



ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

SENATEROSTRUM

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THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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No Liquids or Gels

by Ian Walton, President

Will it rain? Will it get too hot? Will the person next to me chain smoke the whole day?

I'm sitting in a large cow pasture in North Oxfordshire on my annual pilgrimage to the Fairport Cropredy Convention music festival—an astonishing tribute to a sixties British folk rock band that most people think split up in 1979. But you should never give up on your dreams that easily. A year later came the first of the ever larger annual reunions that now gather 20,000 people for this three-day outdoor festival. Next year's the big "40" and the ever changing cast of musicians that make up the band are well on the way to achieving their self-described vision of being the first "self-perpetuating rock band in history."

But I digress. Gone for a fleeting moment are the nuances of Sacramento politics, the delicate balance of personalities and priorities and the overwhelming volume of phone calls and emails. Everything comes down to a few creature comforts like cold and wet. It may not even matter much if the music is good—but of course it always is in one way or another.

Suddenly though, work is intruding in an unusual way. The rules have just changed. Heathrow Airport is a nightmare of cancelled flights and scared, confused passengers. I have three days to figure out how to repatriate all the fragile, valuable items that can no longer come with us in the cabin—the travel guitar that was no problem on the outbound journey and the Scottish crystal vase that we were given as a wedding present to take back for our daughter.

The rules have changed and the old answers don't work. But there are new possibilities...

And that's where work reared its ugly head. Our system operates under a complex set of rules embedded in Education Code, Title 5 Regulation, and local policies and procedures. Some people argue that we should simply abolish them all—of course that would only produce a new set of problems. But a simple change of viewpoint or a minor adjustment to the rules can open up endless new possibilities—like a scintillating kalei-

doscope or perhaps a distorting hall of mirrors. What does it take to see those new possibilities? And how do you get enough buy-in to make them actually happen. If we're effective leaders we do these conjuring tricks every day—the "six impossible things before breakfast."

At the local level it sometimes takes a friendly nudge from outside to shake loose those entrenched personalities that prevent the solution of a problem—or to find them a new job elsewhere. And that raises a good example of this type of challenge. I'm frequently told that there's a serious shortage of new administrative leadership in our system and I'm asked when the Academic Senate is going to fix the administrative retreat rights problem. But it's really a broader problem of limited professional mobility in our system. Potential new administrators are loathe to give up the security of tenure in their own district. But correspondingly, senior faculty can't move to another district without sacrificing salary and benefits. In a normal system, movement is a way of getting promoted and it's a way of getting new blood and ideas. Even "impossible" individuals often blossom in a new setting. An obvious solution would be some sort of state level agreement to preserve tenure and salary and benefits when transferring to another district. But that's tricky because it would affect the budget, and budgets are determined locally. The very advantages of local control in bilateral governance sometimes make systemwide solutions difficult, if not impossible, to achieve.

At the state level a very similar challenge is the conversation about ensuring that noncredit courses eligible for increased apportionment funding should demonstrate a comparable level of academic quality in the services they provide to students. From a faculty point of view the two most glaring discrepancies are full-time/part-time ratio and faculty load. The current systemwide percentage of full-time faculty in noncredit programs is 10%. That could be changed by the introduction of a new Title 5 regulation comparable to the one for credit. But is there enough support to ensure passage by the



Board of Governors? As for load, many noncredit faculty teach the full-time equivalent of a 30-37 hour class load. That assumes no activity outside the classroom: no research or class preparation and no additional meetings with students. How can you offer an educationally sound package in these circumstances? Our often-disadvantaged noncredit students deserve the same level of instructor interaction, inside and outside the classroom, and the same level of support services as our credit students. If the state provides funding comparable to credit classes it ought to insist on comparable classroom preparation and interactions with students. But load is locally bargained and the state has no mechanism to require that districts negotiate a reduction in noncredit load. So there's the same difficulty as with mobility. How do we achieve statewide solutions to issues that are determined locally?—even though the same problem may exist in every district. It's the old conundrum of state revenue and local expenditure.

And lest you think that it's all hopeless, I think the trajectory of the graduation requirements in math and English is an example where changing viewpoints allowed for an unusual solution that should meet everybody's needs and prove an enormous gain for our students. At their September meeting in Sacramento, the Board of Governors unanimously approved the change in degree requirements. They also supported a massive injection of funds and activity into the Basic Skills Initiative targeted towards improving performance in our basic skills courses. They sent a clear message that we must succeed

in both areas. So in this case, the original conversation about graduation requirements led directly to a larger issue where all the constituency groups came together in remarkable unity to propose a comprehensive package of activities. The Board has already held a whole-day retreat and approved project funding for research and professional development in this budget year, plus a budget change proposal for local implementation funding in 2007-08. Of course it took a while—conversations in the math community began in 1999 and we may finally affect all students by about 2013. Deliberation R Us!

I'm sure you can think of many more examples where seemingly intractable problems can be solved with a fresh perspective. We're going to explore this further as the theme of our Fall Plenary Session in Newport Beach—New Possibilities: Radical Solutions to Perennial Problems. So I hope you'll bring your own set of challenges and solutions and share in the exploration. I look forward to hearing the stories.

Meanwhile, back at Heathrow the answer was fairly easy to obtain. Just ask one of the astonishing number of helpful British Airways personnel and you'll get the official interpretation of the day—subject, of course, to approval by the U.S. Department of Homeland Security. By tomorrow the rules will have changed again. Fortunately or unfortunately that's not how we do business in the California community colleges. We get to craft our own solutions together. ■

Future Directions for the Associate Degree

by Mark Wade Lieu, Chair, Associate Degree Task Force

The Academic Senate for California Community Colleges has been discussing the meaning and role of the associate degree for many years. The discussion resulted in the adoption in Fall 2005 of the Senate paper, *What is the Meaning of a Community College Degree?* The paper presented several recommendations to guide further discussions of the associate degree, and it is at this point that the Academic Senate seeks additional input from the field as to what directions to take.

