

# Dan Walters: California spending cap could seal deal on budget

## The Sacramento Bee

By Dan Walters

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California's horrendous budget crisis has its roots in a 1978 decision by then-Gov. Jerry Brown and the Legislature to temporarily shoulder billions of dollars in school and local government costs in response to voters' passage of Proposition 13, which deeply slashed local property taxes.

The prevailing Capitol assumption at the time was that either the courts would overturn Proposition 13 or voters would repeal it. But neither happened. The bailout, especially the state's assumption of basic responsibility for schools, became permanently ingrained in the budget and eventually, at the behest of voters, in the state constitution.

Then as now, the problem is that the state revenue system, primarily sales and personal income taxes, cannot consistently generate enough income to cover all of the state's commitments, especially since Proposition 13's passage was followed by state tax cuts, including one that Brown and lawmakers enacted immediately to prove they had gotten voters' anti-tax message.

A big aspect of our never-ending debate over taxes and spending has been whether we need a spending growth limit to curb the tendency to enact new spending and tax cuts when the state is enjoying a temporary economic (and revenue) boom.

Brown declared himself a "born-again tax cutter" and semi-supported a tight spending limit sponsored by Proposition 13 co-author Paul Gann, enacted in 1979. Then voters modified the Gann limit in 1990 to the point of irrelevancy. Now, nearly 20 years later, a spending cap is back on the political agenda as a potential trade-off for Republican votes for new taxes to close the state's immense budget deficit.

GOP lawmakers want a limit such as the combination of inflation and population growth (about 5 percent a year), growth in per capita personal income, which would probably be looser in most years, or the lower of the two indices.

A tight cap could eliminate big budget deficits, especially if revenues over the limit went into a "rainy day" reserve. The left-leaning California Budget Project has calculated that were such a limit in place for the past 14 years, state general fund spending would be \$32 billion below the current level of about \$103 billion a year.

But, the CBP's Jean Ross says, "such a cap would result in permanent draconian cuts to California services." And Democrats and their allies, especially public worker unions, loathe it. Among other things, it might supercede Proposition 98, the 1988 ballot measure that guarantees levels of state support for schools.

State general fund spending growth over the last decade, adjusted for population and inflation, has been close to zero, yet the state has amassed a huge deficit.

Clearly, the fiscal system is out of whack, and a carefully written spending cap with realistic emergency provisions could be part of a repair, perhaps as a swap for eliminating the two-thirds vote on budgets. In fact, a new statewide poll indicates voters would like such a deal.

# **Downturn Threatens the Faculty's Role in Running Colleges**

## **The Chronicle of Higher Education**

February 3, 2009

By ROBIN WILSON

Professors are losing their grip. Tough economic times are leading administrators to propose swift changes that short-circuit faculty governance, long a prized principle that gives professors wide-ranging authority over educational matters.

The results, faculty members say, are hastily conceived plans that reorganize academic programs, decrease professors' roles in shaping the curriculum, and jeopardize tenure applications — all done with little advice from the faculty, in the name of saving money.

The chancellor of the Tennessee Board of Regents, for instance, has proposed a plan to stress online education, hire more adjunct teachers, and put full-time faculty members in an "oversight" role. The University of South Florida's Tampa campus merged programs and shifted some faculty members to different schools in just six months. And Ohio University has a new academic plan that was, many professors charge, an end run around some of their own recommendations.

"A decline in resources has made administrators more interested in becoming independent movers and shakers," says Cary Nelson, president of the American Association of University Professors. He wants his organization to be more aggressive in investigating cases where administrators and boards leave professors out of the loop. "It is faculty members who have the expertise about disciplines," he says, "and if they don't have input, a university's academic integrity can be threatened."

Administrators insist they do consult widely with professors, although they acknowledge they can't always spend months deliberating over a plan. Besides, they say, it is administrators who are held responsible by boards for whether a university thrives. And faculty senates — which have a reputation for being filled with disaffected professors — can be hard to work with.

Ralph C. Wilcox, provost of the University of South Florida, says he had to work fast. When he took the job in January 2008 he was immediately hit with a directive to cut spending. "In Florida, we have a state law that spells out quite clearly that it is the right and the responsibility of the public employer to determine unilaterally the organization and function of the university," he says.

### **Historic Role**

The concept of faculty governance has been in place since the country's first universities were established, and the AAUP's writings on the concept date to 1920. Faculty governance gives

professors not just a say but the predominant voice in such academic matters as hiring new colleagues, establishing the curriculum, and figuring out how much time faculty members should spend on research. It also gives professors a seat at the table when it comes to appointing administrators and preparing a university's budget.

The idea that workers, in this case faculty members, should have a major and sometimes the dominant role in an organization's management is unusual. The concept is "founded upon the assumption that faculty are not merely employees, but professionals with special training and knowledge," says a 2007 statement written by Gregory F. Scholtz, who directs the AAUP's department of academic freedom, tenure, and governance. Both the American Council on Education and the Association of Governing Boards of Universities and Colleges have agreed.

The concept, however, hasn't always translated into reality on individual campuses. In one of the higher-profile clashes lately, the provost of Rensselaer Polytechnic Institute announced in August 2007 that administrators would no longer recognize the Faculty Senate there because it had amended its rules to allow voting by those who were not on the tenure track. Professors are still working to try to reconstitute the senate and regain recognition.

Gary Rhoades, the new executive director of the professors' association, says friction between faculty members and administrators is likely to grow. "In so many cases, faculty feel administrators are making decisions without consulting them," he says. "That is going to become the case now more than ever, with administrators saying, 'We don't have time to consult. Because of the economic challenges we're facing, we have to act quickly.'"

That is precisely what some believe Charles W. Manning, chancellor of the Tennessee Board of Regents, was thinking when in late November he issued a "new business model" for the system's six universities and 13 community colleges. The plan, which faculty members had never seen before Mr. Manning unveiled it, asks the Tennessee board to consider sweeping changes. The reason? The system is facing close to a 20-percent reduction in state funds over two years.

Mr. Manning's plan (see chart above) would offer cut-rate tuition to undergraduates who agreed to take courses online "with no direct support from a faculty member." The proposal calls for full-time professors to assume an "oversight" role as the university employs more adjuncts and asks advanced students to start teaching beginning students. It says that, in general, the university system should consider "abandoning some of the ingrained structures that restrict our approach."

Mr. Manning asked professors and administrators to submit "a summary of your thoughts" about the proposal, which he said he hoped the board would act on by this spring.

When faculty members saw the plan they balked. "I agree that this economic situation is difficult, and we may need to be thinking outside the box," says Alfred Lutz, president of the Faculty Senate at Middle Tennessee State University. "But our thinking should not be beyond the pale." Mr. Lutz says the chancellor's proposal strikes at the heart of the way higher education has traditionally operated, and its language about "abandoning ingrained structures" poses a threat to academic freedom and tenure. "I don't think I've ever seen anything quite like this," he adds.

In an interview, Mr. Manning acknowledged that the faculty's reaction to his plan had been "extreme." He now says the plan "was never intended to be brought to the board for action." But the board has already begun discussing it, and the chancellor said he wanted faculty members and others to comment by March 1.

"This is fantastically quick turnaround for a system as large as ours," says Nathan Garner, an associate professor of computers and information systems at Cleveland State Community College, in Tennessee.

Timing was a chief complaint last year when administrators at the University of South Florida pushed through a sweeping reorganization in just six months. Professors say the university's new provost never formally submitted his plan to its Faculty Senate. Instead, they say, he relied on deans and department chairs to get the word out to professors. As a result, faculty members say some of them were extensively involved and some barely knew what was happening before the changes took place last summer.

"The process rubbed a lot of nerves raw," says Sherman Dorn, president of the USF chapter of the United Faculty of Florida, a union affiliated with the American Federation of Teachers. "It left a lot of faculty very skeptical and distrusting." The provost's plan was fueled by the need to cut \$52-million and included reorganizing the College of Arts and Sciences, creating a new college, and downsizing the support staff for programs including the Institute on Black Life, Africana studies, the Institute for the Study of Latin America and the Caribbean, and women's studies.

Mr. Dorn says fallout from the swift reorganization has left some junior professors hanging. They found their tenure committees, which had been constituted before the reorganization took place, composed of senior professors who were no longer even in the same college. In other cases, junior professors moved to different colleges with new deans. "Which is the dean who makes the tenure decision?" asks Mr. Dorn, "the new dean or the old one?"

It has taken awhile for department chairs to help junior professors figure out the details. Some of that uncertainty might have been avoided, says Mr. Dorn, if the university had moved more slowly and involved more professors up front.

A half-dozen faculty members filed a grievance with administrators about the reorganization process at South Florida, but the Faculty Senate is now working with administrators on a "memorandum of understanding" that sets out a procedure for how the faculty should be involved in developing any future reorganization plans.

Mr. Wilcox, the provost, says he and his deans "had extensive, broad, and deep consultation with the faculty," including at public hearings on the campus. Some professors, he says, have been quite pleased with the reorganization — including those in science and mathematics who helped shape a new School of Science. But Mr. Wilcox concedes that the memorandum the Faculty Senate is establishing with new procedures is a good idea. "It has been a good lesson learned that we had no such guidelines," he says.

## **'They Want More Power'**

At Ohio University, it is not just the president's new academic plan that has set off faculty members. Professors and administrators there have been at odds for nearly a decade as the university has seen a steady decline in state funds.

Professors charge that the number of administrators has ballooned in that time, and that university leaders have plowed money into athletics facilities, coaches' salaries, and perks for administrators. Meanwhile, they say, faculty salaries have barely budged, and professors have been asked to pay more for health care.

"This has been a long, drawn-out process that has kept pushing the faculty more and more to say: The system is broken, we can't trust the administration, and they won't listen to us," says Joseph Bernt, a Faculty Senate representative and a professor of journalism at Ohio University. Professors have grown so disenchanted that they revived a campus chapter of the AAUP and are now trying to start a union.

Roderick J. McDavis, the university's president, started the process of adopting a new academic plan — called Vision Ohio — in 2004. Faculty members believe the many ad hoc committees he appointed to review the plan side-stepped the Faculty Senate. The ad hoc committees included faculty members but, in the end, it was the administration's own vision that prevailed, says Kevin Uhalde, an associate professor of history and president of the campus's AAUP chapter.

"We spent tons of time talking, but the same plan that the administration walked in with is what they went out with," says Mr. Uhalde, who served on some of the ad hoc panels. "Everything else sort of disappeared."

Kathy A. Krendl, provost of Ohio University, suspects that the Faculty Senate is upset because, while its members were involved in Vision Ohio, the senate "wasn't the only voice" and "it wasn't in charge." Now, she says, the senate has passed a series of resolutions on faculty compensation, health benefits, and faculty governance that she has refused to sign because, she says, they had little to do with academic issues and more to do with "advocacy." She believes professors who are part of the senate have passed the series of resolutions because "they want more power back."

## **Professors At Fault?**

Some faculty members agree. "While the rest of the campus was engaged in rethinking and reshaping the university mission ... our Faculty Senate was focused on protecting its turf," says Don M. Flournoy, a former dean at Ohio University and a professor of media arts and studies there. "In my opinion, shared governance on this campus has become nothing more than a euphemism for faculty control."

Merrill P. Schwartz is doing a study of faculty governance for the association of governing boards, which represents campus trustees and chief executives. It will look at examples of "best practices" in how board members, professors, and administrators work together.

Ms. Schwartz says professors may, in part, be responsible for the breakdown in faculty governance on some campuses. In general, she says, professors have become more focused on their research and less involved in helping to run their universities. That's decreased the faculty's voice in decision making and contributed to a decline in communication between professors and administrators.

And less talk can be dangerous in times like these. "If there isn't a good system on a campus for consultation and communication, this climate is going to make that clear," says Ms. Schwartz, who directs research at the association of governing boards. "Good communication builds trust and good will, which are essential when difficult decisions need to be made in a short amount of time."

*Next: New legal challenges to academic freedom*

#### **TENNESSEE CONSIDERS SHRINKING FACULTY ROLES**

The chancellor of the Tennessee Board of Regents has offered a plan that redefines professors' responsibilities. Here are some features:

- "Discounted tuition to students who expect to work online with no direct support from a faculty member. ... "
- "Formalize a system that anticipates even greater use of adjuncts. ... "
- "Build into students' curriculum and into financial aid that advanced students are expected to assist beginning students. ... "
- "Reconceptualize faculty workload, moving away from defining it in terms of numbers of courses taught. ... "

# Finalists for RCCD chancellor named

**instantriverside.com**

February 3, 2009

Four finalists have been named in the Riverside Community College District's search for a new chancellor.

According to a school press release, the RCCD Board of Trustees has invited Dr. Thomas M. Fallo, president, El Camino College in Torrance; Dr. Gregory W. Gray, president, Miami Dade College, Kendall Campus in Florida; Dr. Charles A. Taylor, former president, Thomas Nelson Community College in Virginia; and Wayne D. Watson, Ph.D., to participate in public forums and interviews.

For detailed biographies on all four candidates, [click here](#).

Public-forum information follows:

**Charles Taylor** — Feb. 17, 10-11:30 a.m., Moreno Valley Forum, PSC11; 2-3:30 p.m., Norco Forum - HUM111. Feb. 18, 10:30 a.m.-noon, Riverside Forum, DL121.

**Wayne Watson** – Feb. 19, 10-11:30 a.m., Moreno Valley Forum - PSC11; 2-3:30 p.m., Norco Forum, HUM111. Feb. 20, 10:30 a.m.-noon, Riverside Forum, AD1222.

**Gregory Gray** – Feb. 24, 10-11:30 a.m., Moreno Valley Forum, PSC11; 2-3:30 p.m., Norco Forum, HUM111. Feb. 25, 10:30 a.m.-noon, Riverside Forum, DL121.

**Thomas Fallo** — Feb. 26, 10-11:30 a.m., Moreno Valley Forum, PSC11; 2-3:30 p.m., Norco Forum, HUM111. Feb. 27, 10:30 a.m.-noon, Riverside Forum, DL121.

*– posted at 2:13 p.m. by Cathy Maestri*



## **2 LA Colleges, Green Hive Partner for Funding eonline.com**

February 4, 2009

The Los Angeles Community College District (LACCD) and El Camino College have agreed to join The Green Hive, LLC to seek funding for two new Green Hive locations in Southern California.

The pilot location for The Green Hive, an integrated marketplace focused on advancing the green movement toward sustainable design and building practices, will be located at 811 Wilshire Blvd., in Los Angeles and launched in partnership with LACCD. At the site, the public will be able to source and purchase "green" building products and learn about leading processes for building environmentally sustainable residential and commercial buildings.

A South Bay location will be launched in the future in conjunction with El Camino College.

"The downtown Los Angeles location will be a scaled-down version of what we will roll out across the country," said Kris D. Kimble, chief executive officer, The Green Hive. "We're collaborating with academic institutions to meet market demand for reliable, research-based information about 'green' products, services and sources. It will be a real working lab where we can educate and lead by example; teaching sustainable technologies, integrative building practices, conservation, and more."

# After community college bans smoking, will SJSU follow?

**Elizabeth Kang**

**Issue date:** 2/4/09 **Section:** News

Smokers across college campuses are getting phased out like analog TV.

San Jose City College administration recently approved a campuswide ban on smoking, commencing a stricter smoking ban than SJSU's current policy. Starting this spring semester, the ban restricts smoking everywhere on campus instead of the original rule of no smoking within 20 feet away from classrooms, said Michael Burke, president of the college.

Some colleges and universities across the country have already initiated campuswide smoking bans, but it is uncertain whether SJSU will follow suit.

Albert Hsieh, the Associated Students vice president, said SJSU has already come close to passing a ban.

