ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER
SENATEROSTRUM

Part-time Faculty: Where Are We Now?

RICHARD MAHON, EXECUTIVE COMMITTEE MEMBER

No fact of community college life is as problematic as our structural dependence on exploited part-time faculty. One part-time colleague comments, "As a part-timer at […] College for eight consecutive years, I feel slighted at every turn with the disrespect given me by the District via non-equity pay." A simple comparison of the salary for a full time faculty member and the accumulated salary for a part-time faculty member teaching the same number of classes reveals the second class status our part-time colleagues tolerate, and that's without even considering "fringe" benefits. The statewide average salary for a part-time instructor is 39.27% of full-time wages, though using a second means of comparison, it might rise as high as 69.82%.[1] Our system has relied on the lower wages paid to part-time faculty to balance its books for many years, with slow but steady increases in that dependence. In Fall 2007, the statewide percentage of instruction attributed to full time faculty sank to 59.2%, with the lowest district (Mt. San Jacinto) providing only 42.4% of instruction by full time faculty. Thus it is not surprising that many resolutions have asked the Executive Committee to investigate various aspects of the role of part-time faculty in our system.

The Senate's primary document on part-time faculty is the Spring 2002 adopted paper P*art-Time Faculty: A Principled*
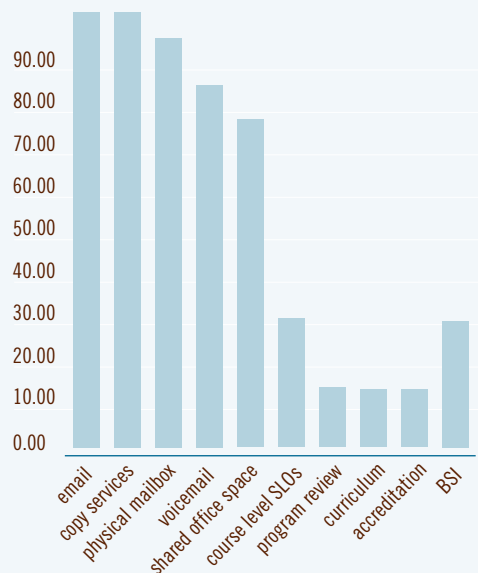
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[1]   Trying to estimate this percentage accurately is extremely difficult. This figure leaves out both institutional service and "fringe" benefits. The 39.27% figure is reached by dividing the average full-time salary by the average part-time salary achieved by teaching 30 units. Despite the 60% law, it is possible for a part-time faculty member to teach 30 units in a year at a district that has both winter and summer sessions. Two aspects of full-time faculty service and compensation are excluded from this calculation: institutional service/office hours, and "fringe" benefits. The averaging also treats all districts equally, though in general larger districts pay their part-time faculty above average. The percentage rises to 69.82% if one assumes that all full-time faculty work a 40-hour week, and then compare part-time salaries to those of full-time faculty not including institutional service; this second measurement still excludes the value of health care and other benefits.

Perspective. Among the nine policy level recommendations of the 2002 paper is the following:

4.   *The Academic Senate should undertake a comprehensive statewide review of part-time faculty hiring and evaluation policies, procedures, and their implementation. Such a review would include: the extent of implementation of fair and effective hiring and evaluation practices; an analysis of turnover and retention of part-time faculty; an analysis of long term changes in the diversity of part-time and full-time faculty; and the impact of current part-time faculty employment practices on full-time faculty and administrative responsibilities.*

The design of the survey was assigned to the 2006-07 Educational Policies Committee, which found that conducting a *comprehensive* statewide survey was not feasible. Thus the 2007-08 Educational Policy Committee undertook a more limited survey to take the pulse of the status of part-time faculty. Eighty respondents (including full- and part-time faculty) addressed 65 questions to provide a broadly based, although not scientific, portrait of the roles and integration of part-time faculty within our colleges. The Committee hopes to repeat this survey in the future to determine any changes in district behavior—caused, for example, by the Basic Skills Initiative or increased noncredit funding.

What do we see in our portrait? In general, those services that can be most cheaply provided for part-time faculty are widely available. Most part-time faculty have access to a physical mailbox (78%), email (83%), voicemail (69%), and copy services for large copy orders (83%). While these numbers are fairly high, it would be reasonable to ask why such fundamental services are not available to 100% of instructors. Taking a very small step backwards, however, already begins to reveal an even worse picture of access to services that most full-time faculty would consider essential for effective professional participation and service to students. Most academic senates across the state appear to provide dedicated representation for part-time faculty (72.7%). The presence of one or two part-time faculty serving on a local senate, however, is a far cry from meaningful involvement of part-time faculty in the intellectual life of the institution. Seventy-nine percent of respondents indicate that part-time

Bar chart with y-axis labeled from 0.00 to 90.00 in increments of 10.00, and x-axis categories: email, copy services, physical mailbox, voicemail, shared office space, course level SLOs, program review, curriculum, accreditation, BSI.

faculty play little to no role in the respondent's college curriculum approval process (this figure is achieved by combining the two lowest responses on a five-part Likert scale, with the lowest response indicating no involvement at all). The levels of neglect are almost equally bleak in a number of other crucial areas, including accreditation self study (68.8%), Program Review (68.8%), or developing course-level SLOs (59%). While participation of part-time faculty is usually welcomed it seems clear that it is not actively sought or encouraged. One respondent commented, "I have never been encouraged to participate in meetings at the department (division) or college level." While we sometimes absolve ourselves by reasoning that part-time faculty are happy to be left alone, another respondent commented, "I had the opportunity of being on the hiring committee for the college president. This was the first time in the history of the college. It was a great honor."

In general, it would appear that colleges do a reasonable job providing some tools to help link students to faculty: email, voicemail, and physical mailboxes are widely—but not universally—available. Shared (and seldom private) office space is less available for part-time faculty members to meet with their students. The great divide comes when we look at the efforts colleges make to involve part-time faculty in the intellectual life of the institution outside of the classroom, in accreditation, curriculum, program review or the Basic Skills Initiative.

It should not be a secret that part-time faculty are educating higher percentages of developmental students. The statewide average for credit basic skills courses shows 52% of instruction being provided by part-time faculty. Six colleges provide over 70% of basic skills instruction by part-time faculty; 26 colleges provide over 60% of instruction by part-time faculty. Nothing in these figures suggests that these faculty members are not well trained, committed, and compassionate faculty members, but the part-time survey does suggest that part-time faculty are generally not well integrated into institutional dialogue about pedagogy, curriculum design, program review, or accreditation, the processes which would indicate meaningful part-time faculty connection to the institution and not just their teaching discipline. Such integration was one of the key predictors of success cited in the research for the Basic Skills Initiative. In spite of this, 59% of respondents report little to no involvement in the local Basic Skills Initiative and 55% report little to no involvement in local discussions of pedagogy; one respondent noted, "There is no institutional support for part-time faculty to encourage their participation in academic and professional activities beyond teaching."

Improving outcomes in basic skills is a systemwide priority that provides a clear reason to improve the professional status of our part-time faculty. Another systemwide priority that affects many of our most vulnerable entry-level students—namely noncredit instruction—provides a similar incentive. Enhanced funding for career and college preparation noncredit classes has focused attention on the astonishing lack of full-time faculty in such programs (less than 5% in a 2006 Academic Senate survey) and the corresponding lack of paid office hours and time for class preparation.

Standard III.A.2 of the Accrediting Commission for Community and Junior Colleges 2002 Accreditation Standards requires that "The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution." Unfortunately, despite its fondness for data and quantifiable precision elsewhere, the Commission provides no guidance as to what constitutes "a sufficient number," and there appears to be little in the Standards for institutions to fear if they do not integrate part-time faculty into basic institutional processes. For a discussion of this issue see the September 2008 Rostrum article on the 75/25 Full-Time Faculty Standard.

What perhaps emerges most clearly from the survey is the existence of an enormous cadre of faculty who are not on anyone's radar. If student success really is the most important outcome our colleges strive to meet, we must rethink the notion that 40% of instruction statewide—and even higher levels in developmental courses—can be provided by faculty in whom our colleges have made a minimal investment in resources and the intangible but crucial qualities of respect and involvement. The time is ripe for change. ∎

Disciplines List Proposals: What Do They Want to Change Now?

BETH SMITH, CHAIR, STANDARDS AND PRACTICES COMMITTEE

Every two years, the Academic Senate considers proposals to add or modify disciplines in the Disciplines List, the official listing of all the minimum qualifications for faculty in California community colleges. Ten proposals were submitted to the Senate office by the September 30, 2008, deadline, and testimony was heard on the proposals at the Fall Plenary Session in Los Angeles. The current cycle is wrapping up, and the proposed new disciplines and modifications will be submitted to the plenary session delegates in the spring. Two proposals offered the exact same revision to an existing discipline, and two other proposals offered nearly the same qualifications for a new discipline.

