SenateRostrum

The Newsletter of the Academic Senate for California Community Colleges

Fall Session Has It All: From Partnership to Drama

• *by Lynda Corbin, San Diego Mesa College*

The statewide Academic Senate Fall 1998 Session took place on October 29-31 at the Los Angeles Airport Westin Hotel. The theme of the Session was "Educational Quality and Student Success: Who are the Guardians?" The General Session speakers and the breakout sessions all addressed this theme. One of the keynote speakers was Jack Scott, member of the California State Assembly (and former President of Pasadena City College). Assemblymember Scott commented that in the next decade California community colleges will need to accommodate approximately 450,000 more students; he noted that the Partnership for Excellence is a vehicle for keeping quality in our colleges. If colleges show unsatisfactory progress in meeting the goals, then the mechanism for funding will have to be reconsidered; he observed that the Chancellor's Office will be developing a method next year. He claimed that safeguards were built into the system; progress is to be judged systemwide for three years; if progress is ongoing, the system will continue to be funded.

Best line: "A college is where everyone mutinies but no one deserts."

Among the breakout sessions and speakers were the following:

At the breakout on the Disciplines List, much discussion centered on the process itself, and a resolution was discussed that would necessitate such review every two years (instead of the current three-year cycle). That resolution was defeated. The hearings on proposed additions to the Disciplines List are scheduled for late January and early February of 1999.

Another breakout was scheduled to consider upcoming changes in accreditation standards and processes, Dr. David Wolf, Executive Director of the Accrediting Commission, was principal speaker. He noted that changes in the Higher Education Act will result in more prescriptive language, specific measures of student achievement (learner outcomes), including certificate criteria. For transfer, the acceptance by a receiving institution of accredited units will be mandated. But a great deal remains to be defined, such as distance educa-

tion, technology costs and quality of instructional offerings. Assumptions are being challenged as a result of today's phenomenon of sequential careers and old definitions of "life-long learning." Accountability will continue to be an issue as costs increase and public disclosure becomes mandatory.

At another General Session, the main speaker was Aimée Dorr, Chair of the University of California Academic Senate. At the following breakout session, she was joined by Gene Dinielli, Chair of the CSU Academic Senate. Both confirmed that the UC and the CSU faculty are interested in articulation agreements, but neither wants a system focused on course numbering. Instead, both want to see articulation by course content. UC particularly is very concerned about this issue; their faculty believe that some in the community colleges are emphasizing course numbering over all else.

Dorr commented that at the UCs, 44,000 course-to-course articulation agreements exist with community colleges; not one such agreement exists between differ-

"Just-in-Time" Education

There is a new phrase finding its way into the argot of post-secondary education: "Just-In-Time" education. Recent conferences and publications are replete with the term. Stanford Professor Martin Conroy mentioned this concept in his address to our Spring 1998 Plenary Session. This philosophy is succinctly described by Professor James Duderstadt of University of Michigan in the Winter 1998 edition of CAUSE/EFFECT.

"We are beginning to see a shift in demand from the current style of "just-in-case" education in which we expect students to complete degree programs at the undergraduate or professional level long before they actually need the knowledge, to "just-in-time" education in which education is sought when a person needs it through non-degree programs...."

The "just-in-time" approach has the potential to seriously undermine sound educational planning and to produce an "educated" generation with little ability to independently cope with the shifting terrain of their own learning needs. How would other professions fare if they approached their learning needs this way? Shall we have doctors who learn about a treatment "just-in-time" to save a patient? Or should that doctor have such a broad and thorough understanding of the field that knowledge of the full range of conditions and treatments is part of the expected prior learning? How much confidence would you have in a "just-in-time" stock investment advisor who learned about a particular stock just before advising you to invest?
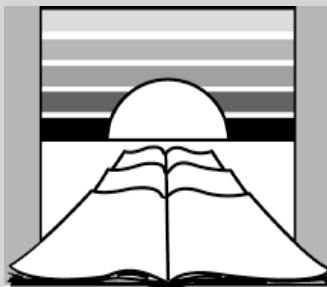
There are two fundamental principles of a comprehensive educational program that the "just-in-time" approach fails to recognize. First, a complete education prepares that person to deal with eventualities which evolve as their profession evolves. A well-rounded student has a knowledge and skill basis that is broad enough to face more than just the present situation. Second, a complete education prepares the person to learn independently. As new information and abilities are needed to do the job, this person identifies those needs, assesses their own talents, and acquires the essential upgrades on their own.

In my opinion, the "just-in-time" approach is a symptom of a larger problem. Increasingly, educators are expected to justify their programs on immediate outcomes. We are becoming a society which values only instant gratification and current utility. If the benefits are not obvious at the moment, why should I invest my time and effort?

As faculty members, we have often faced questions from students such as "why do I need to know this?" Indeed, a good deal of our own time is spent keeping our curriculum current and relevant. However, almost all occupations require an extensive knowledge base that must be woven like a tapestry. And, like a tapestry, the

The Academic Senate for California Community Colleges

role of an individual thread can rarely be discerned until the weaving is complete. It does not make good sense that a novice would even have the ability to ask the right questions, let alone judge what they need "just-in-time" to meet the current challenge.

We need to redirect the poorly-conceived "just-in-time" rhetoric toward more constructive purposes. There certainly is a need to have instruction available at times, places, and manners that are more accessible to students. We must, and indeed we are, looking beyond semester-based and classroom-based delivery. Short-term, block-scheduled, technology-mediated, and asynchronous distance-based instructional modes are increasingly common. Pedagogies appropriate to these methods are advancing dramatically. As these changes take place, faculty are working hard to maintain the comprehensive and coherent nature of the curriculum. We cannot let these goals be turned aside by those who only value short-term gains.

As you, the faculty leaders on your campus, encounter this "just-in-time" double speak, respond by emphasizing the need for increased access through multiple delivery modes while maintaining the commitment to a quality, thorough education. We can't afford the risk that "just-in-time" will become "if-only-I-had-known!"

