CONFRONTATION AND THE COMMON GOOD

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

SENATEROSTRUM

Confrontation and the Common Good

by Ian Walton, President

At Spring Session we examined the delicate balance between cooperating with colleagues who hold a different opinion of issues, versus confronting them. You heard the suggestion that automatic, public confrontation, while perhaps immediately satisfying, is not always an effective long-term strategy. And you've seen the results of recent attempts by the Academic Senate to better cooperate with groups such as statewide administrative organizations, the System Office and the Board of Governors. The most spectacular example has been the interconnected conversation that began with graduation competencies and has led to the Basic Skills Initiative and the emerging exploration of assessment practices.

However, recent events have focused attention on an aspect that was not perhaps apparent at Session. While the decision to confront or cooperate depends on specific personalities and specific issues, you will sometimes reach a different conclusion at the local level from that reached statewide.

Sometimes local interests are in conflict with the "greater good."

Discussion of the Diablo Valley College lawsuit on division chairs has recently appeared on the informal CCCSenates Google Group along with questions about the role of the Academic Senate. I want to share some of the long history and decision making process from the point of view of the ASCCC.

On the surface it seemed like a fairly simple issue. Contra Costa district administration proposed the replacement of a faculty division chair structure at their three colleges by an administrative dean structure. Faculty at Contra Costa College and Los Medanos College appeared relatively accepting of this concept, but faculty at Diablo Valley College were strongly opposed.

ASCCC does not have an official position about which structure is "best." The Spring 2004 position paper *Roles and Responsibilities of Faculty Academic Chairs: An Academic Senate Perspective* strongly encourages meaningful college-wide conversations to resolve that very question. With different leadership personalities, that might have been a possibility for Diablo Valley but, in fact, that didn't happen and both sides turned to the court system. As we often remark in governance training, this is a sure sign that participatory governance is already seriously broken.

In December 2001 Diablo Valley faculty attended an ASCCC Executive Committee meeting in Oakland to explain their situation and to ask for support. While obviously supportive of fellow faculty, Executive Committee was immediately concerned about the possible wider impact on other colleges should DVC faculty lose their lawsuit. In Executive Committee's opinion, the possible downside consequences of a loss, for all colleges in the system, were more serious than the possible upside consequences of a win, for DVC. Six years later, this is, in part, what has resulted.

At the time in 2001, Executive Committee determined that ASCCC would not participate in the DVC lawsuit. They did this for two reasons: a judgment about the likelihood of negative statewide consequences and a specific concern that part of the DVC faculty case was weak because language in the collective bargaining contract had already conceded that faculty were doing administrative duties.

The court originally ruled in favor of several of the items in the DVC academic senate brief—most notably that the local academic senate did indeed have legal standing in the case. But they ruled against the DVC faculty desire to reinstate the original faculty division chair structure and to mandate collegial consultation. Much of the remaining discussion centered around whether "collegial consultation" on the issue was required and whether it had taken place. This refers to the meaning and intent of the language in Title 5, section 53200 that says "district and college governance structures, as related to faculty roles."

In December 2005, ASCCC filed an Amicus Brief at the appeal level because a greater systemwide threat had suddenly appeared. Contra Costa District was claiming for the first time in their appeal that the entire Title 5 Regulations on participatory governance for the community college system should be declared invalid.

In 2007, the Appeal Court in a "published" decision declined to address the Contra Costa newly raised issue concerning the validity of statewide governance regulations but continued to say that collegial consultation was not required in the specific reorganization that took place at DVC.

The DVC faculty senate recently requested that ASCCC join their appeal to the California Supreme Court on the grounds that the "published" response will negatively affect other academic senates.

In consultation with our attorney we determined to maintain our original position and not join the new appeal.

The Appeal Court's decision could, in fact, help all local senates because it focuses attention on traditional faculty roles. It strengthens the case that if those roles are indeed affected by a reorganization, then collegial consultation must take place. But it also strengthens the opposing case that if traditional faculty roles are **not** affected, then collegial consultation does not need to take place. Unfortunately for the DVC faculty, the court determined that in their specific example, traditional faculty roles were not significantly changed. ASCCC has consistently refrained from joining that part of the dispute and determined to intervene only where we believe clear statewide principles are at stake.

Only time will tell how this issue plays out. Personally, I continue to believe that the inability to effectively discuss this issue in 2001 was a missed opportunity and that new leadership should seize the chance to discuss it now. Of course, some districts may claim that the Appeal Court ruling gives districts carte blanche to unilaterally abolish faculty department and division chairs. But neither our legal counsel nor statewide administrative leaders, that I have unofficially consulted, interpret it that way. DVC faculty will continue to fight for what they believe to be best for their institution—as they should. ASCCC will continue to protect what it sees as statewide faculty interests—as we should.

I have great confidence that your newly elected ASCCC leadership team will successfully navigate these tricky waters on your behalf—under the able command of Mark Wade Lieu. I have enjoyed playing my part for the past two years and look forward to continued informal associations with the many of you who have become friends. Thank you for a wonderful collaborative leadership experience. ∎

Speak, Converse, Verbalize, Articulate, Dialogue, Write, Act!

by Greg Gilbert, Secretary

> *"The time comes in the life of any nation when there remain only two choices—submit or fight"*
>
> Nelson Mandela

In the spirit of the Academic Senate's 2007 Spring Plenary theme of "Consult, Confront, Collaborate," I wish to discuss our relationship with the Accrediting Commission for Community and Junior Colleges (ACCJC) and Washington's present effort to federalize accreditation. Now, before you think, "Here he goes again," I ask that you indulge me by considering where the 2002 standards got it right: local dialogue and an emphasis on student learning. While there are areas of legitimate concern with the 2002 standards and the ACCJC's lack of active interaction with the Academic Senate and local senates, it is important to acknowledge opportunities that result from local dialogue.

At present, we are about five years into a ten-year accreditation cycle wherein community colleges are expected to demonstrate that they are applying collected evidence about student learning toward continual improvement. Fortunately, we are not being required to accede to Secretary of Education Margaret Spellings' determination to standardize education, but, rather, to demonstrate that institutions are making independent decisions which promote student success.

One simply cannot overstate the importance of independent decision making at the local level, for without such rights, not only do we risk falling into the same Soviet style bureaucracy as K-12 with No Child Left Behind but our profession risks exchanging proactive support for students and missions for compliance with authority.

Where the ACCJC's new standards promote Student Learning Outcomes (SLOs), what is really being promoted is *dialogue* that results in SLOs, measurable and observable results, information-based planning cycles, and a self study that is reflective of the entire process. In contrast, Spellings wishes to centralize Washington's authority over America's higher education in the guise of quality control. A federal takeover would not only herald a political seizure of the curriculum, it would narrow the mission of higher education to that of job placement and the red herring of "customer satisfaction."

When we couple Spellings' designs on education with the national decline in the presence of tenure in higher education, we see a dangerous erosion in the ability of the professoriate to oversee curriculum and programs and to speak truth to authority, both at state and federal levels. Make no mistake, Spellings and the present administration have about a year-and-a-half to accomplish their goals, and to the extent that they succeed, American democracy suffers.

If you believe as I do that decisions concerning our students and missions are rightfully academic and professional matters, if you agree that federal standardization would negatively impact the way faculty manage curricula, programs, and support services, and if you believe as I do that the one-size view of education would result in lowering standards overall, please speak up! Write to leaders of the United States Senate and House education committees: Edward M. Kennedy, George Miller, Howard P. McKeon, and Michael B. Enzi and tell them not to politicize higher education but to support the principle of local control that has made American higher education the envy of the world.

I began this article with a quotation from Nelson Mandela's 1964 trial for treason and conspiracy to overthrow the government not because I desire a fight but because we may yet avoid a more profound conflict in the defense of American liberty—by speaking out.

With freedom comes responsibility, even limitations that aid in its preservation.

In a world that is increasingly corporate, we must be vigilant to ascertain if and when limitations that arrive under the guise of "self interest" (the prominent example of our time being Homeland Security) are genuine. If we relax and leave the vigilance to others, we may yet see fundamental pillars of freedom pulled down, one-by-one, by the implied consent of our silence.

Though we certainly have differences with the ACCJC, make no mistake: such regional accrediting bodies as ACCJC/WASC are vital partners to our effort to retain the right to "dialogue" in support of our students and local missions—both locally and within these United States. ∎

Information Competency Graduation Requirement Programs:
A Survey of Methods

by Shawna Hellenius, Cosumnes River College

R esolution F06 9.03 called on the Academic Senate to conduct a survey of the certificate and degree programs in California community colleges to determine which information competency requirements have been implemented by which colleges. *Serendipitously, Shawna Hellenius, an instructional librarian at Cosumnes River College conducted such a survey in Fall 2005 for a sabbatical project. She kindly shares a summary of her sabbatical report in this article. The full report is available at http://ww2.losrios.edu/crc/Faculty_&_Staff/Faculty_Websites/Hellenius,_Shawna.htm.*

Studies have shown that Information Competency (IC) increases student GPA, persistence, the number of units they complete, and their performance in individual classes.[1]

The question, when advocating for an IC graduation requirement, is what is the best curriculum format? An attempt to answer this question led to a survey of methods used by California colleges that require IC for graduation.

