

- 2 President's Message
- 4 Technology for Teaching Institute
- 6 AB420 Student Leadership Institute
- 7 Perkins III
- 9 Exemplary Awards
- 11 Faculty Leadership Institute Board of Governors Nominations
- 12 Curriculum Institute

SenateRostrum



The Newsletter of the Academic Senate for California Community Colleges

No Accounting for Partnership

• by *Linda Collins*

Now in its second year, the Partnership for Excellence program continues to generate considerable controversy. In some districts collegial and collaborative approaches have worked to direct funds to much needed improvements in instruction and student services that address the five areas for increased student outcomes. However, in other districts, faculty report that Partnership funds have not even made it to the colleges, much less to the students.

The Partnership for Excellence is an "accountability program" with no fiscal accountability. The program was sold to the Legislature and the Governor's Office as a means for infusing additional money into the system in exchange for systemwide improvement on several quantifiable "student outcomes" measures. However, there are no real guidelines, and only minimal reporting requirements for the actual expenditures of dollars. As a result many districts are not using the money to meet Partnership goals.

Make no mistake: there is a real danger to our system here. The Chancellor has committed us to a course of action, failing which we will go to district-specific performance based funding, an "outcome" which, even the Chancellor's Office admits, would be disastrous. If the Partner-

ship goals can be met within a framework of academic integrity, then new money is going to have to be expended in pursuit of those goals. In fact, on at least two of them, our prospects for success are dismal; both numbers of transfers and basic skills indicators are down after the first year of Partnership. And, if we fail, who will be blamed? We cannot afford a cavalier attitude toward the expenditure of Partnership dollars. Yet that is what we're finding.

Reviewing expenditures reported by their districts, faculty find that in many cases, districts are reporting already allocated expenses as Partnership investments. Thus, replacement positions for retiring faculty, ongoing transfer initiatives or basic skills programs, and other routine college operations already funded in the district budget are being reported as Partnership expenditures. While technically not prohibited, these supplanted expenditures do not represent increased or enhanced services to students and will not move the system toward the increased goal attainment required in the legislation.

And, apparently, anything goes. Paying down deficits, paying off Certificates of Participation (COPS), relocation of portables, building new fences around the

See "Partnership" on Page 8

Planning and Budget: The Wisdom of Title 5

• by *Hoke Simpson, Vice President*

A recent experience on one of our California community college campuses points up the assumption among many administrators that faculty have little to contribute to planning and budget processes. Unfortunately, these are areas from which faculty have often been locked out in the past, but in which they in fact have vital interests.

The campus in question here—whose name shall be withheld—is engaged in a radical restructuring of its planning and budget processes. In a memo from the administration, department chairs were directed to participate in what was identified as a "pilot" of one aspect of the new structure. The senate objected that such a pilot was premature, citing Title 5, §53200.c.10, which requires consultation with the senates on planning and budget processes. In this particular district, collegial consultation on these issues takes the form of reaching mutual agreement. The consensus of the senate was that the new procedures were insufficiently developed to be piloted yet and, as there was thus no mutual

See "Planning" on Page 10



Teaching: A Call for Renewal and Rededication

The community colleges represent the best hope for legions of Californians whose economic fortunes and personal efficacy will rest on their ability to secure ever-increasing levels of sophistication with regard to processing information and applying critical judgment in their work and everyday lives. Beyond that, the community colleges are the space for literate public discourse in a multiplicity of communities across the state. The close of the century presents an opportunity for reflection on the state of the community colleges. As we reflect, we cannot but help register concern, even as we turn hopefully toward the future.

At our Fall 1998 Plenary Session, the adopted paper entitled *The Future of California Community Colleges: A Faculty Perspective* (available on our website, www.academicssenate.cc.ca.us). In the paper, the Academic Senate committed itself to a vision of the colleges as teaching institutions *par excellence*. Re-embracing our teaching mission means re-embracing the teaching profession, broadly defined, and dedicating ourselves to a high-

er level of professional service to our students.