Faculty Development Breakouts

• *by Winston Butler, Faculty Development Chair*

The Faculty Development Committee at the Fall 1998 Session provided three breakouts that focused on diversity in teaching, service learning and student peer counseling. All three breakouts provided participants with valuable information and insights in new ways to offer instruction.

The breakout, Diversity in Teaching and Learning, was conducted by Toni Forsythe from DeAnza College and Neelam Canto-Lugo from Yuba College. Emphasis was placed on the need for more aggressiveness in addressing diversity in all aspects of college curriculum and staffing. The participants were provided information regarding the Center for the Study of Diversity in Higher Multi-cultural Collaborative Learning Communities Consortium and the initiatives through the Chancellor's Office and DeAnza College to provide numerous colloquia and workshops for California Community College faculty in 1999 to discuss teaching strategies that can lead diverse student populations toward successful performance outcomes.

Ed Connelly from AmeriCorps/AmericaReads, currently working with the state Chancellor's Office to promote service learning throughout the California Community College system, was the presenter for the breakout entitled Building a Systemwide Service-Learning Vision. Participants were provided an overview of the current status of service-learning

within the California Community College system and the Chancellor's Office efforts to establish a systemwide clearinghouse for technical assistance and professional development. There is currently a Chancellor's Office task force which is addressing such issues as service learning through AmeriCorps, AmericaReads, Fund for Student Success and future plans for developing a Service-Learning Budget Change Proposal. Service-learning is a college activity that connects students through specific course work to in-service work activities with the private sector and community service agencies.

Student Services/Peer Program was presented by faculty from Cerritos College, Virginia Romero, Sylvia Gardner, and Chris Sugiyama. This breakout was presented as a model program from Cerritos College designed to assist counseling faculty through the employment of students as peer counselors. These student peer counselors then direct and assist other students by providing general college information, clarifying admission and registration procedures, distributing forms, supporting counseling faculty workshops and making referrals to counselors oncall. Students from the Cerritos program provided insightful testimony to the success of the program and the enormous benefits obtained by both the peer counselors and those they served.

ent campuses/colleges within the UC system. It is easier, she said, for a student to transfer from a community college to a UC campus/college than for the same student to transfer from one UC campus to another. Dinielli confirmed that the same situation exists within the CSUs; no articulation agreements exist between the colleges. Both commented on the importance of faculty-to-faculty discipline discussions; both noted the added challenge of transfer eventually being based not only on numbers of units, but also on the basis of "demonstrated competency."

Another important topic addressed in a breakout session related to part-time faculty. Some small improvements in STRS benefits were noted, but all agreed it was not enough. The main issues seem to be health benefits, pay for office hours and participation in committee work, and pro rata pay. Pro rata legislation may be considered in the coming year; if passed, it would be phased in gradually. A bill guaranteeing a measure of job security was vetoed by the Governor this year, but will be put through again. For those currently employed (and employed consecutively for the last three years) it would require re-employment guarantees and due process with appeal rights. And it was noted by one of the speakers that these are not part-time issues—they are professional issues.

On the last day of the Session, delegates voted on the resolutions engendered by the information at the Session or raised at earlier area meetings. A copy of the resolutions is available on the Senate website at,

www.academicsenate.cc.ca.us.

For now, here is a brief summary:

• A proactive program to further study equity for part-time faculty will be initiated by the state Executive Committee, to be submitted at the Spring 1999 Session, and a standing committee of the statewide Academic Senate consisting mostly of part-time faculty is to be established.

• The Academic Senate is to urge local senates to ensure that hiring committees include only faculty who are adequately trained in affirmative action regulations.

• Local academic senates are urged to insist that Partnership for Excellence monies be used to fund activities clearly related to student success.

• The Chancellor's Office will be urged to pursue funds to address the 75/25 goal of full-time to part-time faculty.

• The Executive Committee is directed to develop strategies for colleges to implement work based learning models.

Finally, a highlight of the Fall Session was the dinner-theater staging of the David Mamet play, *Oleanna*, by the Los Angeles City College Theater Academy. Mamet's exploration of the abuse of power relationships between students and teachers was presented in riveting performances by Al Rossi and Katherine Whitney. These two talented artists are available to take their show on the road and offer both the play and a follow-up workshop. Judging from the intensity of the discussions carried on after the performance over dessert and coffee, this would be a sensational staff development offering for any community college.

June Burlingame-Smith
Los Angeles Harbor College

Winston Bulter
Los Angeles Community College District

Stanley Chodorow, California Virtual University CEO with Bill Scroggins

Patricia Siever, Board of Governors member and Bill Scroggins

Chancellor Tom Nussbaum and Vice Chancellor Vicki Morrow

Great food!

Stanley Chorodow Keynote Speaker
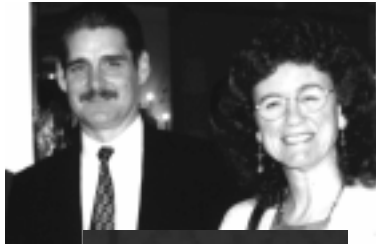
Lee Haggerty and Friend

Al and Katherine in Oleanna

Bill with Deborah Sweitzer, Miki Mikolajczak, and Maureen Smith

Kati Haycock Keynote Speaker

Janis Perry

Honoring Edith Conn

Shelly Abe and Julie Adams Academic Senate Staff

Norbert Bishof holds court

Luther Henderson, Patricia Siever and Phil Forhan

Bill with Kati Haycock

1999 February **5**

Participants Learn About State Budget Process

• *by Dennis Smith, Treasurer*

Money. Money. Money. Money. The 1999-2000 California budget proposed by Governor Gray Davis last month provided a $158 million (6.9%) General Fund increase for the California Community College system (www.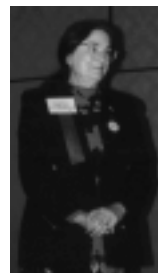osp.ca.gov/documents/finance/budget). How that amount evolved and how your college can have input into the development of the 2000-2001 California Community College system's proposed budget was the topic of a breakout session at the Fall 1998 Plenary Session of the Academic Senate for California Community Colleges.