"A.S. has definitely evaluated supporting or not supporting a ban," he said. "As a board member last year, we were very close to passing a resolution in support of a smoke-free campus."

Although A.S. board members were close to passing the ban, Hsieh said they decided against it.

"The wording was along the lines of all or nothing."

Hsieh also said the board wanted to give smokers a designated area to smoke in, but the whole situation became "very hairy."

According to the KCBS Web site, San Jose City College administrators received many complaints from students who objected to "having to endure clouds of smoke coming from smokers near classrooms."

Burke said the college's administration is in the process of replacing all the "no smoking within 20 feet" signs around campus with the new signs.

The college is currently forming a "smoking education team" on campus to identify the challenges and health issues involved smoking, Burke said.

SJSU's current smoking policy states that smoking is prohibited within 25 feet from any public entrance or window of any building.

Paul de-la-Torre, a junior television, radio, film and theatre major, said he would be angry if a campuswide smoking ban passes. He said a ban seems harsh, and a solution would be to have "designated areas" for students to smoke.

Shaun Tarte, an English graduate student, said he "wouldn't like it, but would go off campus to

smoke."

Katie Dukes, a senior music major, said she has no problem with a smoking ban.

"It doesn't bother me if people are considerate, but some people aren't," she said.

Dukes said that as a singer, she does not want to be around cigarette smoke that may harm her voice. She said that it seems "enforcing (the existing smoking rules) are on the bottom of a very long list" with which campus police have to deal.

Erin Ogilvie, a junior business administration major, said she is in favor of a campuswide ban.

"I wouldn't mind at all," she said. "I hate smokers."

Joey Martinez, a junior civil engineering major, said he hasn't really noticed smokers and didn't think they were a problem except when they smoke outside of classrooms.

## **Two finalists in RCC chancellor search had no-confidence votes at other schools**

10:00 PM PST on Tuesday, February 3, 2009

**By SEAN NEALON**  
**The Press-Enterprise**

Two of the four finalists for chancellor selected by the Riverside Community College District board have faculty votes of no confidence on their records.

The finalists were named after two previous national searches ended unsuccessfully. The district has been without a permanent chancellor -- the chief administrator of the district and its campuses in Riverside, Moreno Valley and Norco -- for nearly two years.

Virginia Blumenthal, president of the district and chairwoman of the chancellor search committee, said all four candidates were "exceptionally strong." She said the no-confidence votes are a factor but not a deal breaker because the candidates volunteered the information and the issues have been resolved at their schools.

Wayne D. Watson, chancellor of the City Colleges of Chicago, and Charles A. Taylor, who is on sabbatical as president of Thomas Nelson Community College in Hampton, Va., received the no-confidence votes, which are nonbinding.

The vote regarding Watson occurred in 2004, following a faculty strike at the City Colleges of Chicago. He said he learned from his mistakes and is now getting along with the faculty and faculty union. Perry Buckley, president of the union that led the strike, said he and Watson now respect each other.

The no-confidence vote for Taylor occurred in April. He said he takes the vote seriously, but pointed out that the majority of the faculty didn't vote against him.

Taylor was dismissed in 2001 after two years as chancellor of a community college district in Spokane, Wash. Faculty criticized his divisive leadership style and demotion of several top executives, according to a news report.

He said he was ready to leave Spokane because of death threats he believes were racially motivated.

The other chancellor finalists are Thomas M. Fallo, president of El Camino College in Torrance, and Gregory W. Gray, president of Miami Dade College's Kendall campus in Florida.

The candidates will attend community forums later this month at each of the district's campuses. The board hopes to name a chancellor by mid-March, Blumenthal said.

## **An Important Time**

The district's first nationwide search for a chancellor ended in March 2007 when the board decided not to hire any of the three finalists. The second nationwide search ended in May when the board could not decide between two finalists. Combined, the three searches have cost \$237,000.

The salary for the new chancellor will be negotiated, said Jim Parsons, district spokesman. The current interim chancellor, Irving Hendrick, makes \$226,900, Parsons said.

Operating without a permanent chancellor comes at a challenging time for the district, which has the equivalent of about 30,000 full-time students.

The district is in the middle of a complex accreditation process that would transform the Norco and Moreno Valley campuses into full-fledged colleges that can grant their own degrees.

Millions of dollars in state funds for planned or current construction projects are in jeopardy because of the state budget crisis. And state funding is not keeping up with an enrollment surge caused by people returning to school after losing their jobs as well as enrollment cuts at California's public university systems.

Richard Mahon, president of the Riverside City College Academic Senate and a humanities professor, said he's concerned that two of the four candidates have no experience in California.

That's important, he said, because Jan Muto, whom the board selected as president of Riverside City College in December, had not worked in California.

"The prospect of having the president of our largest college and chancellor of the district in a learning mode when the state is fearing, perhaps, its largest fiscal crisis in 70 years is inauspicious," Mahon said.

He said votes of no confidence in Taylor and Watson raise concerns because he wants someone who deals well with faculty.

One of the three finalists for the presidency of Riverside City College had a vote of no confidence on his record. He wasn't selected.

## **The Candidates**

Taylor said his work as a chancellor at the Community Colleges of Spokane, which has about 38,000 students, and as president of Thomas Nelson Community College and St. Phillip's College in Texas, prepared him to lead the Riverside district.

Taylor started a nine-month sabbatical in October, about five months after the vote of no confidence. He said the sabbatical is not tied to the no-confidence vote.

He said he was asked by the chancellor of Virginia's community college system to study ways to increase the number of students from underrepresented areas, especially urban environments.

Watson has worked at the City Colleges of Chicago, which includes seven campuses and 120,000 students, for more than 30 years, including the past 11 as chancellor. He has announced plans to retire this summer because he has accomplished all he wants.

He said his lack of experience in California is not a detriment because, regardless of the state, most legislative and union issues overlap. He said he has taught a graduate course about state community college systems, including California, at Northwestern University.

Fallo, a finalist in December for the presidency of MiraCosta College in Oceanside, has been president of El Camino College since 1995. He previously worked at several other Southern California community college districts.

He said he applied to the Riverside district because it's well-managed and it is entering a critical period with the Norco and Moreno Valley campuses looking to become separate colleges.

He pointed to several accomplishments at El Camino College, which has about 20,000 full-time-equivalent students, including helping pass a \$394 million bond measure in 2002.

Gray worked at colleges in New York, Illinois and Pennsylvania before coming to Miami Dade College in 2006.

He believes his background developing partnerships with the business community and fundraising -- including a \$22 million campaign at Penn State's Fayette campus, have prepared him to be a chancellor.

# **College university budgets need rethinking**

**By Mark Notarian**

**The Telescope, Palomar College**

**February 2, 2009**

As California moves into the eighth year of deficit spending we as college and university students are being told that tuitions must be raised and classes and admissions must be cut. There is simply not enough money in the budget.

The administrators universally chant they have no other choice.

Or do they? The California state educational budget is \$55 billion annually with a constitutionally mandated increase which will make it \$58 billion in the next fiscal year.

In this world of billion-dollar bailouts, let me try to put this into perspective for you. Every year in California we spend almost five times more than the U.S. Auto Bailout.

Where is the money going? The majority is going to K through 12 despite the fact that the fastest growing segment of the student population is here in the college and university campuses.

State Sen. Dennis Hollingsworth and State Assemblyman Kevin Jeffries' offices were aware that there is no mandated education budget audit even though there is clearly a need for one.

However, they can do nothing to bring it to the floor of either house as they are in the political minority.

As a second-time student who attended K through 12 in the 1960s and '70s, schools were well maintained, you had take-home text books, and music, theater, art, sports and after-school activities were included for no extra charge.

Today one can't go to the market without passing some school group trying to raise money for their beleaguered programs.

College cost about \$1,800 a semester to go to Sonoma State University in the '70s - and that included books, food, dorm and all the university activities. When my cousin Dennis went to UCLA in the '60s it was free. You bought books, that was it.

What is wrong with this picture? How could things have gone so terribly wrong, and what can be done about it? Schools right here in San Diego are literally falling apart. Some students have never even had a take-home textbook. And tuition costs on Campuses all over California continue to rise.

We as California taxpayers pay the highest taxes in every category except property taxes (because of the Proposition 13 voter revolt of the 1970s). And since the recall of Gov. Gray Davis, revenues in California have gone up by 40 percent, yet the only answer the legislature can come up with is to raise taxes.

Are these the only alternatives, raise tuition, cut classes and cut admissions? This is our education! School administrators are here to serve us it is time that our needs come first.

Students must rally together and demand an audit of the educational budget by the non-partisan Legislative Analyst's Office, then review that budget and find out where the money is going.

## Community college workers agree to 4-day summer week

By Jean Cowden Moore

Ventura County Star

February 3, 2009

Workers at Moorpark, Oxnard and Ventura colleges have agreed to work a four-day week over the summer, hoping to save the college district enough money to avoid layoffs.

The move is in response to state budget cuts and a request from Ventura County Community College District officials, said Blanca Gallegos, a spokeswoman for Service Employees International Union Local 99, which represents the colleges' maintenance and cafeteria workers as well as instructional assistants.

"The workers feel they need to make small sacrifices to prevent bigger cuts," Gallegos said today.

The arrangement calls for 10-hour shifts Mondays through Thursdays from May 25 through Aug. 7.

Workers also have the option of working a shorter day and using vacation time to make up the difference.

The move will not affect faculty members or students, because the three colleges normally don't hold classes on Fridays during the summer, said Patricia Parham, vice chancellor of human resources.

The shorter week, however, will allow the district to close offices on Fridays and save up to 15 percent in energy and maintenance costs.

The district office proposed the shorter work week when gas prices were high, also hoping to save workers some commuting costs, Parham said. "We did this when gas was \$4 a gallon," she said. "We wanted to give something to them as well."

About 86 percent of union members who voted approved the move, said Jim Crowley, a warehouse worker at Moorpark College. "We're not certain what's going to happen, but we want to cooperate if it means saving jobs," Crowley said.

If state funding proves to be better than expected, workers could review the move, Gallegos said. The state is facing a projected \$42 billion budget deficit, and deep cuts to education are anticipated.



## Happy but Not Looking to Be the Chief

**insidehighered.com**

February 10, 2009

WASHINGTON — It has long been the case that the most common position for someone to hold before becoming a college president is that of chief academic officer (frequently with the title of provost). These days, it's not so clear that chief academic officers want to move up — or even that they consider the presidency a step up.

Only 30 percent aspire to be presidents, according to a study released here Monday by the American Council on Education. The study is a new one, based on a national survey, so there are not data from previous years for comparison purposes. But given the prevalence of the provost-to-president job track, the report's findings suggest either that the nature of jobs may need to be changed, or that different tracks may become more common.

Notably, the relative lack of interest in the presidency doesn't mean that provosts are miserable. They are happy. Among all chief academic officers, 63 percent are very satisfied with their jobs, the study found, while 33 are somewhat satisfied. Long-term chief academic officers are even happier, with 84 percent reporting that they are very satisfied.

The top uses of time the chief academic officers described are largely academic, with work on curricular and related academic matters taking the top spot, followed by supervising personnel such as deans, working on accountability or accreditation issues, strategic planning, and the hiring and promotion of faculty members. (One key factor: The survey was conducted last spring, before the collapse of the economy that no doubt has shifted the way some provosts must spend their time, and that may have also affected their job satisfaction.)

Given the “outside” role presidents play — raising money, wooing legislators, representing the campus — some experts here said it was possible that the chief executive officers were wise not to have a knee-jerk plan to seek a presidency. The jobs are sufficiently different that happiness in one would not necessarily translate, they said. Indeed the top reason given by chief academic officers for not wanting a presidency was that the work was unappealing (a view held by 66 percent).

But there were interesting opinions offered on whether academics should be concerned about the relative lack of interest in presidencies.

Peter D. Eckel, director of programs and initiatives at ACE and one of the authors of the report, said he thinks the chief academic officer position remains a crucial training

ground for presidents. The chief academic officer uniquely has “the comprehensive breadth” of a college or university, and thus has the full context needed to lead institutions.

Jean A. Dowdall, a presidential search consultant at Witt/Kieffer, said she believes that deanships have come to “far more resemble” presidencies than do provostships. Deans combine internal and external responsibilities, are active fund raisers, and represent their colleges, she said. Dowdall acknowledged that deans may lack the breadth of duties of a provost and the “leader of leaders” experience of other positions. But she suggested that deans might still gain those qualities by working on larger institutional projects that cross college or division lines.

“We should broaden our sense of potential pathways,” she said.

Some think that would be great for higher education. Mildred García, president of California State University at Dominguez Hills, said of the traditional career path: “I hope it can be blown up.” García said that while many female and minority academics have advanced in academic affairs, many others have seen their careers take off in student affairs or other parts of the university, and that considering non-provosts will help diversify the pool of potential presidents. (García, who is on her second presidency, rose through the ranks with administrative jobs in academic affairs, academic personnel, and student affairs.)

The chief academic officers responding to the survey placed academic issues as those most important to their jobs.

### **What Chief Academic Officers Views As Most Important About Their Jobs**

<b>Duty</b>	<b>% Citing (Respondents could pick two items)</b>
Promoting academic quality	56%
Setting academic vision	46%
Leading change and fostering innovation	31%
Ensuring student success	27%
Managing faculty hiring, retention and retirement	10%
Advocating on behalf of the faculty	10%
Supporting the president and managing up	8%
Making important decisions even when impossible	6%
Fixing financial problems and spending money wisely	4%
Help advance knowledge and scholarship	2%

Even if chief academic officers are generally happy with their jobs, there are aspects that they don't like — generally having to do with lack of time and money, and an excess of bickering.

### **Top Frustrations of Chief Academic Officers**

<b>Situation</b>	<b>% Citing (Respondents could pick two items)</b>
Never enough money	48%
Difficulty cultivating leadership in others	34%
Belief that you are infinitely accessible	32%
Curmudgeonly faculty	17%
Campus infighting	15%
Unresponsive campus governance structures	14%
Unclear expectations and metrics of success	13%
Expectations for revenue and influence of the market	10%
Relationships with other administrators	8%
Meddlesome board members	4%

The ACE survey also documents some key demographics about chief academic officers.

Eighty-five percent are white, while 6 percent are African American, 4 percent are Hispanic, 2 percent are Asian American, and approximately 1 percent are American Indians. Women hold 40 percent of the positions, with the greatest proportion (50 percent) in community colleges and the lowest (32 percent) at doctoral universities.

Questions about family responsibilities and characteristics of chief academic officers show that they are less likely than their male counterparts to be married, have children, or to have had someone alter a career on their behalf.

### **Family Responsibilities and Characteristics of Chief Academic Officers, by Gender**

<b>Family Characteristic</b>	<b>Women</b>	<b>Men</b>
Marital status		
—Married	68.8%	90.5%
—Never married	6.7%	2.6%
—Never married (member of religious order)	2.3%	0.8%
—Domestic partner	3.7%	1.6%
—Separated	1.2%	0.8%

—Divorced	14.4%	2.8%
—Widowed	2.9%	1.1%
Have children	69.1%	88.3%
Have children under 18	14.5%	26.1%
Altered career to care for others	30.5%	9.1%
Altered career for others' career	28.7%	11.2%
Others altered career for chief academic officer	35.2%	51.2%

— Scott Jaschik

# Shaking Up the Community College Concept

**insidehighered.com**

February 6, 2009

The state budget is plummeting, enrollment at community colleges is booming and graduation rates are disappointingly stagnant. What better time, officials of the City University of New York seem to think, to create a new type of community college to complement its six existing two-year institutions. The vision is consistent with national calls by many educators to look for new ways to get more community college students to complete programs speedily, but the plan has stricter requirements and a narrower curriculum than many community colleges — leaving some observers concerned. Even a number of the skeptics, however, are applauding CUNY for trying something so different.

