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THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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Understanding Interdisciplinary Studies

BETH SMITH, STANDARDS AND PRACTICES, CHAIR
DAN CRUMP, STANDARDS AND PRACTICES, PAST CHAIR

The Disciplines List is a functional list of all the minimum qualifications to teach in California community colleges, but it contains one designation that is often misunderstood. This one designation is included in the Disciplines List even though it is rarely a discipline in and of itself, but rather a “discipline” that allows hiring and curriculum committees greater flexibility in matching course content with teacher expertise and knowledge. This non-discipline discipline is Interdisciplinary Studies.

The two primary uses of the Disciplines List are

- 1) to assist discipline faculty, hiring committees and human resources in designing job announcements and recruiting qualified applicants, and
- 2) to assist curriculum committees in assigning courses to disciplines in order to guarantee that the most qualified faculty teach each course. The minimum qualifications listed for Interdisciplinary Studies in the Disciplines List are:

Master’s in the Interdisciplinary area

OR

Master’s in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline(s).

The existence of this designation satisfies the need to require more specialized minimum qualifications than that of a single discipline or cross-listing of courses. Both hiring and curriculum committees are tasked to name the disciplines that contain the knowledge and skills necessary for the faculty member to be as effective as possible. Considering which appropriate disciplines to include for a given position or course requires input from the authors of the course, faculty and ad-

ministrative leaders of affected programs, counselors, articulations officers, and others.

For example, a curriculum committee has approved a new course in American Perspectives and has named it *interdisciplinary*. After discussing the course content, it is determined that the interdisciplinary areas for this course include history, political science, philosophy, and anthropology. Qualified faculty will have a master’s degree in one of the disciplines listed and upper division or graduate level course work in at least one of the other listed disciplines. For example, someone with a master’s degree in anthropology with upper division coursework in history could be hired to teach the course. Note that the minimum qualifications do not stipulate a number of units or courses that satisfy the upper division or graduate course work requirement.

We also want to emphasize that the assignment of the Interdisciplinary Studies discipline to a course is different than cross-listing of course.

Cross-listing is the assignment of two or more disciplines to a course and a faculty member with the minimum qualifications for **any of the disciplines assigned to the course can teach the class.**

If, in the example of American Perspectives, the committee assigned each of the disciplines of history, political science, philosophy, and anthropology to the course, then a faculty member with the minimum qualifications for any of the listed disciplines would be qualified to teach the course.

Local districts can adopt more rigorous minimum qualifications for any discipline listed in the Disci-

plines List. A district may wish to require that faculty qualified to teach American Perspectives per the interdisciplinary example above have a master's degree in one of the listed disciplines and upper division or graduate coursework in **every** discipline listed in the interdisciplinary area. Or it may decide to locally define the number of units or courses required of upper division or graduate coursework for the constituent discipline(s). While more rigorous minimum qualifications may be desirable, additional requirements often limit the size of the hiring pool and inadvertently cause disproportionate impact to the composition of the pool. Many districts instead list preferred or desirable qualifications to communicate to applicants the level of specialization considered valuable by the search committee.

The Interdisciplinary Studies discipline, while flexible and clearly defined, often becomes the catch-all discipline for problem courses reviewed by curriculum committees.

Study skills courses are great examples of courses that might fall victim—rightly or wrongly—to the adaptable nature of Interdisciplinary Studies. Can any faculty member at a college teach a course in study skills? Do all faculty have upper division or graduate coursework in another discipline in order to meet minimum qualifications? Are select disciplines more appropriate? Another situation where Interdisciplinary Studies can be perceived as an easy solution occurs when curriculum committees cannot agree on the assignment of a course to discipline(s). Then, Interdisciplinary Studies may be assigned as the compromise. We encourage curriculum committees to consider other options for troublesome courses, and the ASCCC Curriculum Committee may have other suggestions or solutions. Please don't hesitate to contact the ASCCC office for contact information.

The ASCCC 2004 paper, *Qualifications for Faculty Service in the California Community Colleges: Minimum Qualifications, Placement of Courses Within Disciplines, and Faculty Service Areas*, is an excellent resource too. It can be accessed at <http://www.asccc.org/Publications/Papers/QualificationsFacultyService.htm>. g



Disciplines List Cycle



Spring of even year

Hearing on new proposals at Plenary Session; implementation of prior cycle approvals begins

Fall of even year

Final hearing on new proposals occurs at Plenary Session

Spring of odd year

Vote on final proposals takes place at Plenary Session

Fall of odd year

Board of Governors considers the recommended additions or modifications

For more information on Disciplines list visit <http://www.asccc.org/LocalSenates/Discipline-list.htm>

Faculty to Administration: The Leap of Faith

RICHARD MAHON, FUTURES AD HOC COMMITTEE, PAST CHAIR

When faculty leaders want to find out where their districts' deepest commitments lie, the advice of Deep Throat is often wise: "follow the money." In contrast, when it comes to the instincts that prompt faculty to seek positions of administrative leadership, it is *almost never* the money that provides insight into those transitions. It's the desire to use leadership skills in new ways to improve the educational experience of both faculty and students. Faculty leaders need to consider the paradox that we *know* how crucial talented academic leadership is to our colleges, and yet many of us would not recommend that leap to our most respected colleagues or consider it ourselves. And yet the well being of our colleges depends on filling administrative leadership positions with individuals who understand our mission and how to make our colleges effective. Such individuals are most often those with significant teaching experience, in our own classrooms, libraries, or counseling offices—rather than those recruited from non-educational backgrounds.

Resolution 13.02, "Transition of Faculty to Administration" from Fall 2007 asked us to "research barriers to and incentives for faculty transitioning into administrative roles and report back its findings through a future *Rostrum* article, breakout, or other appropriate Academic Senate venue." At the 2008 Spring Plenary Session, the Educational Policies Committee presented a breakout on "Moving Faculty into Administration—Barriers and Incentives." In addition to many faculty leaders present, the session also included observations by former faculty members Alice Murillo, CIO, City College of San Francisco (and former math faculty at Diablo Valley and Hartnell Colleges), Pat James Hanz, Dean of Instruction, Library and Technology, Mt. San Jacinto College (and former Senate Executive Committee member) and Katy Townsend, Dean, Cañada College (and former faculty member and senate president at Palomar College). Four questions drove much of the discussion during the breakout: why do some faculty make the leap? Why don't others? What might make the leap more attractive? What next?

Why leap? Some faculty make the leap into administration for the reasons their colleagues would most respect. Just as they were prompted to become teachers to make a difference for the better, so they applied for administrative positions thinking they could make a difference. This motivation probably is not that different from the motivation that makes a faculty member willing (if not enthusiastically desirous) to become a local senate president. The fact is that it is difficult for the classroom experience to be as rich as possible without the bureaucratic stars aligning. *Basic Skills as a Foundation for Student Success in the California Community Colleges* (Center for Student Success, 2007) makes it clear that our most fragile students are more likely to succeed when their classroom experience is supported by a wide range of other institutional services, from financial aid and counseling through tutoring and supplemental instruction. These services do not materialize without administrators who recognize their value and support their creation and sustenance. Faculty make the leap to administration because they believe they can provide the support and sustenance the classroom needs to achieve success.

Why not leap? What makes the transition *unappealing*? The greatest loss described by administrators who participated in the session was loss of classroom time with students. Even though the administrators in the session believed that they were able to serve *more* students and in very important ways, they still missed the challenge and satisfaction of interaction with their own roomful of students with all the unpredictable chemistry that daily interaction with students brings.

It's *not* the money. Effective practice C.5 in *Basic Skills as a Foundation for Student Success* noted, "research suggests that the most important rewards faculty experience... are *intrinsic as opposed to extrinsic rewards*" (Center for Student Success, 2007, p. 36). Several participants expressed the desire to be an administrator who leads and inspires rather than one who manages, and it is difficult to assign a monetary value to leadership. While administrative salaries almost always exceed faculty *base* salaries, even at higher step and column placements, faculty members who choose overload assignments and teach in summer session often earn

more than many of their lower ranked administrative colleagues—without having to be on campus Monday-Friday 9-5, 11 months a year. Thus a faculty member whose goal was income maximization would probably seek additional teaching assignments rather than seek a transition into administration. Many participants in the session cited loss of tenure as a further crucial obstacle. Several participants also mentioned the loss of freedom to speak openly or critically as a significant deterrent from moving to administration. The implication is that tenured faculty can speak freely while administrators must sometimes toe the party line, against their own instincts—“it’s not always easy to keep your own priorities,” said one. Other senate leaders also mentioned the loss in both enjoyment and influence encountered by moving from the “top” of faculty leadership to the “bottom” of administrative leadership.

