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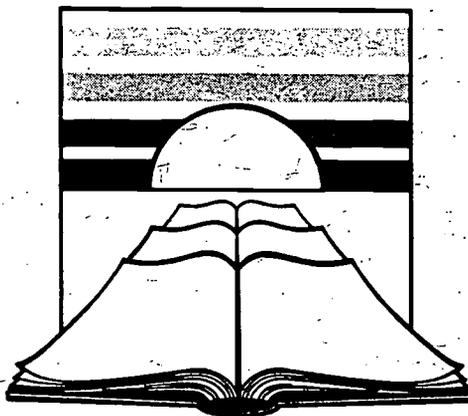
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ABSTRACT

The Academic Senate for California Community Colleges was established to promote the best interests of higher education in the state and to represent community college faculty at the state level. This 20th annual report summarizes the activities of the Academic Senate for 1995-96. The first part presents a report from the Senate President, a financial statement, lists of goals and committee priorities for 1995-96, and minutes from the Senate's fall 1995 and spring 1996 sessions. The second part presents annual reports from Senate standing committees on affirmative action/cultural diversity, revised accreditation standards and liaison, common course numbering, counselor and librarians, curriculum, educational policies, elections, faculty development, legislative issues, publications, relations with local senates, resolutions, standards and practices, technology, and vocational education. Next, reports are provided from Senate advisory committees on basic skills, review of the capital outlay handbook, curriculum, matriculation, and the development of a strategic telecommunications master plan. Finally, annual reports are presented for the following liaison committees: the California Great Teachers Seminar; California Educational Round Table Intersegmental Coordinating Committee, Subcommittee on Outreach, Admissions and Transfer; Community College Association of Occupational Educators; Economic Development Network; English Council of California Two-Year Colleges; Historically Black Colleges and Universities Task Force; the Legislative Committee Chair; and Distance Learning and Technology Groups. A list of Senate publications and a roster of local academic senate presidents by college are attached. (TGI)

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THE TWENTIETH ANNUAL REPORT



The Academic Senate for California Community Colleges

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**THE TWENTIETH ANNUAL REPORT OF
THE ACADEMIC SENATE
FOR CALIFORNIA COMMUNITY COLLEGES**

1995-1996

**Published by the Office of The Academic Senate for California Community Colleges
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At the end of each year, the Academic Senate for California Community Colleges distributes the ANNUAL REPORT to the community college academic senates and to others interested in the activities of the Academic Senate.

Additional copies of the ANNUAL REPORT can be ordered, subject to availability, from the following address:

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ACTIVITIES

We, the faculty of the California Community Colleges, through the local academic senates, do hereby establish the Academic Senate for California Community Colleges, Inc., in order to promote the best interests of higher education in the state and to represent the faculty in all California Community Colleges at the state level.¹

At least twice each year, the Academic Senate for California Community Colleges meets in a General Session where delegates from the colleges and district deates hear informative speakers, deliberate issues, and adopt resolutions. Although each college and district senate has one vote only, there is no limit on the number of attendees from each college and anyone at the conference may participate in discussion, breakouts, and join in debate. Resolutions adopted at the General Sessions guide Executive Committee members and Academic Senate appointees as they represent the Senate to the Chancellor's Office, the Board of Governors, the Legislature, the Intersegmental Committee of the Academic Senates, and to other organizations and statewide agencies.

In addition, representatives of local senates meet at Area Meetings at least twice a year. College and district senates are grouped geographically into four areas (listed in the Academic Senate Directory). Each area consists of twenty to thirty colleges. Executive Committee members act as contact on state issues, and hearing and transmitting to the Executive Committee concerns of local senates. Executive Committee area representatives plan and conduct Area Meetings.

The Executive Committee meets approximately ten times during the year to conduct business, become informed on current issues, act on committee reports, and meet with representatives of other statewide organizations.

Much of the work of the Academic Senate is conducted by its committees, subcommittees and ad hoc committees. Among Standing Committees are those on Affirmative Action/Cultural Diversity, Educational Policies, Elections, Faculty Development, Local Senates, Publications, Standards and Practices, and Vocational Education. The Ad Hoc Committee on Accreditation, the Ad Hoc Committee on Student Equity, and the Ad Hoc Committee on Distance Learning were also active this year.

¹ Preamble, The Academic Senate for California Community College, Inc., By-Laws

PRESIDENT'S REPORT

by
Janis Perry

New Consultation Process

The year began with the implementation of a new system level consultation process that was developed by a "consultation process review group" who in order to detail the process, identified a writing team consisting of members from the Academic Senate, CCLC, Students, FACCC, and Chancellor's staff. The new Consultation Council consists of institutional representatives (two CEO's, two Academic Senate, two Student Senate, one CBO, one CSSO, and one CIO) and organizational representatives (one FACCC, one CCA/CTA, one CCC/CFT, one CCCI, one Cal SACC, one CCCT, one CEOCCC, one ACCCA). The process seemed to strengthen the consultation process, giving each group an opportunity for input. It has been especially beneficial to the faculty as the Academic Senate has been identified as primarily responsible for academic and professional matters, requiring the Chancellor to rely on the advice and judgement of the Academic Senate on those matters when making recommendations to the Board of Governors. This is a new Standing Order as a result of the revisions of the process.

Chancellor Mertes Resigns

At the November Board of Governors meeting, Chancellor David Mertes tendered his resignation to be effective June 30, 1996. It was not surprising as Chancellor Mertes had been struggling with the Board of Governors leadership overtime, as well as had received the "no confidence vote" from the Academic Senate in 1994. Subsequent to his resignation, the Chancellor seemed to turn more and more responsibility over to his staff, and was not very active in Consultation. Subsequently, at a Spring meeting the Board of Governor's identified Vice Chancellor, Tom Nussbaum, to serve as interim Chancellor during the absence of Chancellor Mertes, and during the search for a new Chancellor.

Chancellor Search Process

In early Spring the Board of Governor's began to identify their ideas for the search process. They asked each constituent group to identify their perspective of the qualifications and characteristics the new Chancellor should have. While the Academic Senate participated in that activity, we continued to assert that their was a greater role for the faculty and other groups in the selection of the Chancellor. The Academic Senate identified that there should be a role for them in the interview process. After numerous meetings with individual Board members, the Board decided that a group of constituent members could serve as a "paper screening" committee, and that they could forward the names to the BOG committee for interviews. The Academic Senate continued to work for a role in the actual interviewing process, but to no avail, despite the fact that faculty served on the interview committee for the previous Chancellors. Consequently, there was quite a bit of turmoil surrounding the BOG because of this issue as well as others, therefore as of July 1996, there were fewer than ten candidates indicating an interest in the position of Chancellor for the California Community Colleges.

Affirmative Action

On June 1, 1995, Governor Wilson issued an Executive Order that identified zero tolerance for discrimination, and called for the elimination of all state "preferential treatment" programs based on race or gender. Of course what he was after was Affirmative Action programs, which have been accused of serving as preferential treatment programs. Our Board of Governors quickly retreated and asked staff to do an analysis of Title 5 Affirmative Action regulations. In a report developed by legal division staff, most of the regulations were brought into question. At the same time, the Governor focussed on the UC system, and the Board of Regents made radical changes in spite of the opposition of their students, faculty, and administration. Because the report by Chancellor's staff was so legalistic and potentially dangerous to the gains the system had made in the past in its commitment to diversity and equal opportunity, the Academic Senate and other groups protested to the BOG at their September meeting, and asked that the issue be placed in Consultation to have the regulations reviewed. A writing team was established on which there was Academic Senate membership, and a long process ensued for review of the regulations. After six months of debate and research, the spirit of the regulations remained, although there were some modifications. The Board of Governors re-issued its commitment to diversity through a resolution, and the regulation changes were adopted. While the Governor did not react to the mild modifications, he was on to the bigger picture, a campaign for Proposition 209.

Workforce Development

In readying up for a '96 Presidential Campaign, the members of Congress determined that it was time to reform workforce development funding, combining, deleting, re-directing, and turning more authority over to state government. The discussion ensued around two bills, one in the House and one in the Senate, but both had the potential of redirecting monies away from public education to other state agencies. The Governor identified the State Job Training Coordinating Council (SJTCC) as the group who would write the plan for how workforce development would happen in the state in light of the proposed reforms. This group of about 30 members, had only one community college representative in its membership. This was highly problematic considering the large role the community colleges play in workforce training in the state. At the Fall Session, the body adopted the document "Workforce Development and Preparation Initiatives: Identifying the Implications for the Community Colleges". The principles and actions recommended in this document helped to influence the discussions at the system level as well as with the SJTCC. As the California legislature and other segments of public education became more involved in the issue, the community colleges were able to gain some strength in their attempts to influence how the reforms would affect California and the community colleges. However, as the '96 Presidential campaign escalated the feds did not come to resolution in the compromise of their bills, and the issue began to lose momentum. Subsequently, the California legislature has temporarily set the issue aside as well. The whole issue has and will remain a central concern for the community colleges and is an opportunity for a proactive plan for reform. It has allowed the community colleges to identify for the public and the legislature its key role in the economic development of the state.

Common Course Numbering

As a result of the passage of SB 450 requiring the Board of Governors to develop, maintain, and disseminate a general common course numbering system for use by the community college districts. There was much concern over the Chancellor's Office developing such a system, so the issue was placed in Consultation. At Consultation, the issue was declared an academic and professional matter, and the lead responsibility was given to the Academic Senate to identify a plan and a process for implementing the legislation. At the Fall Plenary Session, the body adopted the document "Toward a Common Course Numbering System" which contained principles and recommendations from the faculty on this issue. The Academic Senate worked diligently to identify a timeline and a process for implementing the legislation. A significant recommendation was that a task force chaired by the Academic Senate should be established to help identify the recommendations of the Senate to the Chancellor on the implementation of the legislation. This task force included student representatives and Chancellor's staff. While the Senate had to struggle with Chancellor Mertes and the students to act out its leadership role, the task force engaged in its work and made recommendations to the Academic Senate Executive Board and those recommendations were forwarded and Chancellor at the July Consultation Council meeting. These recommendations were accepted by the Chancellor and forwarded to the Board of Governors for approval. A significant component of the recommendations is the utilization of the currently accepted CAN process, and adding a process for courses that are not baccalaureate level but need an intra-segmental identification number. Funding for the development of these recommendations is yet to be identified.

Summary

While the above issues are just a few in the myriad of responsibilities the Academic Senate has taken on this year, they are some of the most significant. It is important for me to note that the most significant change I saw for the Academic Senate this year was in its intersegmental relationships. The Academic Senate for California Community Colleges has benefited from a strengthened relationship with faculty colleagues from the CSU and UC. Our work through the Intersegmental Committee of Academic Senates (chaired by me this year) and the California Education Round Table Intersegmental Coordinating Committee has shown that the community college faculty's strength and expertise is ever-present, significant, and influential.

FINANCIAL REPORT
Statement of Cash Receipts and Disbursements
for the year ended June 30, 1996

	Actual	Budget
Beginning Balance	\$58,560.00	\$83,019.00
Income		
Sources		
State Monies (Note 1)	\$493,141.00	\$452,000.00
Colleges	\$81,034.88	\$75,000.00
Conferences		
Fall Session	\$51,013.00	\$45,000.00
Spring Session	\$48,331.83	\$45,000.00
Leadership 94/95 (Note 2)	\$24,459.00	\$0.00
Leadership 95/96	\$14,740.00	\$21,000.00
Other Income		
Reimbursements	\$960.19	\$1,000.00
Interest	\$3,298.69	\$1,500.00
Honorarium	\$780.96	\$0.00
Math&English Task Force	\$6,300.00	\$7,000.00
SB450 (C C Numbering)	\$53.00	\$0.00
IJFP Grant 94 690005	\$8,750.00	\$7,000.00
Total Income	\$732,862.55	\$654,500.00
Total Income + Beginning Balance	\$791,422.55	\$737,519.00
Expenses		
Executive Committee Operations		
Meetings	\$44,915.40	\$41,000.00
Travel	\$70,817.60	\$60,000.00
Exec Reassigned Time	\$47,244.89	\$38,200.00
Chair Reassigned Time	\$19,213.83	\$24,000.00
Officers Reassigned Time	\$41,354.50	\$62,232.00
	Actual	Budget
Committees		
Senate Committees	\$24,096.89	\$16,000.00
Travel	\$21,064.42	\$20,000.00
Reimbursed Expenses	\$951.15	\$0.00
Ad Hoc (Note 3)	\$4,895.22	\$3,000.00
Liaison	\$19,477.74	\$21,100.00
Conferences		
Fall Session	\$63,936.82	\$58,000.00
Spring Session	\$65,163.04	\$58,000.00
Leadership	\$36,232.33	\$34,600.00
Other Conferences	\$5,054.14	\$8,000.00

Workshops		
FACCC	\$10,495.99	\$10,000.00
Other Workshops	\$370.00	\$2,000.00
Publications		
Forum	\$14,407.63	\$15,000.00
Rostrum	\$17,324.37	\$20,000.00
Printing	\$64,336.24	\$38,000.00
Editor	\$6,284.01	\$10,000.00
Chancellor/BoG		
President	\$20,308.70	\$22,000.00
Exec Sac. Exp.	\$5,023.41	\$5,000.00
Office		
Executive Assistant	\$31,916.64	\$46,000.00
Staff Assistant	\$17,912.95	\$30,000.00
Staff Secretary (Note 4)	\$4,597.06	\$2,918.00
Part-time Help	\$1,303.42	\$1,000.00
Copier	\$6,120.62	\$7,750.00
Supplies	\$2,370.21	\$12,000.00
Postage	\$10,567.98	\$7,000.00
Phone	\$6,347.91	\$5,000.00
Other Office Expenses	\$3,244.38	\$0.00
Miscellaneous		
Area Meetings	\$2,994.16	\$2,000.00
Field Activities	\$3,295.81	\$4,500.00
Legal Services	\$0.00	\$3,600.00
Accounting	\$2,200.00	\$2,200.00
Math & English Task Force	\$6,546.05	\$7,000.00
	Actual	Budget
Reserves		
Contingency	\$0.00	\$28,073.84
Reassign Time Contingency	\$0.00	\$7,000.00
Total Expenses	\$702,385.51	\$732,173.84
Ending Balance	\$89,037.04	\$5,345.16

Note 1 The final allocation from the 1994/95 legislative appropriation was received in the 1995/96 fiscal year.

Note 2 Receipts for the 1994/95 Leadership Institute were deposited in the 1995/96 fiscal year as were the receipts for the 1995/96 Leadership Institute which were actually received in the 1995/96 fiscal year.

Note 3 The Ad Hoc Committee expenses include \$4,236.59 for the SB450 Ad Hoc Committee which were reimbursed by the Board of Governors in the 1996/97 fiscal year.

Note 4 A Staff Secretary was utilized for a portion of the year for the purpose of taking minutes at the Executive Committee meetings.

**ACADEMIC SENATE FOR
CALIFORNIA COMMUNITY COLLEGES
1995-1996 GOALS**

1. *Represent the faculty of the California Community Colleges and thereby ensure a formal and effective procedure for participating in the formation of statewide policies on academic and professional matters.*
 - A. Attend various hearings and committee meetings, assigned by the President and the Executive Committee.
 - B. Serve as a resource to the Legislators and/or their aides.
 - C. Work with the Association of California Community College Administrators (ACCCA) to identify and resolve differences in the interpretation and implementation of the local collegial consultation process. (1.6 S95)
 - D. Conduct the review process of Minimum Qualifications including hearings and recommendations to the Spring 1996 Session.
 - E. Continue to work on the Senate By-laws and Rules.
 1. Work with the Elections Committee to develop a process of direct election of Area Representatives (S95)
 2. Work with the Elections Committee to develop a process for the election of North and South Representatives.
 3. Revise the document so that the President includes the chair when making committee assignments.
 - F. Promote fair and effective hiring practices that contribute to a rich academic experience based on direct experience and exposure to diverse faculty and staff in community colleges in California.
 - G. Support more reassigned time for local curriculum committee chairs.
 - H. Institute dialogue with ICAS regarding formation of a joint review committee for courses approved under the new BOARS transfer preparation requirements.
 - I. Continue to communicate regularly with the Board of Governors Economic Development & Vocational Education Committee to identify and share concerns of vocational education faculty.
 - J. Provide representation to CCCAOE, Ed>Net Executive Committee and Contract Education Committee with reports to the Vocational Education Committee.
 - K. Become involved in the progress of distance learning as a delivery tool to shape the academic quality. This might include participation in committees shaping and planning such delivery, evaluation of the effectiveness of this medium - as compared to the measured effectiveness of other campus based delivery systems. Currently this will involve working with Distance Learning Task Forces, Telecommuting efforts, and Community College Instructional Network proposals. (Fall 93 - 8.1 through 8.7; Fall 94 - 11.1 to 11.5; Spring 94 - 10.1 through 10.9)

2. *Strengthen local academic senates or other equivalent faculty organizations in the California Community Colleges.*
 - A. Work with the coordinators of the 1996 Leadership Institute to ensure a successful, productive institute.
 1. Recommend the first-year coordinator on the basis of applications.
 2. Work with relations with local senates committee in planning the institute.
 3. Make recommendations to the Executive Committee on activities to carry out the purposes of the leadership institute.
 - B. As directed by the Executive Committee work with FACCC to plan 1996-97 joint Senate/FACCC workshops that will strengthen local senates.
 - C. Develop procedures for an Executive Committee member to attend the Great Teachers seminar.
 - D. Have available for local senate request current and historical documents that will help local senates achieve their goals.
 - E. Keep an up-to-date file of Academic Senate publications for use by local senates.

- F. Be prepared to supply as requested by local senates information on Academic Senate positions that will help local senates carry out their goals.
 - G. Mobilize local college affirmative action committees to document incidences of discrimination in the classroom and campus environment in order to increase understanding of how discrimination affects practices and policies. This goal is aimed at eradicating institutional discrimination.
 - H. Finish the work on the two documents, "Effective Senate/Union Relations," and "Increasing Faculty Involvement in Local Senates."
 - I. Continue to provide updated "Nuts and Bolts of an Effective Senate" presentations which include support of the shared governance process, inclusion of part time faculty, faculty participation on accreditation teams, an overview of the Brown Act, and direction on implementing a local resolution process. (1.10 S95, 19.2 F94, 5.1 F94)
 - J. Work with the Technology Committee to ensure that all local senate presidents are registered for and using InfoNet. (1.3 S95)
 - K. Create a local senates activities/information section in the Rostrum and on InfoNet Senate Alert!. (1.3 S95, 1.6 F94)
 - L. Continue to maintain and update Local Senates profile form and spread sheet including the status of collegial consultation agreements. Hold a breakout at the Fall 1995 Session on writing/rewriting collegial consultation agreements. (1.11 S95, 19.2 F94)
 - M. Continue to provide training regarding session delegate roles and responsibilities. (1.1 S95)
 - N. Continue to support local senates through the geocluster leaders. Strengthen and refine the role of the executive committee members assigned to geoclusters, including direct campus visits. (1.16 S95)
 - O. Evaluate the effectiveness of the new structure of the vocational education committee.
 - P. Develop a position paper on the need for local Vocational Education Committees and senate involvement in the activities of those committees. SP 95 21.2
 - Q. Prepare a paper on the role and responsibilities of faculty members on accreditation teams.
 - R. Work with the President to create a list of resource persons on AB725 mandates (S95)
 - S. Determine if there is a need and then make a recommendation to the Executive Committee on a breakout regarding the Brown Act (S95) Referred.
 - T. Survey Transfer Center directors regarding current services, structure, and relationship with local academic senates. (4.3 S95, 4.11 S95)
3. *Develop policies and promote the implementation of policies on matters of statewide concern.*
- A. Make recommendation to the Executive Committee on the 175 Day Rule (currently in consultation) taking curriculum, pedagogical, staff development, governance, and collective bargaining implications into consideration. (S94 1.8.0)
 - B. Complete background paper and recommendations regarding the faculty role in the development and maintenance of an emotionally supportive campus; and include discussions regarding the development of model curriculum for conflict resolution. (S94 13.1)
 - C. Prepare background paper and recommendations regarding faculty participation, evaluation, and funding of CAN. (S94 4.4) (S94 4.5)
 - D. Remediation (TBA)
 - E. Prepare materials fees survey draft for recommendation to the Executive Committee. (S95 1.2) (F94 20.10)
 - F. Prepare discussion document with recommendation to Executive Committee on the direction the Academic Senate should proceed with the issue of Full-time/Part-time faculty and the academic implications involved. (S95 13.16)
 - G. Prepare a position paper on paraprofessionals or instructional aids to define their duties, responsibilities, responsibilities, and criteria for supervision; and include in paper a clarification of the laws regarding line of sight. (S94 19.1)
 - H. Prepare program effectiveness model for recommendation to Executive Committee and adoption. (S93 6.2) (S92 6.1)
 - I. Complete the discussion paper on the School to Career issues in the state, exploring the academic implications and identifying the position statement of the Academic Senate for California Community Colleges to be recommended to the Executive Committee. (S94 21.13) (S95 21.3)
 - J. Prepare a document discussing the merits and the academic implications of tenure. (S95 19.2)

- K. Complete the second, in a series, paper on the institutional and financial resources dedicated to the function of transfer. (S95 4.3) (S95 4.4) (S95 4.13)
 - L. Work with the Educational Policies Committee on the +/- grading issue, particularly to support the elimination of C- and D- grades. (20.4 S95)
 - M. Disseminate paper for library sign-off for course and program approval.
 - N. Develop language to change the Academic Senate Rules #4 Election Rules and Procedures.
 - O. Develop a procedure whereby the Area representatives will be elected by only the voting delegates in their respective areas (S95 1.5.0)
 - P. Develop a procedure whereby the North and South Representatives will be elected only by the voting delegates from their respective North or South region of the state. (S95 1.13.0)
 - Q. A pool of interested faculty be developed and encouraged by the publication of the Executive Committee Meetings on InfoNet and on Internet with specific encouragement to local faculty to attend when the meetings are in their areas.
 - R. Enable the smooth running of elections by the establishment of the logistics of the balloting rooms and assure that these rooms are completely separate and private during the counting of ballots.
 - S. Ask the local senate presidents from the area colleges where the Spring Sessions are held to provide at least two faculty members from their Senate who will act as tellers during the election process. This will enable the Session members to stay in the room during resolutions and will act to introduce other faculty to the work of the Academic Senate and provide enough consistent help to the ballot counting process. The Academic Senate will provide lunch for the local faculty members who volunteer their time to serve.
 - T. Work to implement outcomes of Vision Conference.
 - 1. Planning breakout at Fall Session.
 - 2. Using FACCC senate workshops to continue Vision goals.
 - U. Develop strategies to implement resolution 12.1 S95 that the Board of Governors approve self-esteem and wellness programs authorized uses of staff development funds.
 - 1. Discuss issues with Chancellor's Office staff.
 - 2. Develop proposed regulations as needed for changes.
 - V. Promote legislation through the Academic Senate to allow faculty interns in vocational education. F93, 17.4
 - W. Finish the work on the two documents, "Effective Senate/Union Relations," and "Increasing Faculty Involvement in Local Senates."
 - X. Continue to provide updated "Nuts and Bolts of an Effective Senate" presentations which include support of the shared governance process, inclusion of part time faculty, faculty participation on accreditation teams, an overview of the Brown Act, and direction on implementing a local resolution process. (1.10 S95, 19.2 F94, 5.1 F94)
 - Y. Work with the Association of California Community College Administrators (ACCCA) to identify and resolve differences in the interpretation and implementation of the local collegial consultation process. (1.6 S95)
 - Z. Develop a policy for senates choosing chairs/co-chairs for Accreditation Self-Studies at the local level. (S95)
 - AA. Design a survey for local senates to identify their 75/25 ratio; compile a report of results, provide assistance and follow-up to support the restoration of the 75/25 ratio.
4. *Make recommendations on statewide matters affecting the California Community Colleges.*
- A. Participate in the planning and execution of the Regional Curriculum Colloquia pilots. (8.4 S94)
 - B. Follow up on the SB 1914 (Killea) cross-enrollment process with a breakout and/or article. (4.12 S95)
 - C. Develop implementation strategies for Senate resolutions 15.1 and 15.2 1994 asking for the establishment of a clear system of prioritizing Joint Faculty Projects funding to avoid conflict of interest and that the Executive Committee develop guidelines for the appropriate use of joint Faculty Project Funds.
 - D. Screen applications for faculty positions on the Board of Governors and forward recommendations to the Executive Committee.

- E. Chair forms a sub-committee which makes recommendations for the Exemplary Program Awards. (Committee may recommend a modification.)
- F. Develop a process for training faculty to serve on accreditation teams and develop a pool of trained faculty to forward to the accreditation Committee. (S95)
- G. Set up and implement a process for faculty to be trained to serve on local self-study activities.
- H. Make recommendations to the Chancellor's office on the review and revision of the methodology of collecting data on faculty and staff so that it more accurately reflects the demographics of instructional and student services faculty and administrators.
- I. Provide current legislative information, with recommendations, to the President and the Executive Committee.
- J. Anticipate legislative implications of bills on various system policy issues and make recommendations to the President and the Executive Committee.
- K. Review and take positions on the Governor's and the Legislature's actions to eliminate Affirmative Action Programs and Tenure, working with other faculty organizations, to make recommendations to the President and the Executive Committee.
- L. Review the actions of the California Constitutional Revision Committee and the proposed Revision of the Education Code and make recommendations to the President and the Executive Committee.
- M. Review the state budget and make reports and recommendations to the President and the Executive Committee.
- N. Prioritize bills by their importance to the California Community Colleges and make recommendations to the President and the Executive Committee.
- O. Make periodic reports to the President and the Executive Committee.
- P. Prepare paper on Common Course Numbering exploring curriculum, articulation, and resource implications around the issue; and make recommendations to the Executive Committee on the implementation of Common Course Numbering. (S94 4.1) (S94 4.2) (S94 4.11)
- Q. Provide input and responses to state and federal initiatives affecting workforce development/vocational education, and develop a senate position on the SJTCC. F94, 21.7, 21.8, 21.10, 21.12, 21.13.

