

ROSENSTRUM

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

Life on the High Wire: Torrents and Treacle

By Ian Walton, Vice President

In the past year President Kate Clark has written of principled perspectives, pragmatic suggestions, idealism and integrity. To an outsider it might just seem that statewide faculty leaders are terminally confused. And local faculty leaders are not exempt from that charge because, as every local senate president knows, the life of a local faculty leader mirrors that of a statewide faculty leader. It's a delicate balancing act for us all, coupled with painful step-by-step progress along the never-ending high wire to the future. Occasionally we feel poised to plunge into the seething political torrents below—but more often we feel about to be engulfed by a gravity-defying tide of treacle. Don't panic!

Are you doing something strangely wrong, or perhaps are you justifiably paranoid? No—you're just being a leader in the chronically under-funded educational system that California provides as a life-line for its less privileged citizens.

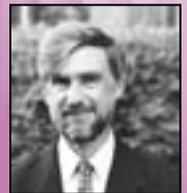
Every once in a while you will feel overwhelmed by all those compromises between idealism and pragmatism. But think of it as the very balancing act that's necessary to take those small but important steps forward. It's your job as a faculty leader—so enjoy it!

The January Board of Governors meeting in Sacramento provided several high-level examples of this balance phenomenon. Discussion of a system mission and strategic plan disclosed that the Board has a current mission statement to “ensure accountability in the prudent use of public funds...” But there seems to be no mention that an indispensable prerequisite to this accountability would be to secure adequate public funds in the first place. If you interact much with teenagers, the response “duh” may come to mind. What could be a loftier goal for Board members than to secure the appropriate funds described in their own Real Cost

of Education project? After which, it might be time to worry about prudent use.

Mindless accountability also rears its ugly head in a legislative demand (AB 1417-Pacheco) for a district level accountability

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Mark Wade Lieu

The Proposal to Increase Funding for Noncredit Instruction: Informing the Discussion

By Mark Lieu, Chair of Relations With Local Senates Committee

The funding formula recommendations that initially came out of a group of Chief Business Officers (CBO) convened by the Community College League of California (CCLC), *Report of the Workgroup on Community College Finance*, have been widely disseminated and have generated much discussion throughout the system. That document proposes a new allocation model for distribution of community college funding at the system level. Although the concepts contained in that document are undergoing some revision during these spring months, we should still strive to understand each of the recommendations in the original document and their potential consequences if they were to be adopted and implemented.

One of the recommendations focuses on increasing funding for non-credit instruction. Although 29% of community college students are enrolled in some form of noncredit instruction, far fewer than 29% of noncredit instructors are actively involved in their local senates. At a typical plenary session of the Academic Senate, noncredit faculty represent less than 3% of attendees. In addition, while most colleges offer at least one course in noncredit instruction, more than three-fourths of the FTES generated by noncredit classes come from just 22 colleges. Therefore, it is not

surprising that most local senates are uncertain what to think of the noncredit instruction funding recommendation. The purpose of this article is to provide additional background on noncredit instruction to better help all local senates understand the potential implications of the recommendation as it appears in the original CBO/CCLC document.

Most faculty senate presidents have limited interaction with non-credit instruction, so I begin with a brief description of some of the features of noncredit instruction that differ from those of credit instruction. First, it is important to emphasize that noncredit courses are not the same as non-degree applicable courses. The latter are credit courses, the units for which are not applicable towards graduation with an AA/AS. Non-degree applicable courses are typically comprised of college-preparatory courses such as basic skills and English as a Second Language (ESL). In addition to the fact that noncredit courses generate no college credit of any type for students, noncredit courses have a different attendance/funding structure. Noncredit courses are typically open-enrollment, open-exit. This means a student is permitted to join a class at any time during the semester and to leave a class at any time during the semester. Many students enrolled in noncredit courses hold jobs, often full time. Education is

often a secondary pursuit, and it is not uncommon for students to abandon a course mid-semester and retake the course more than once. Students do not receive grades, and completion of a course may only be significant in that it allows a student to progress to a course at a higher level. Noncredit courses do not lead to certificates or degrees, although many noncredit courses may be vocational and address specific job skills. Apportionment is calculated by positive attendance. Colleges receive apportionment for the actual seat-time students spend in a classroom. For credit courses, a census at the end of week three determines the enrollment for the whole semester, whether a student attends every class or just one class every two weeks. The load for noncredit faculty is generally 25 hours/week (there is no distinction made between lab and lecture among noncredit courses), while credit faculty have a class time-load that ranges from 15 hours (all lecture) to 22 hours (all lab). With this background information in hand, let us now move onto an examination of the specific recommendation and its possible implications.

The CBO/CCLC workgroup recommendation on noncredit instruction (item I-D in the document), mostly offered for discussion purposes only, proposes that the Academic Senate, in conjunction with appropriate

groups, identify TOP codes that fall under the areas of English as a Second Language, Citizenship, Remediation and Basic Skills, and Vocational or Occupational Education. These programs would be targeted for an increase in apportionment that would bring funding for these programs up to that currently received by credit programs. Currently, noncredit programs are funded at about 56% of the rate for credit programs. The recommendation also stipulates that noncredit programs that receive the higher funding be held to standards that are closely aligned with the requirements of credit programs:

Finally, any improvement in non-credit funding should include standards to ensure that non-credit programs receiving the higher level of funding more closely align with the requirements of credit programs. (p. 9)

There have been two initial responses to this proposal. On the one side, faculty have expressed concern that the proposal creates two tiers of noncredit programs. As efforts to achieve equalization in apportionment show, faculty are generally quite egalitarian when it comes to funding, and the singling out of specific programs for increased funding sets off alarm bells. On the other side, longstanding advocates for an increase in noncredit funding see this not as a dividing of the noncredit house but rather as an important first step towards the goal of increased funding for all noncredit programs. Credit faculty have also expressed concern over the proposal since a successful division of programs into two tiers for noncredit might later

be applied to credit programs as well. Regardless of which perspective one holds, all faculty should be vigilant about where the funds come from should the recommendation be adopted. Should funding for a segment of noncredit instruction increase, the hope is that this increase would be above and beyond what is currently in the system budget. As we have seen all too often in recent budgets, however, there is a danger that funds will simply be shifted around, increasing the funding for noncredit through a reduction elsewhere.

The issue of funding ties directly to how much of noncredit instruction is covered by the workgroup proposal. Noncredit classes generated approximately 76,300 FTES in apportionment in 2002-2003 and encompass 183 TOP codes. ESL topped the list in FTES generation with 20,708.51, and this ranges down to Corrections, which generated 0.02 FTES. The top 24 FTES-generating TOP codes generated 62,170 FTES, three-fourths of the total. Of these 24, based on my personal review, thirteen do not fall under the categories tentatively listed in the proposal, comprising 18,285 FTES. These TOP codes include Physical Fitness and Body Movement, Music, Gerontology, Health Education, and Art.

As stated in the recommendation, the Academic Senate is called on to make the determination about which TOP codes fall within the scope of the subject areas earmarked for increased funding. While this is well and good, it is important to note that the Academic Senate has not yet been involved in the more important determination of which subject areas will be targeted for greater

funding. Serious concerns have already been voiced by noncredit faculty involved in programs for older adults and why such programs were left off the list. At this point, the Academic Senate finds that further discussion and consultation needs to take place concerning the subject areas chosen before a review of TOPs codes takes place.

The second part of the proposal calls for an alignment of noncredit and credit quality standards should additional funding be provided. This one-sentence recommendation carries enormous implications for noncredit programs given the differences in current quality standards between credit and noncredit and between noncredit programs themselves. Four areas comprise most concerns in this area: minimum qualifications for instructors, the 75:25 full-time/part-time ratio, curriculum approval processes, and accreditation of programs.