A room full of Session attendees braved the perils of a hyperactive air conditioning system that they might learn how their college and/or district could have a more formative role in advising the Chancellor, the Board of Governors, and the Consultation Council about what the system should seek in terms of its annual budget request to the Governor and the Legislature. Patrick Lenz, Vice Chancellor for Fiscal Policy and Lee Haggerty, Vice President of the Academic Senate, each did their best to demystify the timelines, the process, and the politics of creating the California Community College system's annual budget proposal.

When asked what was the best thing about the breakout session, the majority of those in the audience were very complimentary of the presenters. One person said, "Patrick answered lots of questions, he was clear, and he was patient." Another comment-

ed, "This is what we need to know. Vital information." Other comments included, "It was great to hear and learn of the time lines in the state budget process. I appreciated Patrick Lenz's open, direct, and frank manner."

On the other hand, when the participants were asked what about the breakout session demonstrated the most need for improvement, there was one consistent suggestion. "Handouts!" One participant summed up the comments of many others by writing, "This was an extremely important breakout session—loaded with information. For many of us, we ended up overloaded because we are not the expert that Lenz is, but we tried and I think all of us took away a good deal. Written materials, e.g., the timetable and budget process, web address, etc.,would have helped a good deal. But overall, this was a very good breakout session."

One purpose of this article is to provide access to some of the requested written materials related to the 2000-2001 California Community College budget development timelines and process. As a starting point, please read Chancellor Thomas J. Nussbaum's March 20, 1998 memo that was addressed to the superintendents, presidents, and boards of trustees which can be found at the California Community College Chancellor's Office website www.cccco.edu/cccco/fiscal/9920memo.htm. This memo describes an expanded budget development process intended to provide community college dis-

trict governing boards more direct involvement in developing the 1999-2000 budget package that was proposed by the system. The writer assumes that the timelines for the 2000-2001 system budget proposal will be similar to last year. The approximate order of events will probably be:

February: Chancellor's Cabinet and the Budget Task Force meet to discuss concept recommendations for 2000-2001 California Community College budget.

March: Budget Change Proposal workshop.

April: Cabinet and the Budget Task Force meet to discuss concept recommendations for 2000-2001 California Comunity College system budget.

May: Concept recommendations for 2000-2001 budget due from California Community College Chancellor's Office divisions.

June: Responses to budget proposals due from district governing boards and other local constituencies.

July: Report to Board of Governors on budget proposals.

September: Proposed 2000-2001 California Community College system budget to the Department of Finance.

October: Cabinet, Budget Task Force, and Consultation Council meet for final revisions to budget.

November: Final 2000-2001 budget approved by the Board of Governors.

Chancellor Nussbaum is to be commended for encouraging district-level involvement in the

system's annual budget package. However, our system's budget should generally not come from the top down to be responded to, but rather should grow from the local level upward and be coordinated at the system level. The local academic senates and their governing boards are legally obligated to consult with each other on the processes for institutional planning and budget development. For this reason, any workshops and breakout sessions having to do with influencing community college funding will always be of vital interest to faculty and other educational leaders. The Academic Senate for California Community Colleges is committed to facilitating the efforts of local faculty senates in fulfilling their responsibility for budget processes and each of the other academic and professional matters.

Diversity Colloquia

• *by Edith Conn, Affirmative Action Committee*

The Center for the Study of Diversity in Teaching and Learning in Higher Education at DeAnza College and the California Community College Chancellor's Office are sponsoring four colloquia called "Commitment to Diversity" based on the Board of Governors adopted Commitment statement. The conference fee includes two hotel nights, single occupancy, all meals except for dinner on Friday evening, and conference materials. There are four colloquia sites and dates as follows: January 21-23 in Monterey; February 18-20 in Laguna Cliffs; April 22-24 in

Monterey; and November 19-21 in San Diego.

The purpose of the colloquia is to assist colleges and districts in their efforts to begin development of substantive and meaningful action plans in response to the various components of the Board of Governors adopted commitment statement. There will be opportunity for dialogue among the colleges attending, as well as an opportunity for college teams to meet to further the work of the commitment on each campus. Of particular concern will be an emphasis on issues of diversity in hiring and student success. Teams will be asked to bring copies of their hiring procedures, Student Equity Plans, and other relevant documents to be shared.

The colloquia will follow a process-oriented approach used recently in a series of colloquia addressing student equity issues. In addition to experienced facilitators, there will also be expert speakers on such issues as affirmative action (especially in light of the recent court decision upholding aspects of affirmative action, despite Governor Wilson's lawsuit against the community colleges and other state agencies), as well as speakers addressing diversity issues stemming from the Partnership for Excellence.

The Academic Senate is supporting the colloquia by sending members of the Affirmative Action/Cultural Diversity Committee and Executive Committee members to attend. The colloquia fulfill several resolutions adopted by Senate Plenary Body including 1998 Spring Resolution 3.08, which asked that the Senate endorse "efforts to promote and implement the goals of the Community College Pledge" ("pledge" was later changed to "commit-

ment"). This resolution further asked "local senates and boards" to adopt the "pledge."

Among those on the Executive Committee expected to participate in the colloquia are Lina Chen, Chair of the Senate's Affirmative Action/Cultural Diversity (AA/CD) Committee; Beverly Shue and Edith Conn, members of the AA/CD Committee; Senate Secretary Linda Collins, speaking on the Partnership for Excellence; Winston Butler, Chair of the Senate's Faculty Development Committee; and Vice President Lee Haggerty, who will be a facilitator.

Academic Freedom in a Digital Age

• *by Ian Walton, Technology Committee Chair*

The Fall 1998 Plenary Session featured a breakout session to collect feedback in preparation for an Educational Policies Committee position paper on academic freedom, intellectual property rights and fair use in a digital age. Janis Perry, Ian Walton, Hoke Simpson and Elton Hall initiated the discussion.

