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ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

SENATEROSTRUM

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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A Modest Proposal: Simplifying Articulation, Respecting Local Autonomy, and Responding to “Common Course Numbering” Mandates

BY MICHELLE PILATI, FACULTY COORDINATOR, C-ID

Over the past two years the Course Identification Number System (C-ID; www.C-ID.net) Project has been developing and piloting elements of a “supra-numbering” system for use across all higher education segments. Intersegmental discipline faculty have convened to develop descriptors for courses that commonly transfer. These descriptors will eventually be used to qualify courses for a C-ID number—a “supra-number” that would be used to identify comparable courses. The ultimate challenge for C-ID has been to clarify what implementation would look like. Ultimately, it has been planned that existing courses (via review of course outlines of record) would be reviewed, and, if consistent with the descriptor, would receive a C-ID number. What then? Where’s the benefit? What does a C-ID number really mean? Over the summer, the Academic Senate convened a group of articulation officers to consider these questions and to look at how C-ID could facilitate articulation and transfer more generally.

C-ID has developed a process for creating and vetting descriptors that identify the central components of courses—the elements that are generally expected to be there. If articulation could be based on these descriptors, one way to gain articulation could be by submitting a course outline of record to C-ID. Receiving institutions would review C-ID descriptors for articulation and indicate their willingness to articulate courses that have the com-

ponents outlined in the descriptor. This would provide a system-level statewide mechanism for articulation. In other words, this would provide a “one-to-many” articulation system whereby a course is deemed comparable to a descriptor. Under this system, receiving institutions—in-state, out-of-state, two-year, four-year, private, public—could indicate their willingness to accept courses to fulfill their requirements based on their C-ID designation. Imagine the simplicity of a new college being able to indicate its willingness to accept an array of courses through the C-ID process that would then translate into articulation with up to 110 community colleges. And imagine the value of having intersegmentally-developed descriptors of courses that commonly transfer.

Articulation by descriptor can only work with faculty involvement. In order for this system to work, the descriptors need to be fully vetted. They need to accurately reflect the core elements of the courses that must be present for their transferability. Draft descriptors for a variety of disciplines are currently available on the C-ID site and need review by faculty in the course discipline, related disciplines, and by articulation officers. All faculty are encouraged to visit www.c-id.net to learn more and to consider this modest proposal that would simplify articulation and student movement, while respecting the differences that make us what we are. Articulation by descriptor is an idea whose time has come. ■

Resolving the TBA Dilemma: A Tale of Three Memos

BY MICHELLE PILATI, 2008-2009 SYSTEM ADVISORY COMMITTEE ON CURRICULUM CO-CHAIR

Note: All three memos referenced in this article can be found at <http://www.asccc.org/Events/sessions/spring2009/program.html> (just scroll down to the 2nd breakout session, #4). Note that the presentation you will find predates the third memo (AKA follow-up #2).

The 2008-2009 academic year was a lively one with respect to “to be arranged” (TBA) hours. This often-used apportionment mechanism was placed under the microscope as a consequence of one district’s abuse—and has resulted in system-wide concern and examination. As is often the case, amongst the chaos that has ensued, some clean-up has been done, reconsiderations have been made, and new questions have emerged. As we face tough budget times and will surely have unfunded FTES, this is a great time to look critically at all curriculum.

If your head was spinning trying to follow the TBA soap opera, that is understandable. In the end, three memos went out from the Chancellor’s Office. Yes, three—don’t be fooled by how they are identified—there is one original, and two follow-ups—that makes three. If you missed the 3rd (2nd follow-up, dated June 10, 2009), you’ll want to get a hold of it as it contains some important information (see below for one place it can be found).

The first TBA memo—“To Be Arranged (TBA) Hours Compliance Advice Legal Advisory 08-02” (October 1, 2008)—abolished TBA as we know it. Instead of TBA hours being hours that a student put in on their own schedule, this document indicated that “When arranging for TBA hour schedules at the start of each term or session, students shall be informed of their schedules or work with the instructor in determining their individual TBA schedules.” It went on to also remind us that a qualified instructor was to provide instruction during those TBA hours. And that “zero-unit” options are not permitted—“It

is not permissible to approve credit courses with zero units of credit.”

The requirement that TBA hours be “scheduled” was viewed almost universally as blasphemous. While requiring that a student put in the required number of hours each week is logical, asking our students to commit to specified times is contrary to common practice, the general expectations of the field (including students), and the implied flexibility of hours designated as “to be arranged”. The other reminder that was met with concern was nothing new—the expectation that a qualified instructor be present. It should be kept in mind that apportionment for TBA is apportionment for **instruction**—instruction delineated in the course outline of record and **provided by a qualified instructor**. The response from the field to this legal advisory was critical (and loud)—and along came follow-up #1—“To Be Arranged (TBA) Hours Follow Up” (January 26, 2009).

TBA II (Follow-Up #1) proposed instituting Title 5 changes to address issues that arose with Early Childhood Education courses that included TBA hours where children were observed outside of class and with no expectation that a qualified instructor would be present. Such changes have gone through all the hoops and hurdles—and now it is established that:

(c) For the purposes of early childhood education programs in community colleges, “immediate supervision” means student participation in such programs wherein the person to whom the student is required to report for training, counseling, or other pre-

scribed activity shares the responsibility for the supervision of the students in student teaching activities with academic personnel of the district. In all such cases the person to whom the student is required to report and who is not an academic district employee shall possess at a minimum a Master Teacher Child Development Permit issued by the California Commission on Teacher Credentialing, or the equivalent.

Please see the July 2009 Board of Governors agenda for details (<http://www.cccco.edu/LinkClick.aspx?link=1626&tabid=515>)—this was a change made to Title 5 §58055, “Immediate Supervision.” Similar exceptions for other career technical education disciplines already existed.

The issue of “immediate supervision” was very much an issue for foreign language labs. While many colleges staff their foreign language labs with foreign language faculty, there may not always be faculty present for all the languages for which students are receiving instruction. In other words, if a student is doing TBA hours for his or her Japanese course, having a Spanish and Italian faculty present does not suffice. While this second memo suggested that a Title 5 change *might* be the solution for this, no such change emerged. No one stepped forward to make an argument for a change. But a possible solution was mentioned—make those TBA hours “distance education” (DE). If the TBA hours became DE, they would then be subject to the rules that apply to DE as opposed to those that TBA—removing the requirement for “immediate supervision” and applying the curricular requirements that apply to DE.

This second memo also did some much-needed back-pedaling, lessening the “regularly scheduled” language that had, in effect, turned TBA hours into regularly scheduled hours. Colleges were informed that they must document student hours and hours must be completed as scheduled (i.e., x hours per week). Further guidance with respect to TBA hours was also provided:

Please note that the following conditions must be met:

1. The official course outline of record must include the number of TBA hours and specific instructional activities/learning outcomes for TBA hours expected of all students enrolled in the course.
2. The TBA hours must provide instruction that is not homework and the student work completed for TBA must be evaluated. In this regard, do not include within TBA hours unsupervised activities such as attendance at plays and concerts. **Apportionment may not be collected for such activities.**
3. The TBA hours/week required for the course must be included in the published catalog and class schedule.
4. The designated location for the TBA hours must be specified in a way that appropriately informs students.
5. All students enrolled in a course with TBA hours must be required to fulfill the hours and other conditions for TBA. Make sure that all student participation is documented.
6. TBA hours may not be claimed for apportionment under the auspices of individual student tutoring. When reviewing courses with TBA, please note that a couple of options might be considered:
7. For courses across disciplines, it is acceptable to include TBA hours that specify student learning objectives focused on reading, writing, and math skill development that are related to the content area of the course. In this case, the instructor providing immediate supervision and instruction should meet minimum qualifications in reading, writing and/or math. For example, for a history course, it could be desirable to specify learning outcomes focused on research and writing within the history discipline. Students may be assigned to a learning center to meet those objectives where such instruction can be appropriately provided by a faculty member who meets minimum qualifications in writing. In this case, the college should reference “team teaching” as a means of address-

ing the student outcomes related to writing for TBA hours on the course outline.

8. If TBA hours are problematic for various reasons including availability of facilities to accommodate the students who need to complete TBA hours or availability of instructors who meet minimum qualifications for the area where TBA hours are scheduled, you might examine the possibility of offering hybrid courses instead of courses with TBA hours. In this way, some of the contact hours could be offered in the classroom and others could be provided online as Distance Education (DE) hours. This type of offering may be subject to the Alternative Attendance Accounting Procedure as provided by Title 5, Section 58003.1 (f) and 58009. The Distance Education Guidelines (distributed August 18, 2008) provide additional information.

So, what was left for the third memo to cover? More rules/guidance were referenced in prior memos. What was to be implemented in order to ensure that there is no more abuse of TBA?

The “Second 2nd To Be Arranged (TBA) Hours Follow-Up Memorandum” is dated June 10, 2009—so you may have missed it. Here the idea of DE as a “solution” was expanded upon—and a long-needed interpretation with respect to DE—how does one collect apportionment for “hybrid”/“blended” courses that, technically, should be funded using two different mechanisms? As only one apportionment mechanism can be used for a given course, what does one do when two methods are justified—where one component of a course is “regularly scheduled” and the other is DE?

The third TBA memo states that “...it is necessary to use the Alternate Attendance Accounting Procedure described in section 58003.1(f) and 58009 if the entire course as a whole does not qualify for either the basic Weekly or Daily Census attendance accounting procedures. Since hybrid courses qualify as distance education, they are eligible for this procedure.” **This makes it clear that the same mechanism used to claim apportionment for DE courses applies to “hybrids”**—ending long-existing confusion regard-

ing the *how* of apportionment for courses with a DE element where the DE element is greater than 0% and less than 51%.