Minimum qualifications for instructors for noncredit are generally lower. For example, in the areas of Basic Skills and ESL, credit courses require a Master's Degree or the equivalent, while noncredit courses require only a Bachelor's Degree and some additional coursework. In the occupational areas, both noncredit and credit require at least a Bachelor's Degree or an Associate's Degree plus occupational experience. Furthermore, the 75:25 full-time/part-time ratio called for in Education Code and Title 5 only applies to faculty in credit programs (Title 5 §§51025, 53308, and 53302). In looking at the three largest noncredit programs housed within the San Diego Community College District, the City College of San

Francisco, and the North Orange County Community College District, we can see how the impact of moving noncredit standards for the hiring of faculty closer to those for credit programs may vary. At City College of San Francisco (CCSF), all instructors, both credit and noncredit, are subject to the minimum qualifications for credit instruction. Therefore, there would be little effect on CCSF faculty with this change. However, the two sets of minimum qualifications for credit and noncredit faculty are used by the programs in San Diego and Orange County. Would current faculty in these two noncredit programs meet the minimum qualifications required for credit instruction? In addition, noncredit programs are overwhelmingly staffed by part-time faculty. What effect would subjecting noncredit programs to the 75:25 calculation have on college hiring priorities? It is clear that a joint review of the implications of the effect on faculty by senates and their colleagues in bargaining units needs to happen.

The impact on course quality involves a look at curriculum approval and accreditation. The curriculum approval processes for credit and noncredit differ. All noncredit courses must be approved by the System Office, while for credit courses, only stand-alone courses and programs of more than 18 units need to be approved separately. Local senates need to consider how a move to more closely align the quality of noncredit courses to credit courses may impact local processes. Will such a move shift curricular review from one of noncredit courses to noncredit programs, and will such programs

need to be articulated with their credit counterparts? Will the change increase or decrease the workload for local curriculum committees?

Accreditation is also handled separately. Accreditation through the Accrediting Commission for Community and Junior Colleges (ACCJC) is required only for credit programs. Noncredit community college programs can be accredited by the Schools Commission of the Western Association of Schools and Colleges (WASC), which is responsible for accrediting all schools below the college level, including adult schools. With some noncredit programs, colleges choose to integrate accreditation efforts to cover both credit and noncredit under one umbrella using the ACCJC standards, bringing noncredit onto equal footing with credit. With other programs, the accreditation process and self-study for the two program divisions are handled separately, submitted to two different agencies, and may even occur in different years. Bringing both credit and noncredit programs under one accreditation process may serve to consolidate college accreditation efforts. However, there may be significant adjustment in moving the review of noncredit programs from the WASC standards to those of the ACCJC. Given the large part-time faculty in noncredit, there is also the question of sufficient faculty to handle accreditation responsibilities.

Beyond the issues of which courses should be funded and how changes in quality standards may affect faculty and curriculum, the possible increase in noncredit funding raises other questions

as well. Should the funding for noncredit reach parity with credit courses, will colleges move more or all of their basic skills courses into noncredit? Currently, noncredit instructors teach from three to ten hours more per week than their credit counterparts. What effect will moving more courses into noncredit have on faculty load? Will colleges move non-degree applicable courses into noncredit because faculty teach more hours? Will noncredit instruction be able to maintain the open-entry open-exit structure that currently addresses the needs of many noncredit students?

The workgroup recommendation on noncredit funding has enormous implications for community colleges. I hope that I have given you enough background and raised some issues to prompt you to continue informed discussion on this issue on your campus.

REFERENCES

- California Community Colleges System Office. (2005, January 11). "Noncredit Instruction—A Portal to the Future," Board of Governors Agenda Item 7.1.
- Community College League of California. (2004 September). *Report of the Workgroup on Community College Finance*. Sacramento: Author.

Improving Election Procedures: An Idea Whose Time Has Come?



Leon Marzillier

By Leon Marzillier, Chair of the Elections Committee

Article I.G of the Academic Senate's Bylaws read:

- 3 To be elected, a candidate must receive a vote from a majority of those delegates present and voting.
- 4 In the event no candidate for a position receives a majority, the run-off will be limited to the top two candidates with the largest number of votes, including all ties.

This procedure mirrors the procedures used in most elections for political office in the United States. Some elections, like those for the electoral votes for President in most states, allow a candidate with a mere plurality to win an office or a state's electoral votes. Many other jurisdictions hold a runoff election if no candidate receives a majority of the votes cast. It can cost a school district, city, county, or state millions of extra dollars to hold a runoff election. This has sparked an interest recently in Instant Runoff Voting or IRV. Cities such as San Francisco, states such as Vermont, and countries such as Australia and Ireland have switched to IRV with successful results. So, what is IRV? Simply, IRV is a mechanism for ranking candidates during single election.

IRV WITH THREE CANDIDATES ON THE BALLOT

What happens under the current runoff system? If a candidate is unopposed or there are only two candidates, no runoff will be necessary (unless there is a tie, which I'm told has never happened in ASCCC elections). If there are three candidates and the one you vote for is eliminated, in the runoff, you get to vote for your second choice. If your candidate is still in the race, presumably you will vote for him or her again. With IRV, instead of marking an X next to one name, voters place ranks of 1, 2, 3 next to each name. Those who tally the votes count how many 1s each of the three candidates amass. If any one has more than 50% of the votes cast, that candidate is elected (exactly as in our current procedures). If no candidate has a majority, the one with the fewest 1s is eliminated and those ballots' second choices are distributed to the other two candidates (exactly as they would have been under our present system in a runoff), and the winner is declared. This would save

everyone having to go through all the procedures of distributing, marking, and collecting all the ballots twice. For municipal elections and the like, this is where there are significant savings, and the results will be exactly the same.

MORE THAN THREE ON THE BALLOT

Using IRV when there are more than three candidates on the ballot may actually result in a different outcome than under our current procedures. Let us say there are four candidates, A, B, C, and D, and assume that A and B are the highest vote-getters, but neither has a majority. Under our present system, there would be a run-off between A and B. Under IRV, if D had the least number of 1s, the 2s on those ballots would be distributed to A, B, and C. It is conceivable that after that distribution, C ends up with more votes than B, and B will be eliminated with 2s (or 3s, if a 2 is a vote for a candidate already eliminated) on those ballots going to A and C, and the one with the most votes after that wins. It is possible that C ends up being the winner, an impossibility under our present system. In the 2000 Presidential election, in some states the vote for Nader and other minor candidates prevented either Bush or Gore from getting a majority. With IRV, the second choices of all the voters for minor candidates being awarded to Bush or Gore may have made a difference in the outcome.

Under the present system, sometimes voters do not vote for their first choice because they fear that if too many others do the same, a candidate they really don't like will be elected. With IRV, voters are freer to vote their consciences, because by voting for a long shot, they can still place a more likely winner in second place.

AN EXAMPLE

Suppose there are 90 votes. It would require 46 votes to win an office. Of the four candidates, A gets 40 votes, B 22, C 18, and D 10. Since nobody has 46, under our present system, we would have a runoff between A and B. Under IRV, the second place votes for D would be distributed to A, B, and C. If all ten who voted D first gave second place to C, the votes would now stand: A 40, B 22, C 28, and the fi-

nal runoff would be between A and C. Now, A would need only six of the 22 second place B votes to win, but it is still theoretically possible for C to prevail.

FAQS

Does a voter have to give a rank to every name on the ballot? No. You can mark just a 1, or rank all names, or anything in between.

What happens to ballots with votes for a candidate being eliminated in the first round that don't have second choices? Then they will be eliminated entirely. This will change the number of votes needed to win. It is analogous to our present system when in the runoff you may decide not to hand in a ballot because you have no preference for either of the two remaining candidates. In the above example, if six of the 10 votes for D had no second choices marked, then only the other four would be distributed to A, B, and C, and that means there would be $90 - 6 = 84$ still voting, so that a candidate would now need 43 votes to win.

What happens when there are three candidates left and the second and third vote-getters are tied? Who is eliminated? I am told that this has never happened in almost 40 years that the Senate has been holding elections, so it must be pretty rare. What would we do under our present rules? Have a run-off with all three, according to the Bylaws, and if everyone votes the same way again, then what? Under IRV, there are several ways to handle it. If ASCCC decided to switch to IRV, all that would have to be done is to decide which method to employ before IRV is used for the first time, realizing that it may never be necessary to invoke it.