Information Competency (IC) is "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."[2] The need for IC as a requirement for students has arisen through the information technology explosion. Information is now available in bulk, unfiltered quantities. The Association of College and Research Libraries (ACRL) aptly states that the abundance of information does "not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively."[3] As an important basic skill on the road to student success, IC is not just a library concern, but a goal the entire campus should pursue.

Curriculum Models

The one-hour library instruction workshop has long been the predominant method of teaching research skills to students. Common characteristics: the workshop is introductory and only occupies one to two class sessions in one course. This method, which is completely reliant on fac-

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[1] Glendale Community College, "Statistical Evaluation of Information Competency Program Student Outcomes Spring 2000 to S[ring 2005," 27 July 2005, 24 April 2006. <http://www.glendale.edu/library/IC/Research/ICEval05.pdf>.

[2] Association of College and Research Libraries, "Information Literacy Competency Standards for Higher Education," 17 March 2006. American Library Association, 24 April 2006 <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>.

[3] Association of College and Research Libraries <http://www.ala.org/ala/acrl/acrlstandards/informationliteracy-competency.htm>.

ulty support, is often perceived by students to be irrelevant to their academic needs, and they retain little of what is presented.

Four alternative models exist: 1) stand-alone library course; 2) library course linked through concurrent enrollment with another class; 3) IC across the curriculum; and 4) online tutorials.

STAND-ALONE COURSES

Stand-alone courses are one- to three-unit library courses. Their main benefit is the ability to reach students over an extended time period. This enables librarians to build a strong base of research concepts and skills that will serve students in further academic years[4]. Stand-alone courses benefit non-library faculty too. Faculty members have commented that they can raise their standard and don't need to review basics of research before teaching their own content when the IC course is a requirement.[5]

LINKED COURSES

Stand-alone IC courses can be linked in concurrent enrollment with courses that require research or with learning communities. Such links increase the relevancy of IC training and aid students in researching their papers in the linked course.

Qualitative data suggests that concurrent enrollment has positive effects on student success.

Strengths include opportunities for meeting students' needs at the appropriate time, better student assessment, and greater depth of content.[6] Despite these statements, quantitative data from a Glendale College study shows that pairing library classes did not result in better grade performance.[7]

INFORMATION COMPETENCY INFUSED ACROSS THE CURRICULUM

The least effective method for delivering depth of content, but a frequent institutional choice, is IC across the curriculum. Adopted by institutions that do not wish to subject students to an additional required unit, the curriculum committee identifies courses that fulfill stated IC outcomes, and require students to take one of those courses.

The program usually maintains the status quo, with one-shot, on-demand library instruction sessions taught in classes with research papers. Sometimes a longer library program is imposed upon class. This method is unmanageable for librarians because the library does not generate credit hours. Therefore, the number of library

4   Susan R. McMillan, "We're Teaching—Are They Learning? Looking at the Two-Credit, Required Information Literacy Course," *First Impressions, Lasting Impact: Introducing the First-Year Student to the Academic Library. Papers and Session Materials Presented at the Twenty-Eighth National LOEX Library Instruction Conference held in Ypsilanti, Michigan, 19 to 20 May 2000* (Ann Arbor: Pierian Press, 2002) 106.
5   McMillan 107.

6   Randy Burke Hensley, and Vickery Kaye Lebbin, "Learning Communities for First-Year Undergraduates: Connecting the Library Through Credit Courses," *First Impressions, Lasting Impact: Introducing the First-Year Student to the Academic Library. Papers and Session Materials Presented at the Twenty-Eighth National LOEX Library Instruction Conference held in Ypsilanti, Michigan, 19 to 20 May 2000* (Ann Arbor: Pierian Press, 2002) 35.
7   Glendale Community College <http://www.glendale.edu/library/IC/Research/ICEval05.pdf>.

faculty does not grow in proportion to increasing instructional demands.[8]

Another option under this model is for non-library instructors to teach IC. This approach necessitates librarian-run programs to teach information skills to regular classroom faculty.[9] A complex articulation process makes this method difficult to manage for counselors and admissions staff.

ONLINE INFORMATION COMPETENCY TUTORIALS
Two studies have concluded that online instruction is just as effective as a single, one hour face-to-face library instruction session.[10],[11] The difference, however, can lie in student satisfaction. Based on Likert scale questions, one study concluded that the face-to-face format was better suited to addressing questions. Open-ended comments, on the other hand, tended to contradict the results of the Likert scale questions, and were more in favor of the online tutorial format.

[8]   Angela Megaw, and Jo McClendon, "One-Shot to a Full Barrel," *Managing Library Instruction Programs in Academic Libraries. Selected Papers Presented at the Twenty-Ninth National LOEX Library Instruction Conference, held in Ypsilanti, Michigan, 4 to 6 May 2001* (Ann Arbor: Pierian Press, 2003) 113 – 115.

[9]   Hannelore B. Rader, "Building Faculty-Librarian Partnerships to Prepare Students for Information Fluency: The Time for Sharing Information Expertise is Now," *C&RL News* Feb 2004: 74 – 90.

[10]   William A. Orme, "A Study of the Residual Impact of the Texas Information Literacy Tutorial on the Information-Seeking Ability of First Year College Students," *College & Research Libraries* May 2004: 205 – 214.

[11]   Melissa Muth, and Susan Taylor, "Comparing Online Tutorials with Face-to-Face Instruction: A Study at Ball State University," *First Impressions, Lasting Impact: Introducing the First-Year Student to the Academic Library. Papers and Session Materials Presented at the Twenty-Eighth National LOEX Library Instruction Conference held in Ypsilanti, Michigan, 19 to 20 May 2000* (Ann Arbor: Pierian Press, 2002) 115.

IC Requirements at California Community Colleges and California State Universities

Twenty-one California colleges and universities have adopted IC graduation requirements. Of those, sixteen colleges offer a stand-alone library course to fulfill the requirement. Six colleges use the stand-alone course as the *only* vehicle for students to fulfill the IC requirement.

Responses on a questionnaire sent to each college with an IC requirement indicate that the stand-alone library course is essential to the standardization of IC learning. Said one respondent, "Faculty know what to expect from students who have taken the course." This method doesn't add to the workload of non-library faculty or counselors. Said one respondent, "Faculty do not have the burden of updating their materials when library interfaces or resources change; faculty do not have to change their syllabi to incorporate information literacy."

Stand-alone courses, best targeted toward freshmen, are the only method where it is possible to thoroughly cover all IC competency standards.

One student, who took the Contra Costa library course and then transferred to St Mary's College, said of her experience during a brief library orientation at St. Mary's College, "I knew what was going on. I understood what databases were. I could see the other students were totally lost."

In addition to offering a stand-alone library course, three colleges link the course in concurrent enrollment with a non-library class. Said one

respondent, "Library 10 teaches students the information literacy skills they need to accomplish their assignments in English 1A.

> The students don't have to be told the course is relevant to their studies—it sells itself and has a built-in motivator."

Responses from colleges that did not use this method indicated that this was a desirable curriculum method, but required additional staffing.

Fifteen colleges satisfy the requirement through IC across the curriculum. Questionnaire responses from most institutions indicated that this is not a recommended model. However, "pressure on campus from administration and other departments to not add another unit of work required of students" compelled colleges to adopt this model. Drawbacks included a complicated articulation process and time consuming assessment procedures.

Only one college, CSU San Francisco, meets the IC requirement through an online tutorial. Nine colleges provide the opportunity for students to test out of the requirement. ∎

California Colleges and Universities with Information Competency Graduation Requirements

Colleges Offering Stand Alone Library Course

Cabrillo College (2)
CSU Bakersfield (3) *
Cerro Coso College (3) *
City College of San Francisco (3) *
College of the Sequoias (2,3)
Contra Costa (3) *
Diablo Valley College (3) *
Long Beach City College (3)
Merced (3)
Mission College (3) *
Monterey Peninsula College
Ohlone College *
Saddleback College (3)
Santa Rosa Jr. College *
Taft College *
West Valley College (2)

Library Course Linked in Concurrent Enrollment with Non-Library Class

Cabrillo College (1)
College of the Sequoias (1,3)
West Valley College (1)

Information Competency Infused in Selected Non-Library Courses

CSU Bakersfield (1) *
CSU Monterey Bay
CSU Sacramento *
Cerro Coso College (1) *
City College of San Francisco (1) *
Contra Costa (1) *
College of the Sequoias (1,2)
Cuyamaca College
Diablo Valley College (1) *
Long Beach City College (1)
Merced College (1)
Mission College (1) *
Saddleback College (1)
Siskiyous College

Online Tutorial

CSU San Francisco
* Opportunity to test out of requirement
(1) Also offers stand alone IC course
(2) Also offers linked course
(3) Also offers IC infused into non-library course

Access for All

by Wheeler North (Area D Representative) and Friends

By the time this article reaches the press the furor over the St. Valentine's Day Massacre, AKA Nancy Shulock's *The Rules of the Game*[1] will have died down some. However, the need to address some of the problems within our system will remain—and should be addressed with an approach that respects the role community colleges are supposed to play as they maintain their commitment to access.