5. *Assume responsibilities and perform functions as may be delegated to it by the local academic senates or other equivalent faculty organizations of California Community Colleges and by the Board of Governors of California Community Colleges*

- A. Review work of Accreditation Standards Revision Task Force and make recommendations to the Executive Committee.
- B. Develop a paper examining the existence of policies and practices that lead to institutional racism and its negative effects on student success.
- C. Gather information on the status of implementation of the student equity regulations for the purposes of developing a paper identifying successful student programs and processes.
- D. Develop and disseminate information on reasonable accommodations and the implications for student success and service to the community.
- E. Develop a position paper supporting affirmative action and equal opportunity, identifying the myths and realities.
- F. Supply to the President, as requested, information, documents, materials, positions, publications of the Academic Senate to assist the President in carrying out the duties of that office.
- G. Prepare a report on the implementation of resolutions, as required by previous resolutions of the Academic Senate.
- H. Prepare evaluation of need for legislative services for the Academic Senate for California Community Colleges.
- I. Prepare evaluation of services provided for the Executive Committee and the Academic Senate for California Community Colleges.
- J. Analyze bills and identify subsequent implications for the Academic Senate for California Community Colleges.
- K. Work with Chancellor's Office to identify Legislative Programs for the California Community Colleges.
- L. Regional Consortia F94, 21.1
 - 1. Obtain faculty appointments by the Academic Senate for each Regional Consortium Steering Committee.

2. Encourage local faculty to attend Regional Consortium activities and report back to the local Vocational Education Committee.
 3. Cooperate with the Chief Instructional Officers to conduct an evaluation of the regional consortia/host college system during the 1995-96 academic year.
- M. Participate in training sessions for VATEA grant readers.
 - N. Complete "Curriculum Committee Standards of Good Practice" and serve as an editorial board for the Curriculum Multimedia Training F11 project. (8.1 S94, 11.5 F94, 16.2 F94)
 - O. Support the development of the Data Reconstruction - Program Inventory project. (Exec motion, 6/95)
6. *Provide statewide communication between local academic senates or other equivalent faculty organizations in order to coordinate the actions and requests of the faculty of California Community Colleges.*
- A. Implement and perfect the computer program for resolutions.
 - B. Implement the new resolutions procedures for Fall 1995 session.
 - C. Work with technology committee chair to have resolutions accessible electronically in all stages of their development before and after the session.
 - D. Work with technology chair to make accessible on Infonet subject matter data base of resolutions.
 - E. Help delegates to Sessions express their positions in well-written, clearly stated resolutions.
 - F. Develop a strategy for mobilizing students, staff, and faculty that are focused on the task of promoting fair and effective hiring practices in the system.
 - G. Provide updates to the Vocational Education Liaison Committee to promote communication with local faculty.
 - H. Establish a method of communication with all faculty, appointed by the Academic Senate, representing vocational education on any statewide committee.
 - I. Continue to provide updated "Nuts and Bolts of an Effective Senate" presentations which include support of the shared governance process, inclusion of part time faculty, faculty participation on accreditation teams, an overview of the Brown Act, and direction on implementing a local resolution process. (1.10 S95, 19.2 F94, 5.1 F94)
 - J. Work with the Technology Committee to ensure that all local senate presidents are registered for and using InfoNet. (1.3 S95)
 - K. Create a local senates activities/information section in the Rostrum and on InfoNet Senate Alert!. (1.3 S95, 1.6 F94)
 - L. Continue to support local senates through the geocluster leaders. Strengthen and refine the role of the executive committee members assigned to geoclusters, including direct campus visits. (1.16 S95)
 - M. To ensure that local senate presidents have access to a statewide electronic information exchange. This might include training (working with the local senates committee), helping suggest how to acquire equipment from their districts, and to make recommendations to Executive Board about alternatives to InfoNet as the primary vehicle. (Spring 95)
 - N. Make recommendations to the Executive Board as to what electronic system might best serve the needs of the state academic senate to insure easy of use, accessibility, and efficient transfer of information from the Executive Board to the field and from the field to the Executive Board.
 - O. Electronically post the minutes of the Executive Board and its committees in a convenient and accessible place. (Spring 95)
 - P. Keep the statewide Academic Senate aware of emerging technologies useful in the instructional setting.
 - Q. Assist instructors in gaining access to the current technologies by announcing purchasing plans, discussing with potential vendors the purchasing power of a system such as the California Community Colleges, host vendor shows to increase the awareness of the field.
 - R. Assist local senates in exchanging electronic information.
 - S. Coordinate the preservation of the history of the ASCCC through the electronic archiving of the oral histories and philosophies of the founding faculties.
 - T. Support regional community college-to-community college articulation, particularly involving curriculum committee chairs and articulation officers, perhaps through a pilot funded by the Fund for Instructional Improvement. Develop a closer working relationship with the Chancellor's Office Transfer and Articulation unit. (4.1 S95, 4.11 S95, 4.1 F94)
 - U. Support regional UNIVERSITY OF CALIFORNIA/CSU/CCC articulation perhaps through a pilot funded by Joint Faculty Projects. (4.2 F94)

- V. Solicit a broadly balanced range of creative and informative submissions from any person teaching in the California Community Colleges.
- W. Distribute three ROSTRUMS during 95-96; and one FORUM by the beginning of September 1996.
- X. Ensure that the content of the publications of the Academic Senate for California Community Colleges is representative of the diverse nature of the community colleges taking into consideration the geography and the cultural and ethnic nature of the state and discipline.
- Y. Establish a process and timeline for producing the ROSTRUM and FORUM.
- Z. Encourage a broader range of visual and industrial arts including set rendering, architectural design, computer aided design, landscape, and fashion for the FORUM.
- AA. Solicit update on system-wide issues from Executive members to be included in the ROSTRUM.
- BB. Solicit advertising to subsidize the production of the FORUM through a commission only advertising representative.
- CC. Establish a policy for return of submissions to suppliers.
- DD. Review Publication Policy.
- EE. Work with the chair of the technology committee to make documents and positions of the Academic Senate electronically available.
- FF. Provide subject matter files on topics of concern to faculty and working with Senate office personnel make those files accessible to local senates.
- GG. Update the history of the Academic Senate for California Community Colleges and local senates, as required by resolution, to be available at each Senate session.
- HH. Alert the President to various hearings and the need to testify before the Legislature.
- II. Improve communication, concerning issues of legislation affecting California Community Colleges, within the system, using Academic Senate publications and the electronic medium.
- JJ. Corroborate with faculty organizations and other organizations to develop and provide legislative reports to the President and the Executive Committee.
- KK. Improve communication and relations between the Academic Senate for California Community Colleges and the Legislature, by creating an informal environment for sharing information and improving cooperation.
- LL. Continue liaison between the Academic Senate for California Community Colleges and the Faculty Association for California Community Colleges.
- MM. Encourage the Executive Committee to work with local Senate Presidents and the faculty-at-large to create innovative legislative programs.

7. *Initiate policy positions relevant to California Community Colleges and their role in higher education*

- A. Develop and implement accreditation training for faculty, working with Senate Standards and Practices Committee and the Accrediting Commission.
- B. Finish the work on the two documents, "Effective Senate/Union Relations," and "Increasing Faculty Involvement in Local Senates."
- C. Develop a consultation digest item for recommendation regarding ASSIST to the Executive Committee to be forwarded into consultation. (S95 4.7)
- D. Develop a consultation digest item to seek changes in Title 5 grading policies and procedures to allow for an evaluative symbol indicating an unofficial withdrawal. (S95 14.1)
- E. Develop a specific proposal to pursue changes in Title 5 which would allow the permissive use of plus minus grading. (S95 20.4)
- F. Continue the development and implementation of guidelines and processes for Distance Education curriculum including surveying local college practices and developing a course outline database. (11.4 F94)
- G. Work with the Curriculum Committee to develop "Standards of Good Practice for New Program Development" and on any other vocational education curriculum issue.

EXECUTIVE COMMITTEE PRIORITIES
1995 - 1996

The following priorities were identified by the Executive Committee to direct its work in accomplishing the goals set forth by the body through the resolution process:

1. Maintain the primacy of faculty on academic and professional matters at the system-wide and local levels, through strengthening local academic senates and communication with the field.
2. Support the maintenance of affirmative action efforts in the community college system and the state.
3. Address the evaluation of the Minimum Qualifications process and review of the disciplines.
4. Address the implications of the new workforce development movement on vocational education programming in the community colleges.
5. Address the CSU Remedial Education proposal and its implications for all basic skills education in the community colleges.
6. Address emerging curricular and student support issues including the oversight and implementation of expanded distance education.
7. Identify uses of technology that will increase information exchange between faculty in the system, and that which will enhance instruction and service delivery to students.
8. Strengthen the accreditation process by recommending standard revisions, training faculty on site visit teams, and strengthening the role of faculty during local accreditation activities.
9. Remain informed on funding issues in the Legislature and the consultation process, and make recommendations that will have the greatest effect on student success.
10. Maintain a position of access for students and non-support of fee increases of any kind.

**28TH FALL SESSION MINUTES
NOVEMBER 1-4, 1995
HYATT ISLANDIA, SAN DIEGO**

November 1, 1995

Early Registration

Participants who arrived early were able to register from 6:00 - 8:00 p.m.

November 2, 1995

Registration/Delegate Sign-In

Registration and delegate sign-in began at 7:30 a.m.

New Delegate Orientation

Bill Scroggins and Chuck Abel provided new delegates with an orientation from 8:00 - 8:30 a.m.

FIRST GENERAL SESSION

Call to Order

President Janis Perry called the 28th Plenary Session of the Academic Senate to order at 9:00 a.m. on Thursday, November 2, 1995 and welcomed the delegates.

Adoption of Procedures

Vice-President Bill Scroggins presented the Academic Senate Rules and By-laws and asked for their adoption. Scroggins reviewed the new resolution procedures now in effect for the first time.

MSU: Adopt the rules and procedures as presented.

Welcome by Diane Glow

Diane Glow, San Diego Miramar College Academic Senate president, welcomed delegates to the San Diego area on behalf of all of the San Diego community colleges. Glow invited the Senators to visit the sights around San Diego and she announced a reception, hosted by the San Diego and surrounding area colleges, will be held on Friday.

Announcements:

President Janis Perry asked the delegates to review the list of the Academic Senate goals placed in the Session packets and she stated that the goals were set by the standing committees as a response to a Fall, 1994 Session resolution.

President Perry recognized and introduced the following distinguished guests:

Marie McCarthy, College of Marin, Hayward Award winner
Doug Sabiston, Academic Senator Emeritus
Larry Toy, Chabot College, Member, Board of Governors
Yvonne Gallegos Bodle, Ventura College, Member, Board of Governors
Joe Dolphin, President, Board of Governors
Vishwas More, Vice-President, Board of Governors
Tom Nussbaum, Vice Chancellor Legal Affairs, Chancellor's Office
Gus Guichard, Vice Chancellor, Governmental Relations, Chancellor's Office
Charlie Klein, Staff member, Chancellor's Office
Nancy Glock-Grueneich, Staff member, Chancellor's Office
Marty Hittelman, President, CFT/AFT
Josie Buelow, CCA/CTA
Judy Michaels, CFT/AFT lobbyist

Session Speaker/Michael Harris, Lawyers Committee for Civil Rights

President Janis Perry introduced attorney Michael Harris and briefly reviewed his educational and professional background. She told the assembly that Mr. Harris heads the Black Agenda Project and coordinates the Legal Services Project for the Lawyers Committee for Civil Rights. Perry explained that the Legal Services Project supports a free legal drop-in clinic for low income persons staffed by volunteers from the legal profession in the San Francisco area and the Black Agenda Project focuses on issues that impact the African American community in the Bay area and the Project works actively to focus on unmet needs of the black community. President Perry concluded her introduction by stating that Mr. Harris is presently very active in the fight to preserve affirmative action in California and she applauded him for his help and advice to the faculty organizations as the debate on the issue ensued within the community college system.

Michael Harris thanked the Academic Senate for the opportunity to address the assembly and began his remarks by reviewing the work being done by the Lawyers Committee for Civil Rights in conjunction with other organizations as a coalition over the past few years. Harris said the statewide coalition's efforts to defeat the legislation seeking to eliminate affirmative action laws in California was begun earlier this year and he discussed several strategies which involve the communities throughout California. Harris said the coalition has been successful in defeating ten of the legislative bills to date.

Harris addressed the UNIVERSITY OF CALIFORNIA Board of Regents' action to remove affirmative action considerations at UNIVERSITY OF CALIFORNIA schools. He pointed out that almost all of the Regents are appointed by Governor Wilson and the action, taken during the summer, was motivated by Governor Wilson's agenda to capture public attention for his presidential campaign. Harris said the attendant publicity following the Regents' action did not lift the campaign up and Wilson dropped his candidacy. Further actions by Governor Wilson, Harris said, included filing a lawsuit in the Court of Appeals which was not successful.

Harris reviewed the California Civil Rights Initiative language and explained the effect to California's state and local governmental entities if the initiative is passed. He said because the initiative is quite far-reaching, the coalition commissioned a poll to be taken which sought to determine how California citizens felt about the Civil Rights Initiative. The poll offered surprising results: 75% supported the Civil Rights Initiative when just the language of the initiative was read to them; however, when the effect of the Initiative was explained to the individual, those who supported the Initiative dropped to 33%. Harris drew the conclusion from the results that once people found out what the Civil Rights Initiative really sought to do, they felt the language was very deceptive and did not support it. Harris said the coalition is considering a counter-initiative to the initiative.

Harris said that proponents of the initiative have cited the burgeoning incidents of uses of affirmative action; however, just the opposite is true and there are not statistical facts to back up the belief that thousands of individuals are suffering from "reverse discrimination." He said the statistical facts also do not bear out the commonly held belief that there is equality among whites and blacks. Harris related the use of the term "racial preferences" instead of "affirmative action" in the initiative as an example of the difference between blatant and subtle discrimination. The term "racial preferences" is an emotionally charged term designed to rouse emotions in the voters. Harris reviewed many incidences of case law and concluded that affirmative action laws have not expanded over the past few years; rather, the laws have been reduced.

Harris concluded his address by asking "How long do we keep affirmative action? When do we become a color blind society?" and then he answered that question by saying we will no longer need affirmative action on the books when whites think of "us" not "them" when they think of blacks.

Harris thanked the delegates for their kind attention and requested questions from the Assembly. Questions were posed to Mr. Harris with regard to the enforcement of the affirmative action laws, the relationship between the Education Code, the affirmative action resolution adopted by the UC Board of Regents, and the use of SAT and other assessment test scores as indicators of success.

President Perry expressed the Academic Senate's appreciation for the pertinent and timely remarks offered by Michael Harris. She reminded the Assembly that a breakout would be held in the afternoon covering the revisions to the current affirmative action regulations.

First Breakout Sessions

Session participants attended breakout sessions from 10:45 a.m. - 12:00 noon, choosing from among the following:

- | | | |
|----|--|------------------------|
| 1. | Minimum Qualifications for Disciplines | Sally Flotho |
| 2. | Local Senates Nuts and Bolts | Allen Boyer |
| 3. | Common Course Numbering | Regina Stanback-Stroud |
| 4. | Accreditation Standards Revisions | Edith Conn |
| 5. | Prerequisites Technical Assistance | Bill Scroggins |
| 6. | SB 645: Performance Based Accountability | Len Price |

LUNCHEON/SECOND GENERAL SESSION

President Janis Perry opened the Second General Session. She welcomed the following distinguished guests:

Jane Hallinger, President, FACCC
Constance Carroll, CEO, San Diego Mesa College
Lou Murillo, CEO, San Diego Miramar College
Jose Peralez, Vice Chancellor Human Resources, Chancellor's Office
Phoebe Helm, Vice Chancellor Vocational Education, Chancellor's Office
Ronna Calabran, representing State Senator Patrick Johnston

President Perry asked the delegates to review the Technology Center information on their tables and invited them to attend the center during the Session. Perry also made several general announcements.

Luncheon Speaker, Lawson Inada, Professor, Southern Oregon State College

President Perry introduced Lawson Inada, a professor of English at Southern Oregon State College in Ashland, Oregon. She reviewed his educational background, professional activities, and honors. Perry told the senators that Inada has published several books of poetry, has produced video productions, as well as, an historical record of the Japanese pioneers of Oregon, an anthology of Japanese-American and Chinese-American literature, and an anthology of Asian-American writers.

Lawson Inada told the senators that it was a privilege to address the leaders of teachers assembled at the Session and he thanked the Academic Senate for the opportunity given him. Inada related he was born and raised in California and he continues to see himself as "a guy from Fresno." He recounted several childhood experiences he remembers from his early days in Fresno.

Inada conveyed his belief that teachers must continue to learn, always be a student as well as a teacher, and he said he wanted to share some of what he has learned throughout his years as a teacher. He related an experience he had years ago when he learned from a blind student to put aside his "teacher mask" and just be the best teacher possible. Inada said he found that experience profoundly important and freeing. He said he had to rethink the use of "labels" that society places on people and examine how individuals can overcome those labels. Inada credited this as the beginning of multicultural pursuits that have lasted to the present and he related the many ways individuals see themselves.

Inada recommended the senators seek Philip Bradkin's book, *The Seven States of California*, and review it. He related the book attempts to divide California into seven geographical regions and then examines the history of each region. Inada said the cultural history contained in the book is genuine as we seek to understand the influence the many ethnic groups left on California. He singled out the section of the book on California's Great Valley and discussed the influence of the Japanese who settled in that region. Inada recounted the internment of the Japanese-American people at the start of World War II. Inada read a poem he had written entitled "The Legend of Lost Boy," an account about a Japanese-American boy who, with his family, was interred in a relocation camp during the 1940s. Inada explained he wrote the poem as representative of his own experiences as his interred family went from the Fresno County Fair Grounds, to a camp in Southeastern Arkansas, and finally to a camp in Colorado. He related the feelings of being "lost" as a very young boy in the relocation camps.

Inada said when his family left the camps, they went back to Fresno where they lived in a culturally diverse neighborhood. After he was enrolled in the public schools, his classes were also very diverse and Inada said he wrote of an experience that reflected that diversity in a poem entitled "Rafford's Song." He read the poem and drew the conclusion that the rich cultural diversity present in this third grade class might have provided wonderful enrichment if his third grade teacher been

creative and receptive.

Inada concluded his address with the reading of a poem written in remembrance of the day he learned he was to be the recipient of a Fullbright Scholarship and he related that the poem is intertwined with fond memories of his relationship with his grandparents and his community.

Second Breakout Sessions

Session participants attended breakout sessions from 2:00 - 3:15 p.m., choosing from the following:

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|----|---|-----------------|
| 1. | Accreditation Issues | Sally Flotho |
| 2. | Distance Learning | Ric Matthews |
| 3. | Continuous Quality Improvement:
Classroom and Institutional Strategies | Jean Montenegro |
| 4. | Legislative Report/Analyses | Lee Haggerty |
| 5. | One-Stop Career Centers | Len Price |
| 6. | Sharing Governance with Students | Bill Scroggins |

Third Breakout Sessions

Session participants attended breakout sessions from 3:30 - 4:45 p.m. choosing from among the following:

- | | | |
|----|--|------------------------|
| 1. | Strategies for Vision Implementation | Edith Conn |
| 2. | The ADA: Faculty Rights and Responsibility | Marie McCarthy |
| 3. | Rewriting Regulations: Affirmative Action | Beverly Shue |
| 4. | The Impact of the CSU Remediation Decision | Regina Stanback-Stroud |
| 5. | Board of Governors Basic Agenda | Bill Scroggins |
| 6. | Curriculum Basics: Good Practice | Luz Argyriou |

Resolution Writing Sessions

At 5:00 p.m., participants were invited to attend resolution writing sessions on topics presented earlier in breakout sessions.

No-Host Reception

From 6:00 p.m. to 7:00 p.m., participants attended a no-host reception.

Banquet and Entertainment

Session participants attended a banquet in the Regency Ballroom with entertainment by the Lucky Lion Dance Troupe. Following dinner, participants enjoyed music provided for dancing.

Friday, November 3, 1995

THIRD GENERAL SESSION

Call to order

President Janis Perry called the Third General Session to order at 8:30 a.m. She made several announcements about delegate sign-in requirements, the resolution processes and the technology center location. Perry also welcomed Shirley Ralston, Board of Governors member to the Session.

Session Speaker/Robert J. Campbell, Assembly member, California 11th District

President Janis Perry introduced Assemblyman Robert Campbell and reviewed his political career in California. She said Assemblyman Campbell serves as Chair for the Joint Legislative Audit Committee and is a member on the Assembly Housing and Community Development Committee, Assembly Public Employees Retirement and Social Security Committee, Assembly Transportation Committee, and the Assembly Water, Parks and Wildlife Committee. Perry said that Assembly member Campbell served as Chair for the Finance Committee for 13 years and has been instrumental in assisting the California community college system during budget deliberations. She also credited him for his help in the No Fee/Low Fee policy maintenance that has benefited students. Perry said Assembly member Campbell has been a long-time friend to community colleges and she welcomed him.

Assembly member Robert Campbell thanked President Perry for the warm introduction and the assembly for the opportunity to be with them. Campbell singled out faculty member, Len Price, Los Medanos College and said a special thank you for his help.

Campbell began his remarks by recalling the years of work on community college budgeting and he said that as he leaves the Assembly, he remembers the support of the community college faculty organizations during that time. Campbell said he wanted to emphasize that dollars invested in community college students are the best value California gets for its money.

Assembly member Campbell cautioned the assembly that California is changing and the biggest change is the diversity that now exists. Because of the changes, he predicted that the community colleges will become the Vocational Educational trainers for California. Currently, Campbell said, the community colleges are second only to the military as technical trainers; however, the military is downsizing and the community college will need to fill that void.

Campbell said he has visited over 88 community colleges over the past 15 years; he has visited all of the UC and CSU schools. Additionally, he has visited over 500 high schools up and down the state. He said he has concluded that California must put more money into equipment for the colleges and universities since the equipment is extremely outdated.

Campbell reviewed the state budget and the effect it will have on community colleges. He said the move to divest Prop 98 of community colleges would mean a loss of \$2.5 million to community colleges with that money going to the K-12 system. The result of such a move would mean that community colleges would have to compete with the UC, CSU students and the prisons for dollars and he predicted that community colleges will lose. Campbell said money is the controlling agent in government.

Campbell stated that the changing demographics also mean that remedial education will be a crucial factor and he presented statistics on the reading levels and skill levels of Americans. He said the students should be evaluated against themselves in order to be encouraged and successful in college. Campbell challenged the assembled faculty to make sure that students receive the remedial skills if needed, and those student who wish to transfer to a four-year college, find a place at those schools.

Campbell concluded his address by stating he anticipates community colleges will continue to grow and expand to meet California's unique needs and he credited the faculty for making this possible. Campbell invited questions from the assembled senators.

Questions were addressed to Assembly member Campbell on vocational education funding related to JTPA and School-to-Work. He said that he has supported putting all vocational/technical education, adult education and training programs into the community colleges exclusively. He stated he felt community colleges are bypassed in the new funding recommendations and he challenged the faculty to become proactive with their legislators and become part of the discourse on this issue.

In answer to questions on the future of affirmative action in California, Campbell said he felt no action will be taken until Governor Wilson leaves office. Campbell commented that Prop 187 was, in his opinion, extremely divisive and he drew the conclusion that as older faculty retire, new faculty hired will reflect the diversity in California.

When asked about facilities funding, Campbell related that \$3 billion is needed just to complete the school construction already started in all the segments. He stated that his recommendation was for 60 percent of new construction dollars for higher education go to community colleges. He speculated that a bond issue may be needed to fund part of what is needed. Campbell said that distance education will be a viable entity only if there is a teaching staff well qualified to use the technology because the instructor's influence cannot be replaced by a computer or television set.

Campbell concluded with a question on the state's financial outlook in the near future. He answered with the prediction that the overall financial picture for the future may not be good as the economy levels off. He recalled that the state's budget has not been balanced over the last few years and he observed that, as long as the deficit remains, the state cannot move forward.

Assembly member Campbell thanked the Academic Senate for the opportunity to speak to them on the current issues and he wished them a successful Session.

Fourth Breakout Sessions

Session participants attended breakout sessions from 10:00 - 11:15 a.m., choosing from among the following:

- | | | |
|----|--------------------------------------|------------------------|
| 1. | What is a Faculty Librarian? | Sally Flotho |
| 2. | Vocational Education Programs | Len Price |
| 3. | Faculty Development: Student Success | Edith Conn |
| 4. | Local Senates: Nuts and Bolts II | Bill Scroggins |
| 5. | School-To-Work: The Faculty Response | Regina Stanback-Stroud |
| 6. | English as a Second Language | Jean Montenegro |

Fifth Breakout Sessions

Session participants attended breakout session from 11:30 a.m. - 12:45 p.m., choosing from among the following:

- | | | |
|----|---------------------------------------|------------------------|
| 1. | Counseling Issues for Student Success | Sally Flotho |
| 2. | Technology Issues | Ric Matthews |
| 3. | Repealing the 175 Day Rule | Regina Stanback-Stroud |
| 4. | School Reform Implications | Luz Argyriou |
| 5. | Shared Governance Agreements | Bill Scroggins |
| 6. | Nonviolent Campus Climate | Marie McCarthy |
| 7. | Innovations on Line | Edith Conn |

LUNCHEON/FOURTH GENERAL SESSION

President Janis Perry called the Fourth General Session to order and made several general announcements.

