a-versa. So, questions like the following need to be worked out as soon as possible: What happens if a faculty member redevelops on his or her own time a course that the college owns? Who then owns that iteration of the course? What is reasonable pay for developing a course that the college will then own? Should the college even own a course? If they do own it what happens if they decide to change it without faculty input? As you can see, some of these are bargaining issues and some are senate/curriculum concerns.

And what about class size? Should it be the same as the face-to-face versions of the course? Does your administration only see DE as the panacea for FTES generation? Conversely, do your faculty see this as the "grand poobah" mechanism to finally get completely off campus by teaching nothing but DE courses? These are all areas where the administration, the bargaining units and the senates need to work closely, hand in hand.

In short, the accreditation process functions, in the case of DE, to promote effective, carefully deliberated planning on our part about how we currently and will continue to develop distance education. Our self-study reports should demonstrate a willingness and understanding that the decision to offer courses at a distance is based upon our students and their many various needs. While the benefits of these new modalities may also be of benefit to us, the prime driver must always be what's in the best interests of the student.

The ACCJC's website with a link to their 2006 DE Learning Manual is: *http://www.accjc.org/ACCJC_Publications.htm* ∎

Reading the Tea Leaves—
Detecting Patterns in the Random (or not so...)

by Michelle Piliati, Executive Committee

I was going to begin with a dull title—"Revisiting Plenary", but then I realized I had so much more that I wanted to say - that there was a need to interpret the events of Plenary. We can't mention Plenary without noting some of the highlights, such as learning that the Chancellor has been hearing voices, the wonderful accommodations (once you'd figured out where the coffee maker was hidden), the diverse and informative breakouts, seeing our colleagues from across the state, and the almost book-end need for serpentine counts on Saturday, as we began with a 58-51 challenge of a ruling that was defeated and ended with one to merely check that we still had quorum. Towards the end, the visual daggers that anyone approaching the microphone got if they went to speak in favor of that to which there was no opposition could be both seen and felt.

The resolutions we considered were varied, but then there were an assortment that dealt with changes in Title 5. These were really of two varieties, "urgent" and "do we want to seek a change". (These are my words, my interpretation—please indulge me.) The urgent ones were those that dealt with areas in Title 5 that the System Office is looking to change. Some need changes due to legislation and others need changes due to mass confusion. How we dealt with these is where I will direct my tea leaf reading in a moment. The other category involved, primarily, if and how we want to clarify the meaning of our degrees—should there be one degree or should there be statewide definitions of the AA and AS?

The pattern that emerged was one of an interest in continuing to improve the quality and the meaning of our degrees. The body voted in favor of requiring a C in all courses "required in the area of emphasis/major for an associate degree and System Office approved certificates" (14.01 F06). We opposed the so-called "general education" compilation degrees, affirming the belief that an associate degree without an area of emphasis (i.e., a "major") devalues the concept of our degrees (13.08). We also took a position on course repetition (discussed below). These subjects are all found in areas of Title 5 that are currently under revision and Academic Senate needed a position. As a consequence, breakouts were conducted on the topics and, on Saturday, we voted.

Other noteworthy resolutions asserted the need to bring "hybrid" courses through your local distance education approval process (11.02), established our support for local determination of course repetition policies given some basic premises defined in the 2nd "whereas" (9.11), and encouraged the development of local processes to ensure the integrity of courses taught in reduced timeframes (9.01). In addition, we voted to recommend eliminating the word "Transfer" in degree titles as it may mislead students (9.02).

I'm the ultimate geek—I love Plenary; I love being in a room with people who care about our students and colleges, and I love seeing what I saw on Saturday. We are continuing to ensure that our degrees have meaning and that faculty assert their primacy in curricular matters.

> As we all know, curriculum really is the most important behind-the-scenes responsibility that we have—and if we aren't watching over things, who will do it?

As our administrators seek to increase those FTES, we have to be vigilant to ensure that our curriculum is not being trampled upon in the process.

So, what I see in the tea leaves is that the founding principles of the Academic Senate are alive and well—and motivating all of us locally to step up and "do the right thing". We stand for integrity and for

ensuring student success. At the same time, the need for the Academic Senate to evolve and do things better was also evident. We need to clarify the process for recommending changes to Title 5 regulations—for ensuring that local senates have ample time to consider any areas that are being revised. Historically we did not have a role in such things—they were brought before Consultation Council before we even knew what was happening. In this new, more collaborative era, we need a mechanism to ensure that we can take positions in a timely manner. While the resolution asking for this was deemed "non-urgent" on procedural grounds, its significance was not lost and SBS

(the first s is for serpentine..) should be thanked for making an important point.