Isn't IRV overly complex? For the voter, it is almost as simple as our present system: simply rank the names instead of marking an X next to one name. The vote-counters will not have to distribute, collect, and count ballots for a second time. Instead, there will be rounds of re-allocating votes, a slightly more complex procedure than simply counting Xs, but after doing it once or twice, nothing too difficult to master.

There are a lot of sites on the Internet describing IRV. A search engine like Google will provide you with many sites. Try <http://www.fairvote.org/irv/>, the site of the Center for Voting and Democracy, to find out more. There is a link to FAQs from their site also: <http://www.fairvote.org/irv/faq.htm>. You are encouraged to read more about this innovative system.

Controversies at Disciplines List Hearings

By Mark Snowwhite,
Chair of the Standards and Practices Committee

Two statewide hearings on proposals to amend the Disciplines List of minimum qualifications for faculty serving in the community colleges attracted people eager to debate the merits of the 36 proposals submitted for consideration. Among the most controversial were those affecting physics/astronomy, environmental studies and environmental science, and forensics.

The Academic Senate conducts two statewide hearings to allow for comments on proposals sent to all local senates to amend the Disciplines List of the minimum qualifications used to hire all faculty in the California community colleges. These hearings are part of the process that the Board of Governors must use to make changes to the Disciplines List, which is part of Title 5 Regulations. The Standards and Practices Committee uses testimony at the hearings, along with letters and email messages from interested parties, to suggest to the Senate Executive Committee which proposals to recommend for approval by the body at the Spring Session. After reviewing the Standards and Practices Committee's report, the Executive Committee prepares a resolution or resolutions recommending adoption of the proposals to amend the Disciplines List that it finds viable. Resolutions to adopt those proposals that the Executive Committee doesn't recommend are also forwarded to the session for a vote.

The proposal to separate astronomy from physics created the most vocal debate. The rationale for separating these related disciplines is that astronomy should be established as a separate discipline because master's degrees that currently satisfy the minimum qualifications for Physics/Astronomy; engineering, math, meteorology, geophysics, or physics alone are not always appropriate preparation for teaching the core topics in contemporary astronomy at the college level. In short, some one could have a degree in one of these related areas but have no upper division or graduate level course work in astronomy. Proponents further argued that some community colleges offer courses that include somewhat advanced sophomore-level content for astronomy majors and therefore need instructors with a solid preparation in astronomy.

Opponents countered that most faculty with master's degrees in physics have taken some coursework in astronomy and are prepared to teach the basic principles of astronomy common to introductory courses. Also, they explained that very few community colleges teach astronomy courses above the introductory level. Furthermore, they said, finding applicants with the proposed astronomy minimum qualifications to teach the relatively few astronomy courses their colleges offer would pose an unreasonable and unnecessary impediment. They suggested that colleges with more robust astronomy programs raise their minimum qualifications for astronomy faculty—as at least one college has done—in order to hire applicants with a master's in astronomy.

Some physics instructors who now teach astronomy were concerned that adoption of the proposal would prevent them from continuing to teach astronomy courses. But Title 5 §53403 allows for anyone hired to teach in a discipline to continue teaching in that discipline when changes are enacted. In other words, our minimum qualifications, like our lifetime credentials, are *grand-parented*.

A second hot issue was the proposal to add the new discipline of environmental science/environmental studies. Because of the growth of the environmental disciplines, many agree that it is time to recognize these new areas as a discipline. Currently environmental science and environmental studies courses are designated as “interdisciplinary.” The proposal includes a master's in environmental studies, biology, geography, meteorology, environmental compliance and law, environmental science, environmental management, environmental policy, environmental engineering, and ecosystem management.

A number of opponents pointed out that while this proposal was well-intentioned and that both environmental science and environmental studies should certainly be recognized as disciplines, the proposal was flawed in that it would bring together two disciplines that are very different from one another. *Environmental studies* includes administration and public policy development but little or no science. *Environmental science*, on the other hand, is primarily a science discipline. Opponents pointed out that establishing a discipline that combines these two areas could result in the hiring of someone who has little preparation in either the appropriate science or the studies related to social science and policy development.

Because of the complexity of the issues and the desire by the author to craft a proposal that would satisfy the

field, the author has asked that this proposal be pulled so that it can be refined and considered in the next review. Once a proposal is rejected on a vote of the body, it may not be considered again unless it comes with a different rationale.

Many proposals were submitted affecting disciplines on the Non-Masters list, which includes disciplines for which a master's degree is generally not available or expected. We need to keep in mind that this part of the list includes one set of minimum qualifications for all included disciplines: a bachelor's degree and two years of experience or an associate degree and six years of experience. The reason for this uniform designation is to require some formal educational background to assure breadth of knowledge but to allow districts to establish the specific educational preparation and experience they find appropriate for the faculty positions they need to fill.

Of the six proposals affecting administration of justice, the one to establish the discipline of *forensic science* created the most debate. It included the following proposed qualifications: *A bachelor's degree in forensic sciences, any of the biological sciences, or chemistry AND two years of experience in a crime laboratory or as a crime scene analyst*. The rationale for creating this specialty noted that because forensic science is such a well-established discipline in law enforcement, we need to put into regulations appropriate qualifications for teaching the basic course in this discipline. Crime scene investigation courses are no longer sufficient for training people in charge of forensic investigation and handling of evidence. We need courses that go beyond those and instructors with more educational preparation to teach them.

No one took issue with this rationale; however, one professor of Administration of Justice indicated that although the Academic Senate should recommend raising the minimum qualifications in this area, this particular proposal is flawed. For one thing, we should consider adding *forensic science* to the master's list because master's degrees and doctorates in that discipline are now available. He added that we need more input from POST (Police Officer Standards and Training) Council and Administration of Justice faculty throughout the state before adopting a proposal for this discipline. We should also point out that these qualifications might now be put into effect by any district that elects to do so.

Those who attend the Spring Session breakout on the Disciplines List review will no doubt hear much more of this kind of debate.



Mark Snowwhite



Greg Gilbert

Taking “Special Interests” into Account

(Wherein We Consider our K-12 Colleagues, Post-secondary Education, and Liberty)

By Greg Gilbert, Executive Committee Member

First they came for the Jews
and I did not speak out
because I was not a Jew.
Then they came for the Communists
and I did not speak out
because I was not a Communist.
Then they came for the trade unionists
and I did not speak out
because I was not a trade unionist.
Then they came for me
and there was no one left
to speak out for me.

– Pastor Martin Niemöller

It is not necessary to detail the natural consequences of the principle of democracy, it is the principle itself, simple yet copious, which deserves to be developed.

– Robespierre

In the 1999 thriller, *The Matrix*, Keanu Reeves plays a computer hacker who discovers that everything he knows is an illusion created by cyber-intelligence. The computers are fighting for domination of the world and have created the ruse of day-to-day reality to keep human life distracted while siphoning off its life’s energy as fuel. As the plot develops, Neo, played by Keanu Reeves, must contend with Brown, Jones, and Smith, computerized agents who are endlessly replicable, the stereotypical “accountant” ad infinitum. In the end the humans win because, if for no other reason, the audience would still prefer that the human spirit triumph over the machine.

Today we see the congregating matrices of outcomes-based accounting, of statewide accountability, of No Child Left Behind, of “perfect” transfer patterns, and we bear witness to the victories of corporate/political/legislative efforts to standardize and measure everything. We are told that we will comply or be taken over by the government. We are aware of the ever-increasing line of accountants that feed upon and shape our labors to their appetites and wonder who will hear our appeal. I think of another movie, one I saw as a child, *Mr. Smith Goes to Washington*. Though I didn’t understand everything, even as a youngster I knew that it was about Liberty and a willingness to stand up and fight for the preservation of an America that is by, of and for the people.

So, here I am, a product of my childhood lessons—and here we all are, embodying the legacy of Robespierre, Washington, Jefferson, Franklin, Adams, Madison, Hamilton, and sharing a common anguish that Liberty may

yet become standardized silage for a line of accountant-agents who stand flanked between “We the People” and our America.

We are living in the Information Age, an age every *bit* as much as was the Age of Enlightenment. More than that, we are slipping into a high-tech dark age of global feudalism, and if the islands of light that are our schools, colleges and universities are to endure, we must not go softy into this gathering dusk, for as surely as line items are soulless, this new accountability is in the service of big money interests. Let us consider the words of our Governor.