This memo also restated points made previously regarding tracking/documentation, the need for students to complete the required TBA hours each week, immediate supervision, instruction, etc. It also noted that colleges must “...not claim apportionment for TBA hours for students who have documented zero hours as of the census point...” and that “...there will be a new audit compliance item that focuses on TBA hour compliance with 2010-11 Contracted District Audit Manual. This item will require auditors, among other matters, to determine if apportionment was claimed for students who document zero TBA hours as of the census point. If a college is out of compliance regarding its claim for TBA apportionment, it would need to adjust its apportionment claim and/or return state apportionment funds and implement a control mechanism to avoid recurrence.”

What issues remain? Has it all been solved? New questions are emerging with respect to what current TBA hours can be “converted” to DE. As noted, whatever DE review processes are in place locally necessarily apply—as well as all relevant Title 5 regulations. Most certainly, instruction must be provided—and it must be instruction that truly is DE—not facilitated by campus employees. In other words, if the instruction necessarily requires the physical presence of any human (other than the student, of course) to aid in the learning, it is not DE. While the instruction may necessarily require the use of district facilities, the instruction is provided by a qualified instructor—and he/she need not be present. As existing current TBA hours are considered for DE, all guidelines that apply to DE must be considered.

Again, as we look to the year ahead with some unfunded instruction almost guaranteed, this is a perfect time to re-think instruction and to make any necessary curriculum modifications. Hopefully the TBA saga will result in better curriculum—more thoughtful and instructor-centered approaches to TBA—that better serves our students. ■

What Does Proficiency Look Like on the ACCJC Rubric?

BY LESLEY KAWAGUCHI, CHAIR, ACCREDITATION AND SLO COMMITTEE

Since 2007, the Accrediting Commission for Community and Junior Colleges (ACCJC) has clearly stated its expectation that colleges currently be at the “Continuous Sustainable Quality Improvement” level for Program Review and Planning on rubrics that ACCJC has provided. (See <http://www.sdmesa.edu/instruction/accreditation/pdf/2-ACCJC-Memo-Barbara-Beno-Regarding-Rubrics07.pdf> for the rubrics.) Moreover, ACCJC has told colleges that they must be at the “Proficiency” level for student learning outcomes (SLOs) by 2012. Some colleges that have recently experienced either site visits or done their midterm reports have been asked to document how they will reach proficiency in their SLOs by 2012.

What does “Proficiency” look like on the ACCJC Rubric? There are eight characteristics (the following are quoted directly from the rubric):

- ◆ Student learning outcomes and authentic assessment are in place for courses, programs and degrees.
- ◆ Results of assessment are being used for improvement and further alignment of institution-wide practices.
- ◆ There is widespread institutional dialogue about the results.

- ◆ Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.
- ◆ Appropriate resources continue to be allocated and fine-tuned.
- ◆ Comprehensive assessment reports exist and are completed on a regular basis.
- ◆ Course student learning outcomes are aligned with degree student learning outcomes.
- ◆ Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

In examining each of these characteristics, where would you place your college? What would your college need to do in order to achieve each of them? How do these characteristics interact with the rubrics for program review and planning?


At the SLO Institute held in July 2009, one general session attempted to address these questions. The purpose of the session was to examine what being at the “Proficiency” level of the SLO rubric would look like. Earlier that day, the overwhelming majority of attendees agreed that their colleges had reached the “Development” level on the SLO rubric.

As attendees sat at tables, each table was given a single element from the “Proficiency” level rubric.

Then the attendees were asked to see where they thought their colleges were in meeting that particular element. What they discovered has significant implications for all colleges as they move forward in SLOs and assessment. Several participants discovered that they could be at the “Development” level for one element of the rubric, yet be at the “Continuous Sustainable Quality Improvement” level for another element of the rubric. For example, several colleges specifically link SLOs to their program reviews, which is at the “Sustainable Continuous Quality Improvement” level. Yet many of these same colleges have faculty and staff fully engaged in SLO development, which is at the “Development” level.

The other significant discovery at the SLO Institute provides some understanding as to why program review and planning processes rank so high as the reasons for colleges being on sanction. Most colleges currently facing sanctions have been cited for not being at the “Sustainable Continuous Quality Improvement” level of the “Rubric for Evaluating Institutional Effectiveness—Part I: Program Review” or “Rubric for Evaluating Institutional Effectiveness—Part II: Planning.” A third issue, governance, is also a factor.

When examining the rubrics for those processes at the “Continuous Sustainable Quality Improvement” level which colleges are currently expected to be regarding program review and planning, it becomes clear that unless colleges have moved toward the “Proficiency” level with their SLOs and assessment processes, the three rubrics have difficulty working in an integrative fashion. Because so many colleges are at the “Development” stage on the SLO rubric, their ability to be at the “Sustainable Continuous Quality Improvement” level in program review and its link to planning could be hampered. For example, at the “Proficiency” level for SLOs, two key elements of the rubric are “Student learning outcomes and authentic assessment are in place for courses, programs and degrees” and “Results of assessment are being used for improvement and further alignment of institution-wide practices.” Moreover, at the “Sustain-



As faculty at local colleges tackle the issue of becoming proficient in their SLOs and assessment, applying the rubrics to their own processes will highlight those areas in which more work is needed and those areas in which they do well.

able Continuous Quality Improvement” level for SLOs, one key element is that “Learning outcomes are specifically linked to program reviews.” Only if a college has achieved these three elements, is it likely to have a “consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes” (taken from the Sustainable Continuous Quality Improvement rubric on Planning) or “program review processes [that] are ongoing, systematic and used to assess and improve student learning and achievement” (taken from the Sustainable Continuous Quality Improvement rubric on Program Review).

As faculty at local colleges tackle the issue of becoming proficient in their SLOs and assessment, applying the rubrics to their own processes will highlight those areas in which more work is needed and those areas in which they do well. By breaking down the rubrics for all three areas, faculty and colleges will have a clearer idea of what they need to do in order to meet the proficiency requirement by 2012. And perhaps along the way, the number of colleges receiving sanctions for program review and planning might begin to decline. ■

Curriculum, Coding and our Professional Responsibility: Revise Your Process

BY JANET FULKS, PAST CURRICULUM COMMITTEE CHAIR

Faculty often consider the work of curriculum done after they have completed the Course Outline of Record and passed it off to the chair and/or dean and curriculum committee. The curriculum committee often considers their work done after technically reviewing the curriculum and voting approval to send it to the Board. What this process is likely to neglect is the importance of discipline faculty directing the coding of the course, which is the shorthand mechanism used to report curriculum to the Chancellor's Office for staffing, funding and accountability reporting. An informal survey at the Curriculum Institute showed that coding most often fell to staff members who input the course into MIS, or to the Curriculum technician, or to the CIO's secretary. Coding has been seen as an unimportant number applied to a curriculum document where the written explanation supersedes any numerical coding representation of the curriculum. But this belief is entirely wrong!

A quick review indicated that no college was free of errors in one area or another.

Recent reviews of the MIS database at the Chancellor's office showed that the data in the database used for determining allocations (\$), staffing (FTEF), attendance reporting (FTES), mandatory reporting to the federal government (IPEDS), accountability reporting to the legislature (ARCC) and for research were not of the quality or accuracy necessary to show that faculty are doing the job of reporting curriculum accurately. Errors included coding that completely mis-categorized curriculum based on the TOPS coding (Taxonomy of program)¹ and Course Basic (CB descriptions or data elements)². Examples of some of these errors included things such as:

- ◆ World Religions classified as an experimental course
- ◆ Noncredit ESL courses coded as transferable courses
- ◆ Elementary arithmetic courses coded as degree-applicable courses

¹ TOPs coding identifies the program of study such as 0401 = general biology, 1701 = mathematics, 1502 = English. The program is not the one defined by your institution, but rather the program taxonomy at the Chancellor's Office. This program classification is then translated into federal program coding and data elements for national reporting.

² Course Basic—CB codes are data elements that relate to specific course descriptions, such as: Course title (CB 02) is degree applicable (CB08), Credit status (CB 04), transfer status (CB 05), basic skills status (CB 08), repeatability (CB 12), etc

If you think this is not the case for your college, think again. A quick review indicated that no college was free of errors in one area or another. Our conclusion is that the coding process at colleges began years ago when coding had only minimal importance; they were only a way to describe the curriculum to a database in computer language. But those days are gone! The job of assigning the TOPs and CB coding often fell to the last person submitting the official curriculum documents to the Board or to the Chancellor's Office. The problem is that this final person is not a faculty discipline expert. In fact, we discovered that coding is so important and specific that in many cases even a well-informed curriculum committee member may not be qualified to correctly code a course. The person who must do this is the discipline expert, not the dean, not the curriculum chair or CIO, but the person originating the curriculum. If that originator does not understand the coding system, then we must do some professional development targeting an explanation of the coding. But ultimately, that originator needs to describe the degree applicability, course level and role of that curriculum in relation to the entire college curriculum (General Education, Program Applicability, Degree or Certificate Applicability, etc.) based on their discipline expertise and their professional understanding of the coding.