To accomplish those aims, we need to rebuild. Our institutions and our profession are both in need of repair. The largest system of higher education in the nation emerges from this decade among the most underfunded per student. It is staffed by a growing number of part time, adjunct faculty who do not enjoy the protections of due process or tenure. Full-time faculty teach higher loads to larger classes than in the rest of the nation, (2005 Task Force Report) and carry increasing responsibilities for institutional maintenance as the part-time ranks swell. The system is under attack by a growing number of outside commissions and special bodies who pronounce it inept or dysfunctional, and the system is expected to expand its activities to include welfare reform and economic development. Our colleges are misunderstood by many who see the transfer mission to the exclusion of serving the vast majority of our students who visit us to shore up their job qualifications, attain a certificate in a particular voca-

tional area, or catch up on educational needs unmet at earlier times in their lives. The rehabilitation of our institutions will require leaders whose starting point is pride in our accomplishments, and who build on that pride to inspire confidence in the public, support in the Legislature, and ongoing aspiration for excellence in the colleges themselves.

Our profession, too, is in need of rehabilitation. If we are to replace the mushrooming retirements and expand as well as diversify our ranks to meet the demands of "Tidal Wave II," we will need to attend to teaching as a profession. If we are to draw more people into the profession to serve the coming generations of Californians, both the spirit and the reality of an honored profession must be established. Norton Grubb of UC Berkeley, in his book *Honored but Invisible: An Inside Look at Teaching in Community Colleges* (New York: Routledge, 1999), notes that while the community colleges were established as teaching colleges, in too many cases there is not much there for teachers. Based

See "Teaching" on next page



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“Teaching” from previous page

on extensive interviews and classroom observations in community colleges (primarily but not only in California) Grubb concludes that institutional support for teaching is absent in the majority of community colleges.

AB1725 envisioned the basis of faculty expertise as twofold: their knowledge as discipline experts and their experience as classroom teachers. While the reform legislation noted that community college faculty were no less in need of intellectual nourishment than their four-year partners, that vision of professional development opportunities for faculty remains stalled. The ongoing increases in professional development funds never materialized and have remained woefully low since the inception of the fund in the late 1980's. With barely enough to cover a conference here or there, little attention has been focused, in recent years, on funding the needs of instructors to maintain currency in their disciplines or recency in occupational developments and technologies. Little material support has been available to encourage vibrancy and creativity in curriculum and program design or to enable faculty to be well-schooled in pedagogy and the arts of teaching. Without ongoing resources—and time—for academic renewal and opportunities for engaged dialogue and communities of practice centered on teaching, faculty efforts to improve instruction and related services tend to remain episodic and individual, rather than sustained and systemic.

Funds alone, however, will not do the job. We, as faculty, must take the initiative and let ourselves believe, as perhaps we once did when our careers began, that teaching is not an isolated activity, to be mastered through a process of trial and error. We must commit ourselves to the

view that to teach is to belong to a community whose members share a common purpose and where there is an ongoing concern with mutual support in the improvement of instruction and related support services. Only if we create a culture of teaching excellence will increased funding make a difference in the quality of what we do.

As Grubb points out, in all too many colleges, where the culture of instructional improvement is absent, the flexible calendar days envisioned in AB1725 have devolved into mandatory flex days involving meaningless and tedious group sermons on the need to produce more with less or harangues by outside consultants on yet some new project which denigrates teaching. Faculty are frequently told to experiment with new approaches to pedagogy and student learning, but, according to Grubb, are rarely supported when these new approaches require more resources. Creating communities of learners in blocked classes, team teaching in interdisciplinary contexts, case management approaches to counseling and student services linked more directly to instruction, more time on task and reading and writing across the curriculum, greater student-faculty interaction—all have been linked to enhanced student achievement and satisfaction in the educational literature. But these have in common an increased resource base—more hours of faculty time with fewer students in richer educational contexts.

It is critical that we take advantage of the current opportunities to advocate for the best educational practices. That advocacy must be at both the local and statewide level. Local academic senates have the tools to insist upon the role of informed educational expertise in planning and budgeting processes, in educational program develop-

ment, program review, and approaches to student preparation and success. Academic senates are responsible for policies and processes for hiring new faculty and for curriculum development and approval processes. Rebuilding our profession means taking hold of these tools to forge better approaches, honed to the diverse educational needs of students and the communities we serve. It means rediscovering the impetus for teaching, that passion that drew us into our fields and convinced us to make the community colleges our institutional homes.

At the state level, the recent establishment of the Joint Committee to Review the Master Plan for Education, including K-12 as well as higher education, provides an opportunity for faculty to articulate a vision of community college education re-centered on our teaching mission and organized to ensure that excellent teaching is the institutional priority of each college and the system as a whole. Moreover, the recent economic recovery provides the possibility of more funding for public education and a window of opportunity to restore and to improve our colleges.