When Schwarzenegger delivered his State of the State Address on January 5, he referenced “special interests” to describe those in his “new era of reform” who would be held accountable for California’s budget woes. Was he referring to the large tax-exempt corporations referenced during Lieutenant-Governor Bustamante introductory remarks? Was he speaking of those *corporados* who rerouted California’s energy plans into their private portfolios? Indeed, who would the Governor target as “special interests”? It was teachers.

I thought about this, the way the Governor used logical fallacies to attack teachers. He began by referencing our “many wonderful and dedicated teachers,” but then he concentrated his remarks on systemic failures that he blamed on educators. Blaming teachers because “we still have 30% of high school students not graduating” is like lambasting the police because the crime rate has gone up. Could poor graduation rates have anything to do with the fact that K-12 is funded on Daily Average Attendance? Could it have anything to do with impoverished schools? Could it have anything to do with societal changes and the challenges of shifting demographics and overpopulation? Could it have anything to do with the soul-shriveling grind of accountability and its deleterious effects on the teaching profession?

The Governor slipped in another logical fallacy and said, “The more we reward excellent teachers, the more our teachers will be excellent.” We, of course, reject such simplistic nonsense, for as educated people we know that we reward certain behaviors at the expense of other behaviors, behaviors that may yet resist conscription by such automatons as agents Brown, Jones and Smith and the hollow people of their ilk. The Governor’s voice rolled on, undeterred by such fineness of thought, and

assumed a determined righteousness: "We must financially reward good teachers and expel those who are not." As always, the position of the Academic Senate is that if evidence must be provided, let it be for reasons that help students—not to embolden some central intelligence data reservoir and not for the aggrandizement of consultants who don't know the first thing about teaching. Evidence should *never* be an instrument for revealing the identities of our students, our colleagues or individual class sections, not anywhere within the K-PhD continuum. Evidence must *never* be used as a lash to ensure the duplicitous lie of "continual quality improvement." Yet such abuses are a reality for our K-12 colleagues, and such duplicity is a growing menace within our community college and university systems.

So, I ask: "Who will speak for the people?"

In *The Matrix*, victory was secured through teamwork and devotion to the rightness of their cause. The enigmatic leader, Neo, served primarily as the spearhead of the assault against the Matrix, but as with our own founders, the strength of Liberty is derived not from our leaders, but our representatives, those who are the spearhead of our collective will. Today, then, as in all epochs, education remains the central battleground for the preservation of an informed Liberty. Yet, alarmingly, research suggests a love of Liberty is waning among our nation's young. The University of Connecticut, with Knight Foundation grants, conducted in 2004 a survey of more than a 100,000 students, nearly 8,000 teachers and more than 500 administrators at 544 public and private high schools. The results indicate that 75% of students are unaware of the protections afforded by the First Amendment. When asked if people should be allowed to express unpopular views, 97% of teachers and 99% of school principals agreed. Fewer students did, only 83%. More lamentable, when told the exact text of the First Amendment, more than 33% of the students said it goes "too far" in the rights it guarantees. Only half of the students said newspapers should be allowed to publish freely without government approval of stories.

I believe that fighting to save Liberty is far less daunting a challenge than fighting to restore it once it's been disassembled. American Liberty is like an old growth ecosystem, a culture of interconnecting values that once sacrificed cannot be easily replicated. Even yet, while it is possible, we can still use our remaining freedoms as a foundation upon which to take our stand, for once Liberty is gone, in its wake will grow impenetrably dense networks of insidious logic, edicts that behave as though we are at war and speak of the "common good" and the evil "other" as reasons to stifle "undesirable" opinions. The new world order will require a "culture of evidence" because accountability equates with external domina-

tion, a stifling of Liberty's essential dynamism. Today, we must educate our children about the spirit of Liberty and encourage them to understand that while deliberative and critical thought is difficult, it yields greater returns than unexamined slogans. Today, we must be willing to inconvenience ourselves, teach up, and question authority in the name of Liberty. Today, as never before, tenure must remain Liberty's shield; that is its function. That is why tenure exists, to safeguard our essential freedoms. Patriotism must be reclaimed as a love of Liberty and not permitted to degrade into a rhetorical and jingoistic ploy by the powerful for domination of the unsuspecting.

The Governor said, "And we all know what's going to happen. The special interests will run TV ads calling me cruel and heartless. They will organize protests out in front of the Capitol. They will try to say I don't understand the consequences of these decisions." He added, in a tone that displayed his fettle, "My colleagues, this is going to be a big political fight." And then his voice, het up on the passion of message, crescendoed on an applause line, a hideously ironic false dichotomy: "This is a battle of the special interests versus the children's interests. Which will you choose?"

Whoever is telling the Governor what positions to hold is not, in my estimation, a patriot.

As the Office of the Governor seeks to quiet the voice of the people by engaging in rhetorical sleights-of-hand, what shall we do? Though the Governor had intended the term "special interest" to be understood as a pejorative, shall we agree that a "special" interest may be a pretty good thing in some instances, the object of one's love and devotion? Shall we stand up for our special interests? Indeed, we educators view our students as our special interest, as we do Liberty, and we defend both by perpetuating a critical awareness of the principles upon which America was founded. We do so by teaching critical thinking skills, by working to instill a love of learning, by helping them to understand that education is about more than jobs, and by demonstrating a resolute willingness to walk-our-talk. Every generation must face down its own challenges to Liberty, and now is our time to move out from behind our desks and to enter the field of public discourse. Now is the time to gather in public meetings, to write to newspapers, and to attend local senates and union meetings and statewide conferences and proclaim for all to hear that we will not surrender our classrooms and our country to the machine and its "culture of evidence."

At the conclusion of *The Matrix*, the Oracle is asked if she had always known how things would turn out, if, in effect, she had known that Liberty would triumph, and she replied, "Oh no, but I believed. I believed." And so must we—but we must act.



Kate Clark

Taking AcCount: On Sacred Cows and Other Stock

By Kate Clark, President

It's been my distinct joy to visit so many of your campuses during the past year; those travels will continue during the remainder of my term of office. I've been impressed by your programs in the culinary arts and advanced transportation technology; by exciting model UN activities and ultra-responsive supportive services; by remarkable honors programs and learning centers that, whether loaded with electronic devices or person-to-person contacts, operate throughout the weeks to serve our students.

At the heart of our noble enterprise are these students whose varied educational goals bring them to our classrooms, office, libraries, and counseling centers. What we do, we do well. But conveying that to others? As I've noted in past *Rostrum* articles, we've not done that so well.

As a result, today we feel threatened by a host of forces, riding down upon us, armed with vengeance, seeking to rustle from us our sacred cows—or more likely, to round them up and send them to slaughter. Attacks on Perkins funding, on the 75:25 ratio, on retirement, tenure and academic freedom, on faculty evaluations not tied to student learning objectives and outcomes, on our very mission. Those folks seem eager to strip from us what meager treasures we faculty have left—beyond the inestimable joy of riding this range.

The response we're likely to get from our "rustlers" is simply this: "You've been given funding and opportunity, but you've not generated better "products," there is no evidence that students entrusted to your care actually learn, and you cannot demonstrate their revised behavior to our satisfaction. So we're going to rustle from you your purpose, your funding, your ability to speak honestly, and your ability to hire more like you."

At this point, having milked my cow metaphor for more than it's worth, I'm going to drop that image momentarily because I don't want any reader to confuse that poetic license with the true faculty-centered values with which we address the flesh-and-blood students with real lives and honest needs that the rustlers never see.

And so, in this stand-off, the Academic Senate for the California Community Colleges offers the Spring 2005

Plenary Session. At our gathering April 7-9, we invite you to take stock: Who are we, and what is it we actually do? How well do we do so? What exactly do we contribute to the economic and social fabric of this state? What do we contribute to our communities—and how do we manage to do so more effectively than other agencies or services? What evidence substantiates our claims? How can we be accountable for what really counts?