To help local senates with this task, the Academic Senate has created a curriculum coding tutorial on the ASCCC website under the Curriculum webpage that can be used by individuals or act as a source for curriculum development flex training opportunities (http://www.ccccurriculum.info/Curriculum/Resources/Downloads/ExcitingWorld_of_CurriculumCoding.ppt <http://www.ccccurriculum.info/Curriculum/Resources/Downloads/TOPCOdes.doc>). While it may be easy to ignore the information necessary to do this coding properly, as the importance of the coding and reporting continues to grow in importance, it is essential that colleges review their curriculum coding and correct errors and they need to train faculty discipline experts to complete these responsibilities as they develop and review curriculum and complete program review processes. ■

Upcoming Events

2009 Fall Session

November 12 - 14, 2009

Doubletree Hotel, Ontario, CA

2010 Teaching Institute

February 19 - 20, 2010

Doubletree Orange County/Anaheim, Anaheim, CA

2010 Vocational Education Institute

March 11 - 13, 2010

Silverado Resort, Napa, CA

2010 Accreditation Institute

March 19 - 20, 2010

Hyatt Regency Newport Beach, Newport Beach, CA

2010 Spring Session

April 15 - 17, 2010

SFO Hyatt Regency, Millbrae, CA

2010 Leadership Institute

June 17 - 19, 2010

San Diego Hilton Resort and Spa, San Diego, CA

2010 SLO Institute

July 7, 2010

Santa Clara Marriott, Santa Clara, CA

2010 Curriculum Institute

July 8 - 10, 2010

Santa Clara Marriott, Santa Clara, CA

FOR MORE INFORMATION ON THESE EVENTS TURN TO PAGE 34

Curriculum Development, Submission and Quality: It's About to Get a Little Easier

BY JANET FULKS, CURRICULUM CHAIR 2008-2009

Curriculum is the heart and soul of what we do in academia. The complexity of curriculum in California community colleges is unlike that in any other higher education system, 110 individual colleges with up to 110 viewpoints and diverse practices all directed by Title 5, local board policy, and individual departmental requirements. Beyond this our curriculum must meet transfer institution expectations, satisfy accreditation requirements, and, in Career Technical Education (CTE) areas, industry standards. How do we know that this curriculum is doing its job, meeting those standards and serving our students? How do we navigate the pathway from discipline development to state approval? Perhaps more than any area of our work as faculty, curriculum development and approval is the core of our institution. Staying updated on changes, educating discipline faculty at your college, and maintaining curricular quality are essential. The Academic Senate takes professional development for curriculum very seriously, orchestrating the annual Curriculum Institute among many other training opportunities and resources to help to maintain healthy curricular practices.

For those of you who were unable to attend our 2009 Curriculum Institute and have not had an update from your curriculum chair, this article is designed to entice you to visit the archived Curriculum Institute breakouts on these important curricular issues. As always, the Academic Senate website

(www.asccc.org) and our various publications offer a wealth of information and vital resources for your curricular work. Some of the major issues covered at the institute included: the latest and greatest Program and Course Approval Handbook; implementation of the new graduation requirements; completion of the California Community College Chancellor's Office (CCCCO) CurricUNET project as the statewide electronic submission platform; effects of compliant degree reviews; and curricular shifts subsequent to the Basic Skills Initiative addressing prerequisites and course CB 21 coding.

Program and Course Approval Handbook Version 3

This year the new Program and Course Approval Handbook 3rd edition (affectionately called the PCAH) was distributed at the Leadership conference and at the Curriculum Institute in hard copy and on flash drives to attendees. This important handbook can be downloaded at http://www.cccco.edu/Portals/4/PCAH3_Mar2009_v3.pdf. The PCAH is a comprehensive document, updated with the latest Title 5 changes, submission forms, and relevant examples that will make your curriculum work easier, only to be upstaged by the ease of submission when the CCCCCO CurricUNET comes online in the spring.

Chancellor’s Office CurricUNET Submission Process Implementation

After years of dealing with paper processes for course and program approval, the Systemwide Advisory Committee on Curriculum (SACC) is finally seeing the implementation of CurricUNET as a submission platform for the CCCCO. CurricUNET submission will be possible whether you have CurricUNET as your curriculum management system, use paper processes, or have another curriculum management system. One major advantage CurricUNET will provide is automated checking for submission completeness and appropriate field information to avoid typical errors in the submission process. Each area of the submission process will include help menus derived from the PCAH. Another

breakout on compliant degrees, this Title 5 change initiated robust curricular discussions regarding degrees. Old degrees were reviewed for content. New student pathways and updated high quality degrees were created. The result was a wide variety of newly constructed student-learning centered degrees and pathways for our students. In addition, the Chancellor’s Office reviewed and approved degrees within remarkably short periods of time providing good feedback for degrees that still needed some attention. These are new and exciting processes that have been developed through the collegial work done primarily in SACC. For background, also see the May 2008 *Rostrum* “As the Degree Turns—Notes to Minimize the Drama of getting your Compliant Degrees Approved”.

CCCCO Compliant Degree Statistics for 2008

Type of Application	# Received	# Approved	%	# Pending	Not Yet Reviewed
CCC-520—Non-compliant degree	932	785	84%	88	22

advantage will be the ability to search programs and courses within the system. This will allow colleges to find similar courses and create new programs without reinventing the wheel.

Compliant Degrees

Has your curriculum committee been working to bring your degrees into compliance with Title 5 section §55061 *Philosophy and Criteria for Associate Degree and General Education*? This Title 5 section has always indicated the need for an Associate Degree to represent more than just an accumulation of courses or units. Rather it should be developed through a calculated philosophy that leads students through patterns of learning experiences designed to develop certain capabilities and insights with sufficient depth in a field of knowledge. The outcome of this compliance work is something none of us anticipated. As displayed in the table below and shared at the

In addition to considering the requirements for compliant degrees, Fall 2009 is the deadline for meeting the new graduation requirements. This means that all AA and AS degrees must require transfer-level English and Intermediate Algebra to complete the degree. Does that mean that English one level below transfer can no longer be degree applicable? No! Title 5 allows colleges to choose (or not) to include one level below transfer as degree applicable; however, students must also successfully complete transferable English to obtain a degree. The same is true of mathematics. Colleges may choose (or not) to include Elementary Algebra as degree applicable, but students must complete Intermediate Algebra or an equivalent course, to obtain a degree.

On the horizon is another change to degrees generated by Resolution Fall 08 9.03 stating that the Academic Senate should support defining the Associate of Science degree in Title 5 Regulation as

an associate degree in the areas of science, technology, engineering, and mathematics or in the area of career technical education, with all other associate degrees given the title of Associate of Arts and ensure that new Title 5 language explicitly state that the AA and AS degrees have the same minimum general education requirements. Keep your antenna up as the specifications for these changes become available.

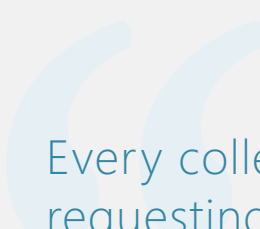
Spinoffs from the Basic Skills Initiative— Prerequisites and CB 21 Recoding

Finally, all of the research and discussion surrounding the Basic Skills Initiative have stimulated statewide action and collaboration regarding the issue of student success and progress in both general education courses and basic skills courses. One hot topic is the issue of statistical validation of prerequisites for courses in writing, reading and mathematics outside of those disciplines. The statistical validation piece has been contested through resolutions since it was instituted in 1994. The requirement has been so onerous requiring researchers, adequate sample populations and course by course, program by program analysis, that the California community colleges have reduced most prerequisites to advisories. The students have been very honest in our discussions with them—advisories are basically never followed. (For more information on this topic please see the May 2009 Rostrum article *What Do Students Think About Prerequisites? Give a Listen to Their Views!*.) So how do we address the prerequisite issues and create pathways that contribute to student success? The Academic Senate proposes collaboration with our partners to review data, examine pedagogy, course alignment and equity issues in repairing our curricular pathways. One example that will contribute to this work is a better understanding of our basic skills pathways and how students progress through the basic skills courses using CB 21 coding.

Work on the CB 21 rubrics to help recode course levels with relation to student progress through basic skills has been vetted and approved. (For more information on this work and the outcomes please

look at <http://www.cccbsi.org/bsi-rubric-information>) The breakout at the Curriculum Institute used current CB 21 coding to examine the coding anomalies that exist and will be improved through the CB 21 recoding project. Every college requesting a look at their data has been surprised with the inaccuracies and the ultimate resulting data when reporting curricular success based on the current coding. More about the coding issues and timeline are covered in another article in this *Rostrum*.

This represents only a small portion of the essential information at the Curriculum Institute, our key professional development opportunity in curriculum as California community college faculty. If your faculty working with curriculum have not signed up for the 2010 institute, go to the Academic Senate website and sign up early. The Curriculum Institute usually fills up by winter or early spring and it is at the core of all we do. Don't miss out on this important professional development opportunity. ■



Every college requesting a look at their data has been surprised with the inaccuracies and the ultimate resulting data when reporting curricular success based on the current coding.

Survey says... The Status of Information Competency

BY DOLORES DAVISON AND MICHELLE GRIMES-HILLMAN, MEMBERS OF THE EDUCATIONAL POLICIES COMMITTEE 2008-2009

So, imagine that you are the senate president at your college, and a member of the accrediting team during your site visit turns to you and asks “What is your current information competency policy, and how does it meet the accreditation standards?” What would your response be? If your immediate response is to look blankly at the team member and stutter, you would not be alone, based on the results of a recent survey conducted by the Academic Senate Educational Policies Committee.

At the Spring 2008 plenary session, a resolution was passed calling for the Academic Senate to “update the position paper ‘Information Competency in the California Community Colleges’ to reflect the current status of information competency education statewide” (Resolution 9.04, Spring 2008). The 2008-09 Educational Policies Committee was tasked with updating this information, and responded by sending out a survey in early 2009 requesting information from local senates about their current information competency policies. The survey had five questions regarding the state of information competency at the respondent’s college:

1. Does your college currently have a stated graduation requirement regarding Information Competency?
2. How is achievement of the Information Competency requirement demonstrated?
3. Is the topic of a stated graduation requirement under discussion at your college?
4. How does your college meet the Accreditation Standard IIC, 1b, which states, “The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency”?
5. Would your college like any advice/help from the Academic Senate to implement Information Competency?