There are three new disciplines proposed: Speech Language Pathology, Statistics, and Biotechnology (two nearly duplicate proposals). Testimony favored the Speech Language Pathology discipline and the Biotechnology proposal. For the proposal to add the discipline of Statistics, the individuals, organization (California Mathematics Council, Community Colleges - North), mathematics departments, and senates represented in the testimony were overwhelmingly opposed to the proposal. The primary reason cited for the opposition is the lack of need for the discipline since mathematics faculty are qualified to teach the one or two statistics courses offered in community colleges.

Six proposals call for the revision of existing disciplines. These include: Political Science (two proposals calling for the same revision), Agriculture (master's degree minimum qualifications), Humanities, Mathematics, and Instructional Design/Technology. Testimony on all proposals except the mathematics proposal has been favorable. In fact, the mathematics proposal, calling for the inclusion of a master's degree in statistics, once again received overwhelming opposition from the individuals, organization (California Mathematics Council, Community Colleges - North), mathematics departments, and senates represented. The key reason cited for the opposition is that entry requirements to master's degree programs in statistics are inconsistent across the state and may require only 3 semesters of Calculus as a prerequisite to admittance. Those testifying stated that they believe more undergraduate mathematics preparation is required of those desiring to teach mathematics in community colleges.

For details about each of the proposals, please access the summary at www.asccc.org.

The next steps in the process include finalizing the language of each proposal, a review by the Standards and Practices Committee of the Academic Senate, and a recommendation from the committee to the Executive Committee of the Senate. The Executive Committee reviews the testimony on each proposal and develops a position to recommend the change/addition or not. The recommendations are captured in resolutions and presented to the Delegates at the Spring Plenary Session in San Francisco in April, where a final public hearing will take place. Voting on the proposals in the form of resolutions will take place on Saturday of the Plenary Session.

All successful proposals will be submitted for review by the Consultation Council, which includes Chancellor's Office staff, chief instructional officers, union leaders, and others interested in the changes. Once the proposals have been fully vetted, they are sent to the Board of Governors for approval. The Board relies on the advice of the Academic Senate in the matter of minimum qualifications, so the expectation is that the final proposals adopted by the faculty will be accepted.

If ideas to improve or add other disciplines are beginning to emerge locally, the next window for submissions opens in the Spring of 2010. Please stay tuned to the Academic Senate website for official due dates and appropriate forms for proposing a new discipline or a modification to an existing one. If assistance is desired, please contact the chair of the Standards and Practices Committee. ■

Julie's Inbox:

The Academic Senate receives many requests from the field, and most of them come through the Senate Office into the inbox of our own Executive Director Julie Adams (hence the name of this column). As you might imagine these requests vary by topic, and the responses represent yet another resource to local senates. This column will share the questions and solutions offered by the President and the Executive Committee. Please send your thoughts or questions to Julie@asccc.org.

Dear Julie,

We are looking for good training materials for faculty serving on hiring committees for faculty positions. We especially want effective practices and models for diversity training. Where can we get such information?

Faculty Mindful of Inclusion

Dear FMI,

The Senate is interested in supporting diversity in all aspects of our work. Employing a diverse faculty and staff that reflects our student demographics has become a priority at our colleges. Hiring the most qualified faculty remains the ultimate goal, and to achieve that end, we recommend faculty training. Congratulations on recognizing the value of providing guidance and education to faculty serving on hiring committees.

First, the Senate published a paper on faculty hiring in 2000. You can access it at http://www.asccc.org/Publications/Papers/Faculty_hiring_fall00.htm. The paper addresses all aspects of the hiring process including paper screening and interviews. It addresses full- and part-time hires. However, it does not fully address diversity training nor does it offer models.

Second, the Equal Employment Opportunity (EEO) Plan required of each district by the Chancellor's Office includes a reference to diversity training for all members of hiring committees, including committee members that are not regular employees such as consultants and community members directly involved in the process. The model EEO Plan developed by the Chancellor's Office does not, however, provide a training model; thus districts are left alone to develop appropriate materials and training workshops.

The Equity and Diversity Action Committee of the Academic Senate is working to develop training materials and recommendations for faculty. A tool kit or other materials should be available for adoption soon. We are always looking for good models and resources, and we welcome contributions and the sharing of any successful programs in this area. Please contact Beth *Smith at beth.smith@gcccd.edu*, the Chair of the Equity and Diversity Action Committee, with any ideas or contact information. ∎

What the Heck is Basic Skills Coding About, Anyway? Or Recoding Basic Skills Courses to Track and Improve Student Success

JANET FULKS, BASIC SKILLS PROJECT COORDINATOR

The Basic Skills Initiative (BSI) has awakened an understanding and motivation to examine data in order to determine the effectiveness of our basic skills efforts and to guide us in improving student success based upon evidence. The Legislature requires annual publication of this data on student success and progression in the Accountability Report for Community Colleges (ARCC), so we must do it. However, beyond simple accountability, we have found the information valuable locally. Recently, along with granting funding for the new Basic Skills Initiative, the Legislature required an additional supplemental report concerning specific basic skills metrics.

> Tracking student success and progress is based upon codes assigned to courses in order to determine the level below transfer; this coding is called CB21.

However, upon reviewing the coding related to course levels below transfer, faculty and researchers discovered that courses were frequently coded incorrectly, providing erroneous information about student progression. Some institutions with average basic skills success rates had abysmal student progress to the next course. This was particularly noticed in ESL course progressions. In fact, the Chancellor's Office has known about this problematic coding for the last decade. The core problem was a disconnect between the curriculum being taught and the people coding these classes in your MIS (Management Information Systems). And now the Academic Senate and the Basic Skills Initiative have come to the rescue!

We embarked on a project to help provide information about the curriculum content in each level of basic skills courses in order to help colleges code their courses more accurately, thereby providing more valid data. How did we do this? The Senate gathered faculty in the disciplines of English, reading, mathematics and ESL to talk about the credit courses below transfer. This has resulted in the creation of rubrics to generally define the skills in each of these course levels across the state. In addition, guidelines were developed to explain how these rubrics were designed to be used and how they are NOT designed to be used. The guidelines are included on the next page.

On October 16 and 17, 2008, a group of 140 intrepid faculty from 56 California Community Colleges gathered together to learn about the collection of basic skills data and the MIS coding. Patrick Perry, the Vice Chancellor of TRIS (**Technology, Research and Information Systems**), and Carole Bogue-Feinour, the Vice Chancellor of Academic Affairs, explained the difficulties with these codes and the impact on the colleges as a result of the inaccurate data.

The faculty were also provided background information collected through research by discipline experts about discipline specific content. Those discipline experts reviewed the ICAS (Intersegmental Committee of Academic Senates) competencies and the IMPAC (Intersegmental Major Preparation Articulation Curriculum) documents in order to determine the entry and college level skills already defined and agreed upon in California across the public colleges. In addition, existing standards for California were reviewed, such as CATESOL's (California Teachers of English to Speakers of Other Languages) *California Pathways* document, California Department of Education standards, CMC3 (California Mathematics Council,

Community Colleges) and AMATYC (American Mathematical Association of Two-Year Colleges) mathematics standards, and others. Finally, a nationwide scan was conducted to look for course descriptors, exit competencies, or standards. Professional organizations were queried for help, particularly where no existing standards or descriptions were available. A recent Academic Senate survey was used in order to determine what the most common number of course levels below transfer were in each discipline statewide.

Armed with all this important information, those attending were then divided into groups based upon their teaching expertise and experience by discipline in either English, mathematics, reading or ESL. For many attending, it was their first opportunity to talk with discipline faculty from across the entire state! Each group first determined the common number of course levels within their discipline below transfer. Currently, existing CB 21 coding only allows for three levels below transfer with the fourth level being nondescript as something lower or transfer. Each of the disciplines independently determined whether this number was appropriate and if not, what needed to be changed. Then, with great care and deliberation, faculty discussed the skills in each level. Here is what happened:

- English described three levels below English 1A, or Freshman Composition, and worked diligently to describe a fourth level but were unsure of its usefulness and content. The English faculty created a rubric based upon the major skills or exit competencies common to these levels of courses. They decided to write the rubric contents in outcomes

Guidelines or Philosophy for the Use of the CB21 Rubrics

These DRAFT rubrics were the result of collegial input from 140 faculty in Math, English, ESL and Reading from across the state. The rubrics were created with the understanding that they would be vetted throughout the disciplines and discussed with the professional organizations associated with each discipline through April 2009. After fully vetting the rubrics, they will be considered for adoption at the ASCCC Spring Plenary Session.

The rubrics describe coding for basic skills levels. They DO NOT prescribe or standardize curriculum. They are not a comprehensive description of curricular activity in those courses, but rather describe a universal core of skills and abilities that the faculty could agree should be present at the end of each of those levels.

The level descriptions ARE NOT comprehensive. There are many other outcomes or skills developed in the courses at individual college locations, but which are not necessarily represented statewide and therefore not included as a part of the rubric.