In August, CUNY unveiled a lengthy concept paper outlining the beginnings of a plan for a new community college — the city's first since 1970 — potentially set to open in Manhattan in the next several years.

The institution would be a twist on the typical two-year model. With a planned enrollment of 5,000 students, the college would be the system's second smallest institution. All first-year students would be required to take a predetermined core curriculum and would then be limited to their choice of about 12 majors — each with a prominent focus on internships and other on-the-job educational opportunities. The proposed majors are mostly in pre-career fields of study such as nursing, surgical technology and energy services management.

Still, there are a few majors designed to help students transfer to four-year institutions, such as urban education and urban studies — programs designed to focus on issues specific to New York City. The college would not have the “traditional remediation/credit divide” and instead would place all its students on a credit-earning track from day one — using the comprehensive core curriculum to prepare students at all educational levels. Although the college would maintain open admissions, all students would be required to attend a face-to-face interview with a college counselor before being admitted and would be required to enroll full time with at least 12 credits per semester for their first year.

“The full-time requirement is shaped by the belief that unprepared students require more sustained time to develop, practice, and demonstrate *beyond the level of minimum proficiency* the skills and knowledge they will need for associate degree completion, baccalaureate transfer and/or workplace readiness,” the proposal reads. “Equally important is that ‘more sustained time’ not be more of the same time, that is, time spent in zero credit remedial courses or introductory courses designed to provide broad introductions to the liberal arts and sciences. The implications of time spent differently suggests a need for curricular and instructional configurations that depart significantly from the traditional baccalaureate structures community colleges inherited and are expected to replicate.”

## Full-Time Students Only

Some educators, however, have expressed concern about the college's sole inclusion of those students who have the ability and means to attend full time. The full-time requirement "raises eyebrows," said Kay McClenney, director of the Community College Survey of Student Engagement, noting that it does not acknowledge the reality that most community college students around the country — almost 60 percent — attend part time so that they can tend to pressing work or family obligations. Still, she granted that full-time community college students are more likely to either graduate or transfer to a four-year institution than are those who attend part time.

"If [CUNY] implements this new community college, then what are [they] going to do?" McClenney asked. "Are [they] going to serve a small portion of students who are going to succeed anyway, or are [they] either going to embrace or change the realities of those they bring in? [They're] sort of experimenting in a bubble that is built on full-time students, built without some of the constraints faced by those with part-time students. It's always easier to create a new institution rather than to transform existing ones."

If the new model proves successful in dramatically improving the graduation rates of its students, McClenney said it would be difficult to bring some of these same reforms to CUNY's existing community colleges — several of which are highly regarded for success with part-time, disadvantaged students and helping them persist, but typically not on a speedy schedule. The new two-year institution, she said, should not be thought of as "one size fits all." While she applauded the model for its experimental nature and noted it would likely work well in New York City, she said a model like this could not work everywhere.

The full-time model, some scholars have noted, is a better fit for traditional age students. Thomas Bailey, director of the Community College Research Center at Columbia University Teachers College and a member of an advisory board for the new college, said even though it is very hard for working adults to attend college full time, this model might serve CUNY's enrollment base well. Almost 60 percent of CUNY community college students are 22 years old or younger.

"One could argue that there may be optimal strategies to deal with [traditional-age students]," Bailey said. "There's a strain of thought that says, 'Let's not encourage students to do part time.' Maybe we should convince students that there's a real usefulness in attending quickly. In this case, I don't know that we need to think of every solution as a universal solution."

CUNY's concept paper acknowledges that "those students unable to study full-time will be excluded from this pathway." John Mogulescu, the system's senior university dean for academic affairs, who has led the effort for the new community college, said he does not think of the requirement as "exclusionary," but admits that it does present prospective students with a "decision to make." If, after much consideration, a student simply cannot attend full time, he said, the system has six other community colleges to serve that student's needs.

Nevertheless, Mogulescu argued that not many students would be turned away by this policy. Eighty-seven percent of first-time freshmen attending CUNY's community colleges attend full

time. Of all CUNY community college students, 56 percent attend full time — well above the national average of 41 percent. If the mandatory full-time model is wildly successful at the new college, he said, the requirement could be strongly suggested to students attending other colleges in the system.

“If we play this out and see that the results for full-time students are well beyond [those for part-time students], we would be very open about this with our student population,” Mogulescu said. “There would still be opportunities for students to attend part time. Still, we would tell the student, ‘If you go full-time and kill yourself for three years, you’ll have better success than if you went part time for six years.’ Then, the student would have a very informed decision to make.”

Though CUNY officials are very clear that this new community college is not for every student, some higher education leaders worry it could create a hierarchy within the system. George Boggs, president of the American Association of Community Colleges, said special subdivisions within institutions, such as honors programs and learning communities, tend to succeed because they target students who are mostly not at risk. He argued the only way this new community college model would truly prove successful is if it attracts students who would not have otherwise attended full time. Otherwise, he said, it will be catering to only those students who stand a better chance of success in the first place.

“Community colleges that have honors programs or other subsets within them are often seen as higher status programs,” said Boggs, noting that the new CUNY model does not quite fit this description as it would still be open access. “If [the new community college] does not serve everyone, it could emerge as a higher status institution. It might draw some of the better students or those who intend to go full time to it first.”

### **A Companion, Not Competition**

Some presidents from CUNY’s six existing community colleges, however, scoff at this notion and do not think the new institution will be thought of any better than theirs — just different. Antonio Pérez, president of Borough of Manhattan Community College, said his institution — the largest in the city, serving 21,000 students — is already at capacity and would welcome another community college in Manhattan while it waits to expand its campus. Increasing enrollments system-wide — up about 31 percent in the past decade — are another impetus for the new community college.

“I don’t see it as competition at all,” said Pérez of the new college. “Honestly, it doesn’t change things at all for us. We can’t accommodate all the students who want to come here anyway. We just don’t have the space. If the new college can come up with new and creative ways of doing things that we do here, that’s great. No shoe fits all, and they will be able to try things there that we cannot here.”

Gail Mellow, president of LaGuardia Community College in Queens, expressed a similar sentiment, especially noting her excitement at CUNY’s willingness to experiment with this new model.

“There may be minor concerns, but if we could figure out how to dramatically increase graduation rates, that would be profoundly important,” Mellow said. “I think that’s the whole point of this grand experiment. I’ve never seen a faculty member do something and say it was a total bust. I’ve also never seen a 20 to 30 percent boost in graduation rates, and nobody else has either. This is gutsy. If we just learn five new things to try with students, CUNY would try to implement them throughout the system. It’s not the end of the rainbow, but it’s a big chunk of the challenge we face.”

Despite the optimism, Mogulescu said leaders of some of the other community colleges have expressed concern that — with all of the coverage it has received — the new institution will draw money and resources away from their colleges. He said CUNY has been working with many private donors and other outside programs to ensure that this will not happen. Mogulescu, however, would not comment on the status of potential funds from the Bill and Melinda Gates Foundation — a group that has promised hundreds of millions of dollars to improve completion rates at community colleges.

The state legislature would have to approve formal funding measures for the project, while the plan for the institution itself must be approved by the New York State Board of Regents. As the community college is still in the early planning stages, these moves are not expected for at least another year or so.

Officials from in and outside of the CUNY system admit this new model is daring, but most agree its potential to succeed and be a proving ground for best practices is worth the challenges it may present. As the model cannot be replicated at scale throughout the whole system, however, some caution that CUNY should not stop here.

“I think it would be a shame if this absorbed all of the reform and energy resources,” Bailey said. “It’s not a comprehensive solution to all the problems. I would hope that the individual colleges [within CUNY] are encouraged to try new things as well. Could this model be improved and are there problems with it? Absolutely. Still, we’re dealing with difficult issues, and I think it’s worth trying radically different approaches.”

— David Moltz



# Sharing Ideas: Tough Times Encourage Colleges to Collaborate

## The Chronicle of Higher Education

February 13, 2009

By PAUL FAIN, GOLDIE BLUMENSTYK, and LIBBY SANDER

Despite its veneer of cooperation, higher education is a competitive industry, where resource sharing is eyed warily. But the recession is chipping away at that reluctance, and institutions are pursuing partnerships, both to cut costs and to keep pace with expanding academic fields.

Joseph E. Aoun, Northeastern University's president, says cooperation helps colleges better leverage their resources. Through partnerships, they can expand their fields of research and teaching, such as in language studies.

"You cannot go at it by thinking that the world stops at this campus," says Mr. Aoun. "No university is self-sufficient."

Northeastern has forged several such agreements in recent years, including an extensive partnership with nearby Hebrew College that includes joint degree programs, and a nanotechnology center that Northeastern leads with two public-university partners.

Lawrence G. Dotolo has encouraged links among universities for decades. Executive director of the National Association for Consortium Leadership, he also leads the Virginia Tidewater Consortium for Higher Education, a group of 15 institutions. He says his phone has been buzzing with calls from colleges looking for tips on building new collaborations or improving existing ones.

A few intercollege consortia have existed for decades, most notably the Five Colleges Inc., in Amherst, Mass., and the Claremont Colleges, in California. And in recent years, scores of institutions have worked together in library offerings, information technology, and research centers.

But resource sharing may now be expanding beyond those traditional areas.

"Some things they never wanted to cooperate in," Mr. Dotolo says, citing as examples campus security and financial-aid services. "Now they're stepping back and saying, 'Let's do this.'"

Cooperation, however, does not come naturally to colleges. And some experts remain skeptical that partnerships will gain much ground, even in a rough economy. James H. Roth, a vice president at the Huron Consulting Group, leads the firm's education branch. "It makes economic sense and business sense" to find partners, he says, but so far "I've not seen a lot of collaboration."

Several types of partnerships can be beneficial, he says, like student-transfer agreements between community colleges and public universities.

In the following articles, we look at three new or expanding partnerships that illustrate the rising wave of cooperation.

### **THE FIX: JOIN FORCES**

When fire broke out at a residence hall last fall at Hampshire College, police officers, including a few based at Mount Holyoke College, seven miles away, were on the scene within minutes. Weeks later, when an assault was reported after a dance at Mount Holyoke, officers from Hampshire were part of the team that responded and made an arrest.

"We sent people right over instead of calling people in from home," says Paul L. Ominsky, who has directed the police forces of both colleges since June, when they merged their public-safety departments.

Combining Hampshire's department, which has the equivalent of about 15 employees, with Mount Holyoke's, which has the equivalent of 26, has reduced costs for training, added flexibility to staffing at major events on each campus, and created opportunities for promotions and new positions. An officer from Mount Holyoke is now a detective in the joint department, and Mr. Ominsky was able to add a civilian position to work with student groups on matters like crime prevention.

"We have a lot more investigative depth. We have a lot more outreach depth," says Mr. Ominsky, adding that he hopes the merger will bring a higher overall level of professionalism and help reduce turnover.

Mary Jo Maydew, vice president for finance and administration at Mount Holyoke, says the arrangement has helped cut costs at her college and raise the level of service at Hampshire.

That level of collaboration is unusual even for institutions with a tradition of working together, as these two have for nearly 40 years as members of the Five Colleges consortium.

Traditionally, campus leaders have been hesitant to combine operations that are so hands-on and round-the-clock. Mr. Ominsky calls such reluctance a mistake. Instead, he says, colleges should think how they might model their security departments after the precinct approach used by many city police forces, in which a single chief oversees a network of community-based squads. "If it works in the city, it can work on the campuses," he says.

A system like that is especially useful for colleges that are close to one another, he says. It also helps if the respective staffs are "flexible and professional."

Colleges considering that kind of collaboration also need to think about matters like insurance (which wasn't a big issue for Mr. Ominsky, because the Five Colleges already operated under a single risk-management department), compatibility of computer and communications systems, and aligning policies and approaches. "The more you can be consistent, I think it improves public safety generally," he says, noting that this is especially true for his institutions, where academic arrangements encourage many students and faculty members to spend time away from their home campuses.

It helps, too, if the colleges have somewhat similar cultures. Both Hampshire and Holyoke are small, private, residential liberal-arts colleges. "Otherwise," he allows, "I do think it could get a little bit confusing."

Mr. Ominsky's duties extend to Smith College, another Five Colleges member. He is director of public safety there, overseeing a department of sworn officers and other personnel who are not part of the merged department. (For one thing, the Smith force is the only one that is unionized.)

Half of Mr. Ominsky's salary comes from Smith, and the rest from Hampshire and Holyoke.

Arrangements like those are a new effort for the Five Colleges. (Amherst College and the University of Massachusetts at Amherst are the group's other two members.) Until recently the consortium focused on academic collaborations over administrative ones, although it does operate a single transportation system, and some of the colleges have combined the management of energy use and recycling.

Those collaborations, like Mr. Ominsky's role as a multicampus public-safety chief and the departmental mergers of Mount Holyoke and Hampshire, predate the biggest economic shocks now hitting many colleges.

The members are always looking for new collaborations. But now all of the institutions have been looking more intently, says Ms. Maydew. "We're seeing new urgency."

## **THE FIX: SHARE NETWORKS**

Since 1958 the 11 universities of the Big Ten Conference have worked with a former member, the University of Chicago, in a partnership called the Committee on Institutional Cooperation. But that collaboration has heated up in recent years, say several presidents of constituent institutions.

The slumping economy and interest in cost-saving measures has led to "a marked acceleration in the depth of the cooperation between our members," says Barbara McFadden Allen, the committee's director for 11 years.

Besides the quest for savings, technological developments have played a role. Social-networking tools and videoconferencing technology have helped make ideas for collaboration a reality, she says.

And the member universities have put big money behind some of those ideas.

The chief information officers of committee members had been meeting for years and had compared the bids they were considering to build out fiber-optic networks on their campuses. They decided to invest together in those networks, with each university ponying up a share, and to link their capacity together.

"They built something better, faster, and cheaper" than what they could have purchased on their own, Ms. Allen says.

All of the campuses, which stretch across eight states, are now connected online through Chicago. The shared network is much more powerful than what a single campus could have mustered.

And the savings are impressive. In addition to an estimated \$23-million saved jointly in the purchase of the network (compared with the total that would have been spent on independent systems), each university saves \$600,000 in annual maintenance costs, says Ms. Allen.

Another relatively new effort of the committee is to share language-study offerings. Taken together, the 12 universities teach about 120 languages — but only about 30 on each campus.

Through a three-year pilot program, currently in its final year, the committee has arranged for 40 language courses to be taught across the group. The participating faculty member typically uses videoconferencing to reach students at other universities.

But the real "magic" of the partnership takes place in the registrars' offices, Ms. Allen says. The committee's role is to minimize friction and red tape.

Carolyn A. (Bidly) Martin, chancellor of the University of Wisconsin at Madison, acknowledges that competition can make collaboration difficult. But universities' self-interest, she says, must be balanced with the potential benefits for students and faculty members.

More partnerships are on the way, she adds. "That's going to have to be a big part of the future."

## **THE FIX: LINK CLASSROOMS**

After the long, slow fade of its signature textile industry, Danville, Va., is trying to transform its economy into one based more on science and technology than on textiles, tobacco, and manufacturing.

In doing so, the city of 45,000, just over the North Carolina border, has received a welcome boost from two of Virginia's most prestigious universities.

Through a distance-learning liberal-arts curriculum for adults at the University of Richmond's School of Continuing Studies, and an engineering-science program at the University of Virginia's School of Engineering and Applied Science, residents of Danville who are eager to participate in the region's economic rebirth can do so without leaving their city on the Dan River.

