SENATE ROSTRUM

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

Designing Change for Student Success

BETH SMITH, PRESIDENT

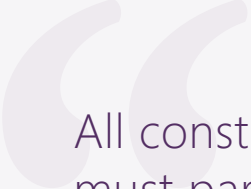"Design is not just what it looks like and feels like. Design is how it works."

- Steve Jobs

The best way for our colleges to be successful as we move forward is for faculty to be intentional about what we want to see as results. We have seen success in the past as we bounce from one idea to the next or from one trendy idea to legislative action. But as we move forward at this time, we must be more focused on owning and designing the future of our colleges. Committing to our responsibilities in participatory governance and making difficult decisions about which courses to offer mean that faculty must be purposeful about all the actions we take. In our classes, we are deliberate about each assignment and experience we plan for our students, and we must use those same skills and intentionality to help our colleges make good decisions for our students. Designing the future for our students' success requires focus, determination, courage, and vision.

> We need courage to be able to determine our design or plan and stick to it as we implement our strategies to realize our vision.

What does intentionality look like? It means we have a vision of where to go and expectations for each person helping to fulfill the design. Any vision we create is only as strong as the human resources needed to implement strategies to achieve it. With a target and plan that everyone agrees to, each person can understand how his or her individual contributions are necessary to bringing the vision to fruition, leading to unity among the faculty and other colleagues focused on student success. Faculty in every classroom, office, lab, or virtual classroom should understand how their work contributes to student success, as well as recognizing that this can include contributions beyond their immediate work with students. Serving on committees, participating in governance, and taking a turn as chair of a committee or department all contribute to student success and bring greater educational opportunities to the overall communities we serve. As Walt Disney said, "You can design and create, and build the most wonderful place in the world. But it takes people to make the dream a reality."

We need courage to be able to determine our design or plan and stick to it as we implement our strategies to realize our vision. Courage is not required to evolve, but it is required when we are intentional about making a change or devising a plan to achieve to goal. Distractions are everywhere these days, and we know that there will be another shiny object to tempt us off our path or legislative action to direct our energies elsewhere. Faculty must remain focused on the goal and learn how to embed or integrate the distracting elements into our plan. We can help our colleges stay the course because we do exactly the same thing for our students. We help them learn to stay on target in our classes, to concentrate and not lose focus, and ultimately to keep their eyes on the prize. Courage is not an easy skill or characteristic to demonstrate and sustain,

everyone a chance to comment on the design, giving people an opportunity to identify flaws or obstacles in the plan. By previewing the plan and providing edits, the implementation phase can be easier too, as everyone begins to come to the table with solutions and ideas already aligned to the plan.

Governance is also intentional and requires vision and doesn't happen by chance, but by constant communication and effort to partner with other constituent groups. Governance requires that we listen to concerns from faculty as well as others at the college and seek to find solutions to the challenges facing us. Knowing the 10+1 and how collegial consultation work are only the first steps toward successful governance processes. Faculty also need to know how their local senate functions and how to engage in its processes in order for faculty voices to be heard.

Evaluation is another method by which we design processes and means to reflect on our work. We should evaluate our programs, our courses, our services, governance structures, and every step we take to achieve student success to ensure we're on the right track. Adjustments and modifications can take place along the way, like a GPS in your car "recalculating" the next turn, when the plan does not move the college in the desired direction or efforts are not producing the results we want. We take a slightly different path to get there, but we still make progress toward our vision. The new path may be better than the original one, and by evaluating it, we can use our successes and failures along the way to ensure that we can ultimately reach our goals.

but it is clearly important as we try to direct rather than simply respond to change.

You will know if your college is taking ownership of its vision if it is designing its plan for student success using data and faculty expertise to inform decision making. Both quantitative and qualitative data are crucial to determining the path to the goal. More and more data are available for college constituent groups to review and analyze, leading to important decisions about how to achieve our goals. Faculty expertise provides the context for understanding the data and for developing the college response to indicators that access or success can be approved. Data and faculty involvement are both necessary to have well-formed plans designed to meet the needs of students.

Planning is intentional. Without planning, change occurs based solely on external forces and not internal ones. All constituent groups must participate and contribute to planning, with faculty taking a lead to ensure that high quality instruction and programs continue at their colleges. If faculty abdicate their role in planning, then disorder may result and a less desirable product may be created at the college. Luckily, the academic senate provides the structure to allow faculty to be intentional about the future of the college and take the lead in determining the goals and strategies needed to achieve the goals.

Being intentional and purposeful in changing our colleges helps to anticipate challenges too. Planning gives

With the budget forecast looking somewhat less stormy over the next few years, now is the ideal time to become more intentional about providing greater access to classes for our students and improving their overall success. By mustering the courage to create a vision and design a plan to get there, the next trendy idea in education will not distract us or deter us from our goal, but instead be integrated intentionally into our plan if appropriate. Faculty are the designers behind student success, and we must choose to be intentional in changing our colleges.

"They always say time changes things, but you actually have to change them yourself."

– Andy Warhol, The Philosophy of Andy Warhol ∎

Let Bylaws Be Bylaws: A Cautionary Tale About Senate Succession

JOHN FREITAS, LOS ANGELES CITY COLLEGE, SOUTH REPRESENTATIVE

In recent years, succession planning has become an important topic within our community college system. For example, to fully meet accreditation Standard IV, colleges need to demonstrate that they have processes in place to create leadership capacity by encouraging broad participation. In fact, Los Angeles City College received the following accreditation recommendation in 2009:

> In order to increase institutional effectiveness, the team recommends that the college engage in succession planning to increase leadership capacity, institutional consistency, and employee involvement and engagement.

This particular recommendation aligns with the Academic Senate's own recognition of the importance of succession planning for local academic senates.[1,2]

While succession planning is an institutional responsibility of all constituencies, the role of local academic senates in succession planning is especially crucial. This is not only because senates have purview over academic and professional matters, but also because senates bear the primary responsibility for appointing faculty to all college committees related to the 10+1, including committees responsible for implementing college processes, such as program review, strategic planning, and budget development. A well-functioning senate inspires faculty to participate in college and senate committee work, which creates a culture in which broad faculty involvement in college governance is the norm. This in turn leads to a healthy, well-functioning college that is able to focus on student learning and success.

Because of the central role of the senate in a college's participatory governance structure, it is vital that every senate have its own clear and workable succession plan. Senates normally codify their succession plans within their governing documents such as constitutions, bylaws, standing rules, and committee charters. For example, senates normally include in their governing documents the methods for electing officers, appointing committee members, and selecting committee chairs. Usually not much thought is given to these processes as they are routine, and they typically work as planned. However, sometimes things go awry, and when they do, chaos can ensue. What follows is a true account of a situation that occurred at a college. It is a cautionary tale of what happens when there are unforeseen flaws in senate succession plans that are not recognized until it is too late.