This fall, the Associate Degree Task Force of the Academic Senate will be surveying colleges and districts regarding two issues: general education compilation degrees and the use of the terms Associate of Arts (AA) and Associate of Science (AS).

Local senate presidents will be receiving this survey in early October, and the results will be used to inform discussion and voting on related resolutions at the Fall Plenary Session. A local senate president cannot, however, complete the survey on her/his own. Conversation with curriculum chairs, articulation officers, faculty and Chief Instructional Officers (VPs of Instruction, Academic Affairs, etc.) is also needed. This article seeks to present the background needed to hold these conversations.

The first issue is the need for clarification concerning general education compilation degrees. Title 5 stipulates that an associate degree “must include a major of at least 18

semester units or 27 quarter units of study in a single discipline or related disciplines” (§55806). A general education compilation degree uses a general education pattern, whether the Intersegmental General Education Transfer Curriculum (IGETC), CSU GE Breadth, or a locally determined GE pattern, as the “study in a single discipline or related disciplines,” courses bound together by their common applicability to general education requirements. Some have argued that general education requirements do not fit the requirements of Title 5, but the guidelines from the Curriculum



Handbook argue that such degrees are permissible as long as they follow university-established GE patterns such as IGETC or CSU GE Breadth; the handbook is equally clear that locally determined GE patterns cannot be used for the basis of such degrees.

Associate degree majors are required to be at least 18 semester units or 27 quarter units of coursework in a single discipline or related disciplines, as listed in the Taxonomy of Programs. However, for degrees intended to provide transfer students with lower-division general education, a distribution of general education coursework according to university requirements may be considered to satisfy this requirement.

Earnest discussion of general education compilation degrees have revolved around several issues: the value of general education compilation degrees to students as benchmarks of achievement; the value of such degrees in guiding students in preparation for transfer; and the value of offering such degrees given the demand for accountability.

Many have made the strong argument that general education degrees provide a benchmark of achievement especially significant to students who are the first in their families to attend college. Others have argued that such degrees have little significance beyond indicating completion of units. While some promote such degrees, often offered under titles such as “University Studies,” “Liberal Arts,” or “Transfer Studies,” as a roadmap for students to completing general education requirements prior to transfer, others argue that such degrees are misleading since completion of the degree does not fulfill the requirements for transfer, contrary to what some of the titles might suggest.

The System Office offered a legal advisory on the issue in 2005:

This requirement disallows “majors” with no discernible focus or majors constructed of loosely structured items of interest selected individually by students. Districts should ensure that this requirement is observed and that a clear major is described in connection with each associate degree offered. (Legal Advisory 05-05)

Regrettably, the use of the term “discernable focus” for a major has propagated rather than laid to rest discussion of the permissibility of general education compilation degrees.

Those who support the use of IGETC or CSU GE Breadth as the basis for a degree consider these general education patterns a “discernible focus” and thus in compliance with Title 5.

The Academic Senate seeks, therefore, to know what direction to take on this issue. Do faculty and CIOs want a revision to Title 5 regulation that clarifies the permissibility of general education compilation degrees? Do faculty and CIOs want to be able to offer general education compilation degrees or not?

The second issue concerns the use of the terms Associate of Arts (AA) and Associate of Science (AS). The use of these terms is inconsistent across the system, as has already been described in the Senate paper *What is the Meaning of a Community College Degree?* This variability in usage makes it difficult to clearly convey the meaning, let alone the value, of an AA or an AS across the state to students and legislators. The survey will ask local senates to describe how they use these terms and whether they see value in standardizing usage on a statewide basis. The survey will also ask whether or not local requirements for the AA and AS differ.

We encourage you to begin the conversation concerning these questions related to the associate degree now. Look for the survey at the beginning of October. ■

Review of Standards

by Greg Granderson, Chair, Counseling and Library Faculty Issues Committee

The *Standards of Practice for California Community College Counseling Programs* was published in Spring 1997 by a committee of outstanding counselor educators who were representative of the high level of accomplished professionals in their field of college counseling. While the majority of the committee members were counselors, other members included student services administrators, teaching faculty and students. The Standards paper recommended that “the Academic Senate’s Counseling and Library Faculty Issues Committee (CLFIC) should review these standards at least every six years.” With that recommendation in mind, the CLFIC will review the Standards paper during the Fall 2006 using the following process:

The Revising Process

1. The CLFIC will establish small writing groups throughout the state from members of the counseling community.
2. Each writing group will review one or two of the universal standards for all community college counselors, which include:
 - Core Functions
 - Ethical Standards
 - Organization and Administration
 - Human Resources
 - Physical Facilities
 - New Technologies
3. Each writing group will review the core functions of counseling:
 - Academic counseling, in which the student is assisted in assessing, planning and implementing his or her immediate and long-range academic goals.

Career counseling, in which the student is assisted in assessing his or her aptitudes, abilities, and interests, and is advised concerning current and future employment trends.

Personal counseling, in which the student is assisted with personal, family or other social concerns, when that assistance is related to the student’s education.

Crisis intervention, either directly or through cooperative arrangements with other resources on campus or in the community.

Multicultural counseling, in which students are counseled with a respect for their origins and cultural values.

Outreach to students and community to encourage them to avail themselves of services, focused on maximizing all students’ potential to benefit from the academic experience.

Consultation to the college governance process and liaison to the college community to make the environment as beneficial to the intellectual, emotional, and physical development of students as possible.

Research and review of counseling programs and services with the goal of improving their effectiveness.

Training and professional development for counseling staff, interns, and others in the college community.