The rubrics DO NOT dictate anything regarding the classification of the course as to transferability, degree applicability or even coding as a basic skills course or not.

The rubrics ARE NOT the final authority. They are a referential guide representing what we have determined is common practice statewide; they do NOT dictate any course's assignment to any particular level. Coding of the course levels IS a local decision.

There is no obligation to use the CB 21 coding as indicated in the rubric; it is merely a guide or reference indicating agreement among colleges in the state regarding a core commonality. Each local college may code the basic skills courses at their college appropriately to fit their student population, curriculum and program descriptions. If their basic skills course looks like a level 2 on the rubric, but the college decides to code the course at level 1 or level 3 or any other level, it may do so. This is a local decision.

Faculty will continue to develop and determine what they teach as discipline experts about their student audiences, retaining curricular and program primacy.

This process is not designed as an obstacle to curriculum, curricular or programmatic development. It WAS developed as a data coding activity to improve the data reported to the legislature concerning student success and improvement in basic skills.

When the process is completed a protocol will be developed for recoding the basic skills levels. This process will include local discipline faculty working collaboratively with the person coding MIS curriculum elements at their college.

language to indicate that these skills are what a student can do at the end of each level.

- ◆ Reading described four levels below transfer level as well, with distinct skills and philosophies built into each level of their rubric. Because most of the research about reading nationwide is described by grade levels, reading faculty initially created descriptions with grade equivalencies, but were not committed to leaving these in the final rubric.

- ◆ Mathematics faculty described a four-level rubric beginning with basic mathematics and going up to Intermediate Algebra. Although these courses were previously fairly well-defined in CB21, faculty found the discussion about the skills and how they related to each course very helpful. The mathematics rubric still needs input as to the location of non-algebra courses such as geometry.

- ◆ ESL faculty decided to use English 1A or Transferable ESL courses as the description for the transferable level. However, because ESL skills are so defined and multiple in nature, they developed three rubrics in line with the CATESOL methodology: writing, reading and speaking and listening. The ESL writing rubric is in a draft form but is ready for comment from other faculty, whereas the ESL reading and ESL speaking and listening rubrics are still being finalized.

The ESL faculty felt that they needed to include six levels to accommodate the progress of students in California credit ESL courses. The average number of levels below transfer in the Senate survey did reveal much greater variety than the other disciplines. Some schools had as few as two or three levels while others had as many as nine levels. However, six levels seemed to be the most common and most easily defined. This will require some major changes in the coding metrics because it goes outside of the present design which allows for only four levels. However, the ESL data is some of the most inconsistent, and faculty made strong arguments about the need for these levels based upon our population of students if we want to accurately measure progress.

At the end of the meeting, many of the faculty reviewed the MIS data coding for their own college's basic skills courses; the majority reported that the coding was incorrect for their institution. In conjunction with the rubrics, faculty knowledgeable about curricular levels will be trained as local resources to guide discussion and facilitate recoding based on the curriculum.

The rubrics created over those two days in October were developed as DRAFTS and are meant to be discussed throughout the state over the next six months. In addition to getting responses from discipline faculty, the Senate will also be asking for direct input from professional organizations in each of the disciplines. We will also get feedback on the guidelines to explain how to use and NOT use these. The background information, DRAFT rubrics, guidelines and current CB21 coding for colleges can be found at http://www.cccbsi.org/bsi-rubric-information

So what is next? As stated earlier, the Senate will ask discipline experts to review the rubrics and submit any comments. We will also submit the rubrics to the professional groups CATESOL, ECCTYC (English Council of California Two-Year Colleges), CRLA (College Reading and Learning Association), and CMC3 (California Mathematics Council Community Colleges) for comment. The Senate voted to support this process at its Fall Plenary Session with resolution 9.02 F08. Further discussions will occur throughout the winter and spring. When the Academic Senate meets again at the 2009 Spring Plenary, we will seek to adopt the final rubrics. If the delegates choose to adopt them, then the Senate will teach faculty how to use the rubrics to advise recoding of their basic skills courses using this faculty-designed protocol. This recoding will involve using the rubrics as a guide, but will allow local colleges to code the courses as they feel is best for their institution. In addition, the CB21 coding for levels will not influence whether the course is basic skills or not, degree applicable or not, transferable for elective or not, because it is a separate code. We hope to finalize this training in how to use the rubrics at the Curriculum Institute in July 2009.

What will happen then? We will actually get data on how our students are progressing, where we may need to help them, and we will all understand basic skills progression better ourselves. The Legislature and our institutions will have accurate data and all of us can work together to better to help our students succeed! ∎

Update on Implementing New Mathematics and English Requirements

JANE PATTON, CHAIR, EDUCATIONAL POLICIES COMMITTEE

In the last couple of years we have provided you with updates and background on the front page of our website (www.asccc.org) about the implementation of the new minimum English and mathematics levels for the associate degree, which were adopted by the Academic Senate in Spring 2005 and approved by the Board of Governors in September 2006. By now, the colleges that previously did not have these levels should have made the necessary adjustments to their local requirements and ensured that their college catalog for next year has been modified. New students entering in Fall 2009 will be expected to achieve the new levels, while continuing students retain catalog rights.

The Academic Senate has provided many opportunities for implementation discussions at its institutes and sessions, as well as provided suggestions for ways to effect the changes locally, in a range of articles and presentations. But most importantly, the Academic Senate (under the creative leadership of then-president Ian Walton) joined administrators in the state's Chief Student Services Organization (CSSO) and Chief Instructional Officers (CIO) organizations to launch the Basic Skills Initiative, which has now touched almost every college in the state.

A resolution at the April 2006 Plenary Session called for the Academic Senate to conduct some research once the new requirements are in place:

9.03 Study of Impact of Higher Graduation Requirements on Students Spring 2006

Resolved, That the Academic Senate for California Community Colleges research, document and report back to a future plenary session the impact of any implemented higher graduation requirements in mathematics and English on California community college students.

Since Spring 2006, the three Educational Policies committees have attempted to determine how to address this resolution. Members met with researchers in the Chancellor's Office and tried to lay out a plan to assess possible effects on students who will have a new requirement added at their college. However, discussions held both at the Executive Committee and in the Educational Policies committees have led to the conclusion that it is not feasible to complete what this resolution calls for. The committees determined that we could not conduct the statistical analysis and make the connections between the requirements and the students enrolled. Some factors in our conclusion include the following.

How can any causal connections be made between the requirements and student outcomes? And further, how can students be isolated to investigate before/after effects? Continuing students have catalog rights to previous graduation requirements. There are no identifying features that would remove them from the data and the differing requirements would also confound the data.

There was never a good time to gather baseline data from which to make a determination of the effects, and many colleges already had one or both requirements in place when the requirements were changed.

In addition, because colleges have implemented these graduation requirement changes over the last several years in anticipation of Fall 2009, the data collection has no hard and fast implementation date, except at local levels.

How can the effects of a requirement be separated from other factors such as student preparation or other college requirements? Many factors contribute to student success in math and English, and those factors are difficult to tease out of the equation so that we could study only the impact of the new requirements.

It is important to remember that the idea for the Basic Skills Initiative (BSI) was born out of the passage of the Academic Senate's resolutions calling for the change in mathematics and English.

This means that we may not have made the institutional improvements we see today had the faculty not raised the levels. The interventions in the last two years funded by this initiative have created changes in the college to help students to achieve success in basic skills and attain the new graduation requirements. These variables alone would contribute so many new and heretofore unidentified affects that assigning any conclusions would be very difficult.

The Spring 2006 resolution was adopted before the Basic Skills Initiative, and in some ways, the resolution may have underscored the need for us to ensure students have their best opportunities for success. Now, because of a huge investment of Academic Senate time and energy as well as the efforts by countless administrators and college staff, we have contributed more to enabling and ensuring student success than at any previous time.

What is needed now is for us all to ensure that the effective new strategies and institutional transformation begun under the BSI continue, and that the effective practices outlined in the literature review, *Basic Skills as a Foundation for Student Success in California Community Colleges*, as well as the *Basic Skills Handbook* (www.cccbsi.org) have every chance for success in our colleges. If each local academic senate maintains its focus on student success, then our students will not only achieve higher levels of writing and mathematics, but they may also realize greater success in their other courses and beyond the college doors. ■

A Voc/Occ/CTE Perspective at Session

DAN CRUMP, CHAIR, OCCUPATIONAL EDUCATION COMMITTEE

A lot of things happened in November of this year—the elections, state budget crisis… and the ACADEMIC SENATE PLENARY SESSION! OK, maybe my priorities are a little skewed, but I do know the priority of this article—to let you know what Session issues might have been of particular interest to faculty in the occupational, vocational and career technical fields (I find myself using all three descriptors—sometimes in the same sentence).

