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ABSTRACT

This document consists of four issues (a year's worth: Nov 1995; Jan,Mar,Oct 1996) of a newsletter devoted to issues of importance regarding community college education and provides updates on activities and policies of the Academic Senate for California Community Colleges. The November 1995 issue highlights affirmative action and offers a legislative update, disciplines review, and articles on the implementation of cross-enrollment initiative SB 1914 and service learning. The January 1996 issue focuses on common course numbering, the curriculum colloquium, highlights from the fall 1995 Senate Session, and the California State University remediation proposal. The March 1996 issue highlights workforce development and provides a legislative update as well as articles on technology issues, the search for the new chancellor, and faculty development. The October 1996 issue focuses on the 1996 Fall Plenary Session, the Camarena settlement, accountability curriculum, vocational education, and affirmative action. Each issue also includes a message from the Senate President. (YKH)

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Senate Rostrum:

**The Newsletter of the Academic Senate for
California Community Collages**

November 1995
January 1996
March 1996
October 1996

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SenateRostrum



The Newsletter of the Academic Senate
for California Community Colleges

Affirmative action under review:

System evaluates legality of regulations



❖ by
Beverly
Shue

On June 1, 1995 Gov. Wilson issued Executive Order W-124-95 which embraces zero tolerance for discrimination and calls for the elimination of all state preferential treatment programs based on race or gender that exceed federal statutory or regulatory, or state statutory requirements. He requested that the California Community Colleges take all necessary action to comply with this Executive Order.

The Chancellor's Office prepared a report "Legal Review of Affirmative Action Programs" in which three areas were analyzed, Community College Contracting by Districts, Faculty and Staff Diversity Programs, and Programs for Specialized Student Populations. The September Board of Governors meeting included public testimony on the legal interpretations made in the legal review, and many groups

presented their viewpoints and disagreements with the findings in the review. Faculty are encouraged to read the review and voice their thoughts on the conclusions.

As a result of the "legal review," a writing team of representatives from the consultation process are working with Chancellor's staff to determine the need to change current affirmative action regulations. Thus far the group has been very vocal about changing as little as possible without undisputable proof that the regulations are in violation of current law. The writing team consists of representatives from the Academic Senate, CFT, affirmative action officers and students. A breakout will be offered at the Fall session on the progress of this team in order to receive direction from the field.

There are several anti-affirmative initiatives and legislative bills that were either circulating for signatures to qualify the issues on the ballot or were introduced in the Legislature. All of the bills were defeated, but some could be reactivated when the

Legislature reconvenes in January.

In the meantime, a northern consortium of faculty from the Bay Area and Sacramento have been organized and are mobilized, ready to serve as resource speakers to dispel misinformation about affirmative action. A similar group in Southern California is being organized. Any faculty interested in participating either in the North or South can contact me at the address below.

At the Fall session the Affirmative Action/Cultural Diversity (AACD) Committee will present breakouts on Reasonable Accommodations for DSPS students and programs, and presenting accurate information about affirmative action. The information gained will be used to write a position paper

supporting equal opportunity for all students and affirmative action in all aspects of the college community.

These comments can be forwarded to the AACD Committee of the Academic Senate, or you can e-mail me at: shueb@smtplink.laccd.edu.

My mailing address is:
Los Angeles Harbor College
1111 Figueroa Pl.,
Wilmington, CA 90744.



Tremors subside after initial shaky start for new consultation process

After many concerns were raised by the Academic Senate and other community college organizations, the system Consultation Process underwent review and revision during the 94-95 year. The "Consultation Review Group" consisted of two members from each of the standing consultation councils, CEO's, Academic Senate, CIO's, CBO's, CSSO's, Student Senate, and the Council of Organizations. This group then identified a smaller writing team to identify models that reflected the discussions of the group. The writing team members were representatives from the Academic Senate, FACCC, CCLC, students, and Chancellor's staff. As a result of the work of both of these groups, a new model for the Consultation Process was recommended. The new Consultation Process was approved by the Board of Governor's at the July '95 meeting.

The Consultation Process now involves only one consultation council, chaired by Chancellor Mertes, which has the following representation:

Institutional Representatives

- 2 CEOs
- 2 Academic Senate
- 2 Student Senate
- 1 CBO
- 1 CSSO
- 1 CIO

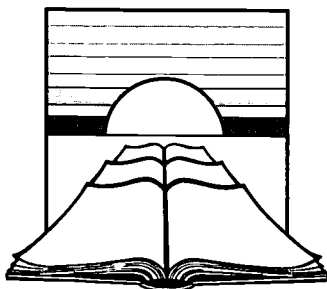
Organizational Representatives

- 1 FACCC
- 1 CCA/CTA
- 1 CCC/CFT
- 1 CCCI
- 1 Cal SACC
- 1 CCCT
- 1 CEOCC
- 1 ACCCA

The faculty made great strides in strengthening their role in the Consultation Process by having identified in the policy the primary reliance on the Academic Senate on academic and professional matters, and the appointing authority for faculty representation on those issues. Believe it or not, those concepts were not identified in the old process. What this means is when an issue is entered into consultation, it will be determined by the Council which groups should take the lead on the development of the issue.

If it is considered an academic and professional matter, the Academic Senate will take the lead, involving whatever other groups necessary, especially other faculty organizations. This process is still different from the powers for local senates because the Chancellor still reserves the right to make a different recommendation to the BOG, but he must first give his reasons for making a different recommendation to the Consultation Council.

Interestingly enough, it was the Board of Governors who first operated outside of the Consultation Process it approved in July. During the month of August, the BOG announced they had a draft of a new Basic Agenda and would be meeting with trustee representatives for input and then putting the document on the September BOG meeting agenda for first reading. Since the Basic Agenda has traditionally been the major policy directing document for the system, the Executive Committee argued that it must be subjected to consultation (See *President's Report*, page 3)



The Academic Senate for California Community Colleges

Janis Perry, President; **Bill Scroggins**, Vice President;
Beverly Shue, Secretary; **Jean Montenegro**, Treasurer;
Regina Stanback-Stroud, Past-President

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President's Report

(Continued from page 2)

before going public. (Sources said that it was part of the political campaign agenda for one BOG member, and that was the reason for the rush.) After numerous requests to staff and individual BOG members to hold off until consultation took place, the draft still appeared on the agenda. It did appear at the first Consultation Council meeting, but it was after the fact, so the other faculty organizations joined with the Academic Senate in giving a public admonishment to BOG at their meeting. As a result of all of this activity, the Basic Agenda draft appears to have

lost its "political value" and is now in the consultation process being worked on by a small writing team of faculty, student, and CEO/trustee representatives. The work thus far will be presented at the Fall Session for input and direction from the body.

Since the initial shaky start, the Consultation Process has continued to be tested and clarified, yet is experiencing a lot of positives. As we deal with issues such as the CSU Remedial Proposal, Affirmative Action Regulations Review, The Basic Agenda, Workforce Training, and on-going legislative and budget issues, the Academic Senate remains a strong influence on the issues.

All of the issues currently in consultation will be presented at the Fall Session to seek further direction from the body.

An additional positive was the "first annual" Executive Committee/Chancellor's Cabinet Retreat. Members of the Executive Committee and the Vice Chancellors and Chancellor met on Friday, Oct. 13 to share goals and priorities. The purpose was to identify common priorities and activities. We will continue to work closely with the Chancellor's staff on curriculum issues and distance education, workforce development issues, and affirmative action/faculty diversity issues.

Technology Committee looks to the future

❖ by Ric Matthews

The Technology Committee of the Academic Senate is starting its first full year of operation. We have established several goals for ourselves that include assisting all local senates in gaining and regularly using Infonet. Infonet is the current bulletin board system available as a communication vehicle for the Academic Senate. There are areas on the service of Senate Alert! — immediate information, for legislative issues and for committee reports. The committee is investigating other possible vehicles that might be able to increase our access and information exchange.

Other projects that we are involved in are the formation of a Statewide Strategic Master Plan for Telecommunications. This task force is coordinated out of the Chancellor's Office. Its goal is to identify the needs of the field systemwide, and to make recommendations as to the best hardware solution. The goal is to

have a mechanism where all of the campuses in the system could easily exchange voice, video and data. A similar discussion is occurring with a proposal named the Community College Instructional Network — where there is interest in developing a single major studio for developing instructional media and being able to upload such programming to satellites. The proposal includes strategies to obtain satellite download equipment for each campus.

The Academic Senate is fortunate to have a commitment by Mira Costa College to help in the development of a homepage. If you have access to a World Wide Web provider, enter the following address for a visit to this evolving resource:

<http://www.spock.miracosta.cc.ca.us>.

Let us know what you think. Please contact Ric Matthews at (619) 536-7366 if you need assistance.

Are prerequisites that hard to establish?



❖ by
Bill
Scroggins

Prerequisite regulations were changed in both 1990 and 1993. Keeping up with these changes has been a challenge. Many just dropped prerequisites altogether. This article is a pitch to those of you with curriculum responsibilities to redouble your efforts to put prerequisites in place in a manner which both follows the regs and is meaningful for your college. For those of you who have everything in place, bravo! Others, read on!

Evaluation of prerequisites falls into three categories, called **levels of scrutiny**: 1) content review, 2) equivalent prerequisites at UC/CSU, and 3) data collection and analysis.

Content review involves assessing the material used to teach the course and deciding on a list of skills without which students would be highly unlikely to succeed. Next, identify how students would acquire those skills, usually through a course, but perhaps involving other factors such as how recently the course was taken. These can be documented by including a "prerequisite skills" section in the course outline. Finally, student outcomes of the prerequisite course are shown to match those skills without which students would be highly unlikely to succeed. Commonly, a simple grid is

used to display this comparison.

Content review is sufficient justification for all advisories. It is also enough to justify prerequisites in a sequence in a subject matter area, such as English 1A for English 1B. In vocational areas, content review justifies prerequisites even in other disciplines, such as Welding 1 for Automotive 1.

An out-of-discipline prerequisite can be established by finding an **equivalent prerequisite at 3 UC and/or CSU campuses**. Establishing this prerequisite can be as simple as providing copies of the UC/CSU catalog descriptions, for both the target and prerequisite courses, along with the content review. This justification is sufficient for all but math and English prerequisites for courses in other disciplines. For example, UC/CSU equivalency could be used for Chemistry 1A as a prerequisite for Biology 1A. However, for a prerequisite such as English 1A for History 1A or Math 1A for Physics 1A the highest level of scrutiny is required: a research study.

Data collection and analysis is required, along with content review, for communication and computation skills courses (English and math) used as prerequisites to courses outside the English and math sequences and for non-course prerequisites such as recency. The analysis determines the relationship between student success and whether or not the student met the prerequisite, using standard research methods. "Success" is specified as: 1) students' belief about the

necessity of the prerequisite, 2) the faculty member's appraisal of the students' readiness, and/or 3) grades, either at midterm or final.

Assessment results can be used either as a prerequisite or for advisory placement. Since 1990, the use of assessment must: 1) if based on a test, use one which is either on the Chancellor's Office list or is locally validated, 2) if based on a test, locally validate cut-off scores, 3) use multiple measures, and 4) study disproportionate impact on historically under-represented groups, and, if found, develop a plan to address the problem. If these steps are in place, assessment may be used as a prerequisite. For example, students may qualify for English 1A by taking "Subject A" or meeting a cut-off score on a test combined with a secondary measure such as a minimum workload. The catalog description for English 1A would read, "Prerequisite: Subject A' or appropriate skill level demonstrated through the English assessment process."

Scrutiny of prerequisites follows a definite **timeline**. Those in place before July 1990 which are still legal may remain in force until reviewed, but the review must occur before July 2000. Those approved after July 1990 must have already been reviewed or they cannot be enforced or printed in the catalog. Prerequisites should be reviewed periodically thereafter, recommended to be every six years.

(See **Prerequisites**, page 5)

Prerequisites

(Continued from page 4)

If a prerequisite is established for one course in a program, it can be used as a **program prerequisite** for entry into the entire program. For example, Anatomy 1 can be used as a prerequisite to enroll in the Nursing program if content review demonstrates that it is needed for any course in the program. Many programs use GPA as an enrollment criterion, really a non-course prerequisite which requires data collection and analysis. Such a study might take the form of a "look back" showing that previous students with low GPAs did poorly in the program. Or it might necessitate studying students who will be admitted with GPAs less than the standard and following their performance. Prerequisites are NOT a method of reducing the number of applicants to fit the seats available in the program. Prerequisites establish a qualified pool from which enrollees are selected

by non-evaluative methods such as first-come-first-serve, lottery, or waiting list.

Health and safety prerequisites use content review to identify skills students should possess to avoid harm to themselves or others. For example, a nurse must have a definite set of skills to enter a clinical situation, including math ability sufficient to compute dosages. That set of skills might be taught in a class such as "Math for Meds" which would then be a health and safety prerequisite for enrollment in the Nursing program. Health and safety is an important consideration in science labs and vocational shops as well.

Performance courses may have limitations on enrollment, such as drama or athletic team try-outs, if other courses are available to meet any degree or certificate requirements and disproportionate impact is checked. **Honors courses or sections** can be established with limitations on enrollment provided that a content review

is done and other courses or sections are available to meet any degree or certificate requirements. Students may be **block enrolled** by doing a content review and assuring that other courses or sections are available to meet any degree or certificate requirements.

