SenateRostrum

The Newsletter of the Academic Senate for California Community Colleges

Putting Excellence into "Partnership"

• by Linda Collins, Secretary

You've probably heard by now that the system has received $100 million in funding for the Chancellor's proposal, "Partnership for Excellence."

How are Partnership funds distributed? For the next three years, the funds are to be distributed to the colleges on an FTES basis—**NOT** on a performance basis. Distribution by FTES is a significant victory achieved by the collective efforts of the Academic Senate, faculty unions and professional organizations, as well as organizations representing trustees and CEOs, other administrative groups, and students. The Chancellor's original proposal, and the Governor's preference, was to have the money be immediately distributed based on "performance" of individual districts on selected measures of student achievement. Concerns about the impact on educational rigor and standards and the differential effect on diverse communities of such district specific payouts were raised by the Academic Senate and other organizations with the Chancellor, in consultation, with

the Board of Governors, and in the legislature.

Partnership legislation states that the money is provided to make progress toward system outcomes measures. For now, these goals are **system goals**, not individual district or college goals.

Is it new money? It is not really "new" money. It's Proposition 98 money, much of it redirected from other system priorities. All of us got more, as the econo-

my was good and tax revenues were up. The California Community College portion of Proposition 98 funds was approximately 10.4 percent this year. Legally, our split is supposed to be 11%, though we've never gotten that amount. Our share of the Prop 98 split has risen over the last three years, from 10.26% in 1996-97, to 10.27% in 1997-98 and the current 10.35-10.4% for 1998-99. (Nussbaum)

The Partnership was funded while many other system priori-

Western Governors' University: A Crisis for Accreditation

• by Mark Snowhite, Area D

Western Governors' University (WGU), like LA smog on a hot August afternoon, is spreading across the nation's post-secondary educational horizon. Embracing the latest technologies for distance education, WGU was designed to bring quality post-secondary programs via distance education modes to the folks in Utah, Colorado, and other states

where mountainous terrain and long distances between college campuses make traveling to schools difficult. Other cutting-edge innovations include certificate and degree programs (both associates and baccalaureate) based on demonstrated competencies instead of traditional coursework. The goals of WGU

Overuse and Undercompensation of Part-Time Faculty in the California Community Colleges

The overuse and undercompensation of part-time faculty in the California Community Colleges continues to be one of the major challenges the system faces in its efforts to provide quality education to the residents of the state. In California 65.6% of faculty are part-time,[1] and full-time faculty teach just 58.7% of the total equivalent instructional load.[2] Nationally, full-time faculty teach 62.0% of the total load.[3] In California part-time faculty are generally paid only for direct classroom contact hours at an average rate of $35.82 per hour.[4] If CCC full-time faculty were paid just for direct classroom contact hours (which they are not–full-time compensation covers a wide range of duties, as we shall point out), average hourly values would range from $61.91 (entry level Masters degree) to $127.28 (highest doctorate).[5] Nationally, part-time faculty are compensated at the rate of $60.42 per hour.[6] This problem has literally exploded in the last few years. Over the last twenty-five years the growth in part-time faculty has been five times that of full-time: 49% increase in full-time positions but 266% increase in part-time.[7] The factors listed below show the extent of the problem.

This system which pays part-time faculty low wages based only on classroom hours encourages colleges to overuse part-time faculty to balance their budgets. While reasonable use of part-time faculty adds much to the college, including current experience in the profession, specific expertise that may not be available from full-time staff, and direct contact with employers, budgetary savings MUST NOT be the driving force for the use of part-time faculty.

Because part-time faculty are generally compensated only for direct classroom contact hours, the many other duties of a professional faculty member are either left to the full-time faculty or performed by the part-time faculty member without compensation. It is extremely important to realize that these problems are the result of a system which overuses, undercompensates, and recognizes only classroom duties rather than being attributable to deficiencies in part-time faculty themselves. Full-time faculty can do much by reaching out to involve part-time faculty in professional activities, but a fundamental change in the system is needed for lasting improvements.

- *Productivity*. Nationally, part-time faculty average 2 classes per term with a class size of about 20 and work a total of 30 hours per week in and out of the classroom. Full-time faculty teach 4 classes averaging 25 students each (25% more proportionally) and work 47 hours (20% less proportionally).[8]
- *Office Hours*. Student learning demands the opportunity to work

directly with the instructor in an individualized learning environment. Nationally, part-time faculty devote 1½ office hours per class while full-time faculty hold almost 2½.[8]

• *Informal Contact*. Formal office hour contact accounts for only about two-thirds of the time community college instructors spend with students outside of class. Full-time faculty spend almost 25% more time informally with students.[8]

• *Preparation and Experience*. In California, all community college faculty must meet minimum qualifications to be employed, generally a master's degree in academic disciplines and an AA with six years experience, or a BA plus two years, in occupational disciplines. Nationally, only 66.8% of part-time community college faculty have a masters degree or greater compared with 83.3% of full-time faculty.[8] Full-time faculty have almost twice the teaching experience of part-time faculty, 6.5 years to 11.6 years, by the national average.[9]

• *Program Advising and Follow-Up*. Working with students to select classes in the major taught by the faculty member and providing follow-up services like letters of recommendation is a task borne primarily by full-time faculty.

• *Curriculum Development*. "Permanent faculty members must be present in sufficient numbers to develop courses, research new trends, set requirements, and design courses and programs."[9] The complexity of curriculum reforms for CalWORKs, emerging industries, and applications of technology spurred by such developments as the California Virtual University have increased the pace of curriculum reform tremendously.

• *Program Review, Accreditation, and Accountability*. Providing external accountability for the quality and productivity of programs is a responsibility that is carried predominantly by full-time faculty.

• *Hiring and Evaluation*. The selection of new faculty, both full- and part-time, as well as evaluation of all faculty, is done primarily by full-time faculty in partnership with supervising administrators.

• *Involvement in College Governance*. Part-time status "usually means being outside the structure of faculty governance."[10] Thus lending the expertise of the faculty on academic and professional matters usually falls to full-timers. Additionally, only 10% of part-time faculty are protected by collective bargaining.[10]

• *Professional Development*. Many hours are needed for faculty members to keep current in their field of expertise and in contemporary methods of teaching. Generally, full-time faculty devote more time to this activity than do part-time faculty.

• *Articulation*. The transferability of courses requires communication with the faculty in related departments at four-year colleges and universities. Smooth transition of students from high school to college requires curriculum alignment between feeder high schools and regional community colleges. This work is carried out by the full-time faculty along with the professional articulation staff of the college.

• *Employer Relations*. Vocational faculty work directly with employers in their field from the community. This assures current and relevant curriculum and provides direct contacts for student job placement. While many part-

time faculty are employed full-time in the industry, regular working relationship with the full range of employers in the college's service area is usually handled by the full-time faculty.

• *Community Relations*. Many faculty have strong ties to the community. Service in the name of the college is generally provided by full-time rather than part-time faculty.

• *Student Activities*. Extracurricular activities are an important facet of college life. Studies have shown that students with these types of ties to the college have better retention rates and greater goal completion. Typically, full-time faculty serve as advisors to such student organizations.