Ian placed the discussion in the general context of academic freedom with a background provided by the Academic Senate's position paper on academic freedom from Spring 1998, and the American Association of University Professors (AAUP) report on academic freedom and electronic

Intellectual Property: Your Right to Compensation

• by Hoke Simpson, Educational Policies Committee

The following remarks are based on my presentation in the breakout session, "Intellectual Property Rights in a 'Virtual' World." They represent the views of the author only, and by no means should they be construed as the position of the Academic Senate for California Community Colleges.

I'd like to become impractical here as quickly as possible. However, one of the points of Plenary Session breakouts is to present useful information, so let me dispense with that right at the outset. Our question is, basically, "When it comes to publishing the fruits of your intellectual labor on the Internet, what are your rights to compensation?" The answer is quite simple: Whatever you can negotiate. The sample contract language contained in Tom Tyner's very useful *Guidelines for Negotiating Distance Education Issues*[1] makes this quite clear.

The literature on this subject reveals the following standard with reference to the issue of ownership of intellectual property:

• If you create it independently, it's yours.

• If someone else—say, your school—hires you to create it, it's theirs.

• If you create it on their time with their resources, each of you owns part.

The value of ownership in terms of compensation, however, comes back again to what you can negotiate.

There is the further issue, of course, of what you can enforce. If you've negotiated an agreement with your college, it will probably be pretty easy to keep them honest. Once your stuff is on the 'Net, though, and available to the planet, what do you do if someone steals it? First, you have to catch them, and that is likely to be close to impossible. If you do catch them (here's some more useful information, again), and they have either made money from using your work or have cost you money by using it, then they will probably have to pay you something for it. Unless, that is, they live in some far away place that is not particularly friendly to the robust spirit of American capitalism—and there are such places, and not all of them are all that far away.

You are probably thinking that this is not really very practical information at all. Well, I'm very sympathetic to that feeling, so let me wax impractical for a bit, and perhaps shed some light on why, in fact, it is so difficult to be practical in this area.

Marshall McLuhan, author of such works as *Understanding Media* and *The Medium is the Massage*, wrote that "When faced with a totally new situation, we tend always to attach ourselves to the objects, to the flavor of the most recent past. We look at the present through a rear-view mirror. We march backwards into the future. Suburbia lives imaginatively in Bonanza-land."[2] We use television to look at movies, and the primary use of our computers is as typewriters.

On one level, the reason we have difficulty giving practical advice about intellectual property rights on the Internet is plain: We are trying to fit the rules we created for print media to an entirely different medium, to computing on a global network. The new medium is sufficiently different that there is no easy fit. We are going to have to create new rules, and so we are often told that the applicable regulations will "evolve through future court decisions."[3]

Well, maybe applicable regulations will evolve. But maybe not. It seems entirely possible that our very concern with intellectual property rights is itself an instance of looking at the present through a rear-view mirror, of trying to experience the electronic-media world through print-media eyes. "The alphabet and print technology," McLuhan wrote, "fostered and encouraged a fragmenting process, a process of specialism and detachment."[4] Print also made possible the contemporary notion of "authorship," the commodification of one's thoughts and ideas, and fostered "ideas of literary fame and the habit of considering intellectual effort as private property."[5] "Electric technology," on the other hand, "fosters and encourages unification and involvement"[6] and marks the emergence of a single, global consciousness.[7]

I want to suggest that we would do well to take our difficulty in applying the notion of intellectual property rights to the In-

ternet as the occasion to reassess what we do as teachers and to rethink our relationship to our audience. If McLuhan is correct, the medium of the global computer network is already massaging us; we need to see if we can't make out the message in the massage.

There are some of us still extant (quite a few, I was surprised to discover at this breakout) who remember using the Internet without a browser, doing it all from the UNIX command line. We were a fairly exclusive club, limited to the military, academics and generally nerdy types, who were either willing or required to master the intricacies of FTP, Gopher, SMTP (email), IRC, and search engines that took months to begin to learn to use effectively. None of us doubted that it was worth the effort, though, for when we logged on to the 'Net, we entered a very different world. The world of cyberspace was characterized by a palpable spirit of openness, of freedom and of sharing the fruits of one's creative efforts. We daily celebrated the fact that no one owned the 'Net, no one was "in charge," telling us what we could and couldn't do—and yet the whole thing worked, and worked beautifully. The medium's message was very clear: The global network was a liberating alternative to the world of "mine" and "yours," of property and the rights to it. This was a counter to the world of competition for pecuniary gain, offering instead progress through cooperation.

This "spirit" of the Internet seems lost today. With the ascendancy of the Web, and with Web browsers facilitating universal access, the Internet has become commercialized and reflects to a disconcerting degree the everyday world of getting and spending.

But listen closely to McLuhan: The medium itself, and not its content, is the message. What we find today on the Web is commercial content; the spirit of the medium—its message—is not lost, it is just masked. We are running headlong into that message, I believe, when we encounter the "difficulty" of ensuring intellectual property rights on the Internet. The 'Net as medium seems hostile to the concept of private property. If it's on the 'Net, it's everybody's. "Applicable standards" may indeed "evolve" through court rulings. How will they be enforced? In the final analysis, they can't be. In the meantime, however, make no mistake, we could have some very dark times indeed.

What are the implications here for our rights as teachers to be compensated for our intellectual property? I suggested earlier that a reassessment might be in order. The fact is that we are paid good salaries—obscenely good by global standards—to pursue knowledge and to educate others. If we create something that successfully communicates our knowledge to others, perhaps we should just celebrate that and not worry about owning it. (As someone in the breakout pointed out, we should certainly copyright it in order to prevent others from attempting to appropriate it and make it inaccessible.)