Finally, **legal or contractual constraints** may require prerequisites. For example, enrollees in an advanced fire fighting course might need a state certificate or students entering a hospital clinical situation might need CPR certification. In these situations, the Board of Trustees acknowledges such prerequisites when establishing the program or entering into the contract.

This article has provided only a brief overview of prerequisites. As questions arise during implementation at your college, feel free to contact the Academic Senate state office for assistance.

Vocational Education Committee update

❖ by Evelyn "Sam" Weiss

The Vocational Education Committee has several projects in the works. Changes in the way vocational programs are funded are being discussed in both Washington and Sacramento. The committee has been asked to develop a paper to serve as the basis for developing a Senate position on the increasing role of the State Job Training Coordinating Committee in funding decisions. In addition the committee, in conjunction with the Curriculum Committee, will be developing "Standards of Good Practice for New Program Development."

Plans are underway to have two Vocational

Faculty Leadership Seminars this year. Mark your calendars now. The southern seminar will be held March 8-9, 1996 and the northern seminar will be March 21-22, 1996. Feedback from last year's seminar was very positive. We are looking forward to increasing faculty participation.

The Regional Consortia have started meeting. The steering committee of each should have at least one faculty member responsible for informing the local Senates of activities of the consortia. The Vocational Faculty Leadership Seminars are funded through the Regional Consortia, in this case the Bay Area Consortium. Other statewide activities are funded by other consortia.

Legislative update



❖ by
Lee
Haggerty

The Academic Senate for California Community College's Legislative Committee was designed to review and analyze legislation that affects community colleges and make recommendations to the President of the Academic Senate and the Executive Committee. The Legislative Committee also serves as a resource to inform and educate legislators, while making system-wide policy development recommendations. Members of the Legislative Committee will track legislation and, based on resolutions passed at previous plenary sessions and input from faculty organizations, influence the outcome of that legislation.

The following is a list of the faculty members and the student who are your representatives on the Legislative Committee. You may contact these individuals to obtain information concerning specific bills:

Lee Haggerty, Chair,
Executive Committee,
Saddleback College

Salvador Aceves, Napa
College

Donna Babao, Yuba
College

Barbara Davis-Lyman,
Sacramento City College

Thad Lunceford, Student
Body President, Cuyamaca
College

Marie McCarthy, Executive
Committee, College of Marin
Lucy Sponsler, Las Positas
College
John Suter, Sacramento
City College

The current Legislature is in recess and will return to Sacramento on Jan. 3, 1996. At that time, the members of the Legislative Committee will once again walk the halls of the State Legislature, meeting with legislators and their aides, while representing the faculty and students of the California community colleges.

The two-year session of the Legislature means that many of the issues and bills discussed this year will return next year. We must continue to focus on and oppose the efforts of the Legislature to eliminate affirmative action programs and repeal tenure, as well as maintain our vigilance on the Constitutional Review and Educational Code revision processes that are underway.

In the meantime, the Legislative Committee believes the following priority list of bills are crucial and warrant your immediate attention:

**AB 825 (Ducheny/Firestone)
Proposition 98 Split**

Includes \$476 million to partially compensate for the 1994-95 shortfall..., 3.07% COLA, and additional funding for instruction equipment replacement and other one-time expenses.

**SB 347 (Campbell)
Student Residency**

Prohibits any person from establishing residency in California for the purpose of paying in-state tuition unless he or she is a U.S. citizen.

**AB 444 (Archie-Hudson)
Charter Colleges**

Establishes a procedure for the establishment of charter colleges, if approved by the Board of Governors and a majority of a campus' faculty, which would receive public funding but would not be subject to laws governing community college districts.

**AB 445 (Archie-Hudson)
Joint Baccalaureate
Program**

Authorizes each community college district to enter into any agreement with one or more CSU campus to offer upper division undergraduate courses and to confer the baccalaureate degree jointly at a community college campus.

**AB 649 (Davis)
Student Competency
Testing**

Requires the CSU, UC and CCC to develop a test to determine whether a student has the ability to perform mathematics and English at a basic postsecondary level.

**AB 726 (Baldwin)
Charter College**

Expresses legislative intent to establish a procedure whereby community colleges may operate independently from the existing community college structure upon a petition signed by not less than 10% of the faculty.

**AB 978 (Thompson)
Education Code Revision
Commission**

Amendments removed repeal the Education Code and language establishes criteria for future Education Code statutes, including academic performance

(See *Legislative*, page 7)

Legislative

(Continued from page 6)

standards and accountability provisions. Amendments establish a commission appointed by the Governor and the Legislature to review the Education Code and make recommendations for revisions.

AB 979 (Thompson) Faculty Tenure

As amended, reforms K-12 faculty tenure (at present, community colleges not included) and establishes requirements for probationary periods, peer evaluations and professional growth. The bill also allows K-12 districts the option of renewing a credential based on a faculty member's teaching performance and compliance with these requirements.

AB 1433 (Firestone) Postsecondary Education Code Revisions

States legislative intent to enact a revised Postsecondary Education Code during the 1995-96 legislative session.

SB 400 (Haynes) Faculty Evaluations for English Fluency

Requires public higher education institutions to evaluate its institutional faculty for oral and written fluency in the English language, and requires each institution to annually file a certificate of compliance to the California Postsecondary Education Commission.

SB 980 (Solis) Open Enrollment for Community College Faculty

Permits any community college faculty member to enroll, without formal admissions, in a maximum of one graduate course in his or her

professional field. Minimum enrollment fees would be required.

AB 1593 (Brewer) Community College Investment Fund for Innovation

Creates the Community Colleges Investment Fund For Innovation, to be administered by the Board of Governors, for the primary purpose of stimulating instructional innovations and paying for the professional development of faculty in learning new instructional approaches for diverse student populations.

AB 557 (Ducheny) Private Industry Council Job Training

Establishes, until Jan. 1, 1999, the Employment Retraining and Economic Conversion Programs as a pilot program to be implemented by private industry councils. The program's purpose would be to permit PICs to distribute grants to employers on a dollar-for-dollar matching basis for retraining employees and converting their business to other types of work.

AB 1699 (Knox) State Job Training Council

Requires the State Job Training Council, in conjunction with the Community College Board of Governors, to submit a written plan to the Legislature that makes specific recommendations with respect to meeting both the employment needs of students and the labor needs of business in emerging industries.

SB 82 (Kopp) Restrictions on Supporting or Opposing Initiatives

Repeals the provisions allowing governing boards to prepare or disseminate information, or make public or

private appearances or statements, urging the passage or defeat of any ballot issue.

SB 450 (Solis) Common Course Numbering

Encourages the Board of Governors, after consultation, to develop, maintain and disseminate a general common course numbering system for use by community college districts.

AB 81 (Napolitano) Intimidation of Undocu- mented Immigrants

Provides that all persons within the state have the right to be free from criminal intimidation on the basis of their citizenship or legal residency.

This list of bills should by no means be seen as a comprehensive list that faculty should concentrate on, but instead should serve as a priority list that will be updated and expanded as required. The Legislative Committee will continue to track this legislation and ask you to invite your locally elected officials to your campuses, so they are made more aware of the status and needs of our institutions.

Also, it is recommended that you consider holding candidates forums on your campuses and invite the candidates running for offices so that you may interview them and determine which one will best serve as a friend to community colleges.

If you should want to become involved in any of the above mentioned activities and need assistance or have questions, then please feel free to contact the Legislative Committee Chair or the Academic Senate Office.

September Vision Conference a success



❖ by
Edith
Conn

The Senate-FACCC Vision Conference held at DeAnza College on Sept. 8-9, 1995 was very successful, primarily due to expert leadership at the event, a wonderful environment and a miracle worker on-site host. In addition, the use of technology gave attendees a "product" to take home with them.

The idea for the conference was based on a Fall '94 resolution that directed the Senate to "plan and imple-

ment a broad-based facilitated conference to shape a vision of the community college of the future and to generate suggestions as to how that vision could be realized."

All persons involved with the conference contributed to its success. Susan Clifford and John Jacobs from Pasadena City College implemented a "Charette" process that was used at the conference, and Mike McHargue served as facilitator. Carla Lehn from FACCC served as staff during the event.

Technology used during the conference seemed to fit the theme of looking toward the future. A representative from Apple Computer brought

equipment which made it possible for attendees to view ideas and documents on a large, theater-size screen as they were formulated. In addition, Jo Sumner, President of 4CSD, enabled attendees to immediately view ideas on the big screen through the translation of voices to computer memory.

Perhaps one of the most important outcomes of the event was a preliminary statement toward a "Faculty Vision," which all participants took home with them. This document is expected to be discussed for possible adoption at the Fall 1995 Senate session.

'Grade' Expectations

❖ by Helen Tina Feiger, Santa Monica College

There's a moment in the semester in the times of students, one filled with expectations uncertainty and with ever so much hope.

As each student hands in that last paper, or that final exam,

"Will you...?
Will I...?
Did I...? Is it possible?"
are the unanswerable questions.

And that quiet moment is often broken.

"Thank you so much, it has been a great class,"
the student says
still hopeful

Board of Governors Faculty Member Nominations

Each year the Academic Senate nominates faculty for a seat on the Board of Governors. Any college or district Senate may nominate one faculty member. Within our community college system, we have many faculty members who could be excellent Board members. Submit your nominee as soon as possible. The deadline is Oct. 31 for nominations to be received in the Senate office.

Cross-enrollment: Implementation of SB 1914

❖ by Bill Scroggins

Last year the Legislature adopted SB 1914 (Killea) authorizing cross-enrollment of students among the three higher education segments: UC, CSU and the community colleges. A committee of the Intersegmental Coordinating Council has written guidelines for putting this bill into effect. Will cross-enrollment benefit community colleges or will it cost precious resources at a time we can least afford them?

Analysis

The SB 1914 cross-enrollment program has a number of advantages to students. It increases access of students to a variety of courses which may not be available on their own campus. It encourages community college students to attend a four-year institution and so breaks down some of the mystique of *transfer*. The program is on a space-available basis determined after most regular students have found their classes. As

such, cross-enrolled students are *not denying host campus students a seat in the class*. The guidelines call for the program to be an augmentation. Thus *existing cross- and concurrent-enrollment programs whose viability is based on tuition/fee revenues will not be threatened*. *Precollegiate basic skills are not to be part of the program*. Thus, four-year students who need remediation will not be able to use the program to avoid paying appropriate fees for this needed service.

With all that said, some caution still needs airing. Approximately 30,000 UC and CSU students were also taking classes at a community college last year. If a significant portion of those students decide to wait until the end of the second week to enroll in a 3-unit class, the college will get *only \$10 rather than the approximately \$300 in apportionment*. There is no doubt that most UC and CSU students will be academically eligible to take community college classes. But will an

equal number of our students meet prerequisites for UC and CSU courses, particularly at the upper division level? It is possible that the enrollment patterns will be decidedly *one-sided*. The program requires paperwork. A one-page model application is included in the guidelines which collects about a dozen data elements to report to the state. (A report is required by the bill.) Campuses should make every effort to *reduce record-keeping chores*. Finally, the impact of the program is predicted to be minimal, allowing colleges to let students take advantage of cross-enrollment *without cumbersome and detailed inter-campus written agreements*.

The Academic Senate supported SB 1914 cross-enrollment by resolution at the Spring Session. To make this program an advantage for our students, while not usurping valuable campus resources, will be a challenge which local academic senates should take seriously.

News from the Senates

❖ by Bill Scroggins

Modesto JC senate president Allen Boyer, a member of the Executive Committee, led senators in two days of training and goal setting. High on their list is asserting the senate's primacy in academic and professional matters.

Shared governance continues to be a hot topic at many colleges with several presi-

dents bringing in Academic Senate facilitators for workshops on the subject. Scott Henderson of Cerritos College scheduled a session on Sept. 7; George Carlson had Citrus College's session on Oct. 4; Jeannine Englehart had a session at Coastline the next day; and Joe Bonanno at El Camino had his senate scheduled for Oct. 28.

Service Learning: Impacts for retention, matriculations and student success

❖ by Mona Field, Glendale Community College

In recent years, “service learning” has emerged as a new buzzword, trend or pedagogical tool, depending upon one’s reaction. For those still unfamiliar with it, service learning is simply the concept that students can incorporate community service with learning goals. For example, English as a second language students can practice conversational skills by visiting and chatting with isolated senior citizens. Administration of justice students can work with community policing programs. Students interested in education can become mentors to middle school students. All of these examples have actually been occurring at Glendale College under the auspices of the federally-funded Volunteer and Service Learning Center (VSLC).

During the center’s first year of operation, several hundred students from a variety of classes were referred into the community to provide between 10 and 40 hours of service. Faculty revised syllabi and required reflective activities ranging from journals to oral reports to group projects. Community agencies, all either public or nonprofit, according to federal grant guidelines, received hundreds of hours of volunteer labor to enhance their programs and services.

Many of the positive outcomes of service learning have not yet been fully studied or documented. Nonetheless, anecdotal evidence already

available suggests that students who do service in conjunction with academic work may actually perform better in the academic work itself. They may also feel more connected to the college and be more likely to remain in school. Service learning can even be used to encourage matriculation of future students. In Glendale’s experience, the mentoring program for local middle school students concluded with a field trip to the college—many of the eighth and ninth grade students did not realize there was a college so close to home!