Whither to leap? Faculty who seek administrative positions at their own colleges often face the skepticism of peers who may have had great respect for them as colleagues but who have difficulty respecting them in their new roles, thus prompting them to look at opportunities elsewhere. The security for tenured faculty becoming administrators at their own colleges lies in their retaining the right to retreat back into their teaching role. Making the leap into a *new* district means accepting a host of insecurities: faculty have been very resistant to extending retreat rights to unproven administrators, even when they come from teaching ranks. Depending on the district to which one relocates, the salary may be less than the potential earning capacity they might have maintained as a faculty member, and in California, there are many colleges in districts where the cost of housing can pose significant economic challenges long after moving day. Faculty may not seek administrative positions for salary *advancement*, but they very well may be dissuaded from applying for positions that necessitate a salary *reduction*. Loss of retirement or health benefits is also a consideration.

Encouraging jumpers. If obtaining respect worthy administrators is important to us—as surely it must be—we will need to consider ways of making the transition attractive. One possibility is to encourage Boards of Trustees to provide a leave of absence long enough for a faculty member moving into administration in a new district to effectively evaluate the success of their transition provided that they can return to their teaching position if the transition seems unsuccessful. Boards might be more willing to provide that flexibility if they believe their own districts will be able to attract stronger pools for administrative searches in return. ASCCC cooperation with the Community College League of California (CCLC) might encourage

creation of a core group of districts willing to offer such incentives. It would be fairly easy to create a trial period until a candidate either returned to their original position or received tenure in their new one. Harder to deal with is loss of guaranteed health or retirement benefits incurred by switching to a new district.

Because teaching is so important to faculty, providing the opportunity to continue to teach as *part* of a new administrative assignment might also be very desirable, not only to the faculty member who is thereby not compelled to give up what he or she loves, but also to the new administrator as a means of getting to know the local student population and community as part of their new position. Such teaching assignments might take place in the evening, in online or hybrid courses, or in the summer, but however they are structured, they allow a faculty member to retain a connection to the activity that is at the foundation of *all* of community colleges’ multiple missions: teaching.

What next? The spring breakout allowed a small group of current and former faculty (now administrators) to discuss the challenges we face in attracting and nurturing new leadership in our system. Resolution 13.02 F07 also asked that we “work with the Community College League of California and representative groups of senior level administrators to discuss and develop pathways that facilitate the transition of faculty, who have a working understanding of the principles of participatory governance, into administrative roles.” ASCCC President Mark Lieu took the topic to Consultation Council in the spring where there was agreement to form a task group to begin this fall. It may be that there are a number of things that can be accomplished with good will and informal agreement if a sufficient number of local boards can be persuaded that it is in their interest to open the doors of administration to those faculty willing to become administrators in their districts and who have the vision that things can be better. An improved mentoring and support system could also be a valuable component. A voluntary “free-trade zone” promoting faculty transitions into administrative leadership might be easier to achieve and be more effective. Boards of Trustees already have the legal authority to use a combination of leave and early tenure to create a more attractive environment for those moving from faculty to administration. Perhaps faculty, administrators, and trustees together can make such an environment a successful reality.

Center for Student Success. (2007). *Basic Skills as a Foundation for Success in the California Community Colleges*. Sacramento, CA: California Community Colleges Chancellor’s Office. Retrieved August 15, 2008, from <http://www.cccbsi.org/publications> ■

Academic Excellence: Why California's Community Colleges Need the 75/25 Full-Time Faculty Standard

IAN WALTON, ASCCC PAST PRESIDENT

Introduction

This document is a response to recurring requests from new legislators, new members of the Board of Governors, and others interested in the excellence of California's community college system.

Here the Academic Senate for California Community Colleges summarizes the evidence and rationale for the fundamental philosophy that students receive great benefit when colleges are required to maintain significant numbers of full-time faculty. It concludes that, absent major changes in system funding, the current imperfect implementation mechanism must be retained. The views expressed here reflect long-standing positions of the Academic Senate.

Occasionally "why do we need full-time faculty?" is asked as a thoughtful, purposeful question. But often it is asked because the well documented reasons are simply forgotten in the immediate pressure of budget decisions. Most commonly it is asked in the guise of a much more specific question, such as:

- ◆ Why do we need the 75/25 law? or
- ◆ Why 75%? or
- ◆ Why don't we just let the colleges decide for themselves?

This paper does not propose specific changes in implementation or enforcement of California's existing law. Rather its purpose is to increase understanding and support in Sacramento, and the community at large, both for the underlying philosophy of a mandated full-

time faculty requirement and for the political compromises that created the current enforcement mechanism. The Academic Senate supports the existing compromise mechanisms because abandoning them would be harmful.

The Value of Full-time Faculty

It is highly unlikely that anyone would question the claim that "students benefit from good instructors." In the California community colleges, great care is taken to ensure a high quality classroom experience regardless of whether the instructor is full-time or part-time. Minimum qualifications and hiring regulations seek to achieve this.

However, the classroom experience alone is far from sufficient to ensure student success, or institutional success, let alone the subsequent social and economic benefits that accrue to the state of California. It increasingly appears that the crucial trigger of a student's educational success happens in some rich, unscripted series of personal interactions with a full-time, tenured faculty member that take place outside of the formal classroom setting and that may not be confined to any specific course. Readers of this paper can probably pinpoint the individuals and interactions in their own education that produced this profound effect and led to their current success.

Simply put, the reason for increased numbers of full-time, tenured faculty is to raise the likelihood of such life-changing student-faculty encounters.

Part-time faculty simply cannot afford to be on campus long enough to reliably provide such non-classroom, non course-specific encounters with students.

Research and documentation of the value provided to students by full-time faculty can be found in a variety of places, over a long period of time. Here, in historical order, we use the words of others to demonstrate that value. Our own comments are added in brackets.

In 1988, the California Legislature in section 70 of AB1725¹ (the fundamental California Community College reform bill) found and declared:

Because the quality, quantity and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient numbers of full-time faculty.

[This sweeping declaration lays the foundation that maintenance and improvement of educational quality in the California community colleges rely on full-time faculty.]

In 1989, Vincent Tinto commented (*Chronicle of Higher Education*²):

Over the past fifteen years, the most consistent finding has been that positive interactions with faculty members has a direct bearing on whether students persist to earn a degree.

[If we want to increase graduation rates, or other outcome measures, maintaining or increasing numbers of full-time faculty is a proven technique. Interestingly, the number of associate degrees awarded in the community college system is a focus of current political attention in California.]

In 2002, Ernst Benjamin wrote (*Peer Review*³):

Over-reliance on part-time and other “contingent” instructional staff diminishes full-time faculty involvement in undergraduate education... such over-reliance particularly disad-

vantages the less-well-prepared entering and lower-division students in the non-elite institutions who most need more substantial faculty attention.

[This highlights the additional importance of full-time faculty in addressing current basic skills and equity issues that are priorities for the system.]

In 2002, Arthur Cohen and Florence Brawer listed a significant number of professional and instructional functions important to the health of an institution that are “normally performed either entirely, or in greater measure, by full-time faculty than by part-time faculty” (*The American Community College*⁴). Core program and curriculum development is perhaps the most obvious such set of functions.

[All of these functions go far beyond preparation and delivery of a single class and need the ongoing commitment of full-time faculty.]

The Accrediting Commission for Community and Junior Colleges (ACCJC)⁵ similarly recognizes the value of full-time faculty in its Standard Three, which states:

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution.

[See the section below—Why 75%?—for a discussion of what constitutes “sufficient.”]

In 2005, Ronald G. Ehrenberg, director of the Cornell Higher Education Research Institute stated (Conference presentation reported in *Chronicle of Higher Education*⁶):

The increased use of instructors who are not on the tenure track correlates with declining graduation rates, particularly at public comprehensive institutions.

¹ Chaptered language and intent are available at <http://www.asccc.org/LocalSenates/AB1725.htm>.

² Vincent Tinto. “Sense and Nonsense in Student Retention.” *Chronicle of Higher Education*, 36. September 6, 1989.

³ Ernst Benjamin. “How Over-Reliance on Contingent Appointments Diminishes Faculty Involvement in Student Learning.” *Peer Review*. Fall 2002.

⁴ Arthur Cohen and Florence Brawer. *The American Community College*, 4/e. 2002. Jossey Bass.