Finally, back to McLuhan one last time. "After three thousand years of explosion," he wrote, "by means of fragmentary and mechanical technologies, the Western world is imploding. During the mechanical ages we had extended our bodies in space. Today, after more than a century of electric technology, we have extended our central nervous system itself in a global embrace, abolishing both space and time as far as our planet is concerned. Rapidly, we approach the final phase of the extensions of man—the technological simulation of consciousness, when the creative process of knowing will be…extended to the whole of human society, much as we have already extended our senses and our nerves by the various media."[8] And, he asks, "might not our current translation of our entire lives into the spiritual form of information seem to make of the entire globe, and of the human family, a single consciousness?"[9]

So where does this leave us on the subject of compensation for intellectual property? Perhaps the medium is telling us that, where knowledge is concerned, it is time to start thinking and acting more like a single, global consciousness, and less like buyers and sellers.

1 Tom Tyner, *Guidelines for Negotiating Distance Education Issues*, Community College Council, California Federation of Teachers. 6-8.

2 Marshall McLuhan, Quentin Fiore, Jerome Agel, *The Medium is the Massage: An Inventory of Effects* (Original copyright, 1967. Reprinted: San Francisco, Hardwired 1996) 74-75.

3 Tom Tyner, *op. cit.*, 6.

4 Marshal McLuhan et al.,*op. cit., 8.*

5 *Ibid., 122.*

6 *Ibid., 8.*

7 Marshall McLuhan,*Understanding Media: The Extensions of Man* (Original copyright, 1964. Reprinted: Cambridge, Massachusetts, The MIT Press 1994) 3-4, 61.

8 *Ibid., 1.*

9 *Ibid., 61.*

communications.

A particularly relevant quotation from the AAUP report is:

"One overriding principle should govern such inquiry: Freedom of expression and academic freedom should be limited to no greater degree in electronic format than in printed or oral communication, unless and to the degree that unique conditions of the new media warrant different treatment."

For discussion purposes, Ian shared three quotations from the electronic use policies at different California educational institutions, and then asked the audience to identify the institutions and compare the language to any at their own college:

1) "_____ recognizes that principles of academic freedom and shared governance, freedom of speech, and privacy of information hold important implications for electronic mail and electronic mail services. _____ affords electronic mail privacy protections comparable to that which it traditionally affords paper mail and telephone communications. This policy reflects these firmly-held principles within the context of legal and other obligations.

"Where the inspection, monitoring, or disclosure of email held by faculty is involved, the advice of the campus academic senate shall be sought in writing in advance."

2) "The systems have the ability to read your mail: your own account, and the system administrator account. While reasonable attempts have been made to ensure the privacy of your accounts and your electronic mail, this is no

guarantee that your accounts or your electronic mail is private. The systems are not secure, nor are they connected to a secure network."

3) "_____ personnel are prohibited from utilizing ____information resources for any unlawful, unethical, or unprofessional purpose or activity. Examples of prohibited uses include but are not limited to: intentional access or dissemination of materials which can be considered pornographic."

Breakout participants agreed that it is important to ensure that local use policies do not impose new restrictions on academic freedom. The position paper should include material on three related areas identified by the AAUP report: freedom of research and publication, including access to information and the ability to post controversial material, freedom of teaching, and access to electronic systems that is comparable to access to library material.

Other parts of the breakout discussed the two related issues of user considerations in copyright, fair use and downloaded material, and author considerations of property rights, compensation and distance education use.

Nuts and Bolts II

• *by Carolyn M. Seefer, Publications Committee*

How can local senates improve communication with their faculty, students, management, the state senate, and local boards? This was one of the topics discussed at "Nuts and Bolts II," a

breakout session during the 30th Fall Session of the Academic Senate for California Community Colleges, which took place in Los Angeles on October 29-31, 1998.

Several ideas were presented by Carolyn Seefer, a business communications instructor at Diablo Valley College and member of the Publications Committee. These include (1) print methods (newsletters, memos, etc.); (2) e-mail; (3) phone (voice mail, phone trees, etc.); (4) face-to-face meetings; (5) presentations and workshops; (6) web pages; (7) list-servs/mailing lists; and (8) tele-conferencing/videoconferencing. With technology so readily available today, it is imperative that local senates use it to improve communication with their constituents.

One highly recommended method is for each local senate to develop a web page which can be accessed by all constituents. In order for a web page to be effective, designers must remember the following: (1) the simpler the better; (2) limit graphics to allow for faster downloading and access; (3) include only essential links; (4) keep the page updated regularly; and (5) make the address known to faculty, students, and all other constituents. For a good example of a local senate web page, visit http://www.dvc.edu/faculty_senate.

Another method to improve communications is for local senates to regularly contribute articles and items of interest to *The Rostrum*. Suggestions for items to submit include (1) classroom innovations; (2) new senate officers; (3) awards and achievements; (4) enrollment management; (5) welfare reform; (6) flexible scheduling/calendar changes; (7) shared

Part-time Paper Adopted Amid Controversy

• *by Hoke Simpson, Educational Policies Committee*

One of two papers forwarded to the plenary session from the Educational Policies Committee, *Participation of Part-time Faculty on the Executive Committee of The Academic Senate for California Community Colleges,* was ultimately adopted by the body, but not before it had generated a great deal of heat.

The paper was composed in response to a resolution, S96 1.5, which called for the Executive Committee to "assure participation of part-time faculty" on the Executive Committee. Many members understood this as a directive to create a special part-time slot on the Executive Committee; this, however, was not the conclusion of the Educational Policies paper. Instead, the paper urged changes in the policies of both local senates and the Academic Senate, which would encourage and facilitate part-time instructors' involvement in governance processes and ready them to run for election to the Executive Committee in conventional fashion.

Reflecting the sentiments of many members, Carol Stanley-Hall of Butte College offered a resolution instructing the Executive Committee, in effect, to "Just do it: Put a part-timer on the committee!" Hoke Simpson, member of the Educational Policies Committee, offered a compromise resolution, which would create a liaison position on the Executive Committee for a representative of a statewide part-time faculty association, and which called for a proactive program to involve part-time instructors in governance at the local and statewide levels.

