



ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

# SENATEROSTRUM

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### THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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*A land fit for heroes, a war to end wars  
The promise was made and men died for the cause*

.....

*How can the souls of the dead have respect  
For those who leave hunger and famine unchecked  
Who let charities deal with the sick and the poor  
And spend countless millions on weapons of war*

## No Way to Run a State

by Ian Walton, President

**T**he haunting words of this World War II anti-war song<sup>1</sup> floated through my head as I attended two astonishing meetings last week. It was one of those cosmic juxtapositions that make you wonder what this world is all about. How can our priorities be so screwed up?

We just spent \$350 million on a special election<sup>2</sup> where every proposition failed and they could all have happily waited until the next regular election. The state's share was estimated at \$50 million. Yet we can't find \$330 million to roll back student fees in our community college system. And the case for this special election was apparently built on the lunatic premise that collectively, teachers, nurses and firefighters are the state's public enemy number one.

And then there's Compton College. It's hard to imagine a community in greater need of a community college. And yet the Accrediting Commission for Community and Junior Colleges, whose fundamental *raison d'être* is protection of students, boldly and resolutely decides that because of the actions of a few administrators and trustees, the way to best protect students is to completely remove the college's accreditation and turf the students out on the street. Can you imagine them treating a fly-by-night proprietary school this way? Compton College meanwhile is already administered by the State Chancellor's Office and has an Academic Senate team led by Greg Gilbert working with the Compton faculty to ensure that all the academic standards pass muster. We're supporting them. Could it be that ACCJC

deems Compton to be a community not worthy of their support?

But I digress. The first of my two cosmic meetings was a day-long symposium on "Strengthening California's Community Colleges," organized by the Hewlett Foundation. It brought together an eclectic group of players: personnel from a variety of education initiatives sponsored by Hewlett such as California Tomorrow, The Campaign for College Opportunity and Cal-PASS, plus some other interested state parties such as the Legislative Analyst's Office and the Academic Senate. There was an inspiring discussion of the type and level of education that California needs. Who should we educate and to what level? And there was a sober recognition that if we fail to meet this challenge, California will turn into a state where we probably won't want to live. Unless we can improve our educational success with rising "minority" student populations, education levels, followed rapidly by personal income and state tax revenue, will steadily decline and we'll become a "third world" state. Most of the jobs that require skills beyond high school will have been exported to India and China with their astonishing explosion of bachelors degrees and beyond.

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**There seemed reasonable agreement that education is a sound investment and one we have to make to maintain California's social and economic health.**

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The community colleges are the only institution capable of implementing this investment but chronic under-funding poses a barrier, and before you create a new funding plan for community college education you need to create a sound public policy agenda.

<sup>1</sup> *The Poppy Song*, Stan Patman, Dumfries Folk Club, August 1990.

<sup>2</sup> [www.pensitoreview.com/2005/11/09/ca-special-election-cost-300-million/](http://www.pensitoreview.com/2005/11/09/ca-special-election-cost-300-million/)

The next day I was at the second meeting of the Community College Student Fee Working Group organized by Bruce Hamlett, chief consultant to Assemblymember Carol Liu and the Assembly Higher Education Committee. Curiously they managed to hold the first meeting with no faculty members present, but Jennifer Baker of FACCC blew the whistle. This time there were several faculty members in vocal attendance, plus a student, plus representatives of the Department of Finance (DOF) and the Legislative Analyst's Office (LAO). And that's where the trouble began. If this had been a finance meeting the conversation might have made sense—although we would still have disagreed with the conclusions. The unstated assumption was that we were there to do the bidding of DOF and LAO. It had already been decided that student fees must rise. Needy students and their families must pay a larger portion of the investment that California's future requires. The implied justification was that they're only paying a larger portion of the privileged education that will, after all, benefit the self-serving student. The only topic open to debate was what math formula we should use to ensure a steady rise in the fees, accomplished in an automatic fashion so that legislators need never have the awkward fee conversation again.

But wait a minute—this is an education committee. Shouldn't they be considering the educational needs of the state and then creating that sound public policy agenda that many of the same people had discussed the day before? Then we might be ready to talk about how to finance the needs. The discussion felt like it was arguing over step ten when it hadn't even considered steps one through nine. Faculty tried to raise this concern on several occasions but were actively discouraged from pursuing the conversation.

So you can have a conversation about California's educational future with a philanthropic foundation. But you can't have it under the auspices of the Assembly Higher Education Committee. You might think that their primary mission would be to champion education rather than do the bidding of the bean counters. A good example was the discussion around Vice Chancellor Patrick Perry's latest study of enrollment numbers and the effect of fees. He has established, more clearly than ever before, the link between increased fees and decreased enrollment. But the working group wanted to play statistical games around the edges and ignore the elephant in the center of the room. Yes, perhaps a few

students left for other reasons—and it's always easy to challenge statistical cause and effect. But shouldn't you be talking about the primary disaster that approximately 300,000 anticipated students—those most in need of our help—have failed to show up in our classes. Maybe it's only 290,000 but who cares? When a few hundred University of California students were threatened with redirection to community colleges the whole state was in an uproar but nobody seems to care about the vast number of potential community college students who got discouraged and just went missing in action—or missing in poverty. The precise reason doesn't really matter. This is no way to run a state.

So where do we have the fundamental policy discussion? LAO staff make the assumption that current fees are "about right." They don't want to talk about the 136% increase our students just suffered. They want to move on and talk about future increases. Higher education staff acquiesce. Does that mean that the only option is letting "*charities deal with the sick and the poor*" and those in need of education in our state?

Two groups have decided on more direct action.

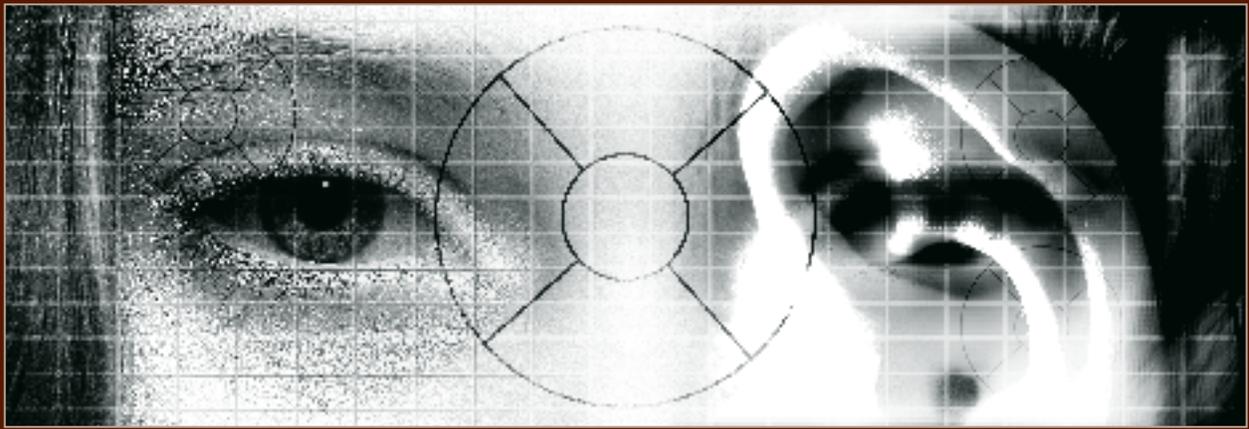
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### The Campaign for College Opportunity has put together a broad coalition of interests to raise awareness of the impending educational crisis and to consider joint solutions.

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Their goal is admirable but their current strategy includes significant transfer of costs to students and their families. The Academic Senate cannot support that. A second group is considering a ballot initiative that would address the Proposition 98 funding structure, governance issues and fee policy in a single package. Final language should be available by the time you are reading this. The fee proposal it currently contains is significantly better than that suggested by DOF/LAO or the Campaign for College Opportunity. You will have to decide if it betrays the Academic Senate's long-standing "no enrollment fees" position—or if it's a good first step in that direction. On the up side we might get more money. On the down side it perpetuates the insane governance by ballot initiative trend. It's still no way to run a state.

And if you're searching for the pragmatism in this article. I'm still working on it ■.



# Bringing Text Books Out of the Dark

## Alternative Text Production Center (ATPC)

by Michael Bastine, ATPC Director

If you attended the “Technology Showcase” breakout session at the Academic Senate Fall 2005 Plenary Session in November, you were introduced to a quiet but mighty program sponsored by grant funding through the System Office.

The use of technology has revolutionized production of accessible text for our college students with print disabilities. The following was written by Michael Bastine, Director of ATPC. We hope you will find the information useful as you consider making materials more accessible for your students. The services of ATPC are available to you, just contact Michael and his staff! Pat James Hanz, ASCCC Technology Committee Chair

“I couldn’t read my assignments in high school. It was frustrating that I couldn’t be self-reliant,” said Marisa, a student with multiple disabilities including dyslexia. “Books on tape helped, but they were frustrating, too. It would take a couple of weeks to get them, they were often the wrong edition for the class so the pages weren’t numbered right for our assignments. I spent more time rewinding and fast forwarding than listening. The Kurzweil [assistive reading software] in the lab helped me follow along so I didn’t get lost. Audio and visual extraction means that I can take notes easily. Without e-text (electronic text) from the college I couldn’t get the grades I get.”

Approximately 10% of the community college student population has some form of a disability. Alternate media

can benefit students with print disabilities, who may be sight or mobility impaired, or have a learning disability, such as attention deficit disorder or dyslexia. Students’ awareness of assistive technology and the increased access it provides is growing. For every student who used text converted into speech three years ago, the numbers have tripled.

The ATPC is the first publicly funded, system-wide resource dedicated to serving the alternate text needs of the largest postsecondary educational system in the world - the 109 California community colleges. From existing print or electronic documents, ATPC creates alternate text products for use by students enrolled in a California community college. A skilled staff, advanced computer networks, electronic document management, and state-of-the-art formatting technologies help produce high-quality e-text, Braille, and tactile graphics.