⁵ ACCJC Standards are available at <http://accjc.org/standards.htm>.

⁶ Karin Fischer. *Chronicle of Higher Education*. November 7, 2005. Article reporting a conference presentation by Ronald Ehrenberg entitled “Growing Use of Adjunct Professors May Mean Poorer Education for Students, Says Conference Speaker.”

In 2006, Daniel Jacoby and Harry Bridges studied public community colleges in the United States and concluded (*Journal of Higher Education*⁷):

The principal finding of this study is that community college graduation rates decrease as the proportion of part-time faculty employed increases. The finding is corroborated using three different measures of graduation rates.

[Two different, recent, data-based reaffirmations of Tinto's earlier work linking full-time faculty and student success rates.]

In 2006, Thomas Bailey and colleagues at the Community College Research Center

Teachers College, Columbia University⁸ conducted a statistical study to measure the institutional characteristics that affect the success of individual community college students. They concluded:

[Second], students in colleges with more part-time faculty also have lower education outcomes.

In 2007 California Community College Chancellor Drummond⁹ commented on the need for full-time instructors in order for the new, system Basic Skills Initiative to succeed:

None of the Basic Skills Initiative happens without adequate numbers of full-time faculty.

This section has selected results that stress the direct benefits that full-time, tenured faculty provide to students. There are of course many other indirect benefits that arise from their professional commitment to the long-term health of the institution and the design, implementation and evaluation of academic programs and curriculum.

Why 75%?

The above research evidence clearly demonstrates the general value of adequate or sufficient full-time faculty plus the effect on specific outcomes such as graduation rates. This of course raises the question of what is “adequate”—not in any way to be confused with desirable or perfect. In short, why choose 75%?

Interestingly, as recently as 2001, the California Legislature in ACR 73¹⁰ urged the trustees of the California State University, the Academic Senate of the California State University, and the California Faculty Association to jointly develop a plan that will raise the percentage of tenured and tenure-track faculty to at least 75%.

The California Community College system has a much longer track record of valuing and attempting to increase the number of full-time, tenured faculty. Perhaps the first was a Board of Governors' policy position adopted in January 1978¹¹ that proposed:

Not more than 25% of a district's course hours be taught by those hired for less than 41% of a full-time load.

The first statutory goal was articulated in 1981 and was extended in 1987 by SB 630 which restricted districts from using part-time faculty to teach more than 30% of a district's workload¹². This early history is conceptually important because it refutes a popular myth that AB 1725 in 1988 was the first attempt to impose standards for full-time faculty, and that it traded full-time standards for additional funding. In fact the goal of full-time standards long predated both AB1725 and its promise of additional funding.

In 1988 the comprehensive community college reform bill, AB1725, put in place the current system goal regarding full-time faculty standards. In section 35 the legislature stated:

The Legislature wishes to recognize and make efforts to address longstanding policy of the

⁷ Daniel Jacoby and Harry Bridges. “Effects of Part-Time Faculty Employment on Community College Graduation Rates.” *Journal of Higher Education*. November 2006.

⁸ Thomas R. Bailey, Davis Jenkins & D. Timothy Leinbach. *Is Student Success Labeled Institutional Failure? Student Goals and Graduation Rates in the Accountability Debate at Community Colleges (Working Paper No. 1)*. Community College Research Center, Teachers College, Columbia University. September 2006.

⁹ Mark Drummond. Consultation Council, Personal Communication, April 2007.

¹⁰ Chaptered language is available at http://info.sen.ca.gov/pub/01-02/bill/asm/ab_0051-0100/acr_73_bill_20010924_chaptered.html.

¹¹ Board of Governors, California Community Colleges. Position paper on Part-Time Employment. Adopted January 26, 1978.

¹² Chaptered as an amendment to Education Code, Section 87613. September 1987.

Board of Governors that at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time instructors.

Implementation was initially achieved by Education Code §87482.7 which stated:

(a) The board of governors shall, pursuant to paragraph (6) of subdivision (b) of Section 70901, adopt regulations that establish minimum standards regarding the percentage of hours of credit instruction that shall be taught by full-time instructors.

Subsequently the Board of Governors adopted Title 5 regulations designed to reach the “75% full-time faculty standard.” These regulations appear in §51025 and §53300 through 53314.

It was the intent of the Legislature to provide additional funding to ensure that this and other outcomes were achieved. Unfortunately, as happens all too often with California initiatives, while the immediate funding did produce results, the funding was short-lived as other funding priorities soon emerged in subsequent years. However, loss of targeted funding must not negate the intrinsic value of the long-standing goal.

Another common myth is that the 75% was an arbitrary figure plucked from thin air in 1988. It is clear from the history of the previous ten years that discussions of goals and requirements consistently involved figures in the 70-80% range. It also seems likely that 75% was a good practical compromise between the “obviously” too low 50% and the “impractical” 100%. It is interesting that twenty years later the California State University selected the very same figure.

The Current Law /Enforcement

The current enforcement mechanism contained in Title 5 is flawed, but whether it is a success or a failure depends on your point of view. It has completely failed to move the system forward towards the 75% goal; the system-wide average has in fact declined from 63.1% in 1988 to 62.2% in 2004 to 59.2% in 2007. The system has never come close to achieving the 75% goal. On the other hand it has essentially maintained status quo in the face of recurring budget crises and those who would simply abolish both the goal and the enforcement. California stands in favorable contrast to the growing use of contingent faculty nationwide.

The strangest feature of the enforcement mechanism is that, exceptional circumstances aside, the formula does not actually examine a given district’s percentage of credit courses taught by full-time faculty.

Instead it annually mandates an absolute number of full-time faculty positions (Faculty Obligation Number or FON¹³) that a district must fill. In general this number is adjusted up in line with a district’s student enrollment increases. This explains the “status quo” effect noted above. But it contains no mechanism to produce a sustained increase in the actual percentage of full-time faculty. Indeed, because it does not control part-time faculty numbers, the percentage in a given district may move up and down by large amounts. In addition, a System Office accounting practice of many years has ratcheted down the full-time faculty requirement as enrollment decreased, but has not restored the requirement when enrollment recovered. Adding this effect to the original historical disparities created by the implementation of AB1725 (and earlier disparities created by the 1978 Proposition 13 property tax initiative) has resulted in enormous variations in different individual district FON requirements. Actual percentages vary, for example, from a high of 75.2% in one district to a low of 45.8% in another in 2004.

The definitions and regulations also contain a large amount of arcane detail about exactly which faculty activities are counted and when. This serves to make planning, implementation and enforcement difficult, and generally leads to considerable frustration at the colleges, the System Office and during the annual Board of Governors’ debate on the topic. Further description of these frequently changing details can be found in previous Senate *Rostrum* articles¹⁴ (March 2004 and May 2006) or in the actual Title 5 language. But the details may easily obscure the much more important principle. Full-time faculty are vital to the success of students and institutions.

¹³ Annual faculty obligation numbers by district are available from the Chancellor’s Office at <http://www.cccco.edu/SystemOffice/Divisions/FinanceFacilities/FiscalServices/FiscalStandardsInformation/FullTimeFacultyObligation/tabid/341/Default.aspx>.

¹⁴ Available at <http://www.asccc.org/Publications/Ros.htm>

Possible Alternatives

Contrary to occasional misguided claims, the 75:25 regulations are not a full employment measure for faculty. Rather they are an attempt to preserve the minimum provision of a full-service college environment for students, complete with sufficient rich educational opportunities to promote those life-changing student-faculty interactions. They try to guarantee the presence of that “sufficient” number of full-time faculty cited in all the research. In ideal circumstances there would be no need for such regulations. But in the severely under-funded environment that makes up the past and the foreseeable future of the California community colleges, the regulations are vital to prevent further erosion of educational quality. Let us consider some alternatives that are occasionally proposed:

1. **Abolish the regulations and trust that colleges will do the right thing.**

This argument is most commonly heard from beleaguered college presidents and lobbyists from Association of California Community College Administrators (ACCCA). Unfortunately it is a dangerous fantasy. We already have the results of a controlled experiment to show exactly what would happen without the regulations. Since 1988, the percentage of full-time faculty teaching noncredit courses has not been regulated. In a 2006 study the Academic Senate determined the system full-time percentage to be 5% - with an astonishing 95% of noncredit courses being taught by part-time faculty¹⁵.