By the time the resolutions came to the floor, most of the heat surrounding the issue had been dissipated. Earlier, feelings had run high in a breakout on the paper; however, as a result of the breakout and many discussions in the halls and over meals, most parties were convinced of the good will of Educational Policies in an effort to deal constructively with what everyone recognizes as serious inequities in the treatment of part-time faculty.

Statements on the floor in support of the Simpson compromise resolution echoed the arguments in the paper itself. The paper offered a brief history of the origins of the Academic Senate, and an overview of the responsibilities of Senate delegates and of Executive Committee members, who are elected from the ranks of those delegates. The point here was that Executive Committee members are expected to have considerable breadth of experience comprising a variety of aspects of college governance, and that this is reflected in their Executive Committee assignments. The current mode of election is designed to select for that sort of breadth and effectiveness.

While concluding that it would not be appropriate to create a special part-time slot on the Executive Committee, the paper offers a number of recommendations toward a solution to increased participation of part-timers in system governance. These include: Changing the Bylaws and policies of the Academic Senate to facilitate and encourage part-time faculty participation on standing, ad hoc, and advisory committees; the development of a proactive recruitment and mentoring process to encourage involvement and leadership at both the local and statewide levels; changing the forms used in declaring the intent to run to clearly identify the opportunity for part-time faculty to run; and providing for compensation in the form of either reassigned time or a stipend whenever a part-time faculty member is elected to serve on the Executive Committee.

At the end of the day, the compromise resolution passed and the paper was officially adopted. Since then, Chris Storer, Chair of the California Part-time Faculty Association (CPFA), has been serving as liaison to the Executive Committee, and the Relations with Local Senates Committee has been charged with developing a proactive program in the field.

Asked what she thought of this outcome, Educational Policies Chair, Janis Perry, said that she considered this "a very positive solution. With Chris as liaison, we now have a part-time faculty voice in our deliberations, something we all see as very valuable. At the same time, Chris is able to devote his energies to CPFA and to part-time issues with a single-mindedness that would not be possible for an Executive Committee member with multiple assignments."

Curriculum and Technology Breakout

• *by Beverly Shue, Curriculum Chair*

At the 1998 Fall Plenary Session breakout on Curriculum and Technology participants were updated on aspects of using technology as a tool for communication and for delivering community college courses. Issues and concerns such as effective curriculum planning, pedagogy, and instructor contact with students were discussed by presenters Roberta Baber of Fresno City College, Ken Guttman of Citrus College, and Ric Matthews of San Diego Miramar College, who shared information on how they use technology in communication and delivery of curriculum.

For colleges lacking available classroom space because their rooms are scheduled at 100% of capacity at popular hours, Ken Guttman explained how pairing courses and sharing a classroom at a specific meeting time effectively doubles a college's ability to offer more sections of high demand courses. For example, Ken explained that an Introductory Psychology class could be paired with an Introductory Sociology class. Both would be scheduled at 9:30-11:00 a.m. on Tuesdays and Thursdays, but Psychology would meet on the even-numbered weeks, and Sociology would meet on the odd-numbered weeks. The weeks when Psychology does not meet would involve student assignments in Psychology using the Internet, online assignments, chat rooms, research work, and field trips. Ken pointed out that an alternate strategy for the doubling of classroom capacity would be to have Psychology meet on Tuesdays, while Sociology met on Thursdays. Not only did Ken maintain "regular, effective student contact," he also was able to maximize classroom utilization.

Ric Matthews shared his experience teaching Genetics using a remote classroom site paired with an onsite, live presentation classroom. The advantage of this pairing process is to gather sufficient enrollment between the two colleges to allow the course to run. If you have two small enrollment classes at two different colleges, why not pair the two smaller enrollment classes together, connect them using technology, and operate a specialized course? Ric alternated between the two colleges each week as the "live presenter," so that each college experienced the presentation via distance technology in alternate weeks. He set up the "smart-camera" so that it would follow him as he moved through the classroom. Ric was able to maintain eye contact with both classrooms, answer questions, dialogue with students and present materials in the same way as in a traditional classroom. In short, he practiced regular, effective student contact while teaching using distance technology. Roberta Baber explained the @ONE Project and how faculty and groups can post information about their events, conferences, workshops and meetings. The process involves accessing the @ONE web page and requesting that the information be posted. There are ten "mayors" who help to decide on posting and who determine policy on posting of content on their part of the @ONE web site.

Basic Skills Survey Results

• *By Mark Snowhite, Basic Skills Ad Hoc Committee Chair*

Last spring the Senate's Ad Hoc Committee on Basic Skills surveyed all of the State's public community colleges to learn about practices in Basic Skills instruction, which involve roughly half of our entering students. We defined Basic Skills courses as those that are pre-collegiate, and we focused on the areas of writing, reading, and mathematics. We excluded English-as-a-second-language (ESL) courses. Of the 106 surveys sent out, we collected 68, a sufficient number to establish a high probability that the results are generally valid.

The detailed results of the study will be available at the 1999 Spring Session. Below are some of the most interesting conclusions that we derived:

• System-wide we direct more than half of our students to Basic Skills courses, and virtually all colleges use proper assessment tools required by matriculation. Yet only 29% actually enroll in those courses. In other words, 21% of those students who have been determined by assessment to need Basic Skills instruction do not take it. These students are likely to drop out of school.

• Thirty percent of colleges do not do research on persistence of students who take Basic Skills courses (the number of students who enroll in the following semester), and 15% of colleges do not even have any research on retention in Basic Skills classes (the

Technology at the Fall Session

• *by Ian Walton, Technology Chair*

The Technology Committee continued the fine tradition established by previous Technology Committee Chair, Ric Matthews, of providing an ongoing variety of information and demonstrations in the Technology Room.

Laurie Burruss of Pasadena City College gave an exciting demonstration of some recent grant funded activities in multimedia. She and Karen Owen of San Diego Community College District have conducted several "multimedia boot camps" consisting of several day faculty training activities in how to use new technology and the world wide web to enhance classroom learning.