The Center, hosted by the Ventura County Community College District (VCCCD) on the Ventura College campus, achieves timely delivery thanks to centralized sourcing of instructional material. To date, over 12,000 alternate text materials have been processed, reducing some of the resource demands at the California community colleges.

“In the old days I remember it was really hard for some students to use recordings for the blind,” recalls Edith Conn, a faculty member at Ventura College. “Electronic-text is a much better way now.” With e-text, a range of

technologies can help the print disabled: Braille, large print documents, tactile graphics, audio books, Text-To-Speech (TTS) software, computer highlighting of words or sentences. All of these are referred to as “alternate text.” There is no single solution for students. The form of text best suited to overcome a print disability may not be the best for another person. Most start with e-text, however.

In many cases, technicians begin by scanning a book and running Optical Character Recognition (OCR) software to convert the printed textbook to plain text. Next comes proofreading to detect misidentified characters and “knitting” the OCR’d files together to make the alternate text coherent. Formulas, graphics, tables, and other features—even more common in textbooks than in many other sorts of publications—can greatly complicate and lengthen the task of converting to e-text. The ATPC has encouraged cooperation from publishers so they often supply usable e-text, eliminating some of this work.

Tags need to be added to plain text to distinguish chapter titles, headings, captions, tables, paragraph breaks, and other features for most alternate text uses. (Imagine reading a textbook as a continuous plain text with no formatting, indication of paragraphs, or differentiation between titles and sentences in text and you will begin to understand the need for tags in most alternate text. Now think about the way assignments are given in school: “Read chapters 12 and 15,” “Review pages 147–173.” Then think about doing that when you’re the only one in the class with a plain text document!) Files can be converted from tagged text to formats compatible with a variety of reader software solutions. Depending on the student’s abilities, the text can be read aloud, enlarged, highlighted, or combined as needed. Unlike printed text, e-text can be heard as well as seen and the different reading methods can be coordinated.

There is no “universal” design that is useable by everyone but the process of creating the needed form can be simplified. Since printed books are produced using computers, publishers supplying the files can eliminate the laborious retyping, OCR scanning, and reediting that is required. This ensures accurate content and helps students to get the texts in their hands in a timely manner.

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**Allowing students access to their textbooks so that they can fully participate in their classes is, after all, the point of the alternate text.**

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College students face the challenge of keeping up with their reading assignments. This is magnified for a student with a print-disability. The large number of technologies and options for alternate forms of reading can overwhelm a student, whose focus is on studying, not learning new technology. The ATPC works to meet the increasing demand for alternate text materials. However, for the ATPC, the demand is far exceeding their limited resources. To help manage this situation, “priority processing” procedures have been required of the ATPC. Guidelines from the System Office have established when and which alternate media requests get processed first. The “first come—first served” rule is the general order of processing. Additional System Office requirements direct the Center to implement “fees for service” to educational institutions outside of the California Community College System. The ATPC charges embossing fees for their already transcribed and cataloged Braille products. The revenue collected for this product is then added to ATPC’s budget to further provide grant services to California’s community colleges. Specifically, the fees are \$0.62 per embossed Braille page and \$0.25 per embossed Braille page in volume.

“I couldn’t read unassisted; reading was very slow and very difficult,” says Ann, a recent graduate who has dyslexia. “When I first got tapes from Recording for the Blind and Dyslexic I could access material. It was like turning on a light switch in a dark room.” Access to e-text was even better: “Learning the technology was laborious but it paid off immensely.” Ann went through school the first time undiagnosed and didn’t do well. She recently graduated with straight ‘A’ grades and degrees in economics, finance, accounting, and business. She is currently preparing for the Certified Public Accountant exam.

Both faculty and students need to be aware that alternate instructional resources are available locally and from the ATPC by coordinating through their Disabled Students Program and Services (DSP&S) office. In addition, most colleges have Alternate Media Specialist dedicated to providing the appropriate instructional material for students with print disabilities. With early faculty coordination, in regards to specific textbook requirements, alternate media can be produced and delivered in a timely manner to students. Due to the length of time to produce some alternate textbooks, such as Braille, faculty and staff can not collaborate too early to have the necessary resources available for students with print disabilities.

For more information about the ATPC, visit their website at [www.atpcnet.net](http://www.atpcnet.net) or call them toll free at (800) 858-9984 or TTY (800) 858-9982 ■.

# SB 55 (Lowenthal)

## Creating a Uniform Response to Academic Senate Motions of No Confidence

by Jonathan Lightman, Executive Director, Faculty Association of California Community Colleges

One of my greatest challenges as a legislative consultant in the State Capitol—oh so many years ago (I believe it was during the Mesozoic Era, but my memory eludes me)—was describing the working conditions for staff.

Although the Legislature had to follow basic parameters, each assembly member and senator ran his or her own office as a small shop. There was no such employer as The Legislature, Inc., which would ensure that the employees were all being treated fairly and legally.

Although not an exact parallel, there's a roughly equivalent situation for faculty members in the community colleges. The System Office has almost no ability to assure that the best, or even good practices for that matter, are met. So we're left with 72 ma and pa shops (districts), each invariably sweet or sour depending upon their moods.

Now it's not that I have anything against small family businesses—after all, Polly's Decorators was a Lightman family business in the Bronx for nearly 60 years—but running large public agencies, like community college districts requires a different level of commitment.

Management cannot pick and choose which laws to follow, and which to ignore. Local board members cannot abandon their fiduciary responsibilities to the public by hiding behind information provided to them by campus or district administrators. A breakdown of these simple principles can devastate a campus environment.

For over a decade, faculty members from across the state have justifiably complained that their districts have been summarily ignoring the prescriptions contained in Title 5 §53200—the regulation defining local academic senates, and obligating boards to “consult collegially” with them through primary reliance or mutual agreement.

**How can a local academic senate fulfill its legally mandated duties if it's summarily shut out of participatory governance process? The answer is that it can't. Period.**

Now that the obvious has been established, what's to be done with a campus or district environment whose management-faculty relations have deteriorated? This is the tricky part, because there is no clear answer. Academic senates, while maintaining their duties to represent faculty, are also protective of the campus environment. They have no interest in declaring war when communication can solve the problem.

And here's the rub: The very academic senates that have complained about being shut out of the participatory governance process, have also been foreclosed the opportunity to resolve tensions through further discussion. It's a classic scenario—one side offers to talk, while the other states that “when I want your opinion, I'll give it to you.”

Frankly, that's untenable, and it's not what the community college—the great paradigm of democratic educational values—is about. A motion of no confidence may be the only option on the table.

According to a Community College League of California study, between January 1994 and August 2003, there were at least 35 no confidence votes across the state. About 40% of these votes occurred because faculty did not have an appropriate voice in the decision making process.

A poll conducted by the Academic Senate for California Community Colleges revealed similar numbers. Of the 116 respondents, 25 indicated that a motion of no confidence had occurred in the past five years, while 32 expressed that consideration was given to such a mo-

tion, but none was taken. The Academic Senate's poll further revealed that 73 percent of the no-confidence motions conducted in the past five years were undertaken by local senates.

What's occurring is painfully obvious. AB 1725 [(Vasconcellos) of 1988] established clearly defined functions for local academic senates in the context of a complex higher education governance structure.

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### **While the mandates on the local senates are clear, the remedies for a district's non-compliance don't exist.**

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A complaint at a public or private meeting is only as good as the audience receiving the message. Going to court might compel a district to act, but it requires a lot of money and could be risky. The no confidence motion may be the only option.

That leads us to the most challenging question—once the motion of no confidence has been approved, now what?

Here's where follow-up correspondence with local academic senate leaders confirmed basic intuition. There's no progress with the underlying problem that triggered the motion unless the local governing board gets engaged.

That's why FACCC introduced SB 55 (Lowenthal)—legislation implementing a uniform process across all districts about how local governing boards must respond to motions of no confidence. When a local academic senate notifies a local governing board that a successful motion of no confidence in a campus or district administrator has occurred, SB 55 would require the local governing board to place the matter on its agenda at two meetings within a specified time frame. At the first meeting, the board would be required to inquire what happened to initiate the motion; and at the second, to determine whether there has been a resolution to the underlying problem, and whether technical assistance is needed.

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### **SB 55 is not earth shattering. It is common sense.**

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More importantly, SB 55 is the first effort in recent history to provide local academic senates with the voice

that was intended with the passing of AB 1725. Under the current structure, local governing boards can ignore motions of no confidence, preferring a deteriorated campus environment over the hard task of insisting that communication and dialogue occur to resolve underlying problems. On a side note, an extensive literature search confirmed that SB 55 is the first bill introduced anywhere in the country to address this problem.

Interestingly, SB 55 implements one of the recommendations provided to district chancellors by the League's paper: "communicate, communicate, communicate."

Needless to say, SB 55 is not without its detractors. On the next page are some of the arguments against SB 55, along with FACCC's response.

### **What's Next?**

SB 55 will come for a hearing in the Senate Education Committee in January. Our legislative author, Senator Alan Lowenthal (D – Long Beach), is committed to assisting FACCC with the measure. He is a former faculty member at California State University Long Beach who completely understands and agrees with the aims of the bill.

Phone calls and letters of support are needed to Senator Jack Scott, c/o State Capitol, Sacramento, CA 95814; (916) 445-5976. Please send copies to Senator Alan Lowenthal, and to FACCC at 1823 11<sup>th</sup> Street, Sacramento 95814.