ACCOUNTABILITY MOVEMENT

First a word about the concept of accountability. The "accountability movement" has now become the accountability industry, with hosts of consultants and experts eager to tell us how to "measure" students learning. These highly-paid hordes have found support in legislation such as AB 1417 calling for our System to identify district-level performance; and they use the 2002 Accreditation Standards as justification for helping us be "accountable" to others. "Accountability" too often seems a pretext—for others to make profits or to mete out punishments

Faculty, however, have frequently called for what I'd like to call Reverse Accountability:

1. What is the responsibility others have for all the dollars spent on these accountability efforts, what value has been added to students' education or learning? What demonstrable evidence is there that student learning is actually improved by this work? As Ian Walton asks elsewhere in this *Rostrum*, how has all the time and energy spent by districts and colleges on reports "accounting" to others directly contributed to the learning—or, even more important, the education of our students?
2. What is the responsibility legislators and administrations have to us and to students—to fund our work appropriately, to offer students services at hours they are truly needed, to ensure appropriate mixtures of courses to enable timely completion of degrees or certificates? To remedy problems of equalization? Faculty have been branded "arrogant," and "presumptuous" to raise such questions. However, Gerald Hayward, former Chancellor of the California Community Colleges and now a principle at Manage-

ment Analysis and Planning, Inc., noted at last year's Ed Source Forum that accountability must play an important role "in the push for adequacy," and it is imperative "to connect adequacy and accountability." "Finance and expectations in this state," he concluded, "don't match."

Supporters of the accountability movement welcome this shift of the pendulum from "in-puts" to "out-puts" exclusively. From faculty's perspective however, the absence of those inputs (new faculty hires, numbers of volumes in our libraries, dependable funding levels) restricts the quality and quantity of any "out-puts." Perhaps in the years to come, all can agree that it is not a matter of one model or another but an acknowledgement that the two are intertwined because education occurs between input and out-put. Neither model alone can measure and evaluate education, let alone "student learning."

Another problem with these accountability models is that they focus only on a small part of the educational undertaking itself. Public education was not originally intended to produce a cadre of workers for business and industry—it was to prepare adults for effective participation in their communities, to broaden attitudes and views, to render critical thinkers, to promote literacy—and, perhaps, even a love of literacy.

We cannot, over the course of the few years they are with us, measure how such an integrated educational experience affects our students. But can we realistically measure *any* part of our students' performance apart from the whole experience? Maybe. In a recent conversation Greg Gilbert and I had with Barbara Beno and Deborah Blue of the Accrediting Commission for Community and Junior Colleges (ACCJC), Beno noted that measurable student outcomes should be reconceived as observable student outcomes. That denotative shift is significant because it enables us to focus not only on countable, assessable, finite learning but also on the whole person and the whole educational setting and experience as well. Thus measuring student performance is, in part, measuring student behaviors, over the short term (retention, persistence, graduation and certification), and over the long term (setting and meeting goals, achieving objectives, acquiring new appreciations, demonstrating long-term support for community and arts and social endeavors, voting, participating in civic life, supporting public education). Yet, while these "results" may better reflect an integrated education, they do not reflect the kind of discrete learning outcomes that accountability wants to measure.

ACCOUNTABILITY: AS EASY AS 1-2-3, A-B-C?

Though Reverse Accountability may not be realistic to expect, faculty are nonetheless accountable—over and over and over: to our colleagues at the universities to which our students transfer; to the employers who seek out our graduates; to the communities and the families who seek our advice and counsel and our intellectual challenges; to one another, for most certainly the quality of my instruction bears directly on the students who then enter your classes. And most certainly we are accountable daily to our student-taxpayers—who are asked to bear the tax burdens on several fronts, including increased fees.

We are accountable, and we do so successfully in some venues, given the 52 districts that have successfully passed bond measures in recent years. Somehow faculty have joined with students, staff, and administrators to persuade local voters that their community colleges *are* excellent, *are* fiscally responsible, *are* successful at meeting their missions. What is it we said then? How can we carry that message to legislators or others who are less convinced?

There is help; certainly we can turn to those in our community who have led successful bond measures; and we can consult our vocational faculty who for many years have provided evidence to state and federal agencies, to their grantors, and to the communities' businesses and industries; we can learn from one another.

And thus I return to my bovine metaphor, hoping to corral you into the Spring 2005 Plenary. We have rounded up experts who will share their tips and strategies on effective diversity hiring, on the proven value of individualizing responses to student needs; we will address strategies to counter those who would lasso our sacred cows, and will suggest how our local senates are accountable through their development of new curriculum and their use of new technologies. We've invited visionaries and pragmatists, and our elections for your Executive Committee members will permit you to shape the direction this organization will take, the trail on which they will embark for the next few seasons. Come, join us, partner with us to protect what we value for those we truly value.

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Wanda Morris

Equity and Diversity in California Community Colleges

By Wanda Morris, Chair, and Phillip Maynard, Member, Equity and Diversity Action Committee

Note: The following historical summary was compiled from online histories and documents prepared by the Chancellor's Office.

Changes to higher education practices and curricula began over 50 years ago, when institutions first opened their doors to groups that previously had been excluded from higher education. The *Brown v. Board of Education* (1954) left a lasting imprint on America and its notions of citizenship, democracy, diversity, and social equity, that is second only to the Post-World War II student enrollment boom caused by the GI Bill.

Although the *Brown* decision mandated an end to racial segregation in K-12, education has also had a direct and revolutionary impact on higher education across American society. The lasting lessons, legacies, and spirit indelibly changed the social, cultural, and political landscape of the United States; this is a landmark event in American history. The *Brown* landmark immeasurably transformed higher education that continues to grapple with its complex implications. In recent years, the definition of "diversity" has expanded from race and gender to include religion, age and physical capabilities.

For many years since the *Brown* legacy, community colleges throughout the United States have tried to build more welcoming climates on their campuses for faculty of color and white females. Despite these efforts, a vast discrepancy in faculty representation still exists; increasing the number of underrepresented tenured faculty may be effective by improving the climate for an increasingly diverse student population.

California Tomorrow, is a non-profit research organization that embarked one year ago on a statewide exploratory research project to inform policy, stimulate dialogue and action, as well as provides information on the experiences of students of color as well as immigrants in the California Community College System. According to California Tomorrow "The majority of people who enroll in a California institution of higher education do so in the community colleges, the primary institution of higher education for all ethnic groups in California. Those groups that rely most heavily on the community colleges are Latinos (77% of first-time freshmen in 1999), Native Americans (74%) and African American

(73%). The community colleges also enroll 69% of White first-time college freshmen, 58% of Filipinos and 45% of Asian/Pacific Islanders (1999, CCCCCO data). Students of color comprise the majority (60%) of the community college enrollment—and more than half of the students of color are Latino." While the youth of today are becoming increasingly diverse and constitute a majority in California, the faculty and staff remain largely White and middle-class.

However, research found that increasing the number of underrepresented faculty requires more than just focusing on recruitment efforts. Institutions need more focus on diversity awareness and retaining of underrepresented faculty. Increasingly diverse student enrollments have presented challenges on campus and in the classroom; many of the challenges are at the core of institutional improvements that enhance student learning and involve faculty development. Institutions interested in improving student learning outcomes are devoting greater attention to helping faculty and teaching assistants while develop a repertoire of instructional methods that foster respect for cultural differences and address variant learning styles.

Martha Tack and Carol Patitu (1992), in their research study, described the various reasons why underrepresented faculty are dissatisfied with their jobs and look for employment outside academia. Some of the faculty's reasons include feelings of isolation, experiences with prejudice and discrimination, lower salaries and professional ranks as well as lack of tenured status.

The Chronicle of Higher Education Almanac (1997) cites a 1992-93 U.S. Department of Education study showing that nationwide, white male faculty currently hold 58.9% of all full-time instructional faculty positions, while white female faculty hold 27.9%, and male and female faculty of color hold merely 13.2%. Male and female faculty of color are clearly underrepresented. Although white female faculty are represented more than faculty of color, they tend to be concentrated in lower ranks and are without tenure; therefore they both are considered to be underrepresented (Tack and Patitu, 1992).