The number of respondents to the questions ranged from 11 to 51, depending on the question. When asked about the stated graduation requirement, 27.5% of respondents (N =14) responded that their colleges did have a requirement, and 72.5% (N = 37) that they did not. Faculty respondents were then asked to name the ways by which a student could demonstrate the achievement of the information competency requirement. Eleven colleges responded, with the following means of achieving the requirement:

1. A dedicated course or choice of courses, including:
 - ◆ Information Competency and Bibliography (1 unit)
 - ◆ Library 10, Basic Information Competency (1 unit)
 - ◆ Library Science, Steps to Successful Research
 - ◆ Internet for Research Computer Applications and Technology

- ◆ Introduction to Information Literacy
 - ◆ Introduction to Information Literacy for Research Projects
 - ◆ Introduction to Internet
2. Information Competency infused into the following courses:
- ◆ Freshman Composition
 - ◆ Academic Writing and Reading
 - ◆ ESL College Reading and Composition
 - ◆ College Composition or Business Communications
3. Other options:
- ◆ Students can test out of the requirement
 - ◆ Reference librarian provides in-class sessions
 - ◆ Nursing and Physical Therapy programs have Information Competency modules embedded in their courses
 - ◆ SLOs (Student Learning Outcomes) include as an outcome achievement of Information Competency

The topic of a stated graduation requirement was under discussion at 24.1 % colleges (N = 36), with the other 75.9% stating that the topic of a graduation requirement in information competency was not currently under discussion.

Faculty were then asked how their colleges met the Accreditation Standard II C, 1b (“The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.”) There were 27 responses to this question. The response options were as follows:

1. The skills are infused into a required general education course or general education courses (33.3%);
2. There are other mechanism(s) by which information competency is ensured (59.3%);
3. Unsure (11.1%);
4. We are in the process of developing our strategy (33.3%).

No colleges indicated that the accreditation standard is not being addressed at this time. The options to meet the accreditation standard as specified by the respondents included:

Training and other resources for faculty or students:

- ◆ Faculty can sign up their classes for 60-90 minute research sessions.
- ◆ The librarians conduct workshops for individual classes upon request.
- ◆ The college publishes guides, handouts, and manuals, in both print and electronic formats, for student use.
- ◆ The college provides online orientations, informative slide shows, mini-tutorials, audio instruction, and other means of providing students with specific help as they need it.
- ◆ The chief librarian works with several faculty members in developing class assignments that require use of the library.
- ◆ The college offers classes in library use that allow students to develop skills in information competency, but currently these classes are not required.
- ◆ The library offers Information Competency Workshops on six topics throughout the year. Instructors encourage students to take the workshops for extra credit or as a course requirement.

Course-specific or infused into courses and/or programs:

- ◆ Freshman Composition (graduation requirement) has an information competency requirement.
- ◆ The college has a course that allows students to meet the standard but it is not obligatory.
- ◆ The district offers a stand-alone, transferable one-unit Information Competency course, though it is not currently a graduation requirement.
- ◆ First Year Experience Program to possibly insert information competency into required freshmen course(s).
- ◆ There are individual course requirements whereby students must be able to access and evaluate information, and through access to technology mall computers with assistance and tutorials.

Mapping of GE courses, the use of SLOs, and Institutional Goals

- ◆ The district is in the process of mapping the general education courses to our institutional SLOs, which does include “Information Skills” both in the form of computer literacy and the ability to locate, evaluate, and use information.
- ◆ One of our institutional SLOs is about information competency; therefore, students are supposed to have the skills before graduating.
- ◆ We have a Computer Literacy Information Competency (CLIC) Committee and its task is to develop CLIC assessment for student placement into existing courses based on assessment results Broadening IC offerings is also part of the current plan as well as developing college wide CLIC SLOs.
- ◆ Research across the curriculum strategies to promote information competency standards, outcomes, and strategies and inform faculty across the campus through staff development events (e.g. faculty colloquium, brown-bag lunch meetings, workshops, guest speakers).

Some colleges use multiple ways to satisfy the information competency requirement, including all of the above. One college reported that “Information competency is taught as a component of many academic courses, in self-paced learning center and library courses, and in custom-tailored library instructional sessions designed in consultation with (various discipline) faculty. Students receive instruction on topics such as finding information using the catalog and databases, gauging the credibility of websites, avoiding plagiarism, and citing sources correctly. These sessions, focused on the specific learning outcomes identified by librarians and discipline instructors, assist students in finding, evaluating, and using information.” Another college reported that over 5000 students attended library workshops during the 2007-2008 academic year. The workshops addressed different information competency learning outcomes, including citing sources, evaluation of web resources, searching online catalogs, and the like.

It is difficult to make generalizations about the level of implementation of information competency requirements as a whole, but there are several considerations to keep in mind. First, the colleges that did have a dedicated graduation requirement included courses in English and library departments, but no other departments (based on the responses). Second, respondents may not know how their colleges meet the accreditation standard, based on the number of respondents who skipped that question. Third, demonstrating information competency by a means other than a graduation requirement may best be achieved by having a specific student learning outcome or other mechanism to measure the level of information competency that the student has achieved.

The Academic Senate has an array of articles, resolutions and papers on this topic. We recommend you refer to those resources for more information by going to www.asccc.org. ■

“On the Other Hand... There Is No Other Hand”

BY WHEELER NORTH, CHAIR, STANDARDS AND PRACTICES COMMITTEE 2009-10
BETH SMITH, FORMER CHAIR, STANDARDS AND PRACTICES COMMITTEE 2008-09

The title of this article is a simplification of the conflict within the lead character, Teyve, in the musical *Fiddler on the Roof*. For much of the show, Teyve struggles with change and debates out loud, for the sake of the audience, the pros and cons of new ideas as his young daughters challenge him to think differently about love, finding a mate, and core values. This year, faculty will contend with a similar challenge, not about love or marriage, but like Teyve's, it will test the basic tenets of the academe. Faculty will determine whether or not

there should be an equivalent to the associate degree for minimum qualifications in disciplines on the non-master's list.


A resolution was considered at the Spring 2009 Plenary Session that would define the minimum educational qualification for teaching credit courses in non-master's disciplines in the California community colleges as an associate degree. This determination would rewrite Title 5 and establish that credit courses assigned to non-master's degrees disciplines will be taught by faculty with at least an associate degree, for which there is no equivalent. Establishing this minimal educational requirement for the Disciplines List would be a change from the current practice of allowing equivalencies for the associate degree, which is permitted under current Title 5 regulations.

The resolution was referred to the Executive Committee with a request that the pros and cons of establishing such a requirement be provided to local senates for consideration before voting on the matter. This article does not attempt to provide the pros and cons, but begins to raise the issues that will inform the final list of reasons for and against this possible change. We encourage you to discuss these ideas in your senate and especially with those colleagues who typically hire faculty with qualifications from the non-master's list.

These issues are not listed in any order nor do they officially support or oppose requiring an associate degree as the minimum educational standard for credit faculty.

High school vocational teachers often have the same minimum qualifications as non-master's list faculty in community colleges who teach credit courses...

- ◆ High school vocational teachers often have the same minimum qualifications as non-master's list faculty in community colleges who teach credit courses—there is no minimum degree required. In fact, in some high school programs, such as ROP, the qualifications may be higher than those required to teach in community college vocational areas. Do we want to increase the distance between K-12 and community colleges with regard to standards for hire?
- ◆ For community college faculty, credit and noncredit faculty have the same qualifications for those disciplines usually found on the non-master's list. This has advantages and disadvantages for students, faculty and programs, and raises other concerns about equitable salaries and workloads for equally qualified faculty.
- ◆ It can be difficult to find qualified faculty with an associate degree who also have the required work experience when hiring for disciplines on the non-master's list.
- ◆ Removing the option for equivalencies for the associate degree reduces local control and flexibility needed by colleges in hiring the best faculty to teach in a discipline.
- ◆ The Senate has taken the position that it is necessary for community college faculty to have the experience of completing a general education in order to help students successfully navigate the college experience and to capably advise students of other educational pathways beyond vocational coursework or certificates.
- ◆ Regulations require that equivalencies granted are AT LEAST equivalent to the defined minimum qualifications (Title 5 §53430b).
- ◆ The chief instructional officers conducted a survey last fall about equivalencies. The results of the survey indicate that most equivalencies are given for master's degree disciplines, especially mathematics, PE, and the arts. This conclusion was contrary to the understanding of many



It can be difficult to find qualified faculty with an associate degree who also have the required work experience when hiring for disciplines on the non-master's list.

faculty who believed that more equivalencies are given for non-master's disciplines.

- ◆ Since the associate degree is awarded by community colleges, is it possible for unqualified candidates to become qualified by enrolling at our colleges and completing degree requirements?
- ◆ Should there be a minimum standard for faculty teaching credit courses in the California community colleges?

If you think of other issues related to or arguments either for or against this possible change, please contact the chair of Standards and Practices Committee, Wheeler North (wnorth@sdccd.edu). The committee will be gathering information from which the pro and con arguments for the proposed change will be produced. Like Teyve, faculty will find themselves considering the issues on one hand and then the other, until there is no other hand and only one decision to be made. ■

How Does the Budget Situation **Really** Affect Us?

BY JANE PATTON, PRESIDENT

Typically when we all return to campus in the fall, we ask one another, “So, how was your summer?” I hope the same will be true this fall; however, I suspect that the burning question being asked across the state is, “How will the drastic budget reductions *really* affect us?”

While the precise answer might vary depending on whom you ask, there are some grim commonalities statewide. Districts see that their apportionments are smaller and they are confronted with many tough choices; department chairs and deans see how their class schedules have been slashed; students see longer lines to get needed services or to pay their higher fees; classroom faculty see the pain on the face of students who beg to add a required class which has long since been closed; part-time faculty find they are offered fewer sections to teach; and not enough counselors are on hand to lend a sympathetic ear and guide students to other options because the college had to shut them out of required courses.