Some assert that movements to obtain more funding for full-time faculty and to improve the lot of part-time faculty are a scam to put more money in the pockets of faculty or that hiring more full-time faculty and providing equitable pay to part-time faculty will push the cost of education through the roof. In reality, instructor's salaries make up only 52.54% of the current expense of education.[11] Furthermore, CCC faculty work harder than is typical throughout the country and our colleges receive less funding per student. In 1993-94 California Community College class sizes averaged 32 in contrast to about 20 for the nation, and apportionment per full-time equivalent student was just $3554 compared to a national average of $6022.[12] We are proud of the work we do in our system of education and would seek to improve what we do by having more full-time faculty to provide the above services

Online Teaching Program for Community College Instructors

UCLA Extension has customized a popular online certificate program for community college educators. An effective way to prepare yourself to teach an online course is to take an online course! Through a cooperative agreement with @ONE, fees for these four courses represent a 30% discount on fees paid for similar courses offered through the UCLA Extension catalog. The courses are listed in the box below.

The courses are offered entirely online and are designed to prepare educators for the virtual classroom environment regarding technology, presentation, instructional design, curriculum development, and research tools.

Faculty who have already taken courses in the UCLA Ext. "Online Teaching Program" may apply them toward this certificate program. UCLA Extension has a self assessment tool to help place those community college faculty who think that they may have the knowledge and skills covered in one or more of the courses.

For more information or to register, visit the @ONE site <http://one.fhda.edu> Or call UCLA Ext.(310) 206-5883.

Introduction to Online Teaching for Community College Instruction
4 units   Fee: $350   Oct. 19-Dec. 14 1998
Teaching and Learning Models for Community College Instruction
4 units   Fee: $350   Oct.20-Dec. 15 1998
Internet and Online Teaching Tools for Community College Instruction
4 units   Fee: $350   Jan. 11-March 8, 1999
Developing Online Curriculum for Community College Instruction
4 units   Fee: $350   Jan. 12-March 9, 1999

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to students and by compensating part-time faculty equitably so that they can have the resources to be full professionals in serving students. Here are a few things of which we are proud and would like to do even better:

• *California Community Colleges have a tremendous impact on wages.* Vocational program completers show an 85.6% wage gain in three years.[13]
• *California has the highest access in the nation.* In our state 8.4% of the adult population was served by a community college in 1994-95, highest in the nation which averaged just 4.9%.[14]

• *Community colleges make California's population one of the best educated in the nation.* 52.2% of Californians have gone to college compared to the national average of 46.6%.[15]
• *We educate the state's neediest residents.* In 1992 community college students had an annual family income of $23,900 compared to the state average of $37,600. (UC and CSU averages were $32,800 and $48,800, respectively.)[16]

The 45,000 full- and part-time faculty of the California Community Colleges and their representatives in state faculty organizations have worked diligently to address the abuse of part-time fac-

ulty. Efforts to increase the number of full-time faculty such as SB 877 (Vasconcellos) and AB 1714 (Wildman) deserve your support as do efforts to provide equitable compensation for part-time faculty such as SB 1848 (Karnette).

The abuse of part-time faculty in the California Community Colleges has been ingrained over many years. It will not be solved easily. Serious solutions require a unified effort by all educators. Divisiveness which pits faculty against administrators or part-time against full-time will only allow this biased and ill-conceived system to continue. Long-suffer-

Great Teachers Seminar

• by Edith Conn, Area C

The twentieth anniversary Great Teachers' Seminar was held August 2-7 at peaceful La Casa de Maria in Santa Barbara, site of the first and all subsequent Seminars. The Seminar coincided with La Fiesta de Santa Barbara, and many participants joined in the downtown festivities. Somehow eggs filled with fiesta confetti found their way back to La Casa and became an informal part of Seminar "events".

David Gottshall, founder of the California GTS and its leader since its inception, has recently retired from the College of Du Page (Illinois) and devotes his time to conducting Seminars throughout the U.S. and Canada. As in the past, he embodied the GTS philosophy by setting as a theme the idea of a great teacher. The varied activities of the 1998 Seminar each reflected that theme in some way.

Selina Soo Hoo Chi (East Los Angeles College) drew participants into an energizing session through movement, and Nancy Silva (American River College) did the same through movement and sound. Using the participants' papers on local innovations and problems (the problems must be ones solvable through discussion) as a platform, Ellen Ligons (Pasadena City College) discussed the importance of local senates in the community college culture.

As ususal, the agenda of the Seminar was determined by the attendees. Within the general theme of the great teacher, participants discussed self-motivation, motivation of students, combatting burn-out, getting students to read, and a host of topics familiar to anyone involved in community college teaching. A special session led by David Nakaji and open only to individuals willing to give micro teaching demonstrations, consisting of 10 minute lectures followed by constructive feedback. Participants are invited to bring books that influenced their teaching, and during the Seminar individuals read movingly from those books.

This year's official ASCCC representative was Nancy Silva, chair of the Relations with Local Senates Committee. Among the six facilitators at the Seminar were Lee Haggarty, ASCCC Vice-President, and Edith Conn, member of the ASCCC Executive Committee.

High points included the ever-popular BBQ picnic/party. David Gottshall was presented with a pocket watch in recognition of his pioneering efforts in GTS. Edith Conn was given the Sister Corita plaque in acknowledgement of her role in the Senate in founding the GTS in 1979. At the close of the Seminar, participants attempted to characterize the "great teacher", an ideal teachers strive for, define in many ways, invariably move toward, but never fully achieve. That philosophy inspired the entire Seminar, and the teachers who attended left with renewed commitment, practical suggestions to use in the classroom, and a sense of appreciation for what teachers everywhere do.

Curriculum Committee Papers Adopted

• by Beverly Shue, Rep. at Large

Two papers, *"Stylistic Considerations in Writing Course Outlines of Record"* and *"Good Practices for Course Approval Processes"* were adopted at the Spring, 1998 Session. The paper on stylistic considerations included these topics: writing the catalog and course descriptions, stating the goals and justifications for the proposed new course such as degree, general education and transfer functions served by the course, and listing the learning outcomes expected of students. In regard to the student learning outcomes, the paper included lists of action verbs describing cognitive outcomes and emphasized inclusion of critical thinking skills such as analysis, synthesis, and evaluation. Faculty are encouraged to link and integrate course content, methods of instruction, assignments and evaluation when writing up new courses.

The paper on good practices for course approval included strategies for dealing with courses that meet urgent needs for timely response to changing demands in the field, e.g., new skills, new licensing requirements, emerging vocational programs, CalWORKS programs, etc. Strategies to meet these needs include experimental classes, special topics, or independent studies courses. Although this paper makes recommendations on how faculty can respond to imminent needs, the curriculum process must still retain a commitment to quality and follow the policies and procedures that fall within the purview of the academic senate.

Curriculum Committee AS/CIO Liaison Report

• *by Beverly Shue, Rep. at Large*

A number of curriculum concerns were discussed in the liaison group during the year, including curriculum alignment, review of certificates, definition of programs, compliance monitoring, and the role of the Chancellor's Office in curriculum oversight. The level of staffing in the Chancellor's Office affects the curriculum approval process, curriculum quality and the oversight process. The group acknowledged that the level of staffing is inadequate to carry out all of the curriculum functions. Possible Title 5 changes will be needed to deal with recent changes in curriculum.