Luncheon Speaker/Sandra McBrayer, 1994 National Teacher of the Year

President Perry introduced Sandra McBrayer, 1994 National Teacher of the Year and told the assembly of her educational background and of her professional activities in the San Diego area. Perry also reviewed many of the honors McBrayer has received during her teaching career; specifically singling out the honors given to acknowledge her work with the Homeless Outreach Program, a program designed to reach the homeless student population.

Sandra McBrayer thanked the Academic Senate for the opportunity to address them and said she had just arrived from Kansas City; in fact, had traveled nearly 320 days during the past year for the President of the United States. She related several anecdotal experiences she had during her speaking engagements.

McBrayer credited her training in the teaching profession for giving her the ability to help children who otherwise would not have an opportunity to achieve an education, children who would otherwise fall between the cracks of society. She challenged the assembled faculty to assume the responsibility before them and to reach out to all who want to learn.

McBrayer said she adopted as her own the quote "My life is my message," credited to Mahatma Ghandi, when she started her work with the homeless children in San Diego. She said the perils faced by these children are unimaginable by most people and little understood, as well. McBrayer related several stories involving her students, the struggles they face on an every day basis, and the successes they have as a result of schools such as the one she operates.

McBrayer said that teachers, if properly sensitized, can be of enormous importance in saving the minds and sometimes the lives of at-risk students. She asked the assembled faculty to relate some earlier experience in their own lives when a teacher made a the difference and to return that favor back into society.

In conclusion, McBrayer related the story of a girl who had a checkered past, was constantly in trouble with school officials from an early age, and finally completed school despite the insensitive faculty and administrators. At the end of her story, McBrayer revealed that the girl was herself and she implored faculty to stand up for education and to exercise respect, care, and love towards every student since they never know what that child might accomplish.

Area Meetings

From 2:30 - 3:45 p.m., Session participants were invited to attend Area Meetings for discussion of Session resolutions and issues.

No-Host Reception

The San Diego area community colleges provided food for a no-host reception for the Session participants from 5:00 - 6:00 p.m.

Saturday, November 4, 1995

FIFTH GENERAL SESSION

Call to order:

President Janis Perry called the Fifth General Session to order at 8:30 a.m.

Parliamentarian's Report

Richard Lucus, Certified Public Parliamentarian, explained the basic rules of parliamentary procedure and the Academic Senate Rules for discussion/debate on the resolutions.

Voting on Resolutions Began

Delegates began consideration of the Academic Senate Resolutions.

SATURDAY LUNCHEON

President Janis Perry made several general announcements before acknowledging retiring Executive Committee members.

Recognition of Past Academic Senate Executive Committee Members

President Janis Perry explained the Academic Senate policy of honoring Executive Committee members once they have completed their terms. President Perry recognized Barbara Perez and Leslyn Polk and asked them to come forward.

President Perry introduced Barbara Perez and read a resolution honoring her work in the past as an officer of the Academic Senate.

By Acclamation/Adopt the following resolution honoring Barbara Perez, El Camino College:

Whereas Barbara Perez has been a faithful and loyal member of the Executive Committee for four years, and

Whereas Barbara Perez made significant contributions to California community colleges by being a watchful, perceptive, and diligent Academic Senate treasurer and Senate budget committee chair, and

Whereas Barbara Perez contributed to intersegmental cooperation and understanding as a member of the Intersegmental Committee of Academic Senates and as a member of the School Improvement committee of the Intersegmental Coordinating council, and

Whereas Barbara Perez served the Senate in organizing Senate Sessions, holding Area meetings, and in many other ways,

Therefore be it resolved that the Academic Senate for California Community Colleges commend Barbara Perez for exemplary service on behalf of the Senate and for the betterment of California Community colleges, and

Be it finally resolved that the Academic Senate for California Community Colleges wish Barbara Perez much happiness and success in her future pursuits.

Barbara Perez received the resolution and she thanked the assembly for their recognition of her service as Treasurer of the Academic Senate.

President Perry introduced Leslyn Polk and read a resolution honoring her work in the past as an officer of the Academic Senate.

By Acclamation/Adopt the following resolution honoring Leslyn Polk, North Orange County CCD:

Whereas Leslyn Polk has been a faithful and loyal member of the Executive Committee for four years, and

Whereas Leslyn made significant contributions to the Academic Senate as an articulate, accurate, and perceptive secretary, and

Whereas Leslyn Polk served the Academic Senate as a forceful and dedicated leader representing the concerns of noncredit faculty and students, and

Whereas Leslyn Polk contributed to the Academic Senate for California Community Colleges as an outstanding chair of the Elections Committee, by implementing new elections procedures in 1992 with fairness and commitment, and

Whereas Leslyn Polk demonstrated outstanding leadership as chair of the Publications Committee, particularly in developing a new format for the *Forum*, and

Whereas Leslyn Polk was chair of the Relations with Local Senates Committee, served on the distance learning committee, and contributed to the Senate in many other ways,

Therefore be it resolved that the Academic Senate for California Community Colleges commend Leslyn Polk for her exemplary Service on behalf of the Senate and for the betterment of California Community Colleges, and

Be it further resolved that the Academic Senate for California Community Colleges wish Leslyn Polk much happiness and success in her future pursuits.

Leslyn Polk thanked the senators for the honor and recalled some of the memories collected as an officer of the Academic Senate.

Jonnah Laroche Memorial Scholarship Award Winners

President Janis Perry announced the Jonnah Laroche Memorial Scholarship winners and she reviewed the criteria that the winners must meet before consideration. Perry said that the Academic Senate is pleased to have two of the winners at the Session.

President Perry introduced Regina Bailon, Oxnard College graduate, now attending UNIVERSITY OF CALIFORNIA Irvine.

Ms. Bailon thanked the many individuals who have been instrumental during her education at the community college. She said it is her goal to become a physical therapist and plans to continue her education beyond undergraduate work.

President Perry introduced Brian Baccus, a student at San Diego Mesa College, and asked him to address the assembly. Mr. Baccus told the senators he hoped to set an example for other students who may need encouragement as he pursued a certificate in primary care assistant. He said he has a family and the encouragement he has received has enabled him to reach for goals to help his own children as he helps himself.

Secretary's Report

Secretary Beverly Shue presented the minutes from the 1995 Spring Session.

MSU: Approve the minutes of the Spring 1995 Session as written.

Treasurer's Report

Treasurer Jean Montenegro provided a brief report and directed attention to the written report provided in the Session Packet.

MSU: Accept the 1994-95 Financial Report.**FIFTH GENERAL SESSION RESUMES**

President Janis Perry called the afternoon Session to order at 1:00 p.m.

Voting on Resolutions

Delegates continued voting on resolutions and amendments.

Adjournment

There being no further business, the 1995 Fall Session of the Academic Senate for California Community Colleges was adjourned on Saturday, November 4, 1995 at 4:14 p.m.

Respectfully Submitted,

Beverly Shue, Secretary
Academic Senate for California Community Colleges

Lestyn Polk
Transcriber

**29TH SPRING SESSION MINUTES
APRIL 18-20, 1996
WESTIN HOTEL, SANTA CLARA**

April 17, 1996

Early Registration

Participants who arrived early were able to register from 6:00 - 8:00 p.m.

Thursday, April 18, 1996

Registration/Delegate Sign-In

Registration and Delegate sign-in began at 7:30 a.m.

Information for Candidates

Allen Boyer provided information for candidates from 8:30 - 8:45 a.m.

FIRST GENERAL SESSION

Call to Order

President Janis Perry called the 28th Plenary Session of the Academic Senate for California Community Colleges to order at 9:15 a.m. and welcomed the delegates and guests.

Adoption of Procedures

In the absence of Vice President Bill Scroggins who was ill, Past President Regina Stanback- Stroud presented the Academic Senate Rules and By-laws and asked for their adoption.

MSU: Adopt the Academic Senate Rules and Procedures as presented

Welcome by Don Cordero

Don Cordero, Mission College, welcomed the members of the plenary body to the Silicone Valley on behalf of all the community colleges in the region. He acknowledged Lydia Harris of West Valley College and told the delegates of her help to complete plans for a delegate reception on Friday hosted by the regional colleges. He concluded his remarks with an invitation to the delegates to explore the many inviting attractions available in the Silicone Valley.

Announcements:

President Janis Perry recognized the members of the Executive Committee and introduced Elections Chair Allen Boyer. President Perry acknowledged the recent Hayward Award Winners and introduced the following 1995-96 Award recipients to the Plenary body:

Fred Fate, Los Angeles City College
Dr. David McGill, MiraCosta College
Jay Manley, Foothill College
Paul Meyers, Cerro Coso College

President Perry recognized and introduced the following distinguished guests:

Doug Sabiston, Academic Senator Emeritus
Yvonne Gallegos Bodle, Ventura College, Board of Governors member
Phillip Del Campo, Board of Governors member

Session Speaker/Albert Camarillo, Professor, Stanford University

President Janis Perry introduced Professor Albert Camarillo and reviewed his early years in Compton, California and his higher educational experiences. Perry said Professor Camarillo was influenced by the Chicano Movement to the extent that he changed his field of study to history. When Camarillo entered the doctoral program, he focused his study on the Mexican American. Perry concluded her introduction with a review of Professor Camarillo's published works and activities on behalf of Latinos.

Dr. Albert Camarillo thanked the assembly for the opportunity to address them and stated he wanted provide an historian's view of affirmative action, an issue which is before the country now in a highly politicized way. Camarillo said the core premise of affirmative action has never been about numerical quotas, reverse discrimination, preferential treatment to unqualified recipients or guarantees of equal outcomes. Rather, he said, affirmative action is principally about opportunity-equal opportunity.

Professor Camarillo reviewed, from a historical perspective, discrimination in the United States and the efforts of America's various ethnic groups to seek opportunity. He urged the assembled delegates to view affirmative action as American as apple pie and not view it in a negative light.

Camarillo also related social customs and social practices in American society that have contributed to the alienation, humiliation, and isolation felt by ethnic groups over the last one hundred and twenty years. He noted his field of study had concentrated on the California Latinos; however, his comparative studies with Southwest African American and European immigrants gave him a broad knowledge of many ethnic groups.

Camarillo stated the American society is in a period of profound change and he equated that change to the loss of opportunity for jobs. He said elevated educational requirements further act as barriers. He said that economic indicators point to problems in our society; the gap is widening between the "haves" and the "have nots." There are implications for American democracy, Camarillo said, since 50 to 60 million people are below the poverty line and he said the percentages of race and ethnicity are much higher in the poverty groups. He said women and children are in the fastest growing poverty group in America.

Camarillo suggested the time has come to look at current policies on affirmative action and reformulate and recast them; however how this might be accomplished remains elusive to him.

Using overhead transparencies, Camarillo illustrated statistical charts and graphs showing the growth of California's Latino population. He said the percentage of Latino population is increasing dramatically; with Latin American school enrollments expected to increase by 225,000 students every two years to over 3 million by the turn of the century.

Professor Camarillo concluded his remarks by saying that California is still quite demographically separated by ethnic groups; however, the revolution of demographics in California is going to change that separation. He said that society cannot afford to retreat from the opportunities that affirmative action provides because it is critical to making an enormously diverse society work. He said he believes that society can change for the better.

Professor Camarillo thanked the members of the assembly for their attention and he entertained several questions following his address.

First Breakout Sessions

Session Participants attended breakout session from 10:30 - 11:45 a.m., choosing from among the following:

- | | | |
|----|--|------------------------|
| 1. | Equivalency: What it means. | Sally Flotho |
| 2. | Program Prerequisites and Program Approval | Bill Scroggins |
| 3. | Local Senates Nuts and Bolts | Luz Argyriou |
| 4. | Reasonable Accommodations/ADA | Marie McCarthy |
| 5. | Part-time Faculty Issues | Regina Stanback-Stroud |
| 6. | Myths and Realities of Affirmative Action | Beverly Shue |
| 7. | Multimedia Course Material and NetCom | Ric Matthews |

LUNCHEON/SECOND GENERAL SESSION

President Janis Perry opened the Second General Session. She welcomed the following distinguished guests:

Larry Toy, Chabot College, Board of Governors member

Marty Hittleman, President, CCC/CFT

Kathy Randolph Sproles, President, CCA/CTA

Leslie Smith, Vice-President, FACCC

Nominations for Senate Office:

Allen Boyer, chair of the Elections Committee, posted the list of candidates who had filed a candidate application. He then took nominations from the floor.

The following were nominated for the 1996-97 Executive committee for the Academic Senate for California Community Colleges:

President

Janis Perry, Rancho Santiago College

William Scroggins, Chabot College

Vice President

Jean Montenegro, Imperial Valley College

Secretary

Beverly Shue, Los Angeles Harbor College

Treasurer

No nominations were made.

Area B Representative

Len Price, Los Medanos College

Area C Representative

Edith Conn, Ventura College

North Representative

Cliff Burns, Sierra College

Richard Rose, Santa Rosa Jr. College

Lin Marelik, Mission College

South Representative

Sally Flotho, Golden West College

Ric Matthews, San Diego Miramar College

At-Large Representative

Mark Snowwhite, Crafton Hills College, was nominated. He declined to be nominated.

No nominations were made.

Elections Chair Allen Boyer declared the nominations for Spring 1996 elections closed.

Luncheon speaker, Dr. Michael Rao, President, Mission College

President Janis Perry introduced Dr. Michael Rao, Mission College President and said he has the unique honor of being the youngest CEO in the United States. Perry enumerated Dr. Rao's educational background as well as his many volunteer community activities.

Dr. Michael Rao expressed his pleasure at being asked to speak to the assembled delegates. He welcomed them to Santa Clara, known as the Mission City, and he invited them to become better acquainted with one of the best places in the state.

Dr. Rao said he thought being a community college instructor was one of the best jobs in the world. He shared what he felt were the top ten reasons why people become community college teachers. He said that although the list was meant to amuse, the profession of teaching is a serious undertaking. He said working at the community college has been the most rewarding experience of his career despite the enrollment cap, the constrained funding and restrictive regulations.

The role of faculty is critical, Dr. Rao stated, and there is nothing more important than the classroom activities which are now being threatened. He cited the loss of students and the closure of many community-based activities as changing the face of community colleges, as well as competition with prisons for public funds as the public chooses safety over education.

Dr. Rao said faculty must insist on fairness, and the highest of standards; the level of community college self-esteem must be raised within the college family. Additionally, the voices and numbers of faculty must be put to work as advocates for community colleges with the Governor and the Legislature of California.

Dr. Rao related his personal experiences with the Mission College faculty and his experiences with the surrounding community and the college. He also shared an interesting anecdotal example of shared governance at Mission College.

In concluding his address, Dr Rao stated that the coming world will be very different, the coming jobs will be very different, and shared governance will be a future economic necessity in the market place. Although this may be a difficult effort, Rao said he is confident the collective minds of community college faculty have the ability to succeed. He quoted Oliver Wendell Holmes by saying "The great thing in this world is not so much where we stand, but in what direction we are moving," and he quoted Yogi Berra who said "When you reach the fork in the road, take it."

Rao thanked the Academic Senate and guests for the opportunity to speak to them.

Second Breakout Sessions

Session participants attended breakout sessions from 2:00 - 3:15 p.m., choosing from the following topics:

- | | | |
|----|---|----------------------|
| 1. | Library Issues | Sally Flotho |
| 2. | Education Master Planning | Ric Matthews |
| 3. | Legislative Issues | Lee Haggerty |
| 4. | Governance: Primacy of Faculty | Bill Scroggins |
| 5. | Active Learning Strategies | Edith conn |
| 6. | CCC Interior Design Regional Articulation | Luz Argyriou |
| 7. | Video Conferencing and ESL through
Distance Learning | Technology Committee |

Third Breakout Sessions

Session participants attended breakouts from 3:30 - 4:45 p.m., choosing from the following topics:

- | | | |
|----|---|------------------------|
| 1. | Accreditation | Sally Flotho |
| 2. | Update on Key System Level Issues | Janis Perry |
| 3. | Changes to Title 5 Affirmative Action Regulations | Beverly Shue |
| 4. | Outstanding Program Partnerships | Len Price |
| 5. | Budget Issues | Lee Haggerty |
| 6. | Curriculum Handbook volume II | Luz Argyriou |
| 7. | Plus and Minus Grading | Regina Stanback-Stroud |
| 8. | Interactive Video Conferencing | Ric Matthews |

Resolution Writing Sessions

At 5:00 p.m., participants were invited to attend resolution writing sessions on topics presented earlier in breakout sessions.

Candidate Orientation

Candidates for the Executive Committee attended a candidate orientation and Election Chair Allen Boyer reviewed the procedures for elections and answered pertinent questions.

Part-time Faculty Caucus

Part-time faculty were invited to attend a Part-time Faculty Caucus to discuss issues and concerns.

No-Host Reception

From 6:00 p.m. to 7:00 p.m., participants attended a no-host reception.

Banquet and Entertainment

Session participants attended a banquet in the Convention Center Ballroom with entertainment provided by Roger Letson of DeAnza College leading "Vocal Flight." Following dinner, participants enjoyed music provided for dancing.

Friday, April 19, 1996

THIRD GENERAL SESSION

Call to Order

President Janis Perry called the Third General Session to order at 8:45 a.m. and asked the participants to review the resolutions packets distributed during the morning. She said a revised appendices packet is also available and she directed the delegates to pick up the materials as they leave the morning Session.

President Perry acknowledged Board of Governors President, Vishwas More, and acknowledged his leadership on behalf of community colleges. Perry also acknowledged FACCC President, Jane Hallinger, and commended Hallinger's service to faculty during the past three years in her role at FACCC.

Candidates' Speeches

Elections Chair Allen Boyer announced to the delegates that the final verification of signatures is 8:15 a.m. on Saturday and he reminded the assembly that unless the verification of signature is done, delegates may not cast a vote. Boyer reviewed the procedures and timelines for the candidates' speeches. Each candidate for office was introduced and made a brief speech.

Fourth Breakout Sessions

Session participants attended breakout sessions from 10:00 - 11:15 a.m., choosing from the following topics:

- | | | |
|----|---|------------------------|
| 1. | Distance Education | Ric Matthews |
| 2. | Disciplines List | Sally Flotho |
| 3. | Program Review | Regina Stanback-Stroud |
| 4. | Faculty Development: Diversity Issues | Edith Conn |
| 5. | Workforce Development Reforms | Len Price |
| 6. | Local Senates Issues I | Bill Scroggins |
| 7. | ISDN Access to Internet and Multisensory Learning | Ric Matthews |

Fifth Breakout Sessions

Session participants attended breakout sessions from 11:30 a.m. - 12:45 p.m., choosing from the following topics:

- | | | |
|----|---|------------------------|
| 1. | Counseling Issues | Sally Flotho |
| 2. | Local Senates Issues II | Bill Scroggins |
| 3. | Course Outline of Record | Luz Argyriou |
| 4. | Academic Freedom/Tenure Under Siege | Regina Stanback-Stroud |
| 5. | Making Prerequisites Work | Donna Ferracone |
| 6. | Strategic Telecommunications: Distance Learning | Ric Matthews |
| 7. | Innovation On Line | Edith Conn |

LUNCHEON/FOURTH GENERAL SESSION

President Perry called the Fourth General Session to order and made several general announcements.

Luncheon Speaker/John Vasconcellos, California State Assembly

President Perry introduced California State Assemblymember John Vasconcellos and said he is a long-time friend of the California Community Colleges. She noted that he recently won the primary for the Democratic Senate position in the 13th District which is in Santa Clara. Perry reviewed Vasconcellos' political career in the Assembly and noted some of his achievements. She welcomed him to the Academic Senate and wished him well in the upcoming elections.

Assemblyman John Vasconcellos received a warm welcome from the assembled delegates and he, in turn, welcomed them to his "hometown." Vasconcellos recalled his childhood growing up in San Jose and the surrounding area where his family lived. Since the primary, Vasconcellos said, he has been extremely busy traveling over 17,000 miles and it is nice to be back home.

Vasconcellos told the assembly that the Session theme, "Education under Siege," is very appropriate and he said all of education is under siege. He said he wanted to open his remarks with what is usually a bottom line and he challenged the delegates to lead "heroic lives." Vasconcellos explained that he believed that the present time is as challenging and as profound as any time in his life. He compared the upcoming elections to those of 1932 since California is unsettled, unsure, socially divided, fiscally bankrupt, and economically besieged by a global economy.

Vasconcellos further related his contacts with other regions and countries throughout the world and he said his travels have shown him that there is hope, however, and that the United States can make great strides. He cited strides in gender equity, race equity and the end of the cold war. He said all the world watches California and he encouraged the assembly to teach so that those students will touch the lives of those around the world as they utilize the marvelous technology that zaps the user thousands of miles in a millisecond.

Vasconcellos also cited a revolution in self-esteem and he used himself as an example of what self-esteem can do for an individual and for the world in which we live. He related an event in his early schooling where he learned that experience is not only the best teacher, it may be the only teacher and he observed that education can be either liberating or domesticating.

Vasconcellos said the vertical walls have come down and he suggested that the issue for the 21st Century will be whether people are basically good or whether people have to be watched and controlled.

Assemblymember Vasconcellos concluded his address by relating a personal relationship he has had for many years with a family to illustrate his belief that self-esteem is the key to life long learning and fulfillment and he urged faculty to be beacons of hope and fulfillment to their students.

Following his remarks, Assemblymember Vasconcellos answered questions from members of the assembly on pertinent issues of interest to educators.

President Perry thanked Assemblymember Vasconcellos for his thoughtful remarks and invited him to join the senators for the remainder of the day's activities.

Area Meetings

From 2:30 - 3:45 p.m. Session participants were invited to attend Area Meetings for discussion of Session resolutions and issues.

Technology Room: Document Sharing and NetCom

Ric Matthews provided a document sharing forum where participants could learn desktop video conferencing.

Candidate Forum

Participants were invited to meet the candidates for the office of president from 4:00 to 5:00 p.m. in an informal question and answer forum.

No-Host Reception

The West Valley/Mission Community College District provided food for a no-host reception for the Session participants from 6:00 - 8:00 p.m.

Saturday, April 20, 1996

FIFTH GENERAL SESSION

Call to Order

President Janis Perry called the Fifth General Session to order at 8:30 a.m.

Parliamentarian's Report

Richard Lucas, Certified Public Parliamentarian, explained the basic rules of parliamentary procedure and the Academic Senate Rules for discussion/debate on the resolutions..

Election Procedures

Allen Boyer, Elections Committee Chair, reviewed the voting rules and procedures. He explained the new process, in place for the first time, to be used for the election of Area and Region Representatives. Boyer also explained the elections order and the process of trickle down candidates. Boyer introduced Chuck Able, faculty member from College of the Siskiyous, who will act as Head Teller and he acknowledged the faculty members who volunteered as tellers and expressed his appreciation.

Elections began and balloting continued throughout the day.

The following candidates were elected:

President	Janis Perry	Rancho Santiago College
Vice President	Bill Scroggins	Chabot College
Secretary	Beverly Shue	Los Angeles Harbor College
Treasurer	Jean Montenegro	Imperial Valley College
Area B	Len Price	Los Medanos College
Area C	Edith Conn	Ventura College
North Representative	Lin Marelik	Mission College
South representative	Ric Matthews	San Diego Miramar College
At-Large Representative	Richard Rose	Santa Rosa Jr. College

Voting on Resolutions Began

Delegates began consideration of the Academic Senate Resolutions. A full listing of the resolution vote results during the Fifth General Session can be found in Appendix A.

SATURDAY LUNCHEON

President Janis Perry called attention to the Academic Senate policy of honoring Executive Committee members once they have completed their terms. Perry introduced each member in attendance and read the following resolutions:

The resolution honoring Bob Frisch from Kings River College was accepted by Lacy Barnes-Mileham.

MSU: Adopt the following resolutions honoring Bob Frisch, Kings River College:

Whereas Bob Frisch was a faithful and loyal member of the Executive Committee for one year, and

Whereas Bob Frisch served the Academic Senate as a member of the Relations with Local Senates Committee, as leader of his local geocluster, as a member of the Cooperative Work Experience Education State Advisory Committee, and as a member of other committees and task forces, and

Whereas Bob Frisch is a distinguished member of the faculty at Kings River College where he served as Senate President and Senate Delegate and where he is an exemplary professor of agriculture and mathematics, and

Therefore be it resolved that the Academic Senate for California Community Colleges commend Bob Frisch for his outstanding service on behalf of his college and the Academic Senate, and for his work for the betterment of California Community Colleges, and

Be it further resolved that the Academic Senate for California Community Colleges wish Bob Frisch much happiness and success in his future pursuits.

The resolution honoring Jim Locke, College of Marin was accepted by Marie McCarthy on behalf of Mr. Locke.