4. Each writing group will submit working drafts to the CLFIC and later the Academic Senate’s Executive Committee for final approval prior to being circulated to the delegates for adoption.
5. The final draft of the revised standards paper will be widely distributed to the area meetings for discussion. When a final draft is approved, the CLFIC will bring forth a resolution for passage at the 2007 Spring Plenary Session. ■



What the CCC Registry Can Do for You!

by Lesley Kawaguchi, Chair, Equity and Diversity Action Committee (with many thanks to Beth Au)

At the Spring 2004 Plenary Session, delegates passed Resolution 13.03, asking the Academic Senate for the California Community Colleges to explore which parts of the California community college application process might be standardized to facilitate employment opportunities for college teaching. At the August 10, 2006, System Office Equity and Diversity Advisory Committee meeting, Paul Stark, an Equal Employment Opportunity specialist, raised the idea of a universal application for California community college faculty as a possible way to nurture

diversity among instructors. While standardization of the application could undoubtedly assist in casting a wider net in encouraging individuals throughout California and beyond California's borders to apply for jobs and in easing the application process, another resource already exists that also offers a means of making the application process easier, the California Community College Equal Employment Opportunity Registry (The Registry).

The Registry (see <http://www.cccregistry.org>) is a centralized employment website funded by the System Office for full-time faculty and administrative positions for all 72 California community college districts and all of the individual colleges. The Registry also holds job fairs in an effort to attract potential applicants. In 2006, at the Los Angeles Job Fair, 1,500 job seekers attended, and 34 college districts participated; and at the San Francisco Job Fair, 700 job seekers attended, and 22 college districts participated. Because Nursing has the highest need for recruitment, the Registry has also focused its efforts to attract as many qualified applicants as possible. (Information reported to the System Office Equity and Diversity Advisory Committee by Beth Au, Director of the California Community College EEO Registry, February 9, 2006.)

The posting of job openings and recruitment for full-time faculty and administrative positions has been mandated in Title 5, section 53021(a). Some districts have gone even further by posting classified staff and part-time faculty positions as well.

Since 1995, each district's human resources office has been able to post employment opportunities on the Registry at no cost and search its database for potential candidates.

More importantly, since 2003, the Registry has included an online application for individual districts, allowing job seekers to apply directly for a position at a district **as long as** the district accepts online applications. Herein lies the rub. While some colleges accept applications through the Registry for classified staff positions and one college does so for part-time faculty positions, essentially districts have **not** used this resource for their faculty positions, full-time or part-time.

Why haven't districts used the Registry to its fullest extent? If my college is any indication, it is because the human resources people do not know what the Registry can do and how the Registry can facilitate the hiring process. Districts using the Registry system currently post jobs through a secured administrative portal (<http://www.registryadmin.org>). The district's human resources official or the Registry can assign a username and password to those individuals par-

ticipating on a hiring committee. As a member of a hiring committee one would be given access to view online applications, resumes, transcripts, and letters of reference. Thus, as a designated reviewer or member of a hiring committee, individuals can access the applications and materials for a specific position online. Interview questions and appointment schedules for potential candidates can also be established online. Thus, all committee members can view the paperwork prior to meeting as a committee from the comfort and convenience of their own desks or laptops, eliminating the need for human resources personnel to keep files under lock and key and restricting file viewing to human resources office hours. The Registry is a fully functioning database and reporting system with ample server space to service the 72 districts and their human resources needs. This would eliminate the paper process, though in discussions with the human resources people at my college, they continue to see the use of the Registry as an ancillary process, rather than the Registry playing a much more central or key role to the process.

The Registry has no way of knowing whether or not a person hired at a college first saw the position on the Registry, a situation that would change if districts only accepted online applications through the Registry. Moreover, there is no way to determine the effectiveness of the Registry in diversity hiring, since its ethnic data survey is optional and anonymous.

However, its importance as a recruitment tool and as a potential means of widening the applicant pool is apparent. Its effectiveness can only be increased if districts would begin to use the online application process.

Local academic senate presidents will be receiving a letter from Registry Director Beth Au asking them to consider using the online application process. As local senates work with other campus constituencies on their forthcoming Model Equal Employment Opportunity Plans and begin discussions on ways to address underrepresentation and significant underrepresentation among their faculty, classified staff, and administration, one possible consideration is to utilize all of the Registry's services, including the online application. ■

The Academic Senate Seeks Local Senates for Relations

by Michelle Pilati, Chair, Relations with Local Senates Committee

Local senates with and without problems encouraged to seek a match. Single and multi-college districts welcome. No fiscal status denied. No phonies or liars. Must love dogs.

Are you wondering where this is leading? One of the Academic Senate standing committees wants you to ask it for a “date.” As the new chair of the Relations with Local Senates Committee, I want to take this opportunity to introduce this committee to you. Local Senates (as we affectionately call it) has the unique challenge of being composed entirely of present or past local senate presidents who deal with the varied resolutions assigned to it and make visits to other colleges. The members serve as liaisons between local colleges and the ASCCC Executive Committee. Members will visit at your request, or they may proactively seek an invite. The Local Senate committee’s charge is as follows:

The Relations with Local Senates Committee serves to augment the work of the Executive Committee in its efforts to provide an opportunity to share information on issues of concern at the local and state levels. While members of the Relations with Local Senates Committee should be conversant with pertinent statutes and strategies for effective academic senates, their work will be primarily as liaisons and conduits for information and requests for assistance.

The members of the 2006-2007 Local Senates committee will be considering ways to assist local senates in dealing with shared governance issues, seeking to provide assistance to colleges that are facing the inherent complexities of having faculty housed at multiple sites, determining how best to gather data on the strengths and weaknesses of multi-college districts, and exploring new venues for leadership training

But the most important thing that Local Senates does is visit you—not as a technical visit, or to address a crisis, but to disseminate information and make the important connection between *your* senate and the state Academic Senate.

You need not have a problem or concern to invite us for a visit or for us to contact you. It is through these visits that we inform the field of hot topics and general statewide events, as well as gather information on your issues and concerns. So, please invite us over or accept our unsolicited advances—you can request that certain topics be addressed, or we can provide a vast overview of important issues. For a good time, contact this year’s Relations with Local Senates Chair, Michelle Pilati, at mpilati@riohondo.edu. We look forward to visiting. ■

There are New Possibilities to Our Perennial Problems: Let's Get Radical!

by Shaaron Vogel, Chair, Occupational Education Committee

As vocational faculty we continually adjust our curriculum to the latest standards in industry to ensure that our courses are up to date. In addition, we vocational faculty must strive to keep up with the latest developments on our own campus, meet with our advisory boards to respond to their concerns, try to follow current legislation, and find and keep funding mechanisms. Are there new possibilities to our perennial problems?