Comparisons to the curriculum approval process at the CSU and UC levels were made. CSU and UC do not have a central office role in course approval, but only in program approval. It was noted that the delegation of authority for stand-alone courses allows the community college curriculum process to work.

The Summer Curriculum Institute planned for August, 1999 will address assistance to college curriculum committees and faculty on implementing effective curriculum process and quality.

Recommendations for curriculum responses to CalWORKS and welfare reform were discussed. These include modularizing courses, and integrating basic skills, SCANS competencies and job content skills into the courses that are taught as part of welfare reform programs. These programs need comprehensive services, including child care, library skills, assessment, tutoring, advisement, and job placement.

Occupational Education Leadership Seminars

• *by Loretta Hernandez, Rep. North*

The fourth annual Occupational Leadership Seminar was held this year in San Diego at the Islandia Hotel on April 3-4, 1998. The Occupational Leadership Seminars are the result of an initiative of the Bay Region Consortium in conjunction with the Academic Senate for California Community Colleges. The purpose of these seminars is to give faculty an opportunity to attain the knowledge needed to stay on the cutting edge of educational needs in their fields, share successes with others, and develop relationships with colleagues from community colleges around the state. Participants also learn how governance for Occupational Education is handled, acquire information on issues affecting Occupational Education, develop networks, compare notes, and exchange knowledge.

This year there were 140 participants representing 75 California community colleges, representing almost 50 occupational disciplines, from adminnistration of justice to welding.

There were many topics discussed this year including:
• Senate participation by Occupational Education faculty;
• Legislative update on vocational issues;
• Technology issues;
• SCANS competencies;
• SB 645 Report Card Bill and accountability;
• Legislation and Assembly bills affecting Occupational Education and community colleges;
• Certificates of achievement/accomplishment;
• Voc Ed Campus Committees.

The Occupational Education Leadership Seminar this year was a great success. Through seminar attendance and discussions, faculty participants were able to gain an understanding of the involvement possible on their campuses, strengthen their leadership skills, and learn that they had the power to influence change. As one participant commented: "The seminar provided excellent information about the political structure of the CCC system, new laws, and how to get involved." Another participant stated that the seminar was "upbeat, motivational, informative, encouraging, and thought provoking. This is a very important seminar for anyone concerned about the quality and relevance of occupational educational." And, finally, one participant summed it up with this comment: "All aspects of the seminar far exceeded my expectations! The presentations were very interesting and informative. This is my first exposure to a State Academic Occupational Leadership Seminar. I look forward to the next conference."

Summer Leadership Institute

• *by Nancy Silva, Area A*

This year's Leadership Institute was held June 25-28 at the Doubletree Hotel in Palm Springs. Sixty-five faculty members (incoming and current academic senate presidents, vice-presidents, senators, and representatives) from community colleges throughout California attended the Institute. The focus of the Institute was to help participants develop and apply effective leadership skills and strategies at their respective campuses.

On the first day, Past President Janis Perry and current President Bill Scroggins welcomed the participants, who then met the ASC-CC Executive Committee and learned about each of the Committee members' duties. During the two and a half days, Senate members attended not only lectures on "Roles and Responsibilities of an Effective Senate" and "Runnin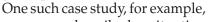g an Effective Senate" but also smaller breakout sessions addressing topics such as the Brown Act, college budget processes, and implications of current state issues.

On the second and third day of the Institute, participants had the opportunity to review case studies and discuss appropriate responses in small groups. One such case study, for example, described a situation in which faculty appointed by the local senate to a hiring committee refused to report back to the senate. Another case study involved a college president deciding on hiring criteria without the agreement of the campus senate. After each group had reported the results of their discussion, Executive Committee members provided several solution scenarios. Many participants found this activity very useful because solutions to the problems described involved learning to effectively apply Title V and the Education Code.

On the last day, President Bill Scroggins gave an update on current statewide issues such as affirmative action, evaluation of the IGETC process, and changes to the Education Code. Finally, participants worked collegially in small groups to set goals and objectives for their local senates for the 1998-1999 Senate year.

During the three-day long Institute, participants also networked and created contacts with other senate leaders during delicious dinners at the hotel and enjoyable outings in town.

As current or future senate leaders, you should seriously think about attending a future Leadership Institute in order to strengthen or build your leadership skills and knowledge of important statewide Academic Senate issues in an invigorating yet relaxing environment.

1998 Exemplary Award Winners

Marine Diving Technology at Santa Barbara City College and Acquired Brain Injury Program at Coastline Community College are the 1998 Exemplary Award Winners. The programs will each receive $4,000 donated by the Foundation for California Community Colleges. Four additional programs received plaques and honorable mention at the September Board of Governors Meeting in Sacramento. The Honorable Mentions are:

English 290 Basic Writing Program at Cabrillo College, It's a Matter of Style: A Guide for College Students at Diablo Valley College, Networking Networking Technologies Lab at College of San Mateo, and Freshman Experience at Santa Ana College.

The Exemplary Program Award was established in 1991 by the Board of Governors to recognize outstanding community college programs. Criteria for the exemplary program awards are that the program must: have a direct effect on students; have data demonstrating the impact of the program; have the possibility of being replicated elsewhere in the state; respond to an item in the Board of Governors Basic Agenda; and offer support in degree-applicable courses for students needing assistance in basic skill. This is a great opportunity for your college to showcase programs that are exceptional. Watch for next year's call for Exemplary Programs in February 1999.

The recommendations of the Skills Awards Task Force were discussed. When finalized, the Academic Senate will approve the final report and submit it to consultation.

The On-line Curriculum Resource Center was explained. This center was established based on a grant to Santa Barbara Community College. The center provides services that include resource materials, such as video clips, graphics, curriculum samples, and document retrieval capability. It also includes online software that facilitates asessmbling the elements of an online course. Its purpose is to serve both as a general curriculum resource and to help colleges develop on-line courses.

Board of Governors Faculty Member Nominations

Each year the Academic Senate nominates faculty for a seat on the Board of Governors. As you may be aware, there are two faculty members serving on the Board of Governors. Each member is appointed to serve a two-year term which end on an alternating basis. The faculty appointments are made by the Governor from a list of three recommendations forwarded by the Academic Senate. Any college or district senate may nominate one faculty member. Within our community college system, we have many faculty members who are knowledgeable in the issues facing faculty and others in the community colleges and could be excellent Board members. The deadline is October 23rd for nominations to be received in the Academic Senate Office. Submit your nominee as soon as possible. For additional information, contact the Academic Senate Office.

ing and dedicated part-time faculty need our support for fair compensation and professional treatment. Students deserve a learning experience provided by faculty who have adequate resources, access to professional services and advancement, and are full participants in the educational enterprise, whether they choose to do so on a full- or part-time basis.

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1 "Report on Staffing and Salaries - Fall 1996." Chancellor's Office, California Community Colleges, October 1997. Table B1: 15,342 FTF; 29,230 PTF.

2 "Report on Staffing and Salaries - Fall 1996." Table B2: 14,006 Full-Time Equivalent Faculty; 9,860 Part-Time Equivalent Faculty.

3 "National Profile of Community Colleges: Trends & Statistics 1997-1998." American Association of Community Colleges, 1997. Table 5.7. Original source data provided by AACC editor Kent Phillippe via e-mail (kphillippe@aacc.nche.edu) on 8/28/98.