In general there are too many priorities competing for local attention. Many districts received a large wind-fall of funds in the 2006-07 budget from equalization, noncredit rate enhancement and the general change in funding formula produced by the passage of SB 361 in 2006. But the system-wide percentage of full-time faculty decreased from 62.2% in Fall 2004 to 59.2% in Fall 2007—its sharpest decrease in twenty years. Districts did not choose to “do the right thing.”

2. **Revise the formula for the Faculty Obligation Number to annually increase the number a small percentage above number obtained by maintaining status quo, and then allow for the effects of time and compounding.**

The faculty members of the 2005 system workgroup on 75/25 proposed such a recommendation but it was not adopted by other members of the workgroup. Without such a mathematical mechanism it seems extremely unlikely that the system will ever achieve the 75% goal.

Such an annual increase could receive targeted additional funding or could be accommodated within the regular apportionment. The 2007 system budget request included a line item for additional full-time faculty, but it was not funded.

3. **Remove financial incentives to hire part-time faculty.**

If it were finally to happen that part-time instructors were treated the same as full-time instructors in terms of salary, benefits and college infrastructure it might be possible to envision circumstances where decisions are made purely on educational value. Consequently, not only the 75:25 regulations, but also the somewhat related 50% law (instructional expenditures) and 60% law (part-time faculty load) might prove unnecessary. If there were no financial incentive to hire part-time faculty just because they're cheap, then it might be acceptable to trust local colleges to use their governance mechanism to agree on the correct educational course of action. This is potentially the best long-term solution, but it seems unlikely to come about in the near future.

4. **Keep the current mechanism.**

Until the current financial incentive to hire part-time faculty is eliminated, the necessity for regulatory enforcement to ensure the presence of sufficient full-time faculty will remain. The implementation mechanism of the current 75:25 regulation is far from perfect and some of its details might be successfully adjusted. But its elimination would be a disaster for the educational quality of our institutions and for the success of the wide variety of students they serve.

Conclusions

In reaching these conclusions, the Academic Senate is not adopting any new positions. Rather the intent is to widely share this document so that the history and research cited above can be used to explain and reinforce its existing adopted positions that support the fundamental value of full-time faculty.

¹⁵ Academic Senate for California Community Colleges. *The Role of Noncredit in the California Community Colleges*. Fall 2006.

Unless system funding dramatically improves, the current flawed enforcement mechanism (Title 5 Regulations on Faculty Obligation Number) may be the best that can pragmatically be achieved—apart perhaps from minor changes in implementation details.

As long as the status quo is the best we can do, calls from groups as diverse as legislators seeking increased “accountability”, accrediting commissions, Nancy Shulock’s Institute for Higher Education Leadership and Policy, or the Legislative Analyst’s Office for *significant qualitative* improvement in system performance are likely to remain unachievable. No one expects K12 schools to be able to educate students with teachers who come for part of a school day and then leave. No one expects the research mission of the University of California to be met by part-time researchers with no benefits or job security. Why anyone would imagine that California’s *most diverse* student population can be educated at *qualitatively higher rates* by a workforce where 40% are paid a substandard wage and enjoy no benefits or job security is hard to

comprehend. On the other hand, the costs to the state of California of *not* doing better are even more troubling to imagine.

There is compelling evidence that students directly benefit from the educational quality provided by “sufficient” numbers of full-time faculty. At the very least, therefore, preserving the current systemwide percentage of credit courses taught by full-time faculty is essential to prevent a slide into educational mediocrity. The California community college system has long defined “sufficient” in terms of the 75% system goal but actual performance has never come close to this goal.

In general, it is likely that increasing the systemwide percentage of full-time faculty would result in the increased student success and completion cited in the research literature—particularly for under-prepared and under-represented students. In addition, as noncredit funding increases, noncredit courses should no longer be exempt from the comparable credit standards for the percentage of full-time faculty. Noncredit students deserve the same opportunities for success as credit students.

The Academic Senate believes that the fundamental value of full-time faculty cannot be overstated, and strongly supports targeted budget requests to increase the systemwide percentage of full-time faculty to achieve the long-standing goal of 75%. ■

Coming up soon

2008 Fall Session

November 6-8, 2008
The Westin Bonaventure, Los Angeles, CA

2009 Accreditation Institute

January 23-25, 2009
Dolce Hayes Mansion, San Jose, CA

2009 Teaching Institute

February 20-22, 2009
San Jose Marriott, San Jose, CA

2009 Vocational Education Institute

March 12-14, 2009
Sheraton Universal, Universal City, CA

2009 Spring Session

April 16-18, 2009
SFO Westin, Millbrae, CA

2009 Leadership Institute

June 18-20, 2009
Granlibakken Resort, Lake Tahoe, CA

2009 Student Learning Outcomes and Assessment Institute

July 8, 2009
Sheraton Park Resort, Anaheim, CA

2009 Curriculum Institute

July 9-11, 2009
Sheraton Park Resort, Anaheim, CA

The Statewide Academic Senate and Local Academic Senates

MARK WADE LIEU, PRESIDENT

One of the stylistic conventions of Academic Senate writing is to use a capital “s” when referring to the Academic Senate for California Community Colleges and a lower case “s” when referring to the local academic senates at colleges and districts. Orthography aside, while there are clear corollaries between the roles and responsibilities of the Academic Senate and local academic senates, it may be less clear what the relationship is between the Academic Senate and an academic senate.

Education Code and related regulatory language in Title 5 empower academic senates with specific authority in the areas of academic and professional matters and in their direct relationship with a local board of trustees. (Should you need to, you can refresh your memory about this authority by referring to the Academic Senate handbook *Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate*, available at <http://www.asccc.org/LocalSenates/Hb.htm>). In addition to the power accorded local academic senates, the statewide Academic Senate is designated as the official representative of faculty on a statewide level, asserting authority in the same academic and professional matters and interacting with the Board of Governors in a fashion similar to that which occurs locally between senate and board.

The relationship between the Academic Senate and local academic senates is laid out in the bylaws of the Academic Senate for California Community Colleges and in Title 5 53206(a).

These make it clear that the Academic Senate was established by a ratification process of local academic senates so that community college faculty would have a formal and effective process for participating in the formation of state policies. All faculty teaching in the California community colleges are members of the Academic Senate; however, elected from the ranks of faculty are those who serve on an Executive Committee, including myself as your president. The members of the Executive Committee take primary responsibility for carrying out the wishes of the faculty as expressed through the adoption of resolutions at our fall and spring plenary sessions. This is done through Senate committees, through representation on Chancellor’s Office advisory groups, through representative participation in other groups and committees, through conferences and institutes, through college visits and communications, and through publications and other writings. In short, the resolutions adopted by faculty at a plenary session direct the work of the Academic Senate. The Executive Committee decides how best to fulfill the intent of the adopted resolutions.

To illustrate this process, I turn to a longstanding issue which continues to be of central interest on the state level—the 50% Law. The 50% Law stipulates that more than 50% of the current expense of education be used to pay the salaries of classroom instructors. The majority of the work of counseling and library science faculty is not counted in this 50+%, and for many years, there has been great concern that this situation disincentivizes colleges from hiring counselors and librarians. In 2001, the faculty at an Academic Senate plenary session passed Resolution S01 8.04, which calls for a change to the 50% law such that counselors and librarians are included in the calculation coupled with an appropriate increase in the percentage requirement once they

are included. This resolution originated with a specific college and was brought to one of our pre-session Area Meetings. The Area adopted the resolution and sent it forward for adoption by the whole plenary body. Stemming from this resolution, the Academic Senate has engaged in dialogs with our union colleagues, engaged in discussions with the organizations that represent college presidents, administrators, and trustees, presented forums for discussion of the issue at plenary sessions and institutes, written articles about what a reasonable percentage might be, and argued firmly against any proposal that would incorporate counselors and librarians into the 50% calculation without an adequate increase to the percentage.

While the work of the Academic Senate on a statewide level clearly has an impact on what happens with local senates, these statewide discussions and presentations generally take place at a remove from the day-to-day trials and tribulations of local senates. However, coupled with its work on a statewide level, the Academic Senate is fully aware of the need to provide direct support to local senates where they are. This support occurs in many different ways. Of most use to local senates are the resources that the Academic Senate provides. These take the form of formally adopted papers that provide guidance in dealing with local governance issues, such as establishing equivalencies to minimum qualifications, in arguing for sabbaticals, or in helping students deal with the rising costs of textbooks. Shorter and timelier articles appear in the Senate's quarterly magazine *The Rostrum*, and need-to-know information comes out nearly every month in the *President's Update*.

