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ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

SENATE ROSTRUM

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THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

PRESIDENT: IAN WALTON | **EXECUTIVE DIRECTOR:** JULIE ADAMS | **DESIGN AND LAYOUT:** RITA SABLER, PUBLICATIONS SPECIALIST

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Changes to the Graduation Requirements for the Associate's Degree: What Happens Now?

by Mark Wade Lieu, Educational Policies Committee

The current road to changes in Title 5 to revise the graduation requirements for the Associate's Degree began with a resolution in Fall 2001 calling for a review of the mathematics and English requirements for graduation. Breakouts to discuss the implications and issues were held at Academic Senate Plenary Sessions from Fall 2002 through Fall 2004. Two colloquia were held in Spring 2004, at which testimony was solicited that helped inform the development of a discussion paper, disseminated Fall 2004. Finally, at the 2005 Spring Plenary Session of the Academic Senate, the body passed two resolutions recommending changes to the graduation requirements for the Associate's Degree.

S05 9.01 Change the Current Title 5 Requirement for English

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors that the associate degree minimum requirement for English in Title 5 §55805.5, be changed to read "an English course at the level of the course typically known as 1A, either English 1A or another English course at the same level and with the same rigor, approved locally."

S05 9.02 Change the Current Title 5 Requirement for Mathematics

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors that the associate degree minimum requirement for mathematics in Title 5 §55805.5, be changed to read "a mathematics course at the level of the course typically known as intermediate algebra, either intermediate algebra or another mathematics course at the same level, with the same rigor and with elementary algebra as a prerequisite, approved locally."

At this point, both those who supported the resolutions and those who opposed them have been asking what happens now? The purpose of this article is to provide a clear picture as to the process for implementing Title 5 changes and what to expect in the coming months.

With the passage of the two resolutions, the Academic Senate is now engaged in the process of discussing the best way to implement the resolutions. One issue that has emerged is the unintended result that changes to the Title 5 sections cited in the resolutions will have. While the changes suggested will indeed change the graduation requirements, changing the language to §55805.5 also has the effect of changing degree-applicability for elementary algebra and English composition courses one-level below Freshman Composition. Discussions with the field have clearly shown that the intention and understanding of delegates was simply to change the graduation requirements, leaving degree-applicability as a separate issue. The Academic Senate is now working with the System Office on the language changes necessary to carry out the intention of the body in approving these resolutions.

Drafting of the language changes for Title 5 will probably take most of the fall semester, with the recommendations for change going before the Consultation Council early in 2006. The Consultation Council, with representatives from all segments of the community colleges, will review the recommendations and a plan for implementation before sending the item forward to the Board of Governors for consideration. If all goes smoothly, the Board of Governors should have a first reading of the proposed changes in mid-spring. Public comment will be accepted during the period before the second reading two months later. At the second reading, the Board of Governors will take action on the issue. Assuming the Board of Governors approves the changes recommended by the Academic Senate, how the changes to the graduation requirements will be phased in, the timeline and students affected, will depend on the implementation plan that is developed. Given the tendency for timelines to slip, col-

leges will probably see the first steps towards implementation of the requirements taking effect in Fall 2007.

Given that graduation requirements are an academic and professional matter, it is likely that the Board of Governors will follow the recommendation of the Academic Senate. However, final approval of the Title 5 changes is not a sure thing. The issue of information competency followed a similar path to that of changes to graduation requirements. Several years were spent discussing the issue, conducting a feasibility study, and publishing a paper prior to approval of a resolution in favor of an information competency requirement. The Academic Senate worked with the System Office to draft Title 5 language to implement the requirement. The language was reviewed in the Consultation Council, and the proposal was brought before the Board of Governors in mid-summer. The Board expressed strong support for the proposal and agendized the item for action at its next meeting. Regrettably, the Department of Finance stepped in during the period prior to the second reading and declared the implementation of the information competency requirement an unfunded mandate, effectively forestalling further consideration of the item. The issue never received a second reading before the Board of Governors.

Therefore, it is not at all assured that at this time next year, even with support by the Consultation Council and the members of the Board of Governors, changes to the graduation requirements will indeed be incorporated into regulation. However, the story of information competency provides one other parallel that may be of help for local senates.

In spite of the fact that the Board was not able to take action, the discussions leading up to the proposal to the Board had shown faculty the importance for our students of having an information competency requirement. As a result, local faculty chose to effectuate local requirements for information competency even though no change in regulation had been made. Discussions for these changes began even before the intervention of the Department of Finance. Similarly, local faculty are encouraged to engage now in discussions and planning for changes in the graduation requirements for the Associate's Degree. While not all colleges supported the above resolutions, the fact that the recommended changes will be under discussion by the Consultation Council and the Board of Governors in the coming year means that colleges can only benefit from beginning consideration of how such changes should be implemented at each college and how to support the success of all students under higher-level graduation requirements. As suggested in a companion resolution (F04, 9.03), this local discussion should include possible development of alternative courses and enhanced student support mechanisms. ■

Curriculum, Experimentation, and the Dreaded Question

by Michelle Pilati, Curriculum Chair

This year's Curriculum Institute employed an experimental approach that was well-received; the emphasis on collaboration allowed participants ample opportunity to share their experiences and provided the facilitators with a forum that enabled them to rapidly change directions and respond to the needs of the participants. Alas, however, my experience was not without its downside… I was faced with the dreaded question—as your incoming ASCCC Curriculum Chair, a new Executive Committee member, and suddenly an honorary member of the current ASCCC Curriculum Committee (and a facilitator at the Curriculum Institute)—someone dared to ask me a question that I was not prepared to answer—revealing to everyone in earshot that I am a fraud who knows nothing. Isn't that the fear you face with every new class? I still remember how terrified I was of students when I first began teaching—and they can always smell fear. But, being a well-trained teacher, I responded with something to the effect of "great question, let's cover that in more detail tomorrow". And, so, tomorrow is here.

—continued on the next page

Presentations from the recent Curriculum Institute are available at www.academicsenate.cc.ca.us. Click on "Curriculum Institute"

I was asked about experimental courses, a beast that my college does not allow to lurk in its halls. As a consequence of the conversation that transpired in San Diego and some reading, it became very clear to me that a discussion of experimental courses is warranted. What experimental courses are and are not is a topic that needs addressing.

Experimental courses are not a means of circumventing your established curriculum processes when someone does not do their paperwork in a timely manner. They are not a means of getting a course into the schedule of classes without having to meet board agenda deadlines. New curriculum chairs—if you have not done so yet, be sure to warn your faculty about all the externally imposed deadlines that you have to deal with—and urge them to get busy. If your campus is anything like mine, your agendas start the year looking like a 10-page essay and end it looking like the phone book of a large city. Do whatever it takes to avoid the spring glut. So, if experimental courses are not merely a means of avoiding those pesky deadlines, what are they?

Experimental courses are one of the categories of courses that may be created as stand-alone without having to be submitted to the System Office.

The following excerpt is from the Program and Course Approval Handbook—note that such courses must go through your normal curriculum process and meet all the requirements that any other course must.

Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year.

Experimental courses are a means of "testing" a course that is a stand-alone course without seeking approval from the System Office. Note that you need to decide what to do with the course—cease or submit—within one year. The purpose of introducing a course as an experimental course is to see if that course should be added to your curriculum.

The ASCCC's publication *Good Practices in Course Approval Processes* provides further clarification as to what an experimental course is and why one would be introduced.

- Appropriateness to mission may be in doubt for a course intended to be transferable that has not yet been articulated. It may be that the curriculum committee would recommend approval contingent on that articulation and a review of any changes that might be needed to secure that status.
- Need may be questionable if student demand seems marginal. The only way to ascertain that response may be to offer the course on a trial basis.
- Assessment of quality for an experimental approach, such as collaborative instruction or service learning, may await actual evaluation during the course itself.
- Feasibility may be uncertain if cost and enrollment factors are unknown.
- Compliance with laws and regulations always should be ascertained and not be a basis for experimentation unless waivers of those laws or regulations have been obtained (for example, as allowed for CalWORKs if faculty senate concurrence is obtained).