Roberta Baber of Fresno City College gave a current update on the activities of the @ONE Project. This Project is funded through a grant from the Chancellor's Office, administered at De Anza College by Ann Koda, and features a statewide group of faculty. Roberta described the results of last year's needs assessment survey sent to selected colleges and the growing availability of @ONE faculty training modules. She also gave a guided tour of the latest incarnation of the @ONE web site available at http:\\one.fhda.edu.

Ian Walton of Mission College provided an exploration of the Academic Senate's own web site (http://www.academicsenate.cc.ca.us) for an enthusiastic group of new users. They found that as well as the obvious information on Academic Senate committees and activities, the site contains a wealth of information useful to local sen-

ates, including links to the curriculum website and an assortment of Education Code, Title 5, and Chancellor's Office information - not to mention the latest in surf conditions.

Kathy O'Connor of Santa Barbara City College and longtime Technology Committee member conducted a packed session on access concerns when incorporating technology into curriculum. She talked about assistive technology, universal design, and concerns for curriculum committees when reviewing course proposals for distance education, including effective instructor-student contact.

The final Technology Room session featured George Tamas, consultant to the Santa Barbara City College based Online Curriculum and Instruction Resource Center Project. This Project is funded through a grant from the Chancellor's Office and plans to facilitate the development and implementation of online courses by making templates and content available online to interested faculty. George demonstrated the current state of the project website.

In addition, two regular breakouts featured technology related discussions. Ric Matthews of San Diego Miramar College joined a Curriculum Committee breakout to describe the latest planning on the Technology II Project at the Chancellor's Office. And Ian Walton joined an Educational Policies Committee breakout debating academic freedom, intellectual property rights and fair use in a digital age. 🏛

governance (agreements, disputes); (8) technology (hardware, online courses, etc.); and (9) administrative turnovers. Articles can be Emailed to Hoke Simpson, chair of the Publications Committee, at

hsimpson@mail.gcccd.cc.ca.us.

Attendees at the breakout session also shared their communication ideas. These included (1) sending highlights of senate meeting minutes to faculty immediately after each meeting; (2) posting senate meeting minutes on senate web page; (3) sending out an e-mail question about a current topic to all faculty periodically and compiling the results for an article; and (4) placing a list of all committees and members on a senate web page.

Open communication will benefit us all. Please let *The Rostrum* know what is working on

🏛

Paper on the Future of the Community College Adopted

- *By Hoke Simpson, Educational Policies Committee*

Among the papers adopted at 1998 Fall Session was one from the Educational Policies Committee entitled *The Future of the Community College: A Faculty Perspective.* The paper grew directly out of a resolution from the Spring 1997 Plenary Session, S97 1.2, which "urge[d] the Executive Committee to develop a position paper articulating the faculty perspective on the future direction of California community colleges…." The paper was also intended to satisfy two other resolutions: S97 1.5, which resolved that the Academic Senate reject the use of the widely used business model, TQM/CQI, as a model for restructuring the education process, and which directed the development of a position paper addressing calls for increased faculty productivity by defining "quality" in terms of educational excellence; and S97 5.8, which directed the development of a statement that documents the success of California Community Colleges.

After a "Synopsis" and an introductory section, the paper looks at the history of the community college in California and the nation. The paper points out that the community college had its origin in "the effort to 'rationalize' America's educational system, by bringing it into harmony with the economic and class structure of the larger society." The community college would "protect" the four-year colleges and universities from the masses of unqualified students who would otherwise seek to enter their doors, and would track those students into the more modest vocational paths for which they were suited, leaving the colleges and universities to train those destined to occupy society's higher economic strata. This elitist perspective was explicitly voiced by many in the educational establishment, from William Rainey Harper of the University of Chicago, who first spawned the idea of "junior colleges" and was a prime mover behind the development of the first one to open in 1901, to Clark Kerr, one of the principal architects of California's Educational Master Plan in 1960.

Fortunately, the faculty and administrators of the junior/community colleges themselves never consciously embraced the elitist program of their founders and instead took their role as transfer institutions seriously. The paper points out that there remains, nevertheless, a certain degree of "unconscious complicity," as reflected in the low transfer rates of community college students, especially when measured against the relatively high rate of desire for transfer expressed by entering freshmen. One of the goals for the future is the rejection of this complicity and a rededication to the sort of instruction that makes transfer a reality for all who want it.

From a look at the past, the paper moves on to examine the present and the calls to restructure education by turning to business models such as TQM. Here, again, the authors find an effort to bring educational and economic structures into alignment. This time, however, education is being asked to mimic, not the socio-economic hierarchy of the world of work, but rather the values and managerial techniques of the corporate world. "The aim is now," the authors state, "to impose modes of management on educational institutions in imitation of the managerial techniques of transnational corporations, with the effect of rendering educational institutions an extension of the marketplace and, in the bargain, virtually deifying those at the top of the managerial class, in both business and education alike."

The fundamental mistake of this approach, the paper argues, is to see education as an exchange of information for money. From this vantage point, the proponents of the business models have no difficulty recommending the "downsizing" of educational institutions in the interest of "efficiency" and "productivity." One particularly pernicious form of downsizing is found in the suggestion that teachers can be replaced by digitized, computer-based tutorials.

What the advocates of this vision of learning-as-commodity have failed to understand, according to the authors, is that education is the process of actualizing the potentialities of human beings to become literate, compassionate, productive participants in a democratic process. This is much more than, and very different from, the mere exchange of information. "Teaching," they maintain, "is the 'business' of creating epiphanies,

and this will always be best accomplished through the power of personal presence," as opposed to "complexes of hardware."

It is, in fact, in the teaching function that the authors locate the true quality and the unique strength of the community college. "The greatest strength of the community college," they write, "lies in the quality of instruction that occurs there, and this is the product of knowledgeable and dedicated individuals functioning in a virtually ideal environment [one in which the focus is exclusively on teaching and learning, rather than research]." In the vision of the future expressed in the paper, it is the extraordinary quality of community college instruction that is most needful of being preserved and developed.