Faculty can take a leadership role in raising the issues and concerns regarding the direction of our colleges. Our concerns are those of our students and of the state as a whole. How can we foster humane and effective education for our students? Engaged teaching requires engaged advocacy—at both the college and the state level. The community college movement in California has been about noble ends. It's up to each of us to ensure that movement—and its bright promise of a democratic future for ever more Californians—is kept alive and vibrant.



Technology for Teaching Institute

• by Ian Walton, Institute Co-Coordinator

The Academic Senate for California Community Colleges and the @ONE Training Project co-sponsored the second annual Technology for Teaching Institute June 13 through 18, 1999 at California State University, Monterey Bay. Over 90 participants from all around the state formed a cohesive and enthusiastic group under the leadership of co-coordinators Ric Matthews and Ian Walton and the masterful organization of Julie Adams.

Unlike the previous year when some participants attended only a three-day portion, this year everyone attended an intensive five-day track. Many participants reported that this format provided a more coherent experience and fostered a better feeling of group participation.

Participants pre-enrolled for one of five different tracks, described as follows:

Beginning Track: to create an adequate comfort level with the use of the basic office suite for instruction, including an introduction to web pages.

Multimedia Track: to enhance campus and online instruction by adding audio and video to course material.

Trainer Track: to establish a state-wide network of campus resource people with common technology skills and approaches.

On-line Track: to learn the skills necessary to establish and conduct online courses using various course management tools.

Web Supplement Track: to create a website that enhances and enriches existing courses by putting course material online.

Each day opened with a general session, including one lively encounter with the upcoming Microsoft Office 2000 release. The general session was followed by one morning and two afternoon hands-on workshop sessions. An open lab was available for evening work for those who just couldn't get enough. The final general session featured an exciting "show and tell" to demonstrate work from each track. There was also a daily online news bulletin, much of which can still be viewed on the Academic Senate website at: <http://www.academicssenate.cc.ca.us/TechInstitute/thedaily.html>

The location, facilities and staff at Monterey Bay continued to be excellent. Most participants stayed in the campus dormitories, ate in the cafeteria and enjoyed an assortment of evening extracurricular activities together, including volleyball, movies, dancing and Celtic music. The hands-on labs provided a comfortable learning and teaching environment. As in the previous year, faculty consisted of volunteers from the Academic Senate and from the @ONE Project.

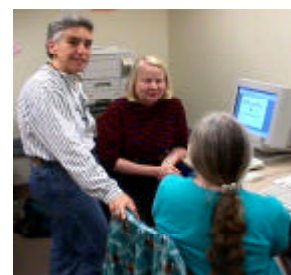
Planning is already under way for a similar Technology Institute in June 2000. It will again be held at CSU Monterey Bay from June 4 through 9, so watch for registration information in early spring, and set aside some of your academic senate or staff development funds in order to attend.



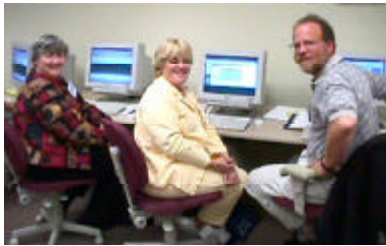
Online Track attendees get one-on-one instruction



Institute attendees enjoy an evening of singing



Beginning Track attendees work together on posting web-based course outline



Beginning Track attendees busy at work



Ian Walton takes time out from Web Supplement Track to pose



Past President Bill Scroggins honored at the Technology Institute with the golden apple award



Web Supplement Track attendees get help from Bill Scroggins



Institute attendees take a break



Institute attendees enjoy sharing a meal



Multimedia Track attendees during hands-on instruction



Online Track attendee deep in thought

AB 420: A Shaky Beginning, or a Dismal Conclusion?

• by Linda Collins, President

While many issues regarding the use of part-time faculty need attention, the funding of office hours is among the most pressing. Students have the right to expect access to their professors, regardless of the employment status of the person assigned to teach the particular course section in which they enroll. Assembly Bill 420 (Wildman), recently signed by Governor Davis, addresses that need. Now faculty who teach even one course are eligible for reimbursement for holding office hours. But, this is locally negotiable. Similarly, while health benefits for part-time faculty are now addressed and extended in the legislation, these, too, are to be locally bargained. Without a significant infusion of funds to make the legislation possible, health benefits will remain a chimera for many.