If you watched the drama unfold in Sacramento this summer, which was even more suspenseful and



depressing than usual, you know that all the state services took a huge hit, and community colleges are not alone in the chaos that is the state’s budget situation. The 2009 reductions to the system right now (according to the Chancellor’s Office memo dated August 4th) include: a \$192 million shortfall in revenues to general apportionments and at least \$193 million in cuts to categorical programs. In addition, colleges are receiving no growth or COLA. The immediate effects of the reductions are already being felt, e.g.:

- ♦ Most of our student services are being reduced between 16-32%, and some services are protected while some are being eliminated. Categorical “flexibility” will be permitted in some areas. As it now stands, “flexibility”

means the option of not only moving around certain funds but also not having to meet some categorical mandates that previously ensured that certain services were provided.

- ◆ Student fees are increased to \$26/unit effective Fall 2009.
- ◆ Class sections were cut when schedules went to print last spring, so we would expect most classes would be over-subscribed this fall, but history tells us that the increased student fees will likely drive some students away. Furthermore, the loss of students due to fee increases tends to be selective: certain groups are less likely to persist when given the fees increase, regardless of the availability of financial aid. (See: *What's Wrong with Student Fees? Renewing the Commitment to No-Fee, Open-Access Community Colleges in California* available on our website at <http://www.asccc.org/Publications/Papers/StudentFeesOpenAccess.html>)
- ◆ Fewer adjunct faculty are being re-hired and many colleges have imposed a hiring freeze.
- ◆ Districts will be making new kinds of decisions, as some of the budgeting rules have changed.

The complex scheme that is the categorical “flexibility” will require a critical local dialog about which programs must be maintained at a certain level versus which could be reduced. Presidents, chancellors and budget officers at your college and district are getting regular information and training about the new rules and reductions, and senates need to be sure they understand the options and guidelines and participate in any new policy development regarding “flexibility.”

Besides our immediate worry about the near future, **the longer-term effects may not be immediately visible but may have far-reaching consequences.** Some possibilities:

- ◆ The missions of the California community colleges are likely to shift, and we need to take control of directing how they change. At the

Given the “flexibility” granted in this new budget, old rules no longer apply, and student services faculty in particular will be needed to help devise or modify local policies.

state level, conversations have already begun about the directions in which our system may be heading.

- ◆ Who we serve likely will not be the same. There is danger that the most needy of our students will be harmed the most. In addition to the disproportionate impact that higher fees, categorical cuts and “flexibility” strategies will have on these students, many will simply be shoved aside as more CSU- and UC-ready students come to our colleges.
- ◆ Besides hurting our students, society and the workplace will lose out, as colleges cannot meet the demands for an educated populace.

So what can/should we do as faculty and in our academic senates? **It has never been more important for senates to identify faculty representatives to maintain close working relationships with the college/district budget officers to keep apprised of the information that the district administrators get.** For example, the details of the “categorical flexibility” are still being worked out. Local colleges will determine if and how they may locally adjust the budgets for certain programs. **Faculty should ensure they participate in those local budget**

Given the fee increase, faculty should participate with others on campus to identify ways to ensure that students are receiving all financial aid to which they are entitled.

policy discussions. While Title 5 does not grant us authority over daily budget operations, in times like these policies may change. Additionally, some locally-adopted policies do include faculty in budgetary decision-making, and an offshoot of budget reductions include many areas where faculty must participate such as program development and discontinuance.

Given the “flexibility” granted in this new budget, old rules no longer apply, and **student services faculty in particular will be needed to help devise or modify local policies.** In times of difficulty, it is easy to bypass governance policies and procedures, and we must be vigilant. For example, when programs are reduced or even eliminated, are the agreed-upon policies used to determine changes? Senates must ensure that the critical committees have active, engaged faculty participation.

Some colleges will seek ways to add to their coffers, whether through grants, recruiting and enrolling students who pay higher fees, or making programmatic changes. All of these, as well as decisions to move the college in new academic directions, require open dialog.

Given the fee increase, faculty should participate with others on campus to **identify ways to ensure that students are receiving all financial aid to which they are entitled.** How aware are your students of that which is available to them? For example, one college is encouraging faculty to add a note on their syllabi about financial aid and where to find more information.

And if the reductions we have seen are not enough, we can expect more mid-year cuts during 2009-10. While there are efforts to tap into federal stimulus funds, it remains to be seen how the federal dollars may benefit colleges.

The state Academic Senate also took hits. It is not yet certain how much our revenue will be reduced, but we have identified possible reduction such as committee budgets, liaison appointments, fewer office staff, fewer publications, and travel reductions. In addition, the Academic Senate is pursuing grant opportunities to support our organization’s mission. Sadly, we will not be able to function at the same high level. We do not plan to eliminate any of our institutes or plenary sessions, so please register now on our website to guarantee your slot for 2009-10. We will keep you posted about any changes along the way, but please know that we will keep our focus on serving local senates and ensuring the faculty voice in academic and professional matters.

In these challenging times, faculty will do well to **remember the principles of participatory governance on which the academic senate is founded** as well as the advice provided at all of our institutes and plenary sessions which should guide our daily work as faculty leaders. **The faculty roles in the 10 + 1 areas all apply during this budget climate and courageous faculty will be needed to participate fully** in the difficult governance activities that lie ahead of us. While I would prefer that my first *Rostrum* article as Academic Senate President be a cheery message, the circumstances require me to be a pragmatist. Welcome back! We need strong faculty leadership! ■

RELATIONSHIPS—Isn't that what it is all about?

BY DAN CRUMP, CHAIR, RELATIONS WITH LOCAL SENATES COMMITTEE

Yes, I would say the title of this article describes what the Relations with Local Senate's Committee is all about. The charge of the committee (provided on our website at www.asccc.org) includes the statements that we “provide an opportunity to share information on issues of concern at the local and state levels” and to “serve as liaisons and conduits for information and requests for assistance.” I am excited to chair the committee this year and I feel that it is a good fit for me. I am a librarian by profession and one of the main tenets of my profession is to identify a need, locate and evaluate the information and then communicate it (hmmm, does this sound like “information competency” to all the librarians reading this?), and I feel that this is a major focus of this committee. We are here to listen to your concerns, respond to them and let others know about both the concerns and the answers.

I want to provide a little historical background and perspective for the Relations with Local Senates Committee. A primary and ongoing purpose of the state Academic Senate is to serve as a resource for local senates. I am starting my eighth year of service on the Executive Committee and was privileged to serve in local leadership roles on academic senates in two different districts. One of my first experiences in the early '90s with the state Academic Senate was participating in the Geoclusters. It was a good structure for the time. Remember that this was in the day before email, videoconferencing, IM or Facebook (and you were lucky if you had access to a fax machine). If I remember correctly, the state was divided into 14 areas (“geographical clusters”) for the purpose of sharing information with the local



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senates and also getting feedback from local senates. It was a good way for in-person interaction with colleagues, in addition to area meetings, institutes and plenary sessions. I reviewed the plenary session resolutions about geoclusters. By the end of the '90s, we had come up with more ways of communication (“technology caught up with us”). I still think that in-person interaction is the best, but it is not always convenient (we all have busy schedules) and I am proud to say that the Academic Senate is always exploring opportunities to share with the field—email lists, websites, teleconferencing, videoconferencing, podcasts, webinars, just to name a few.

As the new chair of this committee, I plan to be open to even more ways of sharing the skills and knowledge of so many faculty in so many areas of expertise with all 55,000+ faculty in the California Community Colleges. ■

Hispanic? Yes or No? Just How Effective Are The New Ethnicity Data Gathering Instruments?

BY JANELLE WILLIAMS MELÉNDREZ, EQUITY AND DIVERSITY ACTION COMMITTEE
DAVID CLAY, EQUITY AND DIVERSITY ACTION COMMITTEE

“Diversity is the art of collectively valuing every individual.”—Arin N. Reeves

As new federal and state mandates for collecting and reporting ethnicity data for our students and employees take effect this year, we have an opportunity to take a critical look at the new ethnicity data gathering and reporting instrument that our colleges and the state will use for the foreseeable future. This new federally developed and required ethnicity survey, which is to be given to entering students (and employees), will be an important tool for many institutional decisions in the coming years. At the Spring 2009 Academic Senate Plenary Session, Patrick Perry, Vice Chancellor of the California Community College System, presented a thoughtful and thorough overview of the new data gathering and reporting process, giving attendees the opportunity to experience the process of answering the ethnicity questions. First, we responded to ethnicity options listed on the old survey questionnaire, the options as are currently listed on college applications and hiring materials, and then those on the new questionnaire. Electronic “clickers” made the collective results quickly available. The results were significantly different for the new questionnaire, and



there were many questions and concerns about the new format from the over 250 faculty attendees who participated in identifying and reporting their ethnicities.

The new instructions and questionnaire look like this:

Per United States Department of Education guidelines, educational institutions will be required to collect racial and ethnic data using a two-part question. The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races.

Student / Employee Questions:

Question #1: Are you Hispanic or Latino? Y or N

- Mexican, Mexican-American, Chicano
- Central American
- South American
- Hispanic Other

Question #2: What is your race / ethnicity? (Check one or more.)

- Asian Indian
- Chinese
- Japanese
- Korean
- Laotian
- Cambodian
- Vietnamese
- Filipino
- Asian Other
- Black or African American
- American Indian / Alaskan Native
- Guamanian
- Hawaiian
- Samoan
- Pacific Islander Other
- White

So, with the identical group of respondents, how did the results from the new form compare to the results from the old form?

- ◆ The number of Asians remained the same at 10%
- ◆ The number of African Americans dropped from 7% to 5%
- ◆ Filipinos and Pacific Islanders stayed the same at 0%
- ◆ Hispanic/Latinos moved from 11% to 16%
- ◆ Whites dropped from 67% to 54%
- ◆ ‘Other’ dropped from 4% to NA
- ◆ ‘Multi-Racial’ (not on the old form) was 15%

The full impact of this new survey questionnaire is unknown, and questions and concerns come to mind when pondering the results of the survey and how we will make critical decisions for assisting students. Some questions are provided below, and we know that your faculty will have many more as the new survey is rolled out across the state and nation:

- ◆ What are the consequences of prioritizing the Hispanic/Latino category in this way? It was no accident that the percentage of Hispanic/Latinos went up in the results of the second questionnaire. Question #1 has a trump card-like effect in that a ‘yes’ means that the individual will be counted as “Hispanic” regardless of what other ethnicities he or she marked in question # 2. This could be a move in a positive direction since the fastest growing group in the country may receive more recognition for their presence and contributions. But will it have a positive or a negative effect on services provided to its members? Will services be diminished because of the presumed power of the group? Will this give a false picture of our Hispanic/Latino communities as the process minimizes the multi-ethnic element of the Hispanic/Latino community?