Diverse student enrollments resulted in pressures that led to the development of new academic support pro-

grams, student organizations, diversification of faculty and staff, along with the establishment of ethnic and women's studies programs. The revision of educational policies and curricula was intended to reflect the diversity of human experience and perspectives. However, the significant number of women and minorities in both faculty and administrative position indicates that we have not yet moved quickly enough in hiring underrepresented faculty and staff.

Statewide statistics in California community colleges demonstrate a significant increase in diversity in hiring. In 1994 there were 438 of 1522 (28.78%) average of non-white tenured track faculty. Over a ten year period that number increased in 2003 to 639 of 1909 (33.47%) averaging an overall change of 4.79%. Based on an increase in diversity hiring among tenured track faculty, California Community College Chancellor Mark Drummond presented diversity awards to four colleges/districts who have done a outstanding job of increasing their percentage of diversity in their tenured track faculty on Saturday, November 20, 2004. These four colleges were:

- Citrus College in 1994, had 18 of 130 who were non-white (13.85%); in 2003, 42 of 150 faculty were non-white (14.15%).
- Napa Valley College in 1994, 14 of 105 faculty were non-white (13.33%); by 2003 they had increased that number to 27 non-white of their 102 faculty, (13.14%);
- San Jose/Evergreen District in 1994, had 70 of 240 who were non-white (28.11%) and by 2003 had increased that number to 97 of 239 faculty were non-white an increase of 12.47%; and
- Palo Verde College in 1994, 4 of 20 were non-white (20%) increasing that number in 2003 to 11 non-white faculty of 34 (an increase of 12.35%, now 32.6% of their entire faculty) (2003, CCCCCO data).

The efforts in these districts have shown tremendous strides to improve diversity within their campus climate.

Drummond also presented diversity awards to seven community college districts who, did the best job in increasing their diversity in hiring administrative staff over the last 10 years with an averaged total of 3,759 of 16,523 in 1994 (22.75%), these numbers increased in 2003 to 4822 of 17,664 administrators and improved by an average of 27.30%. The community college districts demonstrating this effort were West Hills, West Kern, Solano, Santa Monica, Desert, Palomar and Victor Valley.

People's differences are what we call diversity—a natural and enriching hallmark of life. Diversity includes, but is not limited to, ethnicity, language, culture, national origin, socio-economic class, race, gender, age, class, sexual orientation, religion, disability, political viewpoints, veteran status, and gender identity/expression. A climate of healthy diversity is one in which people value individual and group differences while respecting the perspectives of others, and communicate openly. California Community Colleges represent and serve one of the most diverse populations anywhere. Chancellor Drummond feels very passionately about the issue and wants to focus specifically on the importance of diversifying the faculty and staff in our local community. The benefit of a diverse workforce includes an environment that attracts a broader pool of candidates, who in turn possess a wider range of knowledge and experiences to build upon.

Diversity is the key to excellence in education. According to Estela Bensimon (2004) about three-fourths of California community college students enter the two-year colleges with high aspirations to transfer to a four-year college and earn a Bachelor's degree. However, the great majority of these students will not fulfill their high aspirations. California community colleges are committed to enriching the lives of our students, faculty, and staff by providing a diverse campus where exchanging ideas, knowledge, and perspectives are an active part of learning. Community college administrators, local academic senate, Academic Senate, staff, and the Chancellor's Office need to participate in training activities centered on diversity training and institutional change.

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Mark Wade Lieu

California Community College Student Voter Registration Project

By Mark Lieu, Chair of Relations with Local Senates Committee

At the Student March on Sacramento in 2003, a contingent over 10,000 strong, made a huge impact on the perception of community college students in the eyes of legislators and the Governor. Students showed they were willing to get actively involved to voice their dissatisfaction with the proposed cuts to community college budgets and the proposed increases in fees to students. In spite of this show of force, legislators generally ignore the protests of students, citing the fact that students do not vote. Unfortunately, there is some truth to this notion, but through the California Community College Student Voter Registration Project (SVRP), this can be changed.

Students are not the only ones who do not vote in the United States. Only 50-55% of eligible voters actually vote in presidential elections. The percentage is significantly lower for non-presidential elections. In Canada, the turnout is over 70%, and most other democracies are over 80%. In a ranking of established democracies, the United States ranks 20 out of 21, only Switzerland having a lower voter turnout (Grofman 1995).

However, the statistics for younger voters are even more alarming. According to Mark Lopez, Research Director at the Center for Information and Research on Civic Learning and Engagement (CIRCLE), only about a third of 18-25 year olds

vote (2004). Keeter (2002) finds a significant gap in voting between the generations. While 80% of Americans 18 and over are registered to vote, only 60% of 18-25 year olds are registered compared to 89% for those over 55.

Bernard Grofman, professor of Political Science and Social Psychology, University of California, Irvine, points to the process of voter registration as one of the significant barriers to increased voter participation (1995). Voters must update their registration if they change address, name, or political affiliation. Each condition presents another barrier to participation. If the number of registered voters increases, then the number of actual voters will increase as well.

The National Voter Registration Act, also known as the “motor-voter” law, was passed by Congress and signed by President Clinton in 1993 and implemented in California in 1995, enabling applicants at Departments of Motor Vehicles (DMV) to register to vote. This has increased the percentage of registered voters in the United States from 71% to 76% (Elections Assistance Commission). However, since many young people are not old enough to vote when they get their first driver’s license, DMV voter registration is not very effective for the 18-25 demographic.

Tim Killikelly, a political scientist at City College of San Francisco who works on the Student Voter

Registration Project (SVRP), sees the community colleges as strategically positioned to reach out to 18-25 year-old voters, and the SVRP can serve students enrolled in the community colleges as effectively as voter registration at the DMV. In addition, Killikelly points out that, nationally, Latinos and Asians vote less than African-Americans or whites. Given the demographics of the populations they serve, community colleges are also well suited to reach out to potential Latino and Asian voters in their communities

The project began with one college. In 1998, City College of San Francisco (CCSF) worked with the San Francisco Department of Elections to implement a process whereby students registering for classes could indicate an interest in registering to vote. Key to this effort was Dean of Governmental Relations, Leslie Smith, who is still very active in the project. In May 2003, a proposal for a system-wide Student Voter Registration Project was brought to Consultation, and the Board of Governors officially created a system-wide program in October 2003. Since then, eight districts have joined in the project: San Joaquin Delta, Peralta, Coast, Los Angeles, West Kern, Chabot-Las Positas, Rio Hondo, and CCSF.

What the Student Voter Registration Project entails is relatively simple. When a student registers for classes, whether it is by telephone or increasingly online, a student is asked whether he/she

wants to receive voter registration information. If a student answers “yes,” information required for the voter registration form is extracted into a file that is uploaded to a central server. All files are then downloaded by the Secretary of State directly from the server. Voter registration forms are generated and mailed to students for party affiliation and signature. Other information on the form is pre-filled to simplify the process further.

While relatively simple, this process requires the assistance of your district’s IT department to set up the data extraction. The Chief Information System Officers Association (CISOA) sent out a memo in April that supported the goals of the Student Voter Registration Project. Implementation of the modifications to student data systems is reported to vary from 6.5 to 40 hours. CISOA has also suggested that districts using commercial enterprise resource planning (ERP) systems such as PeopleSoft, Banner, and Datatel, share information to facilitate implementation. The Chancellor’s Office has also determined that it is appropriate to use Proposition 98 funds for this project.

Both Tim Killikelly and Leslie Smith are actively encouraging districts to join the project. They cite concerns about the time and resources needed for implementation among IT staff as one of the greatest hurdles facing the project. However, they hope that as more districts join the project, their experience in implementing the data system changes will alleviate concerns and facilitate implementation in other districts. They also

point to a forthcoming project on voter education that will complement our student voter registration efforts.

In addition to support for civic engagement among our students, districts may find that increased participation among students can support the district in significant ways. For example, in San Joaquin Delta’s recent bond election (Measure L, March 2004), their involvement in the student registration project generated over 1,100 requests for voter registration information. The bond passed by 355 votes out of 118,387 total votes cast. You do the math.

What can you do? As faculty, we strongly support civic engagement among our students, and this includes voting. As a senate, consider a resolution in support of the Student Voter Registration Project. Meet with your student government. While CalSACC and the Student Senate are actively involved in getting the word out about the project, you have more personal contact with students in your district. Meet with your local boards and get their support. Talk about the project with your college president or district chancellor.