First, a little background information is in order. At this particular college, the senate has the following elected officers: President, a First Vice President (1st VP), a Second Vice President (2nd VP), a Secretary, and a Treasurer. Last spring, the 1st VP was elected to be the new local senate president at this college, and the 2nd VP was elected to be their district senate's curriculum committee chair. Because the two VPs were not elected on the same cycle as the senate president, the both vacant VP positions were filled through appointment by the college's academic senate. As a result, there were two VPs that were never elected by the faculty at large, and who were now in line to be senate president if a vacancy occurred. A vacancy occurred.

So, what happened? The new senate president announced during the summer that he was moving out of state for personal reasons and would be resigning. This senate's bylaws state that the 1st VP becomes president, and if the 1st VP is unable or unwilling to serve, then the 2nd VP becomes president. Their bylaws are pretty clear, and the transition should have been orderly. It was not orderly.

The 1st VP, who was out of the country at the time the senate president resigned, initially responded by email that she wasn't willing to serve "at this time." The 2nd VP then responded that she was willing to serve, and apparently assumed she was the senate president because of the email

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1   Kim Harrell and Cynthia Napoli-Abella Reiss, "Beyond the Classroom: Fostering Local and Statewide Engagement in Our Faculty," *Rostrum* (June 2013); 1-3

2   *Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate,* ASCCC paper, Spring 2007.

sent by the 1st VP. However, upon further deliberation, the 1st VP stated that she was willing to serve as president in accordance with their bylaws. That should have been the end of it. That was not the end of it.

The 2nd VP did not accept this and subsequently approached the faculty union and filed a grievance against the college president for allowing this situation to exist. The union obliged, and the college president took the grievance seriously, despite the fact that academic senates are independent public agencies whose organizational structure is outside the purview of college or district administrations[3]. As a result, there was a dispute between two appointed vice presidents over succession. The union chapter leadership interfered with internal senate matters by filing a grievance, presumably with the expectation that the college president would (improperly) decide the question of succession. But most importantly, the business of the senate, and thus the business of the college, was not moving forward.

At the heart of this situation were four problems: (1) inherent but unforeseen flaws in the senate's constitution and bylaws; (2) disagreement over whether or not decisions expressed in email exchanges are binding; (3) union interference in internal senate organizational matters; and (4) a college president who took the grievance seriously. While each of these is a serious problem, the focus of this article is on the issues with the officer succession plan in their bylaws.

To this senate's credit, their bylaws are very clear about who succeeds whom when there are vacancies in the presidency and the vice presidencies, and they are also very clear about how VP vacancies are filled if one of them fills a vacant presidency. And it is certain that no one anticipated such a situation as described above occurring. Certainly, a newly elected senate president resigning less than two months into his term is unusual, and if the bylaws had been followed without argument, then everything would have been settled.

In an attempt to settle the succession dispute, there was discussion about suspending the bylaws to allow for a special presidential election as the bylaws had no such provision. Another proposal called for suspending the bylaws, holding

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3   From Title 5 §53202:

> (c) The governing board of a district shall recognize the academic senate and authorize the faculty to:
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> (1) Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
>
> (2) Provide for the selection, in accordance with accept-ed democratic election procedures, the members of the academic senate.

a special election, and allowing the 1st and 2nd VP to serve as co-presidents during the period between suspension of the bylaws and the special election. The suspension of the bylaws of this senate was problematic because:

- The clause that allows for bylaw suspension is not in their bylaws, which is the proper place for such a clause, but in their constitution. Even worse, their constitution allows their bylaws to be suspended by majority vote, not the standard two-thirds majority. Because of the placement of the suspension clause in the constitution, removal of this clause requires a vote by the faculty at large, rather than a vote by the senate.

- The bylaws suspension clause is written such that the bylaws in their entirety would be suspended, rather than specific clauses being suspended. Bylaws should only be suspended in extraordinary cases (which this case certainly is), but provision should be made to suspend specific bylaws, not to suspend the bylaws wholesale.

- If their bylaws had been suspended, they would have had no officers because their officers are not enumerated in their constitution. That is a serious problem for any organization, but especially for public agencies such as academic senates.

- Senates (or any parliamentary body) cannot enact provisions that violate their governing documents. The proposals to call a special election and to allow for co-presidents were out of order because neither provision is allowed by their bylaws and constitution.

However, the most fundamental flaw was that the proposals to suspend the bylaws were "workarounds" that attempted to find a solution to this situation without actually insisting that their bylaws be followed. It is vital for senates to be committed to following the procedures in their governing documents and not seek alternatives for the sake of expediency.

Another issue involved disputes over what constitutes official resignation of an office or notification declining to serve in an office. The senate's bylaws state that a vacancy exists if "the person holding the position announces his or her resignation to the Academic Senate or submits it in writing to the Senate President or to the appropriate committee chair." (The latter applies to committee appointees.) The mechanism for official resignation is not clear. Is a resignation submitted in the form of a signed letter delivered to the senate secretary? Is a mass email announcement sufficient? Is a verbal announcement sufficient? Because of this lack

of specificity, there was a dispute about when the senate president's resignation was official.

Furthermore, the bylaws state that 2nd VP succeeds "to the office of the President for the duration of the unexpired term if the presidency becomes vacant during a term and the Vice President of Academic Policy (1st VP) is unable or unwilling to assume the duties of the President." The problems here are two-fold. First, there is nothing in their bylaws that states what constitutes official notification or determination that the 1st VP is "unable or unwilling" to be president, and it is unclear who makes the determination that the 1st VP is "unable or unwilling" to serve. Second, there is nothing stated about this succession in the section of their bylaws on vacancies. So, while it is one of the duties of the 2nd VP to succeed to the presidency in the event of a vacancy and an unwillingness of the 1st VP to serve, this needs to be addressed explicitly in the section of the bylaws that deals with vacancies.

Ultimately, this senate voted to determine whether or not the 1st VP's initial decision to decline the presidency by email constituted a binding decision. They determined that this was not a binding decision on the part of the 1st VP and determined that she was indeed the senate president. While it was unfortunate that the determination of who was senate president came down to a vote over intent, one positive outcome was that the senate voted and made a

determination on who should be president without working around their bylaws. Another positive outcome was the recognition by the senate leadership for the need to revise their bylaws to address some of the issues that arose in this dispute. They are currently working to make these revisions.