In addition to these benefits, service learning has profound implications for the connections between school and work. Students who many never have made any commitments other than coming to class now must learn to report promptly to a service agency where their labor is expected and needed. In general, it is rare for a student doing service learning, either as a requirement or an extra credit option, to feel anything other than positive about the experience. Many students continue their volunteer work long after their class requirement has ended.

Starting a service learning program requires money, but even more importantly, a lot of energy and commitment. Early stages often include writing a grant proposal to the Corporation for National Service. Glendale College was granted about \$100,000 for its first year, which covered

the costs of one full-time staff person, a part-time program director, two part-time liaisons with the local community and virtually all start-up expenses. The college matched the federal funds with in-kind time from a faculty coordinator and printing, postage and phone services. Like all of the federally-funded service learning programs around the country, GCC’s VSLC must eventually become self-supporting.

In part due to federal support and in part due to hundreds of dedicated faculty and staff members throughout the country, service learning has become a national movement, involving mostly four-year colleges and universities and a growing number of community colleges. There are workshops, conferences and studies relating to the relatively new learning tool. Much information exists to assist community college faculty to initiate a service learning program; please write me for more information.

Hayward Awards

Each college Senate is encouraged to nominate a faculty member for this prestigious award. This is a wonderful opportunity to honor four faculty members each year with both recognition and a monetary award. Contact your local Senate president for information and applications.

Curriculum Committee update



❖ by
Luz G.
Argyriou

The Curriculum Committee will continue its task of providing assistance to faculty in matters related to curriculum development, state regulations, and

intersegmental expectations. Goals for this year include:

- Presentation of breakouts at the Fall Session on topics such as: Standards of Good Practice, Prerequisites and Corequisites, Transfer Update, Distance Education and Curriculum Databases.
- Support intrasystem articulation efforts and work towards improved articulation with UC and CSU.
- Continue the development and implementation of Dis-

tance Education guidelines and processes and developing a course outline database.

- Work in grading issues related to the +/- grading.
- Support local curriculum committees by providing technical assistance when requested.

The Committee will be responsive to developments in the areas of transfer education, cross enrollment, directions from the sessions and requests from the field.

Calendar of Events

November 1995

- 2-4 Academic Senate Fall Session, San Diego
- 14 Grant Writing Workshop, Los Angeles Trade Tech College
Contact Jo Sumner at (916) 489-3521 for more information.
- 17 Grant Writing Workshop, Peralta College
Contact Jo Sumner at (916) 489-3521 for more information.

December 1995

- 1-2 Academic Senate Executive Committee meeting, Los Angeles
- 5 Call for Hayward Award nominations
Contact your local Senate president for more information.
- 8 Deadline for February 1996 Senate Rostrum submissions

January 1996

- 5-6 Academic Senate Executive Committee meeting, San Francisco

- 25 Disciplines Review Hearing, Fresno, 1-6 p.m.

- 26 Disciplines Review Hearing, San Francisco, 1-6 p.m.

February 1996

- 1 Disciplines Review Hearing, Los Angeles, 1-6 p.m.
- 2-3 Academic Senate Executive Committee meeting, Los Angeles
- 5 Hayward Awards applications due

March 1996

- 1-2 Academic Senate Executive Committee meeting, Santa Clara

April 1996

- 18-20 Academic Senate Spring Session, Santa Clara Westin

June 1996

- 27-30 Leadership Institute, Dana Point, Calif.

Disciplines Review

This is the year when changes in the minimum qualifications for a discipline may be proposed. This is also the time when a new discipline and its minimum qualifications may be considered. The Legislature has given the Academic Senate the responsibility of defining what constitutes an academic discipline in the California Community Colleges. As part of this process, a formal review is conducted every three years in order to update the list of disciplines. Proposals are collected and discussed during the Fall semester. Applications are available from your local Senate president. The deadline for receipt in the Senate office in Sacramento is Oct. 31.

These proposals will be discussed at the Fall '95 Senate Session, and formal hearings will be held in January and February 1996 (see Calendar of Events on page 11 for specific dates). The hearings will help determine what resolutions will be written, debated and enacted at the Spring '96 Senate Session.

— by Sally Flotho

Call for submissions for 1996 Senate Rostrum

The Academic Senate for California Community Colleges is now accepting submissions for its February 1996 Senate Rostrum newsletter. The Senate Rostrum is a publication communicating the opinions of California Community College faculty regarding important educational issues.

Submissions should be:

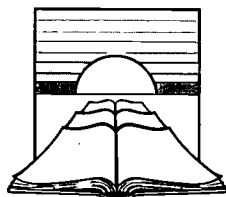
- newsworthy,
- thought-provoking and
- encourage debate and discussion.

Submissions are especially encouraged from faculty representing diverse disciplines and backgrounds.

Send submissions to:

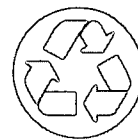
Publications Committee
Academic Senate
1107 Ninth Street
Sacramento, CA 95814

DEADLINE: December 8, 1995



The Academic Senate for California Community Colleges

1107 Ninth Street
Sacramento, CA 95814



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- 3 Curriculum Colloquium
- 4-6 Fall Session Highlights
- 8 CSU Remediation Proposal

SenateRostrum



The Newsletter of the Academic Senate for California Community Colleges

Common course numbering update:

Position paper adopted at Fall 1995 Session

❖ by Regina Stanback-Stroud

Linda Collins from Los Medanos College, Winston Butler, and Regina Stanback-Stroud, Executive Committee members, presented a paper, prepared by the Common Course Numbering Ad Hoc Committee, which examined the articulation, curriculum, and local college implications surrounding the discussion of Common Course Numbering.

The breakout included discussion and criticism of the Board of Governors support for the students' political organization in their pursuit and the passage of SB450 (Solis) despite the concerns and objections of the faculty. Advantages and disadvantages, the history of common course numbering in California, and related activities were also discussed.

Of great concern was the impact common course numbering would have on the colleges' ability to meet the needs of the community. The document states, "A common course numbering system implies common courses. Curriculum at each of the 107 community colleges has evolved historically in interaction with the community being served, guiding the development of courses and programs over time. This has led to a diverse set of curricular

offerings. Indeed the very structure of community colleges and their governance by locally elected boards with autonomous faculty has been a central defining tenant of the community college movement. Unlike regional or statewide systems, this structure has facilitated the expression of community needs in the programs and services of local colleges.

The desire to standardize the path for transfer by enacting a common curriculum, often implied by advocates of the common course numbering may endanger that unique responsiveness which has been a hallmark of the community college system."

In facilitating the passage of the bill, the Chancellor's Office assured the Legislature that a common course numbering system could be developed using existing system resources.

To that end, the paper concluded in agreement with the 1985 CPEC study "...a unified numbering system is not feasible in California in light of the number of colleges, local governance responsibility, wide range of curriculum development processes, and the astronomical cost which would be required." Further recommendations called for system-

wide evaluation of the various articulation and transfer initiatives, the expansion of a third numbering system such as CAN with the modifications suggested, consideration of the impact the common course numbering system will have on existing articulation agreements, and the incorporation of some identified assumptions.

The resolution to adopt the presented paper on Common Course Numbering overwhelmingly passed. Previously passed resolutions supporting common course numbering were overwhelmingly repealed.

The following resolutions passed at the Fall Plenary Session:

F95 4.1.0 Common Course Numbering

Be it resolved that the Academic Senate for California Community Colleges adopt the position paper, "Towards a Common Course Number System."

F95 4.2.0 Common Course Numbering

Therefore be it resolved that the Academic Senate for California Community Colleges repeal resolutions . . . F94 4.1, F94 4.2, and S95 4.1.

SPOTLIGHT
Common Course
Numbering



Chancellor resigns, but it's "business as usual" for the Board of Governors

At the November Board of Governor's meeting, Chancellor Mertes verbally submitted his resignation which will be effective June 30, 1996. At the same meeting, long time Member and Trustee representative, Shirley Ralston, resigned while elections identified new officers: Vishwas More as President, Alice Petrossian as Vice President, Philip del Campo as CPEC representative, and John Rice as CPEC alternate.

To address the Chancellor's resignation, Member Robert Alleborn, a Newport Beach businessman, was identified as the lead on the development of the selection process for the new chancellor.

In order to discuss the faculty perspective on the selection process, I met with Mr. Alleborn and identified the personal characteristics,

leadership skills and demonstrated knowledge the faculty would be looking for in a chancellor. I had solicited input from the Executive Committee and leaders of other faculty organizations before compiling the list.

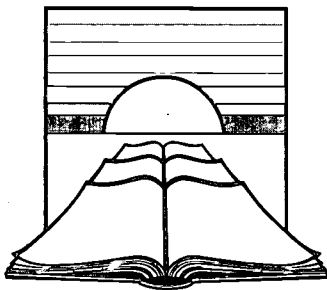
Additionally, at the meeting with Mr. Alleborn I formally requested a role for faculty representation in the selection process. This request was supported by input I gathered from the CSU, UC, SUNY, and CUNY system academic senate presidents who all have faculty as part of the selection process for the systemwide chancellor or president.

Mr. Alleborn, who had gathered some of the same information, seemed receptive but couldn't commit. Subsequently, I have had the same conversation with other Board of Governors members, including faculty BOG members. They have been less

receptive, citing many of the concerns faculty typically have heard from local trustee boards who do not understand the role of faculty and their influence on the success or lack of it for a new CEO.

As your President, I will continue to pursue a role for faculty in the selection process of the new chancellor. Minimally, I will seek a seat for faculty at the table during initial screening and interviewing, which was the role of CEOs and CCCT in the last selection process. There is some concern about this minimal role because of the vision individual BOG members have of the process. At one point in preliminary discussions, the concept of candidates being added at the second level without having gone through the initial process was raised by a BOG member. Timewarp!!! I clearly
(See *President's Report*, page 3)

The Academic Senate for California Community Colleges



Janis Perry, President; **Bill Scroggins**, Vice President;
Beverly Shue, Secretary; **Jean Montenegro**, Treasurer;
Regina Stanback-Stroud, Past-President

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Winston Butler, Chair, Los Angeles Community College District
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Alma Aguilar, Southwestern College

The Rostrum, January 1996. The Rostrum is a publications of the Academic Senate for California Community Colleges, 1107 Ninth Street, Sacramento, CA 95814. The Rostrum is distributed to all faculty through college academic senate presidents and by individual mailing. Letters and unsolicited articles by faculty members are invited. For deadline information, call (916) 445-4753.
Editor: Sherilyn Warner Chow.

President's Report

(Continued from page 2)

identified that this would be an inappropriate and irresponsible process.

On Feb. 2, the BOG will be holding a retreat in Riverside to discuss many issues, one of which is the chancellor selection process. They have asked the Academic Senate, Student Senate, CEOs, and

CCCT to provide 45-minute presentations on our perspectives of where the system is going and what kind of chancellor could take us there. This is probably the BOG's best effort to include the faculty perspective in the selection process.

YOU CAN HELP by taking the information to your local academic senate and passing a resolution identifying your

support for the imperative role of the faculty in the selection process.

Fax a copy of your approved resolution to the Academic Senate office in Sacramento before February 2 or as soon as possible following that date. The Academic Senate's fax number is (916) 323-9867.

Curriculum Colloquium provides assistance

❖ by Luz Gomez Argyriou

Most faculty know that the Chancellor's Office has delegated authority to approve new courses to the local curriculum committees. There are some specific conditions set for the colleges to receive and maintain that delegation. Once a college has received delegation of authority in curricular matters, it needs to participate in the three-year review cycle established by the Chancellor's Office.

To assist colleges in maintaining this delegation, the Academic Senate and the Chancellor's Office agreed on a series of regional

colloquia that would provide technical assistance to the colleges. Primary leadership in this area belongs to the Academic Senate.

The first colloquium took place on Nov. 17, 1995 at Chaffey College with seven colleges in attendance. Members of the Academic Senate Curriculum Committee, the Vice President of the Senate and Dr. Glock-Grueneich from the Chancellor's Office served as facilitators.

The participating colleges received technical assistance in a wide range of subjects: prerequisites, program approval, conditions of delega-

tion, structure of the Curriculum Committee, course outlines, etc.

During general sessions the participants engaged in lively and constructive discussions about problems, questions and exemplary practices. In addition, every college had an individual session with one of the facilitators addressing their specific needs and developing a set of strategies for the future.

The Chancellor's Office will notify the attending colleges of the renewal of their delegation of authority in curricular matters.

Another colloquium is planned for Spring 1996 in the Fresno area. This model of cyclical technical assistance will continue until all colleges have the opportunity to participate. Those colleges that choose not to attend their designated regional colloquium will have to arrange directly with the Chancellor's Office for an individual review of their practices to maintain their delegation of authority.

The colloquium was a truly collegial endeavor between the attending colleges, the Chancellor's Office and the Academic Senate.



Fall 1995 Senate Session highlights

The beautiful city of San Diego served as the backdrop for the Academic Senate for California Community Colleges Fall 1995 Session in November.