I do hope all this rambling made some sense—I think it takes several weeks to fully debrief from session. Right now my head is full of the resolutions that were passed and failed, the conversations that transpired over a very-full three days, the words of our keynote speakers, and images of chocolate fountains cascading over bits of fruit. Now we need a radical solution to the age-old problem of the calorie-laden sedentary nature of our Plenary sessions. There's one for Mr. Chair to consider. ∎

Status and Accountability

by Julie Adams, Executive Director

This year you have attended your first plenary session and participated in the discussion and debate of resolutions on Saturday. There are several resolutions that you are interested in and you begin to wonder what happens next. This article will briefly describe what happens to resolutions after they are adopted and how you can track their status.

Once the resolutions are adopted by the delegates, they are assigned to a Senate standing or ad hoc committee, liaison, the Executive Director, or the President. When the body does not adopt a resolution but instead refers a resolution to the Executive Committee, the disposition of referred resolutions is discussed by the Executive Committee at its next meeting and is either assigned to a committee or returned to the delegates at the next plenary session for further clarification and deliberation, or declared non-feasible.

But how can you determine what has happened to a resolution? There are several ways to track the status of a resolution. Adopted and referred resolutions are listed on the Senate website in the resolution database, on the Status and Accountability report

included each year in the plenary session materials, and listed on the Strategic Plan for each committee, which is also posted on the Senate website under the standing committees tab.

The Executive Committee strives to complete resolutions as assigned in a timely manner. Each year the Executive Committee reviews those resolutions that have not been completed and prioritizes them based on the current climate. The committees work on these resolutions during the year, which can be seen in articles in the *Rostrum* and in breakouts held during each plenary session.

As you can see by the deliberation of the resolutions beginning at the plenary session and continued by the Executive Committee, the adopted resolutions of the Senate drive the work of the Executive Committee and its committees. Each resolution is tracked and reported back to the delegates through a variety of avenues. If you are interested in where a resolution is in the process, we encourage you to check our website for its status and follow up with the individual or committee it is assigned to for further information. ∎

Assessing the Assessors

by Greg Gilbert

On January 5 and 6, 2007, the Academic Senate will host its first-ever FACULTY-sponsored and FACULTY-driven accreditation workshop—in short, accreditation for/by/of faculty…not just a workshop sponsored by the Accrediting Commission itself. At this Institute, we will explore a range of topics that include the proper role of peer review, how the Accrediting Commission measures up, the role of participatory governance as related to assessment and the successful self study, and methods for navigating the minutia of outcomes at all institutional levels. Speaking at the Institute will be Chancellor Drummond (Accreditation in California's Community Colleges: The Rest of the Story), Alan Frey (Budgets and Accreditation), and representatives of the Accrediting Commission for Community and Junior Colleges (ACCJC), both in general assembly and within a separate breakout session. Though only a two-day Institute, a great deal of information will be covered, and we advise people to plan their travel and attendance so that they can experience the entire Institute, beginning-to-end. Also, extension course credits will be available for interested attendees.

While planning the Institute, it has been our intention to consider accreditation not only from the standpoint of local assessment and planning, but as part of a vastly interconnected system of decisions and responsibilities that reach all the way to Washington, D.C., and into the heart of what we as educators and members of a free society hold as essential rights and responsibilities.

For example, Academic Senate resolution 2.02 S02 requires that the Senate create a report which considers the impact of the 2002 Standards on the system, as well as its colleges, administrators, programs, courses, faculty, students and local senates. Implicit to such a report is the need to assess how well the Commission walks its own talk with regards to accountability—and as a result, what WE, the 58,000

members of the Academic Senate, believe to be the proper role of "peer" review. Interestingly, all such considerations exist against the backdrop of Margaret Spelling's National Commission on the Future of Higher Education, the recommendations of the Miller Commission, and public hearings by the Department of Education this fall. At the heart of our concern remains the preservation of academic freedom, not merely for its own sake but as a necessity in a free society.

As one who grew up during the Cold War, I read *1984, Brave New World*, and even such adolescent literature as *A Wrinkle in Time*. In all such are admonitions against subservience to a world order. In *A Wrinkle in Time*, the protagonist, a young girl named Meg, travels to Camozatz, a dimension where all children are on the same page in all classes and all balls bounce in unquestioned unison during recreational periods. During the Cold War years, a great body of literature assigned an evil grey singularity to Communist China and the USSR with descriptions that are ironically similar to the reality of No Child Left Behind—the handiwork of Charles Miller of the Miller Commission. Not only do Spellings and Miller desire that every ball bounce as one within the classes of public education but within our colleges and universities as well, as is evidenced in documents released by Spellings suggesting that the

high cost of education is due, in part, to the presence of full-time faculty at the post-secondary level.