As passed, AB 420 addresses significant issues, but is a shadow of its original self. The initial bill was more sweeping; it aimed to address the systemic inequities of part-time faculty employment through instituting seniority in rehiring preferences and pro rata pay, along with benefits and office hours. The bill was sponsored and/or supported by all major faculty groups including the unions (CCA/CTA, CCC/CFT, and the independents), the Faculty Association of California Community Colleges, and the California Part-time Faculty Association. The Academic Senate endorsed the educational concepts embodied in the bill at the Spring 1999 Plenary Session. The bill engendered a firestorm of opposition from admin-

istrative groups, most particularly the Community College League of California (representing the trustees and CEOs) and other administrative organizations. The Chancellor and the Board of Governors initially took an "opposed" position, though softened that to "neutral" when the employment provisions related to rehiring and equal pay were removed from the bill. The final version of the bill requires the California Post Secondary Education Commission to conduct an extensive study of part-time faculty employment in the community colleges and report its findings to the Legislature by late Spring 2000.

In the meantime, the Chancellor and League both indicate that instituting rolling contracts is an option they want to explore. Such rollover contracts, where part-time faculty are hired on a two- or three-year basis, could provide some employment stability, but at the risk of undermining rather than extending tenure, and institutionalizing a second tier of academic employees whose employment conditions keep them vulnerable to fears of retaliation. This is what our leaders are proposing as an alternative to the move toward pro rata pay originally in AB 420. Far from shoring up our institutions and our profession, such approaches would further fracture our teaching community. Rather than improving the educational climate, such approaches further jeopardize the right of students to an educational environment of open academic inquiry and sound professional assessment of their work.

A far sounder educational approach would be to reach the 75/25 ratio of full- to part-time faculty (as a percent of instruction) at all of our colleges, while improving the overall professional conditions of part-time faculty, would be a far sounder educational approach.



Student Leadership Institute

• by Nancy Silva

CalSACC, CCCSAA, CCLC, and the Academic Senate all collaborated this year to sponsor the first Student Leadership Institute, held at CSU Monterey Bay on June 6 - 9, 1999. The Institute was designed to include general sessions and facilitated small group breakouts. Topics for discussion included time management, leadership styles, ethics, team building, dealing with conflict, the role of the student on college committees, and building relationships. Students enjoyed the information given at sessions as well as the ability to network and talk to other student leaders from around the state.

Student participants agreed that the Institute provided valuable information to new student senate leaders. A second Student Leadership Institute is being planned for June 5 - 8, 2000.



Developing California's Plan for Perkins III

• by Dennis Smith, Treasurer

Development of the State's plan for the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) got underway in August when members of the Field Review Committee met in Sacramento for an orientation to key issues. The committee included six faculty members representing the Academic Senate: Jim Casteau, Larry Dutto, Loretta Hernandez, Ellen Ligons, Diana Paque, and Dennis Smith. Acting as project monitor is the Policy Analysis for California Education (PACE), under the co-direction of former California Community College Chancellor Gerald Hayward. Several distinguished speakers provided an overview of important provisions of Perkins III and suggested essential principles to include in the State's plan for its implementation.

Chancellor Thomas Nussbaum was on hand to welcome participants and highlight the value of the community college's role in career education. Former Chancellor Hayward followed by stressing the importance of serving the best interests of students who expect us to provide pathways to a desirable career. He indicated that another goal is to maximize our use of federal dollars according to Perkins III criteria.

David Stern, Director of the National Center for Research in Vocational Education (NCRVE), at UC Berkeley, stated the importance of keeping career options of our students open – both during and after high school. Perkins III contains provisions

designed to accomplish this objective including criteria that prescribe outcome-based funding for accountability; articulation between K-12 and post-secondary institutions; and integration among developmental, occupational, and general education programs. Stern identified other criteria in the areas of external integration with the regional employers' community and internal integration of academic and career counseling.

W. Norton Grubb, also from UC Berkeley's NCRVE, focused on improving post-secondary occupational education through integration of academic, developmental, and occupational education – three areas that in many institutions remain separate from one another.