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INFO BOX



For more information about the project, contact Leslie Smith at votereg@ccsf.edu or (415) 452-5123/5278. You can get basic information about the project from the senate website <http://www.academic-senate.cc.ca.us/Legislative/alerts/StudentVoterRegistration.pdf>



Dan Crump

Ripped from the Headlines!

By Dan Crump, Chair of the Legislative and Governmental Issues Committee

Breaking news! Fear Factor! News you can use!

These are all tag lines from television ads. They get our attention, inviting us to watch the different TV shows, and I hope that they can also spark your interest in what is happening with legislation and governmental affairs up in Sacramento. Both the Legislature and the Governor have been in the news—it has been a busy time for all

This is the beginning of a new two-year legislative session (they actually started meeting in December 2004, but we call it the 2005-06 session). Legislators have been introducing bills to be considered for passage—the deadline for submission (February 22) has just ended. Some are new topics, some are repeats or revisions of bills from the previous session that did not become law (either because they did not get approved by the Legislature or they were vetoed by the Governor). It is interesting to note that many of these bills are currently in “spot bill” form and may be substantially changed in content with more definitive language prior to the first hearing of the bill in legislative committees. Some of the bills that the Senate’s Legislative and Governmental Issues will be following and analyzing this year include:

- AB 23 (missions and priorities of the community colleges)
- AB 196 (accountability in higher education)

- AB 473 (community college student fees)
- AB 593 (California Hope Endowment and Public Trust)
- AB 1425 (Removal of vocational faculty from 75:25 calculations)
- SB 5 (Student Bill of Rights)
- SB 55 (no confidence votes)
- SB 349 (nonresident admissions criteria)
- SB 445 (commission on statewide postsecondary education policy and planning)

The Governor has also been active in the New Year. Two of his actions in early January, were of special interest and concern to the community colleges—his State of the State address and also the presentation of his proposed budget for the 2005-06 fiscal year. Issues that he wants to take to the people include:

- Taking career technical education faculty out of the 75:25 requirement

- Changing the public retirement systems (including STRS) for new employees to a “defined contribution” approach
- Paying teachers based on merit instead of tenure
- Subjecting K-14 funding in Proposition 98 to automatic cuts (if state expenditures are more than state revenue)

We will be discussing these legislative and governmental issues in two breakout sessions at the upcoming plenary session. One will be focusing on current legislation and budget issues that are of interest to community college faculty, with a demonstration of communication tools to inform faculty of these issues. The other breakout will involve a discussion of Senate Bill 5, called the “Student Bill of Rights” by the author of the bill, highlighting the issues of academic freedom and faculty and students and the processes that can be used by students to resolve conflicts involving academic freedom.

We look forward to seeing you at Session.



Graduation Requirements in English and Mathematics

with Apologies to Andrew Marvell

By Richard Mahon, Curriculum Committee

Had we but data enough, and time,
This coyness, lady, were no crime.

In the 2003-04 academic year, I had the privilege of serving on the Curriculum Committee of the Academic Senate for the California Community Colleges. I do not say this ironically. Like most of us, I have pursued a career in community college teaching out of a foolish idealism that I could make the world a better place, and on last year's Curriculum Committee I found, I think, like-minded individuals. Strange, to think that fiddling with Title 5 language could lead to such an outcome.

In addition to the Committee's more traditional work (preparing sessions for fall and spring Plenary Sessions and preparing the July 2004 Curriculum Institute), our primary charge last year was to prepare a paper that would help to guide discussion of the Academic Senate toward a decision regarding the proposed changes in Associate Degree requirements in English and mathematics.

I was disappointed, therefore, when discussion at the Fall 2004 Plenary Session focused more on the shortcomings of the informational document our Committee drafted rather than on the real though focused guidance it offered. The document reflects both the strengths and vagaries of our system and our students. Our paper was a genuine collaborative product of last year's Committee. We sought to better inform our research through hearings held in Glendale and Oakland in January and February. We organized discussions among faculty and delegates at the fall and spring Plenary Sessions as well as at the summer Curriculum Institute.

From very early in our process, we recognized that our greatest challenge would be assembling quantitative data that would help local senates and delegates reflect on the issue in an informed and thoughtful manner. We were told by faculty from institutions that have already raised their graduation requirements that they had seen little impact on graduation

rates in their own institutions: chicken little was wrong, they said.

In order to gather empirical information as intelligently as possible we met with staff from the Chancellor's Office to better inform ourselves as to the kind of data that is available at the system level, how it is obtained, what it measures, and, perhaps most ominously, what it fails to capture. That data is presented, more or less as effectively as we could organize it, in the document.

Via a liaison on the Research and Planning (RP) Group for California Community Colleges, we tried to supplement the Chancellor's Office data by obtaining more detailed and institution-specific statistics. After emailing to both the group's general membership as well as sending a targeted mailing to RP Group members at institutions with increased graduation requirements, we received no additional useful information. Using the roster information in the Senate directory, we emailed both Senate Presidents and Curriculum chairs at those institutions we understood to have changed their requirements, and again received few replies.

One of the virtues and curses of our system is its lack of centralization and the ongoing reality of local control. It is much easier to collect the kind of information local senates and delegates desire were we in the University

of California or California State University system, but collecting data in our system is much more daunting.

I have the deepest respect for my colleagues' desire to have sound empirical data for making a decision as serious as changing graduation requirements. I do not believe, however, that assigning the research we conducted last year to another committee will produce qualitatively different results. The empirical data in the informational document is not ideal, but it is consistent with the data that can be collected by a dedicated group of faculty volunteering their time on top of their teaching and local institutional responsibilities, from a decentralized system of higher education, which enrolls students pursuing an enormous range of educational goals.

We are aware, nonetheless, that the informational document we provided the field has inspired intensive discussions among faculty at local senates, that many more faculty—within and beyond the affected disciplines have now read that document. Such wide-spread discussion is essential and healthy as we reexamine how we teach and how students learn. I hope now that faculty attending the Spring Plenary Sessions will work toward closure on this topic and put this issue behind us.

*But at my back I always hear:
Time's wingéd chariot hurrying near...*



Julie Adams

Do You Know Who Will Take Your Place?

By Julie Adams, Executive Director

Over the past years, more and more faculty senate presidents have complained about the scarcity of faculty willing to take over the leadership role on their campuses. Many of these complaints have been that the workload is unmanageable, the conflict is unbearable, or there is no reassigned time to attract new faculty to participate in the local senate. So faculty often ask, “If no one is willing to assume the role, how do I find my replacement? How do we grow our own?” This article will consider a few ideas on how to develop those around you to take over when you no longer serve in the position.

IDENTIFY: Those who are willing to serve will often seek you out to volunteer for tasks; they are the few and the willing AND we appreciate their contributions. However, you also need to identify other faculty who would bring to your senate a variety of experiences—researchers, writers, talkers, fighters, and even silent observers. As you do your work around the campus in a number of venues, as you speak with other faculty about their personal and professional interests, or even as you are eating lunch in the cafeteria, always be on the lookout for those who would bring to your senate an added benefit. You will be amazed at the resources right at your fingertips when your eyes are wide open. In addition, enlist your fellow sena-

tors to assist in expanding the pool of faculty able to serve your local senate. But remember that you don’t need to find someone willing to spend hours on senate work. Some faculty are willing to work on short-term projects, others on specific committees, and some are willing to serve in any capacity. You need them all.

MENTOR: Now that you have found faculty willing to serve, it is important to mentor these potential new leaders, particularly since you don’t want to scare them off. But if you are a busy local senate president with no reassigned time and still teaching a full load (yes, there are still many faculty leaders that do), how do you mentor? Well, it can be as simple as you would like or as extensive as you have time for and you don’t even have to be the mentor. For example, you can assign other senators to mentor faculty in a particular area (e.g., curriculum or other committee work). The faculty member could “shadow” a mentor for several meetings to gain experience and to understand the players. Another form of mentorship is to ask the new faculty volunteer to research a specific topic that would be used in the work of the senate. And yet another example would be to let the Academic Senate for California Community Colleges train them—ask your volunteer to serve on a state-level committee. We have seasoned Executive Committee members able to teach faculty the impor-

tant issues on both the local and state levels and to model leadership in a variety of forums. There are many creative ways to mentor faculty. I suggest that you begin with very small tasks that build to a greater understanding of the work of the senate. Before you know it you will have many who are willing and excited to take on more responsibility.