In the end, it is vital that all who serve on academic senates in any capacity recognize that they are faculty leaders that are entrusted with a public good. Being a senate leader is not a right: It is a privilege that comes with enormous responsibilities. Faculty have been granted in law the collective professional responsibility to do the work that improves their colleges, that allows their students to be successful, and that makes the communities that their institutions serve proud of the work they do. Unclear, poorly understood, or poorly implemented succession plans can cause academic senates to become dysfunctional. A dysfunctional academic senate causes faculty apathy, which in turn causes low faculty participation in college governance. Those few remaining faculty who are dedicated to participation in governance work can burn out, and soon the college faces a faculty leadership capacity crisis that can result in accreditation sanctions. In this time when the legal role of academic senates is under assault, it is vital that faculty ensure that their senates are well-functioning organizations with clear succession plans that allow them to remain focused on doing the work of the college on academic and professional matters. ∎

IT IS IMPORTANT THAT LOCAL SENATES REVIEW THEIR GOVERNING DOCUMENTS AND ANALYZE THEM FOR POTENTIAL PROBLEMS. WHEN DOING SO, THE FOLLOWING QUESTIONS SHOULD BE CONSIDERED:

- Is the process for electing officers clear?
- Is the succession plan for vacancies clear and does it account for contingencies?
- Is there a provision for special elections? If so, under what circumstances are special elections allowed?
- Is there a provision for a referendum to allow for flaws in the constitution to be corrected immediately?
- Is there a provision for suspending the bylaws? If so, is it general or specific?
- Is there clarity on what constitutes an official resignation or notification to the senate? If so, who receives the official notification?

AS SENATES ADDRESS THESE QUESTIONS, IT IS RECOMMENDED THAT THEY:

- Review their existing clear succession plans by working through possible scenarios to determine what could go wrong. No scenario is too far-fetched;
- Educate their senators and the faculty at large on the importance of adhering to their senate's governing documents rather than seeking expedient solutions to difficult situations;
- Educate the faculty and the administration on the fact that the senate is a public agency entrusted with doing the business of the college on academic and professional matters on behalf of their publicly elected governing board, and that this is a responsibility not to be trivialized.

The Insidious "D"

RICH COPENHAGEN, PRESIDENT, STUDENT SENATE FOR CALIFORNIA COMMUNITY COLLEGES

The "D" grade is a bad investment. It is bad for California and it is bad for students. To be honest, it is a false promise, a deceptive key to the gate of success.

California public education has long held to the grading standards of the "A, B, C, D, F, P, NP" system, with the occasional plus/minus thrown into the mix. "A, B, C and P" represent success. They are the letters you wear on your scout sash to show the achievements you have realized and the hurdles you have overcome. "F and NP" are for failing. These aspects of the system are plain and simple.

"D" is the renegade. "D" is a liar. It whispers to you that in the community college system, in many schools, it is a passing grade. You really only need to get 60% in your class and you'll be a success. It poisons your willpower and creeps its way into your inkwell. It draws in chalk, falsifying the finish line, which is then washed away with the next precipitation of scrutiny. In all practicality, the "D" devalues the recipient.

State regulations define a "D" grade as being "less than satisfactory" (Title 5 §55023). Transfer institutions scoff at the 1.0 grade point and reject it as less than credit-worthy. Even workplaces have developed a habit of examining transcripts of applicants and denying those with "less than satisfactory" showing up in the wrong places. Somehow, though, some in the community college system think that "less than satisfactory" is different from failing. In the real world, it is not.

Our colleges are supposed to teach California's people to be effective threads in the fabric of reality. According to the California State Legislature, "a primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement" (Education Code §66010.4). If that statement is to hold true, we should systemically encourage our students to understand reality as reality is and not be coddled into false security

> "The Educational Master Plan for California has no line directing our colleges to give out consolation prizes when they fail to build a student up or when a student is simply not ready to finish a course well.

by cushioned grading schemes. Never has a law been passed suggesting that Californians want the community colleges they pay for to just make everyone feel good about themselves without having actually accomplished something as simply useful as "satisfactory" work. The Educational Master Plan for California has no line directing our colleges to give out consolation prizes when they fail to build a student up or when a student is simply not ready to finish a course well. We should not assume such a responsibility and lower our standards.

By lowering these standards, those of us in the California Community College System are hurting our students. The "D" exists to make faculty feel better about failing people. It is a way of saying, "Hey, you tried, and I tried; can we still be friends?" No, we cannot. If you assign me a "D" grade when I would be much better off being told that my work did not satisfy your requirements, then we cannot be friends. By assigning me a "D," you are poisoning my self worth and diminishing my societal value. By assigning any student a "D" you are failing that student. A system that polishes, repackages, and sells failure will ultimately fail California. ∎

Integrating Adjunct Faculty into the College Community

DOLORES DAVISON, AREA B REPRESENTATIVE

One of the most frequent complaints expressed by colleagues around the state is how difficult it is to get volunteers for committee work and other activities around campus. Lately my answer to them has always been the same: Are you asking your adjunct faculty to participate, and if not, why not? Most people express surprise at this idea, but it is a thought worth considering.

While some of our adjunct colleagues are not interested in doing committee work (or don't have the time to do so, because they are freeway flyers), many are actually flattered and enthused when asked to participate. Those who hope to eventually apply for full time jobs at a community college are among the most likely to volunteer, as this service strengthens their applications, but even those who are not interested in full time employment are often eager to help.

Involving adjunct faculty at your college can bring a wealth of benefits that may not be immediately obvious. Clearly, adjunct faculty members bring a wide range of experiences to our colleges. Many have recently graduated from graduate school; as a result, they are often familiar with the most up-to-date pedagogical practices and are eager to experiment with new ideas. Other adjuncts are seasoned veterans, with experiences in the classroom that can be invaluable for newer faculty and provide a different perspective for our students. Some adjuncts have experience at four-year universities, while others are knowledgeable about workforce fields and practices, and can bring relevant and current information to our students and our programs about those areas of their expertise. Ultimately, the involvement of adjunct faculty can build a stronger sense of community within a division or department, and even within a campus.

So, how can you get adjunct faculty involved? The most obvious way is to ask them to participate in departmental or divisional activities: department meetings, division gatherings or meetings, and the like. Many part time faculty are already involved in SLO assessment and curriculum development, and professional development activities planned for both the part time and full time faculty members together strengthen departments and divisions. Many part time faculty members may not be aware how much those experiences can help if they choose to apply for a full time position. Being able to adroitly discuss the student learning outcome assessment cycles within a particular discipline, or specifics on updating curriculum and course outlines of record, can make a candidate far more attractive to a hiring committee. In addition, it can be gratifying to hire someone who is already familiar with some of these processes; not having to explain some of the most basic elements of our system (the course outline of record immediately comes to mind)

> Involving adjunct faculty at your college can bring a wealth of benefits that may not be immediately obvious.

is a welcome change. This is not to argue that full time faculty should abdicate their responsibilities, but an extra hand in dealing with many of these issues can provide additional assistance that might not be available, especially in small or single person departments or disciplines.

In addition to departmental and divisional activities, there are plenty of campus activities that can involve adjunct faculty. At Foothill College, only the tenure review and professional development leave committees are restricted to full time faculty; otherwise adjunct faculty can participate fully in campus activities. We have part time faculty serving as divisional SLO coordinators, on our program review committee, on our college curriculum committee, and as Academic Senators (both as divisional representatives and in our two elected adjunct academic senate seats). The perspectives these faculty bring to the senate is tremendously helpful; one of our adjunct senators serves on several college wide committees and is able to report out from those, while another teaches at multiple colleges and can provide information and insights about what other colleges in our area are doing. Most unions have positions specifically designated for adjunct faculty as another means by which to participate in the campus at large. Adjunct faculty can also be involved in campus wide activities that are not entirely academic, including heritage month celebrations, club advising, and other student activities.