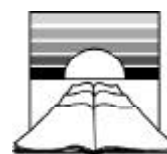
Grubb shared with the committee his five principles for successful occupational education programs: (1) having a sense of the local labor market, (2) using appropriate curriculum and pedagogy, (3) providing resources and destinations for students, (4) providing ancillary services for students, such as child care, tutoring, and learning resource centers, and (5) creating an institutional self awareness for continuous quality improvement.

Finally, Gary Hoachlander, President of MPR Associates and author of *Toward a New Framework of Industrial Programs for Vocational Education*, focused on outcome-based funding components of Perkins III. He discussed the need for building local capacity for using data, not just reporting it, and the need to

link accountability systems to program improvement in curriculum, instruction, and student services.

The new law has the look and feel of an expanded and more sophisticated federal version of the California Community Colleges' Partnership for Excellence fund. States and eligible recipients will begin using 1999-2000 baseline data to establish "performance targets" and will thereafter receive "rewards and sanctions" based on outcomes relative to those targets.

Perkins III and the state's implementation plan will have a significant effect on funding for all programs in community colleges for years to come. You can learn how this act will affect your college by attending the fall session breakouts designed to give you more detailed information.



“Partnership” from Page 1

track, fixing the pool and expanding to neighboring military bases are among the actual expenditures faculty are reporting for Partnership funds. How these projects will contribute to enhanced student success is evidently immaterial. In some districts, “flexibility” and “local control” have become proxies for “whatever the CEO wants.” Such outright flaunting of the Legislature’s intentions to foster student success breeds cynicism. In these districts faculty are enjoined to improve student outcomes without being given new tools or resources with which to do so.

The emphasis on outcomes, or ends, in the Partnership program, without a corresponding attention to the means, represents a real threat to academic integrity. For the program is sure to translate into pressures to “make goal,” but without the accompanying investments of time and funds, the only sure way to increase student achievement rates is to “play the numbers game.”

In September, Chancellor Nussbaum requested that each district estimate the share of increase each college could expect to contribute on each measure by 2005; districts were asked to report on their local goals by November 17, 1999. Districts have been asked to estimate whether their progress on each goal could be expected to be **“Slow at first, but then more rapid,” “Same each year,” or “gradually increasing.”** No guidance or technical assistance was provided as to how to estimate this potential progress, and the districts were instructed to pretend that **full** funding of Partnership as well as growth and COLA would be provided. No matter

that these assumptions have already proven unfounded given this year’s budget. The Chancellor did not discuss the move to establish local goals with the Consultation Council prior to issuing the letter. Previous recommendations of consultation and the work of the task force on contingent funding were not reflected in the wording of the request. The instructions included no language to indicate that the targets should represent real, value-added gains in student preparation and achievement. The instructions did not suggest safeguards against playing with numbers, inflation of grades or reduction of academic rigor, the generation of meaningless certificates or reduced degree requirements, or the changing of administrative counting practices to achieve cosmetic numerical increases. The letter did not mention that bringing **all** students up to a comparable level of achievement should be a priority in this year of the Board’s declared commitment to diversity. The letter did not issue warnings about shifting student demographics or the recruitment of already more prepared students to make the district or college appear more successful. There was no recommendation that colleges should carefully consider their commitment to the overall mission, their curriculum balance, and their mix of programs. The only stated concern was making goal, using already questionable assumptions.

Faculty are not the only ones concerned about the implementation of Partnership. Many local administrators—CIOs, deans, institutional researchers—have registered concerns as well; some have been very vocal in the current task force on contingent funding.

Recently, a chancellor at a large district wrote Chancellor Nussbaum of his concerns regarding the lack of “bottom-up” involvement in the setting of goals and the potential for demoralization and cynicism in the current approach. Members of the Board of Governors have also expressed concern over the lack of monitoring and the continued implementation controversies. Board members asked questions in their most recent meeting, and many appear genuinely concerned about the issue of fiscal accountability.

Until recently, efforts on the part of the Academic Senate for California Community Colleges to get the attention of the Chancellor’s Office on this issue had been largely dismissed. We have been told that after all, the first year of funding came late, and there was pent-up demand given the leanness of our allocations in the last decades. When pressed, members of the Chancellor’s Office have asserted that the program is an investment strategy, designed to increase the funds for the overall system in exchange for increases in student outcomes. Examination of Partnership budget language reveals the weakness. While there is clear legislative intent that money should be directed to educational programs and services to enhance students’ educational experience, no categorical imperative instructs districts to actually so direct the money. As an argument, “not technically breaking the law” might work in court, but it hardly bodes well for the integrity of our system. It is certainly not a student-centered response. Nor will it move us collectively toward the goal attainment necessary to forestall the move to contingent funding based on college performance

See “Partnership” on next page

“Partnership” from previous page

after the third year of Partnership funds.