4 "Community College Compensation Report - 1996/97 Selected Salaries for Full Time and Part-time faculty in California." Community College Association/CTA/NEA, September, 1997. Value quoted is the median of the average hourly wages paid by the 71 districts.

5 "Community College Compensation Report." Median values are reported.

6 "National Profile of Community Colleges." Table 5.10: Reported value is $1450 per month. Assuming 2 classes (the national average) equates to 24 hours per month, the hourly rate is $60.42.

7 "The Vanishing Professor." American Federation of Teachers, Summer 1998. (www.aft.org/higheduc/professor).

8 "National Profile of Community Colleges." Table 5.10.

9 "Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty." American Association of University Professors, September 1997.

10 "The Status of Non-Tenure-Track Faculty." American Association of University Professors, June 1993. Data is for two- and four-year faculty.

11 "Fiscal Data Abstract 1996-97." Chancellor's Office, California Community Colleges, March 1998.

From the Field...
News from Local Senates

Shared Governance Retreat at COS

• *by Larry Dutto, President College of the Sequoias AS*

As the newly elected academic senate president for The College of the Sequoias I was frantically seeking speakers for our senate retreat prior to the start of the school year. I felt a real need to have someone share, with our senators, the secrets of a successful shared governance model for our college.

We had already scheduled our Superintendent/President, Dr. Kamiran Badrkhan and Board President, John Zumwalt to speak; however, we were still seeking an outside expert.

Table VI.

12 "2005. A Report of the Task Force for the Chancellor's Consultation Council. Chancellor's Consultation Council, California Community Colleges, September 1997. Table 3.

13 "The Effectiveness of California Community Colleges on Selected Performance Measures." Chancellor's Office, California Community Colleges. June 1997. Table 2.86.

14 "Access to the California Community Colleges. A Technical Paper for the 2005 Task Force of the Chancellor's Consultation Council." Chancellor's Office, California Community Colleges, November 1997. Chart 12.

15 "Access to the California Community Colleges." Chart 16. In California 27.5% have some college while 24.7% have a BA or more. National figures are 24.3% and 22.3%, respectively.

16 "Trends Important to California Community Colleges. A Technical Paper for the 2005 Task Force of the Chancellor's Consultation Council." Chancellor's Office, California Community Colleges, November 1997. Page 9 and Figure 12.

Unfortunately, everyone I contacted had a scheduling conflict and the day arrived for the retreat without that "expert" with all the answers. Little did I realize that at COS we already had all the key elements for the making of a successful shared governance model.

The first key is to have a college president who is willing to exchange ideas on how the process works. That has not always been the case at COS. Now, however, in Dr. Badrkhan, we have someone who is willing to listen to the senate, faculty, staff and community for their input prior to making decisions.

The second key to a successful shared governance model is the board of trustees. At our retreat, it was very rewarding to have our board members share their ideas on how the process should work, and indicate their readiness to acknowledge the primacy of the faculty in academic and professional matters.

The final piece of the puzzle is the senate and faculty working together with feelings of respect and trust. At COS, we have been building this atmosphere through participation on committees and, especially, through our College Council, which is evolving into a global-thinking group with the best interest of the entire college as its main focus.

Shared governance takes people willing to share ideas, have trust in the process and work together to achieve common goals. Our retreat established that we have all that right here. We sought the expert, and s/he is us!

are certainly worthwhile and should be pursued.

But there are also serious quality problems with this undertaking as it has been conceived.

WGU does not plan on having its own faculty. The courses it markets will come from a variety of sources, including businesses and possibly unaccredited institutions. And WGU does not plan on certifying that these courses are of any particular value in that it will not guarantee that passing a sequence of these courses will earn the student a certificate or degree. Competency testing will still be required. Furthermore, the instruments used to determine the competencies will not be designed or undergo review by a core of faculty resident to the institution, but probably by those hired as consultants. Student services, if available at all, will also be contracted out. In short, this institution will offer no classes of its own, have no full-time faculty, and provide no programs designed by a core of full-time faculty.

These facts alone should clearly render WGU ineligible for accreditation in our region. After all, ACCJC's eligibility requirement #12 stipulates that an institution have "a substantial core of qualified faculty with full-time responsibility to the institution and sufficient in size and experience to support all of the institution's educational programs." Also, a number of ACCJC's accreditation standards refer to the participation of "qualified" faculty in program planning and review and other activities relating to curriculum and student support and success (See especially Standards 4, A5: 4, D1; 4, D2; 4, D5; 7, A1; 3. B1; 9, A5; 10, B6-8. The ACCJC standards can be accessed online at www. wascweb. org/ ACCJC/standard.htm).

But ACCJC has endorsed seriously weakened standards developed by the Inter-Regional Accrediting Committee (IRAC), an agency composed of accrediting commissions from each of the regions in the country. These standards do not require faculty participation in many of the functions that we recognize as responsibilities of the faculty. For example, under *Standard 6: Academic Leadership—Program design, Instruction and Quality Assurance,* we find the following standard: "The institution has sufficient capacity through its own personnel and processes and through its oversight of personnel and processes of providers with whom the institution contracts to fulfill its obligation for effective program design, instruction and quality assurance." Instead of *faculty* being designated for functions under this standard, *academic leadership* appears.

For ACCJC to endorse standards that seriously diminish faculty participation in the areas where it seems essential is hard to understand. Perhaps there is political pressure for this commission to join with those from other regions (All of the others are four-year college accrediting commissions.) After all, presently seventeen states and Guam have anted up $100,000 each to be players at the WGU table, and the governors of these states have a certain amount of leverage with the federal government, which might support unfriendly reforms of the current accreditation system. These governors are aware that in order for their constituents to receive federal financial aid when *attending* WGU and for the certificates and diplomas awarded by this institution to be of value, WGU must be accredited by a recognized, government approved accrediting agency. Since WGU will operate wherever the Internet reaches, no accrediting agency in a single region of the country can provide a blanket accredited status. Thus was born the Inter-Regional Accrediting Committee (IRAC), whose function it has been to develop eligibility requirements and standards for accreditation for this particular institution and whose weakened standards ACCJC has endorsed.

The Academic Senate has taken a position opposing the participation of ACCJC in this association because doing so would weaken eligibility requirements and standards in order to allow WGU to apply for and gain accredited status (S 2.03 & 2.05). The Senate has also passed a resolution to seek the cooperation of the faculty senates of the other post-secondary segments in the State to take a similar stand against ACCJC participation in the accrediting of WGU (S 2.05).

In June, at its semi-annual board meeting, the ACCJC announced that the eligibility requirements and accreditation standards for WGU have been completed. ACCJC's participation in IRAC and the content of the standards themselves, were not issues for debate at that board meeting, though opposition from some faculty who sit on the board has been reported.

We continue to urge the ACCJC to re-examine its support of IRAC's present standards and withdraw from participation in accrediting WGU on the grounds that the standards in question seriously will diminish or eliminate faculty participation in academic matters, where faculty leadership is essential.