Ultimately, each college has to make a decision about the role of adjunct faculty on its own campus. Some colleges may have concerns about allowing adjunct faculty to serve on certain committees or governance groups, especially if those faculty are actively seeking full time employment and might leave prior to the conclusion of a term. However, for most colleges, the benefits that come from being more inclusive of adjunct faculty into the activities of the college community far outweigh the potential negatives. So, the next time you are searching for committee members, think about your adjunct faculty and what they might contribute outside the classroom. ■

In Memoriam: Beverly Shue
(1938-2013)

Beverly Shue passed away on October 24, 2013 surrounded by love from her children, close friends and family.

Beverly Shue served on the Executive Committee from 1994 – 2005.

For more information visit www.beverlyshue.com

Senate Events 13 · 14

Curriculum Institute
July 10 - 12, 2014

Accreditation Institute
February 7 - 8, 2014
Marriott La Jolla

Academic Academy
February 21 - 22, 2014
Silverado Resort and Spa

Spring Plenary Session
April 10 - 12, 2014
Westin San Francisco Airport

Faculty Leadership Institute
June 12 - 14, 2014
Paradise Point Hotel & Spa

Advocacy at the Local Level: What Your Senate Can Do to Stay Informed and Active

DAVID MORSE, VICE-PRESIDENT
WHEELER NORTH, TREASURER
DAN CRUMP, AT LARGE REPRESENTATIVE

The California Community College System has been the target of more legislation in the past two years than at any other time in recent memory. The Academic Senate for California Community Colleges works diligently to represent the voice of faculty in Sacramento when legislative actions involving education are proposed. However, local colleges and districts must keep themselves informed and engaged regarding legislative activities and initiatives, not only because the ASCCC takes its direction on these issues from the faculty statewide but also because local academic senates often have their own role to play in voicing their support for or opposition to specific legislation.

The rules which local academic senates must follow are different from those that apply to the ASCCC. As a non-profit organization, the ASCCC and its advocacy activities fall under the California Tax Code. Local academic senates, on the other hand, are governed by California Education Code, specifically §7050-7068. These sections of the Education Code provide specific guidelines regarding the advocacy efforts in which local academic senates can and cannot engage.

Education Code §7054 (a) states that "No school district or community college district funds, services, supplies, or equipment shall be used for the purpose of urging the support or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the governing board of the district." In short, academic senates cannot use any district resources to support or oppose any candidate or ballot measure. This restriction applies not only to district funds but also to materials, email, and even employee time when the employee is scheduled to work. Any discussion of ballot measures or elections among senators therefore should not take place on campus or during academic senate meetings.

However, Education Code §7054 (b) adds that "Nothing in this section shall prohibit the use of any of the public resources described in subdivision (a) to provide information to the public about the possible effects of any

> " As with ballot measures and elections, academic senates cannot expend district resources to support or oppose legislation, but they can discuss legislation during meetings and may take and publish positions either for or against specific bills.

bond issue or other ballot measure if both of the following conditions are met: (1) The informational activities are otherwise authorized by the Constitution or laws of this state. (2) The information provided constitutes a fair and impartial presentation of relevant facts to aid the electorate in reaching an informed judgment regarding the bond issue or ballot measure." Local academic senates may therefore publish information to educate the public regarding the impact of a given ballot measure as long as they do not advocate either for or against the measure.

Regarding legislation, academic senates have somewhat more freedom to express positions. As with ballot measures and elections, academic senates cannot expend district resources to support or oppose legislation, but they can discuss legislation during meetings and may take and publish positions either for or against specific bills. Academic senates can also meet with legislators to express their views regarding pieces of legislation.

Because they can discuss and attempt to influence legislation, local senates should strive to keep themselves informed about legislative activities. Some local senates have created a legislative liaison position through which a specific individual is responsible for tracking legislation and reporting to the senate. Such a position can be a great benefit to a senate in terms of helping to provide current information and enabling the senate to form positions upon which it may wish to act.

Several resources exist through which local academic senates can remain informed, whether by a legislative liaison, the senate president, or other senate members. The website for Faculty Association of California Community Colleges (FACCC) offers an excellent legislation tracker. Interested faculty can go to www.faccc.org and click on the "track current legislation" link in the advocacy section of the page. This link offers summaries and status reports of bills related to education as well as PDF copies of the texts of the bills themselves. As a bonus, the FACCC legislative tracker filters out bills not related to education, so interested faculty do not have to sort through dozens of bills in which they may not have interest.

Another useful resource is the Chancellor's Office Advocates Listserv. To receive these updates, interested parties can send an e-mail from the address to be subscribed to listserv@listserv.cccnext.net and put "subscribe advocates" in the body of a blank, non-html e-mail with no subject or signatures. This service provides timely announcements from the Chancellor's Office legislative staff regarding the status of bills and other matters.

The Community College League of California (CCLC) also publishes a great deal of useful information regarding legislation under the "government relations" tab of its website (www.ccleague.org). This site includes analysis of bills, legislative updates, and even an advocacy handbook.

Finally, the ASCCC is in the process of developing a legislative section on its own main web page. This site will not be a duplicate of the resources provided by FACCC and CCLC but will instead be dedicated to publicizing the Academic Senate's legislative positions and activities, such as copies of letters written by the ASCCC president to legislators regarding their bills. Watch for more information on this new resource in the near future.

All of these resources can help local senates to stay informed regarding legislative activities and developments and thus will enable them to engage in appropriate advocacy activities on a local level. Whether such activities involve visiting local legislators, writing letters, or simply engaging in discussion during meetings, local academic senates can play a significant role in voicing faculty positions regarding the many bills that can impact the community college system. ∎

Vendors' Resources at Senate Events

JULIE ADAMS, EXECUTIVE DIRECTOR

This year the Senate's Fall Plenary Session featured a new attraction: vendor exhibits. As you moved between the various breakouts and general sessions, you were able to browse several tables offering a variety of different information and services.

If you attend other professional conferences, you have probably seen exhibitors or vendors in the hallways or exhibitor hall. Historically, the Academic Senate has not allowed exhibitors or vendors to participate in our events. However, over the past few years, the Senate's resources have been reduced by cuts to the Senate's funding via the governor's budget, reduction in dues because of cuts to faculty positions on local campuses, and higher costs associated with holding events while maintaining low registration fees. During this time, the Executive Committee discussed ways to augment our funding through other sources such as sponsorships or vendor fees.