While the Partnership budget language leaves room for debate, Title 5 language does not. Processes for institutional planning and budget development, as well as standards and policies for student preparation and success, are matters under the purview of the local academic senate. Thus, districts that do not follow existing processes or engage in collegial consultation regarding Partnership processes are in violation of Title 5. Students and staff also have the right to effective participation (by Title 5) in the decision-making process with regard to Partnership.

Local senates have reported numerous potential Title 5 violations to the Academic Senate. In a September 9 responses to the Contra Costa District Academic Senate’s report of infractions, Chancellor Nussbaum stated that districts may act contrary to the recommendation of the senate, or without mutual agreement, “only after a good faith effort . . . “ to consult with the senate on the part of the district. Yet, in many cases, local CEOs appear to be acting without any consultation at all, citing the need to act in the summer or the urgency of district obligations, or they simply remain silent in the face of faculty entreaties for consultation. Even where consultation has occurred, it appears many district administrations have taken sizable shares off the top of the Partnership allocation prior to consultation and distribution to the colleges.

The Academic Senate has asked for local senate sign-off on the plans and reports for Partnership to verify that appropriate consultation processes have been

followed. If we are to work together and forestall contingent funding, this mechanism can serve to bring the necessary parties together and generate “buy-in.” Districts doing things “right” should have no problem with this requirement, and those having difficulty can be identified for assistance. Upcoming meetings in consultation and with the CEO group are scheduled to address concerns. We have succeeded in getting the Chancellor and the system’s attention. We hope that ways to work out the problems are possible.

The Academic Senate has challenged the Chancellor’s Office to fulfill its obligation for compliance monitoring. If this is to be the system’s accountability program, then the Chancellor’s Office must be accountable as well for the implementation of the program which it designed and which it passed over the continued objections of many faculty and staff in the system. The reputation of the system is at stake—we must not shortchange students by encouraging districts to make progress on the indicators on the cheap.

But we have to help. Chancellor Nussbaum has asked for specifics. So if you have a specific problem with the way the Partnership processes have been handled in your district, please write to us immediately and let us know your concerns. If you believe Title 5 violations have occurred regarding consultation on processes for Partnership, you can write directly to the Chancellor and copy the Academic Senate. **In either case, please act immediately.**

Exemplary Awards to Outstanding Programs

• by Mark Snowwhite, Chair, Standards and Practices

At its September meeting, the Board of Governors honored six programs from community colleges across the State. These programs were submitted as exceptional by local senates to the Academic Senate and ranked by a selection of readers representing community college faculty, students, and administrators.

American River College’s Beacon-Peer-Assisted Learning Program and Foothill College’s Pass the Torch program garnered the two \$4000 cash prizes as the two highest ranking programs. Honors also went to the next four highest ranking programs: Crafton Hills College’s EMT-Paramedic Program, Cuya-maca’s Success program, San Mateo’s Accelerated Training Program, and Santa Barbara City College’s Study Abroad program.

The Board of Governors established the annual Exemplary Award in 1991 to recognize outstanding programs in the state’s public community colleges. This year’s awards were funded by the Foundation for California Community Colleges.

For more information about each of this year’s winning programs, visit the Academic Senate website at:

(www.academicssenate.cc.ca.us)



See “Planning” from page 1

agreement, the senate officers requested a delay. Upon receipt of the senate’s response, the vice president for instruction sent the following E-mail to a senate officer:

“As far as the senate and ‘mutual agreement’: The senate has good representation on the Planning and Budget Committee, including co-chairing the group, and I think that they should be the ones to carry the senate’s position on the process to the Planning and Budget Committee and express their views through the voting process there....not in a forum [i.e., the senate] where those with less information and background disagree on a matter that affects CSEA, the Classified Senate, the Supervisory/Confidential group, and the Administrators’ Association. I see curriculum and program review as clearly an academic senate responsibility, but not being the body who allows or disallows a process to proceed that has a broader impact on a broader body of individuals. It would not be fair for one cohort on campus to have the veto power over the whole institution.”