More than 300 community college leaders attended the event, which was held at the San Diego Hyatt Islandia. Michael Harris, Esq., a member of the Lawyers Committee for Civil Rights, kicked off the event as keynote speaker for the First General Session. He

offered insights on affirmative action and answered questions from the audience. Other speakers included State Assemblyman Bob Campbell, 1994 National Teacher of the Year Sandy

McBrayer, and Lawson Inada, a poet and English professor at Southern Oregon State College, and winner of the

numbering, legislative issues, accreditation, distance learning, faculty development and school-to-work.

In addition, this Session marked the first time a Technology Center was open to attendees. Staffed by community college faculty, the center offered information on the Internet and video-conferencing, as well as other technology issues.

The Session culminated with the voting on resolutions. During the Fifth General Session, delegates from each campus had the opportunity to voice their

opinions on issues ranging from student equity to articulation and transfer. A complete list of resolutions and their status is available from the Academic Senate office.



1994 National Teacher of the Year Sandy McBrayer inspired the audience with her anecdotes and ideas for motivating students.

1994 American Book Award.

Session attendees had the opportunity to participate in breakout sessions on major topics of concern to community colleges, including affirmative action, common course

Workforce development and preparation initiatives: Implications for the CCCs

❖ by Regina Stanback-Stroud

Major initiatives proposing radical change for workforce development and preparation in California are underway. The Republican-controlled congress rescinded many educational categorical funding streams, reduced the funds, and is preparing to deliver the dollars to the state in a block grant. The Governor will, through established processes, distribute the dollars.

The responsibility for

recommending the governance and administrative processes was directed to the State Job Training Coordinating Council (SJTCC), a body responsible for the small federal program, JTPA, which serves approximately 250,000 clients. Paradoxically, the California Community Colleges, which serves 1.4 million students with 900,00 of them taking at least one vocational educational education course, has been denied proportionate

participation in the planning for implementation of the overall state system for workforce development and preparation.

Vicky Warner, of the Chancellor's Office, and Regina Stanback-Stroud, Past President of the Academic Senate, led a discussion of the issues surrounding the major proposals and initiatives. Regina presented a paper addressing the

(See *Workforce*, page 8)

Vision Conference breakout sparks ideas, insights

❖ by Edith Conn

The breakout "Vision Conference: Strategies to Accomplish the Vision" was a follow-up to the Sept. 8-9, 1995 Vision Conference held at DeAnza College which produced a proposed vision statement for California Community Colleges.

The breakout, chaired by Senate Faculty Development Chair Edith Conn, was facilitated by Sierra College's Jo Sumner and Golden West College's Sam Weiss.

There was some general discussion of the proposed Vision Statement. For example, someone mentioned that faculty development should be included as part of

the vision, reflecting the idea that "faculty development is the glue" that holds everything else together. One of the proposed Vision Statements says "responsiveness includes flexibility, creativity, and a willingness to take risks." Another participant asked that a definition of "risks" be included.

The attendees were divided into groups to discuss how to achieve the proposed Vision, as well as ways in which to give the Vision some validity. The groups also discussed steps that must be taken to implement the Vision.

Jim Prager, from Yuba College, expressed the need to involve faculty all across the

state in formulating the proposed Vision and its implementation. Jim asked, in a resolution that the delegates voting in Plenary Session on Saturday referred to the Executive Committee, that there be regional meetings held to address aspects of the proposed Vision and that reports from these regional meetings be submitted to the Executive Committee and Council of Faculty Organizations for review and revision. Jim's resolution reflected the feelings of some that the regional meeting would spark an interest by local senates to buy into the proposed Vision.

Affirmative action: Title 5 changes proposed

❖ by Beverly Shue

The AACD committee has been kept busy this academic year responding to changes in California's political climate brought on by the stagnant economy and employment downsizing. In addition, 1995 is the year presidential politics and want-to-be presidential candidates beat the bushes for votes in future primary elections.

When Governor Wilson announced his intention to seek higher office and become President Pete Wilson, he made the dismantling of affirmative action programs the centerpiece of his candidacy. In addition to destroying the affirmative action programs at the University of California level, Wilson also filed a lawsuit in the appellate court with the intent to force the community college system to dismantle its affirmative action programs. The Chancellor's Office responded to the threat of lawsuits by proposing changes in the Title 5 Regulations related to the faculty and staff diversity.

President Janis Perry and AACD Chair Beverly Shue participated on the writing team that discussed the proposed changes in the Title



(l-r) Marty Hittlemen, Tom Nussbaum and Paul Setziol discuss changes in affirmative action regulations.

5 Regulations drafted by the Chancellor's Office. Past-President Regina Stanback-Stroud attended several meetings and was a key person in shaping the early recommendations.

The initial changes proposed in September considered substituting the more innocuous term "equal opportunity" in place of hot-button term "affirmative action." When first proposed, this innocuous term seemed to be the right path to follow to diffuse the rhetoric spewing forth by

(See *Action*, page 7)

Academic Senate Fall Session November 2-4, 1995



Michael Harris from the Lawyers Committee for Civil Rights addresses Session delegates during the First General Session.



Gus Guichard from the Chancellor's Office answers a question in a breakout on legislative issues.



President Janis Perry with the winners of the LaRouche Scholarship award, Brian Baccus from San Diego Mesa College and Regina Bailon from Oxnard College.



Jonathon Sklar from CalSACC speaks on a common course numbering resolution during the Plenary Session.



Assemblyman Bob Campbell addresses budget issues impacting the CCCs.

Senate responds to CSU remediation proposal

❖ by Regina Stanback-Stroud

Trustee Ralph Pesquiera, of the CSU Board of Trustees, lead an initiative to eliminate remedial education for entering freshmen and require, as a condition of admission, entry into college level instruction in English and Mathematics. Hearings were held throughout the state to allow for public response.

At the request of the Executive Committee, the Educational Policies Committee prepared and presented a paper which addresses the scope, implications, and impact of the CSU proposal.

Professor Harold Goldwhite, Past President of the CSU Academic Senate, reviewed the events which lead to the development of the proposal. His presentation included the CSU faculty's approach to impacting the decision in order to continue to serve the CSU eligible students.

Jean Smith and Regina Stanback-Stroud, both of the Educational Policies Committee, responded with appreciation for the support of the CSU and criticism of the proposal as presented in the paper under consideration for adoption. Some of the criticisms included in the document and discussed at the breakout included:

- ♦The failure of CSU to establish the problem for which the proposed solution is intended to solve.

- ♦The failure of CSU to hold themselves accountable for the availability of prepared students, by reviewing their assessment and placement processes.

- ♦The absence of inter-segmental coordination or participation in the development of a proposal which has such far-reaching effects.

- ♦The indirect change in public policy which is inconsistent with the master plan, without going through the legislation.

- ♦The unaddressed impact the proposal would have on the diverse student population of CSU.

The recommendations included in the paper predominated the discussion. The recommendations included:

- ♦Greater collaboration with the K-12 and Community College faculty to address the State Frameworks for Math and English and determine test cut-off scores and curriculum implications for the Community College faculty.

- ♦CSU should give consideration to the disproportionate impact the proposed policy would have on students of color, individual campus, and programs designed to facilitate the success of targeted students.

- ♦A review of the CSU assessment and placement practice for validity, cultural and gender bias, and appropriateness. Further for CSU to take affirmative steps to address the bias if it is found to contain biases.

- ♦CSU should review their teacher preparation programs for effectiveness in preparing future teacher to achieve the availability of fully prepared students.

- ♦CSU should reconsider the time line. The existing proposal will affect students in the 7th and 8th grade.

The following resolution passed at the Fall Plenary Session:

F95 4.4 CSU Policy to Eliminate Remedial Education
Be it resolved that the Academic Senate for California Community Colleges adopt the document, "The CSU Policy to Eliminate Remedial Education for Entering Undergraduate Students: The Scope, Implications, and Impact," and Be it further resolved that the Academic Senate for California Community Colleges oppose the CSU proposed policy that states "Effective with the Fall term in the year 2001, it will be a condition of admission to the California State University that entering undergraduate students must demonstrate readiness to undertake college level instruction in English and Mathematics."

Action

(Continued from page 5)

the anti-affirmative action candidates and their shrill slogans of only hiring the "best qualified."

Faculty attending the Chancellor's Breakfast Briefing on Affirmative Action in October strongly articulated their support for affirmative action programs and the retention of that term in describing faculty and staff diversity programs. Further, several outspoken faculty questioned the extremely cautious and conservative approach taken in the early Title 5 Regulation change draft that served the goal of avoiding

potential lawsuits.

Armed with this strong show of faculty support for affirmative action programs and what I sensed was a grassroots mandate to forge ahead with intensity and vigor, Janis Perry and I have worked closely with the AACD committee to tighten up on staff and faculty diversity procedures and programs.

The AACD committee is proposing Title 5 language that promotes fair and equitable hiring practices so that all persons have an equal opportunity for hire based on qualifications, and not on so-called temporary, acting, or interim positions that are not widely

advertised and available only to a chosen few. The Committee is also working on how to correctly report availability data by disciplines or closely related disciplines, instead of by six broad and unrelated groups of disciplines that may vary at different colleges. Issues raised and recommendations submitted through the consultation council have further delayed adoption of Title 5 Regulation changes until some time next year.

Send any comments or suggestions to Bev Shue at: shueb@laccd.edu.

Workforce

(Continued from page 4)

implications for the California Community Colleges prepared by Len Price, Bill Scroggins, and herself.

The participants received a thorough overview of the federal and state initiatives, the activities of the SJTCC and their subcommittee, the One Stop Task Force.

The One Stop Task Force was asked to prepare a vision statement on the administration and governance of One Stop Centers. The prepared statement would then serve as a model for the overall state workforce development and preparation system.

Unfortunately, the product, despite two community college representatives attempts to affect it, mirrors the old JTPA setup. The crucial point, however, is that the evaluation, policy setting, governance, and distribution of funds will be done by a board appointed by general purpose locally elected officials. SJTCC voted to recommend to the governor that local boards of trustees and local school boards have no role in appointing representatives to the local workforce development boards. The effect of this decision will be to have officials elected for the purpose of educational policy have no role on a board with educational responsibilities. Further, the effect is that officials who were elected for general purposes will have full appointment power over a board with educational responsibilities.

Further discussions regarding accountability and performance-based indicators as addressed in the recently passed SB645 (Johnston) allow for the workforce development board to establish criteria and evaluate certificate programs. This begs the question of the impact on the accountability process as set forth in statute, the accrediting processes to which certificated programs are subjected, and the local program evaluation processes.

The Plenary body of the Academic Senate passed by a unanimous vote the document "Identifying the Implications for the California Community Colleges." Subsequently, in November 1995, the Board of Governors passed an agenda

item which identified specific areas of modification they recommend on the One Stop Vision Statement. The documents are available from the Academic Senate Office and the Board of Governors Office respectively.

Call for submissions for 1996 Senate Rostrum

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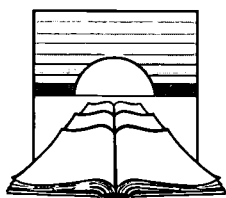
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**Publications Committee
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1107 Ninth Street
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DEADLINE: February 14, 1996



**The Academic Senate
for California
Community Colleges**

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- 2 President's Message
- 3 Technology Issues
- 4 Chancellor Search Testimony
- 8 Faculty Development
- 9 Legislative Update

SenateRostrum



The Newsletter of the Academic Senate for California Community Colleges

Workforce development reform affects all aspects of education

Will community college faculty lead or react?

❖ by Len Price, Chair, Vocational Education Committee

Major initiatives proposing radical change for workforce development and preparation in California are underway. All of the initiatives have a major impact on California Community Colleges and the citizens of the state. This impact includes possible changes in the authority, responsibility, accountability and fiscal management of the various vocational education programs, courses, and services offered in the community colleges.

Community colleges faculty need to take a leadership role in promoting campus focus groups to educate the college community and to initiate discussions concerning how community colleges should move ahead in this new environment. The implications and opportunities for community colleges are extraordinary. If broad-based or universal education is to continue to be viewed as the prerequisite of democratic institutions, the motive force behind economic growth, the preserver of culture, and the most important function of the state, then it will be crucial that faculty actively participate in defining

and advocating education's role and responsibility in preparing its citizens for work and civic responsibility.

The ripple effect from the re-drawing of block grants could be the catalyst used to advance greater opportunities to higher levels of education or to redirect federal and state funds, including the general fund, to carrying out the Governor's agenda for welfare reform. The Governor has appointed the Under Secretary of California's Health and Welfare Agency, Tom Nagle, to carry his agenda forward. The State Job Training Coordination Council (SJTCC) is the Governor's advisory body for California's workforce preparation system and provides a public forum for work force preparation issues.