The budding partnerships are products of a statewide collaborative spirit among two-year and four-year colleges that has taken hold in Virginia. Although the links were forged before the recession, officials say the programs make even more economic sense now, and could offer a road map to even more creative ways of delivering education in times of fiscal hardship.

As enrollment at community colleges has grown, and as universities look to tap into other pipelines of qualified students, articulation agreements have become more common. The arrangements specify the community-college courses for which a four-year college will grant transfer credit and ease the transition for students. Since the 1980s, 30 states have written into law transfer or articulation agreements intended to better integrate two-year and four-year colleges.

But new, narrowly targeted programs in Virginia could further smooth the path from community college to university — with significant benefits to the state as well, officials say.

"The economic developments in this country are going to push us all in that direction," says James F. Groves, an assistant dean at the engineering school who directs the engineering program. "How can we not be responsive?"

In the four or so years since Virginia's state lawmakers called on public four-year institutions to be more attentive to economic development and work more closely with their two-year counterparts, the collaborative efforts have grown more creative, and more specific.

Articulation agreements are now enhanced by program-to-program outreach efforts.

The result is a much more efficient way of linking the resources of major universities with community colleges in the same regions, many of them rural, that are hungry for a broader array of educational options, officials say.

"We have a wide work force that is really looking for work or looking to start a second career," says Stephanie Ferrugia, site coordinator at Danville for Richmond's Weekend College, as the program is known. "They're bracing themselves and saying, 'I need to diversify myself and make myself different from the guy working next to me on the line at the plant.'"

Only about one in 10 of the residents of southern Virginia hold college degrees, Ms. Ferrugia says. Until recently, the educational pickings were slim for people whose job or family responsibilities prevented their leaving Danville to study elsewhere.

But all that is changing. To attract companies looking to move to the Danville area — and to guarantee that Danville's residents could actually land new jobs — local officials needed a way to expand educational offerings, and quickly.

By 2006, UVa's Mr. Groves and his colleagues were hearing urgent calls for undergraduate engineering education from communities and employers around the state.

One plea came from a technology company in Manassas, a Washington suburb, that manufactures memory for iPods and other digital devices. It wanted part-time engineering education for workers so they could train but still remain employed at the plant. Another came from a nuclear-energy company, which predicted that it would soon need as many as 1,000 engineers.

Then there were the Danvilles — small cities eager to reinvent themselves but in need of the education and training required to attract employers and jobs.

In all of the cases, Mr. Groves recalls, the question was the same: Is there something you can do to bring engineering education to our community?

The collaborative program, whose first cohort of students is to enter UVa this fall, began with just one institution, Central Virginia Community College, in Lynchburg. It recently

expanded to include 10 of Virginia's 23 community colleges, including Danville Community College.

The program allows students to earn bachelor's degrees in engineering science on a part-time basis, and without leaving their communities.

Students complete the first two years of classes in mathematics, chemistry, and physics at their local community colleges. After earning associate degrees in engineering, eligible students can transfer to the UVa's engineering school to complete the remaining classes online. Officials there assume that students will not be studying full time — a significant departure for Virginia's prestigious university.

"We have traditionally been a residential, full-time student population, and what we're doing here is allowing people to go part time, at a distance," Mr. Groves says. "That's a big shift."

Richmond's Weekend College, meanwhile, offers on-campus or distance-learning classes in a liberal-arts curriculum to students at two community colleges. The program, designed for older students with some college credits, focuses on writing, public speaking, business literacy, and management — courses that officials say prepare them to work in corporate settings.

"I ask students, 'Why are you looking at our program?,' thinking that the attraction is the Richmond name," Ms. Ferrugia says. "But actually, it is the accessibility. The reputation is second."

## **Union leaders change their tune on days off**

**SFGate.com**

John Wildermuth

Friday, February 6, 2009

The furlough ordered by the governor has Sacramento in a tizzy, with employee union leaders warning that closing state offices two Fridays a month not only will cost workers pay but will harm Californians seeking to do business with the state.

The customer-service argument wasn't heard back in 2000, when Gov. Gray Davis signed a bill making March 31 a state holiday in honor of Cesar Chavez and closing state office doors as tightly as any furlough.

There was no talk then about how shutting state offices on that day - or on any of the other 12 paid holidays (plus a personal day) that state workers currently receive - would inconvenience Californians.

When Gov. Arnold Schwarzenegger proposed eliminating two holidays for state workers a few months back, you didn't hear union leaders saying, "At least it will be good for Californians to have state offices open two more days."

As for department heads who are wondering how they're going to cope with furloughs beginning today: They can do what they've always done - put a "Closed" sign on DMV offices and tell people to come back Monday.

State officials convinced that state workers have too many holidays don't have to look far to assign the blame.

When Gov. Pete Wilson vetoed the first proposal for a Cesar Chavez holiday in 1994, he said 13 paid holidays were enough. Since then, governors have had to regularly negotiate with state employees but OKd contracts giving them the holidays.



# Without Change, Campus Arts Programs Could Risk Their Survival

## The Chronicle of Higher Education

By BRAD WOLVERTON

February 6, 2009

Buried in the recent news about big endowment losses and the steps colleges are taking to weather the economic crisis is an emerging pattern: Culture, it would seem, is expendable.

First came Brandeis University's decision to close its art museum and sell off more than 6,000 works in its collection. Then Miami University, in Ohio, and Texas Tech moved to sell or shutter their radio stations. Now Utah State University may stop its academic press.

Even Bowdoin College, a longtime supporter of the arts, which completed a \$20-million renovation of its art museum in 2007, recently said it may dump its big-band jazz ensemble.

Some of that may just be skimming the fat. But faced with increasing costs and shrinking government support, more institutions may do what was once unthinkable: cut entire academic programs.

That prospect hung over a group of college presidents gathered here this week for the annual meeting of the National Association of Independent Colleges and Universities.

Mary Pat Seurkamp, president of the College of Notre Dame of Maryland, summed up the mood this way: "Some people are saying, 'We know our mission and we love the liberal arts. But you don't have to have all of them.'"

The recession is intensifying administrators' scrutiny of underperforming majors, leading to tough questions: Are those majors helping to drive enrollment and revenue? Do they have a vocal or wealthy constituency? If not, maybe they should go.

"It's a bad stew," says Harriet Zuckerman, a senior vice president at the Andrew W. Mellon Foundation, one of the biggest supporters of the arts and humanities on campuses. "These are episodic symptoms of what is likely to become a more serious problem."

As the economic downturn has deepened, colleges have demonstrated a swiftness for shedding programs whose goals have not been aligned with core missions.

Art experts say that may help explain the fall of the Rose Art Museum, at Brandeis.

“What struck me is the fact that nobody seemed to recognize the teaching value of that collection,” Thomas W. Lentz, director of the Harvard Art Museum, told *The Boston Globe*. “Obviously works of art are more than just beautiful things.”

In other words, it's fine for museums to open their doors to students. But it's more important to encourage faculty members to incorporate exhibitions into their syllabi.

Both the arts and the humanities have had a difficult time establishing their importance, in part because they've never organized themselves as effective advocates, says Ron Jones, dean of the College of Visual and Performing Arts at the University of South Florida.

“Our problem is, we sit back and claim our importance, but we never convince the people who need to understand how important we are,” he says. As president of the International Council of Fine Arts Deans, a 400-member group, he just created an advocacy task force to help campus arts leaders better articulate the value of the arts.

But in this climate, such a move could be too little, too late. That kind of advocacy takes time and has to be strategic, Mr. Jones says. “You can't just make a quick rational argument and expect everyone to cave in and give you money.”

Museum directors and campus arts leaders also must decide how nicely they want to play with administrators and other disciplines. Ceding autonomy may endanger some of the gains they've made in recent decades.

“You need a certain stature, a certain size and critical mass of course offerings, for other units to really see the value of your work,” says Sharon L. Vasquez, dean of the College of Fine, Performing and Communication Arts at Wayne State University, in Detroit. “If you're buried in the liberal arts, it becomes difficult for the rest of the institution to understand you.”

But it's that kind of thinking that administrators probably won't have much patience for in these times. As one campus leader said this week, when asked about the tenuous status of the arts, “The solution is less whining and more integration.”

## **David R. Hernandez: L.A. mayoral candidate**

### **LA Times**

February 11, 2009

*With the March 3 primary election drawing near, The Times asked all candidates for Los Angeles mayor to respond to questions about key issues facing the nation's second-largest city. Here are the responses from candidate David R. Hernandez:*

#### **1) What distinguishes you from the other candidates in the race?**

With 10 candidates for mayor, the diverse and varied backgrounds bring many experiences and knowledge to the table.

I believe my 60 years in Los Angeles and 20 years as a community advocate provide me with a perspective not shared by the other candidates, including the incumbent.

As a small-business owner and currently the executive director of the San Fernando Chamber of Commerce, I see firsthand how vital it is to include small business when making decisions that can impact them in a negative manner.

As a former board member of three neighborhood councils and active in the formation of two others, I have had years of experience working with the community stakeholders and city departments in addressing local challenges.

As the president of an established, successful organization working with the homeless of Los Angeles, I witnessed firsthand the value of resources directed to the most efficient areas.

As president of the foundation board of a major community college, I have had to overcome severe budget challenges and still provide students with the ability to receive scholarships.

As an insurance adjuster for over 25 years I have developed the ability to gather facts, experts and experience in order to reach a successful objective.

#### **2) Los Angeles likely will face a deficit of \$400 million to \$500 million in the 2009-2010 fiscal year, as well as steep shortfalls in the years that follow. If elected, how would you balance the city budget? Specifically, what programs or services would you cut, what taxes or fees would you increase, and what other measures would you take?**

Prior to voting on the telephone tax, the Los Angeles City Council declared a financial crisis. This may have been done as an 11th-hour strategy in order to allow passage with a simple majority vote, but the reality is the city is in a financial crisis.

The crisis being more apparent than when it was declared, requires actions and policy changes which reflect a proper and holistic response to the crisis.

We must begin a three-pronged approach, keeping in mind that city revenues are more than ever. In the short term, suspend and evaluate all projects which had locked in place funds dedicated to state projects, i.e. the \$25-million bike path in the northeast Valley. This is only one of thousands of projects which must be reassessed in this economic environment. Second, all community redevelopment projects must be reviewed and evaluated for sustainability. All non-targeted expenditures such as grants to non-community building projects must be halted. All existing and prior expenditures will be audited. For long-term investment, the tax base generators must be supported and given every opportunity to grow and prosper.

**3) To cut costs, Mayor Antonio Villaraigosa is considering layoffs or offering early retirement to city employees. Do you support either or both of those alternatives? Given the increased need for government assistance in these bad economic times, is now the right time to reduce the number of city employees or cut hours at libraries and city parks?**

The collective bargaining between the city and city employees was done in good faith. Once we set the direction and priority of the city's expenditures, we will be in a better position to see what and where we can develop or strengthen revenue streams. I do not support layoffs or early retirements as a means to solving short-term or long-term financial challenges. Cutting resources to some areas such as parks we risk creating a situation which may be more costly in the event of an expansion of crime.

**4) Do you support Measure B, the city's proposed solar power initiative? Why? How do you believe it will affect Department of Water and Power rates?**

The idea of solar energy is exciting and is already being demonstrated to be worthwhile. LAUSD as well as the Community College District have and are in the process of installing solar panels at their facilities. All without Measure B. Notwithstanding the process in which it reached the ballot, I am opposed to it, as it creates a serious and risk laden charter amendment change giving the City Council and mayor a dubious power over future rate increase abilities. The lack of open bidding on installation creates a serious financial challenge to the residents of Los Angeles.

**5) Should the city controller have authority to perform both financial audits and performance audits on programs run by the mayor or city attorney?**

Yes.

**6) In June, the city's contracts with police and firefighters unions will expire. Should police officers and firefighters be given raises or increased benefits? If so, how would you pay for those, given the city's current financial condition?**

Yes. The No. 1 duty and responsibility of government is the safety of its residents. The police and fire departments are a vital component to that responsibility. Given the vast areas of expenditures where little or no oversight is maintained, I am certain the funds can and will be able to provide the resources required to maintain and expand our first-responder departments.

## Instant runoff voting and the community colleges

### LA Times – Opinion LA

What are the costliest elections in Los Angeles? Sure, they're the races for mayor, city attorney and controller, if you consider the amount of money raised and spent. But looked at another way, the hands-down winner is the set of obscure battles for seats on the L.A. Community College District Board of Trustees.

That's not because incumbents haven't been cruising to reelection -- they have been, with one recent and notable exception. Two years ago, all four trustees on the ballot were reelected.

But the exception and the expense came in the case of trustee Georgia Mercer, who bested three challengers but fell short of the 50%-plus-one she needed to take the race in March. That meant the city and the district had to conduct a costly May runoff between Mercer and second-place finisher Roy Burns -- and it was the only runoff in town. Most voters had nothing else on their ballots, and few people bothered to come out just for that one race. Only 4.7% of eligible voters showed up, according to the **New America Foundation's Instant Runoff Voting (IRV) project**. The cost of holding the election worked out to about \$40 per vote.

That May 2007 election has become one of the primary talking points for the IRV folks, who want to eliminate runoffs -- or rather, make them occur instantaneously under a system in which voters pick not just the candidate they want, but their second and third choices as well. Votes would be re-tabulated to take account of those back-up choices until one candidate had more than 50%. (See a **YouTube video** of a City Hall conference on IRV last year)

The issue may well come up again in a few weeks.

Mayor Antonio Villaraigosa has nine challengers but just may get his 50% despite them. Runoffs are possible in the controller and city attorney races, but not inevitable. I'm betting on a runoff in the Fifth Council District race. But citywide, there's a chance that the only runoffs will be once again in the sleepest, who-cares-iest races on the ballot: The Community College District Board of Trustees, in which one incumbent faces four challengers and another faces five (two are opposed by single challengers).

The IRV people asked the City Council to put an instant runoff reform on the March 3 ballot, but the council refused and instead asked the City Clerk's office to convene a working group to discuss various issues. **The group met last week**, for the second time; the next "working group" session is set for Feb. 19. Still, it's not clear when, or if, voters will get to weigh in.

I share the IRV folks' irritation at the council for dragging its feet. Council members declared last fall that there was **no sense rushing to put IRV on the ballot** before there was plenty of discussion and fact-gathering. This was at about the same time they put Measure B, the solar initiative, on the ballot, explaining that all the research and unanswered questions could be addressed by election day.

One note of caution regarding IRV, which is **supported by Mercer and at least four other members** of the Community College Board of Trustees. If incumbents believe they are going to win anyway, of course they'd want IRV -- to avoid the cost and headaches of a pointless runoff campaign. But is it clear they would win anyway? In the **May 15, 2007 election night count**, Burns appeared to be the victor, scoring 50.4% of the vote. More than half of the few people who came out to vote came specifically to vote for him. Burns told The Times he does not believe he would have done as well with IRV.

As it turned out, Mercer eked out a win in the final tally.

Burns is running again for the Community College Board this year, but he won't be in a runoff, because he's the sole challenger to incumbent Kelly Candaele. That race will be over, one way or another, March 3. But runoffs -- expensive ones -- are highly possible in the races for the other seats.

# Gordon Gee Says Colleges Face 'Reinvention or Extinction'

## The Chronicle of Higher Education

February 9, 2009

By PAUL FAIN

Severe economic pressures have created a defining moment for colleges and universities, which must fundamentally reinvent themselves to survive, E. Gordon Gee, president of Ohio State University, said on Sunday at the annual meeting of the American Council on Education.

"While giving deference to our proud history, our challenge today is radical reformation," Mr. Gee said here during the keynote address, called the Robert H. Atwell Lecture. "The choice, it seems to me, is this: reinvention or extinction."