Just as the Accreditation Institute will promote the importance of faculty oversight of planning and assessment, it will also attempt to sort out where the ACCJC stands in the tug-of-war between standardization and academic freedom and what is entailed in preventing the federally mandated scripting of our colleges and universities.

To that end, the ACCJC is being asked in preparation for the Institute to address various questions and issues that the Academic Senate has raised in its papers and articles over the past half-dozen years.

While the ACCJC is not concerned exclusively with California's laws and regulations as applied to our member colleges and System, such issues remain of vital interest to California's community college faculty. We want to know that faculty who serve on visiting teams and at the Commission are fully cognizant of the importance of collegial consultation. We want to know that Commission actions do not overreach their authority, that they are consistent with their own regulations, and that they never supersede the faculty's roles and responsibilities, and that they do not attempt to circumvent local bargaining agreements. We want to know that peer review is truly collegial and that to the extent possible, our colleges, System, and the ACCJC are working in unison on a system of outcomes that support academic freedom and California's laws and regulations.

The 2002 Accreditation Standards offer significant challenges to our colleges to demonstrate a unified approach to planning and assessment.

We believe that if such efforts are to offer meaningful support for our missions, faculty must play a major role and colleges must provide the resources necessary to support such involvement. Accreditation may be cyclical, but assessment and planning are ongoing. To that end, we must be mindful of our professional preparation to participate actively within the decision making processes of our colleges and within the system as a whole. The Accreditation Institute is dedicated to those faculty and educational leaders who share this vision of cooperation and collaboration on behalf of all of our students. ∎

Resolved

by Wheeler North, Area D Representative

As a local leader and possibly a delegate to an Academic Senate Plenary session, you may find yourself in the role of writing a resolution for consideration by the body. You may also be considering the use of the resolution process with your local senate. Here are some guidelines to help you craft a quality resolution.

While Robert's Rules don't actually provide for a resolution per se (Robert's Rules only details motions), for the purposes of the Academic Senate, we exclusively use the resolution form because we are often taking a position or an action where a stand-alone document, separate from the minutes, makes the motion more portable. It also permits contextualization of the motion and "enshrines" it a bit, which adds political clout when forwarding a position to external bodies.

I am often asked "Does this need a resolution?" The answer to that lies in deciding for what this particular main motion is going to be used. If it is to take a position or to request something of another body or individual then the use of a resolution is appropriate. But if you are just directing an internal item like "I move that we have our annual barbeque in November" then the use of the resolution form of a motion is a bit more then necessary. When this latter action is recorded in the minutes it is no less "legal" than if it had been presented in the form of a resolution.

When creating such a beast there are two diametrically opposed parameters between which the author should attempt some balance. These are accuracy vs. understandability.

In accuracy we are often not only seeking true statements but we are also seeking a high level of specificity, or something akin to the detail often found within legal codes where every important detail is laid out.

But it must be easily understandable for the delegates to more readily grasp the need and vote in favor of it. Most often briefer, simpler statements without a lot of detail tend to accomplish this. The resolution author must find a balance where it can be readily understood, but is accurate, containing enough detail to be in compliance with the intended goals.

Short and simple is always better, but not so much that it becomes too loose, non-specific and vague. If the issue is highly complex an attachment might help, but there's no guarantee that it will get read by the delegates. While issues can be broken into simpler elements, be cautious about putting the sub-elements into separate resolutions unless they truly stand well on their own.

While some positions need to be strong, absolutes are often difficult to accomplish. So avoid words like "always," "never," "must," etc. Qualify hard action verbs with something that will allow more opportunity for continued participation and deliberation, e.g. "Investigate making a change" instead of baldly stating "change."

For examples of resolutions that have violated these rules, just look at the "referred" resolutions from any given plenary session. Such resolutions were generally referred because they were overly vague, lacking in detail, excessively complicated, or too absolute in the action proscribed.

The Academic Senate Executive Committee is always willing to help authors craft resolutions. We encourage you to approach us as soon as possible so that we can give your prospective resolution the greatest consideration and input. ■

What the Reindeer Said...

by Ian Walton, President

Tis the season to be jolly, to get along with family and friends, and to spend with abandon. Ho, ho, ho.