The Rules of the Game insinuates that the community college proviso to ensure educational access to all has a negative impact upon accountability and success and is therefore bad. "Access is Not Enough —The California Community Colleges (CCC) are providing broad access to college, but that access is not translating into degree completion—a troubling trend that could have profound repercussions…"(pg 4)

Central to Ms. Shulock's proposition is that providing access is all about FTES (Full-time Student Equivalent) chasing, which grossly misses the fact that providing such access can be done badly or it can be done in a manner that promotes student success.

Enrollment and FTES development should never be a thing chased as depicted by Ms. Shulock. Effective enrollment management is what ensures "access to all" while increasing the likelihood of "success for all." It's a year–round process of comprehensive thoughtful planning that promotes a high degree of collegiality, participation and effective learning.

I'm sure you've all experienced the six-week FTES dance we all do around the beginning of each semester. Essentially we toss a number of sections into class schedules each term hoping they fill up. We then use various models of gnashing our teeth and wringing our hands until we decide that our enrollment "is what it is."

Many of us will define an average course head count value in which classes below this are canceled. A common way to arrive at this number is to create a college average based upon total FTES needed to cover all expenses. While this does determine what is needed to remain fiscally solvent, it really should have no bearing on the decision to cancel a section. Canceling a class ought to encompass a complex planning and decision process including many factors such as the impact to the students we serve and the actual impact to the budget.

Another factor used in enrollment management may be capacity. If a program's capacity doesn't meet this "average" number they will never cover their costs, so other higher capacity programs and courses will need to be offered that make up the difference.

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[1]   Shulock, N. and Moore, C. (February 2007), Institute for Higher Education Leadership and Policy, California State University, Sacramento

> Target productivity goals are created for a program, school or division to autonomously attain the above mentioned average, spread over a variety of section sizes.

Finally, classes are cancelled. However, what is seldom ever examined is the impact of actually canceling the class. Ostensibly, a class is cancelled to avoid expenses required to run the class. However, the only real expenses which are cut when a class is canceled are the cost of the instructor. The fixed costs will still be paid. The building will be maintained, the President will not be released, the gardeners will still garden, and the lights will still most likely stay on. If it is a contract faculty whose class is canceled then they will bump a part timer's load. So the actual savings will be roughly the course hours times the part time pay rate, or $2500.

This amount can be covered by approximately 6 students in a three-unit course. Therefore if the course has seven or more students, canceling it may actually lose the district some earnings. While it can be argued that such a course won't cover the college's total costs, canceling it will lose some earnings that can be used to offset those costs. (These are rough numbers, and vary greatly by college, but a well thought out enrollment plan will have these values well established each year)

This logic implies that an effective enrollment management plan should encompass more than just the aforementioned FTES dance. When we don't

cancel a class that is below the "average" mentioned above, that gap will need to be made up somewhere with a larger class. Our planning must accommodate for these variances for us to remain fiscally solvent.

Two primary methods for closing this gap are "spend less elsewhere" and "earn more".

Walk around campus sometime to see what you could do without. High on my list are the "dignitary celebrations" that regularly pop up. Of course when I bring this up I get comments like "XYZ funds pay for this, there are no state monies going towards this!!!" That may be true but my response is "there are no limits on XYZ funds that prevent them from being used to keep a section

open." Do the celebrations have value? Of course they do. But they sure aren't listed in the Education Code as one of our missions.

In the second focus area, earning more, there is a lot that can be done. But this must be done carefully and planned out all year around. Our funding model limits how much colleges can grow each year, so a 10% increase in FTES will be costly when the State only pays for 2.4% growth.

But, of the many things you can do, community advisory groups are high on the list. These are required for all vocational programs, but they can benefit any program in many ways. There is much written on this subject so I won't repeat it here; however, many programs within my division regularly receive thousands of dollars in equipment and student assistance from their advisory constituents. As well they often receive employment placement slots which does much to attract students and to promote their ultimate success (take notes here Ms. Shulock).

Developing and sustaining relationships with local high schools, particularly at the program level, can lead to increased enrollments and to better retention and persistence for those students.

And, speaking of completing or returning students, your enrollment management plan should have a separate comprehensive plan for both retention and persistence. Statewide 40% of our students don't return after their first year. Yet most of our programs are two or more year sequences; therefore a preponderance of students, far greater than 60%, should be returning after that first year.

This is where an effective student services plan needs to happen. We don't get to pick our students; we accept the top 100%, and we must be suc-

cessful with whatever walks in the door. As well, students never drop while they are sitting in class. A key to retention is to establish a two-way relationship with the students, one that is independent of any one class. While there are obvious barriers we can try to reduce, some will never disappear. We must make other connections that our students value so they want to keep coming even when one or two classes aren't going the way they would like.

There must be opportunities for regular interaction, and not with just those students we identify as needing help.

All students will need some help in their stay with us. Ask yourself this; are you more likely to ask a stranger for help or someone you already know? If they are not willing to ask the instructor for help, why would they go ask a stranger? What does your college plan do to promote a high degree of student to faculty and staff interaction?

Does your college have a process for reaching out to students who self-drop or disappear, particularly those who do so late in the term? At the very least, could this be a way to get them to come back the following term? And why do we make it so easy for our students to self-drop in the first place?

To reiterate my original point, enrollment and FTES development, when done with both the issues of access and success in mind, requires college-wide participation and cooperation. The Academic Senate paper; *Role of Academic Senates in Enrollment Management* has more on this topic for the interested reader. (http://www.asccc.org/Publications/Papers/Role_enrollment.html) ■

CTE: A Five Year Plan to Help Link Planning to the Budget

by Shaaron Vogel, Area A Representative

"**M**oney, money, money makes the world go around, world go around!" But first we need a plan! The System Office and the Department of Education are working together to develop a five-year plan for Career and Technical Education (CTE) for the State of California. In January they began the inclusive process with a series of three two-day meetings. There are 45 participants from a wide variety of groups of representatives who are critical to the functioning of the CTE system including industry, high school faculty, and Economic and Workforce Development Program representatives, to name a few. The Academic Senate has two faculty members included in the conversation.

This planning process was first driven by the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, often referred to as Perkins IV. It is a federal requirement that all states that get Perkins monies have a state plan. The last few years the Governor has also provided large sums of money for CTE initiatives. The Legislature has had an increased interest in vocational/career education systems. Since so many people want to help us and our students, it was decided a joint discussion and focus was needed.

> Both the community college and the K-12 systems decided what we really needed was a state plan for both systems that not only addressed Perkins but also gave us a vision and plan for the next five years.

The joint meetings have kept the participants working the entire time and have allowed for a great deal of conversation and exchange of ideas. In the first meeting the group came up with a vision and mission statement and some guiding principles, which will serve as the basis for the future direction of CTE. In the mission, vision and principle statements the ASCCC faculty representatives were able to ensure that key guiding principles we believe in were preserved and highlighted. Some of the words included are: become contributing members of society, high-quality education, integrate academic and technical skills, creativity, passion, achieve goals, and access for all.

In the second meeting the group discussed the goals and specific criteria to use to assess the progress of the systems in achieving what they have planned. The goals will enable us to decide how to implement the plan and assess its effectiveness. Some of the Perkins items included in this discussion were: programs of study, teacher supply and quality, career guidance, student support services, professional development, system alignment of curriculum, industry's role, life-long learning, and the ever present continuous improvement/accountability link. Many questions were raised, including the following. Does a college get funding if they only have one program of study? How do we credential our faculty and should we change the minimum qualification guidelines? What is professional development, and who should do it? How is curriculum developed and by whom? What will happen to rural colleges if we get funding based

on high wage, high skill and high demand industry since many of them do not have programs that meet these criteria but have programs that are vital to their local community and their economic needs? They can not afford to lose their funding. Yet to be decided is how to define the criteria of program size, scope and quality. Needless to say this was a day spent reminding those in the discussions of the community college Title 5 language on the "ten plus one"! The two faculty representatives were helped in this endeavor by other community college deans and System Office leaders. Some of the definitions we are discussing could involve Title 5 changes in the future, so a clear direction is needed and analysis of its impact must be reviewed.

This initiative on the part of the Department of Education and the System Office has been productive and enlightening for all the participants. Certain themes about issues in the workforce came to light and we were able to discuss them in more detail. A few of these were: the aging workforce, the increase in diversity in workforce, dropout rates in high schools, completion rates in community colleges, perception of value of vocational roles, skill levels needed to succeed, basic skills issues, concurrent enrollment, and career pathways. It was repeatedly shared how as educators we must link the academic and vocational skills needed for a student to successfully transition to the workforce and become a life-long learner. In the last two-day meeting at the end of May discussion will focus on funding, particularly how to utilize the Perkins money.

It is the money, and who gets what, that will be the harder issue to deal with.

So many people are getting a piece of the pie right now and their funding amounts may change in the future.

In the 2007 proposed budget the Governor has requested $52 million to expand CTE course offerings and programs, about $33 million for the CCC Student Success Initiative (student services and matriculation) and $18 million more for nursing. Perkins IV comes with about $43 million dollars. All but five districts get in the $100's of thousands of dollars to support vocational programs on their campuses with seven districts receiving from $1 million to over $4 million. The group will be discussing what to do with Tech Prep funding, if anything, and whether to set aside a 10% reserve from the 85% that comes to local colleges. There are many changes on how colleges may spend the money combined with increased accountability for its usage.