First Annual Technology for Teaching Institute

• *by Ric Matthews*

The Academic Senate for California Community Colleges and the @ONE Training Project co-sponsored the first annual Technology for Teaching Institute June 15-19, 1998, at California State University, Monterey Bay. One hundred community college faculty members from around the state attended. The participants ranged from absolute beginners to those interested in learning the skills needed to put courses online.

The Technology for Teaching Institute was the result of a resolution passed in Spring 1996 in response to request for training by the body. The funding for the Institute was provided by seed money from the Senate and the @One project, and the Telecommunications and Technology Infrastructure Program from the Chancellor's Office built in a multi-million dollar appropriation to the colleges for faculty technology training. Most colleges funded faculty participants using these sources of money or staff development funds.

The Institute kicked off with a general session featuring a presentation on instructional design, followed by participants choosing to follow one of four tracks. These tracks met three times daily for hands-on instruction. The four tracks included (1) beginning, which used word processing software, PowerPoint, and Excel, (2) multimedia, which used scanning technology, PhotoShop, AuthorWare, and Director, (3) WEB authoring, which used PageMill and Netscape, and (4) an online group, which used various WEB authoring tools. A "sugar social" was held each afternoon, which al-lowed participants to relax and network, and meals were served cafeteria-style. During the evenings an open lab was provided for individual instruction and practice.

The facilities at Monterey Bay allowed individual hands-on training opportunities, as well as technology support for videoconferencing. The keynote speaker for the Institute was Ian Jukes, an educational futurist. He broadcast to the group from British Columbia using a video feed. Jukes spoke of using technology as a tool, not as an ends, within an educational setting. As a tool, he emphasized that technology can do marvelous things, as long as it is used correctly. He reminded the group that our students are arriving with high skills and even higher expectations in the areas of technology, and faculty will be required to adjust to these changes. Unfortunately, the video feed was lost after ten minutes and Mr. Jukes was unable to reconnect, a fact that further emphasized that technology is as yet imperfect and that faculty must be prepared for anything.

The Technology for Training Institute was in part made possible because of many vendor relationships developed by the Senate. Metacreations was a premier partner, donating and selling to us at highly reduced prices two items: (1) SHOW, which is a scaled-down version of the presentation software, PowerPoint, and (2) SOAP, a scaled-down version of PhotoShop. Both of these programs are very powerful and serve the majority of needs someone might have without requiring him or her to learn the more complicated and powerful original versions. Metacreations also donated software which will be used for training in future Institutes. Other vendors, including Iconceptual, CBT Systems, Archipelago, and NETg, made presentations and demonstrations to the participants.

In addition, Macromedia and PacBell donated the services of trainers. PacBell provided training in videoconferencing and in its educational web training materials. Macromedia provided training in Director, and donated software and text materials which were raffled off to participants attending its workshops. Macromedia also demonstrated some of its newer offerings including Dreamweaver (a web authoring tool) and Firewire (a media tool for the WEB).

Overall, the first Technology for Teaching Institute was a success, and the Senate and the @One Training Project plan additional Institutes in the future. The @ONE project is funded by a grant from the State Chancellor's Office, and its goal is to coordinate technology training. The project, which is coordinated by DeAnza College, is a consortium of ten colleges throughout the state which work to provide technical assistance and training to faculty and staff in various areas of technology. For more information, access @ONE's web site at www.one.fhda.edu. There you will find a staff development link, a calendar of events, a technology planning room, a news feature, and other related information. You will also be able to find out about future Technology for Training Institutes.

Chancellor Backs LACCD Senate

• *by Winston Butler, President*
LACCD District Academic Senate

In an unprecedented call for the Los Angeles Community College District Board of Trustees to adhere to Title 5 regulations by consulting with the District Academic Senate on academic and professional matters, the State Chancellor has demonstrated that the Chancellor's Office and the Board of Governors will enforce Title 5 regulations and that Boards of Trustees cannot arbitrarily bypass academic senates. Although Chancellor Nussbaum, in his ruling on July 2, 1998, did not concur with all the allegations cited by the LACCD Academic Senate, he did find significant violations in consultation processes and functions in such areas as budget processes, appointment of faculty to committees and institutional reorganization.

In a frantic and unprepared attempt to ward off negative press, possible loss of accreditation, an unqualified fiscal audit and a pending state chancellor audit investigation, the LACCD Board attempted to make districtwide changes that would directly affect academic programs and the ability of the District Academic Senate to continue its functions. The Board president was cited in a *Los Angeles Times* article as admitting that the Board purposely bypassed the academic senate because of "historic delays" by the academic senate, the standard statement by administration when there is a desire to move an agenda without comment from faculty.

The District Academic Senate, recognizing the Board's actions as a challenge to the shared governance provisions of AB 1725 and as potentially setting statewide precedents, took immediate steps to challenge the Board of Trustees with all the tools at our disposal: support from the state Academic Senate, an investigation by the state chancellor's office, notification to state and local representatives, detailed documentation of all events, and retention of an attorney. The process involved several months of intense effort by the District Academic Senate Executive Committee, which met throughout the summer. The culmination of these efforts was the development of a very positive series of consultation meetings through the month of July with the administration, designees of the Board and the District Academic Senate. The purpose of the meetings was to bring the Board into compliance with Title 5 regulations, and to develop appropriate academic senate input into a process of reform, which everyone in the district recognizes needs to occur.

At this point, we have successfully translated the Board's philosophy of decentralization into a plan that will benefit our students and educational programs, as well as increase the autonomy of local colleges. There is still much work to be done, but we can now proceed in the certainty that collegial consultation will prevail in our district.

Disciplines List Revisions

• *by Mark Snowhite, Area D*

This year the Academic Senate will recommend revisions and additions to the Disciplines List for Minimum Qualifications for hiring public California community college instructors. The opportunity to make changes and additions occurs once every three years, in accordance with AB 1725, which delegated to the Academic Senate primary responsibility for making recommendations to the Board of Governors for professional preparation for instructors in each discipline included in the curriculum.

This year will be the first year in which resolutions calling for revisions in items on the Disciplines List or additions to the list may be introduced and discussed at area meetings (October 10 & 11) and then debated in a breakout session on the first day of the Fall Session (October 30). A notice calling for requests for changes to the Disciplines List was mailed to local Senate presidents last March, and another notice will be sent out on September 18. All proposed requests are due no later than 5:00 PM on Friday, October 30 at Fall Session. Those interested in changing items on the list must use the form sent to local senates. These forms are also available upon request from the Senate office – 916/445-4753.

A complete timeline for the revision process appears below:

Timeline

March 1998
First notice goes out to local academic senate presidents (including form with cover sheet indicating the criteria for submission of change)

April 3–4, 1998
Reinforced at Area Meetings

September 18, 1998
Second notice sent out to senate presidents, CIOs, CEOs, Curriculum Committee Chairs, discipline organizations, personnel officers. The revisions are sent to the senate presidents for discussion at Area Meetings.

October 30, 1998
All proposed revisions are due no later than 5:00 p.m. on Friday at the Fall Session. A breakout held on Thursday, October 29, 1998 at the Fall Session to discuss the proposed changes to the Disciplines List.

November 13, 1998
Proposed list of changes mailed to senate presidents, CIOs, CEOs, Curriculum Committee Chairs, discipline organizations, personnel officers no later than two weeks after Fall Session.