My holiday offering to you is a somewhat random collection of observations wrapped in a glittering cover of interpersonal communication and adorned with festive dollar signs. If you discern a more fundamental pattern be sure to let me know. Send an email to headreindeer at northpole.fable.

Just as in any family, many of our ongoing difficulties stem from an inability to get along with those closest to us—often mere coexistence is problematic, let alone the active, cooperative, creative work that would actually allow us to solve problems and move forward together. And perversely this struggle is often hardest in times of supposed plenty. Take relations, in this, our best budget year in history. We have several local senates that are split down the middle with personal animosity and that can't find a way out. We also have several examples of two senates in a district where the presidents spend their time scoring points off each other, egged on by inflammatory emails from their less inhibited constituents. Finally, we have several senates embroiled in open warfare with their collective bargaining colleagues—you would think they could at least unite in opposition to their district, assuming that complete cooperation is hopelessly beyond their grasp. And lest you feel that I'm picking on your personal senate situation, rest assured that there are senates across the state grabbling with these problems.

Identifying the problem is easy. Solving it is much harder. Divorce for senates is usually not an option. Although personally I think, in many multi-college districts, divorce into separate colleges would bring about a radical improvement. Perhaps we need an enterprising freshman legislator to propose a simple mechanism for dis-aggregation.

So we're left with modifying our own behavior. In Senate leadership training we always emphasize that if you're a local senate president it's the very heart of your job to establish and nurture a good working relationship with your fellow faculty presidents—both union and senate. And you need to do that successfully even if you personally dislike them. We trust that our statewide union leaders are conveying the same message to their local leaders. And of course wouldn't life be wonderful if more than just our leaders could play nicely with others? (and staff and administrators and trustees and students too…). Now who's living in a holiday fantasy? But from the point of view of the statewide senate the evidence seems very clear, for example, that the decision to choose the "cooperate to address concerns" option rather than the "nuclear academic and professional matter" option played a large part in the success of the graduation competency and subsequent basic skills debates.

Another challenge for our system is recruiting good leaders—both at the college and the system level. As a district chancellor once said to me (probably anonymously) "there just aren't that many good CEOs in the system." If this is true, it's a problem for all of us. I was invited to participate in an interesting session on exactly this problem at the recent League conference in Costa Mesa. The invitation arose because earlier in the summer I had commented on the UC Santa Cruz decision to turn to a proven faculty leader in a time of crisis (when UCSC professor George Blumenthal, recent chair of the UC statewide senate was selected as interim Chancellor to help the campus recover from the turmoil caused by the untimely death of Chancellor Denton). My comment was that I couldn't see the comparable thing happening in our system, and to wonder what that said about our leadership culture.

This cynical response seems to have been borne out almost immediately. When we needed an interim

replacement for Vice Chancellor of Finance Turnage it was fine to temporarily bring in chief business officer, Jim Austin, but when it was proposed by the System Office that the subsequent interim be business/accounting instructor and statewide faculty leader Dennis Smith, somebody else didn't like it. The offer was quickly withdrawn. Now perhaps it was because he's a Democrat, or because he's an organizer of the Community College Ballot Initiative, or…. But perhaps it's just because he's a faculty member.

Or perhaps it's about the dollars. The other perennial problem in our system is that most decisions are made for the wrong reasons. They're made for financial reasons first, and educational reasons a distant second. You're familiar with many examples over the years.

- Our associate degree holders don't need information competency because Department of Finance thinks it would cost money;

- We have lots of good answers to success in basic skills programs. But they're in "boutique" programs of a few hundred students. So we search for different answers because we can't afford to do what works for all our students;

- We fund critical, ongoing system needs with one-time grant funds. And then we stop that and fund something else because it's easier to get another short-term grant for something new rather than to continue something that works;

- We finally reach astonishing system unanimity on increased funding for our most vulnerable noncredit students. But Department of Finance (again) blocks the implementing regulations.

You're going to see several studies in the next few months suggesting that we should use our available funds in other ways, when in my opinion the publicity could much more usefully be used to say that we don't have enough funds, period. The studies will point out, for example, that our completion rate/enrolled student is low compared to other states. But our state dollar/enrolled student is also low compared to other states. In a presentation at the Hewlett Symposium, David Longanecker, Executive Director of WICHE (Western Interstate Commission for Higher Education) made the interesting observation that if you combine these two measurements and tabulate completion rate/state dollar, then California is right in line with other states.

Which in this frantic, non-sectarian gift-giving season suggests that, just perhaps, you get exactly what you pay for.

And with that happy thought, Nollaig Shona Dhuit and Dliain úr faoi Mhaise. ■