While FACCC is willing to negotiate some of the particulars in the bill, its aim of bolstering local senates in the wake of roadblocks erected by some district administrations, remains steadfast. That's why FACCC is extremely grateful to the Academic Senate for California Community Colleges for all of its technical support and assistance with the measure. Particular thanks are extended President Ian Walton, Legislative Chair Dan Crump, former President Kate Clark, and Executive Director Julie Adams. FACCC also commends all of the local senate leaders who have answered the survey questions, and have helped to lobby the bill.

It is impossible to predict whether the bill will progress. That's not the point. Faculty need to assert power and confirm their rights. SB 55 is the opening salvo ■.

# Arguments Against SB 55 and FACCC's Response



**ARGUMENT 1:** SB 55 is really a ruse to advance local collective bargaining. After all, there's a lot of local communication between unions and senates, and sometimes local senate leaders come from union ranks.

**RESPONSE:** SB 55 is not about collective bargaining. While unions may initiate votes of no confidence, the bill is explicitly about how boards should respond to local academic senates.

While local faculty may have established liaisons between their unions and their senates, each side takes their role seriously enough as to not act as a front for the other.

The fact that some senate leaders may have come from union leadership ranks, and vice versa, is not an argument for *status quo*. If so, why have any rules for academic senates? Similarly, if an administrator at one district wins a trustee seat at another, he or she is not then rendered unable to function in the new role.

**ARGUMENT 2:** SB 55 will lead to increased faculty votes of no confidence.

**RESPONSE:** There is no evidence to suggest that local senates are using the no confidence motion as a strategic tactic; instead, it's the ultimate expression of frustration that its own mandated function has been thwarted.

**ARGUMENT 3:** SB 55 will encourage faculty members to irresponsibly bash administrators at local governing board meetings.

**RESPONSE:** SB 55 does exactly the opposite. Since current law is silent on how motions of no confidence should arise during a local governing board meeting, the faculty's only option may be to speak during public comment—a part of the meeting which is generally unrestrained.

SB 55 provides a framework for how local governing boards should conduct the discussions about no confidence motions. Discharging the requirements of the bill should be simple and not engender rancor.

**ARGUMENT 4:** Since no confidence motions can trigger personnel decisions, they should not be raised in open session.

**RESPONSE:** No confidence motions are not about sensitive personnel issues; they are about faculty grievances. The existence of a no confidence motion should not be a secret to anyone on campus or in the district. Neither should it be a secret to members of the local governing board.

Incidentally, the League's own study found that about two-thirds of CEOs remained in their positions for two to seven years following the successful passage of a no confidence vote.

**ARGUMENT 5:** Local governing boards should have complete freedom over what gets agendaized.

**RESPONSE:** Education Code §72121 states that "It is the intent of the Legislature that members of the public be able to place matters directly related to community college district business on the agenda of community college district governing board meetings, and that members of the public be able to address the board regarding items on the agenda as such items are taken up."

SB 55 furthers the Legislature's intent language in the Education Code, and guarantees a discussion—albeit, possibly a short one—of a matter which goes to the heart of college governance.

# Immeasurable Outcomes

## Campus Explorations: Ethics

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by Barb Neault Kelber, Palomar College and

Katie Townsend-Merino, Relations with Local Senates Committee, Member

**H**ow do we measure the immeasurable? At Palomar College we have struggled mightily with the relatively new accreditation standards set forth by the Accrediting Commission for Community and Junior Colleges (ACCJC), an arm of the Western Association of Schools and Colleges (WASC). Those of us who regularly read *The Rostrum* are keenly aware that these standards were adopted in spite of enormous opposition from faculty representatives up and down the state, who rightfully asked for a rationale that might explain why we should engage in work that would undermine authentic teaching and learning in favor of efficiency and data-driven performance reporting. No reasonable explanation was ever given, and the college version of standards-based education is now upon us in the form of several new accountability measures and the new accreditation standards, all focusing on “measurable improvement” based on Student Learning Outcomes. Consider the following excerpt spelling out the accountability piece:

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies. (Standard II.2.f.)

This language allows for a wide variety of implications, of course, but we suggest that it ought to direct us all to focus on academic and professional matters that require our immediate and careful attention.

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**The faculty has primary responsibility for curriculum and program development, and we are obligated to think critically about the establishment of any “systematic” approaches to evaluation and assessment.**

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Because of legislation such as “No Child Left Behind” and local designs such as Bersin’s “blueprint” in the San Diego City Schools, our K-12 system has seen a significant shift, as increasing amounts of energy and time go toward testing, assessment, and accountability. The community colleges now face some of those same potential consequences, and if we hope to push back against the most reductive possibilities, faculty expertise in disciplines and curriculum development will be most critical. At Palomar, many faculty members have invested an enormous amount of energy in considering how we might respond in a real and authentic manner to the current calls for accountability. How can we make them work for our students, our programs and our classes without giving way to reductive moves toward standardization?

As we move forward with our specific approach for Palomar College, faculty expertise is in the foreground and is the heart and soul of any conversation about student learning and measurable (or immeasurable) outcomes. In both stated commitments and careful planning, we intend to reinforce this important idea: at Palomar College our students encounter an opportunity to become more educated citizens, and our highest ideals about that opportunity should be at the center of this conversation.

Our Campus Explorations project was developed as a specific response to the idea that we should attempt to measure the immeasurable. Note the language of the

accreditation standards outlining some of the “comprehensive learning outcomes” for general education:

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally and globally. (Standard II.A.c)

We find this language somewhat chilling, and not because we think these elements of education are unimportant. Indeed, the opposite is true, and we feel compelled to resist the suggestion that we might treat these very important qualities as “measurable” outcomes, that we might claim to assess them fairly and consistently in the way that we can assess demonstrable skills.

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**At the college level, ideas such as citizenship, ethical principles, and social responsibility should be considered in all their difficult complexity, distinct from the “citizenship” of the K-12 classroom.**

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Within the boundaries of our Palomar College District we have both a military base and reservation land; thus we are obligated to approach these elements of education with care and respect, recognizing their powerful intellectual and philosophical foundations.

Given this consideration, our Learning Outcomes Council and the Faculty Senate have endorsed the Campus Explorations project, a kind of campus-wide learning community, to allow for complex, interdisciplinary discussions of issues and ideas like the “immeasurables” listed in the standards. The Campus Explorations project allows for the entire campus community to vote for a central theme, and this year’s inaugural topic is “ethics.” In years to come we hope to encounter other suggestions that were contenders on our very intriguing list, topics such as human rights, peace and war, and the environment.

This year our ethics seminar has involved faculty in conversation with our students and with the broader campus community. We have developed a one-unit lecture series and sent out an open invitation to faculty to discuss ethics and ethical issues in relation to their disciplines and professional expertise. Thus far we have encountered ethical issues framed by faculty members in the disciplines

of philosophy, economics, history, English, psychology, business, photography, journalism, political science, theater, biology and fashion. In this way, students have been exposed to interesting, complex discourse on this subject and others, becoming more aware of the disciplinary nature of knowledge and critical thought. Additionally, we have developed a series of “connected occasions” and have begun a film series that follows some of the faculty lectures. Films we have screened this semester are related to the lecture topics, and they include *The Insider*, *The Crucible*, *Shattered Glass* and *The Long Walk Home*. Our performing arts department offered a special afternoon performance of its production of Moliere’s *Tartuffe*, with a panel discussion on the topic of ethics and religiosity immediately following.

Faculty at Palomar College may choose to have their individual courses marked as participating in Campus Explorations. The level of participation by each faculty member is completely open and not directed in any particular manner; some have added an ethics component, some have always had this component, and some allow students extra credit for participation in one or more of the scheduled lectures. Our attendance has been comprised of a core group of students who are enrolled, a core group of faculty who regularly attend (and can earn Professional Development credit if they choose), and a varied assortment of additional students, staff, and administrators, who join when they are particularly interested in a topic.

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**In terms of assessment, we will argue that we do well to assess our institutional commitment to the complex humanity of our students rather than to the reductive language of standardization.**

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If we can say that Palomar College provides authentic opportunities for students to grow in the knowledge that they are connected to their communities, connected as citizens of the world, then perhaps the conversation about Learning Outcomes will have been a conversation worth having.

In addition, the Campus Explorations project and other such endeavors, whether undertaken in individual classrooms or elsewhere, will allow us to demonstrate to the accrediting commission, and other “appropriate constituencies,” that Palomar College recognizes its role in the education of free citizens. In doing so, we effectively push back against trends and regulations that might ask us to do otherwise ■.

# Linking Counseling and Career/Technical Programs

by Kathleen Wothe, Diablo Valley College

**A**s part of my recent sabbatical, I was curious to learn more about what makes career/technical programs successful and what role counseling has in their success.

A successful program would be one having an active advisory committee, and one with good quantitative and qualitative student and program outcomes in terms of enrollment, completions, etc.

I visited ten other California community colleges to find “best practices” in counseling for career/technical programs. I looked at two groups of schools—those with high success rates—in the awarding of career/technical certificates and degrees (Butte, City College of San Francisco, Mt. San Antonio, Santa Rosa and Southwestern) and those considered to be Diablo Valley College’s (DVC) peer, benchmark colleges; schools that are similar to DVC in size, demographics, and are in multi-college districts (American River, DeAnza, Fresno City, Orange Coast and San Diego Mesa.)

## Survey

The survey was conducted by interviewing counseling faculty, career/technical program faculty and administrators familiar with Vocational and Technical Education Act (VTEA) funding issues, using a questionnaire focused on best practices. A sample of topics addressed included:

- ▶ How certificate programs interface with the Counseling Department.
- ▶ How closely do instructional and counseling faculty work with one another in certificate programs? Are counselors designated to specific career/technical programs? What are the advantages and disadvantages of this? Do they attend department and advisory committee meetings?

- ▶ Successful components of support services that help retain students.
- ▶ Counseling department handbook or webpage for counselors to access information about career/technical programs.