As with any course that falls into a special category, local curriculum processes and procedures should serve to ensure that experimental courses are used appropriately, noting the one-year deadline for seeking approval of the course if it is to be continued.

As with all curriculum, local colleges are responsible for ensuring that experimental courses meet the intended purpose of such courses and should be developed with the mission of the community colleges, applicable regulations, quality, feasibility, and need all in mind. ■

Revisiting Distance Education Questions from the 2005 Curriculum Institute

by Patricia James Hanz, Technology Committee Chair

The ASCCC Curriculum Institute held this July was an amazing event, to be sure! I was fortunate to have been able to present with several knowledgeable folks regarding distance education and the curriculum process. In the beginning of a session on this topic, we asked the participants to write their questions down and then to give them to us to respond to. While I think we hit most of them, I did bring them home and found several great questions that I wasn't sure we answered that day. This article, then, is an effort to do just that.

Q If you are teaching math as a DE course, can you require X number of hours per week for student time in the math center?

A: If this is a fully online course, then you will need to check to see how your college defines "fully online". At some colleges a "fully online" course indicates that students never need to come to campus. If that is the case, then you may want to **offer** some alternative to students who can't get to your math center, but can get to another college center, or provide some online tutoring service. If you have no policy about fully online courses, then you may do whatever you decide locally to do. In the end, this is a question that is answered at the local level—there is no ASCCC policy or legislated answer.

Q How does the review of hybrid (partially online) classes work?

A. This is the question of the year! At the 2005 Spring Plenary Session, a resolution, referred to the ASCCC Executive Committee encouraged senates to require for hybrid courses the same type of separate approval required by Title 5 for distance education courses when ANY amount of classroom time is regularly replaced by some form of distance education. The Technology Committee has been given the task to research this issue this year, and we will get back to you on that! System Office Distance Education Guidelines contain an interpretation that goes beyond Title 5 regulation by defining a distance education course/section to be one where technology is used to deliver 51% or more of instruction and the student and instructor are separated by distance. This definition has been used for reporting purposes and the creation of the Distance Education Report. It has never been clear how this interpretation should apply to the requirement for separate curriculum review. We are of the opinion that a separate review by the curriculum committee is educationally desirable in any circumstances where classroom based education is replaced by any distance education methodology. This "hot topic" will be addressed at the Fall Plenary Session in Pasadena in November.

Q Do you have a separate committee that reviews DE material prior to the curriculum committee getting it?

A: Again, that is a local choice. Many colleges do have DE Committees or Educational Technology Committees that address DE addenda and recommend action on them to the curriculum committees. This type of committee also serves to provide assistance to the faculty member developing the curriculum and the course, so it's a formative process.

Q Are academic senates or curriculum committees evaluating the quality of the new distance learning courses?

A. It's different everywhere you look! My answer is that both bodies should be concerned with this along with department chairs, if you have them. The peer evaluation process is tricky, to say the least. We published an

article in the last *Rostrum* on this topic. Take a look—it is available under publications on the ASCCC website.

Q Is there a good way to verify instructor qualifications to teach via DE? Does anyone have a good system or checklist for this?

A. Isn't diversity wonderful?! There are several, but Mt. San Antonio and Hartnell Colleges have good procedures available on their websites. Many academic senates have set standards in cooperation with their unions, which is always a good idea. At Mt. San Jacinto a Memorandum of Understanding was developed saying that you have to complete our training OR a qualified DE instructor training program (such as exists at Cerro Coso College) OR have demonstrated competence in teaching online previously. While not perfect, it's a start. The regulations say that the instructor, at a MINIMUM, must be qualified in the discipline, just as an on-campus instructor should be.

Q Should DE courses have separate course outline of record, if the course is taught in a traditional format? Or…should it merely have a notation on the regular Course Outline of Record (COR)?

A. DE courses should **not** have a separate course outline, as defined in Title 5. Most colleges have an addendum for DE that goes through a separate approval process. Some form of separate approval must be accomplished, but does not affect the COR. Methods of instruction and methods of evaluation usually change to accommodate the mandate of the regulation that requires that we ensure that "regular effective" communication take place between the instructor and the students.

Q Should we list online courses as such on our transcripts or catalog?

A. No. Title 5 explicitly states in §§55207 and 55209 that course quality standards and determinations are the same for distance education and face-to-face sections. Moreover, the whole curriculum approval process for distance education courses/sections implies that there should be no distinction in content between what we teach face-to-face and what we teach via DE. Therefore, there is a single course outline of record and no differential notation on the transcript. If the courses, in fact, have different content then there should be a separate COR and subsequent, separate articulation. You may want to list the DE sections separately in your schedule for convenience for students, but not designate them as separate courses in the catalog.

Q How do you address courses that are offered as DE that have not received separate curriculum committee review and approval?

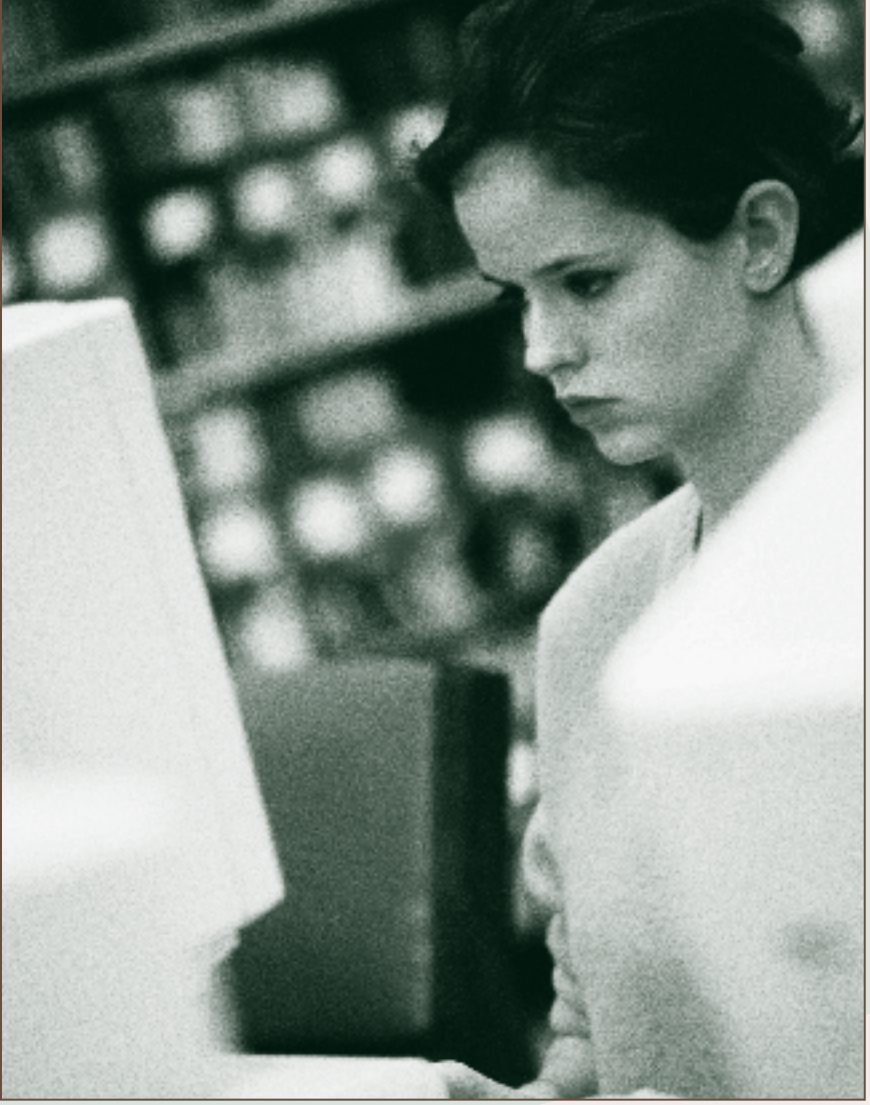
A. If this is happening, your local processes are in need of CPR—seek professional assistance immediately. No course should find its way into your schedule that had not had the required review.

Q As a new curriculum chair, what are the major points about DE that I should know?