We are very aware of the Accreditation Standards that want a linkage between planning and the budget process. Now the State of California is making a CTE plan to help with its budget process. We need to stay knowledgeable on where the funding is, what strings are attached, and how this will help our students. Do you know how much Perkins/VTEA money your campus gets and where it goes? Do you know about the changes local college plans must include to get their funding? Stay tuned for more on this subject. If you would like more detail I have a brief summary of some of the finer points of Perkins IV that came from a presentation done by the Department of Education. Just contact me at vogelsh@butte.edu to receive a copy of that summary. ∎

Win, Lose, or Draw:
Hiring Administrators

by Michelle Pilati, Relations with Local Senates Committee Chair

After a long first day at Spring Plenary of basically nothing but Title 5 (T5) discussions, Friday's breakouts were, for me, a change of pace. Instead of the complexities of dealing with T5 (we are now on the most intimate of terms), I got to change gears and focus on things which were far simpler (ha!).

"Hiring and Educating New Administrators" was intended to be a discussion, with the presenters sharing information and ideas to start the conversation. Most informative were the results of a formal survey on administrator hiring and an informal survey on what faculty should and should not do to "educate" new administrators. Be sure to look for Rostrum articles on each of these. I'm going to take the liberty of focusing on where we are and what we might consider doing to improve our lot.

"Win, Lose, or Draw" describes what is currently happening as we look to fill the many vacant Chancellor/CEO positions out there. Few are the winners, who hire someone with whom they are happy on the first try. Amongst the losers are those who have someone installed that does not garner support from the campus community, but has the backing of the Board—or the colleges where the Board has opted to dismiss a President who has support from the campus community. "Draw" is what we see happening more and more often – disappointed by the candidates or unable to reach a consensus, a college or district opts to start the process all over. This is certainly better than a loss, provided the interim leadership is not creating problems. And what about those interims? Do you take the time to develop relationships with them, or do you just hope their time will be brief? How are such positions filled?

A discussion of interims was another element of our breakout, but I digress.

In the instance where there is a "draw", will the pool be better the next time out? Only time will tell—but the odds are against us all. Chancellor Drummond reported early in the year that approximately 40 CEO positions were either vacant or would open up by June. Isn't that terrifying? Given the limited number of individuals out there looking to fill these jobs and interviewing across the state for the various currently open positions, we can hope that additional qualified applicants will emerge—perhaps vice presidents who want to move up or presidents who want a new challenge. And challenge it may well be.

How do we "grow" additional qualified administrators? Ask yourself this—would you want to be an administrator? How do you view your administrators? Perhaps you are lucky enough to be at a college where everything is harmonious—where administrators are not cursed and reviled, but respected and viewed as effective agents of positive change. But even then, would you want their job?

We do lose faculty to administrative positions all the time. While we hate to lose these faculty from our ranks, we have to applaud them for taking on what has to be a challenge. As an administrator, you may lose your ability to speak freely and may be compelled to compromise when you do not feel it is appropriate. As faculty, we can speak about and fight for what is right—without fear of reprisal (well, most of the time). I hate to get preachy, but that's our job—not to be preachy, but to fight for the best for our students. Does your Board have this in mind? Do your administrators? If you can say "yes", then you are in a special place.

What can we do to make it better? What can we do so that we might consider moving up in the food chain? We can start by trying to look at our administrators in a positive light—by forgiving them for their errors in the past or for the misdeeds of their predecessors. We can try and understand the pressures that they endure—responding to mandates from higher ups, dealing with ever-changing and contradictory priorities, trying to do what they believe is the right thing. Perhaps this is a tall order, or perhaps it is a simple change in mindset. If we have an adversarial relationship with our administrators, how can we ever expect to get it to change? If our faculty leaders do not view administrative leadership positions as attractive, where are we going to get those good administrators from?

Hopefully I've got you thinking just a little bit about what changes might benefit your college. And note that I do not say this from a perspective of a perfect world where everything is peachy—far from it. But as a psychologist, I believe in the power of our expectations and our outlook. If you expect the worst, you'll get it—we call that a self-fulfilling prophecy. We also know the power of first impressions and how they can color all future interactions—be cognizant of such things. And keep in mind that smiling really does make you happier. Perhaps the best approach to troubled times is to hope for and expect the best; it certainly can't hurt. ∎

Administrators Need an Orientation to the Senate

by Jane Patton, Executive Committee Member

In Sept 2005 I wrote a *Rostrum* article called *How Much Do You Know About Your Academic Senate?* (available at asccc.org) which recommended that senate leaders take the time to educate others about the senate's roles—something we learn quite well at Faculty Leadership Institute each June! A companion to the article was a PowerPoint presentation, based on the one presented at Leadership Institutes, that explains the authority and responsibilities of faculty as laid out in Education Code and Title 5 (the 10+1). The PPT can be found by going to Local Senates and looking for the presentation called "Orientation to the Senate" *http://www.asccc.org/LocalSenates/OrientationSenate_files/v3_document.htm*

In addition, if you have attended a Leadership Institute and would like to use the *Basis for the Senate* slide show, it too is available by going to the Events button and looking at the materials from the 2005 Faculty Leadership Institute and look for *Basis for the* Senate, *http://www.asccc.org/Events/Faculty/Presentations2005/Faculty2005.htm*.

The *Rostrum* article focused on the need for senate leaders to help faculty and senators understand the academic senate; but it also mentioned that our job may extend beyond educating our peers. Administrators and trustees—especially newly hired ones—-also need to learn about faculty roles in governance, and it our job to educate them.

At the Spring 2007 Plenary session, in a breakout about "Hiring and Educating New Administrators," we discussed how many new and interim administrators are in our colleges, and the fact that many of them may come either from out of state or from outside the community college system, and have no idea about the authority vested in faculty since AB 1725. Academic senate leaders likely need to add to their list of tasks to take the time to meet with administrators. We have to ensure we educate them thoroughly about our roles and why we need to be a part of the team. You might get on their administrative meeting agenda, offer a Flex breakout, present at a Board meeting—there are many ways to spread the word! Of course, a one-on-one meeting with targeted individuals may be the best way to reach some people. So as senate presidents begin to plan their fall orientations, don't forget administrators! Our jobs as teachers extend beyond the classroom. ∎

Playing Nice:
Academic Senates in Multi-College Districts

by Richard Mahon, Member, Relations with Local Senates and Executive Committee

"Every happy family is alike, but every unhappy family is unhappy in their own way."

Leo Tolstoy, *Anna Karenina*

In Spring 2006, the Senate passed Resolution 13.05, "Research the Effectiveness of Multi-College Districts," which includes the following resolves:

"Resolved, That the Academic Senate for California Community Colleges research the strengths and weaknesses of multi-college districts, particularly as they affect senates, time and effort of faculty, duplication of governance, implementation of governance as required by the Legislature, and other areas; and

"Resolved, That the Academic Senate for California Community Colleges collect and report on the effective practices for functioning in a multi-college district by the Fall 2007 Plenary Session."

The resolution notes that "Multi-college districts now exist in 21 of the 72 districts in the system," while a review of the ASCCC directory suggests that only 9 (about 43%) of college senates in multi-college districts have a *district* academic senate to coordinate and support the work of the individual college senates. Given the fact that SB361 provides increased financial incentives for districts to create centers and colleges, how should faculty leaders regard the establishment of multi-college districts? Can district senates enhance the ability of college senates to work effectively with administrators and trustees, or do they merely provide an additional layer of turgid bureaucracy for faculty to wade through?

A breakout at the Spring 2007 Plenary Session sought to open discussion on this topic by bringing together four faculty leaders from four very different multi-college districts: Zwi Reznik (State Center District, with Fresno and Reedly colleges and multiple centers), Beth Smith (Grossmont-Cuyumaca), Dolores Davison (Foothill-De Anza) and Jane de Leon (Los Rios, comprising Sacramento City, American River, Cosumnes River and Folsom Lake). The breakout was very well attended and there were many more questions asked than there was opportunity to address.

Zwi Reznik is union president for a district without a district senate, and discussed the problems that arise regarding issues for which bargaining considerations require a district wide solution, with examples drawn from (1) grading policy [Title 5 53200 #3], (2) distance education, and (3) single course equivalency. Although the State Center district has no district senate, the college senates have felt an increasing need to collaborate and work in unison as much as possible.

Beth Smith, the author of the original resolution, is a college senate president in a multi- college district with no district senate; Beth lamented the time involved in preserving a faculty voice in multi-college districts. Decisions that ought to be made at the college level have to be re-discussed at a district level, and advocating on behalf of faculty and the college senate leaves increasingly little time for teaching. Beth observed that there is an inherent tension in the goals that lead ad-

ministrators to develop centers and colleges (chiefly monetary) and faculty priorities, chiefly curricular.

Both Dolores Davison and Jane de Leon come from multi-college districts with district senates. The Foothill-De Anza district senate is very informal (lacking even a district senate constitution), while the structure and procedures of the Los Rios district academic senate is clear and well known across the Los Rios District. The Foothill-De Anza college senates conduct two joint meetings a year, typically shortly prior to fall and spring session. The Foothill and De Anza college senates have had the greatest success cooperating in the area of grading policy (specifically +/- grading) and tenure committees, where senior faculty have been willing to serve across college boundaries for the good of both faculty communities.