The following are some suggested action steps and priorities for faculty to assist in the shaping of the issue:

Action

Because of the number of political trends such as the transfer of power from the federal government to the states; term limits; increasing influence of the National

Governor's Association; restructuring government; constitutional revisions; emergence of the religious far right as a power broker; municipalities opting to run school districts; the move toward charter schools and vouchers; less money for social services and the public cry for accountability, it would be in the best interest of community college faculty to begin to ask the following questions of the congressional and state legislators:

- What are federal block grants?
- Are state block grants to follow? Will state general funds be included in the block grants?
- How much of education's funding could be redirected (lost)?
- How much of the funds will be transferred to welfare?
- Who are the losers and who are the winners?
- What impact will these federal and state legislative initiatives have on:
 - teaching and curriculum development
 - community college budgets
 - credentials

(See *Workforce*, page 11)

SPOTLIGHT
Workforce Development

President's Report Janis Perry



Board of Governors President steps in and fills leadership void

Since the announcement of the Chancellor's resignation, given in November 1995, various manifestations of a lack of leadership have occurred on several fronts. Much of the senior level staff have spent time either aligning with the Chancellor and being angry and disturbed over the resignation, or some have disappeared for extended periods of time, and others have seen the need to keep the system moving in a positive direction. In the midst of this, the Consultation Council has been dealing with crucial issues such as the implementation of SB 450 (general common course numbering), revision of affirmative action regulations, and workforce development legislation which amounts to de-facto education reform. As a result, in the system office it seems the left hand doesn't know what the right hand is doing. Therefore,

there is duplication of effort on issues that makes it difficult for Senate leadership to reconcile the direction of the system. Another result is the Consultation Council meetings seem to diminish into "chicken fights" which various parties on one side or another use to their advantage.

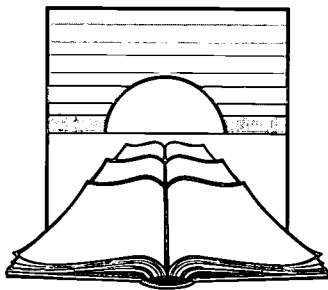
During the last few months the common course numbering (SB 450) debate, more than any other issue, has fallen victim to the aforementioned climate. The debate has continued to escalate at the system level despite the Senate's efforts to help the students and Chancellor understand its willingness to identify some remedy to assist student movement from college to college (intra-segmentally) without unnecessary duplication of courses. The pro-active research completed by the Academic Senate last year and reflected in the document "Toward a

Common Course Numbering System," has been allowed to be touted as "negative, illogical, and a reflection of the faculty just not wanting to do their job." These comments, while mostly espoused by student leaders, are met with no response except that of the Senate even when most of the constituent groups including Chancellor's Office staff in other venues have indicated agreement with the Senate's findings and recommendations.

To assist in alleviating some of the political posturing and fear of the Senate's position, the Executive Committee proposed the idea of a two-phase process for the implementation of the bill. Phase One is designed to bring affected constituents around the table to look at options, in addition to the recommendations of the Senate, and to identify the

(See *President's Report*, page 3)

The Academic Senate for California Community Colleges



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President's Report

(Continued from page 2)

feasibility of each. In this phase, once a process is identified, a plan and budget will be detailed to "develop and disseminate a general common course numbering system." Phase Two will be the actual activities of developing and disseminating. The proposal had certain stipulations, such as task force membership being majority faculty, and that work in both phases be funded by the Chancellor's Office as is mandated in the bill. In its best attempt at demystification and collaboration, the Executive Committee's proposal was met with vehement disregard by the students, and as declared by the Chancellor, "if I were the students, I would consider this just a stall on the part of the faculty." Student

leadership's demand that common course numbering means every course in a given subject having the same number throughout the system, and the Chancellor's inability (refusal) to fund it, consistently turned the Senate into the opposition.

Attempting to maintain the integrity of the Academic Senate's identified recommendations, yet recognizing the importance of considering others, we moved forward with the consistent message that the Senate was ready to go with Phase One, but we needed the funding issue resolved. After numerous conversations with key BOG members and Chancellor's staff, BOG President Vish More stepped forward with a solution. He called a meeting between the Chancellor, the Academic Senate President, and himself to resolve the funding issue. While clarifying

that this project was mandated to be done within the resources of the Chancellor's Office, if the Academic Senate had the ability to "pre-fund" the work of Phase One up to June 30, the BOG would identify resources to refund the Senate's budget shortly after July 1.

At its meeting on March 1, the Executive Board agreed to More's resolution, and expects to begin the work of the SB 450 Planning Task Force in late March with a deadline of June 30 to have a process and budget identified for the "development and dissemination of a general common course numbering system."

Technology issues affect community colleges

❖ by Ric Matthews, Chair, Technology Committee

The Technology Advisory Committee on Distance Learning has been activated after a delay over funding and Chancellor's Office staffing. This group consists of six faculty members, one CEO, two CIOs, one CSSO, two students and one member appointed by the Chancellor from nominations by the distance education consortia. The group's purpose is to provide ongoing advice to the Chancellor's Office on the implementation and evaluation of distance education for the system. Such activity might include technical assistance and coordination, as well as the dissemination of examples of good practice. One immediate goal is to assist districts in filing their distance education reports to their local boards and the Chancellor's Office, to insure compliance per Section 55317 of Title V.

Another major ongoing project is the State-wide Telecommunications Master Plan. This is the result of thousands of hours of work throughout the system, coordinated by LeBaron Woodyard in the Chancellor's Office. The \$10 million BCP requested to help implement the

plan was deleted in the first round, but many are optimistic that through negotiation it will find funding. This will enable the creation of a partnership with CSU to connect all facilities of both systems, to provide voice, video and data transmission. The BCP will result in block grants to each college to assist them in the connection.

The Academic Senate Technology Committee has worked to identify a web site for the Senate. It is located at MiraCosta College in Oceanside and is being assembled by Dr. David Megill, and some honor students at MiraCosta. Visit this developing site at:

<http://www2.miracosta.cc.ca.us/ascc/ascc.html>. The previous address was changed, so try this new one and let us know what you like and what you want.

One of the goals of the Technology Committee is to help all local Academic Senates get access to the electronic information exchange. Please contact Ric Matthews, the committee chair, at (619) 536-7366 or by e-mail at Ric.Matthews@ccc-infonet.edu for assistance.

Search for new Chancellor continues: Senate President and Past President testify to Board of Governors

❖ by Janis Perry, President and Regina Stanback-Stroud, Past President

On February 2, 1996 the following testimony was given to the Board of Governors regarding the Chancellor search.

Chancellor Search and Selection Process: Question Framework Responses

Introduction

In the year 1790, in a letter to Thomas Jefferson, Abigail Adams wrote, "These are the hard times in which a genius would wish to live. Great necessities call forth great leaders." Representing the Academic Senate for California Community Colleges, I'm sure we can all agree that these are "hard times" and that the "great necessities" of today in California higher education require the calling forth of great leaders. The Board of Governors has a great responsibility before them to call together leaders in order to create the most successful result possible in the selection of a new Chancellor for the California Community Colleges.

The Academic Senate stands ready to share that responsibility with the Board of Governors, therefore we present our remarks today as solicited, encourage any questions or clarifications, and appreciate the opportunity

to express our views.

1. What does your organization see as the major issues for the Community College system in California?

"Education is the state's most important function. Broad-based or universal education is the prerequisite of democratic institutions, the motive force behind economic growth, the preserver of culture, the foundation of rational discourse, the best means to upward social mobility, and the guarantor of civilization.¹ The Academic Senate for California Community Colleges concurs with this assessment and appreciates its philosophical lineage. This statement alone, imparts the major issues for the Community Colleges as a major system of higher learning.

California Community Colleges must continue to recognize and respect the role of Community Colleges in providing transfer and Basic Skills education. Changes in the economic climate tend to shift society's priorities away from the need for a liberal education, with scientific, computational, literacy, and reasoning skills. California's complex demographical and geographical characteristics create opportunities to provide various levels of education. This opportunity was long anticipated and has been

consistently validated with each passing decade.

Priority should be placed on issues of student access and student success with policies and funding decisions which sustain that priority. The lukewarm implementation of the Student Equity Regulations provide an opportunity for the community colleges to recommit to "student success" of all of its students. While many have concerns about "special programs", long lost will be that form of logic. If one would simply look up and out into the classrooms, laboratories, libraries, and counseling centers, one could easily notice the diversity of our colleges, hence, our state. To that end, their success, is the state's success, is our success, is your success.

Emerging demographics and disproportionate possession of resources have a significant impact on the state. The implications and opportunities for the community colleges are extraordinary. The community colleges can positively affect the prevailing attitudes which largely result from a form of ignorance, and threaten to transfigure the state from one known as a "sunshine/golden" state to one known for its narrow-minded, mean-spirited, intolerable, ethnocentric ideologies which prevail in public discourse.

The California Community

(Continued on page 5)

Colleges must be careful not to lose sight of our main purpose. The meaning of education is to uncover and lead out; lead out of ignorance, helplessness and confusion. Great minds of yesterday produced the California Community Colleges as we know them today. The vision set forth in the Master Plan exist with the clarity and acuity of being developed today, here, and now.

The expansive role of community colleges in Workforce Preparation is of crucial importance now and in the future. California Community Colleges made a conscious decision to transform from that of the Junior College to that of the Community College.

With the transformation, programs and services

which provide for the students' learning and support needs were brought onto local campuses including such services as child care, transportation, health services, counseling, job placement, social service resource referrals, and career assessments. Although not placed in the current metaphor/jargon of One-Stop, the California Community Colleges was long before its time in serving as a "One-Stop" with 107 geographical locations throughout the state. Envied and replicated around the world, our great state of California has not been able to recognize in the community colleges what so many other counties, states, and nations have.

2. What does your organization expect from the Chancellor's Office and staff?

AB 1725 states "Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. It is the general purpose of this act to improve academic quality and integrity, and to that end the Legislature specifically intends to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties."

First and foremost, the Academic Senate wants the Chancellor's Office staff to

recognize and respect the role of faculty in the system as it relates to academic and professional issues.

The Senate wants the Chancellor's Office staff to recognize and respect the role of faculty in the system.

Whether the concern is curriculum or student success through student support services, the faculty's expertise must be solicited as the concern is being addressed.

A number of staff in the Chancellor's Office have moved comfortably with the post-AB 1725 "perception" paradigm shift, and work effectively through collaboration and partnership with the Academic Senate. However, other staff have resisted the shift, which leads to struggling and wrestling over issues that waste resources and time.

Specifically, the Academic Senate expects the following:

- accessibility
- sharing of information
- serve as a resource of

system data

- provide data analysis
- collaboration on projects
- proactive planning and partnership
- unduplicated activities
- professionalism and mutual respect
- policy implementors, not policy makers
- responsible for compliance monitoring
- responsible for technical assistance to the field
- serve the system and the local colleges

In addition, the Academic Senate expects that the staff will serve in its appropriate support role to the Consultation Process as stated in the Executive Orders of the Chancellor on Consultation, Section 5(a)(b).

3. What does your organization expect from the Board of Governors?

The faculty of the Community College system expect from the Board of Governors of the world's largest system of higher learning a fundamental respect for the academy and its faculty. Absent critical discourse, a respect for the academy, and a respect for the academic expertise of the faculty, the propensity for lay boards to be attracted to emerging "trends and fads" expands thereby compromising the integrity of the academic and educational status. Professors Benzley and Lobuts of George Washington University state: "The quick-fix, sound-bite mentality of the 90s that opts for facile solutions with

(Continued on page 6)

superficial validity (and profound error) threatens America's great centers of higher learning. Savvy practitioners of "virtual thought" have trained their hit and run commentaries on the institution of tenure and its *raison d'être* academic freedom. Academe has become the latest focus of the hip metaphor, the snappy analogue, and the breezy anecdote designed to replace critical thinking in the public debate."

The freedom to teach and learn (academic freedom) should be respected and protected as it is guaranteed by tenure. The converse of academic freedom would be to embrace an authoritarian-obedient model which may seem to serve the corporate world, but would jeopardize the exchange of expert views, the advancement of the discipline, and the pursuit of knowledge for the sake of knowing.

The integrity of the academy should be respected by refraining from the advancing of politically motivated policy which would serve to address certain political objectives rather than serve to advance the educational or academic excellence within the system.

The Board should constructively utilize any abilities, talents, or influence to advocate of the California Community Colleges and the system office. The severe and unreasonable cuts the system office has sustained at a time when the administrations of the criminal justice system as disproportionately increased, not only signal the low priority in which public education is held, but also should signal to the Board, the contempt the state appears to have for the system and its office.

The faculty expectations of the Board are similar to the Board's expectation of the faculty. We expect dedication, competency, integrity, honesty, and we expect a general commitment toward putting the interest of our educational system before any other less ideal principles.

4. Based upon your preceding framework responses, what leadership abilities and characteristics does your organization recommend for a new Chancellor?