A. There is a PowerPoint presentation on the ASCCC website from the curriculum Institute in 2004 at http://www.academicsenate.cc.ca.us/Events/Curriculum/Curric2004.htm that covers this in detail. Briefly, know what your school is using for a course management system (CMS)—Blackboard, WebCT, Etudes, Web based—and what features are available in that CMS so that you know both what is possible and what teachers are talking about. Look for ideas that make sense when you are reading the DE addendum submitted. For example, if the in-class group work is being done in the CMS through setting up group discussion forum areas, that's a good adaptation, or that films shown in the face-to-face class will be ones that are readily available at local video rental stores and are new enough to have captioning available. Be sure the author understands that there are Section 508 Accessibility Guidelines that must be met. Above all, ask questions. If the addendum doesn't make sense or you don't understand what the teacher is talking about, ask them to explain. That will benefit you in learning about DE and clarify for the instructor what they need to do.

Q Do you have some good models for DE addenda forms?

A. Yes we do! Please visit http://www.academicsenate.cc.ca.us/Publications/Rostrums/05_05Docs/start.htm for information! There is also a good practices paper that contains information about the addendum process (this paper will be updated this year, but has some very valuable information) at http://www.academicsenate.cc.ca.us/Publications/Papers/Downloads/TechContactPaper.doc



Q The OSCAR system for CSU asks if a course is taught online. If we aren't supposed to distinguish courses as online, how come the question is asked?

A. According the Eric Taggart, ASSIST Director, that item will be removed.

Q What is the difference between a 1.0 credit lecture that meets online "1 hour" a week and a face to face 1.0 credit lab that meets 3 hrs. a week?

A. For the answer to this question, I consulted Ken Nather from the System Office. It's tricky; here is his response (Thanks, Ken!):

It depends on how the course is scheduled. If either course is scheduled using the positive attendance method, the result would be—you get one contact hour for the online lecture and three contact hours for the face to face. However, if the courses are independent study, then the FTES is calculated based on the number of UNITS being offered for the course. In which case, the one hour online lecture would generate ONE UNIT toward the FTES calculation and the one credit face to face would generate the same ONE UNIT toward the FTES calculation resulting in the same level of FTES generated if all other factors are equal (i.e., number of students and length of course). So, again it depends on how the course is scheduled. All things being equal, if the campus chooses the positive, weekly or daily attendance methods, each course would be calculated based on the total number of hours of course content delivery regardless of the mode of delivery as opposed to independent study which is calculated solely on the number of units and not the number of hours for the course. Clear as mud? I thought so. If you would like further clarification on this item, the DE Guidelines attempt to provide a few calculation scenarios that might be helpful. The Guidelines are on the System Office DE web page. Go to Section 58003.1 found on page 11 for the text of the regulation, guideline and sample calculations for the various scenarios. Here's the link:
http://www.cccco.edu/divisions/esed/aa_ir/disted/attachments/DEGuidelinesMar2004.pdf

FAQ Summary

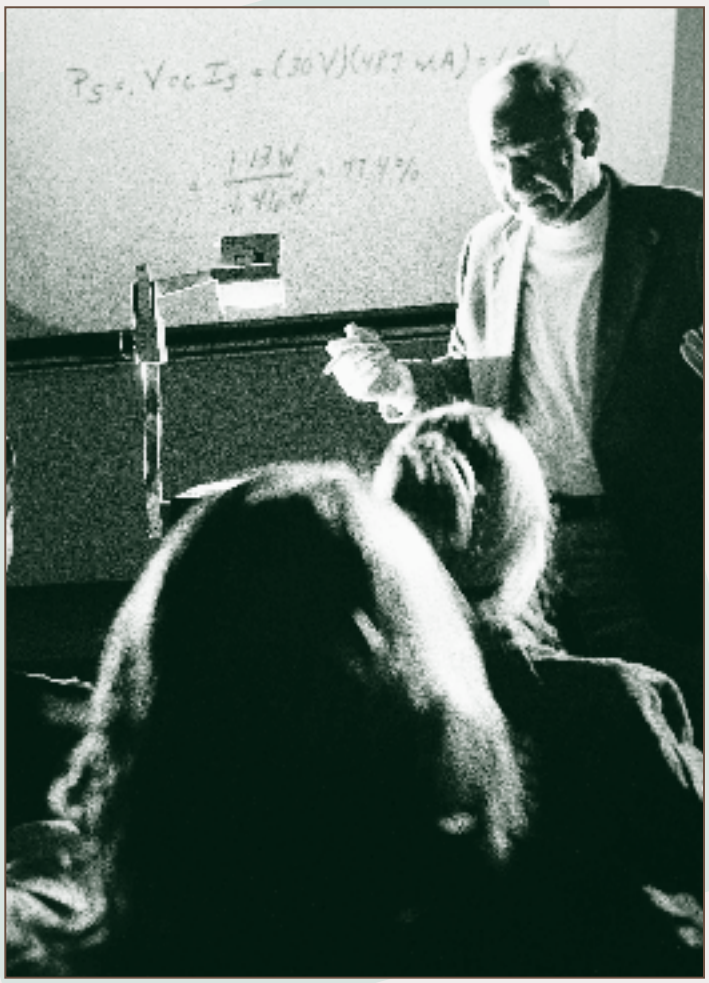
We want to thank those of you who attended the Curriculum Institute and provided us with these questions. We also know there are many more questions out there! The ASCCC Technology Committee will be working closely with the ASCCC Curriculum Committee to provide you with the information you need to make sure your DE program offerings are of high quality. The goals of the Technology Committee for 2005-06 include review and update of all the ASCCC technology position papers, researching the issue of hybrid courses and approval policies for them, and providing you with meaningful plenary session breakouts that address using technology in all areas of instruction. Please contact the chair, Pat James Hanz at pjames@msjc.edu with questions or ideas for breakout sessions that you would like to see at ASCCC events. ■

The Senate and Faculty Development: One of the Ten Plus One

by Shaaron Vogel, Faculty Development Chair

Do any of you remember when you received faculty development funds from the state? Yes, it seems like it was only a few years ago that we lost the state funding. What has happened at your college since the budget cuts? Is your local senate abiding by its role in faculty development?

In the next few months expect a survey to come to your local campus senate office asking about how your college is dealing with faculty development. The rumor is that many of you are doing great things with very little to no money. We are seeking ideas on how you are doing this and specifics on how you are fulfilling faculty development needs.



Meanwhile faculty development is still one of the ten plus one academic and professional matters that faculty are responsible for under Title 5 regulations and that duty ought not to be ignored due to lack of funds.

The role of the local senate in faculty development comes in many forms: the development of a needs survey, the design and preparation of professional development activities, the overseeing of faculty development and its relationship to technology, and the allocation of any faculty development funds your college may have.

When the state funding for faculty development was lost, many college local senates "let go" of their responsibilities or worse yet did not offer any faculty development activities. The time has come to see what colleges are doing and how they are doing it. The survey will help us obtain that information and best help you to figure out what you can do on your campus for faculty development.

The Academic Senate helps support colleges by offering opportunities for faculty development. We currently offer our plenary sessions, vocational and local senate's leadership training institutes, and the curriculum institute. Our goal is to offer a Teaching Institute in Spring 2007. Watch for more information on this in the near future. Ideas for sessions and faculty development needs are welcomed. Please send comments and ideas to the Senate Faculty Development Committee Chair Shaaron Vogel at *vogelsh@butte.edu*. Meanwhile remember you have the power as a local senate over faculty development, make sure that you know what is happening on your campus. What better opportunity is there to really affect student success than through improved teaching techniques that help learning? Faculty development is how we do that and it provides us the opportunity to share that knowledge with others. Faculty Development—truly one of the ten plus one! ■

Summer Breaks and Fall Recesses. . . But No Play

by Dan Crump, Legislative and Governmental Relations Committee Chair

Most of us are just coming back from summer break and the California Legislature is about to go on break, but they call it "Interim Recess." The Legislature operates on a two-year session cycle and they are just completing the first year of the 2005-06 legislative session. September 9 is the deadline for both the Assembly and Senate houses to pass bills and October 9 is the deadline for the Governor to sign or veto bills passed by the Legislature. If a bill does not pass out of its first policy committee before this constitutional deadline, it will be carried over and acted upon when the Legislature reconvenes after the "Interim Recess". If the bill does not pass its policy committee by the second year deadline, it is considered "dead." Many of the bills that the Academic Senate has been following will carry over to the second year of the session and become two-year bills. Please check the Legislative Tracking Page at http://www.academicsenate.cc.ca.us/Legislative/LegTracking/legTracking.asp for the latest information on proposed legislation.