To avoid "slouching into irrelevance," he said, universities must structure themselves horizontally, rather than vertically, change the way they reward faculty and staff members, and learn to better collaborate with each other. While partnerships with business, elementary and secondary schools, and governments are crucial, he said, perhaps the most important links are between universities.

"We must see one another as allies, not opponents," said Mr. Gee. "Sharp elbows and zero-sum thinking are utterly useless in the work to fuel our country's resurgence."

He pointed in particular to the need for deeper relationships between community colleges and four-year institutions. As an example, Mr. Gee described a program, announced Sunday, in which Ohio State will partner with Columbus State Community College to create a pipeline for underrepresented students to enroll in medical school. He said it will be the nation's first such collaboration.

To achieve a horizontal approach, he said, universities must move beyond the "old, worn-out notion of interdisciplinary academic work" and totally rethink the way they look at research and teaching. Research centers should be "transinstitutional" and involve multiple departments and external partners.

He also asserted that recognition and reward structures on campuses are out of date. With the reach of academic journals fading, he said, new forms of scholarship must be rewarded. And colleges should look beyond "centuries-old promotion and tenure models" to find nontraditional professors and leaders. For example, he cited the incoming dean of Ohio State's Fisher College of Business, Christine A. Poon, who is a former health-care-products executive rather than an academic.

Mr. Gee said he had weathered previous economic downturns during the many stops of his three decades as a college president, joking that "each time I've changed jobs, we've gone into a



recession." But he said this period is unprecedented in both its challenges and opportunities for higher education.

"We have now an act-or-lose opportunity," said Mr. Gee. "We should all approach each day with an urgency of purpose—one we all share as keepers of this remarkable legacy."

## State colleges bear down on transfer shortage

By Matt Krupnick

Contra Costa Times

Posted: 02/16/2009 05:19:26 PM PST

State education leaders are trying to overcome failures to improve the pathway from community colleges to public universities.

The University of California and California State University are working with the state's vast community college system to boost the number of students who transfer from the two-year schools. Some are applauding, while others worry it could fail as past attempts have.

A relative lack of communication among the three systems has long been a problem, compounded by problems coordinating with K-12 educators.

Rather than having a master blueprint that allows any community college student to transfer to a public university, California's 110 community colleges have been largely responsible for drafting their own agreements with each of the state's 32 UC and Cal State campuses that have undergraduates.

Some say the state will never improve transfer rates unless it overcomes a fear of standardization in higher education.

College educators highly value their unique curricula, said Sacramento State researcher Nancy Shulock, a co-author of a 2007 study that found only one in four community college students who planned to transfer to four-year schools actually did so within six years.

"We just fear statewide uniformity," she said. "Somebody's got to say, 'We can't cling to these assumptions of what works, because it isn't working.'"

The issue that has hampered previous discussions is making sure that transferring students can actually use credit earned in community college courses. University faculty, particularly in the Cal State system, have resisted standardizing courses so they fit neatly into transfer-ready categories.

In some cases, Cal State campuses expect transferring students to take courses not available at a local community college, said Linda Michalowski, a vice chancellor with the state community colleges.

"It's disruptive and it doesn't make much sense," she said.

The answer, some say, will be persuading university professors that some courses at the two-year schools are suitable for transfer purposes without perfectly fitting those molds.

"I think people are going to have to realize that you can't standardize a liberal-arts education in the 21st century," said John Travis, a Humboldt State political-science professor and a top officer with the Cal State faculty union. "I think some faculty are open to that, but some remain suspicious."

Each of the three systems has appointed a leader to the task force, which is gathering researchers to look into transfer problems. The UC appointee, UC Berkeley law Dean Christopher Edley, said the effort is part of UC President Mark Yudof's plans to smooth the path from preschool to college.

The task force, Edley said, hopes to improve upon past attempts, particularly a 1997 agreement between UC and the community colleges that laid out broad goals for improving transfer rates.

"The earlier (pact) created a check-the-box culture based on meeting a head count target more than a culture of lifting up the whole education system," he said. The goal of the new endeavor "is making sure students know where the onramps are so they can get back on track."

## The New Reverse Transfer insidehighered.com

February 18, 2009

Stephanie Jamiot is a community college transfer student, but not the kind one might expect. Instead of following the steady flow of students who move from two-year institutions to four-year institutions, she is one of a growing number of so-called “reverse transfers” who leave four-year universities to attend community college.

Cuyahoga Community College in Cleveland — Ohio’s largest two-year institution and the one Jamiot currently attends — had an 11 percent increase in the number of “reverse transfers” this spring compared to last. These students mostly come from public and private institutions around Ohio. Nationally, the American Association of Community Colleges notes that a third of all two-year students previously attended a four-year institution. The recession has led to surge in community college enrollments this year, and some experts believe these “reverse transfers” are an important and sometimes overlooked portion of that growing student body at two-year institutions.

Last year, 210 students came from Cleveland State University, the largest group of transfers to Cuyahoga. Among other public institutions, 197 came from Kent State University and 150 came from the University of Akron. Sixty-one students even came from the state’s flagship, Ohio State University. Another 61 came from Baldwin Wallace College, the private institution from which more students transfer to Cuyahoga than from any other. Twenty-nine and 14 students came from two other private institutions, John Carroll University and Case Western Reserve University respectively.

Jamiot matriculated as a pre-med student at Wright State University — located outside of Dayton, Ohio — in 2006 with the ambition of becoming an anesthesiologist. After completing most of her general education requirements and starting her pre-med curriculum, she had a change of heart and became a nursing major, wanting to pursue a career as a certified registered nurse anesthetist (CRNA). The transition between programs at Wright State, however, was a difficult process for Jamiot, and she was distressed to find that most of the science credits she had earned as part of her pre-med track would not count towards her nursing major.

“A number of courses that I would have had to take were going to be repetitive,” Jamiot said. “With of all that I was going to have to stay another [a fifth] year to complete the program. Also, it just wasn’t the best fit for me. My advisor and I didn’t always get along.”

After two years of credit difficulties at Wright State, Jamiot decided to move back home with her parents outside of Cleveland and attend Cuyahoga, where she started last fall. Most of her credits from Wright State transferred seamlessly, and she plans to graduate with an associate degree in nursing next year and eventually finish up her baccalaureate degree from Cleveland State before becoming a CRNA. In addition to saving tuition money — \$219 per credit hour at Wright State

versus \$80 per credit hour at Cuyahoga — she said she is more engaged and motivated at the community college.

“My largest classes at Wright State had 300 people, but my largest classes at Cuyahoga maybe have 100, if that,” Jamiot said. “You get to know your professors better in this setting. Here, I’ve gotten to know a lot more of the nurses in my program and become closer to them. At Wright State, I never got the opportunity to sit down with nurses and watch them do what they do.”

She acknowledged that some might view her choice as a step down, but she says she is getting a better education.

“I do have some friends who wondered why I was going back home [to community college], but when I got the chance to explain my situation to them they were very supportive and told me to do what was best for me,” Jamiot said. “Right now, I think a lot of the reason [students reverse transfer] is financially motivated, and a two-year program is going to cost you a whole lot less. Then, once you get your associate degree, getting into and adjusting to a four-year college is a lot easier.”

Though Jamiot did not cite financial hardships directly, Cuyahoga officials said most of the “reverse transfers” they welcome have made the decision to come to a community college because attending a four-year institution is no longer economically feasible for them. Peter Ross, Cuyahoga vice president for enrollment, said his institution has taken advantage of this by actively marketing the college’s affordability in comparison to some of the state’s public universities. He added that he expects the number of “reverse transfers” to continue to rise as the economy worsens.

“I’ve been in the transfer world of higher education for about 25 years, and I’ve never seen numbers like this at a community college,” Ross said of the college’s 11 percent increase in reverse transfers. “I think we’re going to see students who were traditionally four-year college bound — either public or private — come to us to for foundation courses at more reasonable rates before moving on.”

Still, he admitted there were some challenges with these students. As with most students at the community college level, there remains a concern about those who abandon their programs before earning an associate degree. Reverse transfers, he said, may need even more counseling to ensure they know how their credits are being handled at their new institution. If this process is long and confusing, he noted that some of these students may chose not complete their degree.

“We want these students to leave here with a degree,” Ross said of reverse transfers. “Leaving us without getting an associate degree impacts their ability to go on and get a baccalaureate degree later. In their mind, we’re a stepping stone. Still, it’s very real those students might not get an associate degree. They got side-tracked once – in that they came here from somewhere else – and who knows if that’ll happen in the future?”

This year, with such a high number of reverse transfers, Cuyahoga started its first formal group counseling sessions and meetings for these students. In the past, Ross said counselors met with

these students if assistance was request. Now, he said the college's more proactive engagement of these students is meant to help streamline what is often a lesser-known and confusing process for both the transfers and those at the institution.

Bonita C. Jacobs, executive director of the National Institute for the Study of Transfer Students at the University of North Texas, said, in spite of these difficulties, "reverse transfer" may be more likely to ultimately transfer onward to a four-year institution after earning their associate degree than those of their peers who have only attended a community college.

"When asked why some community college students don't transfer onward, my colleagues will often say that life happened to them," Jacobs said, noting that only 20 percent of associate degree graduates end up transferring to four-year institutions. "Those who don't transfer often say these institutions seem like big, scary places, where it's easy to get lost. I would think the opposite for [reverse transfers]. Since they've already gone there, maybe some of the mystique is gone. Most probably always knew they were going to go back eventually."

— David Moltz

# Community college cuts: P.E. or not P.E.?

State agency considers reducing funds for classes.

Sunday, Feb. 22, 2009

By Doug Hoagland / The Fresno Bee

California pays the same for students to move their buns in community college P.E. classes as it pays for them to crack books in English, biology and other academic courses.

There are people in state government who want to change that.

Policymakers will need to decide what's more important: saving money in tough economic times or promoting fitness at a time when obesity -- and related illnesses such as diabetes -- are at epidemic levels.

People on both sides are working up a sweat over a proposal to reduce funding for community college P.E.

"Sound mind. Sound body. There's a reason there's a saying like that," said Fresno City College P.E. instructor and baseball coach Ron Scott, who opposes any cut.

But, decreasing state funding for P.E. courses could save up to \$120 million a year, money that could provide health care to the poor, said state government analyst Paul Steenhausen.

He works for the Legislative Analyst's Office in Sacramento, a nonpartisan state agency that gives fiscal and policy advice to the Legislature. The LAO, run by Fresno native Mac Taylor, is recommending that lawmakers reduce funding for P.E. classes; no action was taken in the budget deal approved by the Legislature last week.

However, that doesn't mean the idea is dead.

"We like to say our recommendations have a long shelf life," Steenhausen said. "Any action not taken one year could become more attractive in coming years."

The LAO proposal would cut in about half the amount the state pays community colleges for enrollment in P.E. classes. For example, a bowling class with 30 students meeting two hours a week for a 15-week semester now costs taxpayers about \$7,000, Steenhausen said. Under the LAO proposal, the cost would be about \$4,000, he said.

State funding to community colleges is based on student head count, similar to how K-12 schools get state money.

The LAO proposal doesn't address P.E. courses at California State University or University of California campuses. The state also pays CSUs and UCs for their P.E. courses. However,

students pay higher fees to attend those schools and are less likely to repeat P.E. courses, which happens frequently at community colleges, Steenhausen said.

The state has tried before to downgrade P.E. in community colleges, said Frank Gornick, chancellor of the West Hills Community College District, which has colleges in Coalinga and Lemoore. He opposes any cut; his district estimates it could get about \$1 million from the state for P.E. enrollment during the 2008-09 school year.

"We certainly need the money in these times," Gornick said. "What we get for P.E. is a small part of our budget, but reducing our allocation from the state -- after other cuts we've taken -- makes it difficult for us."

P.E. courses could be slashed under the LAO proposal, said Fresno City College Athletic Director Susan Yates.

"If I were a college president, the temptation would be to offer the courses where you're getting most reimbursement from the state," she said.

City College is offering more than 100 P.E. courses this semester, including yoga, archery, fitness and badminton, and enrollment is high, Yates said.

Students in a Wednesday weights and aerobics fitness class at City College said they're opposed to the LAO proposal.

Tou Moua said he doesn't have time to go to a private gym while studying to be a registered nurse. "But my health is my No. 1 priority," said Moua, 23, of Fresno.

Kelli Couto, 39, of Fresno, said that P.E. classes can help students establish positive lifelong habits. "No matter what education you get, if you're not healthy, you won't be successful," she said.

The state also pays community colleges for the specialized P.E. classes that intercollegiate athletes take. Football players at City College, for example, enroll in a course to earn credit in the fall semester for hours spent practicing. In the spring semester, they can take another for-credit P.E. course in which they lift weights. Most of their other courses must be academic, Yates said.

Athletes in other sports can take similar courses.

Experience shows that if athletes come to campus for their P.E. courses, they also attend their academic courses, Yates said.

And what do academic teachers think about the LAO proposal?

"I can understand what the state wants to do, but it's not good in the long run," said Rick Santos, a linguistics and English-as-a-second-language instructor and former president of City College's Academic Senate who is now working at Reedley College.



Some may not view P.E. as having the same merits as an academic curriculum, Santos said, but P.E. might end up being more useful. For example, students could apply yoga class techniques to stay fit throughout life.

"To start saying one area of instruction is better -- I don't know you can say that," Santos said.  
"It's too subjective."

## **RCC District chancellor candidate offers direct style**

**PE.com**

**10:00 PM PST on Friday, February 20, 2009**

**By SEAN NEALON  
The Press-Enterprise**

Wayne D. Watson, a finalist for the Riverside Community College District chancellor position, focused his introductory remarks at a Friday community forum on a girl shot while walking her blind sister around the block in Chicago.

Watson, chancellor of the City Colleges of Chicago, felt responsible. The shooter was likely unemployed and without a high school diploma or hope, he said. In other words, someone he should have reached. Someone who belonged to him. He said the incident "messed" with him for three months, to the point where he almost resigned.

That direct talk and avoidance of education-speak was on display throughout the 90-minute forum at the Riverside campus.

Watson described sitting in an all-day meeting as "excruciating." He admitted to being naïve in one instance and wrong 40 percent of the time before consulting with co-workers. He only spoke of "shared governance" and a "major gift campaign" when prompted.

Watson is one of three finalists for the chancellor position, which the district board hopes to fill by mid-March.

A fourth finalist, Thomas Fallo, president of El Camino College in Torrance, has withdrawn his candidacy because the school received a warning on its accreditation and his board asked him to stay on, a district news release stated.

The Riverside Community College District, which has the equivalent of about 30,000 full-time students, has been without a permanent chancellor, the chief administrator of the district and its campuses, for nearly two years. Two previous national searches ended unsuccessfully.

Watson has worked at the City Colleges of Chicago, which has seven campuses and 120,000 students, for more than 30 years, including the past 11 years as chancellor. He has announced plans to retire this summer because, he has said, he has accomplished all he wants.

At the Friday forum, Watson was asked how he would keep the district financially stable with inevitable budget cuts and double-digit enrollment growth, which is expected to further increase due to planned enrollment cuts at the University of California and Cal State systems.

Offering few specifics, Watson said he would have to find new streams of revenue and figure out where to make cuts.

"I have to set up a process," he said. "I don't have an answer."

Watson was also asked about his recommendation in 2002 to eliminate academic counseling positions at the City Colleges of Chicago, a move that drew protests.

He said the district "redefined" the job as an "adviser." The district more than tripled the number of advisers, compared to counselors, albeit at a reduced salary.

Initially, "we caught one heck of a lot of heat," he said. On Friday, he said: "It was one of the best decisions we made for the students." He said the model was nominated for a national award.

Another controversial moment in Watson's tenure as chancellor of the City Colleges of Chicago didn't come up at Friday's forum.