In February 2012, the Executive Committee discussed allowing vendors to participate in Senate events and advertise in the *Rostrum* and on the Senate websites. In an effort to honor the wishes of the statewide faculty in this area, the Senate conducted a turnaround survey at the 2012 Spring Plenary Session to understand what session participants would think about allowing vendors at Senate events. Over 140 session attendees responded to a series of questions related to vendors or exhibitors. About 60% who responded said that inviting a vendor to attend events depended on the vendor and the information provided. When asked the type of vendors the Senate should invite, the following received the highest percentages: Universities of higher education/leadership institutions (76%); electronic technology (78%); Curriculum management systems (77%); and course management systems (74%). Sixty-one percent of the respondents also felt the Senate should allow vendors to advertise in the *Rostrum*, compared to 38% who did not. Conversely, only 25% felt that vendors should advertise on the Senate's website, while 75% disagreed.

Since 2012, the Academic Senate has been consulting with other community college groups about vendors that might be of interest to faculty leaders at the plenary sessions. Some possibilities were rejected as inappropriate for the Senate's mission and purposes. However, this year four vendors displayed resources at the 2013 Fall Plenary. These vendors included the California Career Café, California State Teachers' Retirement System, CollegeBuys, and the Faculty Association of California Community Colleges.

The Academic Senate is committed to ensuring that any invited vendors who participate at Senate events serve the purposes and interests of attendees without causing distractions or giving offense. We hope you were able to take a few minutes to stop by the vendor tables during the fall plenary session. The ASCCC hopes that you found their information useful and that this new feature can become a useful and positive aspect of Senate events. In order to accomplish this goal and to provide you with the most appropriate vendors/exhibitors possible, the Executive Committee needs your input. If you have suggestions or ideas for potential vendors at future events, please send them to info@asccc.org. Let us know what services or information you would like to see offered. ∎

Collegial Consultation: The Art of Influencing and Being Influenced

WHEELER NORTH, TREASURER, FACULTY COORDINATOR, STATEWIDE CAREER PATHWAYS

I recently attended a large multi-college district's "Shared Governance" symposium and found it very interesting to observe how impassioned we are about being heard, about having voice and influence upon our collective destinies. What I didn't hear, until the panel's student appointee spoke, was an equivalent passion towards hearing another's voice, of being influenced by other perspectives and ideals. Leave it to the students to teach us what we should already know.

Effective participatory governance requires a mindset that is very atypical of normal community practice, particularly where a linear hierarchy of command structure already exists as does in our administrative structures and our contractual parameters.

Within this linear command structure when a need is identified that will improve the work being attempted we go to a superior, working up the chain of command. In doing this there is a case to build in which a context is developed for why and how this will promote the improvements sought. We engage in this process primarily because we are familiar with it and it will likely be effective at meeting the need. At the very least we may identify and understand the barriers to why this need may not be met. Conversely, if the chain of command needs something of us they can directly ask, or order us to accomplish it within the parameters of our operating processes (policies, contract, etc.) There exists a codified superior/inferior relationship with defined parameters.

This simple command structure is very straightforward, wherein it's quite easy to function, even to thrive in. Those who are the most effective at establishing direct rapport tend to fair the best. Decision-making is often one-on-one, or one-on-a-few and is often of a limited scope and scale, although not always. This structure is very effective and commonly used in most private sector and some public sector environments. However, this system has at least one major flaw.

When it is used in an environment where resources are finite or severely limited there will always be winners and losers. There will always be competition that can be very disruptive, or outright destructive, and will always lend itself to remarkable inefficiencies if not rigidly controlled. Hence, by example, a military chain of command is an extreme instance of absolute control to ensure effectiveness.

In contrast to this model, the goal of any legitimate academic enterprise is to explore and question everything and anything, to impart that inquisitiveness, that zeal for knowing as much as possible into our students. Yet some order must exist and exist in a way that addresses the very real societal concerns and consequences in a fair manner that is respectful of the participants' rights. Therefore it is common to see colleges have both a command like decision structure and a parallel structure that promotes participation over authority where possible.

Intrinsically, the belief in and capacity to thrive in this latter participatory governance model can scale the hurdles often found in command structures if we work at it.

Both systems can and often do coexist with reasonable efficiency and effectiveness. It is also important to note that the goal of a community-centered process isn't to eliminate the command processes. If well implemented it can strengthen them. People know that hard decisions are sometimes necessary. But when these are made in the context of a community-first culture participants are more likely to respect and support the command choices that are unavoidable.

A key facet to this though is the requirement for a significant change in personal mindset when shifting

between a command process and a community centered one. For those of us new to this it can take some time to come to grips with being less tied to what we think is right as we shift towards letting the consensus develop our direction and potentially revise our individual goals. This is in part due to the notion that when many of us enter into the governance foray we do so trying to sustain the same expectations described above. We want what we want and we want it now. When we are not getting our needs met through our normal command structure we are grateful to enter this governance venue where we have voice and will be heard. We are united with our colleagues and we get really excited when our influence inspires results that are to our liking.

Like the command structure, this works as long as the community wants what we want. However, when these "wants" begin to diverge and we don't shift ourselves internally to a community-first perspective then we tend to get very frustrated. We quickly begin to surmise that this "Shared Governance" thing doesn't work, that it's a complete waste of time.

The problem is partly tied to our culture of instant gratification. If given some time those of us who learn to thrive in participatory governance begin to find that while we do not always get what we directly want, most often the community in which we reside does get something that's better than what we, or any participant wants. Somewhere in this evolution we begin to realize that our expectations are changing, that in fact being a celebrant of building a strong community is not only far more rewarding, it also provides much better results for us and our students.

In a very practical sense entering into a consultative environment requires us to shift our mindset from one of having voice and using it to influence, to one of giving others their voice and allowing ourselves to be influenced by those other voices. When this works, when members really let go of their entering-expectations and let the community flesh out a consensus, most will come away from the experience with a profound sense of productive resonance. The community "ah-ha" is a great thing to be a part of.

The inverse of this is the contentious knock-down, drag-out shootouts where all members are lockstep at odds in getting their own way and nothing else. We've all been to, or more aptly been brutalized by these slug-fests. The stark and simple fact is collegial consultation cannot function where we as a community cannot rise above the competitive culture of rank and file command.

Thus it can be argued that to thrive in a viable culture of participatory governance requires a certain amount of faith. Essentially we are taking it on faith that by letting go of what we think is best and focusing on supporting each other, our ability to thrive will far exceed any notions we brought to the table. This is particularly poignant when we consider the idea that we serve students, we don't own them, that more often we share them. So why are we competing when we are trying to serve the same students?

The next time you are sitting in a meeting, consider what you would do to help the other participants feel heard. Think about what you would do to help build out and advocate for the other's cause. Ponder for a moment who it is they serve and how they really aren't any different from those you serve.

If the meeting is a cantankerous affair address that facet of it—or help the presiding chair address it. An open, frank conversation about expectations can do a lot to air out the energy and then work towards a culture that values the well being of the community and its broader role as a student centered academy.

Ultimately aren't these the values we want to instill in our students? Even the most self-centered of us has to admit there will come a time where we've become old and feeble and need increasing amounts of help from those generations we've raised. Instilling traits of community service and giving, caring attitudes are in our best interests. What better way to do this than by modeling the behavior we will eventually seek as a matter of our own wellbeing. ∎

The Student Success Task Force Recommendations—What's Next?