- ◆ Approximately one half of those who traditionally have described themselves as Native American are also Hispanic. The way the Federal report works is that if you answered “Yes” to Q1 (Hispanic: Y/N), you are “*Hispanic*” regardless of what you answer in Q2 —regardless of whether you even answered Q2! The consequence, at the federal level, at least, is that the apparent number of Native Americans in our schools will drop. Will this help or hinder our Native American students?
- ◆ Similarly, since some Hispanic/Latinos are at least partly African American, will this new reporting system create an apparent drop in African American student numbers? If so, what will be the effect on their special programs and curricula? In fact, according to the 2000 census, 22% of Whites, 9% of Pacific Islanders, and 1% of Asians identify as part Hispanic. What effect will the new survey have on their reported numbers?
- ◆ The category of mixed race includes all people who marked “No” to Q1 and two or more boxes in Q2. This will reduce the numbers in all groups, excluding Hispanic/Latinos. Given that the mixed race groups will themselves be very diverse, how useful will this information be?
- ◆ What dynamic does this set up among other ethnic groups, given that they are now ‘trumped’ by another?
- ◆ How about students from the Middle East? Shouldn’t we acknowledge them as representing a distinct set of languages, cultures, and ethnicities, having a huge impact on our educational institutions?
- ◆ What effect will taking this survey have on students who are entering our colleges? What does it feel like to be asked to pigeonhole yourself into these categories that may not reflect your complete cultural/ethnic identity, and/or experience? The California report on ethnicity for Fall of 2008 showed more than 10%

of California Community College students as “other.” 185,089 students (out of 1,810,773) were either confused by the questionnaire, unable to place themselves into one of the preferred categories, or were perhaps offended by the whole idea of identifying themselves in this way. Will the new data-gathering instrument be any more inclusive?

- ◆ Must we continue to use the outmoded, unscientific idea of “race” as an element of the questionnaire? And why do we identify the idea of race with national origin? Isn’t this a throwback to the pernicious 19th century ideas that tried to justify white supremacy?

Can We Do Better?

Of course we can. We need many types of data that describe our students: ethnicity, cultural information, language experience, educational experience, socio-economic status, family educational background—information about our student populations that will help us make our institutions more inclusive, egalitarian, and effective in providing educational opportunities for all of our students. Schools and districts can add to the data mandated by the federal and state guidelines, and would benefit from doing so.

Does the Academic Senate for California Community Colleges want to weigh in on the issue of developing more coherent, comprehensive, and useful tools for gathering ethnicity data from our students and employees? Yes. We will have an opportunity to dialog with colleagues about tracking student progress, equity, retention, disparities in success, and more, at the equity and diversity institute in February 2010. And, the Equity and Diversity Action Committee is preparing an update to the 2002 Academic Senate paper on student equity, and a discussion of the impact of the new survey will be included. ■

What's in an Award?

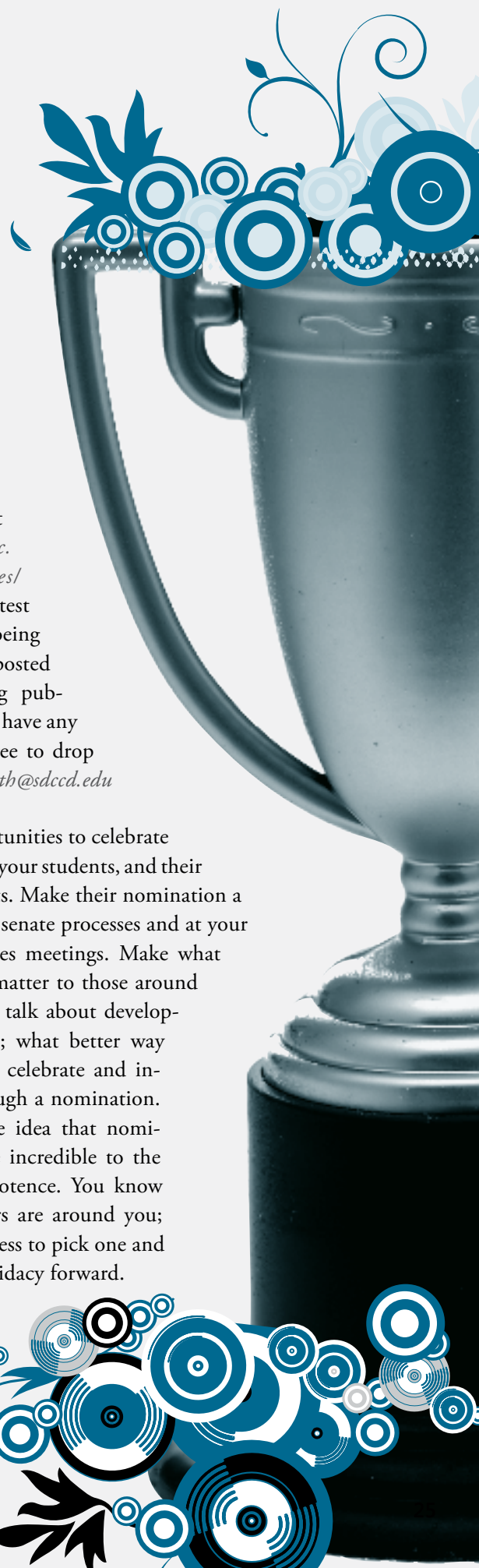
BY WHEELER NORTH, CHAIR—STANDARDS AND PRACTICES COMMITTEE

My most favorite award ever was the gift of a Walt Disney tee-shirt that listed Crabby, Cranky, Grouchy, and Grumpy as my leading attributes. However, this past year I was bestowed with a Volunteer of the Year award from an organization related to my discipline. Contrary to the basking glow of April campaign speeches I don't suffer fame and spotlights as well as some seem to. I am a doer more than anything else. But what finally got under my belt was seeing the commemorative plaque tucked away in a back corner of an old barn listing all the past winners of this award. Seeing my name listed next to a group of people whom I have immense respect for didn't so much flatter my ego, which is a reaction I detest within myself. Instead I felt a sense of increased respect for the others on the list, and for those who may someday be on it. It brought home the idea that I have an obligation towards sustaining the organization and helping it to flourish so that others too may be inspired to their own personal greatness. It was a recognition of a job done well by many with my name merely being in the barrel this time around because so many choose to show up and work hard.

Unlike an election, winning an award is not something one aspires to, but aspiration is a critical component of the awards process. For those of us who would take on the role of nominators, we need to get off our duffs and aspire to inspire. The Academic Senate has several annual awards that are intended to be celebrations of our colleagues, our students and their mutual community efforts towards chang-

ing lives. These can be found at <http://www.asccc.org/LocalSenates/Aw.htm>. The latest timelines are being developed and posted as this is being published but if you have any questions feel free to drop me a note. wnorth@sdccd.edu

Use these opportunities to celebrate your colleagues, your students, and their accomplishments. Make their nomination a big deal in your senate processes and at your Board of Trustees meetings. Make what they are doing matter to those around them. We often talk about developing new leaders; what better way is there than to celebrate and inspire them through a nomination. And dismiss the idea that nominees need to be incredible to the point of omnipotence. You know who the winners are around you; engage in a process to pick one and move their candidacy forward.



There are four annual awards granted:

- ◆ Jonnah Laroche Memorial Scholarship Award
- ◆ Exemplary Program Award
- ◆ Stanback-Stroud Diversity Award
- ◆ Hayward Award

Because of timing between North and South recipients the next Jonnah Laroche award will not be given until Fall 2010, but the other three are open for the 09-10 year.

Exemplary Program Award

The Exemplary Program Awards were established in 1991 by the Board of Governors to recognize outstanding community college programs. Two California Community College programs receive cash awards of \$4,000 and four programs receive honorable mention plaques. The program is sponsored by the Foundation for California Community Colleges. The call for Exemplary Awards will come out the first week of October.

Stanback-Stroud Diversity Award

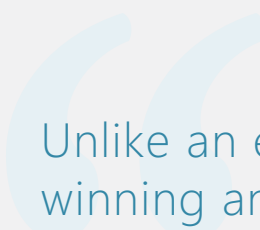
In Spring 1998, the Plenary Body adopted a resolution (3.03 S98) to create a diversity award to recognize faculty in California community colleges who work to promote the success of our diverse student population. The Stanback-Stroud Award was developed to acknowledge the work of faculty making special contributions in the area of student success for diverse students. All faculty, both inside and outside of the classroom, are eligible for consideration. One faculty member receives a cash award of \$5,000 and a plaque. The call for the Diversity Award will come out the first week of December.

Hayward Award

In 1985 the Board of Governors of California Community Colleges, in honor of the former state Chancellor, Gerald C. Hayward, created awards for outstanding community college faculty. The awards

honor community college faculty members who demonstrate the highest level of commitment to their students, college, and profession. Recipients are nominated by their local peers and selected as winners by representatives of the Academic Senate for California Community Colleges. Each winner receives a cash award of \$1,250 and a plaque. The call for the Hayward Award will come out the first week of November.

Watch your mail box for the announcement of these award opportunities. However, please note that all the applications will be available on our website in September. ■



Unlike an election, winning an award is not something one aspires to, but aspiration is a critical component of the awards process.

And the Textbook Is ... Free?

