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# Senate Rostrum

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES QUARTERLY NEWSLETTER

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# An Interview with Incoming Chancellor Eloy Ortiz Oakley

by Julie Bruno, President, ASCCC

**O**n December 19, Long Beach City College President Eloy Ortiz Oakley will begin his tenure as Chancellor for the California Community Colleges. President Oakley has a long history with California community colleges, beginning as a student at Golden West College after serving four years in the United States Army. He then transferred to the University of California, Irvine to complete a Bachelor of Arts in Environmental Analysis and Design and a Master of Business Administration. Oakley returned to Golden West College as a part-time faculty member in the environmental technology program. Eventually, he transitioned from faculty to administration and has held administrative positions at Oxnard College and Coast Community College District as well as in the private sector. In 2002, he was hired at Long Beach City College as the Executive Vice President of Administrative Services and was appointed president at the college in 2007. While at Long Beach City College, Oakley has worked collaboratively with faculty, staff and administrators on a number of initiatives and projects, including the nationally recognized Long Beach College Promise Program. As President Oakley prepares to assume leadership of the Cali-

fornia Community College System, he has provided the ASCCC with some thoughts on his new role as chancellor.

## **Why do you want to be the Chancellor of the California Community Colleges?**

As a first generation college graduate, student of color, product of a California community college, and native of California, I can't think of another system that impacts the future of working class Californians more than our colleges. Thus, I can't think of a better position from which to advocate for our students, communities, and colleges than as the chancellor of the system.

## **What lessons did you learn about working with faculty as a college president that you can translate to the state level in your role as chancellor?**

Faculty come to their colleges every day wanting to make a difference in the lives of their students. That is the most important lesson that I've learned because that means that we all have a fundamental basis of agreement about what is most important in our decision-reaching process. I've also learned

that our faculty are capable and dedicated, which means that they are a vital part of forging a direction for our colleges and the system. I look forward to working with the academic senate leadership to forge a way forward for our system.

**How do you see the role of the Academic Senate at the state level and how will you work with the senate to help promote success for our students and colleges?**

I have a long history of strong working relationships with the leaders of the state Academic Senate. I plan to operate with an open door and clear line of communication with the Senate leadership and do everything I can to promote the importance of Senate participation in student success. I also hope to promote shared responsibility and accountability for student success on all of our college campuses and advocate for the resources we need to improve student outcomes.

**As the incoming chancellor, do you have a specific project or initiative that you would like to accomplish as you take on this new position?**

The only preconceived initiative that I'd like to embark on at this point is to return more control of the curriculum approval process to the colleges and program recommendations to regions, especially for CTE curriculum development. Otherwise, I want to hear from the field and the various local, regional, and statewide constituencies that rely on our colleges before we begin to set a working agenda.

**One of the best known and most successful initiatives at Long Beach City College in the past few years has been the Long Beach Promise. What have been the most important elements of that program and how might they be translated to the state level?**

I will certainly be an advocate for the kinds of partnerships and initiatives that led to the success

of the Long Beach College Promise. Building trust and strong partnerships with K-12, public university, and community partners is one key element that I can help promote as chancellor. Beyond that, every local community has to have the freedom to develop solutions that address the local challenges. The Long Beach solution can not be transplanted to Sacramento or Fresno or anywhere else in California. But the principles of building trust, creating strong partnerships, investing in innovation, and having clear accountability for student outcomes are something that as chancellor I can promote.

**How do you imagine our system and colleges will be different in five years? Ten years?**

What we know for sure is that the nation, the state, and our system will look very different in the coming years. The question for us in California is whether that future will be shaped for us or whether we will take responsibility for shaping it. I favor the latter. We will have a system that continues to break down silos on and off campuses, focuses technology innovations on improving student outcomes, and greatly enhances the support and professional development for our faculty.

**Do you have any other thoughts you would like to share with our readers?**

We are in an exciting time for our colleges. We have resources, excited new faculty, and an impetus to improve how we deliver and measure education. At no time in our recent history has the country embraced our mission more than today. I look forward to working with the ASCCC to shape the future of our system and to significantly improve the future of all Californians.

The Academic Senate welcomes Eloy Ortiz Oakley in his new role as chancellor, and we look forward to collaborating with him in service to our students, our colleges, and the system. 🦋

# One Step Forward, Two Steps Back —Recent Actions on Institutions by ACCJC

by [Craig Rutan](#), Accreditation and Assessment Committee Chair

Over the last ten years, many California community colleges have received a sanction of warning, probation, or show cause from the Accrediting Commission for Community and Junior Colleges (ACCJC), which can create varying forms of panic on college campuses. A sanction from ACCJC means that the commission has determined that the college is not meeting all of the accreditation standards and that at least one issue must be addressed within two years.

If a college is sanctioned, a mad scramble begins to put a team together to address and recommendations, prepare a follow-up report, and bring that report through the local governance process for approval. Even though the commission gives colleges up to two years to address any identified deficiencies, most colleges attempt to get off of sanction in one year. When one factors in holidays, semester breaks, and the need to submit the report to ACCJC approximately one year after a site visit, colleges in this situation have approximately four months to develop solutions that will address any recommendations. The compressed timelines only increase the pressure felt by everyone involved and often lead to solutions that are not sustainable.

Recent changes to ACCJC’s “Policy on Commission Actions on Institutions” have created a new option for the commission through which colleges can have their accreditation reaffirmed and are required to submit a follow up report. The policy states that the follow up report will generally be due in one year, but the commission may grant up to eighteen months for the report. In fact, during the last two accreditation cycles, ACCJC has reaffirmed the accreditation of multiple colleges and required each of those colleges to submit a follow-up report in eighteen months. At first glance, this new practice might not seem like a positive thing because colleges would prefer to simply be reaccredited, but colleges that are required to submit a follow-up report have been found to not meet at least one standard, meaning that those colleges might have received a sanction without this option. For this reason, this new policy may be a positive step to help colleges meet the standards while remaining fully accredited.

Having eighteen months to address recommendations without any sanction is far preferable to having twelve months to address a sanction such as warning. Unlike the three to six months that a college would have to address recommendations that accompany a sanction,

create a follow-up report, and send that report to the commission, a college under the new policy will have twelve to thirteen months to do those things. That additional time is a huge benefit, and it gives colleges a chance to look for a real solution instead of rushing toward the most convenient response. Additionally, since a college under the new policy is not under sanction, no possible restrictions exist on having a substantive change proposal approved.