Jane de Leon provided the most positive picture of what a district senate can do to support the work of college academic senates. The Los Rios district academic senate has a clear structure and meeting cycle which integrates the work of the college senates. Issues go forward to the Los Rios board when two or more colleges agree to forward an item (each college is represented by its senate president at board meetings). On almost all items, the district senate has been able to work on the basis of consensus, thus indicating the unity faculty have been able to demonstrate to their board. Two items in particular were suggested as accomplishments of the cooperation made possible by the district academic senate: (1) discussion of how colleges can integrate and honor the assessment results of their sister institutions without waiving their own academic and professional autonomy, and (2) the development of a mechanism that provides college academic senates a formal role in the annual evaluation of college presidents.

Each of the four panelists allowed a brief period for questions, and it was evident that this is a topic about which there is substantial ongoing interest. The topics chosen independently by the panelists suggest some of the areas the college senates might most easily find grist for discussion within their districts: grading

policy, tenure and faculty evaluation, and assessment. Reflection on the areas which are subject to both collective bargaining and which are also academic and professional matters suggests that issues with a workload aspect (distance education and calendar) would also be useful topics for district senates to consider.

Ardon Alger from Chaffey College asked about a study of the efficiency of multi-college districts, especially in light of economies of scale arguments that are used to justify adding campuses. A review of the most recent Faculty Obligation Number report suggests that there is not a great disparity based on multi-college district status. In district-reported numbers, multi-college districts attributed 61% of instruction to full-time faculty while single college districts attributed 59.2% of instruction to full time faculty. The System office reported statewide average is 60.12%.

Balancing the allure of growing through the addition of colleges, Francine Podenski from City College of San Francisco pointed out that her district has resisted the allurements of increased funding in spite of the challenges of maintaining a single academic senate in a district with a single primary college and ten centers.

At the end of the session, it was clear that there were many more questions and observations than there was time to accommodate, so perhaps a subsequent breakout would be of interest. It seems clear from the comments of all of the panelists that local senates have a trickier task in multi-college districts, but it also seems clear from the experience of senates in the Los Rios district that a thoughtfully organized district senate can do a great deal to help avoid senate-to-senate friction and can even potentially make local senates *more* effective by modeling effective faculty collaboration to local boards of trustees. No two multi-college districts are completely alike, but at their best, senates always seek to support the voice of faculty in academic and professional matters. How that can best be accomplished in any institutional setting remains a challenge for local senates to confront and resolve. ∎

Jack of All Trades, Master of None?

Reflections by Dan Crump on breakouts about legislation, disciplines, and information.

I had the opportunity to participate in three breakouts for the Spring 2007 Plenary Session on three different and divergent topics. I will relate my three breakouts in three of my different personas—as the chair of the Legislative and Governmental Relations Committee, as a member of the Standards and Practices committee, and as a library faculty member.

Legislation—What's Happening in Sacramento and DC?

by Dan Crump, Chair of the Legislative and Governmental Relations Committee

2007 is the beginning of the first year of a new two-year legislative session for the California State Assembly and Senate. We have seen a number of bills proposed that will have an effect on community college faculty and students. The main purpose of the Legislative Committee is to research, monitor and provide recommendations on legislation to the Senate President and the Executive Committee. There are many bills out there that pertain to higher education, but the focus of the Committee is on those bills that directly relate to "academic and professional matters"—the 10+1 issues (or the "Holy 11" as we call them in my district.). Therefore, the Committee has provided recommendations on about 15 different bills that have a direct professional effect on faculty—on topics ranging from textbook prices (AB 1548 and SB 832) to part-time faculty (AB 591) to 75:25 (AB 1305 and AB 1343) to nursing education and admis-

sions (AB 573 and SB 139) to accountability (SB 325). As I stated before, the Committee has made position recommendations (e.g. Support, Watch, Oppose) on these bills (based on resolutions and past actions and positions of the Senate) and the Executive Committee has voted on these recommendations. I am not going to tell you those positions in this article, as they can change when a bill is amended, necessitating a change in the Senate's position. To see the current position of the Senate on certain bills, please check the Legislative Bill Tracking page on the Senate's website at *http://www.asccc.org/Legislative/LegTracking/legTracking.asp*. Another website that is good for bill watchers to go to is the state's official (Legislative Counsel) website at www.leginfo.ca.gov to see the latest amendments to bills, actions taken on the bills in committees and analyses of bills done by legislative staffers. I will end this part of my narrative by relating a comment made by one of the breakout attendees. He was wondering why the Senate does not take a more active role in the formulation of bills that are proposed. He was right on. We faculty are fortunate that we have many faculty advocacy groups at the Capitol, including FACCC and CFT and CTA, and other community college groups such as the Community College League of California. But it does behoove us that we work on having the Academic Senate be the group that legislators turn to when they need help understanding community college issues that affect faculty (remember the 10+1!). I stated that the Senate is a volunteer group and doesn't always have the time and expertise that many of our colleague groups have to educate and inform the Legislature. But we are encouraged with the spirit of the faculty who urge us on to continue and increase our involvement in the legislative arena. ∎

Disciplines Lists—Breakout on the Structure

("Exploring New Approaches") and Hearing on Proposals

by Dan Crump, Member of the Standards & Practices Committee

The Academic Senate has been designated in Education Code (§87357) as being responsible for developing the lists of minimum qualifications for service as a faculty member, commonly known as the Disciplines List. The List currently consists of two categories of minimum qualifications, the one category being for those disciplines in which a Master's is available and the other category for those disciplines that do not generally offer a Master's degree (commonly known as the "non-Master's list"). A resolution adopted at the Fall 2004 Plenary Session called upon the Senate to "research the need for and the feasibility of establishing a third minimum qualifications [category] that includes those disciplines requiring a bachelor's degree in a specific major (.e.g. in health occupations) and two years of professional experience." The breakout held at the Spring 2007 Session to address this resolution provided a discussion that was both interesting and informative. Here are some of the comments that were collected by the panel:

▸ Faculty need to take ownership of the List and make both General Education and Vocational Education legitimate academic endeavors.

▸ All non-Master's disciplines should be reviewed.

▸ Vocational disciplines (i.e. non-Master's disciplines) need as much care and scrutiny as Master's disciplines.

▸ There are many disciplines on the non-Master's list that should be elevated to a bachelor's degree.

▸ How do professional licenses and proficiencies factor into the Disciplines List?

▸ We need an opportunity to review our disciplines and establish a dialogue to hammer out these things.

These and all the other comments were important for the panel, which consisted of most of the members of the Senate's Standards and Practices Committee, to hear. We will be bringing back recommendations for the body to consider at a later plenary session.

Another Disciplines List activity also held at the Spring 2007 Plenary Session was the Disciplines List Hearings.

> The Senate is responsible for reviewing revisions to the Disciplines List and holds a series of hearings to consider these proposed revisions.

Changes to the procedures were adopted several years ago and the revisions are reviewed in a two-year cycle, and the hearings are held at the Senate's plenary sessions in order to get more input from the field. The last hearing of this cycle was held on the Thursday of the Session and the voting on approving revisions to the Disciplines List was held on Saturday. Seven proposed revisions were considered with one (addition of degrees to the current Counseling discipline) being approved. We will now be starting a new cycle of revisions to be considered, culminating in a vote at the 2009 Spring Session. Please check the Senate website at *www.asccc.org* for further details on the Disciplines List revision process. ■

Information Competency—the Invisible Basic Skill

by Dan Crump, Librarian, American River College

Information competency is a topic that has been discussed by the Academic Senate, especially through breakouts facilitated by the Senate's Curriculum Committee and the Counseling and Library Faculty Issues Committee. This is not just a library issue, but is of importance to all faculty. And it is becoming even more relevant as many groups, including the Senate, the System Office, CIOs, CSSOs and CEOs, discuss and implement the Basic Skills Initiative. Many in leadership are recognizing information competency as a basic skill and we will be looking at different ways to incorporate it into the basic skills discussions.

This breakout touched on a variety of issues, from a discussion of the components of information competency to a history of its progress as a statewide graduation requirement for the associate degree to implementing it in a variety of courses.

There are a number of colleges that already have information competency as a graduation requirement and it was mentioned at the breakout that one college has information competency as one of the institutional goals/student learning outcomes (this helps with accreditation as information competency is mentioned in the new standards).