The Academic Senate provides professional development for local senates through its plenary sessions and institutes, offering breakouts and general sessions on effective leadership and governance.

The Faculty Leadership Institute each June is the primary event for new local academic senate leadership, providing information and a chance to network with other senate leaders.

When local senate leaders have questions, they can also turn to the Academic Senate for answers. As your president, I welcome your emails (send them to mwlieu@asccc.org). And when an email or a phone call is not enough, the Academic Senate comes to you. Members of the Executive Committee and the Relations with Local Senates Committee visit many local senates every year. Sometimes, this is simply to sit in on a senate meeting; at other times, you have specific issues that you want us to address. We also offer customized leadership and governance workshops that can refresh and reinvigorate the work of your local senates.

Working with the Community College League of California, the Academic Senate also offers technical assistance workshops to faculty, staff, students, administrators, and trustees.

This assistance ranges from information sessions to issue resolution.

One thing to clarify is that the Academic Senate is not an enforcement agency. Its authority and power comes from direction from local senates, and nowhere in its scope of authority does it have the power to force compliance in terms of collegiality and participatory governance. Such enforcement is carried out by our accrediting commission through the accreditation process and by our System Office through minimum conditions compliance review.

In summary, the Academic Senate for California Community Colleges and its Executive Committee act on the will of the over 110 local academic senates as expressed through adopted resolutions. The Academic Senate represents local senates in discussion and policy development on a statewide level, using the positions adopted in resolution as the basis for action and advocacy. And of equal importance, the Academic Senate is a resource for local senates so that they can function as effectively as possible to carry out the governance responsibilities set out in statute and regulation. ■

Help me help us: Motivating Our Peers¹

JANE PATTON, VICE PRESIDENT

“There are three kinds of people: Those who make things happen, those who watch things happen, and those who say, ‘what happened?’ ”²

It’s autumn again and time to locate volunteers to serve on the many varied and critical college and district participatory governance committees. If you are a faculty leader, you may be tasked with ensuring that committees are complete. There are strategies in motivational theory that can remind us how to light those fires; and there are resources about volunteerism that can suggest how and why people volunteer. But we can also turn to one another for advice, to other faculty leaders across the state.

At our annual Faculty Leadership Institute in June, local senate leaders gathered to learn about the academic senate, to network with other faculty leaders and to build their leadership skills. In one lively activity, we did a kind of “speed dating” and institute attendees moved from one Executive committee member to the next who led them in a brief brainstorming session on an array of senate-related topics. The topic assigned to me was “How do you motivate faculty to participate in governance activities?” We got some terrific suggestions from the senate leaders, including the following. Perhaps some will simplify your task.

- ◆ Go to each department meeting (or send someone else) to recruit and tout the committees, their charges and benefits of serving.
- ◆ Ask each senator (or committee member for standing committees) to bring a guest once or twice in the year. (Each one, bring one.) They can see first hand what the group does.
- ◆ Match the topic of the committees with people’s interest or skills areas. For example, for the college’s equity and diversity committee, find people with an interest or background in multiculturalism.
- ◆ Be sure you make regular presentations, such as an orientation to the senate or an overview about shared governance, for Flex day, for new faculty orientations, etc. Be sure everyone understands the role faculty play outside the classroom, and why faculty service is vital.

- ◆ Develop a culture of service. Work with the union, administrators, staff development, department chairs and the senate to make your college a place where service is expected, welcomed and appreciated.
- ◆ Show the benefits of service—to individuals, their department, their students and the college.
- ◆ Consider some extrinsic incentives to serve—e.g., committee members get out of doing some evaluations, or develop professional growth incentives with the union.
- ◆ Rotate service within the department. That way people are more likely to sign up, and they know it is not a lifetime commitment.
- ◆ Make sure that all committees are well run and that meetings are not a waste of time. Volunteerism drops off when groups are less than effective.
- ◆ Work with department or division chairs or deans and ask them to provide you some potential names.
- ◆ Limit the negativity from grumpy colleagues who denigrate service.
- ◆ Look at newer faculty who have not yet become involved in much committee work, and inspire them.
- ◆ Honor those who have served; provide some public recognition.

Ultimately, there is no participatory governance if we don’t participate! So it is incumbent upon all of us to ensure that all our committees have the necessary faculty representation. This fall, you might ask yourself how you might help to identify colleagues to serve. ■

¹ A website about volunteerism offered a number of quotes about volunteerism, including “Help me help us.” (<http://www.energizeinc.com/reflect/quote1u.html>)

² Attributed to *Casey Stengel*. Submitted by Sue Staggs, State Director, Tomorrow’s Leaders Today, Texas, USA (<http://www.energizeinc.com/reflect/quote1u.html>)

Who Coordinates Your Campus-wide Basic Skills Efforts? Effective Organizational Practices in Basic Skills

BY JANET FULKS AND MARCY ALAN CRAIG, BSI PROJECT COORDINATORS, WITH EXCERPTS FROM THE BASIC SKILLS HANDBOOK

How serious are we about improving student success, especially for students with basic skills needs? What organizational strategies have been shown to be effective to help these students achieve their academic dreams?

Several factors are essential to help colleges address student success, particularly in basic skills education. Because 75-85% of our first year students assess at pre-collegiate levels in one or more of the foundational skills (in math, reading, or writing), we must look at student success in a new way. This requires a college-wide effort. The Basic Skills Initiative was designed to help California community colleges address this issue and provided some funding for the effort.

Collegiate success depends upon college-level skills, and yet we have no uniform requirements in the California community colleges that direct students to address these basic skills needs before taking college-level courses. As a matter of fact, according to statistics from the System Office, we know that of those 75-85% of students who assess into basic skills classes, only 27.4% are actually enrolled in courses that address those needs. Where are the rest? Taking collegiate level courses!

This affects the entire college community, in addition to the lives and academic progress of those students with basic skills needs. And, while we know that this issue about missing skills is an important issue for each individual community college, it is also becoming the focus of many external entities looking at California community colleges. How might we address this in the most effective way?

Many colleges in the past have responded to this need by creating programs in different areas across their campuses. While many of these programs have been wonderfully successful, they only work with a small cohort of students and are housed in pockets of a college. Accord-

ing to effective practices A.1-3 identified in *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007), one of the **greatest challenges** with developmental education for many colleges is the lack of a focused and systematic effort.

Students with basic skills needs see their college career as a seamless pathway to their academic dreams.

From Admissions and Records to Registration to Financial Aid to Counseling to the classroom—they are not concerned with each individual department's excellence or job descriptions, but rather the alignment of these disparate parts of their educational experience, working together to create a pathway to success. Though many sectors of an institution do excellent work with students who have basic skills needs, unless those labors are coordinated, the students' overall experience may be disjointed or unsuccessful. How can we build a structure that provides pathways to the top for **all** students with basic skills needs? How can we coordinate the efforts of everyone on a campus, integrating student services and instruction? The ASCCC feels that this work falls squarely on the shoulders of faculty, those who are given primary responsibility for student services, curriculum and programs.

For many colleges, the creation of a faculty Basic Skills Coordinator is the most effective solution to integrate and drive the services and courses they provide for students with basic skills needs **ACROSS** the college and between the various departments, disciplines and services. Yet, of the 42 colleges (40% of the total California community colleges) that recently responded to a survey

about basic skills organization, only 18 of those colleges have a position designated as a Basic Skills Coordinator. Extrapolated to the entire system, this would indicate that less than 43% of the colleges have a person designated to coordinate this effort. (The number may be even lower if some of the colleges that failed to respond to the survey failed to respond because they had no coordinator to provide the specific details called for in the questionnaire.) Most of these coordinators are faculty positions.

So what does the position of Basic Skills Coordinator entail? Our survey revealed many commonalities that may be useful as you consider the potential need for this position on your campus.

The majority of basic skills coordinator positions have an undetermined length of service. **Comments on the survey made it clear that this task is not something that can be accomplished in addition to a full-time load.** In fact, many of the comments from the survey indicated that the coordination, depending upon how the college defined and organized the responsibilities, required careful analysis.

How are the majority of faculty Basic Skills Coordinators positions *appointed*? Some are defined as the chair of Student Success Committees, others act in a department chair role for Academic Development departments, and still others serve as a connection between student services, tutoring centers and instruction. Colleges who do not have designated Basic Skills Coordinators reported that volunteers have stepped up to the position. Some described committee chair responsibilities that simply morphed or expanded to cover this essential function. It is very clear that the requirement for campus-wide dialogue to determine the best place to invest the Basic Skills Initiative funding requires coordination, planning and inclusion of areas that have not been part of the basic skills discussions in the past.