MSU: Adopt the following resolution honoring Jim Locke:

Whereas Jim Locke was a faithful and loyal member of the Executive Committee for seven years, and

Whereas Jim Locke served the Academic Senate for California Community Colleges as President, Treasurer, Past President, and as Chair of the Intersegmental Committee of the Academic Senates, and

Whereas Jim Locke has served the Academic Senate as chair of the Educational Policies Committee, Chair of the Futures Committee, member of the Fund for Instructional Improvement Advisory committee, and the Senate/CIOs committee, and as a member of many other committees and task forces, and

Whereas Jim Locke through his vision and technological ability has brought the Academic Senate close to the 21st Century by inaugurating, teaching, and promoting the use of the InfoNet, and other related technologies, and

Whereas Jim Locke was a long-time, hard-working member of the Resolutions Committee, and worked with that Committee to make accessible through his technological expertise Senate archives, documents, resolutions, and positions, and

Whereas Jim Locke was the principal author of many significant Senate publications including those on distance learning, ethics, and faculty responsibility, and

Whereas Jim Locke has been a distinguished professor of geology at the College of Marin, serving as an inspiration and role model for his students,

Therefore be it resolved that the Academic Senate for California Community Colleges commend Jim Locke for his exemplary service on behalf of the Senate and for the betterment of California Community Colleges, and

Be it further resolved that the Academic Senate for California Community Colleges wish Jim Locke much happiness and success in his future pursuits.

Paul Setziol thanked the assembly, said he made valued friendships, and promised to be in attendance for years to come.

MSU: Adopt the following resolution honoring Paul Setziol, DeAnza College:

Whereas Paul Setziol was a faithful and loyal member of the Executive Committee for two years, and

Whereas Paul Setziol served the Academic Senate in many important ways including as chair of the Faculty Development Committee and as a member of the Educational Policies Committee, and

Whereas Paul Setziol as Academic Senate president at DeAnza College and as president of the Foothill/DeAnza District Senate has been an important part of Academic Senate Sessions for more than ten years, contributing always in an interesting and challenging way to both resolutions and debate, and

Whereas Paul Setziol, as chair of the Faculty Development Committee, and as local host, made possible a first-ever and a most successful Vision Conference held at DeAnza College in September, 1995, and

Whereas Paul Setziol as principal author has contributed many important documents to the Academic Senate, including papers on tenure, plus and minus grading, CPEC and student fees, and "Paradoxes," and

Whereas Paul Setziol is a distinguished professor of music at DeAnza College and has served faculty and students at DeAnza as an outstanding academic senate president for many years, and as an inspirational role model.

Therefore be it resolved that the Academic Senate for California Community Colleges commend Paul Setziol for his exemplary service on behalf of the Senate and for the betterment of California Community Colleges, and

Be it further resolved that the Academic Senate for California Community Colleges wish Paul Setziol much happiness and success in his future pursuits.

Jo Sumner said she enjoyed meeting and working with the community college faculty during her time with the Executive Committee. She thanks the senators for the honor.

MSU: Adopt the following Resolution honoring Jo Sumner, Sierra College

Whereas Jo Sumner was a faithful and loyal member of the Executive Committee for four years, and

Whereas Jo Sumner served the Academic Senate as an exemplary chair of important committees such as the Faculty Development Committee, and the Publications Committee, and the Resolutions Committee, and

Whereas Jo Sumner, as chair of the Faculty Development Committee, provided the leadership for the development of the widely used and highly praised document "Guidelines for the Implementation of the Flexible Calendar Program," and

Whereas Joe Sumner has used her faculty development expertise to create more effective local senates by helping to develop the Senate's Summer Leadership Institute, as an advisor and as a co-coordinator, and

Whereas Jo Sumner has helped both local senates and the Academic Senate improve their ability to conduct meetings, use technology effectively, and to promote consensus in decision making, and

Whereas Jo Sumner has served with distinction on many state committees, including Academic Senate/CIOs organization, School-to-Career Workgroup, and the FII Advisory Committee, and

Whereas Jo Sumner has performed exemplary service on behalf of California Community Colleges as Representative from Area A for the Senate and as Chair of 4C/SD, the statewide staff development organization, and

Whereas Jo Sumner is a distinguished member of the Sierra College faculty where she is the staff development officer and a professor of computer information science,

Therefore be it resolved that the Academic Senate for California Community Colleges commend Jo Sumner for her outstanding service on behalf of the Senate and her college, and her significant contribution to the betterment of California Community Colleges, and

Be it further resolved that the Academic Senate for California Community Colleges wish Jo Sumner much happiness and success in her future pursuits.

BEST COPY AVAILABLE

The following resolution was prepared commending Elmer Bugg, Santa Monica College, for his work during a two-year term on the Executive Committee. It was not read since Mr. Bugg was not in attendance at the Session to receive the honor.

Whereas Elmer Bugg has been a faithful and loyal member of the Executive Committee for two years, and

Whereas Elmer Bugg demonstrated leadership and creativity in developing and chairing a grant to implement SB121 promoting intersegmental cooperation and transfer possibilities for community college students, and

Whereas Elmer Bugg was an outstanding chair of the Standards and Practices Committee, and

Whereas Elmer Bugg contributed to Intersegmental understanding by being a member of the Intersegmental Committee of Academic Senates and a member of the Progress of Students Committee of the Intersegmental Coordinating Council, and

Whereas Elmer Bugg was a member of the Educational Policies Committee and the author of several Senate publications, organized Area meetings, was a representative from the South on the Executive Committee, and served the Academic Senate in many other ways,

Therefore be it resolved that the Academic Senate for California Community Colleges commend Elmer Bugg for his exemplary service on behalf of the Senate and for the betterment of California Community Colleges, and

Be it further resolved that the Academic Senate for California Community College wish Elmer Bugg much happiness and success in his future pursuits.

Jonnah Laroche Memorial Scholarship Award Winners

President Janis Perry announced the Jonnah Laroche Memorial Scholarship winners as:

Cecilia Garrison, West Valley College

Ebenic Mitchell, Laney College

Delores Victor, Skyline College

Perry reviewed the criteria that the winners must meet before they can be considered. She said the Academic Senate is pleased to have one of the winners in attendance at the Session and she introduced Delores Victor, Skyline College, winner in the category of continuing scholar.

Ms. Victor thanked the Academic Senate for the award and for the honor. She expressed special thanks to the Skyline College faculty for their help and said her inspiration and help over the course of studies was enabled by the dedicated faculty. Victor singled out Professor Sanyous as especially giving of time and help.

Secretary's Report

Secretary Beverly Shue presented the minutes from the 1995 Fall Session.

MSU: Approve the minutes of the Fall 1995 Session as written.

Treasurer's Report

Treasurer Jean Montenegro presented the 1995-96 Academic Senate Financial Report.

MSU: Approve the 1995-96 Academic Senate Financial Report.

FIFTH GENERAL SESSION RESUMES

President Janis Perry called the afternoon Session to order at 1:00 p.m.

Voting on Resolutions

Delegates continued voting on resolutions and amendments.

Adjournment

Time constraints required adjournment the Spring 1996 Session of the Academic Senate for California Community Colleges be adjourned on Saturday, April 20, 1996 at 5:00 p.m.

Respectfully Submitted,

Beverly Shue, Secretary
Academic Senate for California Community Colleges

Leshyn Polk
Transcriber

STANDING COMMITTEES

1995-1996 ANNUAL REPORTS

**AFFIRMATIVE ACTION/CULTURAL DIVERSITY COMMITTEE
BY BEVERLY SHUE**

The Affirmative Action/Cultural Diversity Committee is responsible for advising the Executive Committee on changes in affirmative action guidelines, laws, and regulations, as well as other issues that arise around cultural diversity that are not addressed in guidelines, laws and regulations.

Committee members:

Beverly Shue, Chair	Los Angeles Harbor College
Loretta Bailes-Cannett	
Paul Carmona	
Loretta Hernandez	
Marie McCarthy	
Gloria Romero (fall)	
Virginia Romero	
Sondra Saterfield	

The Affirmative Action/Cultural Diversity Committee (AACD) began its 1995-96 academic year with eight major goals that related to implementing fair and effective hiring practices that would lead to a diverse faculty and staff at each college, and to eliminating any racism and discrimination that might exist in the system. Several events took the committee and the Academic Senate by surprise, including Governor Wilson's lawsuit outlawing affirmative action in hiring in California community colleges, the UNIVERSITY OF CALIFORNIA system eliminating affirmative action in admissions, several Supreme Court decisions limiting when affirmative action could be invoked, and the CCRJ initiative.

As a result the Chancellor's Office undertook a legal analysis of the existing Title 5 Regulations on Staff Diversity and Affirmative Action to determine if the regulations complied with recent Supreme Court decisions and could withstand legal challenges. As a result Vice Chancellor of Equity and Staff Diversity Jose Peralez convened a writing team to review proposed changes to the Title 5 regulations on affirmative action. In my capacity as chair of the AACD Committee I attended writing team meetings and acted as a liaison between the AACD committee members, the Executive Committee, and the plenary body through resolution writing and informational breakouts.

Goals and Objectives for 1995-96

1. Promote fair and effective hiring practices that contribute to a rich academic experience based on direct experience and exposure to diverse faculty and staff in community colleges in California.

The AACD strongly supported fair and effective hiring practices in promoting faculty and staff diversity when making recommendations for Title 5 revisions by emphasizing the importance of using multiple measures when analyzing workforce availability, defining responsibilities of college staff diversity committees, and raising concerns about the use and possible misuse of "business necessity" in hiring.

2. Make recommendations to the Chancellor's office on the review and revision of the methodology of collecting data on faculty and staff so that it more accurately reflects the demographics of instructional and student services faculty and administrators.

The AACD took a strong position on the need to use measures other than SMSA for analyzing workforce availability, a system that tends to undercount ethnic minority populations. The committee recommended using CSU and UNIVERSITY OF CALIFORNIA enrollment statistics by student majors and other systems of data analysis in developing availability data.

3. Develop a strategy for mobilizing students, staff, and faculty that is focused on the task of promoting fair and effective hiring practices in the system.

The student leaders who attend Executive Committee meetings have built strong and supportive relationships with the Academic Senate on affirmative action issues. FACCC is developing a broad coalition and community college network to defeat the CCRI and other anti-affirmative action legislation.

4. Mobilize local college affirmative action committees to document incidence of discrimination in the classroom and campus environment in order to increase understanding of how discrimination affects practices and policies. This goal is aimed at eradicating institutional discrimination.

Aside from a few news articles that were collected by various sources and brought to the Academic Senate's attention, I would say that this is an area that needs more attention and coordination. I would like to see a category developed on the Academic Senate web page that collects articles on discrimination incidence. There have been a number of incidences of unfairness in admissions at UCLA and UC Berkeley where unqualified or lower qualified students with political or financial connections were admitted over better students without such ties. Incidence of unfair and hypocritical actions should be exposed and widely publicized.

5. Develop a paper examining the existence of policies and practices that lead to institutional racism and its negative effect on student success.

The committee did not have time to work on this important issue.

6. Gather information on the status of implementation of the student equity regulations for the purposes of developing a paper identifying successful student programs and processes.

This spring (1996) the Chancellor's Office required districts that did not have an approved student equity plan to submit revised plans. Most districts complied, and many of the revised plans have now been accepted. There was a Spring 1996 breakout that touched upon the issue of student equity, and four or five exemplary student equity plans were distributed. On May 10-11 Toni Forsyth presented a workshop on student equity, where participants reviewed their college's student equity plan.

7. Develop and disseminate information on reasonable accommodations and the implications for student success and service to the community.

Marie McCarthy presented two breakouts on reasonable accommodations for students with disabilities, one at Fall Session and one at Spring Session.

8. Develop a position paper supporting affirmative action and equal opportunity, identifying the myths and realities, and the advantages and challenges of affirmative action.

The AACD committee presented a breakout in the Spring Session that included the myths and realities of affirmative action. The committee emphasized that hiring quotas are illegal.

**AD HOC COMMITTEE ON THE REVISED ACCREDITATION STANDARDS AND LIAISON
BY REGINA STANBACK-STROUD**

The Ad Hoc Committee on the Proposed Accreditation Standards Revisions was formed by the Executive Committee. The committee was charged with reviewing the proposed accreditation standards under consideration by the Accrediting Commission. Recommendations were forwarded to the Executive Committee and the Accrediting Commission on the behalf of the Academic Senate for California Community Colleges. Subsequently, resolutions to the effect of the recommendations were considered by the Plenary body and disposed to the Accrediting Commission.

Committee Members

Regina Stanback-Stroud, Chair	Rancho Santiago College
Edith Conn	Ventura College
Mark Snowwhite	Crafton Hills College

The committee met face-to-face and by phone to produce a comprehensive review of the proposed accreditation standards and an Academic Senate response. The Commission responded by addressing the proposed standards in question and modifying them to address the issues raised by the Academic Senate.

At the Spring 1996 Academic Senate Plenary Session, several resolutions related to the proposed accreditation standards were adopted. This report will highlight the proposed standards about which the Academic Senate remains concerned, as well as include related resolutions. The full report which includes the Commission's responses is available in the office of the Academic Senate for California Community Colleges.

RESOLUTIONS AND COMMISSION RESPONSES

Resolution 2.2 S96 - Faculty Involvement

The proposed standard regarding the selection, acquisition, organization, and maintenance of educational equipment and materials includes that the policies and procedures should ensure faculty *involvement*. The Senate resolution called for a stronger statement than mere involvement. We argued that the responsibility of the educational equipment and materials used by faculty is a primary responsibility of the faculty.

The Commission did not change the language, indicating a belief that the standards are interpreted within the context of the institution and that a high degree of faculty involvement and authority is expected.

Resolution 2.5 S96 - Academic Freedom

Concerns were raised about the proposed standard that would abandon the strong direct support for academic freedom, as well as the expectation that faculty, administrations, and boards would safeguard, protect, and support academic freedom.

The Commission accepted the recommendation of the Academic Senate and reworded the standard to maintain the strong commitment to academic freedom.

Resolution 2.6 S96 Commendation

The Commission has provided ample opportunity for the Academic Senate and other interested parties to express their views on the proposed standards. While our concerns regarding the Commission selecting individuals versus representatives with the responsibility to represent the collective wisdom of the faculty remain, nonetheless, the Commission has graciously listened to all and responded to many of the concerns raised on the behalf of the faculty in the California Community Colleges. The Academic Senate expressed its appreciation to the Commission and the Executive Director for their respect of and responsiveness to the faculty as represented by the Academic Senate.

The Commission thanked the Senate. The Executive Director indicated in a follow-up letter "Thank you! A great many faculty were involved in the crafting and review of the amended standards. Academic Senates and ASCCC[sic] are critically important constituents, and much appreciated."

Resolution 2.7 S96 Financial Disclosures

The Commission removed the standard indicating an accredited institution is one which provides for the availability and public disclosure of financial information. The Senate passed a resolution urging the Commission to maintain such a standard.

In a letter of response, the Executive Director indicated that the Commission agrees with the requirement of financial disclosure. He indicated it is also a legal requirement for public institutions. All institutions are required to open the books to accreditation self study and peer review. The Commission also requires an annual audit. Despite the aforementioned response, the Commission did not accept the Senate's recommendation and the new standards remain void of such language.

Resolution 2.12 S96 Equity in Athletics

The Academic Senate passed a resolution urging the Commission to add the word equity in the standard that requires "...honesty and integrity in its athletic programs."

The Commission did not accept the Academic Senate's recommendation citing Title IX as a source of authority and their desire to avoid "legislative" issues in the standards.

Resolution 2.13 S96 Academic and Professional Matters

The Academic Senate passed a resolution urging the maintenance of the language which required faculty to have primary responsibility over academic and professional matters.

The Commission did not accept our recommendation citing that Academic and professional matters and primary faculty responsibilities were legislative issues. I argued that it was unfortunate that California had to legally mandate such a fundamental principle but that California's failure to recognize sound educational practices voluntarily made it no less a standard of good educational practice. In order to accomplish the direction of the resolution, I urged the commission to include language identifying faculty have "primary" responsibility for educational services.....and faculty personnel. They were concerned about the private schools and their practices. The faculty members Celina Sau Lin Ing of Sacramento City College and John Bibbo of Southwestern College both did not support the collective wisdom of the faculty as represented by the Academic Senate representative. They both argued that the word primary was not necessary. After asking questions, the other faculty including Chairwoman Decker, Leon Baradat, and Jack Hernandez spoke in support of the proposed changed offered by me on behalf of the Senate.

This is one of the most critical areas for the Academic Senate. We will need to look at the tendency of the Commission to justify not having a standard because it may not apply to the private or non-California Colleges. One could posit that the Commission should set standards for good educational practice not to accommodate the common denominators among the colleges already accredited. It is unfortunate that the Commission could exhibit no greater collective wisdom on such a fundamental issue as the primary responsibility for faculty on academic issues.

Resolution 2.16 S96 Institutional Organization

The Commission removed the standard which required "The board to approve an effective organization which serves insitutional purposes." The Academic Senate recommended the retention of the standard, citing the Board action as sometimes the only opportunity for faculty, staff, students, and the public to comment on administrative reorganizations that actually impact the delivery of educational programs.

The Commission did not accept the Senate's recommendation stating that the standard which requires "Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students facilitate effective communication among the institution's constituencies" and "Faculty have a substantive and clearly defined role...exercise a substantial voice..." address the concerns raised in the resolution.

Resolution 2.17 S96 Definitions of Outcomes and Competencies

The Academic Senate asked the Commission to clarify the meaning, expectation, expected evidences, and verification processes of the standard referring to outcomes and competencies.

The Commission indicated their intention to prepare a companion document, the *Guide to Self Study and Reports to the Commission*. While each standard will be addressed in the companion document, the Executive director indicated "With respect to outcomes, the California and Hawaii system offices will be preparing printouts of reported data for each college. An insitutional analysis of these reports will be a required part of each study."

Resolutions Not Related to the Revisions

The Academic Senate passed a resolution calling for the evaluation of the visiting team by the college being visited. The evaluation should have appropriate input from the local academic senate. The Commission responded by stressing the fact that the team chair and the college president evaluate the team and the visit respectively. This liaison strongly recommends the Academic Senate continue to pursue this concern. Local senate presidents reported inappropriate remarks, expressed disdain and contempt for academic senates and unions, college CEO-to-team chair CEO-comraderie, and blatant disregard for the standard to be a part of their visit.

Resolution 2.9 S96 Local Senates and Faculty on Teams

The Academic Senate urged the Commission to inform the local senates of the members of the visiting team as soon as it is known, update the local senates on the changes in status of the visiting team members, and appoint more faculty to the teams.

The Executive Director responded

"There are particular problems with faculty on teams. Each team is perfect when invited, then things start to happen. Faculty members become deans; faculty who ask to be relieved of team duty are very hard to replace because faculty generally require more advance notice in order to cover classes. Administrators are generally much easier to replace, due to greater schedule flexibility and support staff. We will pay particular attention to the ASCCC[sic] directory in the hope that people such as district senate presidents with more assigned time might be flexible enough to fill vacancies occurring on short notice.

With respect to notification, ACCJC routinely sends the team list as soon as invited members have all responded, and updated list are distributed to the CEO and Accreditation Liaison Officer."

Until the Commission is willing to send the update list to the local senate president, I recommend a weekly request from the local academic senate be sent to the Commission until the time of the actual visit. Simultaneously, the CEO should be requested (in writing) to make any updated information, lists, etc. from the Commission available to the local senate president.

OTHER REVISIONS AND COMMISSION RESPONSES

Standard Eight: Physical Resources

This new standard is void of the existing requirement to involve faculty and staff in linking the physical resource planning to other institutional planning and evaluation efforts. To that end, colleges and universities make the mistake of planning physical resources and facilities for classroom and staff operations without involving the people with the in-depth information about the resource needs in order to perform services and implement programs and curriculum.

The Commission referenced the standard requiring "substantial" faculty involvement in governance... as addressing the Senate's concerns.

Standard Ten: Governance and Administration

The proposed standard 10A.4 removes the expectation of the campus community to participate in the evaluation of the CEO and instead places the evaluation responsibility exclusively on the board and disregards the many staff and faculty who are affected by the performance of the CEO.

The Commission felt this standard does not preclude the board from involving others in the CEO evaluation process. The Chair of the editorial committee stated there was no legal requirement on this issue. (A mild correction is in order. Although specific to California, state law does exist that states "To the extent appropriate, faculty should be involved in the evaluation of the CEO.")

The Academic Senate is unable to understand how the Commission, in all good consciousness, could not see the sound practice and good principle of having the faculty participate in the evaluation of the CEO of any institution of higher learning.

Conclusion

The Commission accepted some of the Academic Senate recommendations given in testimony before the Fall Plenary Session. However, many of the recommendations made by resolution were not accepted by the Commission. Much of the rationale by the Commission included their desire to:

- A. Have generic standards which would apply to the many types of institutions included in the western association.
- B. Avoid having the influence of California institutions predominate in the consideration of their business including the revisions of the standards. (There are approximately 121 institution in the association; California Community Colleges make up 106 of them.)
- C. Avoid the inclusion of legislative/legal issues in the standards.

In his response letter, the Executive Director wrote:

In conclusion, I want to again thank ASCCC[sic] for its continuing interest in accreditation. There are eight Postsecondary accrediting commissions in the six regional associations. The ACCJC has the strongest faculty involvement, bar none. Ours is the only commission that included active community college faculty, and certainly the only one to have community college faculty leadership. By any measure, our experience with faculty leadership has been successful. A majority of self studies are not faculty-chaired. As far as I know, all the rest are faculty co-chaired.

I wish... the ASCCC[sic] the best of fortune.

A resolution expressing appreciation and our good wishes for John Peterson, Executive Director, as he retires will be considered by the next plenary body.

(The Commission is made up of 17 members. Currently, five are faculty; the remainder are CEOs, system office administrative staff and two representatives of the public).

**COMMON COURSE NUMBERING AD HOC COMMITTEE
BY REGINA STANBACK-STROUD**

The Ad Hoc Committee on Common Course Numbering was created to evaluate the idea of common course numbering as proposed in legislation by the student political organization that was supported by the Board of Governors. The committee was charged with evaluating the issue and making a recommendation to the Executive Committee.

Committee Members

Regina Stanback-Stroud	Rancho Santiago College
Winston Butler	Los Angeles City College
Linda C. Collins	Los Medanos College
Lee Haggerty	Saddleback College

The committee reviewed the existing Academic Senate for California Community Colleges resolutions that addressed common course numbering. The committee chair traveled to Texas to meet with the project director of a successful common course numbering effort that involved the 16 community colleges in Texas. The chair also met with the Vice Chancellors of Instruction in the Community Colleges Division, the Texas State University, and the University of Texas Divisions.

Based on the complete research which involved a comprehensive review of the literature, the visit to Texas, contact with faculty in other states which have attempted to implement common course numbering, the committee presented its findings and recommendations in a paper titled "Toward a Common Course Numbering System". The paper was adopted at the Fall 1995 Plenary Session. Related Resolutions were also passed. The adopted recommendations follow:

As long as colleges have the responsibility to confer their degrees and certificates and the faculty are responsible for validating the meeting of the educational requirements, the academic freedom to determine the educational standards of courses, programs, and educational models must be preserved. To that end, the processes for developing a common course numbering system should preserve the ability to develop and change curriculum for the maintenance of academic integrity.

The development and application of a common system is possible if the state is willing to put forth the resources for the appropriate articulation and curriculum examination. The Chancellor's office assured the legislature that the system could be developed using existing funds. To that end, the recommendations are made recognizing the Chancellor's office willingness to fund the appropriate processes.

- I. The Chancellor's office should conduct an evaluation of the existing articulation efforts including ASSIST and CAN to determine if there are implications for expanding the efforts and processes to include the development and application of a common course numbering system. Consistent with a 1985 California Postsecondary Education Commission (CPEC) recommendation, we too recommend that University of California's President Office, the State University Chancellor's Office, and the Chancellor's Office of the California Community Colleges should study the feasibility of, and make recommendations to the Commission on Postsecondary Education about, adopting CAN numbers for all undergraduate courses offered generally across campuses in each of their segments.
- II. In agreement with the 1985 CPEC recommendation, we believe a uniform course-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. Therefore, a Common Course Numbering System should serve as a third numbering system, not replace the institution's numbers and titles, and be cross referenced on a state-wide matrix.

Necessary changes to CAN processes and minimum components of the process used to design the common course numbering system should include:

- A. Predominate Faculty Participation
 - 1. Discipline Faculty Forums
 - 2. Articulation Faculty
 - B. Processes and resources for faculty to determine the core curriculum content, hours/units involved, and the level of study
 - C. Processes which allow and facilitate curriculum development and change in the context of the Common Course Numbering System
 - D. Processes which include the appropriate faculty role in decision making
 - E. Processes for addressing unresolved issues surrounding course content
 - F. Guidelines for structure and function of the Common Numbering System
 - G. Processes for maintenance and operation of the Common Course Numbering System.
 - H. Statewide training and dissemination of information.
 - I. Delineation of an operating budget and the funding source for the Common Course Numbering Systems
- III. The common course numbering processes should incorporate the following assumptions:
- A. The integrity of an institution as influenced by that institution's control over its curriculum will be respected and preserved throughout the examination, development and implementation of a common course numbering system.
 - B. The common course numbering system should not be highly bureaucratic.
 - C. The responsibility for determining course equivalencies should lie with the discipline faculty
- IV. California Community Colleges should consider the impact the selected process will have on existing articulation agreements with the University of California and the California State University.