In 2004, following a faculty strike, there was a faculty vote of no confidence in Watson. In a previous interview, Watson said he learned from his mistakes and is now getting along with the faculty and faculty union.

## **California schools struggling with budget-trimming decisions** **Latimes.com**

**Because of reduced funding, school districts across the state are facing teacher layoffs, class-size increases and elimination of programs.**

By Seema Mehta  
February 23, 2009

In a cheery classroom decorated with posters exhorting students to "Dive into a Good Book," four first-graders, who are struggling to read, recited words ending with the "ang" sound -- bang, rang, sang, fang, gang. The Foothill Ranch Elementary School students used their index fingers to trace the letters into squares of felt and carpet, imprinting the connection between the letters and the sound into their minds.

The Language Arts Assistance Program has helped a generation of struggling youngsters in this Orange County suburb become skilled readers. But it, along with sports teams, small classes and school librarians, may vanish next year as Saddleback Valley Unified School District officials trim \$13 million in spending for the upcoming school year.

Under the budget approved by the state Thursday, schools and community colleges will be forced to cut \$7.4 billion from their budgets this year and \$3.2 billion next year. And a \$787-billion federal economic stimulus package that is expected to send billions to school districts isn't enough to backfill deficits, educators say.

"It doesn't look good for us," said instructor Tina Hatch, 52, who teaches the reading program designed for pupils in first, second and third grades. "It's very sad because these kids definitely will fall through the cracks if there's not a program like this."

Because of reduced state funding, school districts across the state are dealing with such difficult decisions. They have been cutting spending annually in recent years, but prior trims -- slimming the administrative staff, cutting back on maintenance, reducing the cleaning schedule -- were mostly invisible to students and parents.

But now, in many places the low-hanging fruit is gone, and educators are left with painful cuts that reach directly into classrooms, including widespread teacher layoffs, increasing class sizes and the eliminations of music, sports and other programs that are not mandated by state and federal law. And that includes Saddleback's reading-intervention program.

"You're very definitely going to feel the pinch in the classroom because there's no place else to go anymore," said Saddleback Supt. Steven Fish, whose school board also is considering closing a neighborhood elementary school and trimming its International Baccalaureate program. "The

list isn't long enough. I need more."

The state budget offers school districts greater flexibility to spend so-called categorical funds, which in the past have been earmarked for such specific items as textbook purchases.

Funds earmarked for limiting class sizes in kindergarten through third grades, however, were preserved for that purpose, a victory for the teachers unions and a blow to some local district officials who had been calling for greater flexibility in using that money.

An earlier proposal by the governor to shave five days from the school year was eliminated from the final package but will probably be raised again in the spring.

"This budget will result in real cuts to real students in the classroom," said Jack O'Connell, the state superintendent of public instruction. "These reductions will be felt and seen."

A spokesman for Gov. Arnold Schwarzenegger said given the state's fiscal crisis, state officials did the best they could to protect students.

"Probably more than any other sector of the budget, we went to great lengths to ensure that K-12 schools and community colleges had the greatest amount of flexibility and relief possible in what is the worst budget year in memory," said H.D. Palmer, state deputy director for external affairs. "By definition, closing a \$41.6-billion budget gap is going to create difficult decisions. We tried to minimize how difficult those decisions were for" schools.

In Los Angeles Unified, the state's largest school district, officials expect to slash about \$800 million in spending for the next 18 months. District officials have yet to disclose how they expect to close this budget gap, but it is hard to imagine a scenario that won't affect the district's nearly 700,000 students. Layoffs are likely.

"I will be recommending cuts the likes of which this district has never seen," said Supt. Ramon C. Cortines at a recent meeting.

Teachers must be warned by March 15 if they will face layoffs, but already districts have decided to send more than 12,000 pink slips to tenured and probationary teachers across the state, the most ever seen this soon before the deadline, said David Sanchez, president of the California Teachers Assn.

The budget, he said, "was balanced on the backs of the students of the state of California."

In Hayward, school trustees voted earlier this month not to participate in the state's class-size reduction program and will boost class sizes in kindergarten through third grades, from the

current maximum of 20 students per teacher to between 30 and 34 pupils per class. The move will allow the district to eliminate 120 teachers, saving \$2.7 million annually.

"We just couldn't afford it anymore," said Val Joyner, spokeswoman for the 20,000-student district.

In Azusa, district officials decided this month to issue layoff warnings to 116 teachers -- a dent in their efforts to cut \$16.8 million from their annual \$100-million budget.

"We're already running lean and mean," said Kathleen Miller, spokeswoman for the 11,100-student district. "Every program will probably be affected in some way."

Districts throughout the state are shutting neighborhood schools. In the West Contra Costa Unified School District, which must cut tens of millions of dollars over the next three years, trustees decided earlier this month to close four schools.

Closing schools is difficult at best but unfortunately necessary," wrote district Supt. Bruce Harter in an open letter in January. "No one in our community, especially our board of education members and I, wants to close schools."

He also warned of "substantial layoffs" in the upcoming school year.

"Last year, we cut \$6.4 million from the budget by keeping the impact away from the classroom," Harter said. "We won't be able to do that this year. Every part of our district will feel the pain."

In the Atwater Elementary School District, which is cutting counselors and reading coaches as part of its effort to trim \$2.5 million from its \$37.5-million budget, Supt. Melinda Hennes agreed with Harter.

"Last year, we approached our cuts with a focus on what can we eliminate and still provide quality services to our students," said Hennes, whose district serves 4,600 K-8 students. "This year, it's a whole different way of looking at things -- what do we have to have, what do we have to keep in order to keep our doors open for kids."

At Foothill Ranch, meanwhile, the budget problems weren't far from the adults' minds as the children practiced phonics.

"Teaching everybody, to me, is not a choice. It's a responsibility to make sure we do the best we can for all students," said Adele Walsh, a district reading specialist who supervises the Language Arts Assistance Program, which serves 1,000 students in 26 schools throughout the nearly

34,000-student district. "You have to intervene early and not wait until they're so far behind."

Eliminating the program would save more than \$522,000 annually.

The program definitely has its boosters.

"I like reading about . . . people and animals," said Charlotte Baldi, 6, adding that she's "100% faster!"

Lisa Brosnan, a Rancho Santa Margarita mother whose 8-year-old twin boys went through the reading program last year and are now successful readers, said: "I feel sorry for our school district, all the districts, because they just have to put up with so much, just trying to keep the basics. It's just really sad; we live in such a beautiful state, and we have to worry about stuff like this."

## BALANCE OF POWER

# Professors' Freedoms Under Assault in the Courts

## The Chronicle of Higher Education

February 27, 2009

By PETER SCHMIDT

*Balance of Power is a series examining new challenges to faculty influence.*

Kevin J. Renken learned the limits of his academic freedom the hard way.

As an associate professor of mechanical engineering at the University of Wisconsin at Milwaukee, Mr. Renken says he felt obliged to speak out about his belief that administrators there were mishandling a National Science Foundation grant to him and several colleagues. When the university subsequently reduced his pay and returned the grant, he sued, alleging illegal retaliation.

Because he is a tenured faculty member, and he viewed the public university's use of public funds as a matter of clear public interest, Mr. Renken figured his complaints qualified as legally protected free speech.

Not so, the U.S. Court of Appeals for the Seventh Circuit declared last September, in one of several recent court decisions that have raised doubts about the status of academic freedom at public colleges and universities.

Ruling against Mr. Renken in his lawsuit, a three-judge panel of the Seventh Circuit used logic that stood his assumptions about his speech rights and academic freedom on their head.

Mr. Renken's statements about the grants were not legally protected speech, the court held, *precisely because* he made them as a public-college professor and they related to his job. "In order for a public employee to raise a successful First Amendment claim, he must have spoken in his capacity as a private citizen and not as an employee," the court said.

At issue in the case was whether public-college professors should be treated any differently from other public employees. Did the professor — given the traditions of academic freedom and shared governance — have more freedom to speak about the running of his academic department than the tax collector does when complaining about his boss?

Mr. Renken says the outcome of his legal battle "has put a bitter taste in my mouth as a professor." It also, he says, has left him convinced "this can happen to anybody" working for a public college.



Several faculty advocates and legal analysts think he is right. Fearing that the federal courts may be disowning the idea that academic freedom offers the nation's professoriate a distinct set of First Amendment protections, they have begun sounding the alarm in articles in law journals and have mounted efforts to try to dissuade judges elsewhere from issuing similar decisions.

The American Association of University Professors has begun aggressively monitoring — and looking to wade into — legal battles over faculty speech. The rulings, says Rachel Levinson, senior counsel at the AAUP, are "narrowing the universe of things that faculty members can speak about and what they will be protected for."

Robert M. O'Neil, director of the Thomas Jefferson Center for the Protection of Free Expression at the University of Virginia, says such rulings threaten to stifle faculty members' speech in virtually any area connected to their jobs, including the faculty governance of their institutions. The federal courts, he says, are beginning to treat tenured professors "indistinguishably from run-of-the-mill public employees."

### **Mounting Defenses**

Not everyone shares these concerns. Ada Meloy, general counsel at the American Council on Education — an umbrella organization for colleges and higher-education associations — says that "the cases, to date, have not created any apparent injustices. ... Public-college employees do enjoy First Amendment rights, but that should not turn every case of employee discipline or discharge into a retaliation lawsuit."

The AAUP, not nearly as content with the rulings as Ms. Meloy, has established a panel of prominent First Amendment scholars to come up with new ways to defend academic freedom at public colleges. They are looking at innovative legal arguments, as well as institutional policies or contractual agreements offering speech rights beyond those the courts might currently recognize. The panel is headed by Mr. O'Neil and includes among its members Judith C. Areen, a professor of law at Georgetown University; Robert C. Post, a professor of law at Yale University; and William W. Van Alstyne, a professor of law at the College of William and Mary. (The panel's efforts are focused almost entirely on public colleges because private colleges have never been bound by the First Amendment, which limits actions of government, in dealing with their employees.)

In a move that the AAUP is citing as pointing the way for other public colleges, faculty leaders and administrators in the University of Minnesota system are working to revise its policies to broadly protect speech related to faculty jobs. Their proposed policy change, which has yet to be approved by Minnesota's Board of Regents, expands the system's definition of academic freedom to cover speech "on matters of public concern as well as on matters related to professional duties and the functioning of the university."

"We feel that faculty governance, which is very important in the running of this university, requires this protection," says Tom Clayton, a professor of English at the Twin Cities campus and chairman of the systemwide Faculty Senate's Committee on Academic Freedom and Tenure.

He argues that the recent federal court decisions "make it difficult for employees to speak frankly without imperiling their position."

Tom Sullivan, the system's provost, says he favors the proposed policy change out of a belief that "a very important part of our universities — particularly our public universities — should be transparency," which is lacking where employees do not feel free to speak their minds.

### **Picking Precedents**

In fighting for his right to speak his mind, Mr. Renken of Wisconsin — without knowing it — had wandered into an exceptionally unsettled area of constitutional law.

The Supreme Court has held for more than half a century that the First Amendment's restrictions of government infringement on speech protect academic freedom at public education institutions. But it has left unanswered a host of key questions like what types of activities "academic freedom" covers, or whether it affords individual faculty members speech rights beyond those of other citizens.

"I think the court is actually torn itself about where academic freedom fits," says Alan K. Chen, a professor of law at the University of Denver. "They have been dancing around the academic-freedom issue for 50 years and never really have addressed it head-on."

Remarking on the lack of Supreme Court guidance on the matter in a November ruling upholding the Bush administration's restrictions on academic travel to Cuba, Judge Harry T. Edwards of the U.S. Court of Appeals for the District of Columbia Circuit said it remains unclear "whether academic freedom is a constitutional right at all."

A separate thread of Supreme Court decisions has undermined the speech rights of public colleges' professors in their roles as public employees, by chipping away at whatever protections the First Amendment affords public workers in disputes with their managers over speech. It began with a 1968 ruling, in *Pickering v. Board of Education*, calling for the speech rights of public employees to be balanced against the government's need to operate efficiently and provide needed services. In 1983, in *Connick v. Myers*, the high court said their speech was only protected when it dealt with matters of public concern. In a 2006 ruling, *Garcetti v. Ceballos*, the court said public agencies can discipline their employees for any speech made in connection with their jobs. (See timeline on Page A10.)

In the absence of clear guidance as to what speech protections academic freedom provides, lower courts have been turning to these Supreme Court public-employment rulings in handling faculty members' claims that public colleges violated their First Amendment rights. The result has been a spate of decisions letting public colleges penalize faculty members for statements made in connection with shared governance, personnel decisions, and other activities related to their jobs.

## Threats on the Horizon

Public-college professors received some indication of how little they could count on academic-freedom protections with a 2000 ruling by the U.S. Court of Appeals for the Fourth Circuit, in *Urofsky v. Gilmore*.

The case involved a lawsuit by Virginia public-college professors challenging, as an infringement on academic freedom, a state law prohibiting public employees from using state-owned computers to view sexually explicit material over the Internet. The lead plaintiff, Melvin I. Urofsky, was a constitutional historian at Virginia Commonwealth University who argued that the law hindered his ability to teach students about the Communications Decency Act.

In their opinion upholding Virginia's law, a majority of Fourth Circuit judges said they had extensively reviewed the history of academic freedom and concluded that, to the extent the Supreme Court "has constitutionalized a right of academic freedom at all," it is only a right possessed by higher-education *institutions*, not by individuals. The ruling said professors at public colleges do not have any speech rights beyond those of other public employees.

No other federal circuit's appeals court has issued a similar decision. Nevertheless, William E. Thro, a former Virginia solicitor general who is now a lawyer at Christopher Newport University, argues that *Urofsky* has the potential to influence courts beyond the Fourth Circuit, partly because it may represent the lengthiest and most detailed discussion of individual academic freedom to emerge from a federal appeals court.

Of far greater immediate concern to faculty and free-speech advocates is the fallout from the Supreme Court's 2006 *Garcetti* ruling. That case involved a deputy district attorney in Los Angeles, Richard Ceballos, who challenged disciplinary actions taken against him for questioning an affidavit issued by his office. Writing for a five-member court majority, Associate Justice Anthony M. Kennedy said "when public employees make statements pursuant to their official duties, the employees are not speaking out as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline."

In a dissenting opinion, Associate Justice David H. Souter expressed hope the decision would not jeopardize the speech rights of public-college faculty members who "necessarily speak and write 'pursuant to official duties.'" The majority responded to his concern by sidestepping the issue and putting aside the question of whether its logic "would apply in the same manner to a case involving speech related to scholarship or teaching."

## Drawing the Line

But despite its language explicitly placing speech by academics out of its reach, the *Garcetti* decision has been cited by lower courts in three recent decisions involving public-college professors: the Seventh Circuit's ruling against Mr. Renken; a U.S. District Court's ruling against a retired professor at the University of California at Irvine, Juan Hong; and a U.S. District Court's denial of a Delaware State University professor's claim that he was protected for speech related to a presidential search, student advising, and a campus event he helped organize.

"The potential harm coming out of that can't be overstated," argues Greg Lukianoff, president of the Foundation for Individual Rights in Education, a Philadelphia-based speech advocacy group.

Leonard M. Niehoff, an adjunct professor at the University of Michigan's law school and a higher-education lawyer for the Michigan-based firm Butzel Long, says he fears that more such rulings will have the effect of creating "a serious body of precedent" influencing how courts around the nation regard academic freedom. He says "the advocates of academic freedom have not always done a very good job of picking their fights," and may be hurting their own cause by invoking it too often. "It is possible," he says, "to argue that the right is so broad that it becomes no right at all."