I say “yes” and that we, the out-of-the-box thinkers that we are, must this next year come up with some new solutions to our old problems. There are the annual issues of whether the Perkins funding will be renewed or change format.

We always write letters to our federal representatives pleading with them to continue funding, but what if this year we help them come up with new ideas on how to support not only high school vocational programs but also community college programs?

This year's latest version of the Perkins funding has some twists that do not necessarily benefit community colleges, so we must act now. At the state level there is a similar concern. Senator Scott's new funding bill SB 361 does not specifically address vocational funding but does provide a method for perhaps better community college funding. Can we influence legislation for our programs by becoming part of the budget planning process? What if we don't wait until it's too late in the game, but instead meet with college leaders now and work with our local senates to ensure our campus vocational education needs are addressed?

The Legislature has also given the vocational faculty its support and its grief! As always there was a flood

of bills that could have impacted on our vocational programs, but I am happy to say that for the most part the ones that benefit us passed and those of concern failed. Many of the bills that passed were of no great concern as they just clarified current law. SB 293 (Workforce Training Act) and SB 1552 (Economic and Workforce Development Program) passed and include funding for our vocational programs—check them out. SB 1309 passed and will help our nursing students and programs. One bill that passed and is of concern is AB 2488 (Hancock), which requires “a sequence of academic and skill instruction leading to an employer-endorsed skill certificate and vocational degree or certificate” for both high school and community colleges. The key role of the faculty in curriculum is overlooked, so what can we do? Again, work with your local advisory committees and high school faculty to ensure that we lead the discussion so that our higher education needs are not lost in this process. Remember that the Academic Senate received a grant under SB 70 that focuses on improving the linkages and career-technical pathways between high schools and California community colleges. This grant will provide us with an opportunity to meet with high school faculty to collaborate and develop articulation agreements. Jane Patton is taking the lead on this and you can contact her for more information at jane_patton@wvmccd.cc.ca.us.

The System Office Strategic Plan Goal Area C, which affects many vocational programs, is under discussion. Area C3 concerns curriculum and program development and approval processes, and Area C4 addresses regional collaboration through multi-agency networks. Our Academic Senate representatives are trying to be a firm guiding hand in these discussions, but there are many competing interests at work as the Strategic Plan is implemented, and we have our concerns. We will share more details with you as we are able. Hopefully

by plenary time we can have a discussion about these issues and do some creative thinking.

Last but not least, the Board of Governors has approved raising the associate degree requirements as recommended by the Academic Senate to transferable English and intermediate algebra (note that the Academic Senate is encouraging the availability of alternative classes with the same level and rigor). This is where we need to find some “radical solutions.” As vocational faculty we believe all of our students need higher education, not just a vocational certificate. If we believed they only needed vocational training, we would have only vocational schools with no links to higher education. We work at institutes of higher education and our industry tells us that our students benefit from a broader world view and increased critical thinking skills that come from taking vocational and general education classes. So how do we step up to the plate and help our vocational students achieve these new standards? We know our students can meet these new standards, yet there have been those who have stated that our vocational students can’t do this! This is like saying that our African American or Hmong students cannot do it! All instructors, including those at a UC or CSU, have students who struggle with basic skills—the struggle is not limited to just vocational programs. All faculty need to engage in serious discussion on how we are going to help our students as a whole achieve success and an associate degree. This means one-on-one conversations between vocational faculty and math, English, and counseling faculty. We can come up with solutions for success for our students, but we must take the lead on this issue.

So senate leaders, I am asking you to put on your “radical” hats and help us have discussions to seek out “radical” solutions to our perennial challenges. In particular, I invite you to our breakout sessions on vocational funding and implementing the new associate degree math/English requirements at the fall plenary session in Newport Beach. Team work is one of our best assets as community college faculty, so let’s show the rest of the higher education systems how it’s done! ■

First Ever Teaching Institute

by Phillip Maynard, Chair, Faculty Development Committee

The much anticipated Teaching Institute is now a reality. Please reserve February 16-18, 2007, at the Sofitel Hotel in San Francisco on your calendars. The Teaching Institute is open to all faculty and if you were recently hired, your participation is very much encouraged.

The Teaching Institute will cover many things with a particular focus on New Faculty Orientations. The purpose is to provide the space, time, support and resources for new faculty members to grow professionally during their first year. Working within a peer environment, faculty shall create meaningful definitions for their new roles within the California Community College System. Workshops will include the role of the senate in state and local participatory governance; best practices and teaching techniques and tools in the Basic Skills classroom; exploring diverse learning and teaching styles; classroom assessment; learning communities; developing a diversity consciousness, curriculum transformation; and the role of technology in the classroom.

We hope the series of sessions will provide a chance for dialogue about how we as faculty can come together to enhance our work with both current and future students. Our students come with both educational needs and life experiences that enhance the overall learning environment.

Faculty will have the opportunity to learn how to learn, including reflecting on their individual learning preferences; learn others’ ways of learning, expanding their own abilities; and sharpen the skills of observation of the things and events of everyday life.

This will be the start of something new and innovative; you can find more information about the Teaching Institute on our website at: <http://www.academic-senate.cc.ca.us/Events/Teaching.htm>. In order to begin we need you! ■

A System Advisory Committee on Curriculum (SACC)

by Jane Patton, Executive Committee Member

At our colleges, curriculum committees make decisions about curriculum, and their recommendations are presented to the boards of trustees. The primary responsibility and authority for curricular recommendations rest with the faculty. At the state level, however, discussions in the System Office (which is responsible for overseeing and carrying out various Title 5 and Education Code mandates pertaining to curriculum) have been held typically with little or no input from faculty. Fortunately the Chancellor and System Office personnel along with administrators from the colleges and faculty representatives recognized the need for more faculty involvement in the California Community College self study that was conducted in 2004 (commonly referred to as the “Agency Review”). The *Review of the System Office for California Community Colleges* said the following:

1.5 We recommend developing a plan for the transition of some aspects of curriculum approval to the regional level and some to the local level, including the following components:

- ◆ *Establish a standing Curricular Issues Advisory Committee.*
- ◆ *Amend the Education Code and Title 5 to locate stand-alone course approval at the college/district level and to expand the definition of Supplementary Instruction.*
- ◆ *Improve system-wide understanding of curricular approval processes.*

The role of the Chancellor’s Office should evolve from a focus on approval to one of leadership, technical support, and arbitration, when districts and regions need interventions.