At the time of the recommendation, The Academic Senate had several resolutions related to common course numbering. Each resolution call for and assumed attention to articulation issues. Our failure to convince the student political organization, Senator Solis, the Chancellor, and the Board of Governors that common course numbering should not be pursued without attention to articulation issues lead to the repeal of resolutions previously adopted in support of common course numbering.

F94 4.1 Articulation and Transfer: Common Course Numbering - (Repealed Fall 95)

Therefore be it resolved that the Academic Senate for California community Colleges direct the Executive Committee to work with CalSACC and other appropriate groups in exploring ways, including addressing issues in course names and numbering, to help students progress through the California Community College system.

F94 4.2 Transfer to 4-Year Institution/Common Course Numbering - (Repealed Fall 95)

Therefore be it resolved that the Academic Senate for California community Colleges direct the Executive Committee to work with CalSACC and other appropriate groups, such as UNIVERSITY OF CALIFORNIA and CSU academic senates (ICAS), articulation officers, curriculum committees, and counseling faculty to develop ways, including aspects of course numbering to help transferring of community college students to four-year colleges and universities.

S95 4.1 Articulation and Common Course Numbering- (Repealed Fall 95)

Therefore be it resolved that the Academic Senate for California Community Colleges support statewide efforts to support articulation and use of common course numbering.

S95 4.11 Common Course Numbering

Therefore be it resolved that the Academic Senate for California Community Colleges affirm its commitment to essential elements of academic integrity, academic freedom, articulation, and resources while pursuing common course numbering.

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 Numbering System."

F95 4.2.0 Common Course Numbering

Be it resolved that the Academic Senate for California Community Colleges repeal Resolution F94 4.1; and

Be it further resolved that the Academic Senate for California Community Colleges repeal Resolution F94 4.2; and

Be it finally resolved that the Academic Senate for California Community Colleges repeal Resolution S95 4.1

**COUNSELORS & LIBRARIANS COMMITTEE
BY SALLY FLOTHO**

This committee discusses issues, makes recommendations and writes papers concerning faculty librarians and counselors.

Committee Members

Sally Flotho, Chair	Golden West College
Rosalie Amer	Cosumnes River College
Diane Glow	San Diego Miramar College
Dan Crump	Mt. San Jacinto College
Bernadette Kubacki	San Diego CCD, Career Planning & Placement Center
Sue Lorimar	American River College
Valencia Mitchell	Cerritos College
Jim Wales	San Diego Mesa College

1995-96 Goals and Objectives

1. Ratios

The committee was unable to make progress on the goal of including counselors and librarians in the 75/25 ratio. The decision was made to write a paper about standards of good practice in counseling programs rather than to attempt to come up with student/counselor ratios.

2. Empowerment

The committee encouraged participation in governance and faculty leadership roles by having separate breakouts for counselors and librarians at both the Fall '95 and Spring '96 Sessions to discuss issues and opportunities at the local and state levels. After discussion, the decision was made that the best way to serve librarians statewide is to develop a newsletter focusing on library faculty issues.

3. Position Papers

The paper, "Library Faculty in California Community Colleges: Qualifications, Roles and Responsibilities," was adopted at the Spring 1996 Session.

The committee has a draft to the paper, "Standards of Good Practice for California Community College Counseling Programs," to discuss at the Fall 1996 Session.

4. Other Senate Committees

This committee has worked informally with other Senate committees as issues concerning counselors or librarians were discussed.

5. Other Organizations

This committee has provided liaisons to the Regional Counselors and to the Task Force on Libraries and Learning Resources.

Proposed Goals for 1996-97

1. Continue to work to include counseling and library faculty in the 75/25 ratio calculations.
2. Develop topics for the FACCC/Senate workshop on library issues scheduled for November 1996. Suggest technology and information resources as topics.
3. Complete the "Standards of Good Practice for Counseling Programs" and present for adoption at the Spring 1997 Session.
4. Develop communication mechanisms in consultation with the Technology Committee to link library faculty in the California Community Colleges.
5. Consider a FACCC/Senate workshop on counseling issues for Fall 1997, perhaps at the CCCCA Fall Conference.
6. Develop a paper on issues of information competency.
7. Review the draft of the Curriculum Standards Handbook, Volume 2 in regard to library and counseling issues.
8. Address the topic of program review models for library and counseling departments.
9. Develop a formal statement of the role and purpose of this committee.

**CURRICULUM COMMITTEE
BY LUZ GOMEZ ARGYRIOU**

The Curriculum Committee is responsible for providing support to local faculty by assuring that:

- a. *Curricula throughout the California Community Colleges are consistent with the mission of the system and with state legal requirements, intersegmental expectations and standards of good practice and optimal effectiveness.*
- b. *Curriculum procedures at the local and state level give to faculty the primary role in determining that the above standards are met and an appropriate role in determining the need, feasibility, and legal compliance of proposed curriculum.*

On policy matters the Curriculum Committee makes recommendations to the Educational Policies Committee.

Committee Members

Luz Gomez Argyriou, Chair	Napa Valley College
Kathleen Baker	Fullerton College
Donna Ferracone	Crafton Hills College
Craig Justice	Chaffey College
Ric Matthews	San Diego Miramar College
Ron Vess	Southwestern College
Jeffrey Espinoza, Student	Crafton Hills College

Liaisons

Joyce Black, CIO	Pasadena City College
Nancy Glock-Grueneich	Chancellor's Office
Kathleen Nelson	Chancellor's Office

Note: The committee members want to acknowledge and appreciate the help and contributions of Dr. Bill Scroggins, AS Vice President, and former chair of the committee.

1995-96 Goals and Objectives

1. Support more reassigned time for local curriculum committee chairs.

Accomplished by reference and guidelines in document "Standards of Good Practice" Curriculum Handbook, Vol. II. This goal was also accomplished through breakout presentations at both sessions and consultation with committee members.
2. Initiate dialogue with ICAS regarding formation of a joint review committee for courses approved under the new BOARS transfer preparation requirement.

Suspended. Without a curriculum representative on ICAS it has not been possible to establish such a dialogue.
3. Support regional community college-to-community college articulation particularly involving curriculum committee chairs and articulation officers, perhaps through a pilot funded by the Fund for Instructional Improvement. Develop a closer working relationship with the Chancellor's Office Transfer and Articulation unit. (4.1 S95, 4.11 S95, 4.1 F94).

Accomplished partially. There was no grant proposal for FII thus a pilot could not be developed. However, the committee approached southern colleges that have develop extensive articulation in the Interior Design vocational program and showcased their efforts and success at the Spring session through a breakout. Ms. Kathleen Nelson of the Transfer and Articulation unit of the Chancellor's

Office was invited to committee meetings and although she did not attend regularly, she communicated with the committee chair when the occasion warranted.

4. Support regional UC/CSU/CCC articulation perhaps through a pilot funded by Joint Faculty projects. (4.2 F94).

Suspended. There was no preliminary work done in this area and committee members decided that grant writing for this area is most properly done by region and not by a statewide committee.
5. Survey Transfer Center directors regarding current services, structure and relations with local academic senates.(4.3 S95, 4.11 S95).

Postponed. The committee had access to the Transfer Survey done by the Chancellor's Office Articulation and Transfer unit. This survey answered a variety of questions, however there are some areas the committee has decided are worth pursuing and has included this task as one of the goals for next year.
6. Follow up on the SB1914 (Killea) cross enrollment process with a breakout and or article. (4.12 S95)

Suspended. After initial excitement about cross enrollment (SB1914) not much happened and there were other more pressing issues or developments to be highlighted at the session breakouts.
7. Continue the development and implementation of guidelines and processes for Distance education curriculum surveying local colleges practices and developing a course outline database. (11.4 F94).

Completed. Paper approved at Fall 1995 Session.
8. Work with the Educational Policies Committee on the +/- grading issue, particularly to support the elimination of C- and D+ Grades (20.4 S95).

Accomplished. Collaboration was extended and the Educational Policies paper "Plus and Minus grading Options: Toward Accurate Student Performance Evaluation," was adopted at the 1996 Spring Session.
9. Participate in the planning and execution of the Regional Curriculum Colloquia pilots (8.4 S94).

Accomplished. This was perhaps the most significant activity of the committee for this year. The two regional pilots served fifteen colleges. Evaluations from participants were all positive as to the usefulness of the colloquia. Committee members served as facilitators and organizers of the events. Support from the Chancellor's office was inadequate.
10. Complete "Curriculum Standards of Good Practice" and serve as an editorial board for the Curriculum Multimedia Training FII project (8.1 S94, 11.5 F94, 16.2 F94).

On-going. Drafts of the document were submitted, revised and disseminated at Fall '95 and Spring '96 sessions. There is much interest and comment from the field. The committee plans to have a final draft for Fall '96 session. The committee continues to act as an editorial board to the Curriculum Multimedia project.
11. Support the development of the data Reconstruction-Program Inventory project. (Exec motion 6/95).

On-going. We supported, but there have been problems.

12. Disseminate paper for library sign-off for course and program approval.

Accomplished. Paper produced by the Library and Counseling Faculty Task Force was disseminated Fall '95, adopted Spring '96. The library sign-off is part of the curriculum procedure. It is stated in Curriculum Handbook Vol I, it is included in Vol II, Standards of Good Practice, and is emphasized in curriculum presentations such as breakouts, colloquia, technical assistance, etc.

In addition to the above goals the committee continued its practice of technical assistance to colleges through direct consultation. The committee also was responsible for four breakouts and two technical demonstrations of Curriculum Data Bases at Fall '95 session, and for five breakouts at Spring '96 session.

Proposed Goals and Objectives for 1996-97

1. Offer two colloquia, one in Fall, the other in Spring. Reorganize the colloquia's process in such a way that the original intent and scope can be preserved, while at the same time incorporating modifications resulting from two previous pilots. Make it functional and usable.
2. Initiate regional meetings with Curriculum Chairs. Explore the possibility of a periodic joint meeting of CIOs and Curriculum Chairs using the CIOs designated regions as a base.
3. Present the final draft of the Curriculum Standards Handbook, Vol II, Standards of Good Practice, at the Fall Session '96, and submit the revised document for approval during Spring Session '97.
4. Explore the use of technology to record curriculum breakout sessions, to have them available as a resource to local curriculum committees (1.3.0 S96)
5. Work in conjunction with the Vocational Education Committee to develop a model for a successful program approval process to include areas delineated in Resolution 9.5 S96.
6. Plan breakout on Service and Volunteer Learning for Fall Session (9.6 S96).
7. Review and develop a proposal for language change on 55002 Composition of the Curriculum committee, to agree with section 53200. Powers of the Academic Senate. (Exec. Motion)
8. Work collaboratively with CIOs to define role of the administration in the curriculum approval process.
9. Work with CIOs, and collaborate in their efforts to develop guidelines for catalog revision. (9.2 S96) and explore means for delivery of accurate information to students.
10. Assess the relationship between Transfer Centers and the Academic Senate, and draft a paper on the connection of teaching faculty and transfer centers.
11. Work with the Technologies Committee to develop a position paper on curricular monitoring and faculty roles in distance learning.
12. Develop a paper that addresses areas of most commonly requested technical assistance in the area of prerequisites, in collaboration with MAC representatives.

**EDUCATIONAL POLICIES COMMITTEE
BY REGINA STANBACK-STROUD**

The Educational Policies Committee studies and recommends educational policy to the Executive Committee and the General Session. The committee recommends new educational policies to be implemented either locally or at the state level, suggests positions on proposed policy, and responds to assignments given by the Executive Committee and General Session.

Committee Members

Regina Stanback-Stroud, Chair	Rancho Santiago College
Linda C. Collins	Los Medanos College
Jill Harmon	Fresno City College
Jim Higgs	Modesto Jr. College
Patricia Levin	Saddleback College
Bob Rockwell	Mt. San Jacinto College
Paul Setziol	DeAnza College
Jean Smith	San Diego CCD-EEC
Robert Smith	San Mateo College
Shannon Valleas	Consumnes River College

The Educational Policies Committee met nine times over nine months of the 1995-1996 academic year. The meetings were held at the Waterfront Hotel at Jack London Square in Oakland, California. The committee had an ambitious agenda and made significant progress on its goals. Some of the goals were met and others are still in progress. To that end, this report includes the goal, progress or accomplishment, and recommendations to the 1996-1997 Educational Policies Committee.

1995-96 Goals and Objectives

1. **Nonviolent Climate**
Complete background paper and recommendations regarding the faculty role in the development and maintenance of an emotionally supportive campus; and include discussions regarding the development of model curriculum for conflict resolution. (S94 13.1)

The committee prepared a draft document which served as a basis for discussion at a breakout session at the Fall 1995 Plenary Session. Feedback from the participants and from faculty with expertise in conflict resolution was incorporated in the document. The revised document was accepted by the Executive Committee and forwarded to the session for adoption. The paper "Toward a Nonviolent Campus Climate" was adopted at the 1996 Spring Session.

Recommendation: None

2. **Remediation**
Examine the CSU proposal to eliminate remedial education for entering undergraduate students. Identify the impact and implications on the California Community Colleges.

Working with a faculty representative on the Chancellor's Office Basic Skills Advisory Committee, the committee prepared a draft document which presents a . Committee members collected information from the CSU Academic Senate, the Intersegmental Academic Senate, The Community College League of California, The Chancellor's Office, The California Higher Education Policy Center, and various documents distributed at the hearings addressing the proposal. The document was accepted by the Executive Committee and forwarded to the session for adoption.

Dr. Harold Goldwhite, Past President of the Academic Senate for California State University, presented the CSU proposal at the session breakout. The draft response was presented by Educational Policies members. Revisions were made and the document "Scope, Implications, and Impact: The Academic Senate for California Community Colleges Response to the proposed CSU Policy to Eliminate Remedial Education for Entering Undergraduate Students" was adopted at the Fall 1995 Plenary Session. The title was determined by resolution at the session. Aside from the commendations the committee received for equipping the Senate to promptly respond to a significant issue, we recognize this document also holds the honor of having the longest title in the history of adopted documents by the Academic Senate for California Community Colleges.

Recommendation: None

3. School to Career

Complete the discussion paper on the School to Career issues in the state, exploring the academic implications and identifying the position statement of The Academic Senate for California Community Colleges to be recommended to the Executive Committee. (S94 21.13) (S95 21.3)

The 1994-95 Educational Policies Committee, chaired by Edith Conn, forwarded a draft document to the 1995-1996 Educational Policies Committee with a recommendation that the document be completed and forwarded for adoption. The completed document was accepted by the Executive Committee and forwarded to the session for adoption.

The committee sponsored a breakout session in which the document and a school-to-work partnership were presented. Revisions to the document were made based on the feedback and/or resolutions. The document "The Governor's School to Career Plan: A Response by the Academic Senate for California Community Colleges" was adopted at the Fall 1995 Plenary Session.

Recommendation: None

4. Program Review

Prepare program effectiveness model for recommendation to Executive Committee and adoption by the plenary body. (S93 6.2) (S92 6.1)

Over the past six years, The Academic Senate, through resolutions, has called for increased attention to program review. The 1988 Research Committee of the Academic Senate developed a preliminary paper outlining the various models of program review and some of the related issues and concerns. The committee referenced the models document, previously attempted Educational Policy Committee drafts of program review documents, and several local college program review models. Building upon the work of several breakout sessions, local college presentation, collaboration with the Research and Planning Group, and years of resolutions and discussion, the committee submitted a draft document to the Executive Committee for acceptance and forwarding to the plenary body.

While previous resolutions have called for the senate to develop a "model process", in light of the diverse characteristics of each local district, the committee prepared a document addressing the various factors involved in program review and recommendations. Based on feedback from the breakout sessions and resolutions at the plenary session, the document "Program Review: Developing a Faculty Driven Process" was adopted at the Spring 1996 Plenary Session

Recommendation: None

5. **Plus/Minus Grading**
Develop a specific proposal to pursue changes in Title 5 which would allow the permissive use of plus minus grading. (S95 20.4)

The committee referenced previously adopted resolutions, Board of Governors agenda items, Chancellor Office staff documents, and other publications to prepare a draft document proposing the permissive use of the plus/minus evaluative symbols in grading in the California Community Colleges. The Academic Senate has been calling on the Board of Governors for over a decade to adopt such permissive regulations.

The draft document was accepted by the Executive Committee and forwarded to the session for adoption. The committee presented the document at a breakout session and made revisions according to the resolutions passed. The paper "Plus and Minus Grading Options: Toward Accurate Student Performance Evaluation" was adopted at the Spring 1996 Session.

Recommendation: None

6. **Equitable Education with Part-Time Faculty**
Prepare discussion document with recommendation to Executive Committee on the direction the Academic Senate should proceed with the issue of Full-time/Part-time faculty and the academic implications involved. (S95 13.16)

The committee prepared a draft document which addresses the many factors associated with the use of part-time faculty. The committee focused on the issue of how the practice affects academic integrity and what actions are necessary. Recommendations appear in the conclusion of the document.

The draft document was accepted by the Executive Committee and forwarded to the session for adoption. The committee presented the document at a breakout session and made revisions according to the resolutions passed. With the participation of a part-time faculty member who also is a staff person in the California Federation of Teachers, the breakout addressed both senate and union implications. The paper "The Use of Part-Time Faculty in the California Community Colleges: Issues and Impact" was adopted at the Spring 1996 Plenary Session.

Recommendation: None

Goals in Progress

1. **Tenure and Academic Freedom**
Prepare a document discussing the merits and the academic implications of tenure and Academic Freedom. (S95 19.2)

The committee began the discussion of Tenure and Academic Freedom in preparation for the session. Draft outlines, discussion points, and questions to be addressed were developed in preparation for the development of a document discussing the issue of tenure and its relationship to academic freedom.

The committee presented a breakout session featuring faculty representatives from the other segments of higher education. Presenting was:

Linda Collins	Professor of Sociology, Academic Senate President of Los Medanos College
Arnie Leiman	Professor of Psychology, Chair of the Academic Council of the University of California
Rosemarie Marshall	Professor of Microbiology, first Vice President of the American Association of University Professors, Senator of the California State University Academic Senate.

The breakout was rated overwhelming successful. It served to raise the level of discussion of the issue of tenure, equip faculty with the information to respond to the recent political and public attacks on tenure, and reinforce an intersegmental resolve to cooperatively address issues that significantly affect higher education.

Recommendation: Continue with the goal of developing a position paper, consistent with recently passed resolutions to develop a paper affirming the value and worth of tenure.

2. **Transfer: Fiscal Resources**

Complete the second, in a series, paper on the institutional and financial resources dedicated to the function of transfer. (S95 4.3) (S95 4.4) (S95 4.13)

The committee prepared a draft document discussion the issue of transfer and the fiscal factors affecting transfer services. With feedback from the Transfer Center Directors Association, the committee is now working on the sixth and close to final draft of the document. (This goal was not initiated until the latter half of the year due to the illness of one of the committee members who would serve as a major discipline resource person.)

Recommendation: Continue with the goal of completing the document to be submitted to the Executive Committee and forwarded to the plenary session.

3. **Symbol Other than W**

Develop a consultation digest item to seek changes in Title 5 grading policies and procedures to allow for an evaluative symbol indicating an unofficial withdrawal. (S95 14.1)

The committee began the discussion on the issue of a grading symbol other than "W". Discussions included the need for faculty to be able to accurately ascertain student outcomes. When students unofficially withdraw and receive an F, outcome data is inaccurately affected to reflect failures. A draft document was initiated prompting multiple and complex issues to be surface including but not limited to late drop dates, financial aid implications, and the effect on the GPA. A draft proposal was developed. The document is in the process of being more fully developed.

Recommendation: Continue with the goal of completing the proposal to be submitted to the Executive Committee and forwarded to the plenary session. This proposal would then be submitted into consultation, ultimately for Board of Governors consideration.

4. **175 Day Rule**

Make recommendation to the Executive Committee on the 175 Day Rule (currently in consultation) taking curriculum, pedagogical, staff development, governance, and collective bargaining implications into consideration. (S94 1.8.0)

The consultation recommendation was changed to simply change the definition of a "day." The discussions on curriculum, pedagogical, faculty development, governance, and collective bargaining implications were dropped. Based on the heavy agenda of the Educational Policies, with concurrence from the Executive Committee, this goal was postponed.

Recommendation: Adopt the above goal and proceed with the discussion. Prepare a discussion document with recommendations to the Executive Committee for consideration at a future session.

5. CAN/Assist
Prepare background paper and recommendations regarding faculty participation, evaluation, and funding of CAN. (S94 4.4) (S94 4.5) Develop a consultation digest item for recommendation regarding ASSIST to the Executive Committee to be forwarded into consultation. (S95 4.7)

The committee began discussions on the issue of evaluating can and ASSIST on the last meeting of the year. The Executive Director was invited to participate in the initial discussions. No draft document is available yet.

Recommendation: Adopt the above goal and proceed with the discussion. Prepare a discussion document with recommendations to the Executive Committee for consideration at a future session.

Goals Not Addressed

1. Materials Fees
Prepare materials fees survey draft for recommendation to the Executive Committee. (S95 1.2) (F94 20.10)

Recommendation: Adopt the above goal and proceed with the discussion. Prepare a discussion document with recommendations to the Executive Committee for consideration at a future session.

2. Paraprofessionals
Prepare a position paper on paraprofessionals or instructional aids to define their duties, responsibilities, responsibilities, and criteria for supervision; and include in paper a clarification of the laws regarding line of sight. (S94 19.1)

Recommendation: Adopt the above goal and proceed with the discussion. Prepare a discussion document with recommendations to the Executive Committee for consideration at a future session.

**ELECTIONS COMMITTEE
BY ALLEN BOYER**

The Elections Committee has the responsibility of delegate credential sign-in registration, providing election information, overseeing the nominations process, and collecting and tabulating of ballots at the Spring Session of the Academic Senate.

Committee Members

Allen Boyer, Chair
Donna Ferracone
Leslyn Polk

Modesto Jr. College
Crafton Hills College
North Orange County Community College District

The 1996 Election Committee met early in the Fall of 1995 to discuss the implications of the resolutions S951.5.0 and S95.113.0 which call for the Direct Election of Area and Regional Representatives. A number of rough drafts of the Academic Senate rules #4 Election Rules and Procedures were created and edited. The final draft was presented to the Executive Committee for approval at the November Executive Committee meeting and was adopted.

Our next task was to create a set of procedures and timeline for the Elections Chair as to what to do prior to the Election Day. These procedures were developed with considerable input from Leslyn Polk, who had prepared such a document for the 1992 elections. I also met with Bobbi Gallagher our Executive Assistant and coordinated the printing and mailing of all the Election materials. These procedures will be developed further and added to the Duties of the Election Chair and Tellers on Election Day documents (see attached drafts). When these are adopted I will ask that they be incorporated into the Executive Committee Policies of the Academic Senate for California Community Colleges (Revised 5/95) and into the Senate Bylaws, Article IX, Section 4 Election Rules and Procedures

THE ELECTION OF SPRING 1996

The procedures used came from the Senate Bylaws and the aforementioned papers. As far as I know there were no complaints or grievances filed.

Voting Delegate Roster and Sign In

A list of community colleges and districts designating each Delegate as either North or South and their Areas was sent in the first mailing two months prior to the Spring Session.

A Delegate Request Form was sent in the first and a second mailing with a deadline of March 15 which was mailed one month before the Spring Session.

There are presently 108 senates, 7 district senates and 15 Executive Committee members making a total of 130 voting delegates. It was essential to establish the validity of the voting Senator's credentials. The Elections Chair developed a current delegate list from the returned forms and this roster served as the credentials sign-in sheets during the verification of the delegates at the Spring Session. Fifty-eight of the delegates returned their delegate form.

A separate table was established for sign in, signature verification and the bestowing of the Blue Delegate ribbons on the verified delegates. This table was open during the pre-registration hour Wednesday night and every morning for 30 minutes prior to the Session starting hour. The number of delegates who were registered and verified was 104 colleges, districts, and 15 Executive Committee members. Eleven colleges did not register. For a total of 130 possible voting delegates.

The following colleges did not have a registered delegate:

Antelope Valley	Barstow College	Contra Costa College	Cuesta College
Cuyamaca College	College of the Desert	Feather River College	Gavilan College
Las Positas College	L. A. Southwest College	Shasta College	

ELECTION DATA

The number of possible delegates was 130. Eleven delegates did not register. Five registered delegates did not vote in any election.

The number of Delegates who voted in each election:

President	114
Vice President	112
Secretary/Treasurer	106
Area B	32
Area C	26
Region North	48
Region South	53
At Large Representative	103
Run off for At Large	98

The number of North Delegates who voted in Elections 5 and 6: 51 of 57 eligible or 89%.

The number of South Delegates who voted in Elections 5 and 6: 53 of 58 eligible or 91%.

Conclusion: That the location of the election either North or South does not give any voting advantage.