MICHELLE PILATI, IMMEDIATE PAST PRESIDENT

I t's hard to believe that the Student Success Task Force (SSTF) Recommendations were adopted by the Board of Governors less than two years ago, especially given the many changes that colleges have made, or will soon be making, with respect to various aspects of the functioning of their matriculation and counseling programs (see http://californiacommunitycolleges. cccco.edu/PolicyinAction/StudentSuccessTaskForce. aspx for more information). As there are ways to "tweak" operations within the student services realm by centrally changing rules, some viewed this as the "low-hanging fruit" with respect to implementing numerous elements of the SSTF recommendations. But none of these changes can truly be effective without corresponding changes to instructional programs and the campus culture. Many of the instructional changes must happen at the level of the individual classroom, but others are at the curricular level. Most importantly, these efforts must be coordinated and involve student services and instruction, as one without the other will not achieve the broader goal of significantly impacting student success. Furthermore, focusing solely on success in basic skills courses without also implementing changes across the curriculum will not yield the outcomes that California needs. As faculty, curricular matters fall under our purview, and we must act responsibly and identify and address where our instructional practices need to change. Considering the need for far-reaching and integrated changes, what should your local student success agenda focus on? What aspects of the SSTF recommendations do the faculty need to take ownership of and start addressing today? What recommendations can be made explicitly to faculty at the local level to consider and act on?

Long before the SSTF was convened, the ASCCC had already been thinking about not only student success, but also about the integrity of our degrees. In fact, the two efforts were inextricably linked when the body opted to raise graduation requirements for our degrees and the Basic Skills Initiative came into existence. Shortly thereafter, the ASCCC began the long process of changing Title 5 regulations to simplify local processes for the implementation of prerequisites. However, we are still not fully committed to taking the steps necessary to compel students to engage in the course-taking patterns that will serve them best. This is absolutely critical—we can only make significant advances in student success if we re-think our view of access and fundamentally change our culture and attitudes. As an example, we need to ensure that a prerequisite is not an "access-barrier", but rather a "success-facilitator". We also have to put students first when developing schedules, as opposed to only considering how many courses and what we want to teach. It is critical that we consider past enrollment patterns when planning schedules, but we also need to develop more sophisticated approaches to ensuring that our selection of offerings is appropriate and, ideally, incentivizes effective course-taking patterns. We need to take steps locally to implement the aspects of the SSTF recommendations that simply cannot be effectively mandated centrally (e.g., Recommendation 4.1: Highest priority for course offerings shall be given to credit and noncredit courses that advance students' academic progress in the areas of basic skills, ESL, CTE, degree and certificate attainment, and transfer, in the context of labor market and economic development needs of the community). If we want to continue to enjoy the local autonomy that we so greatly value, we must be certain to make strides towards the goals adopted by our Board of Governors. We can begin this through some specific areas tied to the SSTF recommendations:

1. IMPLEMENT PREREQUISITES WHERE APPROPRIATE, ENGAGING IN THE NECESSARY DIALOGUE AND COORDINATION TO ENSURE COURSE AVAILABILITY.

Prerequisites can provide a means of sequencing student course-taking behaviors that are consistent with Recommendation 3.4 of the SSTF (Community colleges will require students to begin addressing basic skills needs

in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan.) without implementing a new rule or policy. This could be accomplished through a process of phasing in prerequisites, possibly introducing a new prerequisite by first naming it as a co-requisite or prerequisite and using learning communities as a means of improving the overall student experience. Offering students pairs or packages of courses can incentivize students to take more units—moving towards the ideal of full-time enrollment that some envision (Recommendation 3.3: Community Colleges will provide students the opportunity to consider the benefits of full-time enrollment.). This is not meant to suggest that all students should be loading up on units, but rather to implement structures to promote such course-taking patterns where student's lives and resources make it possible. It is highly likely that sacrifices on the part of faculty in these areas will be necessary as we strive to adjust scheduling and course-taking to ensure that students are adequately prepared for all courses.

2. ENGAGE IN A COLLEGE-WIDE COMMUNICATION EFFORT TO PROMOTE AWARENESS OF CRITICAL DEADLINES AND RECENT POLICY CHANGES.

A greater challenge will be in fully implementing changes in classroom practices. As a consequence of changes with respect to withdrawal limits and dates (due to Title 5 changes that preceded the convening of the SSTF), it is critical that classroom faculty are not only aware of the policies and deadlines, but that they structure (or re-structure) their teaching to facilitate informed decision-making by students. Is the last date to drop without a W clearly stated in your syllabus? Will your students have some sense of whether or not they will succeed in your course by that deadline? We need to incorporate such practices into our classrooms and advise students to make the choices that are best for them. Faculty need to identify and encourage effective practices related to ensuring that students have the necessary feedback to assess their own chances of success prior to critical deadlines. Efforts to ensure that students understand changes to enrollment priorities, repetition, and repeatability are also necessary. In order to prevent these changes from having devastating negative consequences for our students, we must work to ensure that all students and colleagues are well-informed.

While we do not all teach basic skills courses, we all teach students who have had or who have basic skills needs. Having

students master the skills necessary to succeed is something that is of interest to all teaching faculty. While we are generally cognizant of the academic needs of our students, we may be less mindful of their need for guidance. While faculty groups were amongst the first to note that some students only need us for one class and should not be counted as a failure by arbitrary completion metrics, or should be counted in a manner that respects their limited goal, these groups were also quick to reject the concept of self-service Amazon-style approaches to student advising. Realistically, we know that we have some students who know exactly what they want and need, some who think they know what they want and need, and others who have no idea with respect to their wants and needs. While we need not worry about the first group, we should be worried about the group in the middle. The ill-informed student who thinks that he or she has a workable plan is the student we need to be most concerned about. We need to take steps to increase the connection between student services and instruction, with instructional faculty facilitating student access to student services and/or providing students with an opportunity to identify that they are in need of support services. Everyone on campus should have some basic understanding of all the services available to students—or at least be knowledgeable about where to find such information.

3. DEVELOP STRUCTURES THAT FACILITATE ON-GOING DIALOGUE BETWEEN STUDENT SERVICES AND INSTRUCTION.

It is crucial that faculty identify how to support one another and establish structures that encourage collaboration. What is currently being done on your campus to bridge the divide between instruction and student services? Are there opportunities for teaching faculty and counseling faculty to discuss how best to work together to address student needs? If there are not opportunities, how can faculty initiate these opportunities?