So how are colleges spending that basic skills funding? Respondents indicated that funding would support the following activities, which correlate to the effective practices in *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007). (The number in parenthesis represents the number of colleges indicating they were funding this activity.)

- ◆ Professional development for faculty teaching basic skills courses (12)
- ◆ Student support, such as tutors, labs (10)
- ◆ curriculum development, redesign or interdisciplinary courses (5)

- ◆ Additional tutors (3)
- ◆ Tutor training (2)
- ◆ instructional materials (2)
- ◆ professional development travel (1)
- ◆ reassign for discipline faculty to work on basic skills (1)
- ◆ additional faculty led writing labs (1)
- ◆ counseling (1)
- ◆ funding additional small classes of basic skills that normally would not “make” (1)
- ◆ supplies (1)
- ◆ program needs (1)
- ◆ funding a new writing lab (1)
- ◆ reassigned time for faculty across the campus to organize, report and meet regarding basic skills issues (1)

We are at an unprecedented time in California community college history. *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007) has identified and distributed effective practices for basic skills education. A new ASCCC handbook for working with students with Basic Skills needs (look for it on the web this fall) develops the effective practices in more detail and provides examples of strategies, assignments and approaches that have proven successful with this population of students.

The Basic Skills Initiative provides money specifically designated to support basic skills and revise our processes and interventions in order to successfully address the needs of our students.

A statewide emphasis and training on student data and pedagogies is emerging. Each college has submitted basic skills action plans. Who is coordinating these things at your college?

This information and far more is available on the BSI website and in the BSI handbook at www.cccbsi.org ■

Discipline Faculty Discussing Curriculum... Priceless

MICHELLE PILATI, FACULTY COORDINATOR, STATEWIDE CAREER PATHWAYS: CREATING SCHOOL TO COLLEGE ARTICULATION AND FACULTY COORDINATOR, COURSE IDENTIFICATION NUMBER SYSTEM (C-ID)

While we can easily calculate the cost associated with bringing faculty together to discuss curriculum and articulation, the value of providing a venue for such activities is immeasurable. With the abandonment of IMPAC (Intersegmental Major Preparation Articulated Curriculum), such a venue for intersegmental discipline-based conversations was lost. IMPAC lost its funding in part due to the difficulty of demonstrating the value of discipline-based intersegmental curriculum discussion. But we have two new opportunities that permit such activities—programs which are designed with tangible outcomes that can demonstrate what faculty can accomplish when given an opportunity. These two projects have been in the works for some time but are now really moving forward, and they need **YOU** to make them a success. You may have heard of one or both, but I want to present them to you in a different light, addressing what you can do—and *why* you should do it.

The projects at hand are Statewide Career Pathways: Creating School to College Articulation (SCP; <http://www.statewidepathways.org/>) and Course Identification Number System (C-ID; <http://www.c-id.net/>). Both involve the gathering of discipline faculty for the purpose of developing course descriptors to facilitate articulation. Both projects involve the posting of draft descriptors for faculty review and comment. The projects differ in that SCP brings secondary teachers and community college faculty together specifically for the purpose of developing descriptors for courses that a student might bring to a community college from a high school or regional occupational centers and programs (ROCP). The focus of C-ID is on courses that a community college student might bring to a CSU or UC, or might want to seek credit for at another community college. Thus, C-ID seeks to facilitate both vertical and horizontal student movement. In some ways it is comparable to the dearly departed California Articulation Number (CAN) System.

SCP has created an infrastructure for articulation in California by bringing together high school, ROCP, and community college faculty to develop articulation templates for the most frequently-offered career technical education

(CTE) courses as a means of facilitating articulation. As noted earlier, the draft templates (AKA “course descriptors”) are available online for review and aim to provide a common starting point for establishing formal articulation agreements. The ultimate goal is an increase in articulated courses with the existing articulation agreements available online. We are now in a phase with SCP where we hope to start seeing the fruits of our labors, and we need to see articulation agreements developed and submitted to the project’s online database. If you teach in a CTE area, be sure to visit the site and contact the appropriate parties on your campus to work on establishing formal articulation agreements with your local schools or ROCPs—or to have your existing agreements uploaded to the site. Your Tech Prep coordinator can help you with this. If you are not sure who to contact and need some help, please contact us. These projects can only achieve their goals with your assistance.

As described on the C-ID site, “C-ID is a supranumber, a faculty-driven system to assign that number to significant transfer courses, and a response to needs of transfer partners and their transfer initiatives. Each C-ID number identifies a lower-division, transferable course commonly articulated between the *California Community Colleges* and the Universities of California and the California State Universities, as well as with many of California’s independent colleges and universities.” C-ID is still in its infancy, but we are now on our first review cycle. We need you to visit the C-ID site and review the descriptors for courses in your discipline and to volunteer to participate if your discipline is slated for a meeting this year. Descriptors are now available for courses in biology, chemistry, child development, English, and psychology. We are now looking for faculty to work on developing draft descriptors for English (creative writing), geology, psychology, sociology, and theatre/drama.

These two projects are faculty-driven and they need YOUR support. I encourage you to visit the websites for both projects (please see above) and to encourage your faculty to do so. If you have any questions, please call our office or feel free to email me at mpilati@rio.hondo.edu. We’re building it and we need you to help to make these projects the success and benefit they have the potential to be. ■

Defining the Associate of Arts and Associate of Science

MARK WADE LIEU, ASSOCIATE DEGREE TASK FORCE CHAIR

In Spring 2007, the plenary body at the Academic Senate General Session voted to adopt the following resolution (9.01):

Whereas, The historical use of the terms “arts” and “science” in universities pertains to the separate disciplines under the Arts and under the Sciences;

Whereas, The use of the terms “associate in arts” and “associate in science” is inconsistent across the California Community College System; and California community colleges, because of their mission, have found it necessary to include occupational programs under either the associate of arts or associate in science;

Whereas, Title 5 language does not define the associate degree, and the result is a lack of meaningful distinction between the associate in science and the associate in arts, in addition to colleges pursuing the creation of other associate degrees such as the associate in fine arts; and

Whereas, Students and others are ill-served by the lack of clarity, and the Academic Senate survey revealed a need to clarify the nature of a degree title;

Resolved, That the Academic Senate for California Community Colleges support and establish statewide definitions for the types of associate degrees offered by California community colleges.

The Academic Senate’s Associate Degree Task Force took on the task of developing definitions to delineate between the Associate of Arts (AA) and the Associate of Science (AS), and proposed definitions (see below) were presented at the Spring 2008 Plenary Session. A vote on the resolution to adopt the definitions was postponed (formally known as being “referred”) to allow for further

discussion in the field, and the definitions will return for reconsideration at the Plenary Session this November.

In developing definitions for the two degrees, the Task Force examined practice across the system. Initially, many argued for definitions that would parallel usage of the terms in four-year institutions. Research into usage at the CSU and UC, however, revealed wide variation and even usage that is counter-intuitive. For example, English was discovered to be sometimes offered as a Bachelor of Science degree and Biology sometimes as a Bachelor of Arts.

An examination of units for the AA vs. AS suggested a possible delineation by units. A study of these degrees over the last 50+ years shows that the AA (excluding general education) comprises an average of fewer than 30 units, while an AS averages more than 30 units. Discussion with the field, however, showed general dissatisfaction with a delineation purely based on units.

An examination of types of degrees offered by program (as listed in the Taxonomy of Programs) showed that there was no clear demarcation by discipline. For example, of the top ten degree programs in community colleges, three programs, Interdisciplinary Studies, Business and Management, and Family and Consumer Sciences, were each represented twice for both the number of AAs and the number of ASs awarded.

Given that current practice provided inadequate parameters for a proposed definition, the Task Force used input from the field to create definitions that focused on the message our degree titles should convey, and it arrived at the following proposal:

An Associate of Science is defined as an associate degree in the areas of science, technology, engineering, and mathematics (STEM) or in the area of career technical education (CTE); all other degrees would be designated as an Associate of Art.

Under this proposal, there is a clear message about our two degrees and the definitions are easily applied. For the majority of disciplines, there is a simple and clear demarcation between an AA and an AS. English would always be an AA. Biology would always be an AS. The utility of this proposal comes with disciplines that could be either one. For example, in the discipline of photography, a degree that is focused on the fine arts aspects would be an AA. However, a degree that is focused on application, such as commercial photography, would be in the career technical education (CTE) arena and thus an AS.