But first, yes, the national elections are important to all of us—we will have new leadership at the head of the Executive Branch of government—and I am sure that this will reflect new thoughts and directions in areas that affect all of us, including Perkins funding, accreditation standards, transfer credits and dual enrollment. We have people in the Chancellor's Office, Academic Senate and other advocacy groups paying close attention to all of this and it will be given to you in various communications modes. We are all aware of the daily changes with the state budget (counting the number of zeroes after the deficit figure is getting frightening). And the funding decisions reached by the Governor and Legislature will affect us all. We all will be keeping close watch and we all need to be involved at the college and district level in discussions on funding reductions that we face.

But on to Session. I believe that a good, informative (and fun) time was had by all. I was the participant in two breakout presentations—concurrent enrollment and graduation requirements—that I think were of interest to Occupational/Vocational/Career Technical Education (CTE) faculty. Other breakouts of note included discussions of the minimum qualifications for faculty hiring (what works and doesn't work with our current system and how we can make it the best possible process to get the best faculty possible), SACC (System Advisory Committee on Curriculum) and

Title 5 overview (recent changes and implementation and their impact on what we do), the C-ID and the Statewide Career Pathways programs (intersegmental articulation efforts with our partners both in the secondary and four-year postsecondary institutions) and reading competency (how is the lack of reading skills affecting our students in their classes? And what can be done). Many of the handouts and PowerPoint presentations for the breakouts are available on the ASCCC website at www.asccc.org.

The issue of concurrent enrollment/dual enrollment is being discussed at both the state and federal levels.

> Many studies have shown the positive effects of high school students taking college courses (either on their home campus or the college campus, but always with an instructor who meets the minimum qualifications for service in the California community colleges).

These students might receive college credit or high school credit or both college and high school credit for successful completion of these courses. Such concurrent courses are occurring in both the academic and CTE fields. Several pieces of California legislation in regards to concurrent enrollment have been approved over the past few years—SB 338 (2003), SB 1303 (2006) and SB 1437 (2008)—and a System Office Legal Advisory (05-01) is available to answer questions on implementing the rules and guidelines from the legislation (text of the laws are available at www.leginfo.ca.gov and the advisory is accessible at www.cccco.edu, clicking on Divisions/Legal Affairs). The Academic Senate and local academic senates have a

strong role in any discussion and implementation of concurrent enrollment, as evidenced by several resolutions (including 4.01, F07; 4.02, F07: 4.01, S08) calling for expanding opportunities for concurrent enrollment, the importance of including faculty in local and statewide discussions, and the implementation of recommendations from the Academic Senate paper *Minors on Campus* in regards to concurrent enrollment. The breakout also included an interesting discussion of various early college and middle college programs throughout the state (hmmm, I can see a breakout topic for another plenary session).

The new graduation requirements (Freshman Composition and intermediate algebra) are right around the corner, coming into effect for students that start in Fall 2009. Our presentation included discussions on what has been happening in different colleges— Are new courses being created? Have new support programs been implemented or strengthened? What's up? We heard from a faculty member who has created a new English course with the rigor of English 1A (this course and other examples are available at www.cccbsi. org/resources) and another faculty member who is coordinating tutoring programs to improve student success in courses up to and including those that satisfy the new requirements. The perspective from our CIO colleague reminded us to examine where the efforts need to be concentrated. The concept of contextualized learning as a tool for success in the courses for

the graduation requirement was briefly mentioned at the breakout and will be more fully discussed at the Spring 2009 Session and the 2009 Vocational Education Leadership Institute.

Wow, what a wonderful segue to my conclusion. The Academic Senate Occupational Education Committee is planning the Vocational Leadership Institute, which will be held March 12-14, 2009, at the Sheraton Universal Hotel in Universal City. The Institute is designed to develop and promote leadership among occupational faculty at local, regional and state levels. One of the goals of the Institute is to encourage more active participation of occupational faculty in the Academic Senate, as well as the local academic senate. We also hope to develop close relationships with statewide leaders and other occupational faculty members while informing occupational educators about the resources available to them. (I took this description from the Academic Senate website. More information is available at www.asccc.org, click on Events). The Committee members for this year are Carol Beck (Counseling, Mission College), Dianna Chiabotti (Child and Family Studies, Napa Valley College), Lisa Legohn (Welding Technology, Los Angeles Trade Technical College), Sal Veas (Business, Santa Monica College) and Peter Westbrook (Cosmetology, Riverside City College) and me. I want to all of them for the great work that we have done so far (and I know we have lots more to do before March!). ■

Coming Up Soon

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

Behind the Green Curtain: The Accreditation Visit Unveiled, or Where do Those Accreditation Recommendations Come from Anyway?

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ACCREDITATION TEAM PARTICIPANTS

"Pay no attention to that man behind the curtain!"—*Wizard of Oz, 1939*

You have worked for *months* to write a gazillion page self-study and to organize your "evidence" and are finally looking forward to the visiting team's arrival. While you may have been involved in the college's previous comprehensive accreditation visit (it's a six-year cycle), many of your colleagues are probably going through this process for the first time and wonder, *who is this visiting team anyway?* It is made up of our peers: presidents, vice presidents and deans, budget officers, trustees, and faculty. Like some of your faculty peers, some members of the team are probably also first-time participants. While the Accrediting Commission of Community and Junior Colleges (ACCJC) seeks to include faculty on every team, many faculty members hesitate to commit to a process that will require them to be away from their colleges and students from a Monday morning to a Thursday afternoon in October or March. To their credit, members of the visiting team will have spent hours reading and reflecting on your self study before they arrive, and many team chairs ask team members to begin drafting a response to your self study before the team arrives.

After scrutinizing your self-study, reviewing your college online, and reading through any electronic evidence the college has provided, they finally arrive. Their task is to see if what the college wrote in its self-study is supported by the evidence and observable practices at your college. They arrive at mid-day on Monday and spend all day and well into the evening on Tuesday and Wednesday getting to know your college, asking questions, getting to know your faculty, staff, student and administrative leaders and reviewing even more evidence. By the end of the visit, they may know some of your peers better than many faculty members do. Finally on Thursday, there is the exit interview.

If you've attended an exit interview, you know that the issues addressed can be quite wide-ranging. *Who decides what to address in the exit interview?* By Thursday morning the members of your visiting team have scrutinized many aspects of your college, guided by the ACCJC standards and with members of the team assigned to focus on specific aspects of the standards. The conversations they have had over the previous two-and-a-half days have been guided to some degree by the aspects of your self-study that needed closer examination. The members of the team have spent some of their evening hours drafting the committee report and *much* of Wednesday evening (often into the wee hours of Thursday morning) bringing their observations together into a comprehensive evaluation of your college's weak-

nesses and strengths. It is important to mention a college's strengths, since most visiting teams recognize that every college does some things exceptionally well.

Like the student who gets a B+, however, faculty often remember only the recommendations that identify weaknesses that colleges must address.

The members of the visiting team meet on Thursday morning on your campus to reach consensus (if possible) regarding the areas in which the Commission should commend the college and those where it should require it to do better—to "meet the standards." This deliberation also includes the team's recommendation to the commission regarding the accreditation status of the college and what follow-up actions should take place prior to the next regular comprehensive visit. It is made very clear to team members that they *only* make *recommendations* to the Commission but that it is the Commission itself which decides on the accreditation status of the college and crafts the formal letter which describe commendations and recommendations.

Only after the team has decided on its recommendations does the team chair meet with the college president to provide the courtesy of an indication of what the team will recommend. Finally the exit interview takes place, a college-wide meeting where the team chair provides a summary of what the team has observed. The summary is, at this point, the team's best attempt at a comprehensive evaluation of your college based on the ACCJC's standards.

This is not the end. The report, written collectively by members of the visiting team, is compiled and integrated by the team chair and then sent to team members for additional review. When the team members give the final thumbs up, the report (still a draft!), easily exceeds 50 pages and will be provided to your college presi-

dent for the opportunity to correct errors of fact. It then finally goes to the Commission. Once it arrives at the Commission, each team report is assigned one primary and two secondary evaluators. At some point during the holidays and again in the spring, each commissioner is visited not by Santa Claus but by Federal Express bringing multiple boxes of college-specific accreditation documents.

The authority on which the final accreditation letter is issued is the Commission, not the visiting team or its chair, and thus the Commission does all that it can to assure that recommendations are based on the Commission's standards and not on the individual agenda of the team chair or members. The Commission will also carefully read the team's recommendation in light of previous Commission recommendations to the college.

A college with a weakness is likely to receive a sterner letter if that deficiency had been noted on previous visits.

The Commission meets in January and June and it is permissible to address the Commission prior to their closed session deliberations as they review and decide on the status of each college they review. Finally the Commission issues the final reports in January and June each year. While these letters come from Commission president Barbara Beno, they represent the decision of the Commission as a whole.