It is my sincere hope that faculty across the state are mindful of the SSTF recommendations and that they are part of the discussion as colleges implement their own local student success efforts. The idea of centralized efforts to modify how we teach is terrifying to contemplate, as is the idea of an external entity dictating our schedules and other elements of college life. We need to make a concerted effort of doing better by our students. While we have always been concerned about student success at an individual level, it is time that we take this concern to a new level and strive to implement college-wide changes in practices and culture with the ultimate goal of increasing success for all of our students. ∎

Academic Senate Resolutions on Accreditation 1986 to the Present

PHIL SMITH, EXECUTIVE COMMITTEE MEMBER, ACCREDITATION COMMITTEE CHAIR
FRED HOCHSTAEDTER, MONTEREY PENINSULA COLLEGE, ACCREDITATION COMMITTEE MEMR

When an accreditation issue or controversy arises across the state, representatives of the Academic Senate for California Community Colleges (ASCCC) are sometimes asked, "What's the Senate's position on this matter?" This might seem like an easy straightforward question to some, but as a democratic organization committed to reflecting the will of the whole rather than an individual or small group, the Academic Senate relies instead on a formal resolutions process in which positions are drafted, debated, and ultimately voted upon by the entire organization.

With respect to the topic of accreditation, the Academic Senate has adopted over 100 resolutions since 1986. Thus, the ASCCC does not have just one position on accreditation; rather, it has an evolving set of positions informed by nearly three decades worth of resolutions. The purpose of this article is to describe this varied and nuanced body of work by identifying the Senate's major positions on accreditation and to chronicle the ASCCC's efforts to respond to changing accreditation standards and processes.

Some of the early resolutions from 1986 and 1987 demonstrate the Academic Senate's desire to strengthen the role of local academic senates in the accreditation process. Resolution 1.03 (Fall 1986) recommended that local senates "accept accreditation as a primary responsibility" and "that they be intimately involved in the various stages of the accreditation self-study and its recommendations." The ASCCC was particularly concerned that academic senate presidents have sign-off authority on self-studies and annual reports (Resolutions 2.04 [Fall 1987] and 2.01 [Fall 1989]). To current faculty, the need for positions regarding the Senate's role in accreditation will seem puzzling. After all, the faculty's seventh recommending responsibility of the 10+1 academic and professional matters is "faculty roles and involvement in accreditation processes, including self-study and annual reports." It must be remembered, however, that these positions were taken prior to the passage of AB 1725 (1988, Vasconcellos) and the Board of Governors' subsequent adoption of the 10+1 academic and professional matters. Indeed, these very resolutions about the senate's role in accreditation may have informed the discussion as the seventh academic and professional matter was being formulated.

Timeliness and accuracy are two themes reflected in the body's resolutions in the late 1980s. Prior to 1987, accreditation of California community colleges occurred on a 10-year cycle. The ASCCC felt it should be more frequent and supported moving to a 5-year accreditation cycle instead (2.01 F87). Since that time, we've settled into a pattern of every 6 years. Given the quick time frame of most team visits, there have been on-going concerns about factual errors appearing in the team report. Colleges are typically given a period of time to correct the factual record before the team report is submitted to the Commission. The ASCCC recommended that the Commission allow the college's academic senate president to review the accreditation team report along with the college president for factual errors (2.02 F89). Unfortunately, it is still the case that the team report only goes to the college president, preventing academic senate presidents (who, by the way, have recently been recognized as being some of the most knowledgeable individuals about the college's overall accreditation efforts [Tharp, 2012]), from participating. To ensure that all perspectives are heard during the accreditation process, a spring 1988 resolution asked the Commission to set policies and guidelines for receiving minority reports (11.06).

It's clear that the ASCCC has a sincere respect for the importance of accreditation and has encouraged local academic senates to work with the Accrediting Commission

for Community and Junior Colleges (ACCJC) to receive training and improve processes. Over the years, the ASCCC has encouraged local academic senates to provide testimony and suggestions to the Commission with respect to the Accreditation Handbook (2.02 S89), to work with the ACCJC to implement the recommendations in the adopted paper Strengthening the Accreditation Process to the greatest extent possible (2.01 S92), and thanked the ACCJC for "receiving, respecting, and responding to the recommendations" submitted by faculty (2.06 S96). Since 2007, the Academic Senate has hosted an annual Accreditation Institute that provides training, information, and support for colleges preparing for their self-study or addressing accreditation recommendations.

Just as colleges are evaluated on a regular cycle, the Commission's accreditation standards are themselves revised and updated periodically. The Academic Senate has provided input each time the standards have been modified. In some cases, the suggested change was simple wordsmithing. In 1990, for example, the ASCCC suggested that a proposed standard say "faculty have a substantive voice in academic or professional policy matters" rather than "faculty have a substantial voice in academic or professional policy matters" (2.02 S90). In other cases, the ASCCC preferred that the new standards include specific language from the previous standard (e.g., 2.13, 2.15, & 2.16, S96). , The ASCCC has also asked the commission to enhance a standard. For instance, the ASCCC encouraged the ACCJC "to strengthen proposed accreditation Standard 6.2 by making a stronger statement of expectation regarding the faculty role in selecting, acquiring, organizing and maintaining educational equipment and materials" (2.06 S96).

Perhaps the Academic Senate's greatest effort with respect to accreditation has been to ensure adequate faculty representation on visiting teams and other accreditation committees and roles. The ASCCC takes as a fundamental principle that faculty's front line role in providing direct instruction and support to students is unique and complex and is best understood by faculty peers. Thus, it's a matter of both fairness and legitimacy that evaluation teams include sufficient numbers of faculty to understand and review the college's educational activities.

While acknowledging the reality at the time that "visiting teams are consistently made up of a majority of administrators," the ASCCC reaffirmed its principled

ideal in this matter by "calling for a faculty majority on the accreditation visiting teams" (2.01 F96). In Fall 2002, the ASCCC was asked to "research and document the evolving composition of ACCJC and of accrediting teams, particularly with regard to the numbers of and balance between faculty and administrators" (2.05). Almost a decade later, the ASCCC endorsed a specific minimum level of faculty representation on visiting teams. The ASCCC urged "the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) to ensure that faculty comprise a minimum of 25% of the site visiting teams" (2.04 S09). Also in Spring 2009, adopted Resolution 2.03 noted, "there is still no consistent process to assure all visiting teams include faculty" and resolved that that Academic Senate "work to ensure that the entity that accredits the California community colleges adopt a policy that requires, and develop processes that ensure, that all visiting teams include a minimum of three faculty."

Interestingly, resolutions in the late 1980s suggest that faculty were represented on accreditation visiting teams even at the level of chair, an unheard of occurrence today. In Spring 1989, Resolution 2.03 commended the ACCJC "for appointing an increasing number of faculty members to chair accreditation teams."

The ASCCC also understands the importance of having faculty who are well qualified and autonomous. It does no one any good to send an untrained faculty member to visit another college, and it's also critical that faculty members be able to make an independent assessment of the situation at another college and not be beholden to other interests. At one time, it appears that the Academic Senate had a role in nominating qualified faculty to the ACCJC for assignment to accreditation visiting teams. That responsibility unfortunately ended, but there have been several resolutions attempting to steer us back to those practices. In Spring 1995, the Executive Committee of the ASCCC was directed "to enter into dialogue with the Accrediting Commission for the purpose of developing a process by which the Academic Senate can help prepare faculty members to participate on accreditation visiting teams and develop a pool of promising faculty members for such training" (2.01). In Spring 1998, the ASCCC adopted "the procedures in the proposals *Process to Nominate Faculty Members for Accreditation Visiting Teams and Supplemental Training for First-time Faculty Team Members, Conducted by the Academic Senate*" (2.01). More

recently, the ASCCC recommended that the ACCJC "develop and implement more complete and thorough training for evaluation teams" (2.06 F08) in order to provide consistent interpretation of the standards across visiting teams.