In response to this recommendation, the System Office established a committee whose name became the System Advisory Committee on Curriculum (SACC). The committee in turn developed a recommendation statement dated March 1, 2005, which

was approved by Chancellor Drummond. The statement included the following recommendation:

The committee will be made up of:

- ◆ *6 representatives appointed by the State Academic Senate*
- ◆ *4 representatives appointed by the Chief Instructional Officers*
- ◆ *4 System Office Staff (Vice Chancellor, Dean and 2 Specialists from the Educational Services Division)*

SACC is co-chaired by a faculty member and a college Vice President of Instruction and has met nearly every month since its inception in 2005.

The committee has made great strides over the last year. One of the greatest successes has been the development

of trust and respect among personnel in the System Office and administrators and faculty representatives from the colleges. Committee members have commented that the level of discourse in the meetings and the depth of rapport that has been developed can serve as a model for local “big picture” discussions about curriculum.



While local curriculum committees typically are accorded the primary authority for recommendations about course approval, when it comes time to develop a new program or reduce an existing one, the faculty role is often diminished.

Senates might consider creating a similar umbrella curriculum issues committee at their colleges, where college-wide academic topics not typically addressed by curriculum committees include the appropriate faculty participation.

A major task of SACC during the last year has been to review the processes for course and program approvals and suggest ways to improve them. The *Program and Course Approval Handbook* (March 2003) is

currently being revised with guidance from the committee. The aim is to make the Handbook user-friendly, accessible and searchable online, and to clarify and streamline the approval forms and processes. The committee perused examples of applications for new

programs that were sent to the System Office and has proposed changes to the current review processes and criteria. The discussions include the processes for both credit and noncredit curriculum.

Another product of the committee was the development of an action plan regarding stand-alone courses.

Presently, stand-alone courses must be submitted to the System

Office for approval. However, for many years, faculty and administrators across the state have argued that local colleges/districts are the more appropriate place to approve such courses, because local colleges know their community and workplace needs. Last year, SACC wrote a White Paper, laying out this position and the System Office developed the language to propose legislation to permit local approval. The bill is AB 1943 (Assemblyman Nava) and at press time the Governor is considering it. (Note that the existing requirements are in place until such time as the bill becomes law and colleges are officially notified of a change). This legislation represents a major outcome (and we hope, a victory) of SACC.

Historically, System Office staff conducted the training activities for local faculty, administrators and staff about statewide curricular processes.

While faculty at meetings such as Academic Senate plenary sessions and curriculum institutes and administrators at their conferences have informed their peers about issues and best practices, there has never been a concerted effort for the three entities to coordinate training in the field—until now. SACC has begun plans to provide training, both in-person and via mediated methods. The principles behind the collaboration include a desire 1) to involve all three groups (the System Office, administrators and faculty) in the development and delivery of training, 2) to make training available in multiple modalities and venues, and 3) to reach out to administrators and staff as well as faculty. The committee intends to begin training during the 06-07 academic year with the new guidelines on Supplemental Learning Assistance and Tutoring which were distributed last June.

The successful deliberations of SACC during the last year have laid a foundation of cooperation between the System Office and faculty and administrators in the field. Because faculty are the curriculum experts, our active participation on this committee exemplifies the spirit of the Education Code and Title 5 and highlights that when faculty perspectives are present in system-wide decisions, everyone benefits. ■



Faculty Involvement in the Legislative Process. . . or Professor Smith Goes to Sacramento

by Dan Crump, Chair, Legislative and Governmental Relations Committee

Legislators receive ideas for bills from many sources—it could be a concern that they know about personally, it might be from a constituent, or it could be from a lobbying group. Education is a “hot button” in politics—everyone wants an educated citizenry and work force. Many bills are introduced each session that deal with education—most of them seem to be about K-12 issues, but a good number overlap the K-12 and higher education segments, and many of them deal with higher education issues exclusively.

Faculty advocacy for legislation works several different ways. We are fortunate to have several faculty organizations for whom the major, if not primary, role of the group is to watch out for legislation—CTA, CFT (Judy Michaels, I love ya), FACCC (Jonathan Lightman, you’re the tops, and Jennifer Baker, we are all going to miss you so much). The community colleges also benefit from weekly meetings of the Legislative Advocates, which includes faculty groups and other organizations such as CSEA, the McCallum Group and CCLC, at the System Office to discuss issues and legislation that affect community colleges. We don’t always agree on issues, but there is a healthy respect for each other and we all benefit from the exchange of information.

The Academic Senate has an active role in all this advocacy. We participate in the Legislative Advocates meeting, provide written and spoken testimony to the Legislature, are in attendance at Senate and Assembly committee hearings, and send email alerts to faculty leadership via ASCCC Legislative Alerts and Updates. Many of these activities are part of the charge of the ASCCC Legislative Committee which I chair. The committee members and I do our best to keep you informed (note to self: get on the stick and do more!).