The first part of this E-mail is interesting because it points up the crucial significance of the “collegial consultation” requirement in Title 5. The second part raises the question of why planning and budget processes are considered academic and professional matters in the first place.

Note first, then, the vice president’s suggestion that the senate position should be expressed through the votes of its members on the Plan-

ning and Budget Committee. The vice president is correct that the senate has “good representation” on the committee: in addition to the co-chair, there are three other senators. But there are also 22 other non-senate members on the committee, giving the senate representatives less than 20% of the vote on any issue. On the other hand, there are eleven administrators on the committee—almost 50% of the vote!

Could the need for collegial consultation be any clearer? If the senate voice on academic and professional issues were restricted to its votes on the committee, the faculty’s expertise could be systematically ignored in favor of the opinions of those farther from the classroom.

Another interesting assumption in this first part of the vice president’s response is that the committee’s members will be better informed than the senate on the matters it treats. The wisdom of Title 5 lies in its recognition that this is not the case when those matters are academic and professional in nature.

The second part of the E-mail challenges the conclusion of the Board of Governors that planning and budget processes are indeed academic and professional matters. Is the vice president right? Should the nature of these processes be determined by the majority vote of campus “cohorts” or interest groups, whatever their proportional representation on the committee? Doesn’t the classified staff know best what sorts of processes will best enable them to do their jobs, and similarly for the other “cohorts” named by the vice president? At the very least, shouldn’t budget and planning processes be the product of mutual agreement among all campus groups?

In response to the last question, it should be noted that senate endorsement of a process is not a guar-

antee that the process will be instituted; it is rather that the absence of senate endorsement guarantees that the new process will not go forward.¹ One would certainly expect that all affected campus constituencies would have input into the development of new planning and budget processes and that their views would be given reasonable consideration, as is indeed mandated by Title 5.²

Why, though, should the senate have “veto power” over proposed “processes for institutional planning and budget development?”—which is to ask, again, why these should be considered academic and professional matters. The answer, of course, lies in the kind of institution for which the planning and budgeting are being done. Community colleges are academic institutions, whose “primary mission...is the provision of rigorous, high quality degree and certificate curricula in lower division arts and sciences and in vocational and occupational fields.”³ In declaring planning processes to be subject to collegial consultation, the Board of Governors clearly intended to ensure that institutional planning would always remain focused on the goal of providing quality instruction to students. Similarly with respect to budget processes: these, too, need to affirm a “students first” approach to allocations and expenditures. Title 5 recognizes that the faculty, as the “cohort” most directly responsible for the delivery of quality instruction, is therefore also the group which, through its academic senates, has the responsibility of assuring that planning and budget processes have a consistently academic focus.

The challenges for faculty here are considerable. How does one design processes which guarantee a focus on high quality instruction? And

See “Planning” on next page

“Planning” from previous page

how do faculty who have been locked out of the development of planning and budget processes on their campuses assert their prerogatives under Title 5? At last Fall’s Plenary Session, representatives of Napa Valley College opened the discussion of the critical role of faculty in planning and budgeting with a presentation of the excellent model developed at their college. This Fall, the discussion will continue with the presentation of another model, a work in progress that will serve as a touchstone for a survey and discussion of the progress and problems on campuses throughout the state. As the fact of the vice president’s E-mail makes clear, a vital faculty presence is necessary as a check against forgetting what it is we do.

1 Title 5, §53203.d.2 says that when mutual agreement is not achieved, “existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship.”

2 Title 5 §51023.5.a gives staff the right to “participate effectively” in such decisions and §51023.5.a.6 says that their views shall be given “reasonable consideration.” §§51023.7.a and 51023.7.a.3 assert the same prerogatives on the part of students.

3 This is the original AB 1725 language, intended as an amendment to the California Education Code, §66701.b.1. In the 1999 Education Code, the quality of teaching and programs in postsecondary institutions is the subject of §66010.2.b, and the substance of community college programs is treated in §66010.4.a.



Faculty Leadership Institute

• by Nancy Silva

The 1999 Faculty Leadership Institute was held at the Westin Hotel, Horton Plaza, in downtown San Diego on June 24 - 26, 1999. In attendance were sixty-two community college faculty participants, including new senate presidents and many other seasoned senate leaders. The Institute focused on the development and application of effective leadership skills. Participants were provided information on the roles and responsibilities of faculty leaders. Other goals of the Institute included providing information on how to build and maintain relations with other constituent groups, developing skills for personal and professional coping, and providing direction on how to create and maintain networks of support.