## Recommendations

**Probably the most important factors I observed at successful colleges were cooperation, communication, and collegiality between counselors, instructors of programs, and administrators.**

When these qualities are reflected in faculty leadership, as well as strong, flexible administrators, partnerships are easily established to the benefit of programs and students. With leadership that goes beyond discrete departments and programs to include a systems oriented delivery of services, you find people inspired to work together. My most important findings are reflected in the following five recommendations:

### 1. Counselor/Program Liaisons

Greater development and enhancement of counselor and career/technical program liaisons should top the list of strategies to strengthen programs. Successful programs have an identified counselor liaison that is familiar with the program, attends department meetings as well as program advisory committee meetings and is available to both department faculty and other counselors as a resource.

### 2. Advisory Committee Meetings

Counselor liaisons should be invited to attend program advisory committee meetings. I found that this creates a link between the counselor, the program faculty, and the community leaders in each career area.

### 3. Web Site Information Maintenance and Support

Colleges with the most successful certificate programs have well-designed and easily accessible web sites with up-to-date program information. The maintenance and support of this web site needs to be a high priority. For example, one college funds and supports a staff person in their Counseling Center to maintain the career/technical program web site, assuring that the most current information is always available to counselors, students, faculty and the community.

### 4. Curriculum Assistance

When creating and maintaining certificate programs, curriculum support is vital for career/technical program faculty. One example is the college that hired a faculty member with extensive curriculum experience to help “shepherd” the new programs through the required process. Counselors need to be kept up-to-date on the progress of these new degrees.

### 5. Leadership

Leadership is critical to successful, high performing programs. The most successful programs I visited were the ones with strong leadership, both at the faculty level as well as at the administrative level. Colleges need to encourage professional development opportunities to career/technical faculty and counselors to strengthen their leadership skills.

Of course, college culture, history, size, single or multi-college district, regional economy, and a myriad of other factors influence these issues. What works at a small, rural college may not be directly applicable for a large, urban, multi-college district. Look for the essence of what works, and then find ways to infuse these ideas into your own college cultures ■.



## What's Developing in Faculty Development?

by Shaaron Vogel, Faculty Development Chair

**T**hanks to the participation of many, the faculty development breakouts at the Academic Senate Fall 2005 Plenary Session in Pasadena were wonderful! We not only had a large turnout but many were willing to share and offer ideas.

So here is a little follow-up on what is developing in faculty development.

We had four flipchart papers filled with great ideas for a Teaching Institute, tentatively planned for February 2007. We are striving for large attendance together with a wide variety of options for learning. The group suggested theme sessions, allowing attendees to pick a “track” to follow in learning. Another idea was to have poster sessions at every breakout, so that great ideas from other campuses could be easily shared. Look for more on this in the near future.

In early 2006, local senate presidents can expect a survey on the subject of faculty development and senates. We will be encouraging you to consult with your local

faculty development leader to help with this survey and use the time as a learning opportunity for your local senate. We want to use the results to write a paper that will be a resource for local senates, and to share with legislators, as we advocate for the return of faculty development funding to our state community college budget.

Since many have asked, at one of the breakouts, I described how my campus gets FTE for flex days/hours. We strongly recommend that you locate your campus 320F report form. It is on this form that your campus can use your formal flex calendar days as part of the report filing they send to the state for apportionment. Weekly census classes that may be part of a 16-week semester may be filed as 17 ½ weeks when you add in finals and flex days. Our college has received a large number of FTE in a legal and highly valuable way. The System Office also has a formula for applying flex calendar days to daily census/attendance classes. I hope this helps a few of you who asked about “how” this was done. So stay tuned for more on what is developing with faculty development! ■



## Your College Has Completed Its Student Equity Plan Now What?

*by Lesley Kawaguchi, Equity and Diversity Action Committee Chair*

**A**t the Academic Senate Fall 2004 Plenary Session, delegates adopted a resolution urging local senates to join collegially with representatives of their governing boards, administrators, classified staff, and students in addressing the goals of their Student Equity Plans. As of Fall 2005, Aiden Ely, the Dean of Student Services in the System Office, reported that all but 15 community colleges have filed their plans, ranging in length from four to 100 pages. While many plans were done by committees, individuals wrote others. According to Title 5 §54220, most colleges have thus complied with the regulations by submitting their plans.

**However, a larger issue remains: Are the Student Equity Plans merely done to comply with regulations? The answer should be a resounding “No!”**

Local senates have ways to ensure that their Student Equity Plans do not merely gather dust in the System Office or in some file drawer at local campuses, but instead gain the visibility necessary to include all campus constituencies in addressing the goals:

- ▶ Have your Student Equity Plan on the campus website. By placing the plan on your website, it

becomes accessible to all campus constituencies, as well as your local community. This visibility is a reminder to the campus community of the college's intentions to continue to address issues of access, retention, transfer, and student success.

- ▶ Deliver periodic progress reports to your Board of Trustees. The chair of your governing board along with the college president and local academic senate president had to sign the plan when it was submitted.

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### Progress reports can remind the governing boards and administrators that the faculty remains committed to student equity.

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According to the California Community College Mission Statement, "Essential and important functions of the colleges include: basic skills instruction, providing English as a second language, adult noncredit instruction, and providing support services that help students to succeed. . . . To the extent funding is provided, the Colleges may conduct institutional research concerning student learning and retention as is needed to facilitate their educational missions." ([http://www.cccco.edu/faq\\_cccco.htm#mission](http://www.cccco.edu/faq_cccco.htm#mission)) Local senates have several ways to ensure that their Student Equity Plans become a central component imbedded in several processes that are critical to the faculty's role in this mission:

- ▶ Make sure that your Student Equity Plan is included in your annual Master Plan for Education. Because these plans have both short-term and long-term planning issues and implications, it is critical that they are included annually in master plans to ensure that these issues are continually addressed.
- ▶ Work with your Institutional Research department. The data for the five indices (access, retention, student success in basic skills and ESL, transfer, and degree and certificate awards) should be updated annually. Some colleges have research advisory committees that include faculty from ESL and the basic skills areas, who can advise and inform research needs and goals.

- ▶ Keep student equity issues in mind while crafting Student Learning Outcomes at the course, program, and college level. As colleges begin to address the shifting demographics and/or the differences in academic performance of their student populations, faculty can consider ways in which student diversity and Student Learning Outcomes can help promote student equity in their classrooms, courses, and programs. Many colleges have acknowledged diversity in their mission statements and it should be considered in the crafting of institutional SLOs. Have your students learned that your college embraces diversity and equity?
- ▶ Imbed student equity issues in the Program Review process, particularly for basic skills math/English, ESL, and student services, including counseling. Depending on how the local colleges established their plans, basic skills and ESL faculty are critical participants in addressing the goals and plans. They can use their Program Review process to ensure that their work, along with student services and counselors, can be assessed.
- ▶ Address the issues of the Student Equity Plan in your accreditation self-study. The Student Equity Plan provides hard data regarding student success and retention and a means of addressing inequities. Connecting student equity and SLOs ensures that faculty members are engaged in the issues of student success and retention, which must be addressed in the Accreditation standards.

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### Finally, by providing visibility to the Student Equity Plans and connecting them to other core issues and processes for which local senates and faculty are the primary voice, faculty, administrators, classified staff, students, and governing boards can use the plans to do college-wide planning.

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Local senates can ensure that campus planning and budget processes include Student Equity Plans when considering allocations for the hiring and support of faculty, administrators, and classified staff with regards to student equity needs. By utilizing the findings of the Student Equity Plan in course, program, and institutional assessments, student equity becomes an ongoing work in progress and not merely a dust gatherer ■.

# Consultants and the 10 + 1

by Mark Wade Lieu, Chair, Educational Policies Committee

**T**he use of consultants in all facets of community college life continues to increase in scope and in cost, and when faculty question the use of consultants or request input into the process of determining the use of consultants, they are often told by administration that the use of consultants is purely operational and does not impact any areas of faculty concern. Our breakout discussion on consultants at the Academic Senate Fall 2005 Plenary Session provided many examples to show that consultants do indeed have the potential to impact all areas subject to collegial consultation under Title 5. Here then are cautionary tales for you to bring to your administrators when they tell you that you don't need to be concerned about consultants on campus, and what to ask for once you have their ear.

**Facilities Planning:** As part of the planning for a bond campaign, a district hired a consultant for facilities planning. The consultant had worked on other college facilities plans previously. Faculty were told that the consultant would work with the college's existing program review documents to prepare the plans and that further faculty input was not needed. When the plans were presented at a Board of Trustees meeting for consideration, the plans showed a dental hygiene laboratory. The only problem was that the college had no dental hygiene program, nor was one mentioned in the program review for the health sciences area.

Potential 10+1 Impact: Educational Program Development (#4) and Processes for Program Review (#9). While there was no usurpation of faculty roles intended here (the architect was actually reusing portions of successful plans from other colleges), it's easy to see how the inclusion of elements in facilities planning could reflect particular interests of individuals and their desire to influence program development and be a way of circumventing normal processes for program review.

**Technology Planning:** The woeful tales regarding the implementation of enterprise software such as PeopleSoft, Banner, or Datatel are numerous. Consultants hired to implement the software have promised the moon,

and when colleges actually find out that they can't get there, it is too late to change software. Many colleges have reported that successfully applying prerequisites took many semesters, during which many students were denied access or were able to enroll for classes for which they were not prepared. One college was told that there would be no problem with recording and using +/- grades. As it turned out, the system was never able to be adapted to use +/- grades, and the college was required to give up +/- grading altogether.

Potential 10+1 Impact: Standards and Policies regarding Student Preparation and Success (#5) and Grading Policies (#3). The failure to apply prerequisites directly affected the ability of students to either enroll in classes for which they were suitably prepared. The impact on grading policies should be self-evident.