DELEGATE: Some of you might be saying that you have been following these tips all along and it is still very difficult to find faculty to volunteer for the many campus responsibilities; and when you do finally “catch” someone to volunteer, they are always the same people. Another method you can use is to delegate small tasks. This is the tough one because it is very difficult to let go. At times, it is much more efficient and effective to complete senate work yourself than delegate the task to others. However, when you are completing a task that others could do, you are denying others the chance to grow. Leadership cannot be developed without delegating responsibility; sometimes the best training is on the job. So start small with tasks that require little independent responsibility such as asking a faculty member to attend a meeting to take notes, to research a topic, to serve on a discipline committee, etc. Whatever the task, remember that it is one that you don’t need to do, which frees you to do other important tasks. In addition, the faculty member can learn by doing. As

Life on the High Wire

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you delegate more and more responsibility, you will find that you have a whole cadre of faculty who can serve dependably in a number of capacities and more importantly you have more time to dedicate to the leadership of the senate and to your family and friends.

This brief article provided some simple methods to identify and mentor new leaders, but its real purpose is to get you as the local senate leader to begin to think about recruiting and mentoring someone to take your place. In my opinion, the foundation of the senate relies on the development of those who will carry on the important work of the senate. If you need assistance in training others, we encourage you to send faculty to the Academic Senate's Plenary Session (April 7 – 9, 2005, at the SFO Westin in San Francisco), Leadership Institute (June 23 – 25, 2005, at the Hayes Mansion in San Jose), Curriculum Institute (July 14 – 16, 2005, at the Hyatt Islandia in San Diego), and next year's Vocational Leadership Institute (Spring 2006). If you don't have funds to send people, we offer many scholarships to each event, and the Vocational Education Institute covers travel and registration costs. Please be assured that we are always looking out for your interests and encouraging your faculty to participate at the local and state levels. Remember: there is strength in numbers and we have over 57,000 faculty in our ranks!

system and the \$31.4 million that is currently held hostage in the Governor's January budget. The Oversight group working on a response to this demand includes Executive Committee Members Kate Clark and Jane Patton. What will be presented to the Board of Governors in March is a proposal that shows integrity and a promise of actual value to the system and has been endorsed by an outside review panel. But we fear the Department of Finance will not like it. In this case the idealistic conversation ranges from an extreme of "tell them we don't want the \$31.4m" to "give them all the raw data and let them calculate any rankings and conclusions they please." Los Rios Chancellor Brice Harris has compiled a one-inch thick document listing 627 reports his colleges must already submit to be "accountable" to a wide variety of agencies. Imagine the cost of producing each of these existing reports, plus the cost of the proposed new structure necessitated by AB 1417 compliance. Then total the cost for all 72 districts. Finally, ask whether those funds could be better spent on direct services to students—classes or counselors perhaps.

The tidal wave of treacle that is the accountability movement often seems to embody this same logical conundrum. It calls for vastly increased measurement but never asks if the cost involved benefits or harms the student. The Academic Senate repeatedly pointed out to the Accreditation Commission that to require an

institution to be accountable for student outcomes while simultaneously removing the larger accountability of the institution (or perhaps the Legislature or public) to provide the necessary physical and human resources for success was disingenuous bordering on dishonest. The same dishonest transfer of responsibility is seen in the federal "No Child Left Behind" bandwagon (now variously dubbed "No Child Left Unpunished" or "No Dumb A** Idea Left Behind" or at the very least "Large Numbers of Children Left Behind"), which seems to posit that lifelong learning should be replaced with lifelong testing.

At a more pragmatic level, the same political balancing act also appeared in the Board of Governors' January discussion of the 2005-06 system budget. Should we pragmatically be thankful for a wonderful budget that showed a 6-7% increase and provided funds for growth and COLA?—Or should we be idealistically disappointed because not a single one of the Board's proposals for fund restoration was included—let alone the new requests that we didn't even bother to submit because we'd already assumed a pragmatic position of not requesting new funding in a tight budget year. Of course the Governor did provide a windfall \$20 million that nobody asked for. He wants more courses and articulation in the vocational area, but, by concurrently proposing to suspend the 75:25 faculty requirement, he will not have any of the full-time faculty necessary for both those endeavors to succeed. Board of Governors members who nervously eyed the summary execution of

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the STRS (State Teachers Retirement System) board members who dared to vote against the Governor's proposal to dismantle the retirement system may favor being pragmatically thankful for whatever the budget contains. But executions don't exactly promote inspired leadership in others. You undoubtedly face a similar dilemma every week in your campus leadership role. Should you speak out or remain diplomatically silent? You have to find the right balance.

I saw the idealism/pragmatism split again last month as Chancellor Drummond's task force on 75:25 got under way. Every task force member agreed with the suggestion of the Chancellor that 75:25 full-time faculty/part-time faculty ratio should be an "ideal backdrop." But while some administrators in the state may want less than that, faculty groups are likely to want more. It's already been an ideal of the Legislature and the Board of Governors for close to twenty years and was recently adopted by the CSU Board of Trustees as their objective as well. The concept is based on the well-documented evidence that students benefit from the increased personal contact that full-time faculty are able to provide—especially those most-at-risk students who are the fundamental *raison d'être* of our system. Pragmatists look at the data on 75:25 compliance since 1988 and point out that since the goal was enshrined by AB1725 not only has the system-wide percentage of full-time faculty failed to increase towards the goal—it has declined from 63.1% to 62.2%. Chancellor's Office data shows

that thirty local districts have declined in that time period, in one case, from 88.5% in 1988 to 52.0% in 2004. Faculty would like an enforcement mechanism that actually produces some progress toward that elusive 75% goal, which was included in Education Code language as a floor but is commonly assumed to be a ceiling. Cynics worry that the Chancellor and Board may simply want the annual fight over this issue to fade away. But the task force has great hopes of soaring above the void to produce a solution that works for everyone and produces genuine progress within a simpler regulatory framework.

The CBO (Chief Business Officers') funding allocation proposal provides another example of idealism and pragmatism. As with most of the discussions involving money, the balancing act would be non-existent, or at least much easier, if it were not for the chronic under-funding that continually forces us to choose from a list of almost equally bad alternatives. The hope of the architects of the CBO proposal is that it will lead to a simple, understandable formula and greater system unity on budget matters. Then that valuable political asset will help with increased future funding requests. The pragmatists wonder why any district would support a formula that results in a short-term loss of funds when the long-term behavior is unknown. Equalization districts need only point to the carefully crafted deal that everyone finally supported last year. It presumed a three year funding cycle but has already fallen victim to the current Sacramento "a deal's only a deal for one year" mantra (most

visibly seen in the abrogation of last year's Proposition 98 suspension deal). The second and third year equalization funding they believed was promised seems unlikely to materialize. Thus, these districts read the CBO proposal as worsening equalization by increasing the disparity in funding among districts.

The Academic Senate is often accused of impractical idealism for its repeated objections to mandatory student enrollment fees: we oppose fees. The Academic Senate's recently published paper *What's Wrong with Student Fees: Renewing the Commitment to No-Fee, Open-Access Community Colleges in California* (2004) goes further, calling for a roll-back of the current fee level. The paper makes a fundamental argument that rather than starry-eyed idealism, this position is clearly in the best economic and social interests of California. At the very practical level, it's also useful to establish a marker as far away as possible from those who want a continually rising proportion of educational costs to be shouldered by the students and their families. Then when the political horse-trading starts, the compromise in the middle stands a chance of being more reasonable than if we hadn't staked out our idealistic starting position. That's a tactic that appears daily on local campuses.

So what's a poor local senate president to do?

Know that every small step forward on the high wire does, in fact, make a difference for your students.

Keep your integrity—and avoid the treacle.