What I felt was a good discussion topic for the breakout was how to incorporate information competency skills into all courses, not just basic skills courses. We had a very useful and informative dialogue about online tutorials, alternative assignments (hey, I am taking back some of these to my library colleagues) and use of other resources for reaching students. We panelists mentioned some handouts and websites that we would let you know about. Our goal is to have those listed on the Counseling and Library Faculty Issues page of the Senate's website at *www.asccc.org.*

I want to give special thanks to Cheryl Stewart (librarian at Coastline College) and Joe Friedman (librarian at Santa Rosa Junior College) for stepping in at the last minute and joining Paul Starer (chair of the Basic Skills Committee) and me in this presentation. Their knowledge and expertise was invaluable. ∎
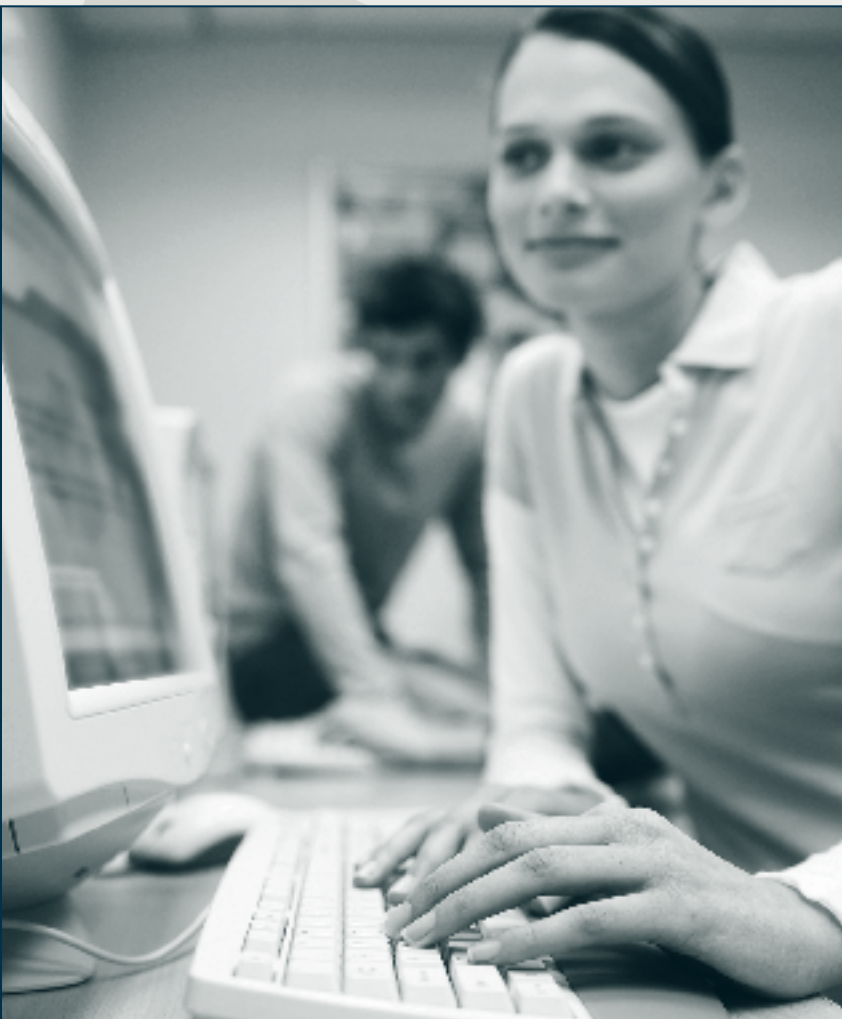
Knowing About the Model Equal Employment Opportunity Plan Is a Good Start

by Lesley Kawaguchi, Santa Monica College, Chair, Equity and Diversity Action Committee with Johnnie Terry, Sierra College, Relations with Local Senates Committee

At last year's spring plenary, the Equity and Diversity Action Committee invited Dr. Arturo Ocampo, Diversity Director at San Jose/Evergreen Community College District and Project Director of the Model Equal Employment Opportunity Plan, to present an overview of the different components to the plan. At the breakout, he highlighted elements of the plan and recommended annual training in several key areas, particularly in diversity and cultural proficiency. Ocampo stressed that the core of the plan is for community college districts to focus on under-representation from monitored groups (men, women, American Indian/Alaskan Native, Asians/Pacific Islanders, Blacks/African American, Hispanics/Latinos, Caucasians, and persons with disabilities) and formulate a plan to address under-representation, particularly if significant under-representation is found. In response, several resolutions regarding the *Model Equal Employment Opportunity Plan and Guidelines for California Community Colleges* (*http://www.cccco. edu/divisions/grea/eeo/eeo.htm*)were passed.

The first resolution, faculty participation, was based on the Title 5 §53005 requirement that each district establish an EEO Advisory Committee to assist in the development of the plan. Delegates supported a resolution that the Academic Senate for the California Community Colleges "urge local academic senates to engage fully in the process of developing their district's EEO Plan for faculty as required by collegial consultation." (3.04 S06) A second resolution asked that the Academic Senate

for the California Community Colleges work with the System Office to disseminate best practices in diversity hiring. (3.05 S06) These two resolutions echoed and reaffirmed the Equity and Diversity Action Committee's resolution, which resolved that the Academic Senate "encourage local faculty to take responsibility in the drafting of their EEO Plans" and "work with the California Community College System Office to disseminate best practices in diversity hiring." (3.02 S06)

Each district received the Plan in June 2006, and Ocampo did training through November 2006. As a result of last year's resolutions, the Equity and Diversity Action and Relations with Local Senates Committees collaborated to present the Plan again, as well as have a breakout on diversity hiring practices. As we discovered at this year's spring plenary, many local academic senates remained unaware of the Plan and its potential impact on local hiring practices. But knowing of the Plan's existence and the need for faculty participation are a good start.

For example, Johnnie Terry, Academic Senate President at Sierra College and a member of the Relations with Local Senate Committee, learned about the Plan only when he was assigned to work on this spring's breakout. When he called the Human Resources officer to ask about the Plan, he was told that HR was very well aware of the Plan and everything was under control. However, in chatting with the Diversity officer, who recognized that the senate and faculty should be involved, John-

nie and the senate became part of Sierra College's process. Indeed, the EEO manager at Sierra College is working with representatives appointed by the local academic senate to recreate the EEO advisory committee so that the plan utilized at Sierra College will be a living plan as opposed to yet another binder on a shelf.

At my college, because of my full awareness of the Plan, I began to pester our Human Resources officers and senior administrators about how they intended to draft the Plan. They responded that I should be the lead faculty person to work with Human Resources on the Plan. (This is a good lesson of being careful of what you wish for!) At Santa Monica College, we have a Human Resources Planning Subcommittee to our District Planning and Advisory Council. That subcommittee is supposed to have equal numbers of classified staff, administrators, faculty, and students on it. While this composition has not been fully achieved, it is the most viable group to devise our Plan.

I took the training in September 2006. In a room full of Human Resources and Diversity officers, another faculty member from my college and I were the only faculty present. Throughout the fall and spring semesters, our subcommittee met. We got derailed by issues that the classified staff members wanted addressed. We had to contend with one member's desire to survey all college personnel on their political party and religious affiliations, which are not part of the Plan. But the biggest stumbling block, which goes to the core of the plan, is the lack of availability data to determine whether our district has under-representation and significant under-representation of the monitored groups.

Originally, the final Plans were due in the System Office in November 2007. However, because the availability data necessary to determine the number of qualified persons in the State of California (for faculty and administration positions) and in a local area (for classified staff) must be updated, the final plans will be submitted to the System Office 12 months from the date the availability data are sent to the districts (the latest projected due date is May 2009). In the meantime, the System Office recommends that districts begin to work on parts of their EEO Plan that do not depend on the use of availability data, which our committee has begun to do.

Local senates should make sure that faculty members are a part of the district's EEO Committee.

Moreover, since faculty members will be hiring other faculty members, the faculty should be the primary voice in shaping the plans for addressing under-representation in their ranks. At the breakout following Ocampo's presentation, "Confronting Challenges in Diversity Hiring," attendees began to talk about best practices in diversity hiring. Among the suggestions were mentoring programs, such as the San Diego and Imperial County Community Colleges Association (SDICCCA) Regional Faculty Internship Program (*http://interwork.sdsu.edu/*courses/cc/index.html). Another was training faculty in cultural proficiency, which was the subject of Academic Senate Spring 2007 Plenary keynote speaker, Pamila J. Fisher. Colleges can use the City College of San Francisco's "We could do that! A Users' Guide to Diversity Practices in California Community Colleges." (*http://www.ccsf.edu/Offices/Research_Planning/pdf/promodiv.pdf*)

Faculty should also encourage their Human Resources division to utilize the online application process that is available for free from the California Community College Registry (*http://www.cccregistry.org*) Discussions regarding your local college's needs and vision for who they would like to be in the next ten years can begin with your local response to the Model Equal Employment Opportunity Plan. In this way, the Plan would be a part of the campus culture and not merely compliance with Title 5 Regulations. ■

Preliminary Results from the Survey of Community College Honor Programs:

Student Equity Implications

by Lesley Kawaguchi, Chair, Equity and Diversity Action Committee (EDAC)

According to the Honors Transfer Council of California (HTCC) website (*http://www.honorstcc.org*), over 50 of the California community colleges belong to the council, represented by an honors or scholars' program director (a faculty member) and a designated honors or scholars' counselor. The Equity and Diversity Action Committee's survey of honor programs administered earlier this year elicited 58 college responses, though only 36 from colleges with an honors or scholars' program. In a belated response to Resolution 20.04 from Fall 1999, EDAC sponsored a breakout on the survey results at the Spring 2007 Plenary, which generated discussion and information, particularly for several colleges that are about to start or have only recently started programs.