Lastly, with respect to faculty representation on visiting teams, the ASCCC recognizes the need to support faculty who choose to serve on teams. For faculty who meet regularly with students, it is often difficult to carve out time from busy schedules to serve on visiting teams. Several ASCCC resolutions have called upon local colleges and districts to recognize and aid faculty serving on visiting teams. For example, in Fall 2000, so that faculty did not have to choose between accreditation service and their professional development/responsibilities, Resolution 2.01 urged the "the Accrediting Commission to better coordinate site visitation dates with the Academic Senate's plenary sessions and other significant academic conventions." And Resolution 2.01 (Fall 2007) asked the ASCCC to request that the ACCJC "consider faculty assignments and accommodate classroom obligations" when forming accreditation visiting teams."

An important concern that the ASCCC has had with the ACCJC is related to the introduction of student learning outcomes and their assessment in the standards in the early 2000s. It was not so much that the Academic Senate objected to the notion of a student learning outcome *per se*. After all, it's hard to conceive of educators being opposed to articulating what students should learn (SLOs) and then figuring out if the students have learned these things (SLO assessment). The Academic Senate's concern was more about how SLOs and SLO assessment would be used in the evaluation of institutions. Educators know that learning is multifaceted, and that student success depends on numerous variables, many of which are not under the faculty's control. The fear at the time was—and to a certain extent still is—that faculty and institutions would be evaluated with simplistic and reductionist outcome measures.

Even before widespread use of the term "student learning outcome", Resolution 2.01 (Fall 2001) urged "the Accrediting Commission for Community and Junior Colleges to reconsider its proposal to refocus accreditation primarily on management by objective and the use of quantitative assessment and outcomes, and to reinstate appropriate concern for minimum standards, educational

quality and institutional integrity." Furthermore, given the complexity of teaching and learning in which the student must be a committed participant in order to be successful, and because faculty evaluation processes in California community colleges are typically collectively bargained, the ACCJC was asked to "remove from the new accreditation standards any reference to faculty evaluation on the basis of learning outcomes measures" (2.06 F01; Reaffirmed in 2.05 S02; see also 2.01 F08). Members of the Academic Senate at the time were particularly keen that the ACCJC provide evidence for this new approach to accreditation. Of the ACCJC, they requested "the background evidence and supporting research that would justify recent radical restructuring of the Accrediting Standards by the Accrediting Commission for Community and Junior Colleges " (2.04 F02; see also 2.06 S02).

The Academic Senate did not object to the use of SLOs and SLO assessment when used as tools for continuous improvement. Indeed, once the SLOs were adopted into the standards, the ASCCC wanted to help local senates implement them in a responsible way. The ASCCC encouraged "local senates to employ methodologies that aggregate Student Learning Outcomes data, such as summaries, reports, and fact sheets, so that they may, in effect, create a blind between individual class sections and the institution" and "stress[ed] adherence to the 1974 Federal Family Educational Rights and Privacy Act (FERPA), as well as statements on academic freedom and privacy adopted by the Academic Senate and the American Association of University Professors (AAUP)" (2.01 F03). In a separate resolution that same session, the ASCCC "recommend[ed] that colleges and districts provide adequate institutional support for any faculty-driven process that coordinates, manages, and integrates Student Learning Outcomes" (2.02).

In response to the SLO accreditation mandate, a new faculty position emerged at many California community colleges, that of the Student Learning Outcomes Coordinator. In Fall 2007, to support the work of this new faculty role, the ASCCC adopted and published the senate paper *Agents of Change: Examining The Role of Student Learning Outcomes and Assessment Coordinators in California Community Colleges* (2.07). As an aid for faculty charged with identifying and writing student learning outcomes, the ASCCC supported the creation of a statewide library of student learning outcomes at the

course, program, general education, and institutional levels (9.01 F08).

Over the years, the ASCCC has expressed concern about accreditation costs in terms of both resources and time. As the 2002 Accreditation Standards were being rolled out, the ASCCC was concerned about the likely "high cost to taxpayers" and resolved to "formally request investigation by a statewide body, such as the Joint Legislative Audit Committee or a commission appointed by the Legislature, … the cost of implementing the proposed Accrediting Commission for Community and Junior Colleges' accreditation Standards."[1] In Fall 2008, the ASCCC recommended that local senates "consult collegially about their local accreditation process and how that is reflected in the budget process and use this information to hold robust conversations about faculty involvement and costs of accreditation" (5.01).

Although the Academic Senate values peer review and evaluation as tools for improvement, it has periodically asked whether the ACCJC's accreditation process is the best or only review and accountability system available to us. In Fall 2001, the Academic Senate was asked to "develop alternative structures and/or approaches to replace the current accreditation commission" (2.05). And, again in Spring 2010, Resolution 2.04 directed the Academic Senate to "research the options available for peer review and accreditation other than the Accrediting Commission for Community and Junior Colleges."

With over a 100 resolutions in almost 30 years, the Academic Senate positions on accreditation are varied and nuanced; nevertheless, several key positions permeate the body's work:

- Faculty and academic senates have a primary role in the accreditation process.

- In order to be meaningful and fair, visiting teams must include faculty representatives who have received appropriate training and have been appointed in a way that allows them to complete an independent evaluation.

- Faculty and senate leaders should be given an opportunity to develop and review accreditation documents for accuracy.

- Faculty and academic senate input is crucial as accreditation standards are being revised.

- Accreditation standards should be based upon evidence and research rather than trends.

- The Academic Senate opposes the reductionist imposition of a corporate/business model of evaluation on the complex reality of teaching and learning.

- The Academic Senate rejects efforts to tie faculty evaluations to student attainment of learning outcomes because there are so many variables outside the faculty's control impacting student success. Furthermore, having an accreditation standard that mandates aspects of faculty evaluation is problematic because California community colleges determine faculty evaluation processes via collective bargaining.

- Although the Academic Senate understands that any accreditation process entails certain necessary expenditures, the Academic Senate is concerned about the growing resource costs and time expenditures required to conform to recent accreditation mandates and processes.

- The Academic Senate is open to exploring other methods and organizations for accreditation purposes.

References

Tharp, N. (2012). Accreditation in the California community colleges: Influential cultural practices. (Unpublished doctoral dissertation). California State University, Sacramento. ∎

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1   The Academic Senate was somewhat ahead of its time with this resolution. On August 21, 2013, the Joint Legislative Audit Committee (JLAC) on a 10-1 vote asked the Bureau of State Audits to review the ACCJC with respect to the accreditation process at three California community colleges, at least two of which are on sanction.