For the fourth year in a row, Californians will be voting in a statewide election.

This November, we will be having a special election, with eight propositions on the ballot. Please remember that the deadline for voter registration in order to vote in the November election is October 24. There have been polls and surveys on most of the issues and stories in both the general media and in faculty-oriented publications of groups such as FACCC, CCA, and CFT. However, the conventional wisdom is that most people don't start paying attention to the issues on a November ballot until after Labor Day. So expect the two months or so before the election on November 8 to be jam-packed full of coverage of those propositions on the TV, Web, newspapers and other publications. The Academic Senate will be helping you by providing information in upcoming Legislative Alerts that we hope will be useful in the decision-making process.

The Academic Senate will be having its Fall Plenary Session in Pasadena from November 3 through 5. The Legislative and Governmental Relations Committee will be hosting several breakouts on legislative issues. We look forward to seeing you there. ■

Propositions on the November 8, 2005 Ballot

73—Waiting Period and Parental Notification Before Termination of Minor's Pregnancy.

74— Public School Teachers. Waiting Period for Permanent Status. Dismissal.

75— Public Employee Union Dues. Restrictions on Political Contributions. Employee Consent Requirement.

76—State Spending and School Funding Limits.

77—Redistricting.

78—Discounts on Prescription Drugs.

79—Prescription Drug Discounts

80—Electric Service Providers. Regulation

Source: California Secretary of State.
http://www.ss.ca.gov/elections/elections_j.htm#2005Special

How Much Do You Know About Your Academic Senate?

by Jane Patton, Relations with Local Senates Committee Chair

It's autumn again. Time to meet new students, catch up on summer news with colleagues, and—plan for your first academic senate meetings! Oh the tasks that lie ahead for our senates! What's the hot topic on your campus? Enrollment shifts? Lack of faculty, staffing, equipment or facilities? Challenging relationships between the faculty and administrators, the board or the community? How about the status of hiring?

Are you aware of how many of these topics fall within the purview of the academic senate? If you answered: "Well, all of them," you are right, although tackling all of them could be tricky and senates often find it challenging picking their battles. In addition, some topics overlap with union responsibilities. If you are new to your academic senate or it has been awhile since you have had an orientation to the academic senate, you might benefit from a refresher about the roles and responsibilities afforded to faculty via their local and the state academic senate. Faculty and local senates can spin their wheels—or worse, do nothing when problems arise, whereas if only they are armed with information, they could exert the influence needed to improve what we collectively do for our students.

Last June, college senate leaders were invited to the annual Faculty Leadership Institute held in San Jose. Attendees had the opportunity to review the foundation of senate authority and responsibilities by attending presentations about such topics as the basis for the senate, Brown Act guidelines, 75:25 ratio update, faculty minimum qualifications, etc. Attendees left feeling more empowered and confident about their leadership and about the strength of the faculty via the senate. If you did not attend, you can see many of the PowerPoint presentations and handouts by going to *http://www.academicsenate.cc.ca.us/Events/Faculty.htm*.

Your senate might consider using the slide show called *Basis for the Senate* (available at the above URL) at an "orientation to the senate" meeting this fall, to orient new senators and promote a discussion with the more experienced senators. The slides lay out the foundation for faculty responsibilities in Education Code and Title 5. They may be shown on your campus using a projector or printed on transparencies. The slide show can also be used or modified for a Flex day session, a new faculty orientation or department chair meeting in which one explains what the academic senate is to faculty who are not directly involved with the senate. The presentation can also be used to help trustees and administrators understand the academic senate. You can also request that the Academic Senate send a speaker to present this material at your college. Call the Academic Senate office in Sacramento for details.

Another PowerPoint presentation called *Orientation to the Senate* is available at *http://www.academicsenate.cc.ca.us/LocalSenates/LocalSenates.htm*. These slides are briefer than the *Basis for the Senate* presentation and include topics to provoke discussions among senators about how to have effective senate meetings. Local senates may feel free to modify the slides to suit local needs. A good companion document is the ASCCC publication, *Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate*, which provides many more tips for building a strong senate, which is also available on our website.

The **RESOURCES** below can also be used as a part of an orientation presentation (and visual aids are a nice addition to presentations):

The Academic Senate website www.academicsenate.cc.ca.us (surely you have it bookmarked!) You can give a tour, navigating the site for your colleagues.

Publications (on dozens of topics e.g. hiring policies, student fees, faculty qualifications, workforce preparation, basic skills, etc.—all of them are listed and available on the website).

Resolutions (which guide the work of the ASCCC and provide a resource for local senates; available and searchable on the website).

The ASCCC in general and the Executive Committee (including the standing committee called "Relations with Local Senates").

"Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate" (It's a handbook distributed at each Faculty Leadership Institute, that every senate office should have and all senate leaders should read).

We encourage senate presidents whether new or returning, to create an opportunity for all faculty to learn what the senate is, because when there is turnover in senators and when new faculty are hired, we cannot assume all of us have the same level of understanding.

Besides these two presentations, there are many other resources and opportunities for learning about the senate powers available to faculty. Does your senate have a library of ASCCC publications? If not, you might consider the benefit of setting up one. Then when an issue arises, faculty can check out documents to inform local discussions. Examples of ASCCC publications adopted last Spring are *Working with the 2002 Accreditation Standards: The Faculty's Role*, and *Textbook Issues: Economic Pressures and Academic Values*. While all Senate papers are available from the website, it is likely that someone at your college has paper copies of many of them piled on her/his desk, and they could be made available for everyone's reference.

Have you ever attended a Plenary Session of the ASCCC, held each fall and spring? These are a "shot in the arm" for faculty. It is not surprising that we see the same faces return, because the depth and breadth of information presented are empowering. Details about the Fall Session in Pasadena in November are already posted on the website.

As always, the Academic Senate for California Community Colleges stands ready to assist the faculty of all 109 colleges.

By taking advantage of all the resources available to you, you can feel confident in the strength of the faculty for guiding academic and professional matters. ■

Role of Subcommittees

by Wheeler North, Area D Representative

A colleague recently asked whether or not a standing shared governance committee could make, rule, and un-make its own sub-committees autonomously of the reigning shared governance body. Certainly this is going to depend on the existing policies and bylaws of the board and shared governance body(ies).

In most cases to change the shared governance structure of a college requires some due process that is outside the scope of any single committee. But the question in this case is when is it appropriate for a committee to autonomously form a smaller internal group for the purpose of accomplishing a lesser task assigned to the committee?

There seems to be several issues relating to this

One is the obligation for any committee to meet its charter, and to remain compliant with all laws, codes and policies governing it—for example the Brown Act, as it applies to standing committees. The other obligation is for the committee to function as intended by the creators of the original committee.

In the first obligation there are a number of legal reasons why a committee must actively seek open public access to all its affairs except those where private confidentiality is required. In this case to autonomously create a lesser, "sub" committee that conducts business without officially changing the published model or governance process can severely challenge the public's ability to access that process or even know that it exists.

But is it viable for a committee to assign one or more of their tasks to a few of the members for the purpose of efficiency in a divide and conquer plan of action?

It should be viable and probably legal if several conditions exist. The first would be if, for the most part, the performance rules that apply to the larger committee are applied to the smaller group. The second is the role of the smaller group must be to accomplish a specific non-continuing, non-chartered task. So an appropriate example would be a curriculum committee assigns the task of producing a one time list of courses that are currently due for review to three of its members.

In the second obligation if a shared governance body forms a standing committee to accomplish certain on-going tasks, and that committee then forms an on-going smaller internal "group" to do some of those tasks, then they may have circumvented the intent of the original body.