Based upon our preceding statements regarding the major issues for the California Community Colleges, and our expectations regarding the role of the Chancellor's Office, staff, and Board of Governors, the Academic Senate for California Community Colleges identifies the following demonstrated leadership

abilities and characteristics as essential for a system Chancellor:

Personal Characteristics

- clear and persuasive communicator in written and oral messages
- interpersonally competent (i.e., listens, nurtures, copes with value conflicts)
- receptive to others ideas, welcomes new ideas
- motivated and energized
- approachable
- charismatic
- committed
- forthright, honest, has integrity

Leadership Ability

- maintains diplomacy and productive relationships
- inspires people to do their professional best
- utilizes a participatory management style
- builds consensus, yet decisive
- promotes the image and accountability of the system
- conveys clear ideas on directions and priorities for the system
- maintains a well thought out vision
- seeks input and direction from experts within the system
- motivates others to high standards, enthusiasm, integrity, and honesty
- makes commitments based on well thought out ideas and resources
- maintains an open environment, regularly shares information
- deals well with ambiguity
- completes communication, follows through
- confronts issues toward resolution

Knowledge/Values

- demonstrates a strong academic background with successful teaching experience
- demonstrates a respect and appreciation for the primacy role of faculty concerning academic and professional issues
- demonstrates and values an collegial and interactive relationship with the faculty
- demonstrates an understanding of and values the mission and philosophy of the system
- demonstrates an understanding of and values

(Continued on page 7)

the promotion of ethnic diversity in the system

- demonstrates a commitment to compliance on legislative and regulatory issues
- demonstrates an understanding of and experience with the legislative process and productive lobbying
- demonstrates an ability to work well with and be respected by the legislature
- demonstrates knowledge and experience with the requirements of a Chancellor
- demonstrates an understanding and respect for issues crucial to the mission of the system such as open access, and equity
- demonstrates an understanding and value of ethnic diversity at all levels of the system
- demonstrates an understanding of and an ability to address the complexity of regulatory requirements
- demonstrates knowledge of and successful experience with state fiscal issues and processes

It is expected that in order to identify whether a candidate holds the abilities and characteristics listed above, information will be based on successful activities in the candidate's current and/or past positions. A thorough and in-depth interview and selection process that includes campus visitations and input from numerous professionals who have worked with each candidate, is an essential component of the process.

Taking on the Chancellorship of the largest and most diverse community college system in the world is an awesome task, therefore, it is imperative that the Board take every step possible to attract the best candidates, and design a selection process that ensures the final selected candidate the greatest success possible. The Board must set up a process that resembles the integrity of processes used in other segments of higher education, and reflects the joint philosophy of well respected education associations such as American Council on Education, American Association of University Professors, and the Association of Governing Boards of Universities and Colleges. The following is a quote of that philosophy taken from the deposition record of testimony provided during a forum on "Searching for a S.U.N.Y. Chancellor", 1986:

"General efforts of the most critical kind must be taken when an institution chooses a new

chancellor/president. Selection of a chief executive officer should follow a cooperative search of the governing board and the faculty and take into consideration the opinions of others who are appropriately interested.

The search may be initiated by separate committees of the faculty and board or by a joint committee of the faculty and board, or the faculty, board, students, and others. Separate committees may subsequently be joined in joint committee. If constituency representation is the model, numbers should reflect the primacy of faculty, and students who have a legitimate claim to some involvement. Each group should select its own names to offer to the search committee. Rules governing the search should be arrived at jointly. A joint committee should determine the size of the majority which will be controlling and make the appointment. When separate committees are used, the board with whom the legal power of appointment rests should either select a name from among those submitted by the faculty committee or should agree that no person will be chosen over the objections of the faculty committee."

No doubt this philosophy will sound familiar as practices at the U.C. and C.S.U. have been researched and described by Mr. Alleborn. To that end, there is no reason the citizens in this state would expect from the Board of Governors a different process for the third segment of higher education, the California Community Colleges. Further, no Chancellor who possesses the skill to serve this system would expect to participate in a process that did not allow them exposure to the faculty. The position is difficult enough without adding the burden of an initial faculty response that might range from indifference to hostility. This range of faculty attitudes can constitute a serious obstacle to the early work of any new administration. It is fair to conclude that such a burden can be avoided by providing for significant faculty participating in the choice of a Chancellor.

¹ California Postsecondary Education Commission, "The Challenge of the Century", 1995

Faculty Development Committee plans for Spring Session

❖ by Edith Conn, Chair, Faculty Development Committee

The Faculty Development Committee has been involved in several projects during the past months, including planning for the Spring Session, working with the Educational Policies Committee to make tentative suggestions to the Executive Committee on ways to implement Fall 1995 Session resolutions on the Vision Statement, and planning faculty development workshops for this spring.

The committee is planning several breakouts at the Spring Session. One of these, to be led by Toni Forsyth of DeAnza College and Harry Saterfield of Foothill College, is entitled "Confronting Diversity Issues on Campus: The Role of Faculty Development." The workshop will include excerpts from a teleconferencing program developed at DeAnza College. Another breakout which will be held at the Spring Session is entitled "Innovations On Line." This breakout will be part of the technology strand, and will be a demonstration of how to access innovation papers from the Great Teachers Seminar on InfoNet. This is an F11 project, developed by Carol Jarrett at Solano College, and demonstrated at the Session by Charles Miller from Santa Rosa College.

In addition to these two breakouts, committee members Jean Montenegro from Imperial Valley College and Nancy Stetson from College of

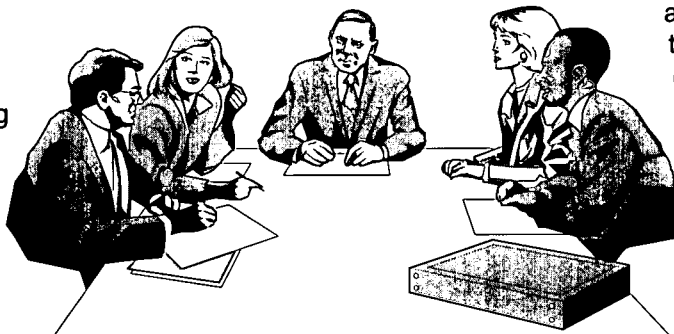
Marin will be chairing the "roundtable" on local senates and faculty development during the Relations with Local Senates "roundtable of local senates issues" breakouts at the Spring Session. Attendees are asked to bring copies of their faculty development programs and policies to the roundtable.

At the Fall Session, the Faculty Development Committee conducted a survey on the interest of session attendees in

role, has been seeking funds for a possible student equity workshop this spring. The Chancellor's Office has provided Diversity/Equity funds, therefore Forsyth envisions an early May workshop in Monterey, to which colleges would send teams of both faculty and administrators to share successes and problems of implementing the colleges' required student equity plans. Please watch for

announcements on this workshop and contact Toni Forsyth at DeAnza College for more details at (408) 864-8993.

At a meeting on February 10 Regina Stanback-Stroud discussed possible activities



various faculty development topics. The topic receiving the most votes (39) was "Promoting Excitement (and more excitement) for Learning." (The committee has had such workshops for the past two years.) As a result, the committee developed a breakout on this topic for the Spring Session. The breakout will in part include new approaches to teaching math and physics, the subject of two MESA workshops being conducted in March. The committee has been involved in some of the planning for these MESA workshops.

The topics receiving the second highest votes (35) on the survey were "budget basics" and "student success/student equity." The Faculty Development Committee, with Toni Forsyth taking the leadership

of the Educational Policies Committee, which she chairs, and the Faculty Development Committee implementing resolutions from the 1995 Fall Session relating to the proposed Vision Statement, including "designing a process which allows for local Academic Senates to consider and refine the statement for future consideration . . ." (Resolution 1.2.0 F95). The Relations with Local Senates Committee may also play a role. The Faculty Development Committee and the Educational Policies Committee met together in Oakland on March 16 to further develop the "process" asked for in the resolution quoted above.

Legislature tackles bills impacting CCCs

❖ by Lee Haggerty, Chair, Legislative Committee

The 1996 Session of the California Legislature has convened and established its leadership, committee assignments and has proposed several pieces of legislation that are of particular interest to the Academic Senate and the faculty for the California Community Colleges.

Assemblyman Curt Pringle is the Speaker of the Assembly and the Chair of the Rules Committee. Assemblyman Brooks Firestone is the Chair of the Committee on Higher Education and Assemblyman Steve Baldwin is the Chair of the Education Committee, while Senator Rob Hurtt is the Senate Minority Leader. All of these leaders are fiscal conservative, members of the Republican party and have the majority membership on all of the educational committees.

There are several crucial bills before the Legislature, which, if passed, will have tremendous impact on California's Community Colleges. The following is a partial list of those bills that may have adverse impact on our colleges:

AB 444 Would establish a procedure for the establishment of Charter Colleges, which would receive certain public funding, but would not be subject to laws generally governing community college districts.

AB 726 Expresses the intent of the Legislature to establish a procedure whereby community colleges may operate independently from the existing community college structure upon petition signed by not less than 10 percent of the faculty of the college.

SB 643 This bill would establish the School-To-Career Opportunities Program and declare it is the intent of the Legislature to accomplish specified goals pertaining to the school-to-career training by the year 2005.

SB 645 Establishes a Report Card for all community college vocational educational programs.

SB 1399 This bill prohibits a faculty member of a California Community College, California State University and University of California from selecting a publication to be used as a required reading for a course taught by that faculty member if the faculty member has an economic

interest in the proceeds received from the sale of the publication.

Remember, this is only a partial list of legislation that the Academic Senate and the community college faculty should have concerns about and demonstrate vigilance in working to prevent the passage of.

AB 445, AB 536, AB 810 and AB 1001 are bills before the Legislature which may prove to be advantageous to the Academic Senate and the community college faculty and should be reviewed in consideration of support. The provisions of each of the aforementioned bills are as follows:

AB 445 Authorizes each community college district to enter into an agreement with one or more campuses of the California State University to offer upper division undergraduate courses and to confer the baccalaureate degree at a community college campus.

AB 536 Enacts the Archie-Hudson and Cunneen School Technology Revenue Bond and authorizes the California Finance Authority to issue bonds, the total amount of which shall not exceed \$400,000,000, after July 1, 1997, if the combined repayment pledges from all school districts of lottery revenues allocated . . . are equal to or greater than \$5,000,000.

AB 810 Establishes the Part-Time Community College Faculty Health Insurance Program for the purpose of providing state matching funds to encourage community college districts to offer health insurance for part-time faculty.

AB 1001 This bill would add "sexual orientation" as a prohibited basis for discrimination.

Besides the bills listed for possible opposition or support, there are also the affirmative action bills that were proposed by Assemblyman Bernie Richter, all of which failed to pass. In addition, the Constitutional Civil Rights Initiative may qualify and appear on the ballot in the upcoming March primary. The Academic Senate's Plenary Session voted to oppose this initiative.

(See *Legislative*, page 11)

News from the local Senates

❖ by Bill Scroggins, Chair, Local Senates Committee

Rancho Santiago president **Rick Manzano** reports that many still ask for copies of their shared governance model. Developed in 1992, it is a "classic" governance model honed by local Senate presidents (and state Senate presidents) Regina Stanback-Stroud and Janis Perry.

Zwi Reznik, chair of the Equivalency Committee at **Fresno City College**, reports satisfaction with their new process which includes Board policy, committee operating agreement and bylaws, Q & A, checklist policy and form for departmental equivalency, and forms for both full and limited subject equivalency plus an appeals procedure.

Diane Sukiennik, matriculation coordinator at **Moorpark College**, found in a recent survey that matriculation funding was used only minimally for career services although most colleges indicated that such support would be an appropriate use of matriculation funds.

Chaffey College curriculum chair **Craig Justice** reports that their new Self-study of Curriculum, Prerequisites, and Curriculum Review Process is working well. The four page form helps departments get ready for the annual curriculum approval process and saves headaches for the curriculum committee as well.

Evergreen Valley curriculum chair **Leonard Wolff** has gone through the first cycle of using their new Procedure for Approval of Distance Education Courses. The four page procedure gives definitions, standards, and required steps. An approval form is attached to the procedure.

Many local senates have expressed frustration with parliamentary procedure. In addition to **Robert's Rules of Order**, a new Handbook of Parliamentary Procedure (by Dyer & Williams at Virginia Tech) is now available online at gopher.ext.vt.edu:70/00/vce-data/leadd vmt/parli with excellent summaries and helpful hints.

Calendar of Events

March

- 22 Voc Ed Leadership Seminars
San Francisco Holiday Crowne Plaza
Contact Len Price, (510) 439-2181, ext. 341 for details
- 22 Area C meeting, 12:45 p.m. - 4 p.m.
L.A. Mission College
Contact Edith Conn, (805) 654-6400, ext. 1335 for details
- 27-29 Chancellor's Mega Conference
Red Lion Inn, San Jose
- 29 Area A meeting, 10 a.m. - 3 p.m.
Shasta College
Contact Allan Boyer, (209) 575-6277 for details
- 29 Area B meeting, noon - 5 p.m.
Solano College
Contact Len Price, (510) 439-2181, ext. 341 for details
- 30 Area A meeting, 10 a.m. - 3 p.m.
College of the Sequoias
Contact Allan Boyer, (209) 575-6277 for details

- 30 Area D meeting, 10 a.m. - 2 p.m.
Palomar College
Contact Lee Haggerty, (714) 582-4855 for details

April

- 2 Deadline for 1996 *Forum* submissions
- 18-20 1996 Spring Session
Santa Clara Westin
Call the Academic Senate office at (916) 445-4753 for more details
- 22 Deadline for Exemplary Program Awards nominations
(Call for nominations sent out on March 18)

May

- 10-11 Student Equity Workshop
Monterey Beach Hotel
Contact Toni Forsyth, (408) 864-8993 for details

June

- 27-30 Summer Institute for Faculty Leadership
Marriott Hotel, Dana Point
Call the Academic Senate office at (916) 445-4753 for more details

Workforce

(Continued from front cover)

- ♦ staff development
- ♦ shared governance
- ♦ performance accountability
- ♦ ultimate control over educational programs

Priorities

Faculty need to let their local representatives (legislators) and the Governor's board appointees know of their expectations and concerns.