**Strategic Planning:** As part of a college's strategic planning process, a consultant was hired to perform a cost-effectiveness analysis. Faculty were assured that this was a normal process for the business services division and that there would be no impact on them. When the report came out, however, every area of the college was reviewed, including instruction. Each department had been evaluated in terms of revenue, productivity, and cost-effectiveness and ranked. Suggestions were also made for reorganizing the college to improve cost-effectiveness.

Potential 10+1 Impact: Curriculum (#1), Degree and Certificate Requirements (#2), Educational Program Development (#4), and College Governance Structures related to Faculty Roles (#6). While faculty were reassured that the data would not be used for evaluating programs, the performance of the cost-effectiveness analysis provided information that could be key to any discussion of program discontinuance. Anytime that the discontinuance of programs is discussed, there is a potential impact on other programs and the degrees and certificates offered. The suggestions for reorganization also had the potential to impact faculty representation on the local senate and other college governance committees.

**Grant Applications:** Many colleges have hired grant consultants, particularly for highly competitive grants

such as Title III. One college hired a grant consultant who would only be paid if the college successfully got the grant. The consultant proceeded to fill the grant with projects that had worked elsewhere, with little regard for how the projects would actually fit with existing college programs. When asked about this disconnect, he said the college could simply change the projects once the money came in.

Potential 10+1 Impact: Curriculum (#1), Educational Program Development (#4), Policies for Faculty Development (#8), and Processes for Program Review (#9)—in short, pretty much everything. The grant application included faculty development, new program elements, and changes to curriculum. In addition, the consultant relied on his prior experience to develop the grant application, bypassing established processes of program review. Faculty breathed a great sigh of relief when the grant didn't get funded and the grant consultant moved on to another college.

**Flex Day Activities:** Many faculty despair of flex-day activities, especially when consultants are involved. At one college, a motivational business speaker was hired that culminated her talk with a video about potato sorting, which she enthusiastically compared with the educational process. At many colleges, consultants on student learning outcomes have been brought in to train the college community in how to develop and measure student learning outcomes. The consultants have varied widely in expertise and quality.

Potential 10+1 Impact: Faculty Roles in Accreditation (#7) and Policies for Faculty Development (#8). Given the dearth of resources for faculty development, it only adds insult to injury when precious funds are spent on development activities that provide little benefit to our work for our students. Student Learning Outcomes are one area that provides the needed connection between faculty development and student success, but there are firms of wide-ranging suitability out there trolling for the dollars that colleges are putting out in order to meet the new accreditation standards.

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### Faculty input is essential in the evaluation of proposed development activities and the consultants hired to conduct them.

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**Policies for Planning and Budget:** All consultants have an impact on the budget because all of them cost money, sometimes incredible, mind-boggling amounts of money.

Faculty are to be involved in the development of Policies for Planning and Budget (#10), and the use of consultants is a worthy topic to consider in the planning and budgeting process. To try and get an idea of what your college is spending on consultants, look at the 5000 budget code. While this includes a variety of expenditures under the title of "Other Operating Expenses and Services," your college is supposed to be including consultant services in this line item.

**Board Policies:** One college also reported that it has hired a consultant to help revise Board Policies. Given that your collegial consultation agreement with the Board is codified in this document, this is another example of a situation where the local senate is clearly impacted. This is definitely a "+1" issue.

Now that you have examples to share with your administration concerning the potential impact of consultants on areas directly affecting the role of faculty in college governance, what is the role of the faculty senate in the work of consultants? Here are some recommendations for your local senate.

1. Work with your union on this. While there is a clear impact on faculty roles, there is also a clear impact on the college budget. This is a good one for strong senate/union collaboration.
2. Examine the 5000 budget line and raise the topic of consultants in your budget and planning process discussions. Find out as much as you can about where consultants are already being used, how much is being spent, and what future consultant usage is being proposed.
3. Ask to be a part of the group writing the Request for Applications (RFA) for a consultant. In this way, you can insert expectations for how the consultant will work with the faculty senate and faculty involvement in the evaluation of the consultant's work.
4. Ask to be on the selection team for the consultant, a natural extension of the senate's role given that it has helped write the RFA. In this way, the senate can also work with the team to develop interview questions that can elicit information about the consultant's previous work with community colleges and the consultant's understanding about how it should work with local governance groups, including faculty.
5. Request that a portion of funds for any project requiring a consultant be earmarked for reassigned time for senate-appointed faculty to work with the consultant ■.

# Basic Skills Students

## Do We Really Want Them to Succeed?

by Richard Mahon, Basic Skills Committee Member

**T**he Basic Skills Committee this year envisions two breakout sessions: the first, which took place at the Academic Senate Fall 2005 Plenary Session in Pasadena, focused on some of the attitudes that may stand in the way of meaningful progress toward meeting the needs of Basic Skills students. The second, planned for the Spring 2006 Plenary Session in San Francisco, will build on the discussion that took place in Pasadena to provide emerging best practices that can guide us throughout the state. What follows are some thoughts that framed the Pasadena discussion.

I have modest contact with Basic Skills students in my own classes. Every class I teach is aimed at our transfer population, and college composition is an advisory for all of my classes. But like many of us, I was attracted to a career in community college teaching to make a difference in the lives of my students, just as my elder colleagues made a difference in my life when I found myself in a California community college classroom 30+ years ago. Having participated in our two year ordeal leading to the recommendation to elevate English and math graduation requirements, I increasingly found myself thinking that what we require of our students “on the way out” matters much less than our success in coaxing the majority of them to acknowledge their deficits *on the way in*. Though I think our hearts are (mostly) in the right place, I can’t help but question whether we are in a position (yet) to provide our students the help and support they need to meet requirements in English and math that we believe will better prepare them for the world that awaits them.

### Across the Curriculum?

Pretty much without regard for our fields, we accept in principle that our students need “college level” skills in English and math to fulfill their potential in an increasingly dynamic society. On the other hand, how do we respond when we encounter students in our classes who lack the skills to do “college level” work? Do we devote our lectures to summarizing the content of the textbook, thus obviating students’ need to read? Have we abandoned essays as too time-consuming to read and gotten our students off the writing hook? Do we teach

our courses in economics or psychology or sociology as though our students have a college level command of basic quantitative relationships that underlie these disciplines as social *sciences*?

If we take seriously our own convictions about the importance of English and math, we should be encouraging—*requiring*, to the extent that we have the ability to do so through course outlines and department policy—ourselves to actually teach our classes in a fashion that indicates to students how serious we are when we claim that they need college level skills in English and math to progress and to realize their citizenship and transfer dreams.

### Allocating Resources

One of the most oft repeated arguments against raising graduation requirements in English and math was the scarcity of local resources. The primary assumption would be that requiring thousands of students to take an additional English and math class would require colleges to increase the number of sections in those areas, with no additional funding to cover those expenses.

An observation made less often is that our current widespread practice of allowing students to begin to remediate on their own timetable—often at the *end* of what they mistakenly assume will be their two-year career. This means that many students enroll in classes for which they are yet not prepared, *and in which they do not succeed*.

Allocating resources means not only having the quantity of resources one needs, but using them in a reasonably efficient fashion.

It does not benefit students, or make intelligent use of our resources, if we encourage them—through the lack of honest advisories or prerequisites—into transfer level courses for which they are ill-prepared. The lack of a *mandate* that students begin developing their skills in computation and communication early means that the limited resources available to us in *many* cases will be squandered.

## Our Mission—What is it?

One detail that became apparent in our research on English and math remediation in CSU, UC, and other states' community college systems is the very common requirement that students begin remediation from the very beginning of their courses of study. We are hardly the only segment in California higher education with a mandate to bring students' skills to a college level: we are the only segment in California higher education that places most of the responsibility for beginning remedial sequences onto our students.

Some of you are thinking that the very comparison of our students to those in the CSU or UC shows where my thinking has gone wrong. Unlike those segments, we serve students with an enormous variety of goals: some hope to transfer, but many others seek a vocational certificate, while still others come in pursuit of lifelong learning. But we should not confuse the fact that our mission is truly so broad with the fact that many of our students who claim transfer as a goal *do not realize that goal*, and deficiencies in English and math—which in many cases will require multiple terms to remediate—are often at the heart of their inability to attain their goals.

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**There are many reasons why students put off dealing with their skill gaps in language and computation: fear of failing and the desire to get on to more appealing subjects are two common reasons.**

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The fact that students—especially transfer students—may *wish* to put off dealing with their skill deficiencies hardly legitimizes our complicity in a process that relegates students' very real deficiencies to their own private concerns. We should not use the broadness of our mission as an excuse for demanding less of our transfer populations than would be the case if they began in a four year system.

## Local Control—for What?

A common obstacle we encounter in aiding our basic skills students is "local control." I categorize myself as a populist democrat. The idea of top-down autocratic control, with bureaucrats dictating to faculty and students, gives me shudders. But I also assume that bureaucrats shouldn't *need* to tell us what to do. If there's something our students need, my colleagues and I should be the first to observe the need and lay claim to the resources to fill it.

On the other hand, I also know that our colleges are slow-moving bureaucracies of their own. Our careers stretch over multiple decades, and we too easily forget that the initiatives we consider today are probably already too late to help our *current* student population. We also know that

in our very real preoccupation with our limited resources (roughly two-thirds of what is provided for California's K-12 students, half of what is allocated for our CSU brethren and a quarter of what is allocated for our UC cousins) we often focus on preserving the status quo, lest things get worse before they get better.

For local control to have real, as opposed to "principled" value, we have to actually use it to apply a variety of remedies to our students' deficiencies, in order to learn what works best locally. We too often become insular and out of touch with both our students' needs and what might be done to meet them. Local control is only worth preserving if we put it to some good use on our students' behalfs. However, we should use any resource at our disposal, whether local or not, to remind faculty of our responsibility and our *authority* to make a difference in the lives of our basic skills students.