By allowing colleges to address their issues without imposing a sanction, ACCJC has taken an important step that improves the accreditation process and helps make the process about improving colleges instead of being about punishing them. Hopefully, this step will be the first on a path in providing the community colleges with an accreditation framework that allows them to effectively meet the needs of students without always worrying about whether a commission sanction is around the corner.

In the Fall of 2015, eleven community colleges went through a comprehensive evaluation. Of those eleven colleges, ten were reaffirmed with the requirement that they submit a follow-up report in eighteen months and one college was put on warning. In the Spring of 2016, ten community colleges went through a comprehensive evaluation, with eight being reaffirmed with the required follow-up report and two being put on warning. Thus, in the one year since ACCJC began using reaffirmed with a required follow-up report, eighteen colleges, 85.7% of those evaluated, have

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been given this status. Further, all twenty-one colleges were found to not meet the standards because ACCJC's manual indicates that colleges that are reaffirmed with a required follow-up report do not meet one or more standards.

While the addition of the eighteen-month option is a potentially positive change, in practice the new policy seems to have eliminated the possibility of any college being fully reaccredited following a comprehensive evaluation.

The California community college system will need to watch future ACCJC actions closely to ensure that the eighteen month reaffirmation does not become the normal expectation for all colleges.

All colleges have areas in which they could improve, and those areas are usually identified by the college in their actionable improvement plans and the quality focus essay. However, room for improvement does not mean that colleges are not meeting accreditation standards. ACCJC's new reaffirmation policy could be a positive change, but the commission may be taking this new option to an extreme where any possible positive impacts disappear. Hopefully, ACCJC will realize that the eighteen month reaffirmation with follow up is a great option to help colleges in true need of improvement but that many colleges are already doing good work and should be fully reaccredited. 🐦

# A Different Way of Thinking about SLOs

by Jarek Janio, Santa Ana College, ASCCC Accreditation and Assessment Committee

In a recently published policy statement by the National Institute for Learning Outcomes Assessment (NILOA), the authors admit that despite three decades since “the assessment bandwagon began rolling across the landscape of American higher education the term ‘student learning outcomes assessment’ is still not familiar to either policy makers or to the public.” The Academic Senate for California Community Colleges, in its 2010 publication *Guiding Principles for SLO Assessment*, warned about “confusion” and “frustration” felt among faculty resulting from the SLO assessment mandate in the accreditation standards. The book *Redesigning America’s Community Colleges* states that “learning outcomes are too often poorly defined.” To help alleviate this confusion, the Academic Senate published an *SLO Terminology Glossary* in 2009 that attempted to define what a student learning outcome really is. Even though “student learning outcome” has the longest definition in the glossary, the definition has not managed to alleviate all of the angst about outcomes that persists in the community college system.

Not much has changed to ease the burden for faculty struggling to develop overarching SLO statements. Faculty continue to ask, “How overarching is overarching enough?” As recently as 2015, NILOA wrote a paper devoted solely to the topic of semantics and syntax of learning outcomes, with specific “language-centered principles, guidelines and tools for writing student learning outcomes statements.” The paper cautions that attempts to analyze the vast literature surrounding student learning outcomes statements would be a “major undertaking.” On community college campuses, faculty attempts to define SLOs can vary widely. At the same time, SLOs continue to be an increasing part of everyday life.

Seven years have passed since the ASCCC originally published the SLO Glossary, and confusion about what SLOs really are continues. Those that hoped to find a clear definition with which everyone could agree have become resigned to the fact that bewilderment and uncertainty are here to stay.

When searching for information on SLO terminology in literature dealing with SLOs, one will quickly realize that the term SLO is often equated with “competency.” SLOs are frequently written as statements expressing competence and sets of skills. Even the 2009 ASCCC publication refers to “competency” as synonymous with student learning outcome and the Accrediting Commission for Community and Junior Colleges uses the term in its 2014 standards on par with SLOs (Standard II).

Many years have passed since faculty started reacting to the onslaught of SLOs, and now they may be more confused than ever, but a conversation about the idea of SLOs as “competencies” could be a useful step toward achieving more clarity. “Competencies” or “core competencies” are definitely concepts that faculty can relate to without having to open any glossaries to explain the terms to themselves, the public, or the policy makers. The question of “overarching” concepts would certainly go away. “Competencies” are at the core of what faculty teach, observe, assess, and most importantly talk about with ease. A conversation void of murky terms and overarching concepts that overshadow the teaching and experience in the classroom might go a long way in helping to clarify this idea. Over the course of a term, faculty teach; at the conclusion of a class, students leave their classrooms with abilities and skills they have learned. Defining student learning outcomes in this way could help put an end to the confusion. 🐦

# A Small Victory for Us All: AB 1995 and Student Engagement, Inclusion, and Dignity

by Randy Beach, Equity and Diversity Action Committee

**L**ate in September, a piece of legislation became law with little fanfare but with great implications for the humanity and dignity of some of our most at-risk students. Governor Jerry Brown signed into law Assembly Bill 1995 (Williams), which opens the doors, literally, for homeless students to use on-campus shower facilities. Prior to this legislation, students could only use college shower facilities if they were enrolled in a physical education class. The legislation removes that requirement and allows students who are enrolled in any coursework and have paid their fees to use the shower facilities during appointed times. The bill had strong support from the Student Senate for California Community College. **The new law goes into effect January 1, 2017, and local boards are required to develop implementation plans.**

According to the website for bill author Das Williams, who himself was homeless when he attended a community college many years ago, “California has the highest rate of homeless youth in the nation and twice the rate of homeless students than the national average.”<sup>1</sup> For those thousands of homeless youth attending California’s community colleges, not having basic needs such as hygiene, food, and shelter met causes pursuit of knowledge, engagement with instructors and peers, and a sense of belonging in the academy to suffer, further limiting their potential to pull themselves out of their situation and slowing their progress toward their long-term personal, educational, and professional goals.

