



EL CAMINO COMMUNITY COLLEGE DISTRICT
16007 Crenshaw Boulevard Torrance, California 90506-0001
Telephone (310) 660-3111

October 11, 2007

Members of the Board of Trustees
El Camino Community College District

Dear Members of the Board:

I know Board members are never confused, but Mother Nature is surely sending mixed signals—summer weather for your first fall meeting on Monday, October 15th.

This month's agenda includes the following highlights:

1. Academic Affairs section recommends approval of our Accreditation Progress Report on the status of the partnership between the El Camino Community College District, the Compton Community College District and the Chancellor's Office. All of the appendices to the report will be available on the web site.
2. Student Services requests authorization for a number of field trips, conferences and club events along with acceptance of a number of grants.
3. Administrative Services follows up on last month's budget approval with the establishment of the two new funds for the accounting of the \$3 million El Camino College Budget Compton Supplement and the \$1 million El Camino College Compton-related expenditures (Funds 14 and 15).

Most important is the recommendation for a change in the Facilities Master Plan which recognizes a new prioritization of projects with an emphasis on securing considerably more state funding to supplement Measure E funding.

4. Administrative Services, Measure E, requests funding for implementation of the College's most recent Technology Plan, awards the bid for the Infrastructure, Phase 2, and includes a number of relatively small change orders.

The 2007 Proposed Technology Plan Projects, Executive Summary, labeled attachment A, is enclosed.

5. Administrative Services, Human Resources, includes a number of routine personnel actions and the revised classification for the El Camino College Chief of Police, Director of Public Services Instructional Programs. The change will

permit El Camino College's Police Department to provide services for the Compton Community Educational Center/Compton Community College District.

6. The Superintendent/President's section recommends first reading of the long-considered, often-discussed revision to Board Policy 2510, Participation In Local Decision Making. A second reading and final approval will be recommended at the November meeting.
7. The Committee of the Whole discussions include your consideration and public comment on a new delivery of information to you and the community about Board correspondence and reading materials. It also focuses a discussion of Board member participation in the El Camino College Accreditation Self-Study and a re-statement of your 2006-2007 Board goals. It is important that each Board member complete the evaluation instrument and return it to the President's Office. Your November Board agenda will include a public presentation of your individual evaluations and the establishment of Board goals for 2007-2008.
8. There is no Closed Session scheduled.

Since a large reading packet was provided earlier this month, your reading materials are relatively brief and include the following.

1. Letter from Daniel Villaneuva, Los Angeles County Office of Education, dated September 25, 2007, regarding Election of Members to the Los Angeles County Committee on School District Organization;
2. President's Newsletter, September 21, 2007;
3. "El Segundo High and Dana Middle Go Hybrid. The Schools are Piloting Courses That Blend Online Learning and Advanced Technology with Traditional Teaching," *Daily Breeze*, October 7, 2007;
4. "Dan Walters: Education Solutions Stay Elusive," *The Sacramento Bee*, September 28, 2007;
5. "Can Los Angeles Balance Its Taxes and Salaries?" *The Daily Breeze*, October 7, 2007;
6. "Dan Walters: California Economy, Mood Sour," *The Sacramento Bee*, October 7, 2007;
7. "Dan Walters: Debt Soars, and More on the Way," *The Sacramento Bee*, October 27, 2007;

8. "District Faces \$3.8 Million in Annual Costs," *Los Angeles Daily News*, September 28, 2007;
9. "Prop. 98 Battle: Education Measure Targeted," *The Sacramento Bee*, September 30, 2007;
10. "Lockyer's Prescription to Cure Budget Woes," *The Sacramento Bee*, October 2, 2007;
11. "Five Reasons Politicians Hate Us," *The Chronicle of Higher Education*, October 2, 2007;
12. "Community-College Leaders Are Urged to Step Up Outreach Efforts to Hispanic-Americans," *The Chronicle of Higher Education*, October 1, 2007;
13. "A Year Later, Spellings Report Still Makes Ripples," *The Chronicle of Higher Education*, September 28, 2007;
14. "The Alternative Student Press," *Inside Higher Ed*, September 24, 2007;
15. "Today's Editorial: Cutting the Cost of a Cut-Rate Education," *Orange County Register*, October 1, 2007;
16. "The Administrative Imperative: Always Lower the Stakes," *The New York Times*, September 30, 2007;
17. "State to Appeal Fund Ruling," *Sacramento Bee*, October 5, 2007;
18. "Dan Walkers: Ballot is Crude Tool for Policy," *Sacramento Bee*, October 5, 2007;
19. "Cal Offers Full Courses on YouTube-But Not for Credit," *SFGate.com*, October 4, 2007;
20. "LAUSD Tries Reaching Out to Dropouts in Hip New Ways," *LA DailyNews.com*, October 8, 2007;
21. Letter from Michaelena and Joel Appell, October 3, 2007, regarding Study Abroad Program;
22. "Hurricanes Receiver Talks a Good Game, Too," *Sun-Sentinel.com*, October 3, 2007;