California should have a single, comprehensive work force development plan that:

- ♦ Results from collaboration among the Governor, the legislature, business, labor, key state officials and local elected officials (both general purpose and education).

- ♦ Builds on the state's

existing systems of life long learning

- ♦ Requires collaborative partnerships and coordinated relations among education, government, business, labor and the citizens.

- ♦ Links workforce preparation to economic development.

- ♦ Education should have equitable representation on both the state and local work force development boards.

- ♦ A separate funding stream set aside for work force education. Education dollars should not be redirected to work force employment activities or social services.

- ♦ An investment strategy that supports access for all

citizens to higher levels of education such as certificate or associate degrees.

- ♦ Work force education activities to be planned, administered and evaluated under the authority of the state's public education agencies.

- ♦ Business partners as active, contributing partners with education. Not as oversight committees.

- ♦ Academic freedom and faculty access to information should be safeguarded. The freedom to teach and learn should be respected and protected as guaranteed by tenure.

Legislative

(Continued from page 9)

Senate's Plenary Session voted to oppose this initiative.

Community college faculty are encouraged to support Proposition 203, which would provide \$325 billion in maintenance, capital outlay, construction and equipment for California's Community Colleges and Proposition 98, which calls for a 11 percent and 89 percent split, respectively, to community colleges and K-12 for funding their educational programs.

All faculty statewide are encouraged to invite their legislators to their campuses, get involved in the March primary and support those measures that are beneficial to the California Community Colleges.

Mark Your Calendar!



Make plans now to attend the 1996 Spring Session of the Academic Senate for California Community Colleges.

**April 18 - 20
Santa Clara Westin**

Please note: Special action will be taken on discipline review changes during the Saturday session from 8 a.m. to 5 p.m.

**Call the Academic Senate office at
(916) 445-4753 for more information.**

1996 Hayward Award winners honored

The Academic Senate for California Community Colleges would like to congratulate the winners of the 1996 Hayward Award.

This year's winners are:

Area A

Paul Meyers, Professor of Art
Cerro Coso College

Area B

Jay Manley, Professor and Chair of Drama
Department
Foothill College

Area C

Fred Fate, Chair and Director of Theater Arts
Department
L.A. City College

Area D

David Megill, Music Instructor
MiraCosta College

Call for submissions for May 1996 Senate Rostrum

The Academic Senate for California Community Colleges is now accepting submissions for its May 1996 Senate Rostrum newsletter. The Senate Rostrum is a publication communicating the opinions of California Community College faculty regarding important educational issues.

Submissions should be:

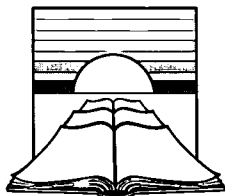
- newsworthy,
- thought-provoking and
- encourage debate and discussion.

Submissions are especially encouraged from faculty representing diverse disciplines and backgrounds.

Send submissions to:

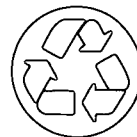
**Publications Committee
Academic Senate
1107 Ninth Street
Sacramento, CA 95814**

DEADLINE: April 10, 1996



The Academic Senate for California Community Colleges

1107 Ninth Street
Sacramento, CA 95814



- 2 President's Message
- 3 Camarena Settlement
- 4-6 Accountability Curriculum
- 7 Vocational Education Affirmative Action

Senate Rostrum



The Newsletter of the Academic Senate for California Community Colleges

Relations with Local Senates: The Geocluster Model

❖ by Lin Marelick, Chair, Local Senates Committee

In a climate of unstable resources and public doubts about the value and funding of higher education the faculty of the California Community Colleges have appropriately influenced state and local community college policies with their expertise and judgment. The representative processes of the Academic Senate for California Community Colleges have enabled us to derive the collective wisdom that is readily found in the form of resolutions and position papers.

Local academic senate presidents rely heavily upon the state senate processes to inform and support them as they address local college and district issues. However, they have not maximized their local network and support capabilities available in the Geocluster Network. While various opportunities for state/local senate communication and support exist, the Geocluster Network is probably one of the most efficient and least used. In place since 1992, the Geocluster Network is an organization of colleges clustered on the basis of geographical location. The Chancellor's Office defined geographical regions of A, B, C, & D range from a few hundred to a thousand miles.

Currently, the Local Senates Committee is comprised of fourteen "Geocluster Leaders". Each of the leaders is responsible for holding meetings of local senate presidents in the Geocluster. This network should serve as an opportunity to provide support for each other and information resources. The exchange between the Geocluster leader and the Executive Committee member assigned to the group facilitates opportunities for local senates to learn of and engage in state level discussions that may impact local colleges.

As a Senate President and later as member of the Relations with Local Senates Committee, I heard faculty question the need for Geocluster meetings when they felt that Area Meetings and the Sessions were adequate for their needs. The Geocluster Network supports (not replaces) the Area Meetings held in preparation for the State Senate Plenary Session. The Area meetings allow the faculty in the four areas to prepare for taking positions at the state plenary session. On the other hand, the Geocluster meetings allow faculty to collaborate on local problems, exchange information, identify various sources of expertise and support each other facing local challenges. In addition, participation provides an opportunity for input on the development of system level issues.

While the Area meetings are a stable aspect of the Academic Senate processes, there is considerable room to increase the use of the Geocluster network. The following are suggestions that may enhance the value to those participating in the Geocluster Network.

SPOTLIGHT
1996 Fall
Plenary Session
Page 6

1. *Contribute agenda items about local senate issues:* Helping to define the agenda is a way to get the most out of a Geocluster meeting. Geocluster leaders could use your help and would welcome your contributions to the agenda. Also, meetings could be more beneficial if they were conducted as work meetings where recommendations are formulated and put into writing.

2. *Establish a mentoring network:* One of the most successful Geocluster meetings I chaired included a list of questions that I presented to the local senate presidents for a survey conducted by the Local Senates

(See *Geocluster*, page 5)

President's Message



Community College Funding Increases Dramatically: Local Senate Leadership in an Imperative

As you have seen in numerous publications during the last two months, there is more funding available for the California Community Colleges in 96-97 than has been during the last five years. Gone are the days of "no growth" and property tax shortfalls. Initially, we owe a lot to our collective bargaining colleagues, CTA, for the lawsuit victory over the full funding of Prop 98. While the community colleges' portion of the millions was only 10.3 %, it still provided additional dollars that could be accessed for COLA, Growth, and Instructional Equipment. The CTA v. Gould decision increases the K-14 base and consequently raises the amount we will receive every year in the future.

In this era of increased funding it is imperative that districts/colleges engage in comprehensive planning (or reactivate those plans that have been sitting on the shelf) as to how this funding will be prioritized and utilized. It

is specifically important that local senates have a leadership role in that planning because so much of the funding is directed at educational programming and the increased need for instructional equipment, course offerings, full time faculty, and instructional facilities.

The following is a sample of the specific funding colleges will be receiving that will require local academic senate input:

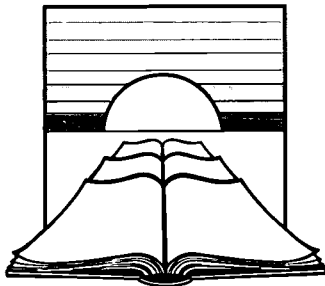
3.15 percent increase in growth funding (\$92.9 million): This will provide \$38.2 million for student enrollment growth. It will be distributed based on the percentage that correlates with the adult population growth in each district/college's attendance area. Local senates need to find out what percentage their college is eligible for and assist in how that growth can be accommodated. Whatever percentage of student enrollment growth is not achieved, that percentage of the dollars will not

be acquired and forwarded to another district. Additionally, the funding allows for \$24 million for new facilities on existing campuses, \$20 million for college centers that were recently operationalized, and \$10 million for maintenance and operations. Another very important aspect of growth dollars is the requirement for districts to increase their base year requirements for the requisite number of *full time faculty*. Each district's base year number of full time faculty must increase by the percentage of growth dollars received. Most districts will need to identify how many new faculty will need to be hired, and in which disciplines. This is a major priority for involvement of local senates.

Instructional Equipment (\$15 million base and \$75 million one-time): This is the second year in a row that the system has received some instructional equipment money. The \$15 million will be on-going, but adding to that, the one-time monies will provide for some of the unmet need over the last seven years. However, allowable expenditures for this

(See *President's Message*, page 3)

The Academic Senate for California Community Colleges



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President's Message

(Continued from page 2)

money cover not only instructional equipment, but library materials and technology. Be sure these funds are prioritized according to instructional and student success needs. It is important to note that a recent California Research Bureau report identified California Community Colleges as the *worst* in the nation as it relates to library materials. The report is available through the Chancellor's Office to determine individual district/college needs. It is important to note that through the Consultation Process, the Academic Senate has helped influence a proposed BCP for an additional on-going amount of instructional equipment money (\$70 million) for 97-98. Hopefully, that will bring the base up to \$85 million each year.

Unappropriated 95-95 Prop 98 Trust Fund (\$80 million): This fund provides \$60 million for

deferred maintenance and \$20 million dollars for architectural barrier removal for disabled persons. It is important to check to see what individual districts are eligible for in order to plan for it.

96-97 VATEA funds increase (over \$3 million): This year, each district will receive its regularly allocated amount (in addition to any special grants acquired). Last year a decision was made to allocate previously "granted" monies from the Title IIA category of VATEA. This \$2 million plus, combined with previously held carryover dollars from 94-95 (\$1.1 million), will yield over \$3 million dollars in addition to the aforementioned monies. Local senates should be aware of what their district is receiving and ensure voc-ed faculty involvement in prioritization of the use of these monies.

Telecommunications Grants (\$9.3 million on-going): Soon, RFP/RFA's will be available for districts to acquire these monies to initiate or improve telecommuni-

cation networks among community colleges and CSU's. The grants will be available for a number of options. A small percentage will also be allocated to every district. Local senates need to be aware of, and influence plans to acquire these funds.

Local Academic Senates should be gearing up now with an identification of priorities. If there is not already an identified planning process on campus that will encompass decisions on each of the issues identified above, Senates need to develop strategies on how to coordinate "shared" decision making in regard to them. The Fall 1996 Plenary Session of the Academic Senate, held October 31-November 2 will offer several breakouts on this topic, so plan to attend and be assisted in your efforts. I hope to see you there. ■

Camarena (Ingraham) Case Settlement

❖ by Beverly Shue, Chair, Affirmative Action Cultural Diversity Committee

The recent settlement of the Ingraham (Camarena) v. Board of Governors (BOG) case, where a student filed suit on the basis of being denied access to a BOG sponsored academic program targeted for a special population, has led colleges with these types of programs to reexamine how to publicize certain diversity outreach program such as Puente and Black Bridge. Interim Chancellor Nussbaum, in his July 26, 1996 memo, emphasized that two factors *minimize* the impact of the settlement on programs operated by local districts. Much

of the agreement restates existing law and policy in that all diversity outreach programs targeted for special populations must be equally accessible to all students regardless of race, color, national origin or ethnicity. Secondly, the agreement is binding only to the Board of Governors and the Chancellor's Office sponsored programs and does not restrict the ability of individual college districts to develop, design, and operate their own specialized programs.

Colleges with programs devel-

oped, sponsored, endorsed, or coordinated by the BOG and Chancellor must comply with certain guidelines, specifically the fact that programs are open to *all* students.

The Ingraham (Camarena) settlement principally focuses on activities and programs endorsed and funded by the BOG and Chancellor's Office, not college-developed and college-funded outreach and diversity programs. Programs unaffected by the settlement include Extended Opportunity

(See *Camarena*, page 8)

Your Program is Doing a Good Job, But Can You PROVE it?

❖ by Bill Scroggins, Chair, Curriculum Committee

Imagine that you must justify the existence of your program by how many students have jobs or have transferred to a four-year school a year after completion. Imagine that your funding is determined by a Workforce Preparation Board consisting almost entirely of business executives and government bureaucrats. Fantastic? Unreasonable? These ideas and more are being discussed under the general rubric of accountability.

Accountability is not a new term for community colleges. AB 1725(1988) includes a system-wide accountability process. Your college data is compiled in a Chancellor's Office annual report titled Effectiveness of California Community Colleges on Selected Performance Measures. Legislative budget language expanded accountability to include standards for each measure, a process in which the Academic Senate has participated. Under AB 1808, the California Postsecondary Education Commission (CPEC) publishes an annual accountability report covering all of higher education. CPEC is considering expanding its role in accountability, and, again, your Academic Senate is participating.

Forces, however, outside of education present the greatest challenge. The "report card" bill, SB 645 (1995, Johnston), calls for performance accountability measures including:

- (1) Amount and source of funding.
- (2) Program entrance and successful completion rates.
- (3) Employment and wage information for one, and three years after completion of training.
- (4) The relationship of training to employment.
- (5) Academic achievement for one and three years after completion of training.
- (6) Achievement of industry skill standard certifications, where they exist.
- (7) Return on public investment.

This year's proposed follow-up bill on accountability, SB 1074 (1996, Killea) requires reporting on:

- (1) Diversification of student bodies.
- (2) Improved student transfer and transfer readiness rates.
- (3) Improved student achievement and retention rates.
- (4) Diversification of faculty, nonfaculty academic staff, and administrative positions.
- (5) Improved graduation and completion rates.
- (6) Assessment of the length of enrolled time to degree completion.