As a member of the Educational Policies Committee , I am pleased with the product. I do wish that we had placed more emphasis on the marvelous support services, especially counseling, provided by the community colleges. I mention counseling, in particular, because there is an incredible irony there. Historically, counseling was introduced into the community colleges as part of the effort to "cool out" students, to provide a personal touch in letting them know that they weren't really college material. Happily, our counselors never accepted that mission, and instead they have made community college counseling into a major force in helping students attain their educational goals.

The "Synopsis" section of the paper contains a 500-word bulleted list of goals that was separated out and offered as a "Vision Statement" for the California Community Colleges. The plena-

ry body seemed to feel that this was a bit long, and called, in a separate resolution, for the composition of a briefer vision statement. Asked what he thought of this development, Educational Policies Committee member, Ian Walton, said, "It all fit on one page. In Educational Policies, we consider that brief!"

Join Us This Year!

The Academic Senate will be holding three Institutes this year:

"Teaching for Technology"
CSU Monterey Bay
June 13 - 18, 1999

Faculty Leadership
San Diego Weston Horton Plaza
June 24 - 28, 1999

Curriculum Institute
Pacific Hotel(Disneyland), Anaheim
July 29 - 30, 1999

Check out the Senate website for more information!

---

number of students who complete the course). Only 25% of colleges report that they follow up on students who drop out of Basic Skills courses. We need to do a better job measuring our success of Basic Skills classes as a first step in improving our performance in this area.

• While most colleges report providing some amount of staff development for Basic Skills instruction, 42% of those responding indicate that their college provides no such activities or they were unaware such efforts.

• Nearly 30% of the colleges

from multi-college districts report having no system to articulate Basic Skills courses from one college to another. Students transferring from college to college will inevitably experience confusion about which course to enroll in. (Faculty working on a project funded by a Board of Governors grant are currently developing a system to articulate Basic Skills course between community colleges.)

• The broad diversity of levels, courses, and supporting activities that colleges offer defy further generalization.

• Most instructors who teach Basic Skills courses are part-time instructors. For credit courses the percentage of part-timers is 56.5%; for non-credit courses the percentage is 70%. Because full-time instructors enjoy more support from their respective institutions, have more time to help students during office hours, and are more responsible for the development and continuity of programs, colleges need to dramatically increase their full-time faculty in Basic Skills, as well as in all other areas.

• Class size is relatively high for Basic Skills classes. For writing and reading classes, only 12% of colleges have enrollment limits of fewer than 25, 62% have class size limits between 25 and 30, and about 26% of colleges have limits above 30. For math, the numbers are even more disappointing: 24% of colleges have limits of 30 or under while 76% have limits of over 30.

Now that we have at least a partial picture of the state of Basic Skills instruction in our institutions, we can recognize many areas where we must provide more creativity, more resources, and – as faculty – more leadership to improve.

The Impact of the Overuse of Part-Time Faculty

- *by Bill Scroggins, President*

The explosive growth of the use of part-time college faculty over the last three decades has been well documented. Much debate has ensued regarding whether or not this extensive use of part-time faculty has resulted in a decline in the classroom learning experience provided to students. While this debate rages, the gradual erosion of the core of full-time faculty has led to the undermining of essential academic and professional activity at both the department and college level. This decline has largely been ignored but may have an even more fundamental impact on our colleges.

Typically, part-time faculty are neither expected to participate in nor compensated for many basic faculty functions which take place outside of the classroom. Curriculum must be kept current and instructional materials such as study guides, syllabi, problem solution summaries, lab/studio/clinic/shop activity manuals, and reading lists must be developed and updated. Even at those few colleges where part-time faculty are compensated for office hours, additional assistance to students, such as program advising, career counseling, and letters of recommendation, is generally left to full-time faculty. With the mobility of today's student, articulation with other institutions is a growing task, particularly for community colleges. The growing accountability movement has meant more attention to program review and accreditation. The mundane chores of hiring and evaluating faculty are a combination punch for departments with an over-dependence on part-time faculty. The high turn-over rate of part-time faculty means much more frequent hiring searches and in-depth initial evaluations–and all to be done by a shrinking pool of full-time faculty. As a result, some colleges are observing a decline in attention paid to faculty qualifications upon hire, cursory evaluations that often overlook even glaring teaching flaws, and a tendency to relegate hiring and evaluation of part-time faculty to administrators who may or may not have the subject matter expertise to make the appropriate judgements. All of this does not even consider the college level impact of part-time faculty who generally do not participate in faculty governance activities, establish relationships between the college and the surrounding community, or partake of scholarly activity at any rate even approaching that of full-time faculty. Of course, none of this is unexpected, considering that colleges do not provide part-time faculty with direct compensation, or even supporting resources, for any of these professional activities.

The long-range implications of this deterioration in the academic and professional activity of faculty in the college environment are potentially quite profound. In many ways, this extensive dependency on part-time faculty who are not treated as full members of the educational community is part of a larger societal trend to fragment what used to be a rather integrated set of expectations of those in professional occupations. It is not at all unusual now, for example, for a group of business managers to hack out a set of general principles and then give the hen-scratchings to a specialist for "word-smithing." Today's view of the corporate mogul is one of a sleek-suited executive surrounded by a phalanx of such specialists. I would submit, without any attempt at assigning cause-and-effect, that what we are seeing is a decline in the perceived worth of the intellectual life. Ferreting out the details of a problem through research, reading widely to establish a firm conceptual foundation, writing cogently and exercising one's mind accordingly, organizing one's thoughts to make a persuasive verbal presentation are, to me, not tasks to be fobbed off to some hireling. These activities are the foundation of the intellectual life. If this trend continues, will our civilization fragment accordingly?

1999 Spring Plenary Session

The 1999 Spring Plenary Session of the Academic Senate for California Community Colleges will be held on April 15 - 17, 1999 at the San Francisco Airport Westin. Registration material is now available in the Senate Office or on the Sente website.