Of the 36 colleges that responded that they had an honors or scholars' program, the overwhelming majority (34) reported that their programs were designed to provide for more academic rigor for transfer students. In line with HTCC, 31 of the colleges replied that the basic goal of their honors program is transfer. Most (33) use specific criteria to determine a student's admission to the program, including grade point averages (33), a certain proficiency level in English (23 require students to be eligible for college-level English), and a separate application process for the program (30). Moreover, the majority of the students in these programs transfer to the University of California system, ranging from 70-75% for some programs or in terms of numbers, as many as 250-300 students.

Given the focus and goals of these programs, student equity issues should be considered. Yet, only 11 of the 36 colleges provided some data regarding the numbers of students they actually had in their programs, and of those, only eight provided a profile of the student population participating in their programs. Moreover, given the costs associated with these programs, the implica-

tions can give pause. Half of the surveyed programs (18) provide early interventions to help students. Ten of these programs are administered by instructional faculty alone. Seven programs provide release time to the program administrator and additional funding. Moreover, 20 of the programs provide smaller classes to their honors students and 18 set aside specific course sections for students in their programs.

The area that elicited the most discussion in the breakout centered on the students in these programs disaggregated by gender and race, especially because of the focus on transfer, particularly to the University of California system. The data on the following page show that female students tended to be disproportionately more likely to enroll in these programs.

However, when examining the programs by ethnicity/race, one can draw two very different conclusions. To some degree, the smaller programs appear to "cherry pick" students for the program and have profiles somewhat close to or exceeding the proportion of students, particularly Latino/a students, than their proportion at the college. The larger programs, on the other hand, show a disproportionately high percentage of Asian American and/or White students.

The data generated a great deal of discussion, especially in light of post-Proposition 209 transfers and admissions of Latino/a and African American students to the UCs. Issues of recruitment, the development of programs focusing on the transfer of minority students, and ensuring the success of all students provided more topics of discussion.

At a minimum, all honors and scholars' programs need to keep data on their students because of the student equity issues. Only when local colleges have a clear view of who their honors or scholars' students are can they begin to address these issues. ∎

Student Participation in Honors Programs

Male		Female		Total Number
% in Honors	**% at the College***	**% in Honors**	**% at the College**	
47%	43.8	53 %	54.9	350
35%	38.3	65%	60.7	650
37.9%	45.8	62.1%	53.5	?
40%	48.4	62.5%	51.6	40
40.9%	40.2	59.1%	59.8	110
21.7%	41.4	78.3%	57.5	23
36.9%	41.1	63.1%	58.8	678
43.3%	37.6	56.7%	58.7	30

African Am	Asian Am	Latino/A	Native Am	White	Total Number
5% (7.3)**	33% (16.8)	38% (48.6)	1% (0.6)	9% (13.4)	350
10% (12.1)	20% (9.8)	5% (43.0)	1% (0.6)	64% (27.7)	650
2.7% (3.1)	29.1% (27.4)	5.9% (10.6)	? (0.4)	44.5% (40.8)	220
? (12.6)	16.3% (17.3)	26.8% (33.6)	1.3% (0.8)	28.8% (25.5)	?
30% (28.2)	7.5% (7.5)	52.5% (52.4)	0 (0.4)	10% (5.9)	40
0 (1.6)	10.8% (11.0)	6.2% (12.5)	0 (0.6)	78.5% (65.2)	110
21.7% (21.5)	0 (6.9)	56.5% (39.3)	0 (1.0)	21.7% (25.2)	23
3.8% (10.5)	15.0% (18.9)	16.2% (23.3)	0.4% (0.5)	46.5% (34.5)	678
15.9% (12.0)	27.3% (4.3)	27.3% (28.5)	0 (1.0)	29.5% (49.3)	30

*The College's percentage was taken from the System Office's Data Mart at http://misweb.cccco.edu/mis/onlinestat/ studdemo_coll_cube.cfm using Spring, 2006 data.)

**% in the program (% at the college)

LDTP—Challenges and Opportunities

by Jane Patton, Executive Committee

The California State University (CSU) system has been working on implementation of the Lower Division Transfer Pattern (LDTP) project for two years. So where are they? And where are *we*? Since its inception, the project has been somewhat controversial. First, the CSU faculty were not delighted that legislation (including SB 1415, Brulte and SB 1785, Scott) mandated them to look at the major preparation courses for the top majors at all 23 campuses to align the lower division curriculum and devise course numbers for them. Second, the project was begun around the same time as the California Articulation Number (CAN) system was discontinued, much to the dismay of the intersegmental faculty and Community College System Office representatives who were working on redesigning it. CSU next had to implement the two-pronged program, facing internal challenges such as faculty concern about local discipline autonomy, short timelines, and uncertainty about how to qualify and designate the courses that would be a part of the pattern for a given major. And finally, external issues of how LDTP would affect community colleges began to surface across the state: discipline faculty, articulation officers, counselors and transfer center directors began to contemplate the effects of LDTP on community colleges and here is where the challenges really expand.

What they said

LDTP was established in an effort to reduce the number of units transfer students take prior to transfer. A CSU Chancellor's Office study of transfer student transcripts in 2000 indicated that CCC transfer students accumulated 11 total units more than CSU "native" students. (CSU faculty, however, later reported the difference in units was only 3 units). According to an LDTP fact sheet (available at *http://www.calstate.edu/acadaff/ldtp/*) LDTP "presents potential transfer students with a set of 'road maps' to follow that will ensure appropriate academic preparation for studies at CSU and decrease time to graduation once these students enter the CSU. The LDTP for each discipline has a statewide as well as campus-specific components." LDTP identifies 45 units that are acceptable statewide and 15 locally determined units for the lower division major preparation. Their website offers periodic updates and newsletters.

Early documents from CSU claimed that students who opt for LDTP are considered for "priority admission".

It is unclear whether it will serve students in the same way as Transfer Admissions Guarantees or Agreements (TAGs and TAAs), as the admissions details have not been established yet. CSU representatives have called it an "advising tool". It does not represent an admissions *requirement*; many CSUs that are not impacted will happily admit students without LDTP, nor is it a mandate that CCC faculty must suddenly change their courses in order to align them with the LDTP descriptors —unless *they* determine they want their courses to be considered for approval for the students who may attend a CSU in their major. The LDTP **Update** September 26, 2006 states "The LDTPs

add another option to the transfer preparation process… for students who know exactly what major they wish to pursue and which CSU campus…"

What we know

LDTP is being implemented, like it or not. CSU is committed to seeing it through. They have made progress, in that colleagues within a discipline and at different campuses have talked to one another and agreed upon some mutually acceptable courses/units for transfer students pursuing that major. Unlike community colleges, CSU does not generally have course outlines of record, so they have not needed to clarify common course content and objectives. In addition, since WASC is now demanding CSU to clarify learning outcomes, they have a new incentive to coordinate efforts.

While some CSU representatives have suggested that the "common" numbers CSU is assigning to approved courses, called Transfer CSU numbers (TCSU numbers) "replace" CAN numbers, this unilateral numbering system actually does not do that. At present, the faculty from community colleges, CSU, and UC have agreed to join together to consider developing an entirely new numbering system, called "Course Identification" or C-ID, which, unlike the CSU LDTP project, promises to involve faculty from all three segments and independent universities to meet the various needs each segment has for a numbering system, including those of LDTP and of UC Pathways or Streamlining project, as well as the multiple needs of community colleges to number hundreds of courses beyond major preparation courses.

What we do not know

While the CSU **Update** states, "LDTPs will not replace current major articulation with CSU campuses or current TAG or TAA admissions programs," there is some uncertainty whether this statement is in effect. Some campuses have indicated their desire to articulate only through LDTP, while other campuses have refused to create new TAGs or TAAs. The unintended consequences of implementing LDTP have ripple effects, surfacing across the state. If LDTP is indeed primarily an advising tool, why should it change long-standing articulation?

The long-term success or benefit of LDTP is an unknown. How many students will enroll and be accepted in the LDTP program? Will the advising aspect of LDTP help students in general see the pathways ahead of them and therefore select the most appropriate pathways for themselves? How many CCC courses will be submitted for TCSU consideration? How many students will complete their majors and graduate more quickly as a result of the LDTP when it is used as an advising tool or when coupled with the numbering mechanism? How many LDTP agreements will be written for impacted majors? Will CSU continue to unilaterally impose curricular changes such as they did with the economics course (requiring that CCC courses submitted for TCSU consideration include a prerequisite of intermediate algebra) or will there be a meeting of minds between CSU and CCC faculty, perhaps in intersegmental discipline dialog?

The long-term potential harm to non-LDTP community college students and course offerings is also unknown.

Will colleges need to restrict/reduce their offerings because CSU limits what it will accept toward the major? Will students actually have less exposure to the discipline (and potentially less chance to become enthusiastic about the major) because of reduced CCC offerings or prerequisites that would exclude them?

What are we doing?

There are three representatives of community colleges on the LDTP Advisory committee: an articulation officer, an ASCCC Executive committee member and a System Office representative. These representatives have regularly taken the issues and concerns to the LDTP advisory committee; sometimes changes/adaptation have been made, and sometimes not. One issue raised was that a course that has been accepted for LDTP and given a "TCSU number" would only benefit the students who take part in LDTP. CSU heard that concern and decided that **any** student who transfers with a course granted a TCSU number would be given credit at any CSU that offers the course.