Lawrence Rosenthal, a professor of law at Chapman University School of Law, says "most academics are extremely protective of virtually unfettered rights of academics to say almost anything," which can lead them to defend scholarship that is not just controversial, but shoddy as well. "I see that as a threat to the university," he says.

But Mr. Post, the Yale law professor who is on the AAUP's academic-freedom panel, argues in the book *Knowledge, Democracy, and the First Amendment*, slated for publication by Yale University Press next year, that the application of *Garcetti* to public-college classroom instruction and scholarship would seriously harm academe and society as a whole. Professors "would be responsible in their 'official duties' merely for promulgating the opinions of the governors of the university" and "could no longer serve the function of identifying and advancing knowledge."

The AAUP has decided to draw a line in the sand in the case of Mr. Hong, an emeritus professor of chemical engineering and materials science who claims he was denied a merit salary increase in 2004 because he criticized the hiring and promotion decisions within his department at Irvine and voiced concern about its reliance on part-time lecturers to teach lower-division classes. Together with the Thomas Jefferson Center, the AAUP has filed a friend-of-the-court brief on Mr. Hong's behalf and is seeking, with his consent, to present oral arguments in his behalf in the U.S. Court of Appeals for the Ninth Circuit.

The friend-of-the-court brief argues that the application of the *Garcetti* ruling to the speech of college faculty members has the absurd effect of leaving them least protected in speaking about those subjects that are most central to their jobs, on which they have the most expertise and are most likely to make statements that benefit society.

The brief says: "Both in practice and in constitutional law, the actual duties of state university professors implicate — indeed, demand — a broad range of discretion and autonomy that find no parallel elsewhere in public service."

*Next in this series: The Rise of Adjunct Professors*

## **ACCCA Honors Community College CEOs**

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**Sacramento, CA. February 15, 2009**

The Association of California Community College Administrators (ACCCA) has announced the winner of its prestigious Harry Buttimer Distinguished Administrator Award. The 2009 award goes to Dr. Helen Benjamin, chancellor of the Contra Costa Community College District.

Benjamin will receive the Buttimer award on February 18 at ACCCA's annual conference in San Diego. She will be recognized for demonstrating integrity, principle, compassion, strength in leadership and contributions to colleagues, the profession, her college and the community.

"Not only is Dr. Benjamin's work appreciated by students, faculty and the staff of the CCCCD, she is also a key leader among the business community and elected officials," said Joeseeph Ovick, superintendent of schools in Contra Costa County, who supported her nomination. "She is often sought for guidance and advice and provides it without fanfare or attention to herself. When she accepted the position of chancellor, the CCCCD was in turmoil. However, in a very short time and in a very quiet manner, Dr. Benjamin was able to move the district in a unified direction to reestablish a shared vision that gained support from all factions of the district and the community at large.

Benjamin has worked in the Contra Costa Community College District since 1990. She began her career at Los Medanos College in Pittsburg as Dean of Language Arts and Humanistic Studies and Related Occupations. Since her early days in the district, Dr. Benjamin has held the following positions beginning with the most recent as President of Contra Costa College in San Pablo; Interim President of Contra Costa and Los Medanos Colleges; Vice Chancellor, Educational Programs and Services and Associate Chancellor at District headquarters in Martinez.

Benjamin has a B.S. degree in English and Spanish from Bishop College in Texas where she graduated magna cum laude and earned her masters and doctoral degrees from Texas Woman's University in Denton, Texas. She has never lost sight of her roots as a teacher, having taught high school English in the Dallas Independent School District.

Dr. Mark Drummond, chancellor of Los Angeles CCD; Dr. Martha Kanter, chancellor of Foothill DeAnza CCD; and Dr. Frank Gornick, chancellor of West Hills CCD were also nominated for the 2009 Buttimer Distinguished Administrator Award.

Drummond served as chancellor of the California Community Colleges from 2004 to 2007. He then returned to his roots in Los Angeles to serve as Chancellor of the Los Angeles CCD, a position he held for four-and-a-half years before moving to Sacramento. During his stay in the Sacramento office, Drummond passionately articulated the important mission of community colleges to elected leaders and officials and established a national lobbyist presence in Washington, D.C. His strong relationship with the Schwarzenegger administration led to a significant increase in funding for career and technical education and he spearheaded the first-ever strategic plan for the California Community College System.

Martha Kanter is chancellor of the Foothill-De Anza Community College District, one of the largest community college districts in the country, serving more than 44,000 students. Kanter came to California in 1977 after serving as an alternative high school teacher at Lexington High School in the Public Schools of the Tarrytowns, and later at The Searing School in New York City. In California, she set up the first program for students with learning disabilities at San Jose City College. From there, she served as a director, dean and subsequently as the vice chancellor for policy and research of the California Community Colleges Chancellor's Office in Sacramento. Later, she returned to San Jose City College as vice president of instruction and student services. In 1993 she was selected to be president of De Anza College, where she served until becoming chancellor of the district in 2003.

Frank Gornick serves as the chancellor of West Hills Community College District – one of the poorest regions of the nation. With Gornick at the helm, enrollment has increased threefold since 1994 while the total district revenues have been matched with an aggressive federal and state grant program. The district consists of two colleges, as well as centers throughout the 3,000 square mile service area. In 2002, the district was recognized by the Met Life Foundation “For excellence in promoting education and economic advancement for underserved youth and adults.” In 2004, the district was awarded the prestigious California Community College Chancellor’s Diversity Award for Excellence for its work in promoting and hiring a diverse administrative staff.

## **ACCCA**

ACCCA (Association of California Community College Administrators) is the foremost member-supported professional organization for administrators and managers of California's community college campuses. ACCCA provides insurance benefits, publications, professional development opportunities, business partnerships, advocacy, counseling and assistance to over 1200 fulltime administrators, associate members, affiliates and corporate members. For more information on ACCCA, visit the website at [www.accca.org](http://www.accca.org) or call (916) 443-3559.

##

# **New Rules Will Push Colleges to Rethink Tactics Against Student Pirates**

## **The Chronicle of Higher Education**

By SARA LIPKA

Colleges are about to be told how to fight piracy. They have deployed various tactics over the years to deter illegal file sharing, usually of commercial music and movies, by their students. But this month, the U.S. Department of Education will begin crafting regulations that specify strategies. That prospect is making some campus officials wonder if plans they have already invested in will pass muster.

The regulations will interpret three antipiracy provisions in the Higher Education Act renewed by Congress last year. The law requires colleges to inform students of institutional and criminal penalties for unauthorized file sharing, to "effectively combat" copyright violations with "a variety of technology-based deterrents," and to offer alternatives to illegal downloading. Because the requirements are simultaneously strict and vague, colleges are attentively awaiting their interpretation.

Many are in good shape. "To a large extent, the Higher Education Act codifies what colleges are doing already," says Steven L. Worona, director of policy and networking programs for Educause, the college-technology group. About 90 percent of four-year colleges and universities have policies to deter illegal file sharing, according to an October survey by the Campus Computing Project, which tracks information-technology trends.

Still, community colleges and other institutions that largely escaped the Recording Industry Association of America's mass lawsuits against students accused of violating copyrights may not have developed those policies as fully. And some that do have policies are unsure whether their approaches will comply with the new rules.

The industry's lawsuits and lobbying helped to shape the new law. Through years of Congressional hearings, music and movie executives urged lawmakers to require technology to stop unauthorized file sharing, while colleges argued that content-monitoring software is problematic. Kenneth C. Green, director of the Campus Computing Project, calls the new provisions "pro bono compliance enforcement for the entertainment industry."

Record companies describe it differently. "Lawmakers sent a clear signal that universities need to take action to prevent theft on campus networks," Cara Duckworth, a spokeswoman for the association, wrote in an e-mail message.

## **Blocks and Fines**

Colleges have already taken action, campus officials will argue before Education Department negotiators in the next few months. From tutorials on copyright law to bans on file sharing, each institution has picked the plan that best suits it. Now campuses are seeking regulations flexible enough that they can continue to use their own approaches to fighting piracy.

Many colleges combine offense and defense. They warn students against illegal downloading in orientation sessions, mandatory tutorials when they receive their network log-ins, and residence-hall presentations throughout the year. The campaigns bear snappy names, like "Get Legal" at the University of California at Los Angeles and "Are You Legal?" at Indiana University. Many institutions limit the amount of space students can use on their networks, restricting large music and video files. Some search the network for file-sharing activity and notify participants or halt downloads. Others block peer-to-peer file-sharing software entirely.

Infringers — whether caught by their own institutions or, more commonly, identified through "takedown" notices universities get from industry associations — face sanctions. At 86 percent of public universities and 73 percent of private ones, those penalties involve losing network access, according to Mr. Green's computing project.

Most colleges allow students three strikes, with increasingly severe penalties. At Utah State University, the first strike carries a \$50 fine. When takedown notices come in to the university's information-technology office, Bob Bayn, the security-team coordinator, matches Internet-protocol addresses with students and blocks their computers from the network.

To restore their connections, students must pay the fine, as well as pledge to delete the offending files and refrain from further copyright infringement.

The students are often apologetic, he says. "Most of them don't want to get in any more trouble than they think they might already be in."

Mr. Bayn tries to work with them, restoring their Internet access as soon as they meet the requirements. And he won't disable students' network access on a Friday: "It just creates too much grief." When they gripe about the fine, he mentions Stanford University, which, if students don't respond within 48 hours, levies \$100 for a first offense, \$500 for a second, and \$1,000 for a third.

Rather than trying to modify behavior, Mr. Bayn says, Utah State just wants to recover the costs of processing the takedown notices. Repeat offenders are fined at the same rate, but Mr. Bayn refers them to the university disciplinary officer.



Indiana also bills \$50 to students — about 900 of them last year — and makes them pass a quiz to get back online. The true-false test is designed to dispel popular misconceptions about copyright, and the fines help pay for staff, hardware, and education programs, says Jonny Sweeny, the university system's lead security analyst.

This semester Indiana is experimenting with a new way to educate students on its South Bend campus. It is running monitoring software called Proventia, which identifies peer-to-peer traffic and alerts students who may be illegally downloading.

Bowling Green State University does more than simply notify students. In October it deployed a software program, Audible Magic's CopySense, to detect copyrighted files and block the Internet connections of students who try to download them. Takedown notices were pouring in so steadily that network analysts had little time to watch for viruses and hackers, says Matthew Haschak, Bowling Green's director of IT security. When the fall semester began, before the program was installed, the university was getting an average of 39 notices a week. After it started running CopySense, that dropped to seven.

The program cost Bowling Green \$75,000, and it has generated some false accusations — usually students downloading perfectly legal World of Warcraft game updates — but Mr. Haschak finds it worthwhile. "Based on how the complaints were ramping up," he says, "the cost savings is significant."

While the record industry has touted content-monitoring programs like CopySense and Red Lambda's Integrity, higher-education groups have repeatedly argued against using them, for a variety of reasons. The programs threaten privacy and academic freedom, block legitimate traffic, and don't stop all illegal downloads, says the Common Solutions Group, which is made up of chief information officers from 26 major research universities.

Those are some of the reasons that the University of California at Los Angeles strongly opposes content monitoring. It does, however, require students implicated by takedown notices to attend a group session with the dean of students. Before the sessions began, in November 2007, about 12 percent of students nabbed once were caught again, says Kent Wada, director of IT strategic policy. Now that rate is virtually zero.

Mr. Wada tries to point students toward legal resources like Hulu, a Web site that offers free TV shows for viewing with the consent of their owners. By April he hopes to integrate a new legal aggregator, Modern Feed, into student portals like My.UCLA.edu.

"The intent is really to make the free and legal stuff available as easily and ubiquitously as possible," says Mr. Wada. He is not too worried about the new federal rules. "UCLA," he says, "is already essentially in compliance."

## Flexible Alternatives

Compliance with the new law can turn on interpretations of two phrases. It requires colleges to "combat" copyright violations, but is responding to takedown notices combative enough to qualify? It says institutions must "offer alternatives" to illegal downloading, but does that mean subscriptions to music services or referrals to other resources?

With regulations yet unwritten, campus officials have two main concerns: that they may be required to police networks, like Bowling Green does, and buy music-service site licenses. Optimistic officials point to a Congressional report clarifying lawmakers' intent that accompanied the Higher Education Act. It acknowledges colleges' need for flexibility, and it includes, among examples of "technology-based deterrents," a "vigorous program" of responding to takedown notices. It mentions CopySense and Integrity but says that lawmakers intend "for each institution to retain the authority to determine what its particular plans for compliance ... will be."

While some institutions trust that their existing policies will comply with the regulations, others may need to catch up. For example, only about two-thirds of community colleges have policies to deter illegal file sharing, says Mr. Green, of the computing project. "Community colleges have been far less engaged," he wrote in a report last fall, "as these institutions generally have not been the targets" of the recording or movie industries.

Valencia Community College, in Central Florida, limits network traffic to prevent illegal downloading, but the problem is largely absent at the nonresidential institution, says William Mallowney, its general counsel. The use of technology by the college may count as "combat," but offering alternatives is trickier, he says. "An alternative to what? It's really not happening on our campuses."

Colleges' requirements should become clear in the regulations. The U.S. Department of Education planned to name negotiators last week, and they will hold hearings over the next few months. If the department issues final regulations by November, they will take effect in July 2010.

Meanwhile, Mr. Mallowney will review other colleges' approaches to the law. "Like everybody else, we're going to look into it," he says. "We're kind of figuring out what that means for us."

### 3 UNIVERSITIES SEEK TO STEM THE TIDE OF ILLEGAL DOWNLOADS

Utah State U. The university tracks down students accused of copyright violations, blocks their network access, and charges them \$50 to reconnect. Students also have to pledge that they won't infringe again.

Indiana U. at South Bend	<p>"If they meet the requirements promptly, I can get them back online within the hour," says Bob Bayn, security-team coordinator.</p> <p>The campus runs monitoring software called Proventia, which detects who is sharing files and sends them e-mail alerts.</p> <p>Some students are unaware that file-sharing software is running on their computers after attempts to remove it, says Jonny Sweeny, the system's lead security analyst: "The software is so shady and malicious that it doesn't actually get uninstalled."</p>
U. of California at Los Angeles	<p>The campus is integrating Modern Feed, an online aggregator of free, legal TV content, into student portals like My.UCLA.edu.</p> <p>"We'd like to focus at least as much on the positive, proactive side--new business models--as on the defensive side," says Kent Wada, director of IT strategic policy.</p>

# Skeptics Say Billions for Education Won't Stimulate Economy

## The Chronicle of Higher Education

February 13, 2009

By KELLY FIELD

Washington

A stimulus bill working its way through Congress would help thousands of students pay for college and could give colleges money to fix crumbling buildings. But would spending billions of dollars on education really kick-start the economy?

That's the question many legislators and policy experts in Washington were asking last week as the U.S. Senate debated the roughly \$900-billion measure.

Some members of Congress were calling for the removal of \$16-billion for Pell Grants from the stimulus bill, arguing that the aid, while worthwhile, doesn't spur immediate job growth. Some legislators were also calling for trimming funds for the National Science Foundation's budget and other research, among other portions of the legislation they argued isn't urgently needed to fuel the economy.

"You don't want to be against Pell Grants," Sen. Ben Nelson, Democrat of Nebraska, told reporters as the stimulus bill was being debated on the Senate floor. "But the question is: How many people go to work on Pell Grants?"

But a majority of Democrats, and the new secretary of education, support the increase and say they will fight for its inclusion in the final version of the bill. As they moved toward passage of their legislation, senators struck a deal that kept funds for Pell Grants in the bill but cut some money they had originally proposed for campus construction and for a fund to help states limit budget cuts to public colleges. Advocates of aid for education said that making college more affordable will provide both short-term and long-term economic benefits by bolstering local economies and by moving more Americans into the middle class.