Introduction To Open Educational Resources

BY BARBARA ILLOWSKY, PAST EXECUTIVE COMMITTEE MEMBER

Ask most California community college students, “What is your biggest college expense?” Overwhelmingly, you will hear, “books and supplies”. First time, full-time community college students spent an average of \$886 (Government Accountability Office, 2005) in 2003-04 on books and supplies. Now in 2009-10, we can estimate that figure to be approximately \$1000 per year. Fortunately, faculty have the power to reduce this major student expense. And, this cost savings will make the biggest impact on the greatest number of students, even more so than reducing student fees. Intrigued? Willing to learn more? Want to help out? Read on! (Note: see the accompanying article “But will it fly. OER and Articulation.”)

Open educational resources (OER) are high quality educational content and tools. They are freely available from the Internet, easily accessible 24/7. They are written in many languages and accessed by learners all around the world. OER may be used as presented, shared, modified, even sold (huh?—more on this later in this paragraph). Students save money because the learning content is free. They may access a text, video or graphic online, download a pdf, or even print out a book. All of these activities are done legally, as the authors of OER have either purposely put the online item in the public domain or assigned a Creative Commons license to it. The Creative Commons license grants a baseline set of rights to users that are less restrictive than a standard copyright. Authors decide what level of openness they

will allow. The statistics textbook that Susan Dean and I co-authored, for example, allows others to remix learning materials to customize them for their own sections, so long as original attribution is given. Terri Teegarden of Mesa College and Roberta Bloom of De Anza College have done just that, adding and editing pages to meet the needs of their classes. It also allows others to sell our materials, again giving attribution to Susan and me. We decided to allow this level of license so that college printing services could print the pdf and earn a profit for those students who want printed versions of the text (still at greatly reduced costs).

In addition to lowering the costs of educational materials for students, there are other benefits of authoring and using OER, as well. The faculty member is freed from teaching from the textbook. She may include numerous URLs for supplemental materials knowing that students can access the content without paying fees. In addition, Susan and I have experienced that, although our text was commercially used at colleges for over a dozen years, now that our text is open, we have received feedback from colleagues and students around the world. We can quickly review the suggestions and make edits and improvements to the text rapidly. As faculty authors, we have been enriched by many of these international conversations as well as learning that our text is used in universities around the world. We hear from students in colleges and high schools around the United States, in Europe, and in South America about how our materials help them.

There are several organizations and repositories for Open Educational Resources. In California, both the CSU and CCC Systems have leadership roles for the following two international organizations. MERLOT (Multimedia Educational Resource for Learning and Online Teaching), run out of the CSU Chancellor's Office, contains peer-reviewed resources in its searchable database. California Community College faculty, including Larry Green (Lake Tahoe CC), Michelle Pilati (Rio Hondo CC), and David Megill (MiraCosta CC) participate on its national editorial board. CCCOER (Community College Consortium for Open Educational Resources) is led by Foothill-De Anza CCD with CCC faculty Barbara Illowsky (De Anza CC) on its Steering Committee and other faculty from over a third of the California community colleges involved. These two organizations, alone, have catalogued and listed over 250 textbooks that we faculty could assign to our students.

Government organizations are actively participating in reducing the cost of textbooks for students. In the past few years, there have been over 100 bills submitted by 34 states—all about textbook affordability (Advisory Committee on Student Financial Assistance, 2007). Our own CCC Board of Governors (2008) and the Academic Senate (2005) are in support of digital and free textbooks. The Foothill-De Anza CCD Board of Trustees is believed to be the first community college district in the United States to adopt a policy on public domain learning materials (2004). Even the California Mathematics Council, Community Colleges (CMC³), passed a resolution in support of CCCOER. It is important to note that most of this activity stems from the participation of students in the Public Interest Research Group's (PIRG) Make Textbooks Affordable campaign

By now, I hope you are excited enough to learn how you can reduce the educational expenses for your own students. Visit these sites to learn more. There is even a tutorial on OER to get you started. Remember that you are not alone. We can all work together to develop the materials to support our students' educational journeys.

Community College Consortium for Open Educational Resources: <http://oerconsortium.org>

Creative Commons: <http://creativecommons.org/>

Tutorial on OER: <http://cnx.org/content/col10413/latest/>

Community College Open Textbook Project: <http://www.collegeopentextbooks.org> and <http://collegeopentextbooks.ning.com>

Connexions: <http://cnx.org>

For more info about state textbook bills:

<http://www.nacs.org/newsroom/news/statebills.asp>

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Academic Senate for California Community Colleges. Spring 2005. Textbook Issues: Economic Pressures and Academic Values. Retrieved August 22, 2009, from <http://www.asccc.org/Publications/Papers/Downloads/PDFs/TextbookBookIssues2005.pdf>.

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But Will It Fly? OER and Articulation

BY RICHARD MAHON, ASCCC CURRICULUM COMMITTEE CHAIR, PAST CHAIR, TRANSFER & ARTICULATION COMMITTEE
KEN O'DONNELL, ACADEMIC PROGRAM PLANNING, CSU OFFICE OF THE CHANCELLOR
DAWN SHEIBANI, CCC ARTICULATION ANALYST FOR THE UNIVERSITY OF CALIFORNIA

One legitimate concern many California community college (CCC) faculty have is the fear that adoption of OER materials will jeopardize the ability of their course or their students to receive credit at four-year colleges and universities. At least among California's public four-year institutions, this fear is largely unfounded, though there are some precautions faculty should observe.

What's a Textbook?

For articulation purposes, the term "textbook" does *not* refer only to boat-anchor compendiums of knowledge, often collectively written, and supplied by textbook publishers with a host of ancillary materials and at ever-increasing prices.

For articulation purposes, the term "textbook" refers to the primary required reading materials students must master in order to complete a course. Some courses are organized entirely around single-source teaching aids: Susan Dean and Barbara Illowsky's Statistics text, referred to the accompanying article, is an example of just such an uncontroversial text. It does not matter whether such a text is obtained from the college bookstore or via the Internet.

Other courses supplement a primary text with additional required texts; a U. S. History course might require that students purchase both a narrative textbook and supplement it with some combinations of historical monographs, novels, or primary source anthologies. For purposes of articulation, *each* of these varieties of books may be considered a "textbook," though *The Autobiography of Benjamin Franklin* is clearly in a different category from the several standard narrative U.S. history texts required by many community college faculty members. Any combination of these texts may also be made available to students via OER, and the use of *any*

combination of these kinds of materials should provide no threat to articulation.

What Won't Fly?

There are electronic teaching materials that would not be adequate to meet the requirements of articulation and transfer. Faculty course notes made available on a website do not constitute a text, though they might provide an excellent *supplement* to a text, whether published in hard copy or via OER. Collections of URLs and webpages are probably also inadequate as substitutes for the rigor and focus provided from a source that requires sustained attention. On the other hand, the integrated use of a variety of scholarly journal articles that are available online may provide a superior level of education for students who are made to realize the way our body of knowledge is advanced by contributions from the academic community at large.

It is important to bear in mind that courses transfer toward a variety of kinds of requirements: lower-division major requirements, general education requirements, and elective unit requirements. There may be cases in which the use of OER in a course provides no obstacle to elective or GE credit, but where a receiving department may question the appropriateness of a course. In the majority of cases, however, CSU and UC faculty are more likely to be concerned about the range of topics adequately covered and not whether students got their copy of *Moby Dick* from the bookstore or from Bartleby.com.

Open Educational Resources constitute a new frontier for higher education faculty, regardless of segment. Some materials available via the Internet are superior to any textbook faculty might require students purchase at the bookstore, and there are also internet sites that spew hatred clothed in academic garb. Faculty need to consider the mix of materials they use to educate their students with care, but the fact that course materials originate on the Internet is not an obstacle to a course's potential to articulate and transfer. ■

In Memorium

Norbert Bischof

(1933 - 2009)

TRIBUTE BY PAST PRESIDENTS KATE CLARK, IAN WALTON, AND MARK WADE LIEU



Norbert Bischof passed away on August 29, 2009. While his students and colleagues in the Peralta Community College District will remember his nearly 50 years of service to their district as a faculty leader and as an outstanding member of the mathematics and philosophy faculty, the Academic Senate for California Community Colleges remembers Norbert largely for his vision and engagement, both of which have made the Academic Senate what it is today.

Too often we do not take the time to express our appreciation for those who have come before us, who have mentored and nurtured us; and then, our gratitude never uttered, they are gone. The Academic Senate for California Community Colleges is proud that it was able to honor Norbert in recent years. At the Spring 2005 plenary session, the Academic Senate recognized and honored those who had founded our organization and established its mission. Among those singled out that day was the genius and the genesis of the Academic Senate, Norbert Bischof, who was granted the honorary title of Senator Emeritus. At the Fall 2008 plenary session, Norbert was one of

the keynote speakers for our celebration of the passage of AB1725, and it was clear that Norbert's work in establishing the Academic Senate for



California Community Colleges was instrumental in laying the groundwork for the legislation that today gives all academic senates their authority and responsibility.

More than twenty years before the passage of AB1725, in 1968, Norbert called together local senate presidents at a constitutional convention to establish a statewide representative body that could convey community college faculty interests to the Board of Governors and the Chancellor's Office.

In 1969, the group met again to elect its first Executive Committee, and in 1970 the Academic Senate was incorporated as a non-profit organization. Ten years later, as the President of the Academic Senate, Norbert's conversations with the President of the University of California Academic Senate led to their formation of the Intersegmental Committee of Academic Senates (ICAS). ICAS continues to meet today to address issues of mutual concern for all three



segments of public higher education.