Example: The academic senate feels the Academic Affairs Committee should have twice as many faculty as administrators for specific reasons and so this is negotiated and agreed to as the formal structure for this committee. But after some turnover and time several members of this committee convince the other members that a continuous series of student reviews should be done with a smaller group that is now a 50/50 ratio. They will then do the work and make a recommendation to the whole committee who will then bless the work. Well, this really changes the originally intended composition such that to do so without the college and senate's consent is problematic.

So the test of this is partially about the permanence of the formed sub-group, the continuous nature of its sub-role, and partially about ensuring process happens as intended by the whole body.

When at all possible it is wise for any formally established committee to have these rules and limitations documented in their scope and procedures definition, or bylaws. In most cases it is appropriate to divide some duties and tasks within a committee, but it is our constant obligation to ensure that such delegation doesn't fail our legal and ethical standards. ■

Global Senate Reach: Senate President Ian Walton conducting "Business as Usual" from Inverness, Scotland

Can You Resolve the Conflicts on Your Island?

by Ian Walton, President

Welcome to the new academic year. On behalf of the 2005-06 Executive Committee I would like to give my heartfelt thanks to my predecessor, Kate Clark, for her untiring work for our system, our students and our faculty, and to wish her well in her new position as Articulation Officer at her home college, Irvine Valley. And I would like to welcome you to our new leadership team here at the Academic Senate for California Community Colleges, one that is ready to carry on the Academic Senate's stellar tradition of leadership on statewide issues and support to you as local leaders. We have already worked with many of you—both new and returning college leaders—at our successful summer institutes for leadership in San Jose and for curriculum in San Diego. We trust that you found them as enjoyable and professionally invigorating as we did.

As we prepare to plunge back into leadership for the new year some of us will experience an icy shock while others will slowly (or quickly) be overwhelmed by the relentless tide of details and decisions that seem to constitute the daily life of a senate president. That's when it's important to have principles as the rock you hang on to, and to have colleagues you can turn to for advice and support. You are not alone on the issues and you are not alone in the daily struggle with how best to implement your ideals in a multitude of small meaningful ways that ultimately benefit your students. The conundrum is how to move forward in a principled way. Sometimes all you can do is to vigorously defend the principle. But at other times, if that's all you do, then the result is a stalemate that may actually harm your students. And at all times you have to guard against selling

out the principle in order to achieve action or consensus. A delicate balance indeed!

Our Fall Session (November 3–5 in Pasadena) will further examine the fact that it's not always easy to reconcile our obvious, long-standing principles with many of the day-to-day decisions that face you as a leader in the governance process. Your very success as a leader depends on your ability to manage those conflicts and to constantly find the correct balance of time and place and issues and personalities. Our session will focus on those dilemmas and conflicts that pop up, predictably or unexpectedly, in the middle of almost every issue.

You're already familiar with many of the high profile examples of this conflict and balance.

We support academic freedom and firmly oppose current legislative attempts to equate academic freedom with political indoctrination.

At the same time, we recognize that students sometimes have legitimate grievances and need to be fully informed of how to access grievance policies. We believe in guiding our students to follow long-term educational plans that would result in much greater future benefit to both them and the state economy, yet we also recognize that economic survival, not to mention state and federal policies, may force them to choose short-term goals. In the contentious political world of statewide articulation and transfer, we, as much as anyone, want to make articulation and transfer as simple as possible for our students, yet we know the realities that make all of this far from simple. Outsiders express frustration that there isn't a magic wand that will instantly dissolve all the barriers to students mobility—for example the infamous "just give courses the same number and then they'll transfer easily" approach. But insiders understand that the short-term management objectives of the higher education systems are, to say the least, at cross-purposes. As selective institutions, UC and CSU desire to look effective and accountable by selecting, admitting and graduating their small group of students as simply and quickly as possible. Community colleges, on the other hand, seek to preserve as many different options, for as large a number of students, for as long a period of time as possible. It's hard to make those objectives match. A final internal example is our long and tortured discussion of the 75:25 ratio. Again, the principle that increased contact with full-time faculty is beneficial to students is abundantly clear. But balancing flexibility for times of genuine fiscal distress with statewide progress towards the 75% goal is more than tricky. And at the very personal level, what do you say to a colleague who says "I would rather have a pay raise than hire another full-timer."

Similar fundamental examples have been appearing in the tortuous process to produce the new strategic plan for our system. Many of you will recall that this process was put in motion by the Board of Governors last year, a consultant was hired and a steering committee formed. You may have attended regional meetings and wondered what would become of the apparently random input being collected. A July version of the strategic plan framework began with system values that the faculty would enthusiastically endorse:

- Lifelong learning is available to all;
- All people deserve to succeed;
- All people have a right to higher education;
- An educated citizenry is the basis for democracy.
- By August, the second and third of these values had changed in subtle, but important ways so that the fundamental principle was diminished:
- All people deserve opportunities to succeed;
- All people have access to higher education.

You can sense pragmatism creeping in. And as you move into implementation it becomes more obvious. That same July version of the plan framework included a core mission of lifelong learning but by August it had vanished and left no obvious way to implement the values implied by lifelong learning for an educated citizenry. What will eventually be adopted remains to be seen. The discussion hasn't even tried to write implementation actions yet. That level of detail will unleash all the conflicts and call for considerable leadership skills from everybody involved.

These are the very leadership skills that you are expected to deploy every day on your own campus. We hope the Fall Session will provide you with an invigorating environment to share these difficult conversations with your colleagues and to collect fresh ideas. You are not alone. Stay in touch with us over the coming year and let us know by email or telephone the conflicts that are causing you the most difficulty, and tell us what we can do to help. I look forward to working with each and every one of you. ■

The Corporatization of Higher Education

by Zwi Reznik, Member, Educational Policies Committee, 04-05
Bob Grill, Chair, Technology Committee, 04-05
Leon F. Marzillier, Area C Representative

Recent concerns over corporatization of education led to resolutions adopted by the Academic Senate for California Community Colleges. Those resolutions called for more, in-depth information about this issue. The process of developing a position paper started with researching available literature in the field. In doing so, it became apparent that much valuable work has already been done in that area, particularly the recent publication *Academic Values, Market Values: The Shifting Balance* (American Federation of Teachers [AFT], 2004). Rather than reproducing the work already done, this article is intended to provide an overview and point you in the direction of the substantial information available.

Over the past few years, there has been pressure to adopt corporate management structures due to the drop in public support for institutions of higher education—note the drop in per FTE funding over the last several years when measured in real dollars.

Even if we put aside the need for securing funding, what other motivations may there be for this trend to corporatization? One of these is the idea, strongly disputed by many including us, that the marketplace is more efficient. Governor Schwarzenegger's call for merit pay is a recent example. Our salary structures are often attacked as being unfair in that compensation is based only on seniority. The assumption seems to be that there are clear quantitative measures that can be used to provide compensation models. In the early 80s, during an oil boom, one of the authors of this article was employed in oil and gas exploration and was rewarded with company cars, minimally monitored expense accounts and bonuses. Corporations had to decide how much individual professional employees should receive as a bonus. The "bean-counters" who ran things felt that an objective measure, such as how many barrels of oil reserves one had discovered, would provide a useful measure. The exploration managers were able to point out that no one individual could be given credit for major discoveries. In addition, the most skilled exploration professionals would often be assigned to previously unexplored frontier areas where there was the least likelihood of a discovery. So the decision was made to determine the bonus amounts entirely on the basis of total years of exploration experience—i.e., a seniority formula. Just as *where* you explore for oil is as much a factor as one's skill as an explorer, so it is in teaching: the backgrounds, motivations, and time on task of one's students are as much factors in the successes of our students as are the skills of the professoriate. Basing pay on seniority, provided that instructors are regularly and meaningfully evaluated by their peers, is the fairest method of compensation.

Legitimate community needs for job training must also be taken into account. However, how do we deal with the student, now being viewed as a customer, who comes to us for a specific product—e.g., learning how to be a nurse, welder, auto technician or preparing for transfer. How do you tell your customer that he/she does not merit the desired "product"—the Degree, Diploma or Certificate. This is clearly a major concern for us as the maintenance of academic rigor motivates us all.