Also, fear of being perceived as inferior and other stereotypes and stigma associated with homelessness become less stifling for students under this change. This legislative change is a step in the direction of supporting all students and making our system equitable and welcoming for all.

Faculty can take steps to help ensure that this new law is implemented appropriately and effectively at their colleges. The bill calls for local governing board implementation and stipulates specific parameters for the change. As advocates for homeless students, faculty can reach out to their administration and board members to encourage speedy adoption of a policy and plan for opening facilities for students. They can partner with their associated student organization to raise awareness of these issues among the student body and build on the momentum they began by supporting the bill in the legislative process. They can integrate the issues surrounding homelessness into their teaching assignments and encourage critical dialog among their colleagues on the issue of homelessness among community college students, an issue that many faculty and staff may not even realize exists.

In the pursuit of equitable opportunity for all California community college students, homelessness, hunger, and other social stigmas and roadblocks take an untold toll on student well-being and success. The governor and the legislature have handed faculty and staff across the state an opportunity to reach out to those students and show them that they are valued and accepted. Faculty should be the change on their campuses and work with their administrators to open the doors to dignity for all students. 🦋

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1 Governor Jerry Brown Signs Das Williams’ Shower Bill, <http://asmdc.org/members/a37/news-room/press-releases/gov-jerry-brown-signs-das-williams-shower-bill>

# The Senate and Union Relationship: Understanding Their Roles and Working Together

by Ginni May, ASCCC North Representative

**U**nderstanding the differing but sometimes intersecting roles of academic senates and collective bargaining units, or unions, can sometimes take some work, but doing so is essential to developing and maintaining a productive and collegial relationship between the two. Both bodies represent faculty—supporting, furthering, and protecting faculty interests. However, all too often the two bodies find themselves at odds with each other, disagreeing over purview. Each organization has a defined role, but these roles may overlap, and thus the two faculty representative bodies often need to work in tandem in order to optimize the benefits to faculty and ultimately to students.

An academic senate is the faculty representative in the participatory governance processes of its college and district in regard to academic and professional matters. California Education Code §70902(b)(7) states

[T]he governing board of each community college district shall ... establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Title 5 §53200 interprets and expands “curriculum and academic standards” to include all academic and professional matters, requiring local governing boards to consult collegially with representatives of the academic senate when adopting policies and

procedures regarding decisions that fall under these areas. The same section of Title 5 states that collegial consultation means that the governing board will reach decisions by “relying primarily upon the advice of the academic senate” or “reach mutual agreement” with the academic senate. Academic and professional matters, often referred to as the “10+1,” consist of the following:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
8. Policies for the faculty’s professional development
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the board of trustees and the Academic Senate.

Collective bargaining for community colleges is defined in the Education Employment Relations Act (EERA). The scope of representation is in EERA §3543.2 and includes matters relating to the following:

- ♦ Transfer and reassignment
  - ♦ School calendar
  - ♦ Compensation
  - ♦ Wages
  - ♦ Hours of employment
  - ♦ Terms and conditions of employment – health and welfare benefits
  - ♦ Leave
  - ♦ Transfer and reassignment policies
  - ♦ Safety conditions
  - ♦ Class size
  - ♦ Procedures for evaluation of employees
  - ♦ Organization security
  - ♦ Procedures for processing grievances
  - ♦ Layoff procedures
  - ♦ Alternative compensation or benefits for employees adversely affected by pension limitations
  - ♦ Additional compensation or salary schedule based on criteria other than years of training and experience

The EERA does not identify all matters that are subject to bargaining, so the Public Employees Relations Board (PERB) has identified criteria to determine whether items may fall within the scope of collective bargaining:

- ♦ The item logically and reasonably relates to a listed subject;
- ♦ The item is of sufficient concern to the board and the union so that conflict requiring mediation might occur;
- ♦ Negotiations will not significantly abridge managerial prerogatives.

The second paragraph of §3540 of the EERA states,

It is the further intention of the Legislature that this chapter shall not restrict, limit, or prohibit the full exercise of the functions of any academic senate or faculty council established by a school district in a community college to represent the faculty in making recommendations to the administration and governing board of the school district with respect to district policies on academic and professional matters, so long as the exercise of the functions does not conflict with lawful collective agreements.

When these sections of Education Code, Title 5, and the EERA are combined, they define the differing purviews of academic senates and faculty bargaining agents: the academic senate represents faculty in academic and professional matters, often referred to as the “10+1,” whereas the collective bargaining agent, or union, represents faculty regarding working conditions.

However, while the purviews of the two organizations differ, they also sometimes overlap and raise questions regarding the responsibilities of each body. Some areas in which such overlap can occur are as follows:

#### PROFESSIONAL DEVELOPMENT

Policies for faculty professional development fall under the “10+1” and thus are subject to consultation with academic senates. Such policies may deal with Flex activities and content as well as sabbatical leaves, which are intended for professional and personal growth and thus are connected to professional development. Flex service obligations, including calendar days reserved for flex, and sabbatical leaves in regard to terms, application process, requirements, and pay are often contract issues that call under union purview

#### FACULTY EVALUATIONS

Education Code: §87663(f) requires that collective bargaining agents, or faculty unions, consult with their local academic senate prior to negotiating faculty evaluation procedures.

#### TENURE REVIEW PROCESSES

Education Code: §87610.1(a) requires collective bargaining agents, or faculty unions, consult with their local academic senate prior to negotiating tenure evaluation procedures.

#### ENROLLMENT MANAGEMENT

Academic Senate purview includes the following areas of the “10+1” that are involved with enrollment management: Curriculum and prerequisites, processes for planning and budget, processes for program review, and policies for student preparation and success

Issues that may fall under union purviews include class size, staffing, academic calendar, teaching schedules, and compensation as well as other workload issues

## PROGRAM DISCONTINUANCE

Academic Senate purview includes the following areas of the “10+1” that are involved with program discontinuance: Curriculum and prerequisites, processes for planning and budget, processes for program review, and policies for student preparation and success.

The union purview includes issues such as adequate notification of affected faculty, seniority rights, and availability of retraining for displaced faculty.

