

Academic Senate Plenary Session  
Fall 2006  
Report by Helen Nickolson

**Keynote Presentation:** How Can We Achieve a Diverse Faculty in California Higher Education? Jose Moreno, CSU, Long Beach

Basic points per the keynote speaker and the Irvine Foundation Study. Article will be at AS meeting.

1. Diversity in hiring of faculty and administrators has progressed very slowly over the last 10 years.
2. Myths are being used as excuses (e.g., myth that white faculty members are losing opportunities to minority groups).
3. Diversity is important for numerous reasons—role models, equity in hiring and retention, relationships with community, more perspectives.
4. We need to truly do what we publicly proclaim as important.

**Keynote Presentation:** The Same Old Problems: Is It Time for Creative Solutions? Mark Drummond, Chancellor, California Community Colleges

Chancellor Drummond gave a lively and often entertaining presentation. He doesn't seem to have inhibitions about stating how he feels; for example, he let us know--more than once--that he doesn't think much of cosmetology and culinary arts. His primary message, however, was that we need to help students go beyond basic skills and become employable.

**Keynote Presentation:** Basic Skills: We Know There's a Problem—How Can We All Take Ownership? Robert Johnstone, Foothill and Brock Klein, Pasadena City

The statistics about the number of students who enter as basic skills students and their level of success, persistence, and retention were appalling. The push by the presenters was for each college to face the facts and work creatively from there.

**Breakout Session:** Title 5 Curriculum Changes that Senates Need to Know About

1. Discussion about math and English levels began in 2004 and must be implanted by fall 2009
2. Thirty million has been set aside this year for the Basic Skills Initiative
3. AB 1943 addresses stand-alone classes (versus classes which fit the transfer GE pattern or which satisfy major preparation). They will be given back to local control, which means that they should be given scrutiny at the local level. Guidelines for this should be coming soon.
4. Under discussion, clarification, and possible revision are the areas for stand-alone classes, non-credit classes, Associate degrees, and course repetition.
5. SB 361 is community college finance reform designed to mitigate disproportionate levels of funding for credit versus non-credit classes. Non-credit seems to be the hot topic this year. Additional non-credit money has been allocated this year for career development courses and for college prep. Part of the criteria to receive money is that these courses must be in basic skills, ESL, or short-term vocational programs that lead somewhere. I'm not sure how correct all of this is, so we'll see...

6. Supplemental Learning Assistance and Tutoring had new guidelines this past April. Few changes were made. The new focus is on enforcement. The only change made for tutoring is that the student does not necessarily have to be tutored in a Tutoring Center but the individual student tutoring is conducted *through* a designated learning center.
7. The Program & Course Approval Handbook should be revised by summer. Mt. Sac is helping the Chancellor's Office with this. Electric submission is about three years out.
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**Breakout Session: Local Senates: Some Like it Hot—Burning Policy Issues**

I didn't get very much out of this session. The focus seemed to be on whether or not districts have the policies and procedures on line for everyone to view. Handouts were passed out as "How To" guides, and other handouts gave definitions and examples of language used in policies and procedures (I have if you want).

The most interesting part of this session was the discussion on the definition of Academic Freedom. AAUP first defined this in 1940 and then updated the definition in 1990. The addition was that institutions and students have academic freedom.

**Breakout Session: Equivalencies to Minimum Qualifications**

1. Not much has changed.
2. There is no one-course equivalency.
3. A Title 5 regulation that was repealed before 1988 (but no one was aware that it had been repealed until research was done this year) is the regulation on eminence. However, we may still use "eminence" because the law does not disallow it. If we choose to use it, we need to have it as part of our written process and indicate how it is part of a "reasonable" procedure.

**Breakout Session: Does Length Matter? The Impact of Compressed Calendars and Courses on Student Success**

1. Forty of 109 are on compressed calendars.
2. Chaffey looked at data from 33 institutions and concluded that there are no truly absolute answers.
3. Transfer level students were more successful than basic skills students.
4. ESL student success increased.
5. Generally, the data is encouraging.
6. Need adequate support services.
7. Plan for smooth transition—Address concerns, strategies for issues such as student activities, etc.
8. Maybe best to experiment with some classes and also incorporate SLOs.
9. May want to limit units for intersession.
10. May want to have cohorts.