Recently, the Academic Senate for California Community Colleges protested the decision CSU made to bypass our time-honored policy that says all faculty appointed to committees (in this case LDTP discipline committees) should be appointed by the ASCCC.

The CSU Academic Senate recently agreed, and has vowed to honor our appointment practices. However, a long list of concerns that have been identified principally by articulation officers has yet to be addressed.

Besides providing feedback to CSU via their advisory committee, many including articulation officers have not been shy about voicing their concerns directly to CSU loudly and often. You can be assured that CCCs have provided and will continue to provide input.

What should we do next?

The Academic Senate has taken several positions, which inform our response to LDTP, but it has not taken a position with respect to how colleges should respond to the requirements being imposed by the CSU in order to have courses articulated for LDTP. Decisions need to be made locally; individual discipline faculty and articulation officers retain their autonomy to decide which courses they want to submit for LDTP/TCSU consideration. However, Articulation Officers have stated their positions in several regions of the state in their California Intersegmental Articulation Council (CIAC) meetings. They are concerned that specific admissions criteria have not been publicized; that existing articulation will be lost under LDTP, especially if submitted courses are denied a TCSU for failing to meet the new descriptor; that LDTP is not being implemented in a uniform way; that a sufficient number of students will not benefit, thus not warranting the workload to participate; and that CSU courses do not need to meet the same standards as CCC courses. Faculty representatives from the CCC and CSU hope to meet together more in the coming months to try to find remedies that are mutually acceptable.

If you have not already done so, faculty in your department should have a conversation about LDTP and involve your articulation officer.

You might begin by asking how many of your students transfer in your major to CSU. You might consider reviewing any relevant, posted descriptors for your comparable courses with your articulation officer, prior to submitting current (not outdated) course outlines for TCSU consideration.

Should CSU faculty indicate that courses need to be changed to conform to their descriptors, your conversation will need to examine other features: changing your outline to conform to LDTP may result in losing other existing articulation agreements elsewhere.

Many questions about how LDTP will be implemented and about its long-term effects and benefits remain unanswered. It is clearly a work in progress. CSU faculty have indicated an interest and willingness to meet with CCC faculty in an effort to make the project as beneficial as possible for our students. Given that 60% of CCC students who transfer to a California university go to a CSU and that around 55% of CSU graduates begin at CCCs, it is in everyone's best interest to ensure that any project developed actually benefits and does not harm community college students. Isaac Asimov said, "The important thing to predict is not the automobile, but the parking problem, not the television but the soap opera..." The ripple effects of LDTP implementation were not foreseen. Now, one would hope that corrections can be made as we continue to work with our CSU colleagues.

Note: The program is described at http://www.cal-state.edu/acadaff/ldtp/

Currently posted descriptors can be viewed at http://www. calstate.edu/acadaff/ldtp/ ldtp-CrsDescription.shtml Consult the site frequently as descriptors are added, deleted or changed ∎

Assessment Anxiety in the Air

by Mark Wade Lieu, Chair of the Consultation Council Assessment Task Force

The approval of a motion on assessment by the Board of Governors at its March 6, 2007, meeting has set off waves of anxiety across the system. As the chair of the task force approved by the Consultation Council to address the Board of Governors' motion, I hope to alleviate some of that anxiety by clarifying what the motion is asking for, what I perceive to be the motivations of the Board, and what the task force convened by the Consultation Council to respond to the motion is going to do.

To begin, here is the Board's motion in its entirety:

The Chancellor is directed to begin the process of evaluating the implementation of a system-wide uniform, common assessment with multiple measures of all community college students in consultation with the Community College League of California, Academic Senate and other community college partners for consideration and adoption by the Board of Governors by not later than November 2007. This evaluation shall be in concert with the System Strategic Plan and implementation process. In addition, and integral to the above, the Chancellor shall study policy strategies for consideration by the Board of Governors in the following areas: non-barrier access, student success, early assessment, orientation, prerequisites, failure to participate, funding, exemptions.

From listening to the Board's discussions prior to approval of the motion, and later confirmed in conversation with the two faculty representatives on the Board of Governors, the Board acted with the best of intentions and is seeking through this motion to address several Board concerns. First, a strong emphasis on basic skills was included in the system's strategic plan.

The Board wants a common baseline measure from which it can assess the system's ability to improve basic skills.

A common assessment test might provide such a baseline. Second, the Board is concerned about the burden that testing puts on students, especially since increasing numbers of students attend more than one community college and few colleges recognize the assessment scores and placement recommendations of other colleges. Third, many studies support mandatory assessment as leading to increased success in basic skills (including the recently released Basic Skills Initiative literature review[1]), and the Board has chosen assessment as one of its focuses to support student success in basic skills.

The motion does indeed focus on the issue of a uniform, common assessment. In addition, through the use of the wording "all community college students," the suggestion is that this be mandate for all students. However, it is important to note that the Board does not ask for a selection of a single test or implementation of a single assessment by the November 2007 deadline. Rather, the motion calls only for the Chancellor to begin the process, and the process will focus on evaluating the different options open to the Board.

Over the next six months (more or less), a Consultation Council task force, under the leadership of the Academic Senate, will examine the issue of a uniform, common, mandatory assessment and all that implementation of such an assessment might entail. Other issues will also have to be examined, such as the related issues of mandatory orientation and placement, the potential costs

of moving in such a direction, and the possible effects such testing may have on student access. In order to bring the widest range of perspectives to this complex issue, the task force will include representatives from the faculty (including faculty associations), chief instructional officers, students, matriculation officers, assessment directors, chief educational officers, classified staff, the Community College League of California, chief student services officers, the Research and Planning Group, and the System Office.

The goal of the task force will be to examine different ways to address the issue of common, uniform assessment and present to the Board a variety of options, laying out for each option the issues that need to be addressed or explored further.

In addition, each option will be connected with the concerns of the Board that prompted the passage of the motion (as explained above). And finally, if possible, the task force will come to consensus on a recommendation for a direction for the Board to take.

Each constituent group is in the process of making its appointments to the task force, but discussion has already begun. Breakouts were conducted at the Academic Senate's Spring Plenary Session and at the Student Senate General Assembly. Central to discussion at the breakouts was a preliminary list of 23 questions concerning the Board's motion that was put together for the Consultation Council Assessment Task Force. You can access this document at the System Office website[2] to get an idea of the complexity of the issues that need to be examined. Your input is welcome at any time. You can send your thoughts, concerns, and suggestions to Mark Wade Lieu at *mwlieu@gmail.com*. ∎

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[1] Center for Student Success. *Basic Skills as a Foundation for Student Success in California Community Colleges.* March 2007. Available at http://css.rpgroup.org.

Academic Senate Annual Report

by Mark Wade Lieu, Vice-President

As local senate leaders, it is not always easy to communicate to faculty what you actually do. The Statewide Academic Senate shares this difficulty, and in order to address this issue, Executive Director Julie Adams worked with the Executive Committee to produce the first annual report from the Academic Senate for California Community Colleges, *What Has the Academic Senate Done for You Lately?* This report summarizes the activities and accomplishments of the Academic Senate on your behalf, and it makes clear that the Academic Senate and its staff have been very active in representing faculty on the state level and supporting the work of local senates. Each local senate president will be receiving multiple copies of this report, and we encourage you to share it not only with faculty but in particular with local student government, administrators and local boards. We hope that you find the report useful as an educational resource and will review the report and send us feedback so that we can make improvements for the next edition.

The report could be found on our website at *http://www.asccc.org/Publications/Papers/AnnualReport07/annual-report-2007.pdf* ∎

Senate Institutes at a Glance

FACULTY LEADERSHIP INSTITUTE
The Faculty Leadership Institute provides assistance and training to faculty members to empower them to run stronger, more effective local senates.
June 14-16, 2007, Hayes Mansion Hotel in San Jose, CA

STUDENT LEARNING OUTCOMES (SLO) AND ASSESSMENT INSTITUTE
The SLO and Assessment Institute is devided between two tracks addressing: 1) training for new SLO coordinators and programs and 2) topics for experienced SLO coordinators with growing programs on their campuses.
July 11, 2007, Loews Coronado Bay Resort, Coronado, CA

CURRICULUM INSTITUTE
The Curriculum Institute provides faculty curriculum chairs, chief instructional officers, and faculty members involved in new program development, or program revision.
July 12-14, 2007, Loews Coronado Bay Resort, Coronado, CA

ACCREDITATION INSTITUTE
Open to all faculty, Accreditation Liaison Officers, and Chief Instructional Officers, this Institute focuses on the relationship between local governance and the creation of the successful self study.
2008 Date and Location to be Determined

TEACHING INSTITUTE
The Teaching Institute focuses on fostering ideas and best practices to improve the educational teaching environment at our community colleges.
2008 Date and Location to be Determined

VOCATIONAL EDUCATION LEADERSHIP INSTITUTE
The Vocational Leadership Seminar is designed to develop and promote leadership among occupational faculty at local, regional and state levels.
2008 Date and Location to be Determined