## CURRICULUM AND TEXTBOOKS

Title 5 §55002 mandates that “The college and/or district curriculum committee recommending [a] course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.” This section, along with the 10+1 in §53200, places curriculum directly under the purview of the academic senate. However, §3543.2(a) of the EERA states that “the exclusive representative of certificated personnel has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks to the extent such matters are within the discretion of the public school employer under the law.” While this language does not grant faculty unions the same role in curriculum as academic senates, it does grant the right for unions to have a voice on some curricular matters.

For academic senates and faculty unions to work together effectively in the areas where their purviews overlap, communication, transparency, understanding of the roles and scope of each organization, and collegiality are key. Some academic senates have designated seats for union representation ranging from a non-voting member to a member with full voting rights or even an officer position. Similarly, some unions include designated seats for academic senate representation. Some academic senates and unions have a joint committee with representatives from both organizations in order to address issues of overlap. One such example is within the Los Rios Community College District. The Los Rios Community College District Academic Senate (DAS) and the Los Rios Colleges Federation of Teachers (LRCFT) engage in the following ways:

- ♦ An LRCFT representative serves on the DAS;
- ♦ The DAS President serves on the LRCFT Executive Board;
- ♦ The DAS president, each of the four college academic senate presidents, the LRCFT president, and each of the four college-level LRCFT presidents make up the Senate/ Union Joint Issues Committee (SUJIC).

In addition, each of the four colleges’ academic senates has union representation in some capacity.

Such a structure helps to keep both the senate and union informed and involved with the work of both groups. It ensures meaningful communication between the two is taking place, provides for transparency, aids in the understanding of the purview of each group, and supports collegiality. Ultimately, this structure reminds members of both organizations that the senate and union together represent faculty.

When the roles of the academic senate and union are well defined and understood, the representatives of the two groups are able to work together and in tandem minimize conflict or turf wars. This situation in turn enables the representatives to focus their efforts on representing faculty interests with a united voice to the college administration and board of trustees.

## REFERENCES:

**Title 5 – Academic Senates** [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6EEDBFA0D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6EEDBFA0D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

**Title 5 – Standards and Criteria for Courses** [https://govt.westlaw.com/calregs/Document/I83E8E9A0B6CB11DFB199EEE3FF08959C?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I83E8E9A0B6CB11DFB199EEE3FF08959C?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

**EERA** <https://www.perb.ca.gov/lawspdfs/eera.pdf>

**PERB Glossary** <https://www.perb.ca.gov/csmcs/glossary.pdf> 

# “Canned” Courses and Faculty Responsibilities

by Dolores Davison, Curriculum Chair

**F**or years, many faculty members have relied on proprietary materials provided by publishers. Ancillaries in the form of overhead maps, test banks, homework labs, and other supporting documents have been crucial for faculty in disciplines ranging from anthropology to women’s studies. Recently, however, questions have begun to arise regarding the use of proprietary and publisher materials, especially those that seem to supplant the role of the faculty member in the creation of course content. This issue became a topic of discussion for the Academic Senate for California Community Colleges’ Online Education Committee, which presented on the subject as part of its “Hot Topics” breakouts at the Fall 2015 plenary session and at its regional meetings in the Spring of 2016.

Out of these discussions, several different concerns regarding proprietary materials were raised. One was that some faculty seemed to be overly reliant on publisher materials, including so called “canned” courses, in which all material for the course was provided by the publisher, leaving the faculty member free of any responsibility for creating materials. Second, these issues clearly were not limited to online courses, as publisher generated materials impacted all modalities of course delivery. Finally, several attendees noted that these materials were not always generated by publishers and that in some cases colleges were creating their own propriety materials that faculty were being pressured, or in some instances

required, to use in their courses. To this end, at its Fall 2015 plenary session, the ASCCC passed resolution 9.10 which directed that “the Academic Senate for California Community Colleges, along with other system partners, provide professional guidance on effective practices for the use of publisher generated materials by faculty in all modalities of courses and report to the body by Spring 2017.”

While the resolution called for an examination of publisher-generated materials, it did not reference materials created by colleges for the use of their faculty. The question of college-generated resources is not a new one: faculty members have long relied on their colleges to provide course management systems (CMS), curriculum management systems, and other programs and materials that allow faculty to do their jobs. As a faculty member at Foothill College, I used the ETUDES course management system, which was created by a now retired Foothill College computer science faculty member, from day one of teaching online and subsequently for hybrid and web enhanced courses, and it never occurred to me to create my own course management system. Most faculty experience a similar case: the college provides a shell in which faculty create their courses. The CMS typically links to the college’s student information system or other programs that enable the faculty member to submit grades, to document completion and success rates, and perform other functions. Faculty are, to a certain degree, reliant on these structures without necessarily being aware of them.

At some colleges and universities, however, the provision of college-generated resources has taken a potentially more ominous turn. More than ten years ago, concerns about canned courses provided by colleges were being raised by faculty publications such as “The Adjunct Nation,”<sup>2</sup> which questioned whether or not these canned courses were impacting the academic freedom of the faculty who were teaching them. The “Adjunct Nation” article stated positives as well: faculty could spend more time on research, or on the job search, rather than wasting time creating a course that the faculty member might not have the opportunity to teach again. And anecdotally, plenty of reasons exist that a canned course provided by a college could be a good idea: these courses ensure that the same information is being taught across a spectrum of faculty, for example, and make certain that the rigor and intent of the course is being followed through regardless of who the faculty member of record is. Proponents argue that many of these classes allow for faculty voice through the discussions in the course or through the correction of assessments, which, in many cases, are also provided to the faculty as a part of the structure. These arguments are persuasive and in some cases are enough for faculty to agree to teach courses that are prepared for them rather than creating their own content. This situation can be particularly true for part-time faculty, who are often hesitant to speak out against a practice such as being required to use a canned course for fear of not receiving an assignment.

However, these canned courses present a series of problems beyond the significant concerns over academic freedom. Ultimately, the most important question that needs to be raised is whether the use of these courses is best for students. In a face-to-face class, regardless of the materials that are used, students have the experience of interacting with a faculty member who may agree or disagree with the materials presented. As a historian whose fields include Russian and women’s history, the emphases in my classes will be different from a faculty member who has a background in Latin American studies or in sub-Saharan Africa. Being able to hear different opinions,

and have different foci, is one of the expectations of college. Unlike high school curricula, which are set by the state, college curricular structures are created by discipline faculty, and while some general guidelines or structure may be provided by C-ID, discipline boards, accrediting agencies, and others, the bulk of the material that community college faculty teach is presented as the faculty member of record chooses, with that individual’s own emphases. The same is true for assessment: while colleges may all test for the same information, the format that assessment takes, whether in group projects, oral presentations, research papers, or other forms, varies by faculty member.