In October 1997, *Digital Diploma Mills, Part I, The Automation of Higher Education* by David F. Noble, was widely disseminated over the Internet and brought new attention to trends that were brewing among academics and those connected with academia and politics. Examples given illustrate partnerships between top university administrations and private corporations resulting in requirements that faculty use technology in one way or another. To quote Noble, "universities are not simply undergoing a technological transformation. Beneath that change, and camouflaged by it, lies another: the commercialization of higher education. For here as elsewhere technology is but a vehicle and a disarming disguise."

One trend was corporate and political leaders recognizing the value of knowledge and "knowledge-based" industries (space, electronics, computers, materials, telecommunications, and bioengineering) with a focus upon "intellectual capital."

As patent holders, universities assume the characteristics of companies, and as such set about at once to codify their intellectual property policies, develop the infrastructure necessary to conduct commercially-viable research, cultivate their corporate ties, and create the mechanisms for marketing their new commodities, including exclusive licenses to their patents.

The result of this first phase of university commoditization was a reallocation of university resources toward research desired by the university administration's corporate partners. Universities are educational institutions with two primary functions: research and student instruction. Decisions about how an institution's budget is allocated to these functions, and decisions about what is researched and what is taught, should be made in an atmosphere of academic freedom, and not dictated by

outside entities, especially if they stand ultimately to gain from whatever is decided.

The second trend toward the commercialization of academia was the commoditization of instruction.

The initial champions of computer-based instruction focused their attention on increasing the efficiencies of already overextended teachers. Rather than focusing attention on the content of our courses, these "champions" wanted to find ways of disseminating the information more "efficiently," i.e. getting instructors, without increased compensation, to service more and more students, the presumed beneficiaries of "improved" education. These champions are not really motivated to improve education at all. That's just the name of this particular market.

Olivier Frayssé, a professor of American studies at the Sorbonne in Paris, France, presented an address to the California Federation of Teachers Convention March 10, 2001 in which he presented five characteristics common among international assaults on higher education:

1. Education is considered as a market rather than a public duty, knowledge as a commodity rather than a means to become more human, students as consumers rather than citizens or future citizens.

2. Institutions try to appropriate the intellectual property rights of faculty and plan to sell their courses to other institutions, firms, and the public at large.

3. Huge investments of public money are made to fund efforts to develop on-line education.

4. The promise of high-tech education is used as an excuse to reject claims for the building of needed schools and colleges and the hiring of new teachers and classified workers.

5. As in other "service industries," technology is used by management to cut labor costs, deskill a majority of workers, improve productivity and monitor compliance with employer-made rules. The implication is that the "information age" is different from the "industrial age" mainly in that industrial methods are applied to the so-called "knowledge workers," which means us.

Yet, even today, major corporations all over the world are planning to invest huge sums of money to corner what they call the education market, and governments give them encouragement in many ways that include inducing universities to behave like corporations, which then enables government to cut public funding for higher education as the institutions of higher learning are turned into profit centers.

This is becoming increasingly true of community colleges as well. In California, Governor Schwarzenegger refuses to raise taxes on wealthy individuals and corporations while at the same time robbing K-12 and community college education of $2-3 billion "guaranteed" by Proposition 98, a proposition that was overwhelmingly approved by the "people" that he is so fond of threatening to take his policies to!

As public funding for community colleges dries up, the colleges in turn must beat the bushes for alternative funding. These alternative funds very rarely, if ever, come without strings.

The history of health-care in this country in the last ten years shows that such "knowledge workers" including doctors and nurses are now experiencing vastly modified working conditions as a result of the commoditization of medicine: the high-tech, hyperwired, network-modeled way to cut expenditures on people's healthcare and to increase corporate profits. If you do not believe that commoditization can happen to us, ask your doctor if he diagnosed the development of HMO's ten years ago.

Any discussion of corporatization can quickly degenerate into a collection of Dilbert like anecdotes. While these visual aids may be useful for setting a mood, a more substantive way of defining the discussion is needed. To that end the introduction to the above noted AFT journal (Scheuerman and Kriger, 2004) offer us two useful definitions in the introduction to the AFT Journal:

Exchange value

Companies produce goods and services only as a means to an end. The purpose is to exchange them for money, to make a profit—the only reason for a business to exist. Quality attracts customers. In the marketplace circumstances may force a company to reduce costs to a point where quality suffers. *"When this occurs, as it frequently does, the tension between the primary drive for profit and the secondary need for quality is exposed as a contradiction inherent in the production of exchange values."* (p. 12)

Use value

Idealized, the purpose of higher education is to teach the values associated with the pursuit of knowledge or the pursuit of truth.

This pursuit is intended to encourage dissent and tolerance for other opinions. While this process frequently results in objectively useful results it is the not the primary goal of the institution. *"Nevertheless, the fact remains—the goal of higher education institutions is education. Or to say it another way, educational institutions produce use values, intangible and abstract goods that are ends in themselves."* (p. 12)

This attitude is most obvious in considering the substantial pressure to provide a larger proportion of a college's offerings through distance education. If we evaluate distance education in terms of its exchange or use values, we have a tool that separates the appropriate use of an innovative delivery method, under the design and control of the faculty, from the corporate model that treats the student as a consumer, renames Deans as Vice Presidents and Presidents as CEO's and is pushed as a productivity tool. When the faculty loses control, the result can be educational *Taylorism*[1]—i.e., treating teaching the same way products are manufactured on an assembly line—breaking down the process to a series of lower skilled tasks and adding strict management control. The result may well be: online institutions with no counseling, a small group of developers who create a course and instructors hired to send out pre-packaged email and grade submissions with no customization of content allowed!

Exchange value has its place in a capital driven model.

Our problem is that teaching is not about delivering a product. Education is not a commodity.

"Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society," (*American Association of University Professors, 1992*) not for profit.

These trends toward exchange value were also seen in a report delivered several years ago at the annual meeting of the California Conference of the American Association of University Professors:

We now have CEOs and CFOs drawn increasingly from management backgrounds of one sort or another, instead of Presidents or Provosts promoted up from the faculty. As a corollary to this, the pay of senior administrators has become almost entirely disentangled from the pay of faculty and the cult of the CEO has taken hold at many not-for-profit institutions. We see institutions devoting inordinate staff FTE to Public Relations, Fund Raising, and Patent management while professing to have insufficient resources to fill desperately needed tenure lines.

The speaker went on to note that studies conducted by a statewide bargaining unit showed that student enrollment, full-time faculty hiring, and administrative costs are out of sync, with administrative hiring and salaries far outpacing those of faculty. The presentation also noted that work now done by highly paid administrators is work that faculty could—and once did—produce under the auspices of participatory governance.

While many of us have no problem with the ideas inherent in the use of alternative means of delivery, our "managers" are more focused on a product that

[1] Frederick Taylor wrote The Principles of Scientific Management in 1911. Some of the principles of Taylorism include:

- Develop a "science" for every job, including rules motion, standardized work implements, and proper working conditions.
- Carefully select workers with the right abilities for the job.
- Carefully train these workers to do the job, and give them proper incentives to cooperate with the job science.
- Support these workers by planning their work and by smoothing the way as they go about their jobs.

can be sold. Increasingly the managers of our institutions are concerned with securing the copyrights to our work. This is one of the reasons our unions have become so heavily involved in this discussion. Without contract language to address intellectual property rights the "work for hire" doctrine inherent in the *Copyright Act of 1976* can be applied to anything we produce. Potentially this doctrine can be extended to those items which have always been considered yours—e.g., notes, exams etc.

It would be simple to condemn the proponents of corporatization as lacking any understanding of what we do in producing goods with "use value."

However, just as the motivation for distance education includes faculty who are eager to teach courses online, we must acknowledge that there are managers who view what they are doing as being for the benefit of the institution. As examples consider how college bookstores or cafeterias operate. Are they profit centers for our colleges?

Technology can be a great aid in the teaching/learning process, but it can never substitute entirely for teachers and students coming together.