December 1998/ January 1999
Consultation with CIOs, CEOs, and COFO (bargaining units). Informal consultation with personnel officers.

January 1999/ February 1999
Three hearings in the North, Central, and South on the proposed changes.

More...

From the Field...
News from Local Senates

Ventura District Reviews Committee Structures, Develops Shared Governance Agreements

- *by Elton Hall, President Moorpark College AS*

The Academic Senates of the Ventura County Community College District hosted Bill Scroggins, ASCCC President, for an afternoon focused on shared governance. A number of administrators joined faculty in listening to

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Hearings can result in modifications of the proposed changes, but no new changes can be proposed for any discipline due to the consultation process.

March 1999
The Executive Committee of the Academic Senate approves final versions of Disciplines List changes resolutions for submission to Spring Session

April 1999
Spring Session delegates vote on resolutions.

July 1999
First Reading by the Board of Governors on changes recommended by Spring Session.

September 1999
Final action by Board of Governors.

Bill's clear and thoughtful presentation and in a lively Q&A following the presentation. As a result, the Moorpark College Academic Senate is working with the college this fall semester in an attempt to review, describe and define the committee structure of the college. A number of committees have undergone changes in their functions over the years, and materials describing them—such as the faculty handbook—have become embarrassingly dated.

Once this review is completed during the semester, the Senate intends to begin developing written agreements on collaborative governance. Moorpark is losing its founding generation of faculty, and much history and practice that had been in the heads of those faculty is being lost. So the time is right for capturing that history and practice in print, reviewing it and specifying changes where necessary. Though the work can be onerous, it is important for the future of the local senate and the college as a whole.

From the Field...
News from Local Senates

Plus and Minus Grading Debate at San Diego Mesa

• *by Jim Wales, President*
SanDiego Mesa AS

The Board of Governors of the California Community Colleges have adopted new regulations regarding plus and minus grading. These new regulations became effective on February 11, 1998. The new regulations allow each community college district in California to decide whether plus and minus grading will be used.

On April 27, 1998, The San Diego Mesa College Academic Senate sponsored a debate on this new regulation. A large audience of faculty and students attended and were permitted to ask questions of the panelists to further enhance the debate. Some of the salient points made by each side were:

Supporters argued that changing the grading system to plus and minus would provide a more accurate system of grading and would provide more concise information to students regarding progress and performance; would improve teacher/student communication; would increase student motivation to improve their grades by providing smaller increments between grades; would increase student retention by giving students an opportunity to improve a grade late into the semester; and would more closely align with the grading systems of most UC and CSU campuses, to which many of our students transfer.

Opponents argued that the plus and minus option is inconsistent, since A+ and C- would not be allowed; that it would be unfair and cause many students confusion since the plus and minus option is permissive. That is, the new system allows every college in the system to choose whether or not to implement plus and minus grading. Within each college that chooses to do so, it is then up to each instructor to decide whether to implement it in each class; that student GPA's could be negatively affected; that students could be hurt when being compared to students who were not graded in a plus and minus system; that the present system puts our students in a better light when being compared to students from other colleges in the USA where this is not a common grading practice; and that the administrative cost to implement the change would be very high, perhaps as much as $500,000 to implement it districtwide.

At the end of the debate, a straw poll was taken among the students present. The majority voted against adopting the current regulations. On the other hand, a majority voted in support of a policy that would include A+ and C- grades and that would be mandatory (not permissive) for every community college statewide.

Legislative Update

• *by Lee Haggerty, Vice President*

The California Legislature and the Governor have recessed for the term and will return to session in early January, 1999. The Governor signed several bills and many more remain on his desk awaiting his signature. He had until September 30, 1998 to either sign or veto those bills currently on his desk. Included in the legislation already signed by the Governor are the Budget Bills, AB 1656 and SB 1391, which provide, along with other state allocations, the community colleges $95 million for growth in enrollment and $74 million for inflation. The Trailer Bill, AB 1564, which included $100 million for the so-called Partnership For Excellence, was also signed and provides for the allocation of funds based on the statewide ratio of actual FTES (Full-Time Equivalent Students) served for the preceding fiscal year. Furthermore, the proposal is seen as an investment by the State to supplement funding for growth and cost-of-living adjustment enhancements that will improve student success and make progress toward the system goals, which

The San Diego Mesa College Academic Senate will be called on to take a position on plus and minus grading to the local Board of Trustees early this fall.

A complete videotape of the debate is available in the Academic Senate Office - (619) 627-2733.

shall include, but not be limited to, programs that assist students through remediation, tutoring, and mentoring. Specific goals would include areas of transfer, degrees and certificates, successful course completion, workforce development, and basic skills improvement, with the number of goals not exceed ten (10). Funds provided to districts shall not be considered program improvement funds and shall only be spent to improve student learning and success…. In addition, funds from SB 1564 are subject to appropriation in the Annual Budget Act and the bill requires the Board Of Governors to use the consultation process to develop one or more contingent funding allocation options and criteria that would link achievement of and progress toward goals by individual districts to funding allocation of the Partnership For Excellence. These funding options may be determined necessary to either improve system performance or to reward significant or sustained achievement. The Chancellor's Office shall seek the concurrence of the Director of Finance, the Legislative Analyst, and CPEC in developing the contingent funding allocation options and criteria for implementation. Additional information concerning this program will be available at the Academic Senate's Fall Plenary Session and in the Academic Senate Office in Sacramento.

The Governor has also signed AB 521, which provides for a student enrollment fee reduction from $13 per unit to $12 per unit as of August 4, 1998. The original legislation had the reduction beginning with the 1998-99 fiscal year, which commenced on July 1, 1998. Districts were advised to charge students the higher fee during the summer months and the lower fee starting with the fall 1998 term. The Academic Senate has consistently supported fee reductions for our students and we are encouraged by this effort and result.

AB 1647 was signed by the Governor and authored by Assemblyman Jack Scott. This bill changes the term used to decide termination of community college faculty from "incompetence" to "unsatisfactory performance." The bill states that terminations would not supersede peer evaluation and due process. The Academic Senate opposed the concept of this legislation but it was signed and supported by the Legislature and the Governor.

The Governor also signed SB 1945 which permits the State Teachers Retirement System (STRS) to create a new Home Loan program where teacher retirement benefits may be used for mortgage loans. The Academic Senate felt that the legislation would be beneficial for faculty during retirement.

There are several other retirement bills on the Governor's desk that he has not signed. Included are the following:

AB 1102, which allows faculty and staff who are hired after January 1, 1998 to use their unused accrued sick leave for STRS/PERS service credit.

AB 1166, provides minimum standards to compute community college part-time faculty service credit.

AB 2804, provides funding for retirement benefit packages that will increase the age factor beyond age 60; increases benefits for teaching 30 years; protects the 75% purchasing power in future years; and authorizes STRS to study the offering of health benefits.

The Governor's signature was not required on SCR 71, which declares legislative intent that the CSU Trustees and UC Board adopt policies that ensure that eligible community college students are accepted for admission within the university system. The bill has no money in it and only declares legislative intent, not requiring the signature of the Governor. However the Academic Senate supports the concept and commitment present in this legislation.