THE ELECTION RESULTS:

President

Number of ballots cast	114
Number of valid ballots	114
Number of votes needed to win	58

Janis Perry	78
Bill Scroggins	36

Vice President

Number of ballots cast	112
Number of valid ballots	111 (one void)
Number of votes needed to win	56

Jean Montenegro	36
Bill Scroggins	75

Secretary

Number of ballots cast	106
Number of valid ballots	105 (one void)
Number of votes needed to win	53

Beverly Shue	99
Other	2
Blanks	4

Treasurer

Number of ballots cast	106
Number of valid ballots	105 (one void)
Number of votes needed to win	53

Jean Montenegro	100
Other	2
Warren Moorehead	1
Blanks	2

Area B		
Number of ballots cast		32
Number of valid ballots		32
Number of votes needed to win		17
Len Price		30
Linda Collins		1
Blank		1
Area C		
Number of ballots cast		26
Number of valid ballots		26
Number of votes needed to win		14
Edith Conn		24
Blank		2
North Rep.		
Number of ballots cast		48
Number of valid ballots		48
Number of votes needed to win		25
Cliff Burns		3
Lin Marelick		29
Richard Rose		16
South Rep.		
Number of ballots cast		53
Number of valid ballots		53
Number of votes needed to win		27
Sally Flotho		19
Ric Matthews		34
At Large Rep.		
Number of ballots cast		103
Number of valid ballots		102 (one void)
Number of votes needed to win		52
Cliff Burns		8
Sally Flotho		50
Richard Rose		44
At Large Rep. (run off)		
Number of ballots cast		98
Number of valid ballots		98
Number of votes needed to win		50
Sally Flotho		46
Richard Rose		52

Acknowledgments:

The Spring 1996 Election ran very smoothly due to a great many experienced helping hands. I want to thank Leslyn Polk for her many hours of work and mentoring during the election process. I also would like to thank Chuck Able, Ricky Kuccheck and Bobbi Gallagher for their enduring assistance. A final thanks to the following faculty who were tellers during the election who did a remarkably fast and accurate job of verifying and counting the ballots: Jacinto Garden, David Hegecock, Marilyn Fry, Jay Thompson, Harriet Eskildsen, Pat Pender, John Pelloni, Chris Sugiyama, Allan McKissick, Ronald Smetzer, Vonna Breeze-Martin and Diana Paque.

Suggested Goals for 1996-97

1. Evaluate election process of Spring '96 and make recommendations to Executive Committee.
2. Review Area and Region Representatives Duties and Responsibilities Paper and merge with Executive Committee Polices Handbook.
3. Review Election Chairs Duties and Responsibilities Paper for inclusion in either the Executive Committee Polices Handbook or in the Senate By-Laws.
4. Review the Head Teller position and outline duties and responsibilities to include in the Election Chairs duties and responsibilities paper.
5. Review Senate By-laws for small need changes as directed by the Executive Committee.

<p style="text-align: center;">FACULTY DEVELOPMENT COMMITTEE BY EDITH CONN</p>

The Faculty Development Committee is responsible for developing papers and processes to promote faculty development. The Committee provides guidance in the areas of faculty development, developing innovations in teaching/learning strategies, and promoting good teaching/learning practices.

Committee Members

Edith Conn, Chair	Ventura College
Toni Forsyth	DeAnza College
Harry Saterfield	Foothill College
Nancy Stetson	College of Marin
Jean Montenegro	Imperial Valley College
Charles Miller	Santa Rosa Junior College
Jo Sumner, 4C/SD Liaison	Sierra College

1995-96 Goals and Objectives

1. Work with FACCC to put on the Vision Conference and to implement the outcomes of the vision conference.

The jointly sponsored FACCC-Senate Vision Conference was held September 8-9, 1995 at DeAnza College. A nine-point vision statement was accepted by those attending the conference. Edith Conn, Toni Forsyth, and Jean Montenegro from the Faculty Development attended the Conference. The Academic Senate at its 1995 Fall Session asked for local senate input in a developing a vision statement. The Senate President asked the Educational Policies Committee and the Faculty Development Committee to work out a way for this input to be obtained. Ed Policies Chair Regina Stanback-Stroud attended the Faculty Development Committee meeting in February and the two committees met jointly in March to plan process for obtaining this input; the project is ongoing.

2. Plan joint FACCC-Senate workshops for 1996-97

At its June meeting the Executive Committee approved the following FACCC/Senate workshops for the coming year: budget, accreditation, affirmative action, librarians, counselors, affirmative action, student success/faculty role, distance learning/educational technology, and vocational education.

3. Work to ensure successful fall and spring sessions

The faculty development committee sponsored several successful breakouts at both sessions, including "excitement for learning" techniques, faculty development for cultural diversity, and local senates and faculty development. The process by which breakouts and the general sessions are evaluated continues to need refinement.

4. Develop procedures for Executive Committee members to attend the Great Teachers Seminar (an executive committee resolution).

The Executive Committee voted that the President only should attend or appoint a designee.

5. Work with coordinators to ensure a successful 1996 leadership institute.

Committee members made several suggestions to Jo Sumner, 4C/SD liaison to the Committee and a co-coordinator of the institute.

6. Develop strategies to implement Resolution 12.1 S95 asking that the Board of Governors approve self-esteem and wellness programs as authorized uses of staff development funds.

The issue is ongoing. The committee discussed this topic with the maker of the motion, Mike McHargue, who attended some of the Faculty Development meetings on his own. The issue was also discussed when Charlie Klein, faculty and staff development specialist from the Chancellor's Office, attended the October 1995 meeting of the committee.

Other Activities

1. Last October Vice Chancellor for Human Resources Jose Peralez attended a meeting of the committee asking for suggestions regarding how faculty development could help colleges promote Student Equity reports and implementation as required by Board of Governors regulations. Committee member Toni Forsyth submitted a proposal to him, based on a model she used in directing the Educational Leadership Colloquia in the late 1980s. Peralez attended the February 1996 meeting of the Executive Committee asking for our support of a Student Equity Colloquium funded by the Chancellor's Office to be held in May. At the February, March, and April meetings of the Faculty Development Committee, members of the Affirmative Action/Cultural Diversity Committee attended to help plan the student equity event, which was held May 10-11, 1996 at the Monterey Beach Hotel. Principal presenters were Jose Peralez and George Hall from the Chancellor's Office and Regina Stanback-Stroud, past president of the Academic Senate. Because there were nearly 40 people wanting to attend for whom there was no space, another Student Equity Colloquium is planned for Sept. 13-14, also in Monterey.
2. The Chancellor's Office helps direct MESA - Mathematics, Engineering and Science Achievement. The Executive Committee was asked to support MESA workshops in March and to help plan and evaluate them. This was given to the Faculty Development Committee to implement by President Janis Perry. Edith Conn attended a planning meeting and Conn and Jean Montenegro attended MESA workshops on March 8 in Sacramento. The workshops highlighted outstanding teaching techniques by a variety of science and math teachers. One of the MESA presenters, Karen Timberlake, a chemistry professor from L.A. Valley College, participated with Nancy Stetson in a Senate spring session breakout sponsored by the Faculty Development Committee on "active learning strategies: practical approaches."

Proposed Goals for 1996-97

1. Work with FACCC to plan and implement the following Senate/FACCC workshops: Accreditation, Affirmative Action, Budget, Counseling Faculty, Distance Learning/Educational Technology, Library Faculty, Student Success/Faculty Role, and Vocational Education.
2. Work with the coordinators of the Senate Summer Leadership Institute to help plan a successful event.
3. Work with groups like MESA when directed by the Executive Committee and/or President to help promote faculty development for California Community Colleges.
4. Continue liaison with AA/CD Committee in such projects as future Student Equity/Student Success workshops and in implementing Resolution 3.5 S95 asking for "community College leadership programs for under represented faculty."
5. Plan and carry out informative breakouts at the fall and spring sessions. (Suggestion: Many questions have been directed to the chair during the past year regarding distribution of faculty development funds, the faculty/staff development advisory committee, local senate's relationship with faculty development and flex activities, etc. A breakout on this topic would probably be very helpful for local senates.)
6. Continue and strengthen the Committee's liaison with 4C/SD (statewide faculty development organization) and with FACCC's faculty development committee.
7. Work with the Executive Committee and President to develop a strategy for selecting a coordinator for the Summer Institute for Faculty leadership.
8. Continue liaison with Ed Policies to develop a survey for local senate input to a community college vision statement as directed by Resolution 1.2 F95.
9. Work with Executive Committee and fall and spring session planning committees to develop breakout and overall session evaluation forms that will provide effective feedback from participants in order to help shape future sessions, for both breakout planning and general meetings.

**LEGISLATIVE COMMITTEE
BY LEE HAGGERTY**

The Legislative Committee has the responsibility of analyzing bills proposed by the state and federal legislatures and making recommendations to the President of the Academic Senate and the Executive Committee. The Committee also interacts with the legislators and their aides as resource experts related to Academic and Professional Matters within the state's 107 community colleges. The purpose of the Legislative Committee is to influence the decision-making process through educating those who make laws affecting community colleges.

Committee Members

Lee Haggerty, Chair	Saddleback College
Salavador Aceves	Napa Valley College
Donna Babao	Yuba College
Barbara Davis-Lyman	Sacramento City College
Marie McCarthy	College of Marin
John Suter	American River College
Ellie Yaponidich	Sacramento City College

1995-96 Goals and Objectives

1. Analyze bills and recommendation to the President and the Executive Committee.
2. Formalize contact with the legislators and decision-makers in Sacramento on behalf of the Academic Senate.
3. Attended and participate in hearings and meetings, where necessary.
4. Develop Senate Legislative Report.
5. Increase legislative information to the field.

Activities

The Legislative Committee identified and analyzed 89 bills that were presented during this session of the California Legislature that affected community colleges. These bills cover numerous areas, including those of Affirmative Action, Work-Force Preparation, Student Fees, Charter Colleges, Immigration, Taxes, Remediation and Technology. Some of the bills were also two-year bills which survived until this session. Because the Academic Senate is a state-funded organization, the efforts involved in influencing the legislative process is by way of educating and informing.

Committee member Donna Babao was involved in a serious automobile accident, John Suter retired from teaching, and Marie McCarthy is leaving the Executive Committee.

Those members who volunteered and worked on the Legislative Committee were very informed about political issues, actively involved and contributed to making sure that the Senate information was timely.

**PUBLICATIONS COMMITTEE
BY WINSTON BUTLER**

The Publications Committee is responsible for the development of the publications budget, soliciting and reviewing contributions for THE ROSTRUM and THE FORUM, reviewing and approving the layout designs for the publications, and reviewing the publication policies to reflect current needs.

Committee Members

Winston Butler, Chair	Los Angeles Community College District
Alma Aguilar	Southwest College
Gloria Bohanon	Los Angeles City College
Lee Haggerty	Saddleback College
Jean Montenegro	Imperial Valley College
Wanda Wong	West Valley College

1995-96 Goals and Objectives

1. Solicit a broadly balanced range of creative and informative submissions from any person teaching in the California Community Colleges.

Calls for submissions for the *ROSTRUM* and the *FORUM* were distributed to all local senate presidents, art department chairs or deans, and English and humanities chairs or deans. Artwork, poetry and essays were received by faculty from colleges across the state. Senate presidents were encouraged to share the call for submissions with the entire faculty.

2. Distribute three *ROSTRUMS* during 95-96; and one *FORUM* by the beginning of September 1996.

Articles from members of the ASCCC Executive Committee were submitted for four editions of the *ROSTRUM* to meet the requirement established in the revised Publication Policy. All submissions for the *FORUM* have been reviewed by the committee and selections for publication are being prepared for a September '96 distribution to all community college faculty.

3. Ensure that the content of the publications of the Academic Senate for California Community Colleges is representative of the diverse nature of the community colleges taking into consideration the geography and the cultural and ethnic nature of the state and discipline.

The materials selected represent the diverse nature of the state and come from all areas of the state.

4. Establish a process and timeline for producing the *ROSTRUM* and *FORUM*.

Time lines for the development of both publications were developed within the first three months of the fall semester. The change in the Publication Policy made it necessary to coordinate each publication of the *ROSTRUM* with the president. The *FORUM* timeline for distribution is scheduled for an early September 1996 date.

5. Encourage a broader range of visual and industrial arts including set rendering, architectural design, computer aided design, landscape, and fashion for the *FORUM*.

The committee has encouraged a wide range of submissions for the *FORUM*. The majority of material submitted include art, photography, poetry, and short stories. There is a small number of submissions of set rendering and costume design. Architectural design, computer aided design, and fashion received no submissions.

6. Solicit update on system wide issues from Executive members to be included in the *ROSTRUM*.

As part of the revised Publication Policy the Executive committee supplied the majority of articles for the *Rostrum* focusing on updates on system wide issues.

7. Solicit advertising to subsidize the production of the *FORUM* through a commission-only advertising representative.

The committee has sought contributions from various vendors who have had displays and made presentations at both the Fall and Spring sessions. However, to date, there is no subsidized support for advertisement for the *FORUM*.

8. Establish a policy for return of submissions to suppliers.

Submissions will be returned to the suppliers upon completion of *ROSTRUM* layout and final printing scheduled for early September 1996.

9. Review Publication policy.

The Publication Policy was review and revised. A copy of the revised Policy can be obtained through the Senate office.

Proposed Goals for 1996-97

1. Solicit a broadly balanced range of creative and informative input from any person teaching in the California Community Colleges.
2. Distribute four *ROSTRUMS* during the 96-96 school year, devoting two issues to the Fall and Spring Sessions and one *FORUM* by the beginning of September 1997.
3. Ensure that the content of the publications of the Academic Senate for California Community Colleges is representative of the diverse nature of the community colleges taking into consideration the geography and the cultural and ethnic nature of the state.
4. Establish a process and timeline for producing the *ROSTRUM*.
5. Encourage a broader range of visual and industrial arts including set rendering, architectural design, computer-aided design, landscape, and fashion.
6. Encourage the publication of research results for studies conducted by community college faculty from a wide variety of disciplines.
7. Improve the quality of the submissions.
8. Solicit advertisement early in the year to insure that adequate notification is given to contributors to participate.

RELATIONS WITH LOCAL SENATES COMMITTEE BY BILL SCROGGINS

The Relations With Local Senates Committee serves as a resource to local senates by assisting them with local concerns as it relates to the strengthened role of Academic Senates. The committee also works to enhance communication between local senates and the statewide Academic Senate through the Geocluster Network.

Committee Members (by Geocluster Area)

Bill Scroggins, Chair	Chabot College
Chuck Abel, Area 1	College of the Siskiyous
Ric Machuga, Area 2	Butte College
Richard Rose, Area 3	Santa Rosa Junior College
Linda Barde, Area 4	Chabot College
Patricia Deamer, Area 5	Skyline College
Lin Marelick, Area 6	Mission College
Patricia Harrelson, Area 7	Columbia College
Kate Pluta, Area 8	Bakersfield College
Steve Pollock, Area 9	Moorpark College
Sue Lawrence, Area 10	Riverside Community College
Linda Webster, Area 11	Santa Monica College
Terri Smith, Area 11	Mt. San Antonio College
Marsha Elliott, Area 12	North Orange County CCD
Dave Baird/Dan Crump, Area 13	Mt. San Jacinto College
Diane Glow, Area 14	San Diego Miramar College

1995-96 Goals and Objectives

1. Finish the work on the two documents, "Effective Senate/Union Relations," and "Increasing Faculty Involvement in Local Senates."
2. Continue to provide updated "Nuts and Bolts of an Effective Senate" presentations which include support of the shared governance process, inclusion of part time faculty, faculty participation on accreditation teams, an overview of the Brown Act, and direction on implementing a local resolution process. (1.10 S95, 19.2 F94, 5.1 F94)
3. Work with the Technology Committee to ensure that all local senate presidents are registered for and using InfoNet. (1.3 S95)
4. Create a local senates activities/information section in the Rostrum and on InfoNet Senate Alert!. (1.3 S95, 1.6 F94)
5. Continue to maintain and update Local Senates profile form and spread sheet including the status of collegial consultation agreements. Hold a breakout at the Fall 1995 Session on writing/rewriting collegial consultation agreements. (1.11 S95, 19.2 F94)
6. Continue to provide training regarding session delegate roles and responsibilities. (1.1 S95)
7. Continue to support local senates through the geocluster leaders. Strengthen and refine the role of the executive committee members assigned to geoclusters, including direct campus visits. (1.16 S95)

Activities

1. The committee finalized the paper "Effective Senate/Union Relations" based on input obtained from the many participants in a fall session breakout on the topic. The paper was approved by the spring session. The paper "Increasing Faculty Involvement in Local Senates" will be added to the Nuts & Bolts of Local Senates resource document rather than advanced as a separate paper.

2. The committee presented Nuts & Bolts of Local Senates breakouts at both the fall and spring sessions. An update of the resource document is underway. Other breakouts emphasized various local senate issues: the shared governance process, inclusion of part time faculty, faculty participation on accreditation teams, the Brown Act, effective budget and planning processes and implementing a local resolution process. (These were based on previous session resolutions 1.10 S95, 19.2 F94, and 5.1 F94.) The chair also made 15 presentations to local senates on these issues.
3. The committee, working with the Technology Committee, continued to support InfoNet access for all senate presidents. Names of Technology Committee members were circulated through the geocluster network for their technical support to local senate presidents. A survey of access was performed and the results circulated.
4. Information on state and local senate activities was widely circulated, both through the geocluster network and publications. Information on local senate activities was published in the *ROSTRUM* and was posted on the senate's web site. Summaries of committee meetings were provided to the Technology Committee chair for posting on InfoNet.
5. The committee continued to update the Local Senates Profiles document and performed a Turn Around Survey at the spring session. Although the status of collegial consultation agreements was not updated as planned, an effective breakout was held at fall session on writing and rewriting collegial consultation agreements (as instructed by resolutions 1.11 S95 and 19.2 F94).
6. The committee continued to hold training sessions for new delegates on their roles and responsibilities at both spring and fall sessions (per resolution 1.1 S95).
7. The committee continued to operate the geocluster network, providing a conduit for information between the state and local senates. Each geocluster met three times: before fall session, in late January or early February, and again before spring session. The role of Executive Committee members in the geocluster meetings were evaluated and redefined as stated in resolution 1.6 F95.

Proposed Goals for 1996-97

1. Continue to provide session breakouts and technical assistance on local senate issues including shared governance (19.2 F94), part-time faculty role in local senates (17.2 F95), local senate role in part-time hiring (19.8 S96), accreditation (2.9 S96), role of delegates (1.1 S95), faculty equity (19.2 S96), program review (1.4 S96), and staff diversity (12.4 S96).
2. Continue to support local senates through the geocluster network (9.2 S92).
3. Continue to publicize successful local senate activities in senate publications, at plenary sessions, electronically, and through the geocluster network (1.3 S95, 1.6 F94).
4. Continue the update and revision of the Nuts & Bolts of Local Senates resource document.
5. Write a document that identifies duties and responsibilities of local senate presidents (17.1 F95).
6. Work with the Student Senate to develop a plan for local senates to mentor and train students on their role in governance, support students voting on college committees, and develop a leadership training program for student leaders (20.5 F95)
7. Provide assistance to local senates in obtaining the information necessary to accurately determine the 75/25 ratio and full-time hiring obligation (13.9 S95).
8. Explore the possibility of a position paper on shared governance.
9. Use e-mail for communication among committee members (1.7 F95).

**RESOLUTIONS COMMITTEE
BY EDITH CONN**

The goal of the Resolutions Committee is to provide accurate and timely documents of the resolutions that eventually are adopted at the Senate Sessions. The process begins with Senate Committees that submit resolutions to the Executive Committee, which in turn adopts resolutions for submission to Area meetings where more resolutions may be written. A resolution document is in the packet at the Session and additional resolutions are developed there and printed at the Session. A final document for Plenary Session deliberation is prepared including resolutions and amendments.

Committee Members

Edith Conn, Chair	Ventura College
Lynda Corbin	San Diego Mesa College
Donna Ferracone	Crafton Hills College
Riki Kuccheck	Orange Coast College
Jo Sumner	Sierra College
Evelyn "Sam" Weiss	Golden West College

The Resolutions Committee works during the Session to review and edit the resolutions before overnight printing on the first and second days of the Session. The Committee also meets with the President to go over possible areas of concern, such as very similar resolutions, or complicated substitute resolutions and amendments. The Committee contacts makers of resolutions when there are questions about meaning or wording.

Members of the Resolutions Committee work during the Plenary Sessions on Saturday to record the action of the body. The Committee also indicates the disposition of resolutions such as to the Board of Governors, Chancellor's Office, the Legislature, Board of Trustees, etc. These dispositions are printed in the final document.

After the Plenary Session ends, a final reading of the resolutions occurs with additional changes entered into the computer. In the weeks after the Session the chair works with Executive Assistant Bobbi Gallagher to make final editing and format changes and corrections before publication.

At the 1995 Fall Session the Resolutions Committee handled more than 80 resolutions, and at the 1996 Spring Session the committee handled more than 100 resolutions.

The 1995-96 year was the first year using a new procedure requiring that new resolutions be written only on the first day of the Session. Also developed was an "urgency" procedure so that second day resolutions under certain circumstances could come before the Plenary Session; otherwise they would be postponed until the next Session.

The Resolutions are developed using a special computer program created by Riki Kuccheck with the assistance of Jo Sumner. Lois Thelan, a part-time instructor at Sierra College, provided clerical assistance at both Sessions. Barbara Perez of El Camino College also provided the committee with technical support.

**STANDARDS & PRACTICES COMMITTEE
BY SALLY FLOTHO**

This committee has continuing responsibilities for several awards, serves as a screening committee for Board of Governors nominations, and the Chair serves on technical assistance committees relating to governance issues. A major responsibility is to be responsible for the Disciplines Review process. The committee serves as an internal resource to the Executive Committee and performs a variety of tasks as directed by the President and the Executive Committee.

Committee Members

Sally Flotho, Chair	Golden West College
Allen Boyer	Modesto Junior College
Kristan Clark	San Diego Mesa College
Gary Morgan	Oxnard College
Barbara Perez	El Camino College
Ramon Rodriguez	Ventura College
Mark Snowwhite	Crafton Hills College

1995-96 Goals and Objectives

1. Minimum Qualifications (Disciplines List) Review

The committee did an excellent job of sending out information, responding to inquiries, conducting the hearings at three sites and preparing the final list of recommendations that the delegates voted on at the Spring 1996 Session. In addition, the committee made recommendations to the Executive Committee for a review to be conducted during the Fall 1996 semester of the minimum qualifications process.

2. Senate Bylaws & Rules

The committee worked with the Elections Committee to develop a process for the election of Area Representatives and for North and South Representatives. The Bylaws were revised to include the statement that the President confers with committee chairs when making assignments. Recommendations were made to give specific responsibilities to Executive Committee members who are not officers.

3. Accreditation

The paper, "Faculty Role in Accreditation" was adopted at the Spring 1996 Session. The committee held a breakout at both the Fall '95 and Spring '96 Sessions to discuss general concerns about accreditation as well as the paper. In consultation with the chair of the Faculty Development committee, it was decided that the training for faculty to serve on either self-study committees or visiting teams would be developed by the Faculty Development Committee.

4. 75/25 Ratio

The committee determined that the survey developed in 1994-95 was well done, but the data is difficult to find in multi-campus or multi-college districts. The recommendation was made that the Local Senates discuss this issue and publicize successful techniques for finding the information.

5. Awards & Nominations

The committee screened the BOARD OF GOVERNORS faculty nominations and forwarded to the Executive Committee for interviews. The committee made several recommendations about the Exemplary Awards including holding funds in a separate account at the Foundation.

Proposed Goals for 1996-97

1. Edit the paper on responsibilities of Executive Committee members and send to the Executive Committee. It is recommended that the final version be submitted to the delegates at a session for adoption.
2. Update the paper on equivalency after the Fall Session.
3. Develop a proposal for a constitution for the Academic Senate for California Community Colleges.
4. Formulate suggestions and forward to the ad hoc committee that will evaluate the Disciplines List process.

**TECHNOLOGY COMMITTEE
BY RIC MATTHEWS**

The Technology Committee has the responsibility of considering issues surrounding existing and emerging technologies and implications for teaching and learning. It has additional responsibilities for making recommendations to the Executive Committee on such technologies and implications for the Academic Senate in fulfilling its communication and representative responsibilities.

Committee Members

Ric Matthews, Chair	San Diego Miramar College
Allan Boyer	Modesto Jr. College
Dave Diaz	Cuesta College
Scott Henderson	Cerritos College
Ann Holliday	Coastline Community College
Dave Megill	MiraCosta College

1995-96 Goals and Objectives

1. Ensure that local senate presidents have access to a statewide electronic information exchange. (Spring 1995)

We have conducted workshops on accessing the Internet and Infonet at the Leadership Institute, and at Fall and Spring Sessions.

We have answered inquiries for various colleges on a request for technical assistance.

2. Recommend to Executive Committee what electronic information system might best serve the State Academic Senate to facilitate information exchange.

The Technology Committee has recommended moving away from the Infonet BBS system to a World Wide Web home page. A prototype page was created under the supervision of Dave Megill and the MiraCosta Honor Society. Committee chairs were encouraged to send material for posting.

The Technology Committee is in the process of designing a protocol where material can be approved for posting on the official web site.

The Web site is currently hosted by MiraCosta College at <http://www2.miracosta.cc.ca.us/asccc/asccc.html>.

The committee has proposed the establishment of the Web site as the "official" place for information.

3. Electronically post the minutes of the Executive Board and its committees in an accessible place. (Spring 1995)

Committee chairs have repeatedly been asked to forward their minutes in an electronic form or via E-mail for posting. Minutes have been posted on Infonet and the Web page when received; however, more executive members need to be encouraged to keep this going.

4. Become involved in the progress of distance learning as a delivery tool. (Fall 93: 8.1-8.7; Fall 94: 11.1-11.5; Spring 94: 10.1-10.9)

The Technology Committee has offered technology breakouts at both the Fall and Spring Sessions which addressed issues of distance learning and examples of successful programs.

Technology Rooms where in place at both Fall and Spring Session where interactive video conferencing was demonstrated through the generosity of the PacTel Education First (Carole Roberts), Apple Computer Desk Top Video Conferencing (Suzanne Luck), Internet Demonstrations with Earthlink and NetCom (Rick Launey) Internet Services Providers.