However, it is a fact that 80-90% of a community college's budget goes for the salary and benefits of its faculty. That shouldn't be surprising, since it is in the classroom that the central *raison d'etre* for the colleges resides. Since the passage of AB1725 and the strengthening of the role of academic senates, curriculum decisions are firmly in the hands of community college faculty. We must be careful that we are not seduced by that which has seduced some higher education administrators, and use our control and influence to ensure that academia remains a path to humanization, not corporatization. ■

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Transfer—From a New Perspective?

by Kate Clark, Immediate Past President

Four years ago at this time, the *Rostrum* carried an article on the state of transfer. At that time, we were hopeful that the California Articulation Numbering system (CAN) would emerge renewed and reinvigorated. It didn't. We were hearing administrators from transfer institutions claim that our students took too many "unnecessary classes." Administrators continue to make such questionable claims. Legislators and their aides insisted that transfer should be as straightforward for today's students as it was for them—thirty years ago. It's not.

Fall 2005 promises to bring us continued discussions between the System and the Academic Senate about our own alternative, truly intersegmental numbering system to replace CAN.

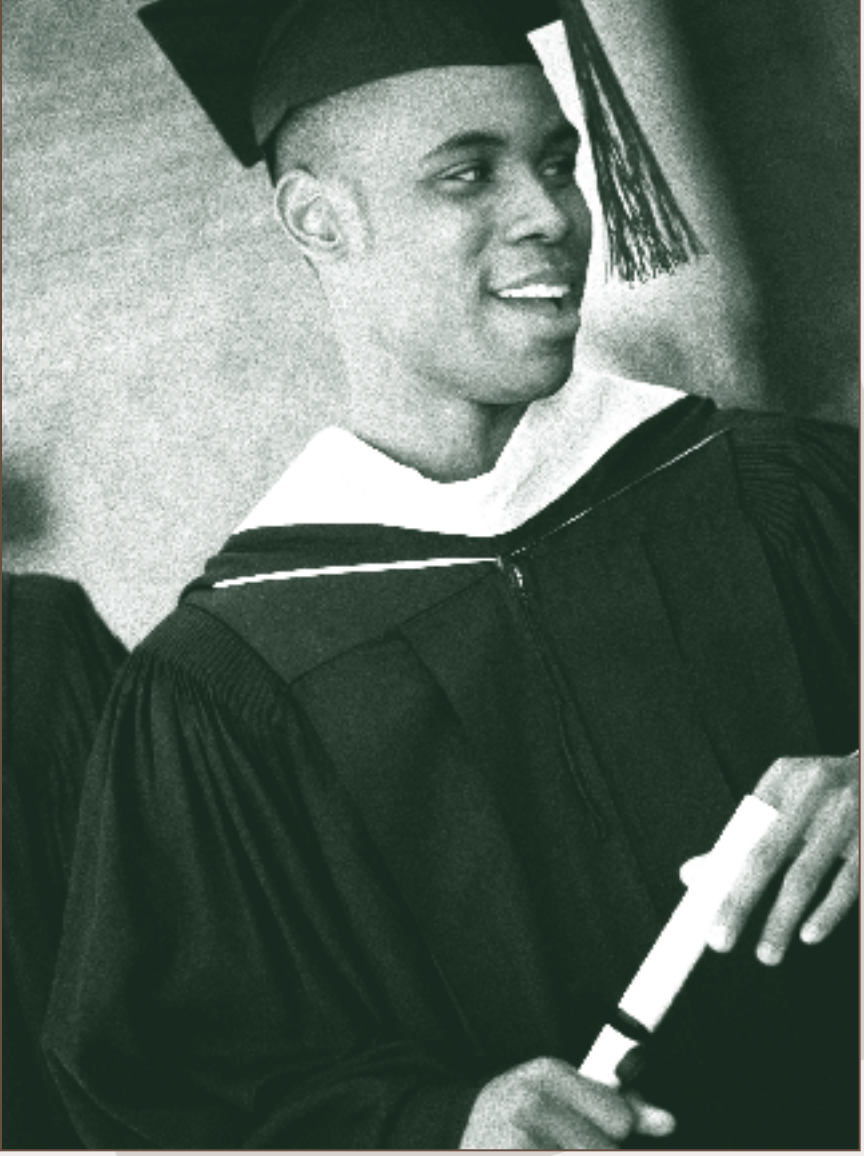
Chancellor Mark Drummond's letter of August…announced a memorandum between the CCCs and the CSUs on the Lower Division Transfer Project (LDTP), the continuation of TAAs and TAGs, and (four years later) broadly outlined a dual admissions program between the two systems. The Academic Senate worked diligently to secure options and services important to our students.

Something NOT available in the swirling discussions then was a document written by the members of the 2004-05 Intersegmental Committee of Academic Senates (ICAS) *A Transfer Discussion Document* (July 2005). ICAS had determined that what was missing from debates and testimony was the perspective of faculty. After awaiting action by the Intersegmental Coordinating Council and its Transfer Committee, in December 2004, the fifteen members of ICAS—five representatives of each of the academic senate executive committees or councils of the University of California, the California State Universities, and the California Community Colleges—began their own discussions. By June, members had collaboratively written, revised, and finalized their contribution to the transfer discussion. As an ICAS-authored document, it is not meant merely as a counterpoint to other reports; rather, it is intended to extend the discussion among faculty, staff, administrators, and program managers on how best to promote successful student transfer. The report is available at: *www.academicsenate.cc.ca.us/ICAS/Publications/TransferDocument*.

The foundation of the report rests not on purported outcomes, data, or methods of transfer—but rather the functions of transfer: what is essential for successful transfer to occur and for students to move from one institution to another? Then, given those functions, what agent or agency is fulfilling them? And finally, what yet remains to be done?

Transfer requires various intersegmental transfer participants; some are institution-specific (e.g., counseling or advising services); some are intersegmental initiatives (e.g., ASSIST, IMPAC); some depend upon membership of particular groups (e.g., the California Intersegmental Articulation Council—CIAC, Intersegmental Coordinating Council—ICC); and some are very segmental specific and have varying reliance upon or cooperation with other segments (e.g., Lower Division Transfer Project—LDTP, UC Streamlining Major Preparation, and Student Friendly Services). The ICAS report focused on those activities that draw most heavily upon faculty and therefore were most subject to development or modification by our intersegmental faculty. Over the course of multiple drafts, the ICAS faculty agreed upon ten elements necessary if students are to transfer smoothly. The first nine have direct bearing on our responsibilities as faculty within our disciplines and among intersegmental colleagues. We must:

- Provide students with access to current information about major preparation, prerequisites, transfer requirements at UC and CSU, and course requirements.
- Provide counselors, advisors, transfer center directors, and others with current information about



existing and new articulation agreements and major preparation.

- Provide a venue for faculty from across the segments and disciplines to discuss curricular and transfer-related issues.
- Provide Articulation Officers with access to new information about changes in major requirements so they might support new articulation agreements and faculty-created new or revised curricula.
- Provide a mechanism for ongoing certification of courses meeting the common general education curriculum (IGETC/CSU GE Breadth, and SciGETC).
- Provide a mechanism for assigning course identification numbers and verifying that courses actually qualify for that identifier number.
- Provide for statewide dissemination of curricular recommendations and decisions (e.g., agreement on course identifier descriptions, findings of discussion groups regarding major preparation, essential changes in course content).
- Provide students with assurances that the courses they take will transfer to a four-year university.
- Provide transfer students with UC/CSU advising linked to confirmed acceptance of units from their community colleges, their declaration of a major, and development of their personal graduation plans.

The tenth function, seen as equally important, calls upon us as faculty to consider the effectiveness of various transfer projects whose efficacy must always be examined. The final function calls for

- a process whereby all transfer initiatives are reviewed by faculty responsible for effectuating them.

When outside readers (primarily administrators from UC and CSU) raised objections to various portions of the document, ICAS determined that it would correct any errors of fact but would remain resolute in its voice and recommendations, most notably, the recommendation that ICAS review all transfer initiatives in which faculty participate and upon which the success of transfer depends.