The use of “canned courses, regardless of whether they are publisher or college generated, can also do a disservice to students. Beyond just the tenets of various academic fields, college faculty teach a wide range of life skills to prepare students for the job market, to transfer to a four year school, or for advancement in a field of their choosing. Students learn to navigate different styles, expectations, and temperaments in college classrooms; they learn to write papers and persuasive arguments, to calculate and analyze, and to be civic-minded citizens in the greater world. Providing these students with a cookie-cutter method of education, without allowing them to discern the differences between forms and styles of education, is to remove one of the most valuable life skills they will learn from their college experiences.

Faculty must remain vigilant about the creation of courses; curriculum is the first of the Academic Senate’s “10+1” academic and professional matters. Ensuring rigor and quality in our courses is not only or even primarily the responsibility of administration; it is first and foremost a job for all faculty, and one which must be taken seriously if faculty are to maintain control over courses and their content. 🐦

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2 <http://www.adjunctnation.com/2006/01/01/50-are-canned-courses-impacting-academic-freedom>

# The Importance of Designated CTE Liaisons for Local Senates

by [Lorraine Slattery-Farrell](#), CTE Leadership Chair  
and [Jolena Grande](#), CTE Leadership Committee member

**W**hile all curriculum in the California community colleges is created and approved through the same general process, career technical education faculty face numerous special circumstances with which general education faculty may be unfamiliar. Many CTE courses lead directly to certification, employment, licensure, or registration. Creating a new CTE course, certificate, or program requires labor market data and approval of the regional consortia. CTE programs regularly hold advisory committee meetings with industry partners and are subject to program review every two years. Many local academic senate presidents may not be well versed in all of these aspects of CTE program and course development, and therefore they might benefit greatly from establishing a CTE liaison to serve as a conduit of information to the local senate and to keep other faculty informed.

At the Spring 2015 Plenary Session, the ASCCC adopted Resolution 17.02—Establishing Local CTE Liaison Position:

Whereas, The Academic Senate for California Community Colleges appoints career and technical education (CTE) faculty to numerous statewide initiatives, workgroups, committees, and task forces to ensure their interests are represented, but communicating this critical need to CTE faculty and recruiting adequate numbers of volunteers is often difficult;

Whereas, In November 2014 the Board of Governors commissioned the Task Force on Workforce, Job Creation, and a Strong Economy to develop recommendations addressing system-wide policies and practices that may significantly affect career technical education programs, and CTE faculty must be appraised of and contribute to the work of the taskforce; and

Whereas, Information concerning CTE programs, faculty, and students may not always be disseminated to all CTE faculty at local colleges and districts, and therefore CTE faculty would benefit from the creation of a CTE liaison position to act as a conduit between the Academic Senate for Community Colleges and local CTE faculty;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a CTE faculty member to act as a liaison to facilitate communication among local CTE faculty, the local academic senate, and the Academic Senate for California Community Colleges.

Over the past two years, a significant amount of resources from the CCC Chancellor's Office have been dedicated to the Strong Workforce Taskforce,<sup>3</sup> and in the coming years hundreds of millions of dollars will be directly invested in CTE programs to improve workforce development and stimulate

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3 <http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>

economic growth. The Strong Workforce Taskforce has proposed, and the Board of Governors has adopted, twenty-five recommendations<sup>4</sup> spanning many academic and professional matters, areas regarding which academic senates may be relied on or mutually agreed with in decision-making. This year alone, the governor has provided \$200 million to the community college system to increase CTE programs and to provide quality improvements to existing CTE programs. Funding priorities are determined by regional consortia where faculty and administrators from college districts in a region come together to collaborate on how to best serve the career and workforce needs of the region. Local academic senates need to have a CTE faculty liaison who is actively involved in these local and regional conversations that will allocate dollars to those programs capable of providing more and better outcomes that directly lead to higher quality and a greater quantity of CTE programs in California's community colleges.

Clearly, the current educational environment in California is focused intently on the value that is provided by CTE faculty and their programs, and the number of initiatives for which CTE faculty can participate is ever increasing—career pathways, dual enrollment, and implementation of the Strong Workforce Taskforce recommendations. Local senates must reach out to their CTE faculty and request their participation in these endeavors. The role of the liaison is simple: act as a conduit of information on statewide CTE matters for their college, district, region, and fellow faculty. In order to help inform these liaison and provide a network of like-minded individuals, the ASCCC CTE Leadership Committee is dedicated to the professional development of CTE faculty through curriculum academies, CTE Faculty Leadership Institutes, and focused breakouts at spring and fall plenary sessions. The ASCCC has a specific listserve for CTE Liaisons where information is disseminated on the work of the taskforce and other statewide issues relating to CTE. Liaisons are instrumental in sharing that information with the larger college community.

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4 [http://doingwhatmatters.cccco.edu/portals/6/docs/sw/2016\\_11%20Workforce\\_Task\\_Force\\_Implementation%20Recommendations%20Version%201.pdf](http://doingwhatmatters.cccco.edu/portals/6/docs/sw/2016_11%20Workforce_Task_Force_Implementation%20Recommendations%20Version%201.pdf)

By providing CTE faculty with the knowledge and resources needed, California's community colleges can answer the call from the legislature contained within the trailer bill language<sup>5</sup> to the governor's 2016-17 budget to implement the multiple recommendations<sup>6</sup> of the Strong Workforce Program.

The call to action for CTE faculty can be heard loudly, and now is the time for concerted action that will position the highly valued, but often expensive, career and technical programs that form an important part of the foundation on which our community college system is based according to California Education Code<sup>7</sup>:

66010.4. The missions and functions of... California[‘s] Community Colleges shall, as a primary mission, offer academic and **vocational instruction** at the lower division level for both younger and older students, including those persons returning to school...