## The Right to Fail?

On my campus it has become fashionable to say that students have "a right to fail." I think that's nonsense. First let me be clear that a student who *could* pass my class but doesn't attend, doesn't submit work, or submits sloppy work, doesn't need a "right" to fail. I will provide that failing grade independent of his or her "right" to it. But what many people mean by "right to fail" is that we should give students good advice (remediate now!) and let them fail when they neglect it.

Our CSU and UC partners do not recognize such a right, *and neither should we*. Were those under-prepared students spending their own money at a private institution, their success or failure might be of only intellectual concern. We, on the other hand, are supported by public money, to give our students, many of whom already have a second class education, one last chance at educational success and all that our society grants with it. If we fail them, they have nowhere to go. We don't give inexperienced drivers a license with no guidance on how to use it. We should not give our students across-the-board access to classes they are not likely to pass and then grant them more of what they have already had too much of, a "right to fail." It is not our students who fail in this case: it is we who have failed them.

## What Can We Do?

We are governed by local trustee boards. We do have an apparently unbounded mission. We do have inadequate resources, and faculty who struggle to see students "succeed," sometimes at the cost of lowered standards in their courses. If we are going to see increasing numbers of our students truly succeed, we must address the structural limitations of our circumstances and find ways to get students to begin the process of remediation as early as humanly possible ■.

# Bridging the Campus Divide

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*by Wheeler North, Occupational Education Committee Chair*

**R**aise your hand if at some time in your tenure as a faculty member you learned about a new college policy, process, or form from one of your students.

There seems to be a form for everything these days, and these processes seemingly change every day. At our campus there is a petition to add, a petition to drop, a petition to modify a major, a petition to graduate, a petition to be reinstated, a petition to get assistance in a multitude of areas, and a petition to, well—you get the idea—petitions abound. And these are just for the students.

Faculty and staff have no shortage of forms either: equipment requisitions, revolving cash forms, classroom request forms, civic center forms, gift acceptance forms, sabbatical forms, professional development forms, FLEX forms. There's even a form for travel on behalf of the college. In fact, there are two different forms, one if you require reimbursement from the college, and a different one if you don't require reimbursement.

Each form comes with a whole set of rules and guidelines. For example, you must use cash or a check but not a credit card. For another a Purchase Order must be used. But if you can't buy it because a vendor won't accept a PO, you must start over with a different form.

In the end these processes are convoluted, and driven by many different needs, but they do attempt to bridge communication and process divisions that always occur in larger institutions. We, as public agencies, must comply with many differing mandates and compliance issues. The forms are there to guide process and ensure that compliance happens.

For those of us who are "expert" bureaucrats it can be very frustrating; for our student's who are not yet bureaucratized it can be incomprehensibly frustrating.

Typically the processes your students will face relate to the many Student Service opportunities our colleges offer. These are often controlled locally within each service area. As such they may develop their own internal process to ensure they operate in compliance with the various laws, regulations and policies.

Take the time to visit these services once in a while, see if they have a listing of the forms they use and how to use them. If you use a form or process that you find to be confusing, work with them to improve it or at least help them to understand why it's confusing. If your office,

area or division has such processes, work with your staff development committees as well as your various senates and student bodies to keep everyone up to speed on those processes.

If you are a leader, such as a department chair with several program areas, see where you can streamline these processes, using one form to meet many needs. It is much easier to keep staff trained on one form that has many uses than it is to have many forms in many locations, each with its own use. The reverse is also true. If you truly need two different forms, don't make them look so similar that they are easily confused.

Our role should be to facilitate processes, not to create barriers. Take the time to see how many people must handle a form, add to it, sign it, tear something from it, move it to another location and make more decisions about it. Most of these forms and processes were not invented by an omnipotent being with unearthly powers. They belong to us, and should be functional. If a form or process takes 49 steps from start to finish, no one in their right mind will do it. Divide the process into stages, or even better, be innovative and simplify the process.

With today's incredible advances in information technology, decide how to utilize the technology to your advantage. A digital form, saved partially filled out, can save a lot of time as you reuse it. Digital forms can be designed to control input, thereby reducing gaps or errors. In today's IT age no one should ever need to use a calculator to arrive at a numerical value based upon data entered into a digital form. Those of you with the authority to sign your life away get ready, digitally interconnected signatory approval processes are all the rage, and if implemented, really will make life easier.

In a very practical sense the obligation to inform and counsel our students resides with every college and district employee as does the obligation to ensure compliance with all these mandates and requirements. Little things like sharing a lunch, asking another for help, or inviting each other to join in on meetings such as department or school/division meetings can provide opportunities for exchange that will bridge the divide directly, rather than having your students be the primary means of cross college communication.

Whatever you do, if a student brings you a form that you have never seen, go find it's origin and become in "form"ed ■.

# Invalid

## Are There Unintended Consequences of Existing Requisite Processes?

by Lynn Welch, Curriculum Committee Member

In preparing to revise the 1997 paper *Good Practice for the Implementation of Prerequisites*, some important questions emerged. What are good practices for the implementation of prerequisites? Do the detailed and specific guidelines provided in the paper about what community colleges need to do to validate requisites lead to the academically sound use of prerequisites? The need for this information screamed “conduct a survey!”—but where to begin? What did we really want to know—and what do we think is happening?

We took a straw poll and the ASCCC Curriculum Committee unanimously admitted we are not satisfied or confident in the way requisites are established or validated at our colleges. Naturally, this is a biased sample and more data is needed before any solid conclusions can be made. What about you? Are you satisfied and confident with the use of requisites at your college?

It has been more than a decade since legislation requiring validation of requisites was established in law. While the 1997 paper is detailed and specific about what community colleges need to do to validate requisites, there is anecdotal concern that the law that was intended to ensure access may be affecting the rigor of course delivery and success of community college students.

There is also empirical evidence that expectations are vastly different for baccalaureate transferable courses from community college to community college. For example, one community college uses a baccalaureate level English course as an advisory to alert the student as to what level of reading, writing, and thinking is needed for success in an introduction to psychology course. Another requires a high school reading skills level, while still another community college has no

requisite or advisory for its introductory psychology course. The courses in question all articulate with CSU and UC in the same manner. Are all of these courses really comparable?

Shouldn't we know this? The word around the state is that some schools have not been able to validate requisites—so these schools don't have any math and English prerequisites except where they are required by 4-year institutions in order to ensure articulation. When we discuss implementation of requisites we often do so in whispers for fear we may cross that dangerous line between permitted legal practice and common sense and academic standards.

Are your students coming in to your baccalaureate level class with the basic skills that they need to succeed? If not, are there courses you think would help them be prepared for your course? Have you asked to have these courses listed as the prerequisites to the curriculum you teach? How did that work out for you? Or, does the challenge of validating prerequisites leave your door open to students who are not ready for a college-level course?

The ASCCC Curriculum Committee needs feedback from the field. Is course rigor being lowered due to the inability to validate prerequisites? Is student success being impacted by the inability to validate prerequisites? Are we serving students in the best ways possible?

This is a short article with a lot of questions and not many answers. Answers we trust you will provide in an upcoming survey from the ASCCC Curriculum Committee. Meanwhile, we will present another requisite implementation session for the Curriculum Institute in Summer 2006 and await the response from the field ■.

# Blurring the Distinction Between Credit and Noncredit Dos and Don'ts

by Michelle Pilati, Curriculum Committee Chair

**W**hile certainly not a victim of noncredit-phobia, I am undoubtedly securely attached to the credit aspect of our mission and slight leery of the unknown (AKA “stranger anxiety”). Yet when the noncredit voice is ever-present at SACC (the System Advisory Committee on Curriculum), when I hear one CIO asking another about combining credit and noncredit students in one classroom, and I watch my college refine its approval process for noncredit courses, the need to become truly knowledgeable about the role, function, and purpose of noncredit becomes apparent.

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**And it is very likely that the 2005-2006 academic year may come to be known as the noncredit year—while traditionally cast into the shadows, noncredit is currently in the spotlight and changes are coming.**

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At the same time as noncredit is lavishing in positive attention and its funding is being considered for augmentation, some colleges are revising their noncredit procedures in order to remain within established guidelines. While some colleges are cleaning up their handling of noncredit, there are also isolated instances of unrest involving noncredit - and certainly more to come if the proposed funding changes are implemented. In light of all this, it makes sense to stop and consider credit and noncredit courses and how they are “handled”. A practice that I sense is growing, and, (in my humble opinion) should be embarked upon with caution, is the offering of credit and noncredit courses in the same classroom. After hearing a most-respected administrator on my campus speak of this as a wondrous activity in which we should engage, I had to stop and consider it more fully. When I first learned of this I was, honestly, aghast. But then after some conversation and consideration I came to terms with it. I can honestly say that I do not have an opinion one way or the other about this practice, but I can offer some dos and don'ts for consideration, influenced by curricular considerations and concerns about students. While this is certainly not

all-inclusive, it provides some pointers for those who are, or are intending, to walk the credit/noncredit line.

- ▶ Do make it clear to students who are enrolled in a course as noncredit that they will not be receiving credit for the course and explain if and how their course participation will be recorded. As colleges vary in their handling of such things, I am leaving this intentionally vague.
- ▶ Don't number credit and noncredit courses in the same manner. Most colleges have some system that is used to differentiate between non-degree credit, degree-applicable, and transferable courses. Under no circumstance that I can think of should a non-credit course look like a credit course by virtue of its numeric designation.

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**Students should always be well aware of the fact that noncredit and credit are typically fundamentally different when it comes to grading and transcripts.**

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- ▶ Do keep in mind the designated areas for noncredit and that while community service courses may be offered as noncredit, there are many community service courses that simply do not meet the designated criteria for noncredit.
- ▶ Don't use a single course outline for your credit and noncredit versions of a course. Assuming that you do include information on grading in your credit outlines, the use of a credit outline for a noncredit course may be misleading. Always keep in mind that the course outline of record is the contract to which you teach; reference to how grades will be determined should not be a component of an outline for a course in which grades will not be assigned.
- ▶ Do provide guidance to your faculty about what noncredit courses are all about. Discuss the areas

in which you might consider noncredit offerings and/or the types of noncredit courses you are currently offering.