Faculty wishing to learn more about the Academic Senate's positions on accreditation can review the our six adopted papers and our 113 (!) adopted resolutions on accreditation through the Resolutions and Papers search engines on the Senate website. ∎

Why We, the Faculty, Need to Own and Embrace Student Learning Outcomes: A Cautionary History and Political Lesson

LESLEY KAWAGUCHI, CHAIR, ACCREDITATION AND SLO COMMITTEE

A recent letter from the president of the California Federation of Teachers has asked the Accrediting Commission for Community and Junior Colleges (AC-CJC) to amend two standards, stating ACCJC's apparent intrusion into collective bargaining in Standard III.A.1.c. and into academic freedom regarding syllabi in Standard II.A.6 (see http://www.cft.org/index.php?option=com_content&view=article&id=287:hittelman-letter-to-accjc&catid=36:cft-presidents-page&Itemid=57). As was evident at several meetings and breakouts at the Fall Plenary 2008, this letter again brought to the forefront the voices of those who oppose student learning outcomes (SLOs). Anger and/or frustration directed toward ACCJC also became apparent, perhaps fueled by so many colleges now facing sanction. Finally, some expressed their opinion that a change in the leadership in Washington, D.C., will mean a relaxation of the federal demands for accountability in education, despite President-elect Obama's stated support for No Child Left Behind and other accountability measures.

Many are not aware that National Advisory Committee on Institutional Quality and Integrity (NACIQI), the federal committee that approves college accrediting bodies, has placed the charge of ensuring that SLOs are defined and assessed in the hands of the regional accrediting agencies. This was a blow to the Secretary of Education who wanted the federal government to define the accountability measures and directly impose them on all institutions of higher learning, including writing outcomes, assessing all classes and all students, and putting the information into a national database, the Integrated Postsecondary Education Data System (IPEDS). The six regional accrediting bodies in the U.S., including ACCJC, successfully ensured that they were the ones to oversee student learning outcomes and assessment, instead. Their standards clearly charge us, as faculty experts, with the responsibility for writing the outcomes and assessing them. Yet some faculty believe that the upcoming change in administration bodes well for altering this charge, despite the 2008 reauthorization of the Higher Education Opportunity Act. They seem equally unaware that though the accrediting agencies were successful in defeating the aims of the Secretary of Education, congressional leaders from both sides of the house told them that they had only five years to clearly prove that they, and the faculty they were depending upon, could assess SLOs and did not need the government to do it instead. If the accrediting agencies are not successful, the kinds of changes the Secretary of Education wanted will come to pass when the Higher Education Act comes up for renewal in 2013.

This is where the cautionary history and political lesson enters. My field, history, faced a major battle in the 1990s over the K-12 National History Standards that peaked during the Clinton administration. In 1992, the National Endowment for the Humanities, under Lynne Cheney, and the Department of Education asked the National Center for History in the Schools at the University of California, Los Angeles (UCLA) to write the K-12 U.S. and World History Standards. For almost three years, the National Center for History held meetings with elementary, middle school, and high school teacher task forces, academic his-

torians, school administrators, and other history educators to devise the standards. A national council, which included people appointed by Cheney, approved the standards.

However, in October, 1994, Lynne Cheney attacked the standards in a *Wall Street Journal* article titled "The End of History," because she disagreed with the emphasis and direction that K-12 history teachers, academic historians, and others had devised. Her disdain was so vociferous that the Senate voted 99-to-1 in a non-binding resolution to support her call to defund the project. In short, the standards (*http://nchs.ucla.edu/standards/*) developed by the experts in the field and the opinions of Lynne Cheney (*http://www.historyplace. com/pointsofview/cheney.htm*) clashed, creating a huge controversy that spilled into the Clinton administration (albeit with a Republican Congress). Even Richard Riley, Clinton's Secretary of Education, decried the new standards.

When the federal government has the ultimate power to determine standards, when faculty are not considered the experts, the true value of education and academic freedom are at stake.

The standards developed and controlled by faculty discipline experts are the only way to ensure academic freedom and educational standards that are not politically motivated and controlled.

When faculty are in charge of developing SLOs they are free from the inaccuracies and skewed political pandering that occurs when the federal government makes the curricular decisions. Unlike the case of the history standards, which are national, we have been given the opportunity to establish our own locally-defined outcomes as part of our professional and academic duties. We define what we want our students to be able to do when they leave our classes. Do we need to have these in our syllabi? This is a local decision, though the language for Standard II says that learning objec-

tives as defined in our Course Outlines of Record (COR) should be in our syllabi. Aren't our course objectives, as established in our CORs, our contract with our students? Don't we ensure that any student taking any section of a particular course will have the same course objectives despite different instructors, different methods and modes of teaching, and different assignments designed to assess students' work? Do we need to place SLOs in our Course Outlines of Record or have them as addenda? This again is a local decision. As public institutions, the SLOs need to be available for members of the public, including our students, but each college determines how this will be done.

Having seen a fairly recent attempt to undo standards created by the experts in the field, any attempts to have standards imposed by the Department of Education or any other external body would be the ultimate undermining of academic freedom. The reauthorization of the Higher Education Act has provided faculty with the opportunity to define our own student learning outcomes. Each of the 110 California community colleges has its unique culture. Even on the 110 campuses, departments and disciplines have their own culture. This is why it is essential that we engage our colleagues in discussions that result in establishing and assessing SLOs.

Although we can hope that a new administration and a new Secretary of Education will not impose standards with the same fervor, experts at all level of higher education warn that political party changes will not diminish this growing demand for accountability and the threat of politicians determining what we teach (see, for example, the October and November 2008 articles by Judith S. Eaton, President of the Council for Higher Education Accreditation at http://www.chea.org/index. asp#InsideAccred). In the wake of the financial collapse that we are currently experiencing, accountability measures will likely only get stronger, not weaker. And as the faculty members with the expertise, we need to be the ones defining them. This will require a pro-active posture, not a dismissive or antagonistic one. ∎

The Never-ending Question

MARK WADE LIEU, PRESIDENT

Although we are referred to as the California Community College System, I have long felt that this is in many ways a misnomer. Rather, I often refer to our "system" as a confederacy, given the delegation of significant authority to districts in spite of centralized funding and regulation. There is tension between these two organizational models, and the never-ending question that we constantly face is whether or not we need to become more of a system, thereby relinquishing some of the "local control" that we hold so dear.

There are many reasons to maintain local control, and in fact, the Board of Governors Policy on Consultation states that "the Board of Governors has the statutory responsibility to provide leadership, direction, and oversight for community colleges while preserving the maximum degree of local authority and control." This policy reflects that there are significant advantages to the large degree of autonomy granted to colleges and districts. The most often-cited advantage is responsiveness. Given the diversity of the communities in the State of California, it is essentially impossible to be responsive to the needs of each community via a centralized system. Instead, each college and district fosters and maintains good communication with the people in its service area, and the college and district respond to the specific needs and concerns that are raised.

System-level responses are often forged in the face of significant opposition, and arguments opposed to system-level decisions are often rooted in the issue of local control. One case in point is the change in mathematics and English requirements for the attainment of an associate's degree. The discussion on this issue lasted for almost five years, and the recommendation by the Academic Senate was ultimately moved forward by only a 60% majority. What emerged at the end of five years was a majority belief that students would benefit from an associate degree that required at a minimum freshman composition and a level of mathematics higher than that required for graduation from high school. However, opponents argued that different student populations argued more strongly for a local determination of associate degree requirements. In this case, most of the delegates to the Academic Senate's Plenary Session voted to relinquish some local control in order to promote what they felt were better standards for our degree recipients.

Another example is the resolution just passed at the Fall 2008 Plenary Session that instructs the Academic Senate to bring forward a delineation between associate of arts of associate of science degrees that will be codified in Title 5. Once in Title 5, these definitions will be imposed on all colleges in the system. Like the associate degree requirements, this issue also took almost five years of discussion and was passed by a similar margin. In spite of desire for local control, in the end, the delegates at the Fall Plenary Session agreed that it was important to define the two degrees more precisely in order to communicate more effectively about our degrees to the legislature, to employers, and to the general public.

An excellent illustration of the dilemma in pushing for system versus local control can be found in the case of the Lower Division Transfer Pattern (LDTP), created by the California State University System as an alternative transfer pathway for community colleges students. As a part of the LDTP process, the CSU developed a detailed course descriptor for each course in LDTP. Recently, some

departments at some CSU campuses have decided to abandon previously established course articulation agreements and now require that course articulation be based on the LDTP descriptor. The response to this situation has been fierce on the part of community college faculty and articulation officers. However, the suggestions from community college faculty and articulation officers as to how to address the situation expose the tension between the system and the local. Some faculty have demanded that the CSU system continue to honor all existing course articulation agreements, and they want the CSU system to reign in the departments that have abandoned previously established course articulation agreements. Therein lies the conundrum. Faculty at community colleges hold as one of their highest prerogatives the local control of curriculum. However, it is exactly the local control of curriculum by faculty at CSU campuses that is causing the problem and that many community college faculty are railing against.