As an additional example, consider the discipline of environmental studies. As a more humanities-focused degree, with the degree engaging students primarily in an examination of human behavior, its impact on the environment, and the implications for the future, the degree would be designated an AA. Conversely, if the degree is focused more on practical issues that are directly related to an occupation such as Hazardous Waste Management, or if the degree is focused more on the chemical, biological, and ecological aspects of the discipline, the degree would be designated an AS because of its CTE and science focus.

The Task Force encourages you to discuss these proposed definitions with your local senate and within departments and to bring your arguments, pro and con, to the Fall Plenary Session debate on adoption of this proposal for statewide application. ■

In Memory of...



Winston Butler (1947-2008)

1991-1993 LA City Senate President

1993-1999 LACCD District Senate President

1995-1999 Executive Committee, South
Representative, ASCCC

1995-1997 Publications Committee Chair,
ASCCC

1996-1999 Faculty Development Committee
Chair, ASCCC

1998 Fall Session Chair, ASCCC

Julie's Inbox

Dear Julie,

The faculty in my discipline are really interested in changing the minimum qualifications for it. They feel that we are always granting equivalencies and that it's time to do something. What do I need to do?

Tired of Equivalencies

Dear T.E.,

Your question is very timely. The current cycle for Disciplines List modifications is open, but it closes September 30. You will have to act quickly in order to submit your proposal on time. If you miss this cycle, however, the next one begins in Spring 2010.

In order to modify or add a discipline to the Disciplines List, proposals must be made by organizations of discipline faculty or by vote of a local senate. Your options are to ask your professional organization of the discipline to recommend the modification or addition, or ask to have your local senate take action on the proposal. All forms are available by contacting the ASCCC office or accessing the information from the web site at <http://www.asccc.org/Archives/DisciplineList/DisciplinesList.htm>. It's best to have evidence or qualitative data to support your proposal such as names of four-year universities in California that offer a master's degree in the area, numbers of degrees awarded, inclusion of new names of degrees that are offered and where, etc.

Once your completed proposal has been received by the Senate Office, you may receive a call from the chair of the Standards and Practices Committee, who will assist you in making the proposal as clear and accurate as possible. Proposals will be shared with the public at a hearing scheduled during the Fall Plenary Session, and administrators and other faculty are welcome to attend. The proposals are then forwarded to the Executive Committee for review, and recommendations to adopt (or not) modifications to or new disciplines appear as resolutions in the spring.

Good luck!

Executive Committee ■

Project Empowerment

BETH SMITH, EQUITY AND DIVERSITY ACTION COMMITTEE, CHAIR

PHILLIP MAYNARD, EQUITY AND DIVERSITY ACTION COMMITTEE, PAST CHAIR

We have now come to the point that our student population is drastically different than it was 30 years ago. Many students are under-prepared for college. While it may be convenient to blame elementary and secondary schools for not doing their job and passing along under-prepared students, the problem will not go away, and we must find reasonable solutions to it. Our students do not look the same, and they don't respond in the same way to teaching methods of 30 years ago. These students need different approaches to succeed in college. What can we do? Studies indicate that under-prepared and non-traditional students can succeed academically if they are given additional assistance to overcome their academic deficiencies. However, they often fail to respond positively to traditional teaching methods. One of the most important things we can do as faculty members is to become sensitive to the distinctive needs of our diverse student population. For example, we as faculty may not always be aware of our behavior and the cultural assumptions behind it that may inadvertently alienate people from diverse cultural backgrounds.

We can also refine our teaching methods to incorporate new approaches that may be more effective with all the students we teach. Diane Woodruff, Interim Chancellor of the California Community Colleges, gave a presentation on April 9 of this year entitled "Today's Issues, Challenges and Opportunities in Student Services," in which she stated, "Our student population brings extraordinary challenges to our campuses and there is no way we can overcome those challenges without looking at what goes on in the classroom and strengthening those services we provide outside the classroom and linking the two to keep our students on track. It does indeed take a whole college to enable an under-prepared, unconfident and needy student to overcome all of those barriers and become a success."

She further introduced a number of new programs that are making a difference in improving the success and college

completion rates for African American, Latino and Native American students, basic skills and at-risk students.

One of those programs is the Umoja community. The educational goals and mission of Umoja personify the organization as a community of educators and learners committed to the academic success, personal growth and self-actualization of African American and other students. The Umoja community seeks to educate the whole student body, mind and spirit. Informed by an ethic of love and its vital power, the Umoja community deliberately engages students as full participants in the construction of knowledge and critical thought. The Umoja community seeks to help students experience themselves as valuable and worthy of an education.

In addition, the Umoja community is culturally responsive as an instructional approach to learning by engaging faculty who are both knowledgeable and enthusiastic in their approach to addressing the academic and support needs of all students. The Umoja community is considered to be the first statewide approach of its kind to specifically address the retention and academic success of students through the focus and power emanating from the African American experience.

Diane Woodruff in her presentation went on to state, "We invited members of the Umoja Steering Committee to make an informational presentation to the Board of Governors about efforts to expand this model statewide, and the Board responded by putting a motion on the table and unanimously passing it to endorse and support this wonderful program."

The Umoja community, together with California Tomorrow, made a dual presentation regarding our student population at the Spring 2008 Plenary and received many positive responses regarding the breakout session.

It is our intent that the Umoja community will present their project at the Fall 2008 Plenary. Diane Woodruff's final remark was, "Our community colleges are open to everyone and we offer students an opportunity to achieve their personal goals, to transform their lives and to realize and live the American Dream."

Let us look forward to hearing from the Umoja community as we move towards that American Dream. ■

Counting on Your Colleagues: Take a Short Quiz about Community College Faculty

JANET FULKS, BSI PROJECT COORDINATOR

1. Approximately how many total faculty serve the 2.6 million students in the California community colleges?
 - A. 1 million faculty
 - B. 500,000 faculty
 - C. 200,000 faculty
 - D. 60,000 faculty
 - E. 36,000 faculty
2. Approximately how many faculty are tenure track and how many are temporary faculty (temporary faculty include part-time faculty and temporary contract)?
 - A. 80% full time and 20% temporary
 - B. 60% full time and 40% temporary
 - C. 50% full time and 50% temporary
 - D. 40% full time and 60% temporary
 - E. 30% full time and 70% temporary
3. Each of these groups represent approximately what percent of the full time equivalent faculty (FTE) in California community colleges?
 - A. 80% full time and 20% temporary
 - B. 75% full time and 25% temporary
 - C. 55% full time and 45% temporary
 - D. 50% full time and 50% temporary
 - E. 40% full time and 60% temporary

Why might this information be important?

See page 23 for the answers.

The COR (Course Outline of Record) of the Objective

WHEELER NORTH, CURRICULUM COMMITTEE, PAST CHAIR

In spite of the onslaught of pressure to infuse all course outlines of records with student learning outcomes (SLOs), here is one perspective as to why this may not be the most effective use of SLOs for promoting better learning. Intrinsic to this perspective is the systemwide uncertainty of what we mean when we use the term “student learning outcome.”

From college to college there seems to be a lot of confusion about what SLOs are, particularly given the seemingly identical long-standing interpretation of behavioral learning objectives. (While the Internet is not the end-all of knowledge and wisdom, try Googling both and see what you get.) In general, most of us who survived teacher education learned that behavioral learning objectives, or “objectives” as used in Title 5, are what the student must eventually be capable of demonstrating by some form of evaluation. Most of us seem to agree that the utility of SLOs is to assess and improve upon learning. But to focus on the objective and its evaluation as the sole means to determine classroom learning effectiveness is somewhat like studying the moon to determine how the sun works. Studying the moon only shows us how light reflects but it does not give us the entire picture of how the sun creates light.

To illustrate, in my discipline I recently witnessed an aircraft being taxied out of a grassy area with a damaged rudder. My students must be able to properly restore that rudder to original or equal to original condition, and I evaluate their capacity to do this via an oral interview and written/practical assessments. The purpose of the objective is to define what the student must be capable of, but it really is not intended to determine to what degree learning has occurred within any given learning experience. The bottom line is the rudder needs to be fixed correctly or people die. This is the standard I evaluate prior to issuing a grade.

But if I want to better understand what learning actually occurred within the classroom I will need to study many variables other than the discipline objectives. If I want to learn how to do better and do it in a legitimate scientific way, then I will need a hypothesis which considers far more than the learning objective. This hypothesis will need to include things such as how well the students were prepared coming into the learning environment, and what facets of the learning environment itself were conducive to the learning. The list is fairly lengthy, but if I really want to validate what I am doing and discover what improvements are still needed to promote more effective learning, this kind of research is necessary.