Another vital use of the faculty expertise is to mold legislation to be more effective and benefit students. Legislators might have good ideas, but it is even better when faculty are included in the legislation process so

that we can contribute to the legislation to make it more effective for student success—the **richness** of the faculty is invaluable. I can’t thank you all enough. I can cite examples of bills where we have worked early in the bill process with a legislator’s staff and the result has been great—a win-win for all involved. There have also been instances where I grit my teeth and wondered where people were getting their information. In community college issues, especially those dealing with academic and professional matters, **THEY NEED TO TALK WITH THE FACULTY!**

OK, I will get off my soapbox now. I want to end this message with a big thanks to some of the faculty that I have worked with this year on legislation. Kate, Jane, Julie, Deanna, Roberta, Dave, Shaaron—you are just a few of the many faculty that have contributed so much to bills in the past year. I look forward to working with you and other faculty in the future. ■

The deadline for approval of legislation by the Legislature was August 31 and then the Governor has until September 30 to take action. Listed below are just some of the bills that are waiting for decisions (sign or veto) from the Governor.

AB 1943 (Nava)—Standalone Course Approval
SB 652 (Scott)—Transfer to UCs
SB 361 (Scott)—CCC Funding
SB 1309 (Scott)—Nursing
SB 1563 (Escutia)—CCC Early Assessment Pilot Program

The ASCCC will post results of those bills on both the Legislation section of the ASCCC website and in an email Leg Alert/Update to faculty leadership.

The following bills have already been signed by the Governor.

AB 318 (Dymally)—Compton College
AB 1280 (Maze and Liu)—CCC Baccalaureate Partnership Program
SB 70 (Scott)—Vocational Education

Government, Disciplines, and Accreditation

by Greg Gilbert, Executive Committee Member

Part I: Government

There is a New America every morning when we wake up. It is upon us whether we will it or not.

Adlai E. Stevenson Jr.
US diplomat & Democratic politician
(1900-1965)

In speaking of government, at age 81, Benjamin Franklin, lending his endorsement to the Constitution, said that “with all of its faults, if they be such,” a well administrated general government could be of value to the people “for a course of years.” But then he went on to say that even a well administrated “government can only end in despotism, as other forms have done before it, and the people shall become so corrupted as to need despotic government, being incapable of anything else.” Gore Vidal, in *Inventing a Nation*, writes that remarks of this nature by Franklin have been omitted from contemporary publications and scholarly works, a recent example being a Harvard University edition of Franklin’s autobiography.

The constitution that Franklin spoke of endorses “certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” Indeed, the US Constitution itself says that “whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it...” While any notion of abolishing a government as immense as that of the USA is beyond reasonable conjecture, there does exist a “duty” to resist any erosion of our founding principles that lead us closer to the despotism of which Franklin speaks.

Because “despotism” denotes tyranny, one may consider it an issue of scale primarily appropriate for discussions of national governance, but through my professional life, I have learned that the roots of despotism are founded in a local failure to assume responsibility.

An example is my experience as a former school board president with No Child Left Behind (NCLB). Though NCLB was promoted at the national level, its implementation resulted from a lack of local resistance. Had school administrators, faculty unions, and various professional and community groups fully anticipated and understood the incredible damage that would result from NCLB, I am persuaded that general resistance could have blunted, if not eliminated, its potential for tyranny over our nation’s school systems.

While many educators were caught unaware by NCLB, the “fool me twice, shame on me” response should be triggered. With NCLB, a significant shift occurred that moved public education into a mesh of federal measures, federal curriculum, and federal punishments—all in the guise of public accountability. NCLB is the precise model of the Soviet style system of education that we abhorred and ridiculed in the 1950s, and if we allow this sort of tyranny to take root now in post-secondary education, shame on us!

Is it possible that we will NOT be fooled twice? When Secretary of Education, Margaret Spellings, and Texas millionaire investor, Charles Miller (who devised the model for NCLB), recently issued a draft report of a document that calls for the elimination of the full-time professoriate and the implementation of federal accreditation, the response by educators was such that the tone of the report and its more radical suggestions were modified. Even so, it remains clear that Ms Spellings is intent on pushing a repressive agenda, and we must continue to not be twice fooled.

By the same token, we watch as the Accreditation Commission for Community and Junior Colleges (ACCJC) attempts to micromanage Compton’s situation, and we wonder how it is that local governance and faculty oversight should be so easily shunted aside

in favor of a regional accrediting body. Beyond Compton's situation, we hear talk of reorganizing California's community colleges into a system of regional oversight, and I cannot help but wonder what the threat will be to faculty oversight of curriculum, programs, and other such academic and professional matters.

While it is easy to become complacent and let things take whatever course is dictated, such short sighted and selfish behavior denies the gift of liberty that has resulted from generations of diligence and sacrifice. One of America's most important attributes is its individualism, and when government and industry conspire to undermine the local authority "of the people" on behalf "of the people," we must stand up and expose such double-speak as despotic. Freedom is what matters, and if we allow accountability, like a latter day McCarthyism, to become the final arbiter of what will get done, Franklin's dire prediction will become our generation's failure of "will."

It is easy to see where liberty requires defending when we are threatened by foreign occupation, but it is quite another when conspirators smile at us from our television screens, newspapers, and across our meeting tables.

Make no mistake: the challenge to patriots today is to be vigilant regarding the small and seemingly benign concessions that can one day result in a loss of our sacred rights. The preservation of liberty, as never before, should be the business of educators. California's massive system of higher education is uniquely established in legislation, and to the extent that we can hold the line on academic freedom, our colleagues across the nation will take heart. We are the last great domino; our backs are against the sea, and as California goes, so will the nation. The WTO model of education cares nothing about a free and independent electorate, but we educators do. Europe's standardized systems of higher education are floundering, but our system remains the vital and dynamic envy of the world. Like the preservation of freedom itself, its fate rests on the will of each generation.

Part II: The Disciplines List

Last spring, the Academic Senate began the formal review of the Disciplines List. As you may be aware, the Disciplines List establishes the minimum qualifications for the faculty of California Community Colleges. In the past, we have reviewed the list every three years. Based on a resolution passed at the 2005 Fall Plenary Session, we have changed to a two-year process. We have also increased the opportunities for feedback and fine-tuning of proposals. Interested faculty members and professional organizations may submit proposals until February 2007. The Standards and Practices Committee will be reviewing proposals with the authors throughout the process. To assist with a review of disciplines, a letter has been widely distributed by the Academic Senate that includes a timeline for submission of proposals, the Disciplines List form, and a list of proposals received thus far. To obtain a copy, check with your local senate president, check our website or contact the Academic Senate office.