Also signed by the Governor:

AB 425 – Exempts community colleges from the Field Act's structural safety standards and makes construction standards subject to State Building Standards; and

AB 2214- Requires districts to make their job market studies for establishing vocational or occupational training programs available to the public.

Finally, the Governor has signed AB 2609, which clarifies that the ban on the possession of firearms on college campuses also applies to associated student housing.

The additional bills on the Governor's desk that he has not signed and may not decide until the deadline are the following:

AB 499 - Civil action discrimination complaints may be enforced through civil action for damages.

AB 2398 –Provides $11 million to equalize community college non-credit apportionment rates with K-12 Adult Education and $35 million to equalize the base funding of low-revenue districts.

AB 954 - Provides that part-time faculty who have taught each regular quarter or semester in the current and preceding four consecutive academic years, shall have preferred right to future reappointment for part-time faculty positions.

AB 1643- Continues to outlaw age discrimination.

AB 2429- Awards grants to community college districts, administered by the Chancellor's Office, to develop internships for high-technology industries and curriculum training for registered nurses in specialized fields.

AB 2554- Provides that every community college student who attains an AA or AS degree in liberal arts or general studies and meets transfer course and GPA requirements shall have the highest priority for admissions to the CSU and UC systems.

SB 1481 – Authorizes community college employees to request corrections in personnel files and deletion of inaccurate, irrelevant, incomplete information.

SB 1665 – Authorizes the Board of Governors to approve a new community college district within the Desert Community College District.

SB 1735 – Permits community colleges to engage in public sector outreach programs that may include focused outreach and recruitment of minority groups and women.

SB 1740 – Establishes State-wide Service Learning Centers at public and private colleges and universities.

SB 1744 – States that the State Job Training Coordinating Council, in collaboration…, must develop state work force development plans and submit to the Governor and the Legislature by October 1999.

SB 2085 – Combines the community colleges part-time faculty Cash Balance STRS retirement plan with the Defined Benefit Plan.

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ties and needs were not. While more full-time faculty and augmentations to many categorical programs were not funded, Partnership was provided as unrestricted money. The bill enacting the legislation states that "districts shall have broad flexibility in expending the funds for program enhancement that will improve student success and make progress toward the system goals."

Will it close the gap? In proposing Partnership the Chancellor indicated he wanted to seek an investment in the system to bring us closer to the national average of $6,000 per FTES from our current $3,500. Our share of Prop 98 did go up, but not all that much. K-12 got proportionately less Prop 98 funds this year, in part because the Governor withheld funds from them in an ongoing battle to force certain "reforms." In part, because the Governor was willing to fund the Partnership proposed by Chancellor. In part, because no one wanted to be "anti-education" in this election year. Nationwide, 1998-99 op-

erational funds for higher education grew by more than 7 percent. (Schmidt)

The bill which enacted the "partnership" does make it clear that this is envisioned as an ongoing program to "supplement funding for enrollment growth and cost-of living adjustments." Chancellor Nussbaum and the Board of Governors proposed funding $100 million each year for the life of the program in order to bring us to within $1500 of the national average — an investment for which the system is in turn to be held accountable for progress on specific measures of student achievement. Of course, subsequent funding will be subject to annual budget appropriations. The whole program is to sunset in seven years (January 1, 2005). Further legislation can always amend that, shortening or extending the program.

What happens next? The system has until December 1, 1998 to propose goals and measures to the Board of Governors. A group currently is consulting on these, but given the time-line they are likely to be the goals and measures already circulating in a Chancellor's office draft sunshined during the budget negotiation process. Currently these are: absolute gains in the numbers of students who transfer and in degrees and certificates awarded; increases in the rate of successful course completions (defined as C or better); improvements in work force development as measured by increases in number of businesses and employees served by contract education and the num-

ber of individuals in fee-based training; and improvements in the number of students making progress in a basic skills course sequence.

The system though must confer with several outside agencies before finalizing these goals and measures: CPEC, the Legislative Analyst's Office, and the Department of Finance. Indeed, these agencies are invited in not only to help determine the measures and goals, but later to evaluate whether more direct ties to budgets are "needed."

The bigger, more long-term question is whether the system will convert to **performance based funding** in three years. The legislation states that the Board of Governors will "develop one or more contingent funding allocation options, as well as criteria that would require the implementation of these options, that shall link allocation of the Partnership for Excellence funds to individual districts to the achievement of and progress toward Partnership for Excellence goals by those individual districts." The BOG is to consider these on or before April 15, 2000; the BOG is given the authority to determine if such a funding mechanism is needed to "adequately improve the performance of the system and its districts and colleges" beginning in the year 2001-02.

For now, we have staved off district specific funding, though the language of the law foreshadows its possibility. We have a breathing space and time to regroup. We have three years to influence the outcome of this debate—both through consultation and testimony to the BOG, but also through ongoing efforts to educate the public, the legisla-

ture, and the next Governor of the dangers and pitfalls of performance based funding in higher education. The next two to three years will be critical.

Unlike in other states, our own system proposed performance based funding. This was not a legislative mandate. In fact, the legislature was skeptical about partnership; the California Senate voted to give the $100 million as part of regular appropriations with no strings attached. The Governor's office, however, insisted that without the partnership program, the $100 million would be vetoed. But this is an election year, and the governorship will change. The political situation is fluid, and may be on the side of education.

Remember that while more states have been adopted performance based funding in the last few years, several have abandoned it including Arkansas, Kentucky, Minnesota, and Texas. Colorado is set to repeal it in the next fiscal year. And in those states which do have performance funding, already it is clear that the national trend is away from state mandated, centrally prescribed goals; more recently adopted programs appear "much less aggressive and ambitious and much more cautious and careful." States appear much more concerned about the problems of "hasty implementation, too many indicators, and budget instability" which have accompanied performance funding. Publicity and analyses about the dismal effect of this approach on South Carolina higher education have evidently served as a cautionary tale. (Burke & Serban, 11-13)

The Academic Senate must

continue to take the lead in researching and articulating the case against performance funding and its negative impact on educational quality, student access and the regional distribution of educational dollars. We must document and publicize as we go the likely scenarios that would result if student achievement were translated into a basis for funding. The threat to access of a prolonged period of differential allocation of state funds based on student performance remains the most important problem with performance funding approaches.

But the Partnership is here. What does it mean for my district now?

Your district has received an FTES based allocation of noncategorical Partnership funds. These funds become part of the base. By now you should know how much your district received—if you do not know, ask. Or call the Academic Senate office and we'll help you find out. The partnership funds are about 3% overall of the system's budget. The question is, how will your district and college spend these funds?

Already there are reports that some districts intend merely to use the funds to balance the budget and/or build reserves. If your district is one of those, don't let it happen. Don't let decisions about such a large sum of money undermine agreed-upon budget processes. Raise the issue of the legislative intent of the program. Request that the Board direct their designee to consult with the academic senate on this issue.

What should local academic senates consider in responding to Partnership for Excellence?

A comprehensive approach to addressing unmet needs of students is the wisest response to partnership money. Faculty have many ideas and programs they have wanted funded over the years. For this money to really make a difference in the lives of our students, the money must be used in educationally sound ventures to improve students' lives and educational opportunities. Resist the pressure or the temptation to cut corners "just in case" the program turns into performance funding later. Remember, faculty must safeguard the educational quality of our colleges—our students are counting on us.