23. Agenda for Academic Senate Meeting of October 2, 2007;

24. *Proof*, October 2007.

The electronic version of this letter is available on the El Camino College Web site under Administration, Board of Trustees, Supplemental Board Meeting Information.

I will be in my office to meet with you after 3:30 p.m. on Monday, October 15, 2007. In the meantime, please phone Kathy or me if you have any questions, comments or concerns.

Sincerely,

A handwritten signature in cursive script that reads "Kao for M. Fallo".

Thomas M. Fallo
Superintendent/President

TMF/kao

Cc: Vice Presidents, Provost, Director of Community Relations

**ECC 2007
Executive Summary
Proposed Technology Plan Projects**

Overview

During the spring semester, 2007, the ITS Director prepared a technology update that addressed the status of recommendations that were identified in the 2004 Technology Plan and reconfirmed by the Campus-wide Technology, the Academic Technology and Planning and Budget Committees in 2006. The following is an executive summary of the spring 2007 technology update.

1. The original 2004 plan proposed no new projects and offers no weeping vision of El Camino College's technology's future.
2. All of the projects outlined in this plan either directly address existing infrastructure problems or assume their resolution.
 - a. The data network switches are incompatible and aging—see Executive Summary recommendations # 1, 2 and 3.
 - b. Buildings are at risk of loosing Internet and email service—see #3, 4 and 5.
 - c. Servers and storage devices lack the capacity to accommodate the ten-fold increase in user demand—see #2 and 3.
 - d. Colleague requires upgrades to meet Release 18 demands and is not adequate to meet the user demands for MyECC—See #2 and 8.
 - e. Academic computer labs are incapable of delivering consistent and reliable quality of service—See #1 and 6.
3. Campus security, wireless network service, document imaging and e-Advising are mere “pipe dreams” until these issues are addressed—see #7, 8, 9, 10 and 11.

Summary of Proposed Expenditures – One-time and On-going**Proposed One-time Start-up Expenses**

#1. Upgrade/replace Campus Data Infrastructure Switches	\$910,000
#2. Campus Data Infrastructure Servers	100,000
#3. Acquire one new Colleague production server to manage increased volume.	120,000
#4. Consolidate records for automate data backup.	295,000
#5. Voice Over (IP) Internet Protocol	1,000,000
#6. Upgrade Academic Labs	135,000
#7. Upgrade Campus Security	500,000
#8. Campus Wireless Access	250,000
#9. Distance Learning	40,000
#10. Document Imaging	150,000

#11. Implementation of Automated Degree Planning and Student Advising	75,000
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Total One-time Start Up All Sources **\$3,575,000**

Proposed Projects – in priority order

#1. Upgrade/replace Campus Data Infrastructure Switches

Action Plan	Item Description	Cost	Source
<ul style="list-style-type: none"> Inventory existing switches and identify non Cisco equipment (completed) Replace all non-Cisco (3COM) switches. 	Replace 165 switches	\$660,000	Bond
	Library building	250,000	
	Items identified as ongoing expenses—see summary below		

#2. Campus Data Infrastructure Servers

Action Plan	Item Description	Cost	Source
<ul style="list-style-type: none"> Replace all out of warranty servers. Increase server capacity to accommodate increase demand for services. Deploy Virtual Machine (VM) software to eliminate single points of failure. 	Replace servers	\$100,000	Bond
	Items identified as ongoing expenses—see summary below		

#3. Acquire one new Colleague production server to manage increased volume.