Committee members are involved in various statewide groups dealing with distance education: Chancellor's Office Distance Education Task Force, Strategic Telecommunication Master Plan, Consortium for Distance Learning, Faculty Open Learning Association, National Center for the Development of Education - Work Group on Technology and Industry Relations.

5. Assist faculty in getting access to current technologies through vendor shows and combined purchasing power.

Both the Fall and Spring Plenary Sessions had various vendors present to discuss technology with the faculty. The committee is investigating purchasing options that would allow the faculty to purchase computer equipment and software to have access to technology.

The Committee has met with a pilot group of vendors to begin the group buying power discussions, central to this group is the State Computer Store (Department of General Services - Information Technology and Education Center).

6. Assist local senates in exchanging information electronically

In progress.

7. Preservation of an oral history of the senate

In planning stage.

8. Resolution Assignments

Spring 1995

1.3 - Communications with Local Senates: The technology committee has created a Web Page, which will become more important as Infonet undergoes a restructuring. This is designed to be a source of information for local senates, we are also attempting to create a senate alert section and an area for FAQ and Chatrooms.

Fall 1995

9.5.0 - Requests a breakout session to discuss the implications of innovations such as collaborative learning, team teaching, computer-aided instruction, and distance education for workload measures and professional standards, and further consider preparing a working paper on the topic for a future session. We held two breakouts on distance education issues at the spring. The remainder of the resolution is in progress.

Spring 1996

1.3.0 - Request to investigate the use of teleconferencing, videotaping and other technology assistance for delivery of curriculum breakout sessions and any other activities designed to assist in gathering local senate input. The Technology Committee will make this a goal for 1996-97 and work closely with the Curriculum Committee.

**VOCATIONAL EDUCATION COMMITTEE
BY LEN PRICE**

The Vocational Educational Committee provides a forum for discussion of current vocational education issues, develops consensus on those issues and recommends policy and positions to the Executive Committee and the General session.

Committee Members

Len Price, Chair	Los Medanos College
Lina Chen	LA Trade-Tech College
Donna Ferracone	Crafton Hills College
Lupita Montoya-Tannatt	Santa Monica College
Lisa Raufman	Moorpark College
Freddie Richards	San Diego City College
Evelyn "Sam" Weiss	Golden West College

1995-96 Goals and Objectives

1. Provide representation to CCCAOE, ED>Net Executive Committee and Contract Education Committee with reports to the Vocational Educational Committee.
2. Continue to communicate regularly with the Board of Governors Economic Development & Vocational Education Committee to identify and share concerns of vocation education faculty.
3. Evaluate the effectiveness of the new structure of the vocational education committee.
4. Develop a position paper on the need for local Vocational Education Committees and senate involvement in the activities of those committees. (SP 95, 21.2)
5. Promote legislation through the Academic Senate to allow faculty interns in vocational education. (F 93, 17.4)
6. Provide input and responses to state and federal initiative affecting workforce development/vocational education. (F 94, 21.7, 21.8, 21.10, 21.12, 21.13)
7. Regional Consortia (F 94, 21.1):
 - A. Obtain faculty appointments by the Academic Senate for each Regional Consortium Steering Committee.
 - B. Encourage local faculty to attend Regional Consortium activities and report back to the local Vocational Education Committee.
 - C. Cooperate with the Chief Instructional Officers to conduct an evaluation of the regional consortia/host college system during the 1995-96 academic year.
 - D. Participate in training sessions for VATEA grant readers.
8. Provide a vocational education newsletter, a minimum of twice a year, to promote communication with local faculty. (SP 95, 21.1)
9. Establish a method of communication with all faculty, appointment by the Academic Senate, representing vocational education on any statewide committee. (SP 95, 21.1)

10. Work with the Curriculum Committee to develop "Standards of Good Practice for New Program Development" and on any other vocational education curriculum issue.

The Vocational Education Committee met eight times over the 1995-96 academic year. This year the committee has devoted a great deal of its time to workforce development issues facing community colleges. An article in the March '96 *ROSTRUM* on workforce development reform outlined the issues at stake and what action faculty needs to take to be proactive. At the Fall '95 session we presented a breakout of AB 445, the performance based accountability bill also known as the report card report. At one of the Spring Session breakouts we focused on current issues in workforce preparation.

The Vocational Education Committee put on two statewide Voc Ed Faculty Leadership Seminars funded by the Regional Consortia. A total of 123 participants attended the seminars held in San Diego and San Francisco in March 1996. The seminars focused on faculty taking leadership roles in workforce education reform. A presentation was made on CAVIX California Academic and Vocational Information Exchange, which is a computer-to-computer information system for California educators. Seminar participants were signed up at a cost of \$5 per month.

AB 446 was passed in late 1995 authorizing faculty interns in vocational education. The committee drafted language on vocational faculty interns that went to the Board of Governors to be adopted in July. Through the seminars put on over the last two years we have developed a list of the over 220 voc ed faculty contacts. The senate has used these contacts to serve as grant readers and serve on state committees. We are currently working on a position paper on partnerships resolution 21.3 FA 95 and on Vocational Education Committees 21.2 SP 95.

ADVISORY COMMITTEES

1995-1996 ANNUAL REPORTS

**CHANCELLOR'S OFFICE BASIC SKILLS ADVISORY COMMITTEE
BY EDITH CONN**

The Chancellor's Office Basic Skills Advisory Committee met three times during 1995-96: October 10, 1995 and January 30, 1996 in Sacramento and March 26, 1996 in San Jose. The March meeting preceded a presentation by members of the committee at the Chancellor's Mega Conference on March 27 at the San Jose Red Lion Hotel. Among the Senate appointees to the committee were Jean Montenegro, Imperial Valley, Senate Treasurer; Leslyn Polk, North Orange County Community College District, former Senate Secretary; and Edith Conn, Ventura College, member of the Senate Executive Committee.

One of the central issues discussed by the committee at its October meeting was the CSU proposal regarding remediation. Senate Past President Regina Stanback-Stroud (current chair of the Senate's Educational Policies Committee) gave a presentation pointing out the Senate's concerns about the proposed policy. Committee members expressed their opposition to the CSU proposal for many reasons, including the concern that it would limit access to a CSU education, by students who were, in fact, eligible for admission.

Edith Conn attended an October 27, 1995 public hearing by the CSU trustees on the remediation proposal at the Sacramento Hilton Hotel. Although Conn did not present testimony to the entire panel, she had the opportunity to discuss the Senate's opposition with one of the trustees after the hearing. She also distributed copies of testimony by Stanback-Stroud given at another hearing. In the two hours of testimony at the Sacramento hearing, no one (except trustees) spoke in favor of the proposal.

At the January meeting it was reported that CSU trustees had earlier in the month modified the remediation proposal so that it was more acceptable to community colleges and others.

Other items at the January Basic Skills meeting included discussion of plans for a presentation at the Mega Conference and a report by Jose Michel from the Chancellor's Office on the work of the CO Committee on the California Immigrant Workforce Preparation Act. The Act requires the issuance of basic skills proficiency certificates. Norma Morris (CO) updated the Basic Skills Committee on course outlines for noncredit classes to be used in the curriculum handbook. There was also a discussion of how the remedial unit limit is being reported and implemented. In March in San Jose the committee reviewed preparation for the next day's Mega Conference breakout, continued its discussion of remedial unit limit research, and basic skills proficiency certificates. The Committee also heard a report by Vice Chancellor Rita Cepeda on our work regarding CSU/Intersegmental precollegiate instruction initiatives. Presenters included the Basic Skills Advisory Committee Chair, Gene Hudson, Chancellor's Office specialist in Academic Planning and Development; Don Forth, Associate Dean of Instruction at West Hills College; and Senate representatives Leslyn Polk (noncredit) and Edith Conn.

**CAPITAL OUTLAY HANDBOOK COMMITTEE
BY RIC MATTHEWS**

Senate Representatives

Ric Matthews

Deborah Sweitzer

San Diego Miramar College

Santa Rosa Jr. College

This is a group convened to review and rewrite the directions regarding application for and the granting of resources to support community college construction. This group is chaired by James Kossler, President of Pasadena City College, and has representatives from the CSSO's, CEO's, CBO's, CIO's, Academic Senate, Facilities Planners and Architects, as well as members of the Chancellor's Office staff. There have been two meetings (Feb. 23 and April 22), as well as a system workshop on March 29 in Sacramento, concerning input regarding the draft document and the implementation.

Since the second chapter of the document deals with Master Planning, the question was raised by the Senate representatives as to whether Educational Master Planning should be a subcommittee of a Facilities group or the other way around. A breakout session was held at the Spring Plenary Session with discussion and dialogue regarding the need for faculty to have a key role in educational master planning and that facilities planning would be an outcome from that process. A resolution was passed during the Spring Session (13.5.0) requesting that the Executive Committee encourage local senates to accept their legal responsibilities in developing and monitoring their college's educational master plans, that the Executive Committee provide local senates with a model for developing an educational plan, and encourage local senates to verify that the recommendations for their college's facilities and technology development be directed by their college's educational plan.

**CURRICULUM ADVISORY COMMITTEE
BY LUZ GOMEZ ARGYRIOU**

The Curriculum Advisory Committee meets under the auspices of the Chancellor's Office and it's chaired by the Chancellor's Office staff. Its membership is comprised of Chancellor's Office staff, representatives from the CIOs, Academic Senate appointed faculty and a student representative. There were three meetings during the 1995-96 year. The main topics discussed were:

1. Participation in the Regional Curriculum Colloquia.
- 2.. Relationship of the Chancellor's Office to the Colloquia.
3. Delegation of curricular authority to colleges and renovation of this delegation by attending the colloquia.
4. Role of the administrators in the curriculum process.
5. Drafting of questions and answers on needed topics.
6. Structure, charge, usefulness and future of the committee.

**MATRICULATION ADVISORY COMMITTEE
BY BILL SCROGGINS**

The Matriculation Advisory Committee makes recommendations to the Chancellor regarding matriculation components: admission, orientation, counseling, assessment, follow-up, research, training, and prerequisites. The committee provides communication through ten regional representatives of matriculation coordinators.

Committee Members

Irene Malmgren	Rancho Santiago College
Luz Argyriou	Napa Valley College
Bill Scroggins	Chabot College

1995-96 Goals and Objectives (Plenary Session resolutions)

- 18.1 S96 Therefore be it resolved that the Academic Senate for California Community Colleges request of the Chancellor's Office that assessment instruments in areas other than English, English-as-a-Second-Language, and mathematics be approved for system use upon presentation of local validation results by five or more colleges, such local validation to follow that specified in the *Standards, Policies and Procedures Handbook* (revised, April 1995).
- 9.9 F95 Therefore be it resolved that the Academic Senate for California Community Colleges review the Prerequisite Model Policy and bring forth a recommendation on any modifications necessary.
- 18.1 F95 Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor to place faculty on the matriculation site visit teams as appointed by the Academic Senate after collaboration with the Chancellor's Office staff on the necessary expertise, and
Be it further resolved that the Academic Senate for California Community Colleges reaffirm Resolution 11.2 F92 which urges that the Academic Senate appoint the faculty to the matriculation site visit teams, and
Be it finally resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to work collaboratively with the Academic Senate and respect the right of the Academic Senate to appoint faculty to committees.
- 18.2 F95 Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor to reinstate the inclusion of the review of the prerequisite process in the matriculation site visits, and
Be it further resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to seek from the Academic Senate faculty appointees with the appropriate expertise, and
Be it finally resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to consult with the Academic Senate before making further unilateral decisions related to the accountability mechanism for the matriculation site visits.
- 14.1 F93 Therefore be it resolved that the Academic Senate for California Community Colleges recommend to the Chancellor that mandatory site visits continue to be a required part of the implementation plan for matriculation services.
- 13.1 S93 Be it resolved that the Academic Senate for California Community Colleges endorse the changes in title 5 proposed by the Chancellor's Office Task Force to Review Matriculation Regulations which are contained in the document "Regulations on Prerequisites, Corequisites, Advisories on Recommended Preparation and Other Limitations on Enrollment" (3/8/93) and endorse "The Model District Policy" recommended by the Task Force, and
Be it further resolved that the Academic Senate for California Community Colleges work with the Chancellor's Office to conduct workshops to assist local faculty in implementing these two documents.

Activities

1. The Matriculation Advisory Committee agreed that tests in subjects other than English, ESL, and math should be reviewed and approved. The mechanism for bringing this about was referred to the Assessment Subcommittee.
2. The Matriculation Advisory Committee recommended, and the Chancellor's Office agreed, to reinstate prerequisite reviews as part of the matriculation site visit process beginning in the fall of 1996.
3. The Matriculation Advisory Committee recommended, and the Chancellor's Office agreed, to add a faculty member to each site visit team, selected by the Academic Senate in consultation with Chancellor's Office staff, with the primary responsibility for prerequisites. The senate will participate in the selection and training of all team members and will provide separate training to faculty team members in the area of prerequisites. This process has begun this spring for training to take place in August for those to be serving on teams next year.
4. The 1996-97 academic year will complete the first round of site visits of all 106 colleges. The process will be under review during the coming year.
5. In collaboration with the Curriculum Committee several breakouts, campus visits, and individual problem solving activities on prerequisites occurred during the 1995-96 year. A draft of a Question and Answer document on prerequisites is under consideration for possible distribution in the fall of 1996.

Proposed Goals for 1996-97

1. Academic Senate representatives should continue active involvement in the matriculation site visit process, particularly the selection and training of faculty and the implementation of prerequisites.
2. Academic Senate representatives should continue to support a strong matriculation site visit process and participate actively in the evaluation of the site review process.
3. In collaboration with the Curriculum Committee, MAC representatives should continue to provide technical assistance in the area of prerequisites.

**STRATEGIC TELECOMMUNICATIONS MASTER PLAN COMMITTEE
BY RIC MATTHEWS**

Senate Representatives

Scott Henderson	Cerritos College
Ric Matthews	San Diego Miramar College
Dave Megill	MiraCosta College
Carole Roberts	City College of San Francisco

The Chancellor's Office, working through a grant from the U.S. Department of Commerce Public Telecommunications Facilities Program, pushed into high gear to finish designing a plan for a statewide telecommunication network. A meeting was called in May 1995 to discuss the goals of the grant and to form seven work groups. A workshop was held October 4, 1995 in Irvine, explaining the scope of the project and the tasks of the workgroups. Breakouts addressing the needs of the systems were held and a word-for-word transcript was provided by the South Coast College of Court Reporting. A consultant group then took these recommendations and led a writing team through a designing exercise over the next two days. From that information gathering meeting, the consultant group then went off to design a response and proposal. From all this work and many discussions with various constituent groups, the following plan has emerged:

1. A request for a bcp for \$10 million to create an infrastructure
2. Infrastructure would be to link and expand the existing CSUNet

The design is to have 10 regional hubs of CSU's or CCC's for routing, to have at a minimum a T1 line delivered to every campus and site within the system.

3. RFPs for Application and Technical Pilots will be issued to have:

A. Instructional Pilots

Statewide Delivery of Distance Education
On Line Multi-Media Curriculum Development Resource Center
Faculty Access to Computers
On Line Tutorial Support

B. Student Services

On Line Counseling and Advisement
Electronic Transcript Exchange

C. Administrative Services

Universal Internet Access
College Telecommunication Plans

D. Technical Standards

Selection of the five California Community College node sites
Selection of eight video conferencing sites

LIAISON COMMITTEES

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**CALIFORNIA GREAT TEACHERS SEMINAR
BY EDITH CONN**

The seventeenth annual California Great Teachers Seminar (CGTS) was held July 30-August 4, 1995 at La Casa de Maria, a retreat center in Monecito, near Santa Barbara. The seminar was coordinated by the Community College League of California (CCLC) and co-sponsored by the Academic Senate for California Community Colleges.

David Gottshall, a humanities and language teacher at the College of Dupage in Illinois, was the director of the seminar. Professor Gottshall is the founder of the Great Teachers movement which has spread throughout the United States and Canada. In California many "sons and daughters" of the Great Teachers type of seminar have been developed, including the first Senate Leadership Institute which was directed by Gottshall and held in Monterey. At the 1995 CGTS Seminar, Gottshall announced he was retiring from the College of DuPage, but would continue directing Great Teachers Seminars in many parts of the United States (including West Virginia and Hawaii) as well as several in Canada.

Gottshall was assisted by Janice Boatright, a CCLC staff member who acted as coordinator, and several faculty from California community colleges: Edith Conn of Ventura College; Rick Donohoe of Napa College; Toni Forsyth of DeAnza College; Paulette Freedenberg of Ventura College; Lee Haggerty of Saddleback College; Dave Nakaji of Los Medanos College; and Mireille Taar of Fullerton College.

Sixty faculty participated in the seminar, representing a wide variety of disciplines, including full- and part-time faculty, and ranging from those who were newly hired to those with more than 30 years of teaching experience.

During the six-day seminar, participants shared teaching and program innovations and helped each other solve instructional and program problems. Participants demonstrated "not-astounding" teaching devices and explored educational topics developed from an agenda of interest areas developed at the seminar, including such topics as diversity, grading, retention, and reducing student anxiety. Other seminar activities involved the opportunity to do microteaching, participate in outdoor "sorting" events, and a chance to do small group demonstrations defining the great teachers.

**CALIFORNIA EDUCATION ROUND TABLE
INTERSEGMENTAL COORDINATING COMMITTEE
SUBCOMMITTEE ON OUTREACH, ADMISSIONS AND TRANSFER
BY EDITH CONN**

The subcommittee met on October 23, 1995, on January 12, 1996, and on May 17, 1996 at the University of California's president's office in Oakland. The subcommittee was also invited to attend a symposium on teacher preparation issues in March in Sacramento. About forty people attended representing all segments, including K-12, as well as several professors of education in the CSU system. The issues reviewed by the subcommittee during the year include: common course numbering; a proposed CPEC paper on transfer issues; a Round Table initiative on bringing additional community and professional resources into the teaching and learning process; and the work of special projects such as AVID and Puente.

**COMMUNITY COLLEGE ASSOCIATION OF OCCUPATIONAL EDUCATORS LIAISON
BY LEN PRICE**

As Academic Senate Representative to the California Community College Association for Occupational Education, I attended their three board meetings during 1995-96. The elected board is made up of President, Past President, President Elect, Treasurer, Secretary and seven Regional Vice-Presidents. Committee chairs and representatives from other organizations sit on the board.

At the Fall 1995 Conference the theme was "Mobilizing for the Future #1" and at the Spring 1996 Conference it was "Mobilizing for the Future #2." The Senate Vocational Education Committee presented breakouts at the conferences on Model Partnership - Sharing the Resources; Campus Vocational Education Committees; and Spotlight on Outstanding Program Partnerships. CCCAOE will hold its Fall conference at the Long Beach Federation of Conference on October 22-24, 1996. The Federation of Conferences is an attempt to begin the process of establishing partnerships and better coordination among organizations dedicated to workforce preparation. They expect to attract 8,000 to 10,000 attendees. The theme of the conference is "Development of a World-Class Workforce."

**ECONOMIC DEVELOPMENT NETWORK LIAISON
BY LEN PRICE**

The ED>Net Executive Committee held two meetings this academic year, one in San Francisco on November 9, 1995 and one in Irvine on May 23, 1996.

1. The Executive Committee was to "Develop and implement through community colleges, a regional Business Resource, Assistance and Innovation network infrastructure plan for each region to support the mission of the economic development program, as described in section 15379.21, including an assessment of human resource needs in critical high growth industrial sectors. The plan shall integrate all economic development programs and services in the region. The objectives of the plan shall be to provide a full range of services to the region, to coordinate service delivery with other service providers and to identify gaps in services needed by the region. The plan shall provide a resource inventory of service providers for clients in the region."
2. At the November 9, 1995 California Community Colleges Economic Development Program Executive Committee meeting, the Executive Committee appointed the 10 college representatives as a subcommittee to work through capacity building issues and determine how to build a region-by-region plan.
3. The Executive Subcommittee met on February 9, 1996 and identified examples of resources, barriers and challenges districts might encounter in meeting the requirements of section 15379.25. A task force which included Dr. Ernie Leach, Lyla Eddington, Gert Tipton, Dr. Lois Callahan, John Prentiss, Dr. Phoebe Helm and Jean Petty was formed to review/edit lists from groups and to disseminate the results.
4. At the May meeting the co-chair Dr. Fred Gaskin resigned and Ms. Gaylia Jones will assume the chair until the Fall meeting when another co-chair will be elected. The attendance at the meeting was poor due to the time of year it was held. Results from the regional planning meetings were presented. The cost to do a statewide region-by-region plan was estimated at \$3,422,000. The next committee meeting will be held on October 10, 1996, in Irvine.

**ENGLISH COUNCIL OF CALIFORNIA TWO-YEAR COLLEGES (ECCTYC)
BY EDITH CONN**

As a Senate representative, I attended the October 18-19, 1995 and the May 24-25, 1996 meetings of the ECCTYC. The October meeting preceded the ECCTYC statewide conference held at the Balboa Bay Club in Newport Beach, featuring keynote speakers Paul Apodaca, Curator of Native American Arts at the Bowers Museum and a professor at Chapman College, and Mitsuye Yamada, poet and former instructor at Cypress College. In addition, there were fifty breakout discussions on a variety of topics including teaching IGETC courses, using technology, and summer opportunities for faculty development, as well as participatory sessions reciting poetry and sharing novels and short stories appropriate for various classes.

Among the issues of concern to ECCTYC this year have been the proposed changes in the remedial course policy at CSU and the proposed common course numbering for community colleges. These issues were also concerns of the Academic Senate, which adopted position papers on both subjects at the 1995 Fall Session. In April ECCTYC met at the Berlingame Doubletree jointly with the English Council of the CSU, giving CSU and community college professors an opportunity to meet for discussions on a wide variety of issues of interest to English teachers in both systems.

Grateful acknowledgment is made to inside english, ECCTYC's Journal, for details of this report.

**HISTORICALLY BLACK COLLEGES AND UNIVERSITIES TASK FORCE
BY EDITH CONN**

The Historically Black Colleges and Universities (HBCU) Task Force met twice this year. Unfortunately the first meeting in November conflicted with the 1995 Fall Session of the Academic Senate, so there was no Senate attendance at that meeting. However, the Senate did respond with extensive suggestions to a progress report prepared by the chair of the task force, Leonard Crawford. The Senate was represented at the March 26 meeting and also participated in the HBCU presentation on March 28 at the Chancellor's Mega Conference. During these two meetings it was announced that Regions 3 and 4 (North) of the Transfer Directors Association had received a grant from the Hewlett Foundation to enable a community college group from California to visit seven HBCUs in October in order to promote articulation and transfer of more California community college students to HBCUs in the future.

**LEGISLATIVE COMMITTEE CHAIR LIAISON REPORT
BY LEE HAGGERTY**

The Chair of the Legislative Committee has the responsibility to serve as the liaison to the Faculty Association For California Community Colleges (FACCC), which is a legislative advocacy group that influences and proposes legislation that affects community colleges. The Chair attends all of the Board meetings for FACCC and provides information to the Board concerning legislation on community colleges. It is the purpose of the Chair to be a resource to the Legislature and the FACCC Board. Because the Academic Senate receives state funding, it is imperative that the Chair is non-partisan in its efforts as a liaison.

Additional liaisons:

The Chair of the Legislative Committee is also the liaison to the Californians, the Intersegmental Council of Academic Senates, the Chancellor's Office Advocacy Group and the Council of Faculty Organizations. Each of these organizations is composed of faculty and administrators who are educational leaders and serve as official representatives for the position taken on legislation on behalf of the community colleges.

**LIAISON TO DISTANCE LEARNING AND TECHNOLOGY GROUPS
BY RIC MATTHEWS**

The Technology Committee, through the chair Ric Matthews, maintains a liaison with the Northern California Consortium for Distance Education group that is interested in delivering quality distance education programs. Bimonthly meetings are held to address issues. The senate attended the first meeting in the Fall of 1995, held on the campus of CSU Chico. Additional meetings have taken place in Elk Grove, hosted by Apple Computer. The topics are the delivery of instruction, technical aspects and solutions, partnerships to deliver more programming and technical assistance to colleges interested in distance education.

This year the CDL spun off a group called the Faculty Open Learning Association, and the Senate has been invited to join the group. This group is for faculty interested in sharing and helping each other in the delivery of instruction using technology. They had information available at the Spring session.

The National Center for the Development of Education is working with industrial partners such as GTE to review and write a technology needs assessment. A meeting was held in Los Angeles in the early spring to discuss the idea. A follow-up meeting was held May 31 at the San Francisco airport.

PUBLICATIONS LIST

Publications by Categories

AB 1725

AB 1725 Implementation Study:
Research Committee, Irene Menegas, Chair.
Fall 1989

AB 1725 Implementation Questionnaire, Final Report
Research Committee, Irene Menegas, Chair.
Spring 1990

Sections of Assembly Bill 1725 Affecting Academic Senates

A collection of passages from the omnibus reform legislation enacted into law in January, 1989 with discussions of issues such as general education transfer curriculum, development of list of disciplines for hire, faculty hiring and layoffs.
1988

The Challenge of Cultural Diversity in the California Community Colleges

A speech by Karen S. Grosz detailing some differences between traditional approaches to education and the new roles for academic senates under Assembly Bill 1725, the omnibus reform legislation.
Fall 1988

Academic Senate History and Records

A Brief History of the Academic Senate for California Community Colleges
Edith Conn, Senate Archivist
1996 (last update)

Acronyms--See original alphabetical list -- or under General Concerns

Ad Hoc Rules and Procedures Committee Report.