(3) A primary mission of the California Community Colleges is **to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.** [emphasis added]

CTE faculty are deeply invested in their students and already spend an incredible amount of time outside of the classroom developing relationships with industry partners and creating world-class programs that lead to gainful employment and highly valued credentials. These very qualities are what make for an excellent liaison. To appoint a liaison and add that person's name to the ASCCC CTE Liaison Listserv, contact CTE Leadership Committee Chair Lorraine Slattery-Farrell at [lfarrell@msjc.edu](mailto:lfarrell@msjc.edu) 

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5 <http://doingwhatmatters.cccco.edu/portals/6/docs/sw/SWB%20Trailer%20Bill%20Language.pdf>

6 [http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG\\_TaskForce\\_Report\\_v12\\_web.pdf](http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf)

7 <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=66001-67000&file=66010.1-66010.7>

# Equivalency to the Minimum Qualifications

by John Freitas, ASCCC Standards and Practices Committee Chair  
and John Stanskas, ASCCC Vice President

(Note: At the Spring 2016 Plenary Session, delegates approved the paper *Equivalence to the Minimum Qualifications*<sup>8</sup>. This article is adapted from the executive summary of that paper, with edits.)

The enactment of the Community College Reform Act, commonly known as AB 1725, in 1988 began the process of replacing the former teaching credential system in favor of a process for establishing minimum qualifications for faculty based on academic preparation in a discipline. Part of that process included the establishment of authorization to determine equivalencies to the minimum qualifications at least equal to the state-adopted minimum qualifications for a particular discipline. According to Education Code §§ 87359 and 87360, individuals who do not possess the minimum qualifications for service may be hired as faculty members if they possess “qualifications that are at least equivalent to the minimum qualifications.” The Disciplines List, a list of Board of Governors’ adopted minimum qualifications for hiring faculty, uses the term “equivalency” to describe processes to support this provision.

Every district must have an equivalency process, and the determination of equivalency is the purview of the academic senate. Education Code §87359 (b) requires that “[t]he process, as well as criteria, and standards by which the governing board reaches its determination regarding faculty members shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon

process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors.” While neither the Education Code nor Title 5 regulations provide additional guidelines for what constitutes at least equivalent, each district’s governing board, working in agreement with its local academic senate, must establish its own standard for equivalency, provided that the standard is not less than minimum qualifications specified on the Disciplines List and that the board primarily relies on the academic senate regarding individual equivalency decisions. Once equivalency regarding an individual applicant has been determined, Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs. Because the requirement of an equivalency process was established by AB1725 (1988) and chaptered into the California Education Code, districts are not free to ignore provisions within the law.

The ASCCC has adopted the following basic principles for granting equivalency:

Equivalent to the minimum qualifications means equal to the minimum qualifications, not nearly equal.

Applicants must provide evidence they have attained the breadth of coursework or experience equal to the general education component of an earned associate’s or bachelor’s degree.

Applicants must provide evidence they have attained the skills and knowledge provided by specialized course work required for the degree listed in the Disciplines List.

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8 Equivalence to Minimum Qualifications (ASCCC, adopted Spring 2016) is available online at [http://asccc.org/sites/default/files/equivalency\\_paper.pdf](http://asccc.org/sites/default/files/equivalency_paper.pdf)

Faculty members exemplify to their students the value of an education that is both well-rounded and specialized and has consistently defined associate's degree parameters. Faculty should act as models for students by demonstrating a breadth of general education knowledge and a depth of knowledge that is discipline specific.

Eminence should not be used as the sole criteria for granting equivalence (Senate Resolution 10.01 SP09).

Provisional or conditional equivalency should not be granted.

Many criteria for determining equivalency seem obvious and can be handled in a simple manner, while others are more difficult. Most district equivalency policies recognize at least one of three ways of demonstrating equivalency: 1) course work, 2) work experience, and 3) eminence in the field. In addition, a sub-set of experience, or a combination of the three, may be recognized. But whatever the means are for making determinations, equivalency should never mean less than the qualifications specified on the Disciplines List.

Establishing equivalency through coursework is often relatively simple, as transcripts are concrete documents that can be compared to concrete criteria. A somewhat more difficult case occurs when the name of a degree is close to that specified on the Disciplines List but the coursework is slightly different. Other, more difficult, cases occur when work experience is proposed as the equivalent of academic work. Knowledge acquired in a course could also be gained in other ways; however, the problem lies in obtaining convincing evidence to establish that an applicant has enough necessary educational preparation through an alternative means to be judged as knowledgeable as someone with the appropriate degree.

An important distinction exists between general education preparation and discipline specific preparation. The ASCCC espouses the principle that all community college faculty exemplify the qualities of a college educated person. For this reason, the universal requirement for all disciplines includes at least an associate degree in addition to six years of professional experience<sup>9</sup>. Therefore, when a local academic senate evaluates an application for equivalency,

an equivalency committee should consider whether the applicant satisfies the general education qualification for which they seek equivalency. In addition, the applicant should be expected to provide evidence of equivalent preparation that is as reliable and objective as a transcript. Thus, a candidate seeking equivalency must be measured by the same yardstick as a candidate who possesses the minimum qualifications as stated in the Disciplines List. Moreover, processes for determining eminence should be defined in hiring practice criteria and indicate that, regardless of the discipline, general education preparation is vital to instruction of any subject to provide an essential cross-curricular breadth and depth.

Many local academic senates use an equivalency committee to ensure that the equivalency process is consistent and fair. This committee is normally either a subcommittee of the academic senate or a separate committee whose membership is determined by the academic senate. Making the judgment of whether a specific candidate's experience is equivalent to the minimum qualifications can be difficult, and therefore faculty in the discipline should play a critical role in informing the decision. However, to ensure that the process of determining equivalency is applied consistently across the campus, faculty from outside the discipline and appointed by the academic senate should also be included. The benefits to having a breadth of discipline representatives on an equivalency committee are the following:

The breadth of general education requirements equivalent to an earned degree may be more readily addressed when faculty from other disciplines are involved.

Committee decisions are easily communicated and the logic and credibility of a specific decision is more easily understood by administrators, external partners or agencies, and future senate leader when more faculty voices are involved.

Decision-making is more consistent when committee representatives are constant rather than dependent on the discipline, and their decisions are made without bias.