"The best thing we can do is educate our way to a better economy," Secretary of Education Arne Duncan said last week at a conference of private-college leaders, adding that the bill's education aid "is very much in the balance right now."

College presidents say a Pell increase would help them retain students who are struggling financially, while easing growing budgetary pressures on their institutions. Many colleges have increased institutional aid in the economic downturn but say they cannot do so indefinitely, particularly as endowment earnings drop.

"We have students where \$500 will make a difference between whether they stay in school or don't," said Jonathan Brand, president of Nebraska's Doane College. Thirty percent of Doane students receive Pell Grants.

Last week, Mr. Brand and two other Nebraska college presidents met with Senator Nelson to argue for an increase in the Pell Grant. Mr. Brand said he wasn't sure if they had changed their senator's mind, but they felt he had listened.

"We made our case," Mr. Brand said. "Will it change his opinion, I don't know. Time will tell."

### **Questions About the Long Term**

Depending on which provisions of the House and Senate bills are included in the final legislation, the stimulus package could triple the Education Department's budget, make some 800,000 more students eligible for Pell Grants, and significantly expand the federal role in campus construction.

The bills would also deepen the federal deficit and set lawmakers up for some difficult spending decisions in the years ahead, when the short-term money runs out.

Under the Senate bill, the maximum Pell Grant would increase by \$681 over two years; the maximum Hope tuition tax credit would grow by \$700, to \$2,500; and universities would get billions of dollars for scientific research. The House version of the legislation would also provide \$7-billion for campus construction and increase funds for the federal Work-Study program by \$490-million.

But the money to pay for those increases would disappear in two years, when the law would expire. If Congress doesn't continue to pour billions of dollars into student aid and research after those two years, the maximum Pell Grant would fall by as much as \$300 in the 2010-11 academic year, and thousands of students who had gained eligibility under the stimulus bill would lose it. At the same time, the maximum tax credit would decrease to its previous level, 163,000 students would be dropped from the work-study rolls, and thousands of researchers would have to find new financing.

Historically, lawmakers have been loath to cut spending on student aid and research. Congress has cut the maximum Pell Grant only three times in the program's 35-year history, and the largest cut was only \$100, according to the College Board. When past presidents have proposed cuts to other education programs, Congress has often reversed them.

This time lawmakers aren't making any promises. In a recent phone call with reporters, Rep. George Miller of California, a Democrat and chairman of the House education committee, demurred when asked if the Pell increase would be sustained after two years.

"We'll have to see where the economy is," he said.

### **Debate Over Pell Grants**

While the uncertainty makes higher-education lobbyists uneasy, their bigger concern has been preserving the increase in the maximum Pell Grant as the stimulus bill moves through Congress.

Some of the research-and-education spending in the bill has attracted little attention. Senators barely blinked at the bill's \$3.5-billion for the National Institutes of Health, even adding \$6.5-billion more to the agency's budget during the floor debate.

But a growing number of lawmakers, most of them Republican, were questioning the \$16-billion in Pell money, saying it would do little to create jobs or spur economic growth.

"It's not a question of the merits of Pell funding. It's a question of whether it creates jobs and qualifies as emergency spending," said Alexa Marrero, a spokeswoman for Rep. Howard P. (Buck) McKeon, the top Republican on the House education committee. "If it doesn't, it needs to be debated" in the annual appropriations process instead.

Some critics go so far as to say the Pell increase would be an economic loser because it would put less money into the pockets of taxpayers who aren't attending college.

"Individual taxpayers know their needs and desires better than the politicians who give their money to colleges and students, and hence they use their money more effectively," argues Neal McCluskey, associate director of the Center for Educational Freedom, at the libertarian Cato Institute.

College advocates disagree.

"Money spent to pay for college is spent in the United States, as opposed to money spent on a big-screen TV that goes to Korea or China," said Terry W. Hartle, senior vice president for government and public affairs at the American Council on Education. "Investing in human capital is the best thing we can do to enhance the nation's economic growth and progress."

College presidents argue that the money in the stimulus bill would bolster the economy by improving graduates' earning potential and by delaying their entry into an overcrowded work force — much as the GI Bill did half a century ago.

"We certainly don't want a large number of young people going on to the job market prematurely right now," said Frederik Ohles, president of Nebraska Wesleyan University.

## **Federal Role Grows**

Meanwhile, colleges are preparing for the possibility of receiving a \$7-billion influx of infrastructure aid that would significantly, if temporarily, expand the federal government's role in campus construction.

Although Congress has provided some money for campus construction since the 1960s, it has been limited in recent years to small programs at the federal science agencies and direct aid to historically black institutions and federally supported colleges for the deaf. In the 2007 fiscal

year, the federal government contributed less than 1 percent of the money spent on college capital projects — roughly \$86-million — according to the National Association of State Budget Officers. States bore the bulk of the remaining costs.

The House bill would shift more of the burden onto the federal government and put the states in charge of distributing federal higher-education infrastructure aid for the first time. Money would be awarded to states based on their share of the nation's full-time undergraduate population.

Both bills would also increase the overall share of education revenue that comes from the federal government. In recent years the federal government has contributed roughly 14 percent of the spending on four-year public colleges and 10 percent of the spending on four-year private colleges, while states have contributed 26 percent to four-year public colleges and 1 percent to four-year private institutions, according to data from the Education Department.

By adding as much as \$140-billion to the Education Department's roughly \$60-billion budget, the stimulus legislation would increase the federal share significantly. The bills also include money for states to distribute to school districts and public colleges.

That shift could ease some of the budgetary pressure facing state appropriators, particularly in the areas of construction and need-based aid. But it could also reduce their leverage over colleges in accountability debates.

The federal government, meanwhile, could gain more leverage, said Mr. McCluskey.

"A new deluge of federal money could increase already loud drumbeats for more Washington-driven accountability," he said. "After all, there has to be some amount of money beyond which taxpayers will not permit Washington to spend without getting real, demonstrable results, right?"

## Turmoil Over 70 Faculty Layoffs at Clark Atlanta

**insidehighered.com**

February 6, 2009

On Wednesday, a delegation of faculty leaders at Clark Atlanta University gave President Carlton E. Brown a list of 46 specific ideas for saving money. One of them was cutting the salaries of all faculty members by up to 10 percent. According to faculty leaders, he didn't inform them of his plans for the next day.

On Thursday, the university announced the layoffs of 100 employees, including 70 full-time faculty members. (While the university did not indicate the tenure status of those affected, faculty sources and a university spokeswoman both said that some have tenure.) Most of the dismissed professors were told to leave immediately and classes were called off Friday and today to allow for courses to be reassigned to other professors. That may not be easy: Officially Clark Atlanta has 230 faculty members, which would mean that the layoffs constitute about 30 percent of the faculty. Some professors say that 230 is a high figure and that the base is actually lower.

The university's announcement of the layoffs noted that the economic downturn has affected the university through drops in enrollment and fund raising. But the announcement also said that no courses or academic programs would be eliminated (although some sections might be combined) and that the university was fundamentally in solid shape. "Clark Atlanta University is not in financial trouble. There is absolutely no financial emergency at CAU, and the university is not in a cash-marginal position. CAU remains a viable institution and is fiscally sound. CAU is still committed to long-term growth and forward progress," the statement says in a series of bullets. One bullet, in upper case, states: "CLARK ATLANTA UNIVERSITY IS NOT DECLARING FINANCIAL EXIGENCY."

That statement is of course problematic for those who care about faculty rights. Financial exigency is a state in which a college's finances are so precarious that it may be appropriate to do things such as eliminating the jobs of tenured faculty members or eliminating any faculty jobs without normal procedures in place for reviewing these decisions.

Under the guidelines of the American Association of University Professors, a declaration of financial exigency must be made before such steps are taken. Generally, in disputes over faculty layoffs and financial exigency, a college declares financial exigency, institutes layoffs and professors say that the financial woes have been overstated to justify layoffs. The Clark Atlanta situation is unusual in that an institution is eliminating a major proportion of its faculty and insisting that there is no financial crisis.



Clark Atlanta is a relatively young institution under that name, as the university was created by the 1988 merger of Clark College and Atlanta University. The former was an undergraduate college and the latter a graduate institution — both historically black institutions and part of the Atlanta University Center, also home to Morehouse and Spelman Colleges. Atlanta University was for many decades one of the few places seriously committed to graduate education for black students and research on black America. W.E.B. Du Bois taught for many years at Atlanta University and conducted some of his groundbreaking research while there.

This decade has been a difficult one, however, for Clark Atlanta. A series of financial difficulties led to complaints and periodic protests. The university eliminated its engineering program over faculty and student objections. Enrollment has fallen from more than 5,000 at the start of the decade to less than 4,000 now, and about 200 students didn't show up for this semester, citing financial difficulties.

Jennifer Jiles, a spokeswoman for the university, said that a committee decided which professors and other employees would lose their jobs. Asked whether faculty members were involved, she said that the committee consisted of the four college deans and other administrators and that she was not aware of whether professors were involved. As to why the university didn't take the faculty suggestions for avoiding layoffs, she said that "pay cuts would have to be a matter of seeking agreement from all personnel and this was not likely, given our current salary configurations and the process would have exceeded the time period necessary to maintain good financial positioning." She also said that the faculty plans didn't save enough money.

The layoffs were made with the goal of aligning staffing patterns with enrollments. "They made an assessment of enrollment and current needs," she said.

While Clark Atlanta has not declared financial exigency, she said that the university did face an "enrollment emergency." Asked about the AAUP ban on layoffs of tenured faculty members without an institution being in a state of financial exigency, Jiles said initially that she was "not aware of that policy." In a later e-mail message, she said that Clark Atlanta was justified in ignoring the AAUP.

"Whereas we certainly can appreciate AAUP's purpose, universities, with their accrediting bodies, determine the place of tenure in the organization. Universities determine when and how tenured faculty may be removed or laid off and can lay off tenured faculty for a variety of reasons," she said. "In this instance, CAU used productivity measures to make assessments and decisions. All measures taken in this process are within our faculty handbook."

Diane Plummer, a professor of psychology who is chair of the Clark Atlanta Faculty Assembly, said she was "in shock" about the layoffs. Professors "are loyal and

committed to our school and want to educate the students,” she said, but most disagree with the decisions and wish their other ideas for savings had been considered. “We’re in a difficult position at this time.”

Plummer questioned whether departments would really be able to serve students without the professors who are leaving. She said that in her department, there are six faculty members. Two were in the layoff group — one was told he had to be out immediately, with the other getting to finish the semester. The one who is already gone was teaching four courses as scheduled, plus an overload course, with about 50 students in each course. That’s a typical schedule for the department, she said. She said she didn’t know how the remaining faculty could take on more courses, especially given that these will be courses they didn’t necessarily plan, a few weeks into the semester, with overload courses already the norm.

“We’re thinking it’s going to be a nightmare,” she said.

— Scott Jaschik

**From:** Skinner, Erik [mailto:eskinner@CCCCO.EDU]  
**Sent:** Fri 2/13/2009 12:45 PM  
**To:** SO2CBO@LISTSERV.CCCNEXT.NET  
**Subject:** Preliminary P-1 Update

Dear CBO Colleagues:

Staff here in the Chancellor's Office have been hard at work compiling the P-1 Apportionment. While it is still a work in progress, I want to provide you with a preliminary heads up about some of the major findings. This preliminary information may prove useful as you work to update your local budgets. Our formal Apportionment Memo will go out next week and will contain all the usual technical detail. Here are the major points from the preliminary calculations:

- General deficit of \$76 million (made up of the two components described below). This translates into a general deficit coefficient of 1.2 percent.
  - o \$36 million shortfall in local revenues. Of this amount, \$33 million is associated with a property tax shortfall and \$3 million is associated with a student fee shortfall.
  - o \$40 million structural shortfall. This base shortfall is largely due to districts restoring FTES beyond our funded capacity. This problem is directly attributable to the \$80 million permanent reduction to our apportionments that occurred as part of the 2007-08 Budget Act.
- \$165 million in unfunded FTES. Based on P-1 reports, systemwide FTES is growing well in excess of funded levels. This translates into a deficit on growth funding allocations.

Taken together, these shortfalls represent a significant threat to district budgets. We have alerted the Legislature and the Governor about these findings in hope of influencing pending budget decisions. Chancellor Scott has weighed in with legislative leadership. I have been talking with key budget staff on a daily basis about this matter. We are making the case that the community colleges are already taking a hit due to the funding shortfalls noted above and that any additional reductions through the budget would be a "double cut" that would threaten our ability to maintain access. The issue is definitely on the table though it is too soon to know the outcome.

As noted above, we plan to issue the formal Apportionment Memo late next week. While we think the figures in today's update are solid, there may be some changes in the final numbers. We will get that memo out as soon as possible.

Regards,

Erik Skinner

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## **State grapples with retirees' health benefits**

### **SFGate.com**

Wyatt Buchanan, Chronicle Staff Writer

Thursday, February 26, 2009

The cost of health care benefits for retired state employees will dramatically increase in the coming years, worsening California's financial woes, unless lawmakers come up with a plan to pay the bills, according to a report by the state controller.

The state now pays retirees' health costs as they are due each year, but that is the most expensive option for state lawmakers, who just finished a protracted battle to erase a \$41 billion budget deficit in the cash-strapped state.

Instead, Controller John Chiang wants the state to nearly double what it spends on the benefits - to \$2.7 billion a year - and invest that money. Earnings would pay some of the future health costs and save the state \$17 billion in the next 28 years, the report said.

"Even as the state grapples with a decline in revenues during difficult economic times, it is important for lawmakers to begin crafting a long-range plan ... that will have the smallest impact on the state's pocketbook," Chiang said in a written statement.

States and cities nationwide are grappling with the future costs of health care for retirees because the Governmental Accounting Standards Board, an independent organization that oversees local and state accounting practices, required in 2004 that they calculate and report such costs.

In response, San Francisco voters changed the city's generous retiree health care plan in November by curtailing benefits for future employees.

State employees who have worked 20 years or longer now receive fully paid premiums for their health care when they retire, while 90 percent of their spouses' and dependents' premiums are paid by the state.

Employees working 10 years receive half that benefit, said Clark McKinley, a spokesman for the California Public Employees' Retirement System. The state Legislature is not considering changing those benefits.

Lawmakers' main problem will be finding more than \$1 billion a year to invest in the benefits at a time when they have raised taxes and slashed services to balance the budget. A state commission on retiree benefits recommended that the state follow the investment strategy.

"But it was along the lines of, 'We should do it when it makes sense,' " said commission member Dave Low. "The problem is we have such a huge budget deficit right now we can't do anything."

Assemblyman Ed Hernandez, D-West Covina (Los Angeles County), who chairs the committee overseeing public employee retirees, has said the health care system should be reformed and thinks that could significantly ease the problem.

Gov. Arnold Schwarzenegger's administration proposed a budget plan that would bypass the state employees' retirement system and allow the state to negotiate directly with health insurance companies and invest savings for the future expenses.

The administration estimated those savings to be \$236 million next year, far less than what is proposed by Chiang, but it was not part of the final budget approved by the Legislature.

## **ECC offers South Africa study program**

**dailybreeze.com**

From staff reports

Posted: 02/23/2009 08:07:24 AM PST

El Camino College will offer a study abroad program in South Africa from June 15 to July 7. Students will have the opportunity to experience South Africa's diverse cultures, interesting history and wildlife.

The program price is \$4,590 and includes airfare, hotel stay, tours, excursions and some meals.

The next meetings for the study abroad program will begin at 1 p.m. Wednesday and Thursday in the Natural Sciences Building, Room 105. Information: [mebiner@elcamino.edu](mailto:mebiner@elcamino.edu)