Such clarity of vision and his powers of persuasion and reason were also found in the many senate resolutions and publications Norbert authored

and within the committees on which he served. Beyond that, he continued to participate in the plenary sessions of the Academic Senate until his death, joining in the spirited debates on Saturdays and contributing to the discussions at breakout sessions. Norbert's continued involvement in the organization he helped to found kept all of us who succeeded him in the Senate leadership mindful of the importance of the Academic Senate and the role that it must play in a healthy educational system. Beyond the grand vision, Norbert also showed a remarkable individual touch. Many subsequent Presidents remember how he sat down and talked with them, encouraged them to run for leadership positions, and repeatedly checked on their progress. He was a true mentor.

We end this tribute with something far more personal about Norbert—something the lucky ones among us know and experienced: Norbert was a wonderful dancer. The qualities he brought to the

dance floor at our plenary sessions that made him such an excellent partner were the very same qualities of leadership that even non-dancers recognized. He was, of course, gentle and gracious, leading briefly only to encourage others to take their own tentative and creative steps, always aware of the broader context in the room and ensuring others' comfort. He was ever-conscious of the rhythms and could adapt if they changed while holding fast to the integrity of dance he had begun. He was innovative but humble, certain and self-confident

but eager to have the light shine upon his partners. He was a consummate dancer who loved the dance—in the classroom or the boardroom or on the ballroom floor. Norbert, the beat will go on in your name. ■

Read about Reading

BY BARBARA ILLOWSKY, DE ANZA COLLEGE

In the past several years, the body of the Academic Senate passed two similar resolutions on the topic of Reading Competency. This past year, a small group of reading faculty (Dianne McKay of Mission College, Anne Argyriou of De Anza College, and Tim Brown of Riverside Community College) and I developed a plan to complete those resolutions. This article describes the work done.

Background information:

Resolution 9.08, Spring 2006: Reading Competency Requirement

Resolved, That the Academic Senate for California Community Colleges research current practices and the need for reading competency systemwide to develop a position paper on this topic.

Resolution 13.06, Spring 2005: Reading Competency Requirements

Resolved, That the Academic Senate for California Community Colleges recommend that reading competency be required of all community college graduates, that we examine the inconsistencies associated with reading requirements for graduation, and that we take a position to promote reading as essential to all forms of student success; and

Resolved, That the Academic Senate for California Community Colleges provide a phase in period of two to three years to allow for research on the impact of a reading competency requirement on students with diagnosed/documentated reading disabilities.

The first interesting item we discovered is that a reading competency requirement already exists, per Title 5 of the California Education Code. Many faculty statewide, including curriculum committee chairs, were unaware of following regulation:

Title 5: Education

Division 6. California Community Colleges

Chapter 6. Curriculum And Instruction Subchapter 1. Programs, Courses And Classes

Article 6. The Associate Degree

§ 55063. Minimum Requirements for the Associate Degree

“The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, ...”

Once we learned that reading competency was already a statewide graduation requirement, that piece of information made parts of each of the resolutions moot. We then decided to “research current practices” and to “examine the inconsistencies associated with reading requirements for graduation.” At the Fall 2008 Plenary, we held a breakout session with the attendees helping to develop the survey that would be sent out to all California community colleges. Out of the 110 colleges, 89 colleges responded. At the Spring 2009 Plenary breakout session on Reading, we presented survey results, discussed the implications of them, and developed our “next steps” plan.



The first surprise we had was that only 83% of the colleges self-reported that they are complying with current Title 5 graduation requirements by having either an explicit or implicit reading competency graduation requirement. Maybe this result should not have been a surprise. Maybe faculty and administrators are unaware of the Title 5 language. In fact, if academic senate presidents and delegates were aware of the requirement, then the above two resolutions would not have passed. The body would have brought up that reading competency already exists. Hopefully, this article serves to get the word out, so that the remaining colleges will develop and implement their reading competency graduation requirements.

Another point of interest relates to the larger discussion the Academic Senate has been having about instituting reading, writing, and/or mathematics courses as prerequisites for transfer and career courses. Survey results (Question 11) show that approximately one-third of the colleges have some form of a reading prerequisite for at least some of their transfer courses. Many colleges are currently discussing whether or not to institute prerequisites.

Unrelated to the resolution, but discovered from the survey results (Question 6) is that 72% of the colleges reported having stand-alone reading courses. This discovery suggests that most colleges have determined that reading education subsumed into an English/writing course is not enough. Also, while most stand-alone reading courses are non-degree applicable, a notable number of colleges offer transferrable and even degree applicable reading courses (Question 7). An area for further study may be if there is a growing need for reading skills at the college level, not just at the basic skills level.

Finally, the breakout participants determined that a position paper on reading competency was not needed, since the requirement is already in Title 5. What was needed is this article to get the word out. Please examine your graduation requirements. If you are not complying with Title 5, bring this to the attention of your academic senate president, your curriculum committee chair, and your vice president of instruction. We are now aware – reading IS fundamental! ■

COMPLETE SURVEY RESULTS ARE AVAILABLE ON [HTTP://WWW.ASCCC.ORG/SURVEYS/PROF.ASP](http://www.asccc.org/surveys/prof.asp)

Upcoming Events

BY JEN GROSS, SENIOR EVENT COORDINATOR

SAVE THE DATE! A new academic year is upon us and 2010 promises to be a year of change! Below you will find important information regarding the many institutes the Academic Senate will host next year.

We encourage you to forward this information to your faculty as soon as possible. Registration for all events is currently open! Early registration is strongly encouraged for all events, as many events in 2009 sold out long before the registration deadline.

Equity and Diversity Institute

February 19-20, 2010

The 2010 Equity and Diversity Institute will be held at the Doubletree Anaheim/Orange County. We are inviting all who participate in the community college at any level to join us in meaningful dialog around issues affecting our campuses. The institute will include a variety of workshops, keynote addresses, and presentations. We hope that you will join us in February as we continue to work toward bringing about positive change in education. Limit 5 per college. The last day to register for this event is January 26, 2010.

Vocational Education Leadership Institute

March 11-13, 2010

The 2010 Vocational Education Leadership Institute will be held at the Silverado Resort in Napa. The benefits of attendance include: learning skills needed for leadership at the local, regional and state levels; a larger knowledge base for effective leadership; relationship development and connections to statewide leaders and other occupational faculty; and an increased awareness of resources available. We want to encourage more active participation of occupational faculty in the Academic Senate for California Community Colleges. So join us! The

conference is free to those that register early and attend! Travel expenses are also covered! Registration is open to all occupational education faculty and occupational education counseling faculty on a first come, first serve basis. Registration must be received no later than February 8, 2010.

The Accreditation Institute

March 19-20, 2010

The Accreditation Institute 2010 will be held at the Hyatt Regency Newport Beach. The 2010 Accreditation Institute is designed to help faculty leaders organize and write the self study. The Institute will continue to provide training for SLO Coordinators to address the outcomes requirements in a sustainable manner. Each day will be filled with presentations and discussions help you create a successful self study and develop outcomes and assessment. There will be opportunities throughout the Institute to ask questions, share issues and strategies, and develop action plans for your campus and develop a network of support. The Accreditation Institute is limited to 130 participants on a first come, first serve basis. There is a limit of 5 participants per college. Registration is open to all faculty, accreditation liaison officers, and chief instructional officers.

Faculty Leadership Institute

June 17-19, 2010

Faculty Leadership 2010 will be held at the San Diego Hilton Resort and Spa. The Faculty Leadership Institute provides assistance and training to faculty members to empower them to run stronger, more effective local senates. Through a variety of Institute activities, participants learn to identify the role and function of local senates as well as their relationship to the statewide Academic Senate, the Chan-



cellor's Office, other consultation groups, the Board of Governors of the California Community Colleges, and the Legislature. Participants will be limited to 70 faculty leaders on a first come first serve basis. Limit 2 per college.

Student Learning Outcomes and Assessment Institute

July 7, 2010

The Academic Senate will host its second Student Learning Outcomes and Assessment Institute at the Santa Clara Marriott. The SLO and Assessment Institute will provide two tracks addressing: 1) training for new SLO coordinators and programs and 2) topics for experienced SLO coordinators with growing programs on their campuses. This institute is limited to 100 people, so register early.

Curriculum Institute

July 8-10, 2010

The 2010 Academic Senate for California Community Colleges Curriculum Institute will be held at the Santa Clara Marriott. It is intended for faculty, particularly curriculum chairs, and chief instructional officers who are involved in new program development, program revision, or technology for curriculum development. The Institute also welcomes support staff, teams of academic senate representatives, curriculum committee members, articulation officers, and administrators. Please note that this Institute is limited to 200 participants (max 5 per College) and registrations are accepted on a first-come-first-serve basis, so you may want to register right away. ■

Julie's Inbox

Dear Julie,

The 2009-10 state budget devastated many college budgets, and we understood that the Academic Senate received a budget reduction as well. Will the Senate still be able to support local senates? How will your budget cuts affect us?

Just Wondering

Dear J.W.,

Thank you for asking about the financial health of the Academic Senate. We have sustained a significant reduction to our budget, and like all local senates, we are trying to keep the cuts as far away from direct services as possible. The Academic Senate routinely looks for and expects efficiency and accountability for the funds we receive. But despite our best efforts, you may notice some changes, and we encourage your feedback on the results, especially if you find our cuts are negatively impacting your senate.

The Senate receives funds from several sources: a general fund allocation from the system budget, dues from each college, revenue from institutes and plenary sessions, grants, and other minor sources. When any one of these revenue streams is reduced it strains the entire organization. You may notice fewer Rostrums (the Senate newsletter) mailed to your senate, but the electronic versions are always available on our website. We will consolidate some of our committee work and provide fewer funds for committee members to travel or participate in breakouts and presentations. The Executive Committee reviewed its costs and has developed and implemented cost saving measures too.

With mid-year cuts possible and a worsening budget scene for next year, the Executive Committee will be reviewing budget priorities this fall. Input from the field will be solicited. If you have ideas or suggestions, please don't hesitate to forward them to the ASCCC office, info@asccc.org.

The Executive Committee ■