Ad Hoc Rules and Procedures Committee. Proposals for changing the elections procedures.
Sept. 1991

Annual Report of the Academic Senate

Published each year.
1977 - 1996

Bylaws and Rules of the Academic Senate for California Community Colleges

Conference Packets

Material given in a folder to each participant at Senate Sessions, Spring and Fall.
1983 - 1996

Directory of the Academic Senate

Local senate presidents and delegates - names, addresses and phone numbers.
1980 - 1995

BEST COPY AVAILABLE

Executive Committee Policies

Policies on topics such as expense policy, responsibilities of Exec. Committee members, responsibilities of Senate appointees to other committees or task forces, and responsibilities of Exec. Committee members during Senate Sessions.

June 1988; 1995 (last update)

Forum: Issues in California Community Colleges

A journal of articles by community college and university faculty and administrators.

1981 - 1991

The Forum: a magazine showcasing a variety of the best work of California Community College Faculty, including essays, fiction, poetry, and art.

1992 - 1996

General Index on Selected Topics

Indexes to Senate Resolutions and Positions (some are available electronically on infonet).

1969 - 1996

History of Academic Senate/FACCC Relationship

Included as background information in the 1992 Spring Resolution packet.

1992

Proceedings of the Academic Senate for California Community Colleges

Minutes, resolutions, participants' lists. Resolutions from 1992 on and a resolution data base are available on Info-Net Senate Computer Bulletin Board

Fall 1977 - Spring 1996.

Rights and Responsibilities of Local Senates and the Academic Senate for California Community Colleges

Indexes to Senate Resolutions and Positions

1969 - 1983

Rostrum

The Academic Senate newsletter

1984 - 1996

Sixty Milestones in the History of Senates and the Academic Senate for California Community Colleges

Selected and edited by Edith Conn, archivist.

April 1986

The Role of Academic Senates in California Community Colleges

This historical document guided the development of local senates and the Academic Senate.

Written by Senate founder Norbert Bischof, Fall 1980

Academic Senate Policies

Position Paper on Waivers to Mandates

Spring 1993

The Consultation Process and the Challenge of Change

A Rostrum article by Karen S. Grosz on statewide consultation, its genesis and process.

Fall 1987

The Hierarchical Approach to Shared Governance

An article by Karen S. Grosz concerning the nature of shared decision making in the UC and CSU as opposed to the community colleges. Rostrum article.

Fall 1988

The Role of the Academic Senate in the Contemporary Community College
A speech by Carmen Decker. A position paper.
Fall 1984

Senate Delegate Roles and Responsibilities: A guide for local senates prepared by the Relations with Local Senates Committee, Janis Perry, Chair
Spring 1995.

Accreditation

Accreditation: Evaluating the Collective Faculty Educational Policies Committee, Michael Anker, Chair.
Spring 1990

Faculty Role in Accreditation
Standards and Practices Committee, Sally Flotho, Chair
Spring, 1996

Faculty Role in Accreditation
Prepared and Edited by the Accreditation Committee, Angelo S. 'Val' Villa, Chair
Spring, 1984; revised 1985

Strengthening the Accreditation Process
Principal Author, Mike Anker.
Spring 1992

Affirmative Action/Cultural Diversity
Affirmative Action and Related Topics
Indexes to Senate Resolutions and Positions
1970 - 1993

Affirmative Action Guidelines
A position paper written by the Educational Policies Committee
Principal author, Jewel Keusder.
Spring 1987

Affirmative Action: Ramifications and Implications of Affirmative Action on Hiring
A position paper written by the Affirmative Action Committee
Principal author, Patricia Siever.
Fall 1990

Affirmative Action: Ramifications and Implications of Affirmative Action on Hiring Non-Contract Faculty (Draft)
A position paper developed by the Affirmative Action Committee.
1989 - 1991

Affirmative Action Regulations: Guidelines With Questions And Answers
1992 - 1993 Affirmative Action/Cultural Diversity Committee, Regina Stanback-Stroud, Chair
April, 1993

Articulation and Transfer
A Report to the 1982 Spring Conference on Articulation, Competencies and Community College Testing Practices
Prepared by the Educational Policies Committee, Leon P. Baradat, Chair. Includes a survey by Senate Research Chair, Phil Hartly on testing.
Spring 1982

High Schools: Improving Articulation between High Schools and Colleges: Activities and Incentives
A position paper developed by the Educational Policies Committee
Principal author, Susan Petit.
Spring 1988

High Schools: Planning for Tomorrow: How to Prepare in High School for Your Community College Years
A brochure prepared by the Educational Policies Committee
Principal author, Susan Petit.
Spring 1987

Issues Pertaining to the Transfer Function of the California Community Colleges
The Senate response to the final Report of the Task Group on Retention and Transfer, more popularly known as the "Kissler Report" after Gerald Kissler, Assoc. Dir. of Planning, UCLA Chancellor's Office
June 1980

Scope, Implications, and Impact: The Academic Senate for California Community Colleges Response to the Proposed CSU Policy to Eliminate Remedial Education for Entering Undergraduate Students
1995 - 1996 Educational Policies Committee, Regina Stanback-Stroud, Chair
Adopted November, 1995

Toward a Common Course Numbering System
1995 - 1996 Common Course Numbering System Ad Hoc Committee, Regina Stanback-Stroud, Chair
Adopted November, 1995

Transfer Education: A Bridge to the Future
An index to Senate positions and resolutions on transfer, articulation, basic skills/competency/remediation, counseling, general education/transfer and matriculation.
1977 - 1984

Contract Education
ABC's of Contract Education
A presentation to the Academic Senate on Contract Education.
Vocational Education Committee, Susan Quatre, Chair.
Spring 1992

Contract Education - A Background Paper
Vocational Education Committee, Len Price Chair
Fall 1993

Contract Education Summary
A paper developed by the Legislation and Governmental Relations Committee
Principal author, Martin Hittleman
Spring 1991

Contract Education, Credentials, Curriculum Committees, Part-Time Faculty (in one booklet)
Indexes to Senate Resolutions and Positions
1969 - 1996

Contract Faculty Hiring Procedures: A Model Based on Assembly Bill 1725
Educational Policies Committee, Mike Anker, Chair
Fall 1989

Counseling
The Role of Counseling Faculty in the California Community Colleges: A position paper developed by the then, Subcommittee (now a Standing Committee) for Faculty and Library Issues, Janis Perry, Chair.
Fall 1994

Resolutions on Counseling, Counselors and Related Issues, 1972 - 1988.

Curriculum

Academic Policies: Leading the Way

An index of resolutions and position papers on academic standards, rigor, course repetition, course classification, general education and the associate degree, grading and telecommunications/independent study.

1974 - 1983

Academic Standards: The Faculty's Role

A position paper.

Spring 1983

Basic Skills: A Summary of Legislation, Regulations and Reports Concerning Basic Skills Instruction in the Community Colleges, 1986 - 1991

A summary developed by Irene Menegas, chair of the Ad Hoc Basic Skills Committee.

1991

Basic Skills: Ad Hoc Basic Skills Committee Final Report

A position paper developed by the Ad Hoc Basic Skills Committee.

Principal author, Irene Menegas.

Spring 1991

Components of a Model Course Outline of Record

1994 - 1995 Curriculum Committee, Bill Scroggins, Chair

Adopted November, 1995

Credit/Noncredit Policy

An annotated booklet by Leon P. Baradat

October 1980

Critical Thinking Skills in the College Curriculum

A position paper developed by the Educational Policies Committee

Principal authors, Michael Anker and Carmen M. Decker.

Spring 1988

Cultural Diversity in the Curriculum

Indexes to Senate Resolutions and Positions

1971 - 1990

Curriculum

Indexes to Senate Resolutions and Positions

1971 - 1987

Curriculum Committees and Local Senates

A survey conducted by the Research Committee, Bud Hannan, Chair.

Fall 1987

Draft Statement of Competencies and Preparation in English

1987

General Education Model Criteria for the Associate Degree

A position paper.

Spring 1981

Humanities Instruction in the California Community College: Renewing Our Commitment

A position paper developed by the Educational Policies Committee

Principal author, Randall Lawson.

Spring 1988

Instruction as a Priority
A position paper.
Fall 1982

An Integrated Approach to Multicultural Education
A position paper developed by the 1994 - 95 Affirmative Action/Cultural Diversity Committee
Sally Flotho, Chair, with contributions from Educational Policies and Affirmative Action\Cultural Diversity
Committees since 1990.
Spring 1995.

Managing Planning and Review Processes
A position paper.
Fall 1983

Program Review: Developing a Faculty Driven Process
The 1995 - 1996 Educational Policies Committee, Regina Stanback-Stroud, Chair
Adopted Spring, 1996

**Statement of Competencies in Languages Other Than English Expected of Entering Freshmen, Phase II, Chinese,
Japanese, Russian**
An Intersegmental Document.
Spring 1993

**Statement on Competencies in Languages Other Than English Expected of Entering Freshmen, Phase I - French,
German, Spanish.**
Publication includes sample exercises and projects. An Intersegmental Document.
1988

Statement on Competencies in Mathematics Expected of Entering Freshmen.
An Intersegmental Document.
Fall 1989

Statement on Competencies in Natural Science Expected of Entering Freshmen
This booklet includes sample exercises and projects. An Intersegmental Document.
1985

The Role of Faculty in the Curriculum Process
A position paper written by the Educational Policies Committee
Principal author, Carmen Decker, Chair.
Spring 1987

Toward an Acceptable Program and Services Review
A study of models for program and services review, developed by the Research Committee.
Bud Hannan, Chair.
1988

Distance Learning
Curriculum Committee Review of Distance Learning Courses and Sections
1994 - 95 Curriculum Committee, Bill Scroggins, Chair.
Adopted November, 1995

**Distance Learning in California Community Colleges: An Academic Senate Review of the Social, Fiscal and
Educational Issues**
Educational Policies Committee, Jim Locke, Chair
Fall 1993

Guidelines for California Community Colleges in the Use of Telecommunications Systems in Instruction.
A position paper.
Fall 1982, revised Fall 1983

Telecommunications

A pamphlet produced by J. Locke, Futures Committee chair, to introduce users to the computer bulletin board which includes opportunities for local senates to exchange news, information and materials.
Spring 1988

Faculty Development

Faculty and Staff Development Resources
Faculty Development Committee, Bud Hannan, Chair.
Spring 1990

Faculty Development Policy Guidelines

Faculty Development Committee, Bud Hannan, Chair.
Spring 1990

Flexible Calendar: Guidelines for the Implementation of the Flexible Calendar Program

Faculty Development Committee, Jo Sumner, Chair
Spring 1993

Staff Development

Indexes to Senate Resolutions and Positions
1971 - 1983

General Concerns

A Recommendation on Length of the Academic Year
A report from the Educational Policies Committee.
Spring 1992

Acronyms

A List of Acronyms Abbreviations, and Initials pertaining to education in current use in California.
Originated by Val. Villa, Los Angeles Valley College.
Revised 1996

Definitions of Community Colleges Terms

An explanation of terms relating to community colleges, developed by the Vocational Education Committee
Principal author, Susan Quatre.
Spring 1991

Governance Players at the State Level

Martin Hittleman
Fall, 1991

Instructor Advisement

A position paper written by the Educational Policies Committee, Mark Edelstein, Chair.
Spring 1985

Testimony to the Joint Committee for the Review of the Master Plan

Testimony by Karen Sue Grosz on the 40:60 ratio.
Fall 1987

Toward A Nonviolent Campus Climate: Conflict Resolution

1995 - 1996 Educational Policies Committee, Regina Stanback-Stroud, Chair
Adopted Spring, 1996

Grading

Grading Policies

An annotated booklet prepared by the Educational Policies Committee, Maryamber Villa, Chair.

1980, revised October 1985

Plus and Minus Grading Options: Toward Accurate Student Performance Evaluations

The 1995 - 1996 Educational Policies Committee, Regina Stanback-Stroud, Chair

Adopted Spring, 1996

Intersegmental Issues

California Community College Faculty Concerns about the Intersegmental General Education Transfer Curriculum
Critical Thinking/English Composition Requirement

A report from the Senate's Ad Hoc Committee, written by Chuck VanPatten and Bob Putman.

Spring 1992

Library and Learning Resources

Library Faculty In California Community College Libraries: Qualifications, Roles, and Responsibilities

1994 - 1995 and 1995 - 1996 Counseling and Library Faculty Issues Committees

Spring, 1996

Resolutions on Libraries, Librarians, and Related Topics

1979 - 1996

Local Senates

Collegiality and Academic Senates

A senate workshop address by Leon Baradat.

1980

Developing A Model for Effective Senate/Union Relations

1994 - 1995 and 1995 - 1996 Relations with Local Senates Committees

Adopted Spring, 1996

How to Transform a State Senate Resolution into a Local College Policy

A paper developed by the Local Senates Committee, Terry Thomas, Chair.

Spring 1986

Implementing Sections 53200 - 53204 of Title 5 of the Administrative Codes of California: The Role of Academic Senates in California Community Colleges

A paper developed by the Standards and Practices Committee

Principal author, Phil Hartley.

Spring 1991

Implications of the Brown Act Provisions for Academic Senates

A paper developed by the Legislation and Governmental Relations Committee

Principal author, Martin Hittleman.

Spring 1991

Improving the Effectiveness of Local Senates

A Senate workshop address by Norbert Bischof.

1980

Local Academic Senate Network (Geo-Clusters)

Developed by the Local Senates Committee

Spring 1992; revised October 1993

Local Senate Guidelines for Effective Relations with Faculty and Administration

A booklet with suggestions for local senates, includes such issues as setting annual goals, setting an agenda, faculty involvement, committee appointments, relations with collective bargaining and administration.

June 1988

Local Senates: Suggestions for Academic Senate Presidents

A list of suggestions offered by participants at the 1987 Monterey Senate Leadership Workshop

Compiled by Karen S. Grosz.

1987

Networks, Profiles and Worksheets for Local Senates

Documents and forms developed by the Local Senates Committee.

Profile of a Strong Senate (Or, How to Evaluate Your Own Senate)

A checklist for local academic senates to use in determining the relative strengths of their senates, developed by the Local Senates Committee, Harry Kawahara, Chair

Spring 1989; revised 1990

Proposed Guidelines for Implementation of Section 53200 - 53204 of Title 5 of the Administrative Code of California

Developed jointly by the Academic Senate and the trustees organization.

May 1991

Resource Book for local Senates.

A large binder full of useful material, such as position papers and Title 5 regulations, for local senates.

Survey of Local Senates

Conducted by the Research Committee, P. Hartley Chair, and by the Pasadena City College Academic Sen. from 1987 - 1991 on issues of reassigned time, sec. support, budget funding, office space, committee participation, etc.

Updated by "turn-around" surveys at senate sessions conducted by the Relations with Local Senates Committees.

1987 - 1996

Surveys conducted by the Relations with Local Senates Committee

1993 - 1996

Matriculation

Images of Teaching and Learning in Children's Literature

Speech by Karen S. Grosz to the Learning Assessment Retention Consortium, relating current concerns about critical thinking, assessment, and matriculation to every student's desire to belong and to mature.

Fall 1987

The Matriculated Student: An Academic Statement

A position paper.

Fall 1982

Establishing Prerequisites

Ad Hoc Committee on Prerequisites and Matriculation, Mike Anker and Irene Menegas, Co-Chairs.

Fall 1992

A Model District Policy for establishing, reviewing, and challenging of prerequisites, corequisites, and advisories.

Ad Hoc Committee on Prerequisites and Matriculation

Fall 1992

Recommendations for California Community College Involvement in Admission, Retention and Academic Achievement of Groups Presently Underrepresented in California Community Colleges
Written on behalf of the Academic Senate at the request of the Chancellor's Office as a response to Item 321, Supplemental Report of the Conf. Committee on the Budget Bill, California Legislature.
Tyra Duncan-Hall and Marian Anderson, Principal Authors.
Feb. 1979

Part-Time Faculty

Part-Time Faculty and Related Topics
Indexes to Senate Resolutions and Positions
1973 - 1991

Part-Time Faculty Hiring Procedures: A Model Based on Assembly Bill 1725
Educational Policies Committee, Mike Anker, Chair
Fall 1989

Part-Time Faculty in the California Community Colleges
Educational policies Committee
Principal Author, Martin Hittleman.
Fall 1992

Part-Time Faculty: A Position Paper
A position paper prepared by Karen S. Grosz.
Spring 1986

The Use of Part-Time Faculty in California Community Colleges: Issues and Impact
The 1995 - 1996 Educational Policies Committee, Regina Stanback-Stroud, Chair
Spring, 1996

Professional Standards

A Great Teacher is
A compilation of definitions and descriptions from the 1982 Great Teachers Seminar, done in calligraphy.
1982

Administrator Evaluation: Toward a Model Administrator Evaluation Policy
Educational Policies Committee
Principal author, Elmer Bugg.
Fall 1992

Administrator Retreat Rights: An Introduction and a Model Procedure
Educational Policies Committee, Michael Anker, Chair.
Spring 1990

Chief Executive Officer Evaluation: Toward a Model Chief Executive Officer Evaluation
Educational Policies Committee, Principal author, Elmer Bugg.
Spring 1993

Disciplines List: Placement of Courses within the Disciplines
Principal author Barbara Perez
Spring, 1994

Disciplines Project Material

A list of disciplines, related disciplines and disciplines not requiring a master's degree, developed under the mandate of AB Bill 1725 to replace the credential's system
Mike Anker, initial project director.
Spring 1989, revised 1993 and 1996.

Equivalence to the Minimum Qualifications

Suggestions for local academic senates to use in reaching joint agreement with administration on the process to be used to determine equivalent qualifications for hire under the new minimum standards mandated by AB 1725
June 1989

Ethics: Why the Academic Senate Has Adopted the AAUP Ethics Statement

A position paper developed by the Educational Policies Committee

Principal author, Susan Petit.

Spring 1988

Evaluation of Instructors, Hiring and Transfer, Administrator's Evaluation, Tenure and Due Process (in one booklet)

Indexes to Senate Resolutions and Positions

1969 - 1986

Faculty Ethics: Expanding The AAUP Ethics Statement

Educational Policies Committee, Jim Locke, Chair.

Spring 1994

Graduate Students as Interns in the California Community Colleges

A model developed by the Educational Policies Committee.

1992

Guidelines for Developing a Faculty Evaluation Process

Educational Policies Committee, Michael Anker, Chair and Miriam Rosenthal, author.

Spring 1990

Hiring Effective Faculty: An Introduction

A position paper developed by the Educational Policies Committee and Affirmative Action Committees.

Spring 1991

Minimum Degree Requirements for Tenure in the California Community Colleges

A report prepared by Karen S. Grosz. A Rostrum article.

Spring 1988

A Perspective on Faculty Responsibilities: Suggestions for Local Senates

A position paper developed by the Educational policies Committee, Edith Conn, Chair.

Spring, 1995

Professional Standards for Faculty

A position paper written by the Educational Policies Committee

Principal author, Susan Petit.

Spring 1987

Tenure: Towards a Model Four Year Tenure Process

A position paper written by the Educational Policies Committee. Paul Setziol and Regina Stanback-Stroud, principal authors.

Fall 1990

The Use of Part-Time Faculty in California Community Colleges: Issues and Impact

Educational Policies Committee, Regina Stanback-Stroud, Chair

Spring 1996

Students

A Greater Role for Faculty in Support of the New Majority Student

Student needs survey and faculty development survey results, a study funded by a Fund for Instructional Improvement grant by the Board of Governors, Larry Miller, project director.

1987

Meeting the Needs of the Disabled

A speech by Karen S. Grose to the Disabled Students Programs and Services Conference concerning the underrepresentation of the disabled among faculty and administration, and giving suggestions on how faculty can better meet the needs of students with disabilities.

May 1989

New Majority Student Recommendations

Recommendations offered by participants at the June, 1987, New Majority Student Workshop funded by a Fund for Instructional Improvement grant from the Board of Governors, Larry Miller, project director.

June 1987

Student Equity: Guidelines for Developing a Plan

Ad Hoc Student Equity Committee, Mike Anker and Regina Stanback-Stroud, Co-Chairs

Spring 1993

Student Equity: Proposal for Action

Educational Policies Committee, Principal Author, Mike Anker.

Fall 1991

Student Mentoring: Responding to the Laroche Challenge

Ad Hoc Committee on Mentoring, Jonnah Laroche and Harry Kawahara, Co-Chairs

1993

Students and Related Topics

Indexes to Senate Resolutions and Positions

1969 - 1993

Vocational Education

The Governor's School to Career Plan: A Response by The Academic Senate for California Community Colleges

1994 - 1995 & 1995 - 1996 Educational Policies Committees; Edith Conn and Regina Stanback-Stroud, Chairs

November, 1995

Vocational Education

Indexes to Senate Resolutions and Positions

1979 - 1985

Vocational Education Instructor Advising

A position paper written by the Vocational Education Committee, Evelyn Weiss, Chair

Spring 1988

Vocational Faculty Involvement in Local Senates

Vocational Education Committee, Evelyn Weiss, Chair

1989

Workforce Development and Preparation Initiatives: Implications for the California Community Colleges

Workforce Development and Preparation Initiative Ad Hoc Committee, Len Price, Chair

November, 1995

1995 - 96 Senate Presidents

Alameda, College of	Jane Koll
Allan Hancock College	Robert Bell
American River College	Nancy Silva
Antelope Valley College	Robert McMahan
Bakersfield College	Kate Pluta
Barstow College	Mark Cauble
Butte College	Margaret Hughes
Cabrillo College	Nancy Brown
Canada College	Gerald Messner
Canyons, College of the	Michael Dermody
Cerritos College	Scott Henderson
Cerro Coso College	William Locke
Chabot College	Linda Barde
Chaffey College	Maura O'Neill
Citrus College	George Carlson
Coastline College	Jeannine Englehart
Columbia College	Maryl Landess
Compton College	Michael Widener
Contra Costa College	Susan Lamb
Cosumnes River College	Dennis R. Smith
Crafton Hills College	Ralph J. Rabago
Cuesta College	David Diaz
Cuyamaca College	Steve Baker
Cypress College	Dana Brown
De Anza College	Sherwood Harrington
Desert, College of the	Norman Thu
Diablo Valley College	Barbara Sawyer
East Los Angeles College	Michael Simone
El Camino College	Joe Bonanno
Evergreen Valley College	Henry Estrada
Feather River College	Tom Davis
Foothill College	Karen Yoshihara
Fresno College	Jannett Jackson
Fullerton College	Bruce Hanson
Gavilan College	Margery Rodriguez
Glendale College	Deborah R. Ludford
Golden West College	Wes Bryan
Grossmont College	Sheridan De Wolf
Hartnell College	Rich Ajeska
Imperial Valley College	Jean Montenegro
Irvine Valley College	Peter Morrison
Kings River College	Lloyd Dry
Lake Tahoe College	Kurt Green
Laney College	Ron Moore
Las Positas College	Lucy A. Sponsler
Lassen College	Ross Stevenson
Long Beach City College	Charlotte Joseph
Los Angeles City College	Carl Friedlander
Los Angeles Harbor College	Beverly Shue
Los Angeles Mission College	Dale A. Newman
Los Angeles Pierce College	Richard Follett
Los Angeles Southwest College	Phyllis Norwood
Los Angeles Trade-Tech	S. Chin Johnson-Taylor
Los Angeles Valley College	Jack Sterk
Los Medanos College	Linda Collins
Marin, College of	Marie McCarthy
Mendocino College	Sue Blundell

Merced College
Merritt College
MiraCosta College
Mission College
Modesto Junior College
Monterey Peninsula College
Moorpark College
Mt. San Antonio College
Mt. San Jacinto College
Napa Valley College
North Orange CCD/Noncredit
Ohlone College
Orange Coast College
Oxnard College
Palo Verde College
Palomar College
Pasadena City College
Porterville College
Rancho Santiago College
Redwoods, Coll. of the
Rio Hondo College
Riverside City College
Sacramento City College
Saddleback College
San Bernardino Valley Coll.
San Diego City College
San Diego Continuing Ed
San Diego Mesa College
San Diego Miramar College
San Francisco, City College of
San Joaquin Delta College
San Jose City College
San Mateo, College of
Santa Barbara City College
Santa Monica College
Santa Rosa Junior College
Sequoias, Coll. of the
Shasta College
Sierra College
Siskiyou, Coll. of the
Skyline College
Solano College
Southwestern College
Taft College
Ventura College
Victor Valley College
Vista College
West Hills College
West Los Angeles College
West Valley College
Yuba College

Mabel Jones
Warren Moorehead
David Megill
Don Cordero
Allen H. Boyer
Maureen Girard
Steven Pollock
Terri Smith
Will Farrell
Salvadore Aceves
Shirley Lewerenz
Jim Klent
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Linda Heiliger
Andres Gonzales
Kathleen O'Connor
Alan D. Buckley
Richard Rose
Jim Sellers
Deborah Roberts
Ken Johnson
Jerry Pompa
Gerald Peel
Carole Jarrett
Ron Vess
James V. Buddell
Deborah Ventura
Gary Menser
Neil Dunlop
Reed T. Mellor
Frances Leonard
Lydia Harris
Jim Prager



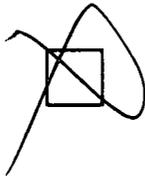
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Educational Resources Information Center (ERIC)



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