The role of a district's Human Resources Office in the equivalency process can be a source of confusion and contention. While administrators and staff in the Human Resources Offices are knowledgeable about employment laws and regulations, faculty possess the requisite

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9 Professional experience as defined in Title 5 §53404 is for disciplines that do not require a master's degree and is full-time experience or part-time experience equivalent to the required number of years of full-time experience for the discipline and includes teaching experience.

professional expertise needed to evaluate whether or not an applicant for a faculty position meets the requirements of equivalency to minimum requirements to be employed as faculty. A college district that attempts to use its Human Resources Office staff to establish equivalence without appropriate consultation with faculty not only risks inappropriate or improper evaluation of candidates, but is also out of compliance with the Education Code and Title 5 Regulations (see Education Code §87359 (b) and Title 5 §53430 (b)).

Districts must remember that minimum qualifications in a discipline—and, by extension, equivalency—are the same whether the position is full — or part-time. Education Code and Title 5 regulations do not allow for a different standard of equivalency for part-time faculty<sup>10</sup>. An applicant is either qualified to teach the full range of courses in a discipline or not, regardless of whether applying for a full-time position or a part-time position. Education Code §87359 (a)<sup>11</sup> states, “No one may be hired to serve as a community college faculty ... unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified” (italics added). In addition, minimum qualifications are determined for disciplines, not for courses or subject areas within disciplines. Legal Opinion L 03-28 (R. Black, 2004)<sup>12</sup>, supports the position that “a district is not authorized to establish a single course equivalency as a substitute for meeting minimum qualifications in a discipline.”

Most disciplines that require a master’s degree in the discipline allow for a master’s degree in a reasonably related discipline provided that the faculty member has earned a bachelor’s degree in the discipline of his or her assignment. Therefore, the requirement for equivalency applies to the entirety of the minimum qualifications for a discipline. For example, in the chemistry discipline, a person may teach courses assigned to the chemistry discipline only if he or she has a master’s degree in chemical engineering as well as a bachelor’s degree in chemistry or biochemistry. If an applicant for a faculty position in chemistry has earned a master’s degree in chemical engineering, but lacks the required bachelor’s degree in chemistry or biochemistry, then he or she

may not be assigned to teach courses in the chemistry discipline unless the applicant can demonstrate through the equivalency process that he or she has the academic preparation, work experience, or eminence in the field that is at least equal to the required bachelor’s degree in chemistry or biochemistry.

The opportunity to seek equivalency does not guarantee the right to be granted equivalency. Rather, the equivalency process should guarantee that each candidate has the right to the application of the equivalency policies and procedures in a consistent, fair, and objective manner, with equivalency granted only if sufficient and conclusive evidence is provided by the candidate that he or she possesses qualifications at least equal to the minimum qualifications for the discipline. The determination of an equivalency should never be made because a class needs to be staffed in short order, because a candidate’s preparation seems like it should be equivalent, or because the candidate was incorrectly told that the equivalency process is merely formality. Finally, regardless of whether equivalency to the minimum qualifications is granted to an applicant, the process for selecting applicants to be interviewed is established through the local faculty hiring process, and the authority to hire a faculty member recommended through the hiring process is reserved for the district’s governing board. Thus, the fact that an applicant meets the minimum qualifications guarantees neither an interview nor an offer of employment to fill a faculty position.

Faculty are the legally recognized professional experts in academic and professional matters, and academic senates are granted the legal authority to recommend policies and procedures on academic and professional matters to the governing board. Among the most important of the professional responsibilities of academic senates is the establishment and judicious application of rigorous standards for determining equivalency to the faculty minimum qualifications. Because students are best served when their instruction and academic services are provided by faculty who have the knowledge and preparation at least equivalent to the minimum qualifications established in the Disciplines List, academic senates must ensure that no question exists regarding the qualifications of faculty granted equivalency to the minimum qualifications. Students deserve nothing less. 🐦

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10 This principle also applies to the hiring of full-time temporary faculty.

11 See also Title 5 §53430.

12 Legal Opinion L 03-28 is available at <http://extranet.cccco.edu/Portals/1/Legal/Ops/OpsArchive/03-28.pdf>

# Effective and Efficient Local Curriculum Approval Processes

by Dolores Davison, ASCCC Secretary and Curriculum Chair  
and John Freitas, ASCCC Treasurer and Past Curriculum Chair

**A**t the Academic Senate for California Community Colleges Spring 2016 Plenary Session, the delegates approved the paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates*. This paper was created to assist curriculum committees, faculty, and other interested stakeholders in streamlining local curriculum approval processes, and it contains a number of effective practices colleges can implement.

First, local senates, curriculum committees, and other campus groups should look at the process timeline. If a college's curriculum approval process takes more than three months from submission to the local curriculum committee to action by the governing board, the local academic senate might consider leading a review of the process to identify practices to make the curriculum approval process more efficient and effective. In this first stage, curriculum committees and others can identify needed or suggested changes. For example, review of processes might identify unnecessary or redundant steps relative to what is required by Title 5. The college could consider questions such as whether some steps might be eliminated without unintended consequence, whether some steps could be done simultaneously, and whether technology-related issues might be impacting curriculum approval. This review would also be an opportunity to determine whether the

local process has too much focus on compliance and bureaucratic details that hinder curriculum approval, regardless of the quality of proposals.

In order to make certain that the process for initiating curriculum is clear, a comprehensive curriculum handbook is a must. Any college that does not have a handbook should consider looking at models from other colleges. Colleges that do have handbooks should make certain that they are up-to-date and have a curriculum calendar or a process flow chart that clearly presents important due dates and illustrates the process from initiation to approval. Another helpful tool is a curriculum website that allows easy access to local, district, and statewide curriculum resources.

The curriculum technical review process should be streamlined and effective. Pre-review steps, such as having curriculum committee members help faculty by screening curriculum submissions for completeness before full technical review occurs, can help save time once the curriculum is formally submitted. Colleges could also consider making technical review simultaneous with curriculum proposal development. Another possibility is to limit the technical review committee to the most critical individuals and allow them to conduct their review simultaneously rather than sequentially. Finally, the technical review process could be revamped to allow minor changes to courses and programs to undergo

an expedited or streamlined technical review, based on locally established criteria, rather than a full technical review.