The Institute also provided valuable information to new senate leaders about their responsibilities defined in AB 1725 and Title 5 and prepared them for the challenge of senate leadership.

Participants were provided with a variety of breakout, covering topics such as understanding the budget process, implementation of the Action Plan to Diversity, review of participatory governance, how technology can assist local senates, strategies for faculty involvement, understanding the Brown Act, the role of the senate in good hiring practices, running effective meetings, communication and relationship building, and the new technical assistance process. In addition, internet training was provided throughout the Institute in the resource room.



Board of Governors Nominations

Local senates have received applications for nominations of faculty to serve on the Board of Governors. The Executive Committee will make final selections and submit names to the Governor’s office after it has interviewed candidates screened by the Standards and Practices Committee.

Candidates must have had some local academic senate leadership experience and knowledge of college governance. In addition, they must be able to demonstrate some leadership experience at the state level, preferably with the Academic Senate. Experience with discipline-related organizations and unions will also be considered. Those who have been nominated before may re-apply.

Nominations must be received in the Academic Senate Office by October 29.



Senate's First Annual Curriculum Institute

• by Beverly Shue, Chair, Curriculum Committee

Over 100 faculty members, articulation officers, curriculum deans and vice-presidents attended the first annual Academic Senate Curriculum Institute held on July 28 - 30, 1999, at the Disneyland Pacific Hotel. The goal of the Curriculum Institute was to provide resources to colleges to run effective curriculum committees, plan curriculum and programs, and write integrated course outlines as suggested in the many statewide Academic Senate documents on curriculum. Participants were asked to bring to the Institute curriculum success stories, curriculum dilemmas and samples of course outlines.

Diane Glow, San Diego Miramar, started the hands-on workshop with an explanation of how to write course outlines in which course objectives, course content, student assignments, and methods of evaluation are aligned. Action verbs using Bloom's Taxonomy in writing objectives that span from mastery of knowledge to demonstration of critical thinking skills were explained.

Bill Scroggins discussed a potpourri of curriculum issues, including effective curriculum process, prerequisites, distance vs. traditional education, and the curriculum process. John Nixon, CIO at Santa Ana College, joined Bill in a discussion of Tech Prep and joint programs with high schools, including the issue of granting college credit for high school courses.

Jolayne Service, from the Chancellor's Office of the CSU system discussed the process of getting a course evaluated for fulfilling IGETC and CSU GE Breadth

requirements. Bob Stafford, San Bernardino Valley College, discussed the articulation process and general concerns articulation officers face. Lois Yamakoshi, Los Medanos College, explained her work on the community college articulation project (CCAN). She showed how the CCAN matrix works to identify comparable math courses at different colleges.

Loretta Hernandez, Laney College, discussed some of the curriculum issues in writing up courses for occupational programs, including the requirement to address SCANS criteria. Ophelia Clark, City College of San Francisco, contributed valuable information on vocational curriculum issues. Beverly Shue, Los Angeles Harbor College, used a sample course outline form from her college to show how to include SCANS competencies in vocational courses.

Jane Sneed and Vivian Ikeda, City College of San Francisco, discussed specific curriculum issues in writing up courses for ESL and Basic Skills, and Sandra Erickson, City College of San Francisco, presented information on the TIMMS report. Craig Justice, Chaffey College, discussed the Zero-Unit Lab to meet CalWORKs requirements.

Finally, the Curriculum Institute included a presentation by Ric Matthews, San Diego Miramar, on teaching a course by linking two sites. In the end, the participants walked away with a binder of curriculum resources, sample course outlines, and success stories — and a headful of curriculum facts.



Important Dates to Remember

**Call for
Hayward Awards**
December 6, 1999
Due February 16, 2000

**Call for Forum
Submissions**
December 13, 1999

Call for Laroche
January 25, 2000
Due March 5, 2000

**Call for Exemplary
Awards**
February 18, 2000
Due April 19, 2000

**Spring Area
Meetings**
March 24 - 25, 2000

**2000 Spring Plenary
Session**
April 13-15, 2000
San Francisco Airport
Westin

**2000 Student
Leadership Institute**
June 5 - 8, 2000

**2000 Technology for
Teaching Institute**
June 4 - 9, 2000

**2000 Faculty
Leadership Institute**
June 22 - 25, 2000