What would your academic senate do with funds if they had them? Dare to dream of actually being able to do some of those things you know can make a difference. Take an active lead in determining the use of these funds at your college. After all, **standards and policies regarding student preparation and success are among the academic and professional matters entrusted to the academic senates.**

Academic senates should utilize collegial consultation to determine the process by which partnership funds will be invested. **Districts are required to determine institutional planning and budget development processes in consultation with the local academic senate.** Where applicable, existing processes can be used. Similarly, educational masterplans should have

mapped out in some detail the directions for the college in the next few years. Don't derail ongoing initiatives or dilute concerted efforts toward institutional goals developed in consultation with faculty. These plans and processes should guide you—the budget should be used to implement, not dictate, these plans.

If appropriate, consider convening an **academic senate task force** to develop senate recommendations to improve student success. Consider both instruction and student services in your deliberations. Ask for institutional support for task force work; include staff support, faculty time and research support—partnership funds should be available for this essential work. But do dream in large and bold terms about what can be done, and consider how to make those dreams a reality with funding.

Curriculum improvements, expanded student services such as mentoring programs and tutoring, extended transfer centers and programs, better articulation, innovative course blocking and community-of-learners approaches, all are associated with increased student success. Consider class size as well as student access to instructional, counseling and library faculty. Remember the program standards set forth in AB1725 which were designed to establish quality programs; they were never fully funded, but remain sound goals to realize.

Consider, too, those **programs and funding priorities displaced by partnership funds**. Augmentations for matriculation, DSPS, CARE (part of

EOPS), Puente and MESA all were either cut or vetoed altogether. These programs are precisely the ones designed to improve student success. Certainly colleges all have **matriculation plans** designed to address issues of access, retention and student success. If we want to help students, then perhaps we should revisit those plans, update and implement them.

Similarly, each college is required to have a **student equity plan** as a minimum condition of state apportionment. While the equity issue was repeatedly raised by the Academic Senate, and other consultation groups, as the Partnership proposal developed, it has not been really addressed. The absence of mechanisms to "level the playing field" between the haves and have-nots in the communities we serve is one of the most troubling flaws of the partnership proposal.

Faculty, however, can see to it at the local level that partnership money be used to fund student equity plans. The persistent differences in completion rates, degree attainment and transfer by demographic group remains one of the most troubling challenges facing us. Utilizing partnership money to address this issue would be a way to correct for the reality that student equity plans, while on file with the Chancellor's office, have never received any state categorical funds.

Consider carefully the commitments you make, and whether all the system goals and measures make sense for your district/college and the communities it serves. Among

the goals are increases in the number of businesses and employees served by contract education. Of course, accomplishing this requires having local businesses and corporations large enough to have the economies of scale to contract for workforce training. Smaller companies and individuals can more readily utilize fee based services—another of the currently proposed measures.

Again, **a comprehensive strategy for economic development** will prove more valuable to the community and our students than merely seeking to increase the number of business contracts. Faculty can use this as an opportunity to raise these broader questions—and contribute to the discussion regarding how to develop healthy and vibrant communities. Note too that current law requires that contract education be self-supporting; tax dollars are not to be used to subsidize private training in for-profit businesses. Enhanced partnerships with business and industry are essential, and necessary for us to accomplish our economic development mission, but care must be taken that scarce apportionment dollars not be diverted from public education.

All the indicators in the partnership program are quantitative output measures. They are about capacity, not quality. That doesn't mean that faculty efforts have to be focused on quantity. In fact, it is critical that faculty not allow themselves to be panicked into focusing on ways to "up the numbers." That is certain to lead to bad practices: a focus on outcomes without consideration of the means, or the educational process, is likely to lead to superficial game playing with numbers rather than real educational advancement for students. It will cheapen educational programs—and it will shortchange students.

Whatever you do, don't give into pressures to manipulate the numbers, play games with statistics, or to "teach to the test." This has been a consistent failing of performance schemes founded on quantitative goals. Make common cause with those administrators and staff who are excited about making a true educational difference for students. Challenge those who are pre-occupied with a narrow, numerological view to step back and think bigger. To secure true changes in our students' success is a long-term commitment. It can't be achieved, or recorded, in simple year-to-year progressions. It must be fostered by **qualitative improvements in educational practice and a financial commitment to high program standards and support.** It must be centered on providing both what our students need and deserve, an excellent education.

Ironically, the only way to get the quantitative results is to focus on, to insist upon, to pull always for the quality of students' education. Educational excellence and meaningful progress will be borne out by all students achieving continued success in employment and, after transfer, living richer lives and in better communities.

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Schmidt, P., "State Lawmakers Share the Wealth," *Chronicle of Higher Education,* September 11, 1998, A33.

 For further background information and analyses, see September 1997, and April 1998 Rostrum articles on academic excellence and partnership; and the Senate paper "Performance Based Funding: A Faculty Critique and Action Agenda."
All are available at http://www.academicsenate.cc.ca.us.

Meeting the Needs of Learning Disabled CalWORKS Students

• *by Ann K. Schafer, Ph.D., Learning Disabilities Program Coordinator*
Sacramento City College

As a result of recent legislation directed at reforming state and federal welfare practices, California's community colleges have begun developing new curriculum and student services aimed at preparing CalWORKS students for the workforce. Creating new programs and services to meet the needs of these students has raised a variety of issues. At Sacramento City College, for example, recent discussion centered around such questions as the following:

• What are the basic skills levels of incoming CalWORKS students?
• What are these students' levels of motivation and self-esteem?
• What kind of job-seeking skills and job histories do CalWORKS students have?
• What courses should be developed for CalWORKS students?
• Should these courses be open entry/open exit or short-term?
• What are the county's labor market demands and trends?
• Besides CalWORKS students with learning disabilities, what are other types of high-risk CalWORKS students are there?

To serve an expectedly high number of CalWORKS students with learning disabilities, Sacramento City College has drafted the plan outlined in the box at the right.

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CalWORKS Special Employment Project Proposal for the Learning Disabled

Project Goal: To increase employability and job retention for the estimated 25-40% of students with learning disabilities.

Project Objectives:

1. Train agency personnel (e.g., CalWORKS Vocational Counselors) to recruit and refer potential students.

2. Assess students for learning disabilities.
   Provide Vocational Assessment.
   Provide special orientation to the college.
   Provide workplace success instruction.
   Determine disability-related accomodations.

3. Provide opportunities for work.

4. Provide job search and job placement services.

5. Train employers and human resource personnel to understand employees with learning disabilities and deliver accomodations to them.

Project Activities:

Develop a screening/referral tool.
Train agency personnel to screen/refer students.
Produce videotape/manual for dissemination for "Train-the-Trainers" workshops.
Develop a WEB page for frequently asked questions.

Offer a special LD assessment class.
Provide vocational assessment.
Offer special orientation class.
Provide instruction in adaptive technology.
Develop a video to help outside agenciesidentify students with learning disabilities.

Offer specialized work experience classes.
Develop supportive peer mentoring process.
Develop/offer weekly support groups.

Develop partnerships with placement agencies.
Develop partnerships with potential employers.

Develop training procedures for employers.
Produce videotape/manual for dissemination.
Develop and monitor a WEB page for frequently asked questions.