We urge you to review and share this document with those on your campus addressing transfer. Assume your individual responsibility for transfer; participate in local discussions and the broader conversations in IMPAC and LDTP; and watch for future *Rostrum* articles that report on ICAS activities—all from a faculty perspective. ■

Sav(our)ing the World: A Triptych of Faculty Service

by Greg Gilbert, ASCCC Secretary

I awake each morning torn between a desire to save the world and a desire to savour the world. This makes it hard to plan my day.

—E.B. White

Let me begin with the obvious: teaching is a time-consuming profession. Full-time faculty devote, on average, 50+ hours per week to course preparation, instruction, assessment, office hours, and professional service. And part-tvime faculty donate all of their institutional work, everything except the hours spent in the classroom. Ours is a profession of service and each morning, we awaken to a world that calls us to "savour" *and* to "save." The following three examples will illustrate.

Compton College: A Renaissance in the Making

I recently spent a flex day at Compton College, and what a wonderful and informative experience that was. Most importantly, the world should know that Compton's accreditation crises originated well beyond the pay grade of their local faculty. Let me phrase this in another way, and in bold print: **Compton's academic senate and faculty are precisely what is right with Compton!**

Here's what I found at Compton. I spent the day with faculty and staff who exhibited the kind of enthusiasm that you would expect to find at a start-up college. At last, they know that they are being listened to, that their needs for proper funding, for professional development, and for resources are finally being addressed. At last, they are moving upward on the 50 % Law, their local senate is finally having its funding requests for professional development activities honored, and their former administrators are just that, "former." Even though the faculty have had to work in relative isolation and without the proper resources, they have remained active at their curriculum committee, in establishing course outcomes, and they are out meeting with their community at local churches and organizations and telling anyone who will listen that quality education is alive and well at their college. On the day that I was there, enrollments were going up, and there was a positive feeling of expectancy among the faculty and staff. Frankly, I believe that we will all soon agree that Compton College is among the most exciting places to teach and to take classes within our community college system.

In addition, not only has the local senate and curriculum committee upheld the integrity of the instructional side of the house, they have invited a team from the State Academic Senate as a resource while completing their program outcomes and aligning them within course outlines—work that is already ongoing. Next March the Commission will visit Compton once again, and what they decide is anyone's guess. These decisions, like the problems that created this crisis in accreditation, are all well outside of faculty control, but of this we can be certain: Compton's faculty, their senate and their curriculum committee represent the very cornerstone of why AB1725 and primacy in academic and professional matters must remain within the province of local senates.

Our ability to serve our students is contingent on these rights and supported by our active involvement with the Academic Senate.

In that regard, please remember that the Academic Senate is here for you and will provide help at the local level, in conjunction with the Community College League of California, when Technical Assistance is requested. There are four forms of Technical Assistance, and you may want to review them at academicsenate.cc.ca.us. Just click on "Resources" and "Technical Assistance" to learn more. In the meantime, if you have an opportunity, send a note of encouragement to our colleagues at Compton; let them know that you are with them.

Pasadena City College Gets It Right

(With Kay Dabelow, Pasadena City College Senate President)

At Pasadena City College (PCC), a pro-student thread that ties the faculty together is a focus on student success.

When visiting Pasadena City College, the first thing one notices is the banners around the campus and along Colorado Boulevard saying, "Student Success, Our First Priority." At PCC, they walk the talk. Case in point: At Pasadena, thanks in part to a proactive administration, PFE funds are not used to build buildings or to hire new faculty; rather, the money is used in the way that the State Academic Senate and Pasadena's local senate recommended, by keeping the funds external to the budget and devoted strictly to teaching and learning by investing them in student success.

A division dean and the local senate president co-chair the PFE committee that oversees the allotted $4,500,000. Funds are distributed in response to grants that are submitted mostly by faculty but also by such groups as the Classified Senate for staff development. Some direct positions have been subsidized to match existing funds, as with the director of MESA (Math, English, Science Achievement), and directed primarily at underserved segments of the population in those areas. Another example is the funding of a grant to a jazz musician who teaches history and puts on a jazz concert each year, related to African-American history. A further example is Writing-Across-the-Curriculum (WAC), which is an ongoing program. Funds have gone to student success in the form of a summer institute and also to staff development that offers workshops and allows professional development credits. Finally, every PFE grant must report on the number of students served in a manner that follows the PFE guidelines.

Approximately one-fourth of the 2005-06 PFE grant allotment is dedicated to new strategies in support of student equity, among other issues.

Clearly, faculty will get it right, given the opportunity, by putting students first—and, in this instance, we see a wonderful demonstration of how faculty's central relationship to instruction and students is key to their shared success at PCC.

Faculty Student Learning Outcomes (SLO) Coordinators Gather at Berkeley

This past August, 60-plus faculty SLO coordinators and a smattering of instructional administrators from approximately 31 different California community colleges attended an assessment conference at UC Berkeley entitled, "Doing Assessment that Matters." Organized by faculty in conjunction with the Research and Planning Group of California Community Colleges (RP Group), the conference featured the Senate's most recent paper on accreditation, *Working with the 2002 Accreditation Standards: The Faculty's Role* and represented in all instances the Senate's principles regarding accreditation.

Most noteworthy at this conference was how many faculty members were willing to sacrifice the end of their summer to sharing dorm rooms and devoting five days to workshops on accreditation. What soon became clear is that while some colleges began at the institutional level and established a mission and core competencies as guides for course and program level discussions, others worked from the course-up with equal success. What underscores the viability of such varied responses is the dialogic component entailed in establishing SLOs. Each college approached accreditation according to their unique local culture, but they all centered their processes on dialog and the recognition of local senate primacy in how SLOs will be developed and used at their colleges.

In a follow up report on the conference, written by Janet Fulks and Kate Pluta of Bakersfield and Marcy Alancraig of Cabrillo, they stated that, "The results were somewhat surprising. In keeping with the Academic Senate recommendations, most of the colleges attending had identified a faculty leader as a campus assessment chair, with reassigned time. Many institutions had been deeply involved in researching assessment and training their faculty in preparation for a campus-wide strategy." The report goes on to say that "Most schools spoke eloquently about the struggle to fund these outcomes and assessment activities, particularly when it involved assessment coordinator reassigned time, stipends for pilot projects, and training. The participants agreed that inclusion and payment of adjuncts for their training and time, was essential."

At the end of the report, several principles were offered as a result of the dialogue that went on at the conference:

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"1) This process requires cooperation between faculty, administration, research staff, and classified—all have important roles.

2) Successful implementation is dependent upon faculty involvement and leadership.

3) Academic senate leadership is essential, particularly in sustaining the process over the long term.

4) Healthy efforts are characterized by involving many people and many conversations in the planning; this includes instruction, student services, and other support areas of the college.

5) Agreement on assessment principles and purposes can help campuses respond proactively to areas of concern, such as how the data will be used and what the impact of assessment will be, if any, on individuals.

6) Successful strategies center around the existing campus culture and use of governance processes that already work to enhance campus-wide success.

7) Keep it SIMPLE. This is a learning process and the simplest attempts yield useful information. Start simple and enjoy the process."

The faculty and members of the RP Group deserve our heartfelt gratitude, having worked so diligently to assemble and host this conference and, particularly, for their earnest support of Academic Senate's principles with regards to accreditation. While the Academic Senate continues to take issue with the Commission's introduction of market place ideologies into accreditation, their insensitivity to local bargaining rights, the enormity of the new standards as an unfunded mandate, and their blatant disregard of individual rights of privacy, and so much more, we encourage faculty involvement at all levels of the accreditation process. If evidence related to quality education can truly direct resources, and if faculty involvement at local colleges, on visiting teams, and at the Commission can help set the course for an accreditation process that is truly in the service of instruction and student equity, we should seize the opportunity—and that is precisely what I saw at "Doing Assessment that Matters" this summer: faculty seizing the initiative.

It should be apparent to anyone reading these vignettes, that faculty are doing great work on behalf of students and the preservation of academic quality. Their stories are but a small sample of what is happening every day throughout California. These examples are provided here to illustrate that we are part of a grand network of colleges and colleagues. So while we are all "saving" and "savouring" the world each day, remember that we are not alone. Your State Academic Senate is the largest post-secondary organization of educators in the world, and your stories are our stories—all of ours. ■