- ▶ Don't forget that there are distinct differences between credit and noncredit that should not be forgotten. Remember, for example, that the minimum qualifications differ for credit and noncredit faculty and that if credit and noncredit courses are being combined, the higher credit standards for minimum qualifications must apply.
- ▶ Do consider the mission of your noncredit program and how it can best serve your community. Remember the values of the senate, the goal of open access, and seek innovative ways to be a truly inclusive operation as you serve your community.

- ▶ Don't shirk your responsibility as a local senate to guide your curricular offerings.

- ▶ Do keep all Title 5 guidelines in mind and seek guidance as needed.

As time goes on, I am sure that new issues will emerge—and I am sure that there are issues out there already brewing (as there always are, right?). Keep in mind as you consider issues with respect to noncredit on your campuses that our primary goal is to serve our students—be sure that your local practices are designed to do this at all times ■.

## Our Government In Action

by Dan Crump, Governmental and Legislative Relations Committee Chair



**W**ell, the votes are in and the winner is... Wait a minute! There were no candidates on the state ballot, so there were no winners—or were there? We will leave that to the political pundits and such.

**Much of the political and legislative energy this last year has been focused on the November special election.**

But, as discussed in the legislative breakout at the Academic Senate Fall 2005 Plenary Session, things did happen in the first year of the two-year legislative session. We saw passage of bills on concurrent enrollment (AB 967), student health fees (AB 982), baccalaureate partnership programs (AB 1280) and career technical education (SB 70). A bill regarding trustee representation on the Board of Governors (SB 930) was vetoed and bills on several other issues, including accountability (AB 196), student fees (AB 473), a student bill of rights (SB 5), agendas of local boards of trustees (SB 55), a community college funding formula (SB 361) and transfer (SB 652) will continue to be discussed and will

be deliberated upon in this coming year. For more information on these bills and other legislation of interest to faculty, please check out the Legislative Tracking Page on the Senate's website: <http://www.academicssenate.cc.ca.us/Legislative/LegTracking/legTracking.asp>

Several resolutions passed at the Fall Plenary Session will also impact the actions of the Senate's Legislative and Governmental Relations Committee this year:

Resolution 4.02 deals with concerns that a piece of federal legislation for Hurricane Katrina and Rita relief includes a provision about the transfer policies of colleges and universities. The resolution calls for the Academic Senate to "vehemently oppose the transfer provision of H.R. 3975 (as of October 6, 2005)" and that the Academic Senate "urge local senates to discuss the impact of this proposed federal mandate and to take appropriate action." Resolution 6.03 calls for the Academic Senate to "advocate and reaffirm with the Legislature that the faculty has the primary role and expertise on issues of curriculum and validation of prerequisites for student success." The Committee will begin to discuss how best to respond to these resolutions in the upcoming year ■.

# Defining New Standards for Online Counseling As a Component of Counseling Services

by Greg Granderson, Counseling and Library Faculty Issues Committee Chair

**T**here is much debate as to the use of the Internet by college counselors to provide counseling services through e-mail, chat rooms, and/or audio and video teleconferencing. Many reports have shown that this debate is prompted by the lack of regulations and professional standards for online counseling. The major concerns continue to be security, confidentiality, financial and computer support, and ethical standards. These issues continue to be debated on both campuses with online counseling and those currently not offering the service. Some professional associations like the American Counseling Association stated that “Professional counselors ensure that clients are provided sufficient information to adequately address and explain the limitations of (i) computer technology in the counseling process in general and (ii) the difficulties of ensuring complete client confidentiality of information transmitted through electronic communications over the Internet through on-line counseling.” The Counseling and Library Faculty Issues Committee, between 1995 and 1997, with Sally Flotho, (Golden West College) and Rich Rose (Santa Rosa Junior College) as Chairs wrote the Standards of Practice for California Community College Counseling Programs paper of the Academic Senate. Later under the Chairmanship of Dan Crump the same committee was directed by (Resolution 8.01 F99) to develop “clear definitions and guidelines for web advising, including issues such as legal issues, student confidentiality, and ethics, for counseling faculty.”

To that purpose, the Senate’s Counseling and Library Faculty Issues Committee (CLFIC) sent out an online survey to assess online counseling and/or advising to each community college counseling department.

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The survey defined counseling services as “services provided by counseling faculty that included assessment of students’ academic abilities, disabilities, strengths and weaknesses; help in clarifying academic goals and selecting a major; educational planning for transfer, associate degrees and certificate programs; referral to other support services when indicated; intervention when students’ academic performance is at risk; and follow-up (e.g. academic mentoring, early alert processes, and probation counseling).”

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The Title 5 (California Code of Regulations) definition of the role of counseling faculty reiterates the critical responsibility of the counselor to support student success in such areas as student self-assessment, decision-making, goal setting, and goal implementation. Advising, on the other hand, “focuses on giving students the information they need to reach their stated goals. Advisors explain and clarify this information for students and present their material in a manner sympathetic to the needs and situation of the student. Advising responds to student requests for discipline-specific information.”

So, to that end two questions still remain unanswered and may cause the greatest concern. First, what services constitute online counseling and who should provide the service? Secondly, is online counseling really counseling? Or is it a form of advising? The current CLFIC will be bringing together counseling faculty and other counseling groups to assist in revising the paper, *Standards of Practice for California Community College Counseling Programs*. The revised paper will include “online counseling” as a service component of a counseling department ■.

# The ACCJC Has Established Itself as Punitive and Remote from Anything Vaguely Resembling Collegial Peer Review

by Greg Gilbert, ASCCC Secretary and Liaison to the ACCJC

*Our strength often increases in proportion to the obstacles imposed upon it.*

—Paul De Rapin

In a recent discussion about Compton College, someone compared the Accrediting Commission for Community and Junior Colleges (ACCJC) to the Federal Emergency Management Agency (FEMA) saying that what we have with Compton is an economically depressed and diverse community whose needs have been disregarded by a powerful agency entrusted with the people's welfare. Of course, this analogy is inadequate because unlike the situation with the ACCJC and Compton, FEMA did not blow up the remaining levies and attempt to scuttle all opportunities for recovery.

## The comparison to New Orleans is apt when privilege ignores need.

What galls me about the ACCJC's decision to deny accreditation at Compton is their failure to support Compton's astounding Renaissance in the making, that and the ACCJC's disregard for the campus and its surrounding community, now cast into despair and uncertainty. Their decision to not accredit Compton and to not work constructively with the System Office is part of an ongoing pattern that ignores the statewide and local voices of California's unique system of governance. This whole episode represents the tragic end of anything resembling a collegial process of peer review in California.

In contrast to the ACCJC's punitive approach, we have Chancellor Drummond taking the high road when on July 11, 2005 he committed the "full resources" of the System Office to help Compton overcome its difficulties. Administrators were replaced and for the first time

in more than ten years, Compton's faculty were provided the necessary resources to rebuild their curriculum, conduct program review, and participate in professional development. Five weeks later on August 19, 2005, the ACCJC, in vainglorious contrast, terminated Compton's accreditation, with a continuance pending resolution of any review and appeal.

Undeterred, Compton's faculty continued their good work, laboring long hours beyond their contractual agreements to make significant progress with course design, the establishment of outcomes and objectives, the development and redesign of curriculum, and progress on program review. They contacted the State Academic Senate for workshops on academic and professional matters, and they went into their community to assure everyone that Compton was still accredited. After all of that, and after all the corrective measures throughout the college, after everything, the ACCJC announced on November 21, 2005, its decision not to reaffirm Compton's accreditation.

For the record, nothing of this accreditation debacle was ever about Compton's faculty. When their board and administrators created the financial issues that threatened to undermine Compton, the faculty petitioned their boards, their administrators, and their local press. It was after the System Office ordered an audit that the ACCJC asserted itself. It is worth noting that the ACCJC arrived without faculty members on their team and responded only to institutional fiscal malfeasance, an issue about which the System Office had taken decisive action. Had the ACCJC worked in a constructive and coordinated manner with the System Office, Com-

ton and our entire system would have fared better than it has by the ACCJC's punitive and unilateral assault.

Upon learning of the ACCJC's decision on November 21, eleven days after their closed door hearing on the matter, the first reaction was stunned disbelief. How is this possible? All this forward motion, all this hope just ignored? It was vintage Kubla Ross, with a twist. While we might experience emotions related to denial, anger, bargaining, and despair, acceptance is out of the question! Though the ACCJC had decreed Compton as persona non grata, Chancellor Drummond and the System Office, the State Academic Senate, and most importantly, Compton itself have declared that this decision will not stand.

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### **A question that remains, though, is if this experience with Compton is a harbinger of things to come?**

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A half decade ago, when the Academic Senate, FACCC and AAUP spoke against the new standards, and when the Academic Senate requested input into the development of the 2002 Standards, it was all for naught. The ACCJC was not and is not interested in working with representative organizations. ACCJC representatives will say that they deal only with individual member institutions largely because WASC/ACCJC is not exclusive to California. When the ACCJC works with colleges in Hawaii, Guam, Palau, or the Marshall Islands, they are committed to uniform standards that are not constrained by the specifics of California's unique circumstances.

California's community colleges are united by representative state-wide senates and legislative intent that affirm faculty primacy over academic and professional matters. By failing to work constructively with the CCC System Office, the ACCJC cannot properly serve California's colleges and universities. The most obvious rationale for the ACCJC limiting their interactions to individual colleges is one of scale. One college may be intimidated by the ACCJC's punitive actions, but a system of 109 colleges is quite another story.