Second, curriculum committees should work to ensure that they are operating in the most efficient manner possible. Curriculum chairs can aid in this process by creating well-organized agendas that includes pertinent meeting information, and potentially, depending on local practice, using a consent agenda for non-substantive changes to curriculum and handling typographical and other minor errors outside of meetings. In addition, backlog and time for approval might be reduced by ensuring that detailed review of new curriculum occurs during the first reading and considering the use of a consent calendar for approval at the second reading. Curriculum chairs could potentially assign several curriculum committee members to each proposal as readers in order to provide prepared responses and guidance to the curriculum developers; curriculum committee members might also be given access to the curriculum management system, allowing them to make reviewer comments prior to the first reading. Finally, if local process permits, curriculum committees could allow CTE proposals that are the result of statutory or external accreditation requirements to be approved after a first reading by the curriculum committee.

Third, practices regarding course approval could be streamlined to become more effective. One way to accomplish this goal is to give curriculum committees full authority to make recommendations directly to the governing board without intermediate approval steps; while other entities must be informed of proposed curricular decisions or changes, including the academic senate, the vice-president of instruction, the college president and others, the curriculum committee can make recommendations directly to the governing board if allowed by local process. The local curriculum committee can also be granted the authority to approve locally defined non-substantive changes to courses and programs without any additional local approvals, which would limit curriculum submissions to the governing board to approval of new courses and programs or major course changes.

For career technical education programs, Title 5 requires regional consortia to provide a recommendation regarding approval. To accelerate this process, new CTE program proposals can be submitted to the relevant regional consortium prior to or simultaneously with submission to the curriculum committee for local program approval and prior to submission to the governing board.<sup>13</sup> Curriculum committees can expedite technical review for course revisions that only involve changes to certain course attributes or for changes to courses and programs that are required by statute or external accreditation.

Finally, multi-college districts can benefit from certain additional effective practices. One example is to consider giving college curriculum committees the authority to grant final approval for adoption of courses at one college that already exist within the district. Colleges can also consider giving colleges in multi-college districts autonomy over their curriculum. This practice could be established by eliminating district-wide approval or requirements for achieving consensus among the colleges in the district, giving each college in the district full autonomy over its curriculum, including attributes such as units and contact hours, and using C-ID or articulation agreements as means to ensure a measure of alignment of curriculum rather than using rigid district-wide alignment requirements.

Not all of these practices will work at all colleges. Since curriculum policies and procedures are collectively an academic and professional matter, any of these actions must be considered and recommended by the local senate at the college and district. For more detailed examples of effective processes and guides for local senates and curriculum committees, please see the full Academic Senate paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates*, available at [asccc.org](https://asccc.org). 

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<sup>13</sup> Regional consortia establish their own procedures for submission and review of new program proposals. Be sure to check the requirements of the regional consortium to determine if it does allow submissions of proposals prior to local curriculum committee or governing board approval.

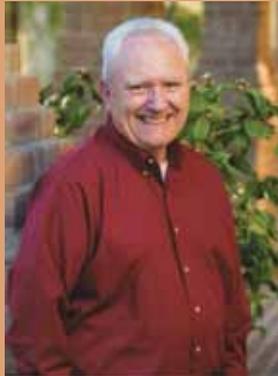
# In Memorium: Professor Leon Baradat

**O**n August 22, 2016, the Academic Senate for California Community Colleges lost one of its former leaders when Leon Baradat, ASCCC President in 1978-1979 and ASCCC senator emeritus, passed away.

Of French descent and a product of the Central Valley, Leon attended Tulare public schools. He played football in high school, served in the Marine Reserves, graduated with an associate degree from College of Sequoias, and completed both baccalaureate and master's degrees at Cal State, Fresno. In 1965, Leon married his adored and adoring wife Elaine Cote, herself a Visalia native. The two of them embarked on what would become a 51-year partnership.

After several years teaching at the high school level, the Leon and Elaine came in 1970 to North San Diego County's MiraCosta College. For more than thirty years including summers, Leon would serve students and colleagues. In addition to becoming the first published author at the college, Leon excelled at teaching political science classes, headed California faculty groups statewide, served on the Accrediting Commission of the Western Association of Schools and College, and even joined the political fray by becoming a member of the Palomar College Board of Trustees.

Serving students was Leon's calling. His students, whom he always called by their surnames, saw him as one of the tough ones, yet they appreciated his dazzling lectures and passion for his discipline, so much so that they bestowed upon him the second Teacher of the Year Award ever bestowed at MiraCosta. As one B-student wrote in Rate My Professor, "You really have to work for your grade, but he will stop the world to help you. He's truly a helluva guy." Leon felt inordinate pride in making political science majors out of some students and making good citizens out of others. Everyone learned



from him the importance of staying informed of the day's vital issues and of casting their own sacred votes.

Leon, always an activist, dedicated his life to heightening the visibility of the California Community Colleges, to professionalizing their faculty, and to raising academic standards in course and graduation requirements. A founding father of the statewide Academic Senate, Leon served as its president in those early days when the organization was fighting to

become the faculty voice of academic standards and educational policy at local colleges and across the state. His influential blue pamphlet on collegiality was read throughout California; it promoted faculty primacy in academic and professional matters, a concept which came to be called shared governance.

Leon was indefatigable in this campaign. He traveled widely and testified regularly in Sacramento to add the faculty perspective to those of trustees and administrators. Later, he would capture the presidency of the Faculty Association of California Community Colleges. With members from campuses across California, FACCC and the Academic Senate under Leon's leadership helped strengthen the place of faculty in the State Capitol and at the State Chancellor's Office.

After fifty years as a teacher and as he lay dying, Professor Baradat acknowledged his personal debt to the people of California "for providing an excellent and free public educational system" of which he was able to take advantage. Though no longer free, that educational system remains a valuable gift that keeps on giving to individuals, their families, and their state, in part thanks to his efforts.

Mourning his loss are Leon's immediate family: Elaine, son Leon Pierre and wife Sarah plus grandchildren Laura and David, son René Anicet and partner Renée, and brothers Armand, Raymond and Daniel, as well as his extended family in France. 🐦