Perhaps the most common approach to achieving balance between the system and the local can be seen in the implementation of Advanced Placement (AP) credit and the future implementation of the Early Assessment Program (EAP). While the system is authorized in Title 5 to grant credit for AP test results, the determination of credit for AP scores is completely local. Department faculty decide whether or not to accept AP scores, which scores to accept, and what type of credit will be granted. More recently, the legislature passed a bill that permits the community colleges to piggy-back on the CSU's Early Assessment Program (EAP). With the EAP, 11th graders are given the option of taking an augmented version of the California Standards Test (CST). The additional items are used by the CSU to signal to 11th graders their readiness for college-level English (freshman composition) and college-level mathematics (mathematics courses with intermediate algebra as a prerequisite). If students attain a good enough score, CSU even waives the placement process and allows them to enroll in college-level mathematics and English. With the passage of the EAP bill, community colleges can do the same. Unlike CSU, however, which has established the exemption on the system level, for community colleges, mathematics and English departments will have the option of deciding how to use EAP scores in assessment and placement.

While this seems a workable arrangement between system and college/district, this approach has been highly criticized, especially by those outside our system. Nancy Shulock and the Legislative Analyst Office are two of the best-known critiques of the lack of system-level control. At a recent meeting that I attended of representatives of K12, CCC, CSU, UC, and industry, most of the participants expressed surprise and some dismay at leaving the decisions about EAP and AP to individual colleges and districts. They couldn't understand why our system didn't simply require all colleges to adopt a single policy regarding the acceptance of AP scores, nor could they understand why all colleges shouldn't accept the EAP as an assessment and placement waiver. They argued strongly for system-level implementation in order to provide for a consistent set of rules for incoming high school students.

Perhaps the important question is not really about whether we should act more like a system but rather about where we draw the line. What issues really should be decided on the state-level and applied to all? And what issues should be left to local decision-making processes? We expect system-level organizations such as the Chancellor's Office and the Academic Senate to facilitate discussions with intersegmental partners on policy issues, organize forums for conversation on major issues, and provide coordination for local implementation of system-level initiatives. But where do our expectations end and our grudging acceptance of system-level interference begin? Do we draw the line differently if we focus more on the needs of our different student populations or the needs of the state? Like all important questions, there is no simple or agreed-upon answer, simply the need for us to continue to engage thoughtfully and collegially in the question. ∎

Answers Needed to Questions about Academic Dishonesty

BETH SMITH, SOUTH REPRESENTATIVE

When the Academic Senate adopted the paper *Promoting and Sustaining an Institutional Climate of Academic Integrity* in 2007, the hope was that within a few months Title 5 language would have been worked out to give faculty more authority over grading options when cheating has been confirmed. Faculty and representatives from the Chancellor's Office diagrammed scenarios which included due process for students as well as provided options for colleges in managing incidents of cheating, specifically the work of the Admissions and Re-cords Offices for annotating student records. The process stalled for a number of reasons, the primary of which was the focused revision of other sections of Title 5.

> Incidents of cheating have not disappeared, and while the paper offered advice and suggestions, faculty and colleges still struggle with the best approach to resolving the issues surrounding academic dishonesty.

It is complicated for a number of reasons—the current Title 5 regulations state that faculty may only fail a student on the assignment where the alleged cheating occurred, an alleged act of cheating requires investigation and confirmation, few options are available to colleges and districts in documenting or resolving incidents of academic dishonesty, and other issues.

Because the issue is complex, it is possible that more questions are raised than are answered in the discussion of solutions. As the Academic Senate ponders how best to craft Title 5 language, local senates and faculty can ponder the following questions:

1. If the instructor has the authority and expertise to determine acts of academic dishonesty in his or her discipline, and the student deserves due process, how would a process be outlined in Title 5 and implemented locally that satisfies the timely needs of the instructor, student, and college? If the student is cleared, what happens? If the student is not cleared, what happens?

2. When confirmed cheating occurs, don't two student actions happen simultaneously? Doesn't the student perform poorly on an assignment given by the instructor AND doesn't the student demonstrate behavior in violation of college academic integrity policies? Is the instructor responsible for managing both actions? Does each action deserve separate consideration? What role does the college play in managing either action?

3. What is the goal of the instructor and the college with respect to confirmed poor performance and unacceptable behavior? Is it to improve student behavior? Is it to punish? Is it both?

4. If the instructor were to fail the student on a single assignment or for the entire class in which alleged academic dishonesty occurred, then what options does the student have? Would the student simply drop the class? Does the action of dropping the class satisfy the goal(s) in #3 above?

5. Are all these students' actions equal in the following scenario? Do all three warrant equal consequences? Three students allegedly cheat on an in-class exam worth 15% of the overall grade in the course. Student A looks at the exam of the student next to him or her and copies answers; Student B brings in notes written on the inside of his or her paper coffee cup; and Student C asks to be excused during the exam to use the restroom and actually visits the tutoring center where he or she asks for help.

6. Here is more information about the students in #5: Only one of the three students has been reported for cheating prior to this incident. Are the students equal in their actions? Are consequences for the students expected to be equal?

7. Who has this information about prior performance by Students A, B, and C? Who should have access to it? Why?

8. Are faculty obligated to report incidences of academic dishonesty? Why or why not? If they are obligated, who has set this requirement—the administration, the union, the senate, or all of these entities? What stake do other students in the class have in reporting such incidents?

9. Is it possible that by allowing the college to assign consequences of confirmed incidents of cheating, faculty are actually better protected? How can the college ensure consistent and equitable treatment of students involved in alleged and confirmed incidents of academic dishonesty?

10. Can the instructor have authority to determine academic dishonesty on a single assignment but not have authority to determine academic dishonesty for the course? Does Education Code §76224(a), "in the absence of mistake, fraud, bad faith or incompetency, [the grade determined by the faculty of the course] shall be final," limit faculty authority when academic dishonesty occurs?

This list of questions is not exhaustive, and the paper mentioned above has recommended answers to some of these questions, but many more answers are needed. Before developing Title 5 language, a course of action may be to use the above questions and others to define the goals and roles of faculty, students, the college, and the regulations in resolving issues of academic dishonesty. Once the goal and role of Title 5 regulations have been determined, then crafting the best language will be an easier task.

Those individuals tasked to develop the new Title 5 language will debate the pros and cons of each word, and the implications and ripple effect of the mandates, in order to protect the integrity of the institution and rights of students.

The solutions are not simple. By keeping Title 5 language to a minimum, however, colleges will be in charge of developing and implementing policies and practices that support local efforts to promote a college culture of academic integrity and honesty, including the full range of recommendations in the paper and more. ∎

Strengthening Leadership

WHEELER NORTH, CHAIR, RELATIONS WITH LOCAL SENATES COMMITTEE

Have you ever wondered if a proactive approach to committee membership is possible? For many involved in leadership and in developing leaders, it seems to be the norm to rely upon the expression of interest as the sole means of picking committee members with some back room arm twisting in those cases where no one wants to serve.

It is possible to make our strategy more sophisticated while hopefully discovering ways to move the culture from one of resistance to one of engaged participation. Central to developing good committees is the need to develop good members, and circularly, such development usually is the result of extensive committee participation, both good and bad.

Process Credibility

Functional groups achieve credibility by producing useful results. The role of the chair is to balance flexibility with a structure that both produces results while also providing the participants with a meaningful experience. Any committee that takes no action or moves no activities forward serves only to function as a social enterprise. Conversely, good leadership requires groups to have some social elements, some means by which members connect to mutually value each other's participation. In the end though, to be credible the committee must produce results that effectively lead to something useful.

Any healthy team has to be able to debate, to disagree (even vehemently), but in ways that allow progress, and if really effective, that provide solutions which resolve the disagreements. Membership buy-in to the process allows for such so-lutions, and at the very least leads to consensus, which is usually better than a status quo stalemate. Consequently, developing a leadership culture that values both unity and pluralism above the wants of the individual is fundamental to group capability.

Developing Leaders

Leadership has to empower leaders both vertically and laterally for consultation to work well. Focusing a few events, such as a Chairs' lunch or coffee, on the elements of running good meetings misses the other end of what needs to happen: empowering our committee chair leaders to develop their members' leadership abilities. Few of us are exposed to coordinated leadership training in the basics of running productive meetings which can develop effective and autonomous members.

> While many faculty avoid leadership roles because they've never developed these skills, one way to acquire them is to participate in functional working committees.

Another way is to empower committees and chairs to be up front about assessing and evaluating committee effectiveness, which will also increase member ownership of the committee and its work.

Committee Role, Functionality and Representation

The purpose or mission of the committee needs to be very clear and focused. The calendar, size, and structure need to appropriately reflect the tasks before the committee. A common complaint about committees is excessive meetings or unend-

ing dialog with unclear purpose. To counter this, the committee workload should be strategically planned around an annual cycle so that members can accommodate their schedules accordingly. Thus effective committee chairs are always one meeting ahead of their committees where possible.