Also of interest is that WASC is the only one of seven accrediting regions to establish separate standards for community colleges and four year institutions. Their explanation is that California is too large to manage within one accrediting division. If this is true, then why is WASC/ACCJC expanding its domain to include so many other regions and countries? Wouldn't it be better if California had one set of post-secondary standards

that took into account its unique structure of intersegmental relationships? The ACCJC standards not only differ in content from those of California's four year colleges, they are more invasive and less respectful of academic freedom and local bargaining rights. When one considers that and our ongoing struggle to reach intersegmental agreement on transfer, course articulation, and the successful coordination of our various missions, one can only wonder what benefits might be derived from a common accreditation process that is responsive to CCC, CSU and UC concerns.

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### **California's Community College System teaches between 20 and 25% of all of the college and university students in the entire United States.**

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Add to that the student headcount in the CSU and UC systems, and it soon becomes apparent that our representative system of governance in the three segments constitutes a threat to those who would prefer another, less independent academe.

Clearly, the ACCJC has stood at a privileged distance from the real concerns that engage California's faculty on a daily basis, except when there arose an opportunity to assert their authority over Compton. One would hope that Compton's situation is unique in California, but it is entirely possible that other situations, just as onerous, may be slouching toward our Bethlehem. When one considers the ever vacillating state of our budgets, the limitations imposed by high-fees-high-aid, the effort to excise lifelong learning from the fabric of our collective identity, the growing reign of accountability, the vagaries of transfer, the assaults on governance, the political agendas of those who promote that irony known as the Academic Bill of Rights, and the shifting power base of an expanding cadre of consultants and administrators within our system, it is clear that we must be vigilant.

Again, consider Compton's situation. Apart from the financial shenanigans that occurred outside of the faculty's pay grade, they are faced with another extraordinary task. Compton's feeder schools are among the least prepared in the nation. Though their students have graduated with a local high school degree, many of them arrive with a fourth grade reading level. Read Compton's mission statement and you find a college that is dedicated to providing for the academic needs of an economically depressed and often violent community. Whether the

subject is degrees, certificates, transfer, basic skills, or academic enrichment, the faculty at Compton have been there to provide a combination of hope, rigor, encouragement, and assessment within a system that is increasingly fixed on moving people through in the most cost effective and expeditious manner.

As faculty throughout our state are faced with new, often Orwellian attacks to their academic freedom and accreditation, they must remember that they can call on the State Academic Senate for a technical review ([www.academicssenate.cc.ca.us](http://www.academicssenate.cc.ca.us) and click on “Resources”). Of course, the question remains, what if all parties do not agree to a technical review? In that event, a local senate may do exactly what Compton’s senate did: contact the Academic Senate and request assistance. From such a request, responses may entail a simple phone conversation, a visit by one or more Executive Committee representatives, or a Proposal for Services, which happened with Compton. In the final analysis, local senates need not feel isolated and without options. Naturally, one may be tempted to ask, “What good did all this assistance do Compton?” The answer is that we do not know yet, but we can say that we did the right thing. We worked together, and that is our primary strength. We are united in our service to our students, to protecting academic freedom, and to retaining our authority over academic and professional matters. All of California’s 58,000 community college faculty are card-carrying members of the State Academic Senate, and if you don’t have a card, simply request one by sending an email to [as4ccc@earthlink.net](mailto:as4ccc@earthlink.net)

If Compton fails, if their students fail, we all fail.

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**While powerful entities sit in remote judgment and dispense their forms of “justice,” real people and real faculty continue to do the real work of helping California’s students, one person at a time, come what may.**

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To that end, let us resolve to support our statewide organizations, to read their publications and to study the resolutions approved by our delegates at each Academic Senate plenary session. Let us agree to call on the Senate, when possible, before the arrival of cataclysmic circumstances, and let us resolve that our strength shall increase in proportion to the obstacles imposed upon us.

At the Academic Senate Fall 2005 Plenary Session, a resolution in support of Compton’s faculty was given a roar of support by the hundreds of faculty in attendance. This article will conclude with the words that introduced the resolution.

In John Ford’s brilliant film rendition of John Steinbeck’s *The Grapes of Wrath*, Henry Fonda in the lead role as Tom Joad says the following:

I’ll be all around in the dark. I’ll be ever’—where—wherever you can look. Wherever there’s a fight so hungry people can eat, I’ll be there. Wherever there’s a cop beatin’ up a guy, I’ll be there. I’ll be in the way guys yell when they’re mad—I’ll be in the way kids laugh when they’re hungry an’ they know supper’s ready. An’ when the people are eatin’ the stuff they raise, and livin’ in the houses they build—I’ll be there, too.

While trustees abused their trust and administrators and other well placed officials placed the interests of students last, Compton’s faculty were there. Compton’s faculty were writing and updating the curriculum. Compton’s faculty were placing SLOs in their syllabi. For many of Compton’s students, their only hope was with the patient persistence of Compton’s faculty.

In the community of Compton, there have been sixty homicides this year alone. But the college is untouched by violence—and always has been. At Compton College, faculty and students tend the grounds together; they plant trees, shrubs, and even food gardens. Compton College is an island of hope surrounded by a sea of social and economic turmoil—yet when the surrounding community was asked to support a bond for the college, they responded with a 78% approval, the highest percentage in the state.

Compton’s faculty asked the Academic Senate for assistance, so President Walton sent Janet Fulks, Pat James-Hanz, Lesley Kawaguchi and me to provide support. For a month now, we have been spending our Fridays there, working with the most wonderful and dedicated faculty you could ever want to know. The faculty is what is *right* with Compton College.

Now, as in the *Grapes of Wrath*, Compton College faculty have been beaten up and have cried out, but, at the same time, they and their students are eating the food that they have raised together. Today it is time for us to be Tom Joads, to acknowledge that we, all of us, are Compton College faculty ■.

# An Intellectual Call to Arms

by Leon Marzillier, Area C Representative

**F**all Session's theme, *Managing Conflict by Balancing Principle and Pragmatism*, was addressed by three keynote speakers. The first, AAUP staffer Marcus Harvey, chose to concentrate on the second word in this theme, conflict in and around academia. He questioned what conflict needs to be managed? Conflicts, such as pedagogical and scheduling decisions are generally "managed" on campus, but the thrust of Harvey's speech, to quote him, "belonged under the rubric of enduring, if not perpetual, conflict." The latter types of conflict arise out of competing world views about the role of academia.

Harvey likened the academy to the army, both being "pre-modern, pre-capitalist social formations that disproportionately influence large numbers of young adults."

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**But there are those who would like to see colleges become more like businesses, and over the last twenty years, more and more aspects of the business model have insinuated themselves on to our campuses, evidenced by the replacement of academic administrative titles by business acronyms like CEOs, CIOs, etc., the fact that public financing of our institutions is gradually being displaced by private funding, and the weakening of the faculty voice by the shrinking of the tenure ranks in favor of larger and larger numbers of contingent faculty.**

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Under this business model, administrators resist the shared governance approach to decision-making, condemning its purported inefficiencies. The conflict here is between administrators seeking *efficiency* and faculty desirous of *effective* methods for accomplishing a particular objective. As Harvey pointed out, "...educational quality is not best served by accelerating student completion or maximizing profits from tuition fees, but

rather by nurturing students and ensuring their fullest possible development."

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**Traditionally, one of the faculty's principle objectives has been to mold students into valuable, contributing, thinking citizens of the world, of the state, of the city, of the university or college, and of the discipline.**

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Unlike business interests, academics have not been particularly interested in producing "profit-maximizing economic agents for whom the value added by education is a fiscally measurable added value." Under the business model, our view of education is in direct conflict with "administrative desires to tap new markets."

The balance of Harvey's speech was used to demonstrate how the recent "Academic Bill of Rights" campaign (ABoR) is a manifestation of the attack on academia and is part and parcel of the movement to commoditize higher education. The thesis of those that support the ABoR is to view students as consumers who should, therefore, have a determinative say in the content of their classes, a bizarre claim predicated on the idea that "students already know—and are qualified to assess—what they are to learn well in advance of actually learning it." Those who espouse the ABoR say that professors have a liberal bias, a view that has two insidious objectives. First, it demonizes the liberal view of the world, and second it plants the idea in the public consciousness that the opinions of academics—experts in their fields—should no longer be trusted to represent objective views of the world. As Harvey succinctly postulated, "if a preponderance of experts tell you *x*, then perhaps the problem lies with those who insist on continuing to believe in *y*."

The result of these attacks on academia has put many of us on the defensive. Should we speak up less often about controversial subjects? Should we divorce

ourselves from the political process? The answers are a resounding No and No! Harvey urged us to stand up to this attack by responding, unapologetically, to the criticism. It is ridiculous to suggest that we should apologize for taking principled positions, including political positions, because that is what higher education is all about. In its PR, the marine corps is not shy about saying that it will transform its recruits into something better than they already are. We should be less cautious about trumpeting the same message.

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**We do change our students for the better when we teach them to be critical thinkers, and we should be proud of that!**

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To sum up his message, Harvey challenged us to fight more aggressively for our construct of higher education:

“We are under siege and you as faculty leaders are our shock troops in the culture war. Faculty have to become serious about positioning ourselves in the public debates of the day and stop apologizing. I came here to remind you that there are some things for which we just have to fight like hell.”

Marcus' speech in its entirety can be found on the Academic Senate website at: <http://www.academicssenate.cc.ca.us/Events/sessions/fall2005/Materials.htm> ■

## Vocational Leadership Institute

Tired of wondering why your program needs are always the last in line; of feeling like a dangling accessory rather than the brilliant jewel resting against the heart of your college? Join us this coming March in beautiful Palm Springs at the **2006 Vocational Leadership Institute**, from the 9th to the 11th and learn how to take a more effective role in the decisions your college makes.