Once you have obtained the form and begin to initiate the proposal, it is important to include a comprehensive rationale for the suggested change. Each proposed change should be accompanied by a brief explanation and must have as its basis at least one of the following:

1. Changes within the profession or discipline
2. Clarification or elimination of confusion and ambiguity
3. Inclusion of new degrees
4. Continual use of the equivalency process to hire under a specific discipline
5. Assurance of the maximum degree of flexibility for the discipline while maintaining discipline integrity
6. Other reason, as fully detailed and justified in the proposal

Indeed, one issue that often arises in disciplines hearings is that a proposed change may make perfect sense for a specific college, but when considered against the needs of the entire system, it may be viewed as too narrowly defined to be generally applicable. Therefore, when considering a proposal, think globally.

In preparation for the Fall 2006 and Spring 2007 Plenary Sessions, proposed changes are being widely distributed for review and discussion at breakout sessions (Hearing times will be announced in the Plenary Session program). We ask that you circulate the letter once you have received it, including proposed changes and Disciplines List proposal forms, to all departments at your campus. The letter will also include the process for proposing changes and for resubmissions. The final list of proposals will be voted on at the 2007 Spring Plenary Session, with resultant recommendations forwarded to the Board of Governors for adoption.

The current Disciplines List is available on the Academic Senate Website at http://www.cccco.edu/divisions/esed/aa_ir/psmq/min_qual/min_qual%20_revFeb2206.doc. If you have any questions, please contact Greg Gilbert, Standards and Practices Committee Chair, at greggilbertcmc@adelphia.net, and indicate Disciplines List on the subject line of the email.

Part III: The Accreditation Institute

Mark your calendar for the Senate's first Accreditation Institute: January 5-6, 2007, at the San Francisco Airport Westin. For \$395.00 (single occupancy, including room and board), you will attend the only statewide accreditation training that places collegial consultation at the center of the process.

Speakers at the Institute will include Chancellor Drummond on the present state of accreditation in California's community colleges system and Alan Frey on how to connect budget and planning to our missions and self studies; and among other noted speakers, we will feature such accreditation luminaries as Janet Fulks and Marcy Alanraig.

The Accreditation Institute is divided into strands that focus on pragmatics, effective practices, and political realities. The Pragmatics Strand is designed to help institutions meet some of the major changes implemented by the 2002 ACCJC standards concerning student learning outcomes and assessment at all institutional levels.

The Effective Practices Strand deals with the particulars of the four new standards and develops a list of recommended self study practices. The strand will include a panel discussion of institutions that have smoothly, and not-so-smoothly, completed the process.

The Political Realities Strand examines the accreditation movement, from local to global implications. Accreditation is all about accountability, but views about this accountability and who should control it are under extreme scrutiny. This strand explores such political issues infused into the accreditation process as instituting outcomes while protecting equity and diversity; balancing academic autonomy with accountability; separating academic and institutional effectiveness from business models driven by profit; and determining who establishes criteria and judgment about educational quality.

At the heart of the Institute is the belief that our colleges work best when all segments work in unison.

That is why enrollment is open to ALL faculty, with a special emphasis on counselors and librarians. Along with faculty representatives, we want to encourage that faculty be accompanied by CIOs and CSSOs. We believe that when local senates work with the various segments at their colleges and take the lead in establishing a college-wide dialogue and resultant outcomes, our students reap the benefits. Personally, I think that you will find this Institute unique as it will not only provide the training necessary for successful self-studies, it will offer the philosophical underpinnings and practical methodologies for keeping faculty at the center of the accreditation process. ■

What Have I Done to Myself?

by Wheeler North, Executive Committee Member

So you woke up this morning and it suddenly hit you that it wasn't a bad dream, that you really were elected to be the Academic Senate President of your college. And you realize that you've been in denial since that happened, thinking rosy thoughts about how to promote change and make the world a better place.

And now the reality of it all is sinking in.

You realize that your calendar is no longer a thing you possess; rather it possesses you like a rabid anaconda with epilepsy.

Every morning you wake up and set out to accomplish one thing for the day and you realize it's been the same thing all week, still yet undone. But you ask yourself "I know I've been really busy, but what have I actually done???" Your brain hurts but it's not a headache, you just can't shift gears that many times, that fast, while retaining any hope of concentration or focus.

Therefore some tips are in order for those of you who identify with any of the aforementioned qualifiers.

Get a nerd (probably your child) to teach you how to work and sync a PDA. Your schedule will be way too dynamic and overlapped to fit it all in a paper calendar/planner without erasing holes in the pages.

Add time to travel anywhere on campus. You will be stopped and engaged in many conversations every time you leave your office (AKA: cave, hiding place, zone of enchantment, or cone of silence).

Organize your email system. Do not put everything into one folder called "inbox." All non-web-based email systems (e.g. Outlook) allow the user to make

folders for storing emails and other items in an organized manner. These can be stored on the email system's server or on a local drive in an archive. I save everything, and this has saved me many times. That said, learn how to be a power user of the advanced find features as it's tough to cull up the needed clues from last year's half toasted grey cells when you suddenly need to dig out a precious oldie.

On the other hand email can be the animal that eats you alive. Often times a phone call will get you a lot further than would an email.

Be social. Take the time to chat people up just because you like them. (And do this even if you don't like them; you might find in the end that you do like them.) Obviously if someone is busy then get in and out. But the fact that you remember their grandkid's graduation from boot camp will buy you many more favors than will knowing every District policy in the book.

By and large the greatest time sink for a Senate President is the job of appointing faculty to various committees.

While some local bylaws don't give this power to the Senate President, most do. And while we affectionately call the action verb here "appointing" it in fact is more of a process of proselytizing, to include begging, groveling, bribing, manipulating and otherwise coercing faculty to join in on the fun of yet one more hiring committee or slow- to no-action task force.