The other element of functionality is the committee's work product. Most committee work is about planning, and implementation is handed to smaller groups or individuals. Oddly, many colleges have great governance structures but are weak in the area of process charting, so it pays to spend some time focusing on what input the committee gets, what it does with the input, and what it then passes on to the next level. While committees vary in scope and role, in general this kind of decision-making can be reduced to one or more of the following three foci: 1) prioritizing elements based upon criteria, 2) creating standards, and 3) activity implementation.

Irrespective of governance structure, all committees need to reflect the diversity of colleges' human resources in a multitude of ways so that effective representation exists for everyone, be they staff, students, faculty or administration. Committee diversity across discipline cohorts such as basic skills, transfer, general or career technical education is a must. Student services, business services, and instructional services also need representation. However, this all needs to be accommodated reasonably lest the committee size becomes unmanageable. Finding a common meeting time becomes impossible as committee size increases.

Other representation elements are college-based structures, like departments, divisions, or schools. There are occasionally negotiated requirements for membership, such as from schools or divisions, as well as requirements for tenure. In this case it's useful to find folks that wear many hats. Inherent to selecting committee members, though, is the need to avoid burning out those few who really seem to carry the load. It is also important to recognize we accomplish many tasks that are never seen. Before taking those rarely found on com-

mittees to task, take care to find out what they are actually doing. You might be surprised to find out they are working very hard on many things, with none of them being high on the public radar.

Basic Tips

Meeting basics require using an agenda and staying on track when possible while still being flexible. There are times when folks need to vent or go social and network a bit. There is nothing like a nice bout of commiserative bonding. But too much of this sets an undesirable tone to the overall culture of consultation. Be on time, and allow for all three parts of a meeting: before the meeting, the meeting, and after the meeting. These include timely agendas and minutes as well as those discussions that occur while leaning against the wall, as it were. Those who are having challenges in attending, when given a phone call will often reconnect and reengage where an email would have failed. A chair who effect genuine care for committee members and member ownership of the committee will usually be successful.

Always be professional. This doesn't mean you can't relax and let some fun happen. But use this wisely; excess comes across as wasting time. On the other end of the spectrum, the scope for some of our work is very tense or downright scary at times. Keeping civil is a must. Slow things down or take a break when you think it may not be possible for the proceedings to remain professional.

To summarize this discussion, having strategic committee membership conversations among constituency leaders is a must.

A Title 5 requirement exists for consultation to occur between the local academic senate and the college president prior to appointing faculty to committees. Take this requirement one or two steps further. Strategically develop strong committees with membership that perceives their respective roles as both credible and productive. ∎

Forging Alliances—Inside and Outside the College

JANE PATTON, VICE PRESIDENT AND CRAIG FLANERY, AAUP SENIOR PROGRAM OFFICER AND LIAISON TO THE ACADEMIC SENATE

Faculty leaders are only as good as their alliances, but it is easy to get caught up in our myriad daily tasks and forget the importance of building and maintaining alliances. Have you ever been in a meeting and needed to take a principled stand but looked around the room to find no supportive allies? Have you ever been surprised that individuals who you *thought* agreed with the faculty perspective did not step up to support you? In contrast, it is most gratifying to hear an administrator, trustee or union leader say, "Folks, this is an academic senate matter and we need them to lead this discussion!"

Alliances come in many forms and are developed for an array of reasons. Some are internal to the college (e.g. with unions, students, classified personnel, administrators and trustees) while others are external (e.g. with business or advisory groups, the media, other educators). Some relationships are formal (e.g. an MOU between the union and senate) while others are informal (See also *Rostrum* February 2008 *Three Cups of Coffee).*

Inside the College

Effective senates know and work well with students, staff, and administrators to accomplish our goals. Local senates often in-vite student representatives to senate meetings, and they establish regular communication with student senates and other student organizations. Many senate presidents have weekly meetings with the college president; many curriculum chairs routinely meet with deans and vice presidents. Senates that concentrate on representing the entire faculty ensure that in senate deliberations

we hear the voices of part-time faculty and faculty across the breadth of departments. Senates can often draw support from the faculty union on campus, and senates and unions can each use their own influence to support their mutual interests in representing the wide range of faculty concerns. The Academic Senate's paper about Senate-Union relations provides excellent strategies for building cooperative alliances between these two primary faculty organizations (see *Developing A Model for Effective Senate/ Union Relations*). Similarly, senates can often receive valuable information from staff and their unions, for example about impending procedural changes, the effectiveness and efficiency of recent changes, or the implications of budget redistributions.

Having people on our side requires that they understand and appreciate our roles, positions and the reasons for our positions.

A fundamental task for senates, then, is to provide routine orientations to the senate—not only for new faculty and senators but also for administrators, trustees, and students. The Academic Senate has resources to make that task easy, including *Rostrum* articles (e.g. September 2005 *How Much Do You Know About Your Academic Senate and* May 2007 *Administrators Need an Orientation to the Senate).*

Outside the college

Faculty generally concentrate on campus-based alliances, but they can also find sources of strength in the broader community and among faculty at other institutions and in other sectors of higher education. Most occupational programs maintain advisory committees with workplace and community representatives (See also *Rostrum* April 2006 *How Important is an Advisory Committee?).* Some faculty have connections with their counterparts at local high schools and universities, and these relationships have become more vital than ever for providing smooth transitions to our students. Every community college faculty member is a part of the Academic Senate and the most effective senates maintain their connection to the Senate by attending the Senate's plenary sessions and institutes and

routinely using Senate resources as an aid in their local deliberations. Many faculty also have professional relations with faculty in the UCs and CSUs that can help provide information regarding transfer issues, changes to shared governance that may be coming our way, and strategies for engaging in budget fights. All of these connections that faculty already have can be tapped for senate purposes too, thereby greatly expanding the senate's information-providing avenues, outreach capacity, and ability to draw on external alliances to influence local administrations.

The American Association of University Professors (AAUP) is a good example of the type of external organization that can assist local senates, particularly if local senators have connections to AAUP members, committees, and resources.

California community college faculty already serve on AAUP's national Committee on Community Colleges, its Committee on Accreditation, and on the Executive Committee of the California Conference of AAUP chapters. These are good sources of information, useful venues for publicizing the Senate's work, and potential providers of expert speakers for senate events.

In building external alliances, a good starting point for the senate is to simply ask each faculty member to submit a list of external organizations with which they have contacts that might be in a position to support senate initiatives. With hundreds of faculty on campus, you might be surprised how many know a local business leader, the editor of a newspaper, a professor elsewhere doing research on issues of importance to the senate, or a member of a governing board for a foundation that funds higher education activities.

If you have ever heard one of the Academic Senate's presentations about the 10+1, you may recall someone saying something like this: "These are our areas of authority under law and regulation, but ultimately it's up to YOU." What really makes things happen (or not) are the processes and relationships developed and maintained locally. Strong local relationships and processes may be our version of the adage about repairing the roof before the rainy season. ∎

Pedagogical—and Other—Approaches to Authenticate Student Identity

MICHELLE PILATI, MEMBER, EDUCATIONAL TECHNOLOGY ADVISORY COMMITTEE (ETAC)

While most of the current focus on accreditation issues is on SLOs and the reports following accreditation visits, there is a relatively new issue that is deserving of attention. There is now a component of the Higher Education Opportunity Act that may force us to change some elements of how we deliver distance education. This relates to accreditation as it is accrediting bodies that will need to check to see that we are doing as directed. The agency or association referred to in the following would be the Accrediting Commission for Community and Junior Colleges (ACCJC).

> ..the agency or association requires an institution that offers distance education or correspondence education to have processes through which the institution establishes that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit..

This went into effect in August and, for the time being, it appears that using a password-protected environment will suffice. But the official "rule-making" will be happening soon—and is likely to call for something more stringent than this initially rather low bar. What does that mean to our colleges and our students? How do we authenticate our distance education students? And is this new policy about ensuring that students are who they say they are—or is this a more general concern about the integrity of distance education offerings?

The Academic Senate for the California Community Colleges adopted a resolution on this topic at its Fall 2008 Plenary (2.02). It resolved that the Academic Senate build on the Spring 2007 adopted paper *Promoting and Sustaining an Institutional Climate of Academic Integrity* to recommend processes that assure a means of demonstrating the consistency of student work and employ approaches to authenticate the identity of students enrolled in distance education courses and programs that are no more invasive of personal privacy than those commonly used in face-to-face classes and that Senate work with ACCJC to develop language mutually acceptable to the Academic Senate and the ACCJC that meets the requirements of the Higher Education Act Update.

Some of you may wonder why the Academic Senate even needed a position—what about this federal mandate will change what we are doing locally? Is there a need for concern? The concern can be stated quite succinctly—depending on what approaches are adopted, this could result in a decrease in student access. And if we are not all about ensuring student access to education, what are we all about?