The focus of this research is very different from that of the evaluation I would use to determine that my students won't kill someone by improperly repairing the rudder. For a learning effectiveness assessment to be of any use it must include many variables that are very specific to the course delivery in each instance of delivery. Obviously this information is not appropriately contained within the mandated course outline of record because it is so variable.

The course outline of record is intended to be a contract that needs to remain at least a little bit static to properly fulfill its role in compliance and articulation. It is of interest to note that many of the learning variables which would be likely suspects for us to assess for the purpose of improvement are fairly common across many courses. One could argue that a department or division assessment guide, coupled with some carefully developed hypotheses specific to the current learning intent, environment and student cohort, could be an effective way to assess and validate what learning occurred in this specific instance and what things could be done to promote better student success in the future.

So if we really want to be scientific about our approach to improving learning and our documentation of this journey, integrating these hypotheses into the COR probably does more to distract from good research than it helps. Because of the role that the COR plays in determining compliance, it creates confusion rather than clarity; it limits our ability to adapt our assessments to current conditions, and it tends to promote a culture of enforcement versus one of genuine interest in learning.

Given that there exists a great degree of variety in what meaning the term “SLO” represents I can't, in good conscience, declare that the above mentioned hypothesis should be called “student learning outcomes,” but if SLOs are supposed to be about improving student learning, it sure seems like there is a very intimate parallel between the two. Nor would it be fair to say that student mastery evaluation cannot be one of the assessment pieces used to determine learning effectiveness. However, the intent and scope of the two assessment goals are in no way interchangeable even though they can and often do overlap.

Now, having the time to accomplish all of this while also maintaining all of my lab equipment, keeping the building clean, preparing for lessons, participating in governance, re-maintaining accredited and a few more “ad nauseums” is fodder for an entirely different article. ■

Answers

QUESTION 1 - D

Approximately how many total faculty serve the 2.6 million students in the California community colleges?

A. 1 million faculty

B. 500,000 faculty

C. 200,000 faculty

D. 60,000 faculty

E. 36,000 faculty

According to the latest report by the Chancellor's Office there are 60,789 faculty in the California Community Colleges.

Full-time Tenure Track Faculty Number	Tenure Track Faculty Full-Time Equivalents
17,840	19,723
Temporary Faculty Number	Temporary Faculty Full Time Equivalents
42,949	16,149
Total faculty in the CCC's 60,789	

QUESTION 2 - E

Each of these groups represent approximately what percent of the full time equivalent faculty (FTE) in California community colleges?

A. 80% full time and 20% temporary

B. 60% full time and 40% temporary

C. 50% full time and 50% temporary

D. 40% full time and 60% temporary

E. 30% full time and 70% temporary

42,949 are temporary faculty. This represents 71% of the faculty. Tenure track faculty represent 19,723 faculty in the system, only 29% if you are looking at sheer numbers of faculty.

QUESTION 3 - C

Approximately what percent of the full time equivalent faculty (FTE) does each of these groups represent?

A. 80% full time and 20% temporary

B. 75% full time and 25% temporary

C. 55% full time and 45% temporary

D. 50% full time and 50% temporary

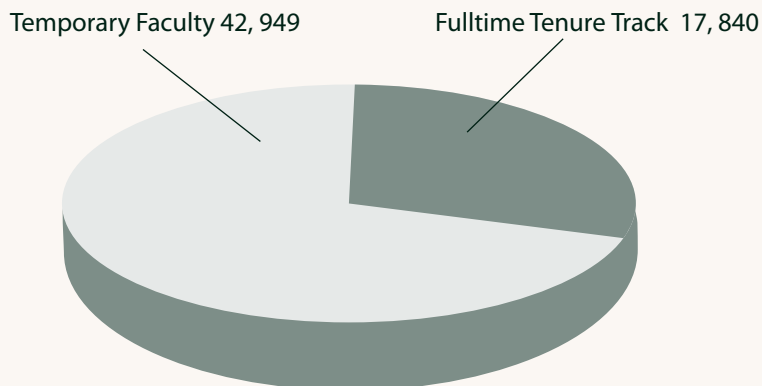
E. 40% full time and 60% temporary

The FTE percentage of tenure track and temporary faculty are 55 and 45 percent respectively. These numbers illustrate the very significant and essential contributions of temporary faculty. In addition, a recent study indicates a significantly higher percentage of part time faculty teaching basic skills courses than other courses and this mirrors a nation-wide trend. Take a moment to consider the resources these faculty have. How do they get professional development? How connected are they to our statewide Basic Skills Initiative?

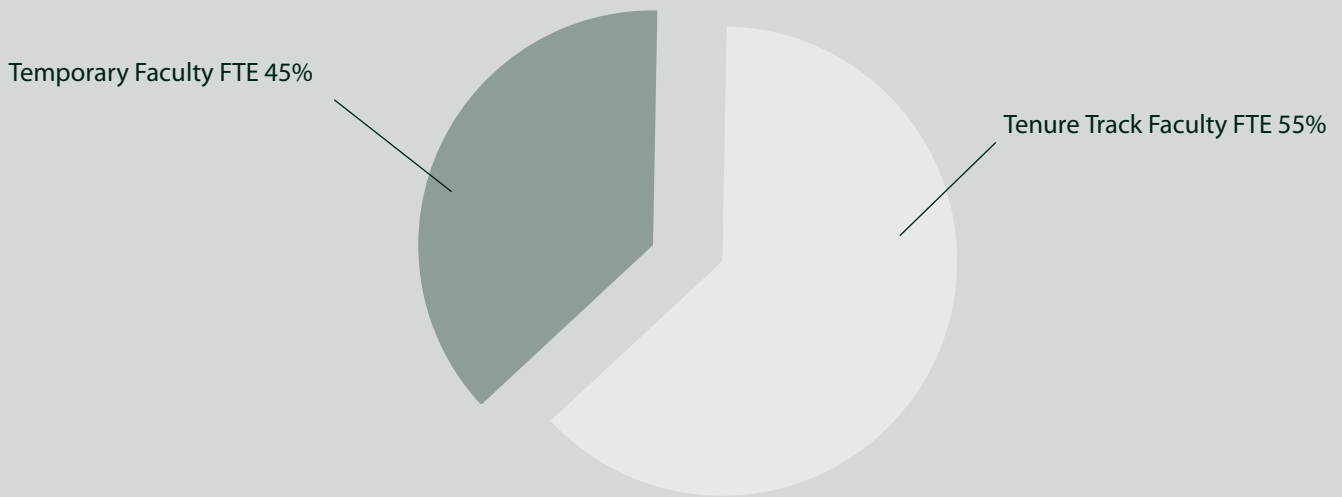
Trained, supported, and informed faculty are essential to student success.

In addition, as we consider the Basic Skills Initiative, SLO Assessment and Accreditation challenges, we need faculty with professional development beyond their

Number of Faculty in California Community Colleges



Number of Faculty in California Community Colleges



discipline fields. At a recent Basic Skills Steering Committee meeting, Dr. Shannon of Chaffey College emphasized the importance of seeing our part time faculty pool as a source of knowledgeable faculty. He underscored the importance of viewing part time faculty training as an investment in our CCC system's future.

ASCCC knows that we cannot achieve our statewide goal of increasing basic skills success without providing resources and training to part time faculty. Some of this training occurred at the August 2008 Basic Skills Institute in Newport Beach. Teams of faculty from 70 California community colleges (made up of one full-time faculty accompanied by up to four part time faculty) came for an update on BSI statistics, goals, resources, and direction. Institute faculty spent a great deal of time on pedagogical tools specific to their disciplines.

When these faculty return to their home colleges, they will have important information and tools to share with their colleagues.

They have become an integral part of the Basic Skills Initiative; a statewide focus to address student success.

We know that the challenges for part time faculty are great. Often they have no email, computer, offices, or professional development! Some have never met another faculty member on their campus in their discipline; contact has been limited to paperwork and administrators. What is your participation quotient in moving our field of part time faculty forward, providing resources and training?

Student success, particularly in basic skills, will depend upon recognizing and including those 42,949 temporary faculty in training and planning.

What is your college doing? Consider how to incorporate part time faculty in your college-wide training. ASCCC believes we cannot move forward without them! And don't forget that you can compensate them with some of your basic skills funding. ■