So it behooves one to spend some time getting to know your faculty. In my tenure as Vice President and President we rolled over about a third of our faculty, so keeping up was a chore. But in the end it gave

me a much better handle on who was likely to be interested in doing the many odd “other” things that we are called upon for.

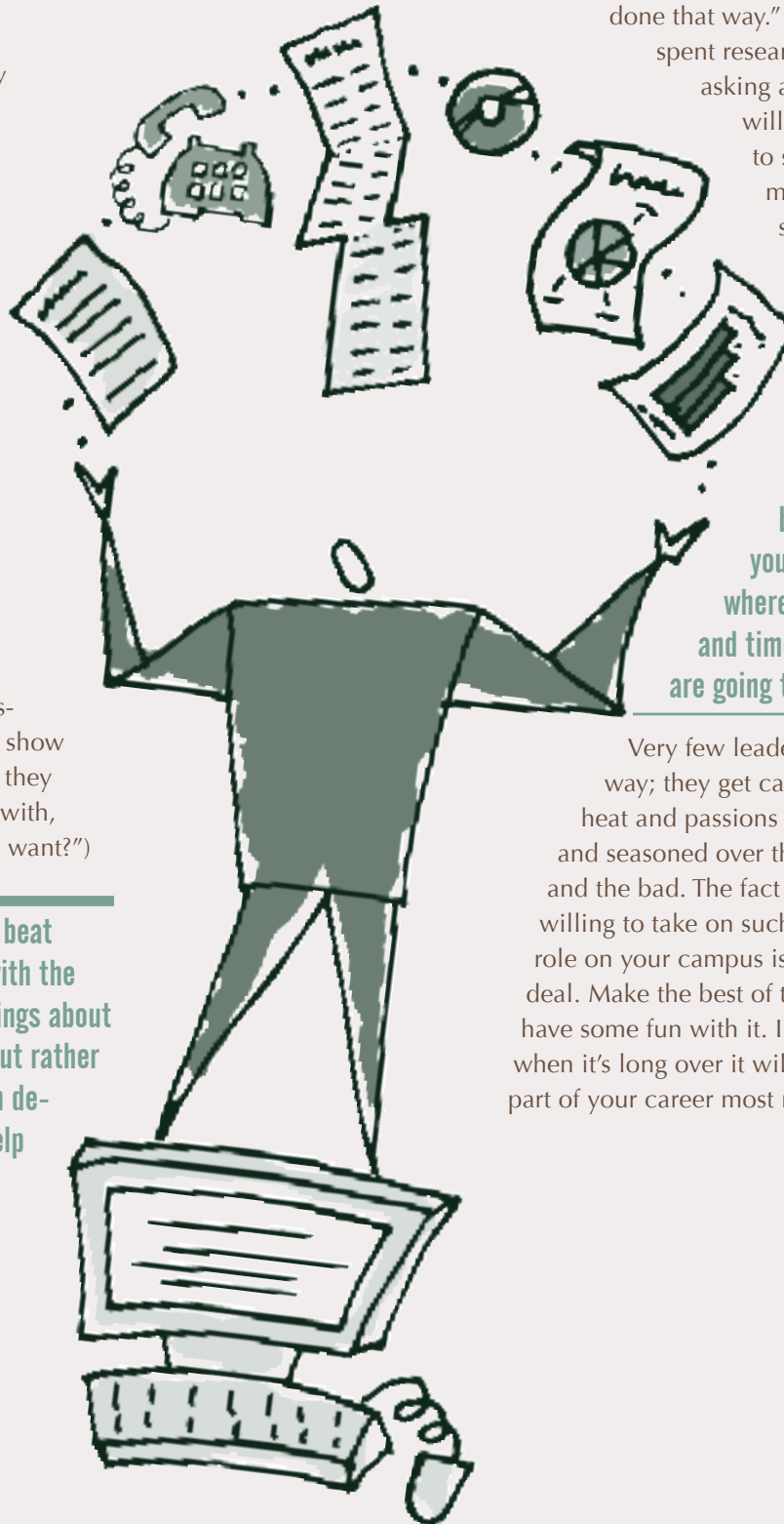
Be smart. Go into every meeting knowing more about the issues than anyone else if you can. This might mean reviewing those darned policies or Title 5 and the Ugh-Ed Code. Get a big red binder and put all that in there. When someone references these, pull out the binder and look it up right then and there. This will train folks to not misquote rules and regulations in your presence. (Actually, when I show up with my red binder, they often lead the meeting with, “OK, now what do you want?”)

The idea here is not to beat people over the head with the LAW as that usually brings about a defensive reaction, but rather to be a student of such devices while trying to help others reframe their interpretations.

Institutional decision making is so often stuck in “we’ve always done it that way” or “the (you plug it in here) have said it must be done that way.” But some time spent researching and asking a few questions will often lead to solutions that make a bit more sense.

While what you’ve gotten yourself into is a big deal give yourself credit for where you are now and time for where you are going to be tomorrow.

Very few leaders are born this way; they get carved out of the heat and passions of the moment and seasoned over the good times and the bad. The fact that you are willing to take on such a significant role on your campus is a really big deal. Make the best of this time and have some fun with it. In all likelihood when it’s long over it will remain the part of your career most remembered. ■





ACADEMIC SENATE UPCOMING EVENTS

Fall Plenary Session 2006

October 26-28, 2006
Fairmont Newport Beach Hotel
Newport, CA

Accreditation Institute

January 5-6, 2007
SFO Westin Hotel
San Francisco, CA

Teaching Institute

February 16-18, 2007
Sofitel Hotel
San Francisco Bay, CA

Vocational Education Leadership Institute

March 8 – 10, 2007
Hotel Zoso
Palm Springs, CA

Faculty Leadership Institute

June 14-16, 2007
Hayes Mansion Hotel
San Jose, CA

Curriculum Institute

July 12-14, 2007
Loews Coronado Bay Resort
Coronado, CA

For more information on these events
please visit [http://www.academic-
senate.cc.ca.us/](http://www.academic-senate.cc.ca.us/)