The simplest means of "authenticating" distance education students would be to require proctored exams—and, presumably, for such in-person assessments to be the primary basis for the grade earned. In order for this to be a means of "authentication", the presentation of photo identification would certainly be called for. This calls into question our campus-based practices—do you regularly ID your students, or do you sleep peacefully at night knowing that you see the same faces in your classroom week after week—and trust that they are who they claim to be? If proctoring with identity verification were mandated for all distance education offerings, would this not be holding distance education students to a more stringent "authentication" standard than we hold our campus-based students? Why should selecting the distance edu-

cation mode result in such differential treatment? No doubt there are some disciplines that always have and always will require proctored exams—and some faculty who prefer it. As someone who once required a single proctored exam and found that that one assessment was highly correlated with a student's final grade, I am most comfortable with permitting students to complete assessments traditionally done in the classroom with a clock as the proctor in the online environment. Furthermore, having had students who were homebound (bed-bound due to a difficult pregnancy, suffering from anxiety disorders, gravely ill, etc.) and students who do their work exclusively between the hours of 1:00 a.m. and 4:00 a.m., I know that forcing students to take proctored exams has the potential of being an insurmountable burden to some students.

The next least invasive approach, in terms of faculty time, would be to find a technological solution. I was rather aghast at the options being discussed on the Distance Education Coordinators listserv when this topic was first introduced. Be it a retinal scan, a means of identifying one's key-stroke pattern, or a program that randomly asks you personal questions, all have one major hurdle—they cost money. They require an investment on the part of either your college or the student. With the sky-high cost of texts, the economy and the California budget an utter mess, and proposed increases in fees, how could anyone consider anything that has a hefty price tag attached to it—whether it be a cost borne by student or institution? Perhaps there will be a day when Dell and Apple come with built-in identity detectors—but we are not there yet. And do we really need to be? How often do you ask your students in the classroom to whip out their identification?

The more complicated approach is to have a means of "knowing" your students—of interacting with them regularly such that you are familiar with them.

Such a pedagogical approach is consistent with that which we are mandated to do by Title 5. We are already required to ensure "regular effective" contact, right? This should mean that integrated into your dis-

tance education course is regular communication—such that you know how your students write and/or think. Even in disciplines that do not require much writing by their very nature, certainly one develops insight into what a student is capable of. While we may not see our students, the instructor who teaches at distance should have ample opportunity to come to "know" his or her students.

While courses offered via distance education seem to constantly fall prey to undue scrutiny, we should be able to withstand it. Our existing separate review process is a means of communicating how we are able to effectively teach in a distance mode and has served us well when "defending" distance education to our transfer partners. Every faculty member should be able to respond to questions about the integrity of their courses, be they campus-based or distance education. And every instructor who teaches at a distance should have a ready answer to the often-asked question "How do you know who your students are"? Until the day that we ask for photo identification in our campus-based classes and do away with homework (after all, how do you know who is doing it?), knowing that the student that logged in on day one is the same student who took the final should suffice in the distance education world. But perhaps this new level of scrutiny can be leveraged as a means of arguing for smaller class sizes and for establishing policies regarding course integrity and quality. Perhaps by advocating for "approaches to authenticate the identity of students enrolled in distance education courses and programs that are no more invasive of personal privacy than those commonly used in face-to-face classes" we can shape the conversation such that the end result is one that benefits students and improves our distance education offerings.

References and Useful Resources

Academic Senate for the California Community Colleges: www.asccc.org

The Higher Education Opportunity Act, 2008 http://www.ed.gov/policy/highered/leg/hea08/index.html

WECT http://www.wcet.info/2.0/index.php?q=node/865#og-etopics-tabs-1 ■

Tracking Legislation: The Two Year Process

SHAARON VOGEL, LEGISLATION AND GOVERNMENTAL RELATIONS LIAISON

On October 1st, 2008, the Governor signed the last bills for the two-year cycle of 2007-2008. He signed 771 bills and vetoed 415, citing budget reasons for many of these vetoes. The budget was *the* hot topic throughout most of the summer and early fall, and impacted many of the bills that needed to be worked on the last part of the legislative year.

The Academic Senate tracked 24 different pieces of legislation over the last year. The Academic Senate only tracks legislation that affects the academic and professional matters of the 10 + 1. Some of these "died" in committee and never made it out of the "discussion" stage. Some were passed by both bodies of legislature but were vetoed by the Governor, and some became law. The System Office, FACCC, and the League track legislation that has a broader scope and track any legislation that may affect community colleges. The Academic Senate has a representative on the FACCC legislative committee to help in this process. The bills that the Governor signed become law January 1st of the next year. Here are a few of the bills that passed and will become law in January:

AB 1548 Solorio Transparency in College Textbook Publishing Practices Act

AB 1559 Berryhill Nursing Programs: Merit Based Admissions

SB 139 Scott Nursing Education

AB 2261 Ruskin Open Source Center-Pilot Project

AB 591 Dymally Part Time Faculty Load to 67%

SB 946 Scott Early Assessment Pilot Project

SB 1437 Padilla CA Virtual Campus/Concurrent Enrollment

If you want to read the bill language or learn more about the legislation, you can go to www.leginfo.ca.gov and click on "Bill Information".

The new two-year process starts in January with legislators proposing their new legislation and bill language to be ready by mid March-early April. Some lobbyists are finding legislators at this time to sponsor bills for them. A legislator can only sponsor so many bills, and many legislators propose bills that get assigned numbers and a title, but the actual content of each bill may be changed significantly over the two year process. A bill is introduced in either the Senate or the Assembly (the two "Houses" of the legislature) in late March-early April and then heads for committee hearings that are open to the public. They then go to the full House of origin for floor action, and are then sent on to the other House of the legislature for committee hearings and possible floor action. If a bill makes it through all committees and both Houses, it is then returned to the original House for final approval and if approved is forwarded to the Governor.

If a bill does not seems likely to get out of committee the first year, the legislator who originated it may pull it and try again the second year. Throughout this process the public has a chance to give input. You can send letters, e-mails, phone or have a meeting with the legislators themselves regarding a bill. FACCC has a legislative tracking site on its home page (http://www.faccc.org) where you can easily access the names of your legislators and send them a letter. Please check the Academic Senate website in March to see the new bills that we are tracking and follow their progress. ■

Budget Processes: Maintaining the 10 Plus 1 in Budget Crisis

SHAARON VOGEL, AREA A REPRESENTATIVE

The world, the nation and the state are in financial crisis and people are panicking. The late California budget and now the emergency session regarding the budget are causing many campuses to hold emergency budget meetings and administrators are calling for quick action. How do we preserve our budget processes in these times?

In Title 5 Article 2. Section 53200, number 10 of the "10 plus 1" is "processes for institutional planning and budget development". Even in crisis a budget process that has been developed can be followed. So where do you as a faculty leader begin? First find your written planning and budget process. Your Board of Trustees should have approved a formal planning and budget process policy. Start there if you do not know what was approved and when. Look to see if it defines faculty, classified and student roles. Does it allow for feedback in the process and rationales for why decisions are made? What are the timelines for this process and how can these timelines be changed in time of crisis? Your process should be transparent and clear and all should have a chance to provide input at certain steps of the process.

In crisis this planning and budget process comes down to relationships and people. In good times, you should build relationships so in the bad times you can work together. Meet with your classified senates and unions, meet with your faculty unions, meet with the student senate and administrators and start problem solving now as a unified front. Keep in mind your college mission, strategic plan and educational master plan when looking at budget items. Are program review and unit plans used to help drive the process? These items may help you focus and give you guidance when you feel pressure to act immediately. Remember the good news about accreditation is that it requires the college to follow its planning and budget process and show that it uses these linkages to program review to make budget decisions—so use this to your advantage.

Take the time to review where your budget process starts and who is involved. What are your budget committees and who is on them? Do you have strong relationships with those faculty who are on key budget decision committees, and do they have a firm grasp of the 10 plus 1? Budget decision criteria should be well defined and clear at all levels of the process. Decide early in this crisis what timelines can be changed and by how much. Continuous feedback will be essential in this adjustment of the planning and budget process. Do not forget the other pots of money that may help you during this time such as reserves, grants, Perkins, any flexibility with categorical funding and others.

Multi-college districts leaders should ask themselves the same questions that single college districts leaders do. Questions to ask in multi-college districts include where is the written planning and budget process? Where does it start and with whom? Are the criteria clear throughout the process? Is it fair to all colleges? How much goes to the district administration? Who makes the decisions? The budget process can be more complex in multi-college districts, but the key principles of the process and the policy should still be followed.

So now is the time to be proactive in the problem-solving process and take the lead in preventing crisis at your campus. Do not forget to contact your legislators during this special session and make them aware of how community colleges impact the economy. Community colleges are the educational structure that turns out the largest number of people ready to enter the workforce and immediately add to our economic base and pay taxes. Call legislators, write them and e-mail them with the numbers of students who leave your campus with certificates and degrees and enter the workforce. Community colleges can be the force that helps our economy recover but we can only do that if we are funded! ■