The State Job Training Coordinating Council (SJTCC), given the responsibility for creating a state workforce preparation system under SB 1417(1994, Johnston) and for performance-based accountability under SB 645, produced a report entitled Building Blocks for a California Workforce Preparation System which recommends these accountability measures:

- Employment rate
- Earnings before, during, and after program participation
- Earnings at follow-up periods
- Length of employment retention
- Rate of entry into public, post-secondary education
- Rate of change in status from tax receiver to tax payer
- Employer satisfaction

Federal regulations under the Student-Right-To-Know Act [Sec. 688.46(a)(1)] require that: An institution shall prepare annually information regarding the completion or graduation rate and the transfer-out rate of the certificate-or degree-seeking, full-time undergraduate students entering that institution on or after July 1, 1996.

The greatest danger in these external accountability measures is that standards for education may be set by those with little understanding of the educational process. What can be done? Well, yelling and screaming that education should not be subjected to accountability is futile. Accountability is here to stay. **FIRST**, keep informed about external attempts to impose standards and responses. Write the governor about the SJTCC report. Write your legislators about SB 1074 and the SJTCC report. Write to Congress and the Department of Education about the Student-Right-To-Know provisions. **SECOND**, make a sound accountability process a reality on your campus. Be sure that it meets the needs of students and faculty. The Board of Governors recommended such a process in September 1994 and several good local models are available. The Academic Senate continues to support educationally sound, student-oriented accountability.

Accountability issues will be discussed at the Academic Senate's Fall Session at a breakout on Friday morning, 11/1. For more information contact Bill Scroggins, 714/969-8629 (phone), 714/969-8739 (fax), or bscrogg@ix.netcom.com (e-mail). ■

Does Your Curriculum Approval Process Empower Faculty?

❖ by Bill Scroggins, Chair, Curriculum Committee

Almost everyone acknowledges that curriculum is a faculty matter. But does the curriculum approval process on your campus make this primacy a reality? Curriculum proposals are to have the approval of discipline faculty. Does your approval process allow credit courses to be created by outside businesses through instructional agreements rather than using the regular approval process? Do administrators propose courses directly to the curriculum committee bypassing discipline faculty? If so, the primacy of faculty in curriculum is undermined. Review of curriculum proposals by faculty in related disciplines is a good idea. Many colleges accomplish this through a divisional process. Does your division dean have sign-off authority on curriculum proposals as a "gate keeper?" If so, the primacy of faculty in curriculum is undermined.

Almost all colleges recognize the primacy of faculty in curriculum by having a faculty member chair or co-chair the curriculum committee. Is your committee still chaired by an administrator? If so, the primacy of faculty in curriculum is undermined. The Curriculum Standards Handbook states that all who review and approve curriculum must be well versed in statutory, regulatory, and intersegmental standards. Do you still depend on the dean of instruction as the sole authority on Title 5? If so, the primacy of faculty in curriculum is undermined.

As an academic and professional matter, curriculum policies and procedures are set by your Board either by relying primarily on or reaching mutual agreement with your academic senate. Does your curriculum committee still set its own policies and procedures and act independently of your academic senate? If so, the primacy of faculty in curriculum is undermined.

Courses and programs must be recommended directly by your curriculum committee to your Board of Trustees. Does your college and or district allow administrative veto of curriculum proposals before they are recommended to your Board? If so, the primacy of faculty in curriculum is undermined.

Recently revised regulations on distance education require that all courses and all sections of courses taught in distance education mode have separate approval of the curriculum committee. Do you have such an approval process at your college? If not, the primacy of faculty in curriculum is undermined.

Courses submitted for IGETC approval (and soon for CSU-GE Breadth) require sign off by the faculty curriculum chair. Does your curriculum committee review and approve courses to be submitted for IGETC and CSU-GE Breadth? If not, the primacy of faculty in curriculum is undermined.

These and other curriculum committee issues will be discussed at the Academic Senate's Fall Session at a breakout on Thursday morning, 10/31. For more information contact Bill Scroggins, 714/969- 8629 (phone), 714/969-8739 (fax), or bscrogg@ix.netcom.com (e-mail). ■

Geocluster

(Continued from page 1)

Committee. The question/answer session gave the meeting focus and allowed for a number of substantive issues to be discussed. The meeting became an exercise in mentoring and was beneficial to everyone. Mentoring each other is an important ingredient to strengthening local senates.

3. *Discuss statewide issues:* Statewide issues should always be on the agenda for the Geocluster meeting. Local senate presidents are often overwhelmed by the responsibilities of the job and can't think about the larger picture, but discussion of state issues should occur at the Geocluster level. This is the best way to keep local senates apprised of what's going on around the state, and provides the opportunity to influence the direction of an issue.

4. *Maintain regular telephone contact between meetings:* Another way that Geocluster leaders can be a resource for each other is through regular phone contact and E-Mail. By calling each other, you can get updated on the latest local concerns, and develop some friendships along the way. With some colleges so far away from each other, social meetings within the Geocluster are impossible. Regular phone contact can make up for the distance.

Now more than ever, it is crucial for the faculty to be effective in informing and influencing educational policy. The Geocluster Networks are the best resources to influence change. As local senate presidents take greater advantage of the network, faculty influence on policy will increase. The Geocluster Network should be a part of every successful academic senate president's experience. ■

1996 Fall Plenary Session

❖ by Donna Ferracone, Chair, 1996 Fall Session

Plans for the Fall Session are becoming real and it looks like another time of learning and sharing. This year, session is at the Costa Mesa Westin in Orange County, right across from the South Coast Plaza.

As you have indicated in your past session evaluations, this Fall the focus is to have related hot topic issues scheduled so they do not occur during the same time periods. Curriculum breakouts will be recorded by video and a hard copy, will be made available for use during local college training sessions for the curriculum committees. The recordings will be our test run in this endeavor; so we'll see how things go.

The overall theme for session is "Faculty Empowerment: Responding to the Challenge".

Some of the issues to be covered in breakouts are:

Counseling Faculty in the 75/25 Ratio, Good

Practice for Counseling Programs

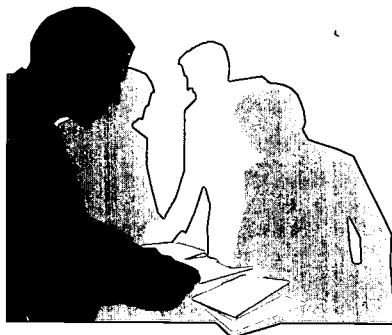
Curriculum Committee

Roles, Duties and Standards of Good

Practice

New Program Approval and

Program Discontinuance Course
and Program Pre-requisites
Model Catalog Formats, A Progress
Report Accountability
Prop 209 - CCRI, Effects of the
Decisions in the Camarena Case
Student Equity
Instructional Technology
Education Master Plan
Strategic Telecommunications
Master Plan



Transfer Issues
Service Learning
Workforce Preparation
Accountability: The Friedlander
Model
Budget Process for Local Senates
Strategies for An Effective Senate
Primacy of Faculty
Minimum Qualifications Review
Equivalency Review.

A technology room with plenty of demonstrations will be available, and while you're there if you are

not on Infonet, Rick Matthews will help you accomplish this task. Also, we will have two elections this session, which is unusual for Fall. The office of treasurer and the position of north representative are vacant and according to the by-laws they must be filled during this session. Refer to the Session mailings for the by-laws and other election information.

As you can see, all the current issues and then some will be discussed during session. Hopefully there will be an opportunity for you to get a little time in for shopping in the South Coast Shopping Plaza and join in on the activities planned at our Halloween dinner dance (costumes encouraged). At the dance a DJ will provide us with great music, including at the very least the Macarena and the Electric Slide and prizes will be awarded for costumes in some categories known only to Edith Conn.

We hope to see all of you there. It is the decisions from Session made by the delegates which give the Executive Committee their direction. Let your voices be heard and your votes be cast. ■

Announcing: The 1996 Fall Plenary Session

Registration Deadline: October 18, 1996

October 31 - November 2, 1996
The Westin South Coast Plaza
Orange County
714/540-2500

For more information, please call the
Senate Office 916/445-4753.

Announcing: Nominations for the Board of Governors

Deadline: October 25, 1996

Each year at this time, we ask for help in identifying outstanding faculty members who are knowledgeable in the issues facing faculty and others in the community colleges.

For more information, please call the
Senate Office 916/445-4753.

Changes Affecting Vocational Education

❖ by Freddie Richards, San Diego City College

Several recent changes have occurred that may have an impact on your vocational educational programs. These changes are in Title 5 Language.

As a result of the signing of a bill in September (AB 446, Archie-Hudson-Hudson, statutes of 1995, Chapter 758). Title 5 regulations have been amended to allow vocational disciplines to be included in faculty internship programs. The new language provides that: “The governing board of any community college district may establish a faculty internship program pursuant to regulations adopted by the board of governors and may employ, as faculty interns within the program, graduate students enrolled in the California State University, the University of California, or any other accredited institution of higher education, or in vocational and technical fields where a master’s degree is not generally expected or available persons who are within one year of meeting the regular faculty minimum qualifications, but who lack teaching experience, may also be included in internship programs authorized by this section to the extent authorized by the board of governors.”

In the State Chancellor’s Office, Vice Chancellor Rita Cepeda has been appointed the interim Vice Chancellor position for economic and vocational education to replace Dr. Phoebe Helm. Vice Chancellor Rita Cepeda will continue to direct her present areas plus economic development.

The always informative and invigorating 1997 Vocational Leadership Development seminar dates have been selected. The seminar in the South will be February 21-22. The seminar in the north will be March 14 - 15. Those interested in getting the latest on changes impacting vocational education should alert your Senate Presidents of your interest. Applications for attendance to these seminars will be mailed to your Senate Presidents.

As of the time of the writing of this summary, we have received no news of any significant federal legislative development on workforce development. ■

Title 5 Affirmative Action Regulation Changes Approved

❖ by Beverly Shue, Chair, Affirmative Action
Cultural Diversity Committee

On May 9, 1996 the Board of Governors approved the changes in the Title 5 Affirmative Action regulations, bringing to a close the work of the writing team, and input from statewide townhall meetings, focus groups, and concerned citizens. For the record, these revisions were in response to the lawsuit filed by Governor Wilson against the California Community Colleges in August of 1995 after the UC Regents banned all affirmative action programs including special admissions at the University of California system.

President Janis Perry and Beverly Shue, Chair of the Affirmative Action/Cultural Diversity Committee, represented the Academic Senate on the writing team that was chaired by Vice Chancellor Jose Peralez which included representatives from several other organizations. Many of the revisions focused on changing language to be consistent with existing federal and state law and court decisions. Districts are still required to have written affirmative action

plans and programs that include hiring goals in seven different EEOC categories based on an analysis of the workforce and availability data. Colleges must still have an affirmative action committee and a designated person responsible for overseeing affirmative action. The CEO is the person ultimately responsible for implementing the college affirmative action plans. When significant underrepresentation occurs and persists, a district is required to set hiring goals with timetables to address this underrepresentation.

The writing team members, in response to concerns raised during discussions and input from the field, made an important clarification on hiring using the “business necessity” clause. These are now clearly stated as interim appointments that have maximum time limit of one year, after which the regular hiring process will be followed.

Last year’s AACD committee made a strong point of how workforce data is gathered and expressed particular concern on seeking out data from graduate schools in California, both public and private, to more accurately determine the number of qualified candidates from all ethnic groups eligible to be hired for faculty positions. A workforce analysis task force is
(See **Affirmative Action**, page 8)

Affirmative Action

(Continued from page 7)

currently meeting to determine how to statistically validate workforce availability. The criteria to be used for determining availability include requisite skills, general population, workforce population, and promotability. When the workforce analysis criteria are finally determined, and there have been considerable shifts in the demographics of California since 1990, then districts will probably need to set new hiring goals. ■

Camarena

(Continued from page 3)

programs and services (EOPS), Disabled Students Programs and Services (DSPS), matriculation, transfer centers, Greater Avenues for Independence (GAIN), and the Fund for Instructional Improvement: these systemwide programs do not focus on race or ethnicity and therefore are unaffected. Additionally, any "college-grown" programs targeted to special populations *are not* affected by this settlement.

The most important thing we must remember as faculty is: every special program is open to any student as long as they meet the academic prerequisites. A series of regional workshops will be held beginning this Fall to explain the settlement agreement. Questions should be directed to Ralph Black at (916) 327-5692. ■

Call for submissions for the 1997 Senate Forum

Submission Deadline: April 2, 1997

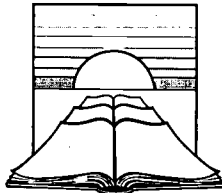
The Forum is a professional journal showcasing the talent and creativity of California Community College Faculty.

Please submit the following
Photography of CCC architectural design, expressions from faculty of all disciplines, essays, photography, poetry, short stories, theater arts, visual arts, and other creative entries.

Send submissions to:

*Academic Senate
1107 Ninth Street
Sacramento, CA 95814*

URGENT: The Academic Senate is looking for an Editor for the Rostrum/Forum. Please contact Winston Butler, Publications Chair at 213/891-2294



The Academic Senate for California Community Colleges

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