Action Plan	Item Description	Cost	Source
<ul style="list-style-type: none"> Acquire one new Colleague production server. 	Colleague server	\$120,000	Bond
	Items identified as ongoing expenses—see summary below		

#4. Consolidate records into central storage to manage volume and automate data backup to safeguard data.

Action Plan	Item Description	Cost	Source
<ul style="list-style-type: none"> Provide central data storage space. Acquire high capacity automated data backup 	SAN data storage	\$75,000	Bond
	NAS data storage	40,000	

system.	Data Backup system Off-site data storage	150,000 30,000	
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#5. Voice Over IP

Action Plan	Item Description	Cost	Source
<ul style="list-style-type: none"> Complete item #1 Deploy CISCO voice switches 	Voice switches	\$1,000,000	Bond

#6. Upgrade Academic Labs

Action Plan	Item Description	Cost	Source
<ul style="list-style-type: none"> Maintain annual upgrade/replacement strategy 	Re-wire approved labs	\$135,000	Bond

#7. Upgrade Campus Security

Action Plan	Item Description	Cost	Source
<ul style="list-style-type: none"> Utilize technology for surveillance, immediate call for assistance and facility locking. 	Utilize IP-based security system	\$500,000	Bond

#8. Campus Wireless Access

Action Plan	Item Description	Cost	Source
<ul style="list-style-type: none"> Expand upon current wireless environment (eight hot spots) 	Implement	\$250,000	Bond

#9. Distance Learning

Action Plan	Item Description	Cost	Source
<ul style="list-style-type: none"> Replace current hosting done by California Virtual Campus (CVC) Join Etudes-NG consortium (Completed) Migrate existing courses to ETUDES NG by Fall 07 		\$40,000	Bond

#10. Document Imaging

Action Plan	Item Description	Cost	Source
<ul style="list-style-type: none">• Create paperless information storage and document retrieval system	Implementation of first four area systems	\$150,000	Bond

#11. Implementation of Automated Degree Planning and Student Advising

Action Plan	Item Description	Cost	Source
<ul style="list-style-type: none">• Implementations of automated student advising system will provide student retention support to the counselors and facilitate fewer errors (e.g., lost credits) in student enrollment strategies.	Deploy the third My e-Advising module.	\$75,000	Bond



RECEIVED

SEP 28 2007

September 25, 2007

TO: Superintendents and Presidents
Governing Board Voting Representatives for County Committee Membership
Los Angeles County School and Community College Districts

FROM: Daniel G. Villanueva, Secretary
Los Angeles County Committee on School District Organization
and
Assistant Director
Regionalized Business Services
Division of Business Advisory Services

SUBJECT: Election of Members to the Los Angeles County Committee
on School District Organization (County Committee)

Informational Bulletin No. 36, "Nominations for Membership to the Los Angeles County Committee on School District Organization," dated July 20, 2007, alerted you to the upcoming annual meeting to elect members to the County Committee. That meeting, which will be held in conjunction with the fall meeting of the Los Angeles County School Trustees Association (LACSTA), has been scheduled as follows:

DATE:	Thursday, October 18, 2007
TIME:	5:30 p.m. Reception and Registration 6:30 p.m. Dinner 7:15 p.m. Elections: County Committee; LACSTA Nomination Committee 7:30 p.m. Program
LOCATION:	Quiet Cannon Montebello 901 North Via San Clemente Montebello, CA 90640 (Map — Attachment 1)

cc: Bd.

The purpose of this bulletin is to inform the voting representatives from each governing board of the process for electing members to the County Committee. Two options are available to the board's voting representative to cast his/her vote. Either option is acceptable.

Option I—Cast Vote Using the Absentee Ballot Process

- The voting representative votes using the Absentee Ballot (Attachment 2).
- This election is an at-large election. Therefore, **each** voting representative casts a vote for **each** vacancy (three vacancies—three votes). **Please note that there is no candidate for the vacancy in the Third Supervisorial District. However, voting representatives may nominate and vote for a write-in candidate either in advance by absentee ballot or at the LACSTA meeting.**
- The voting representative signs the Ballot Exchange Card (Attachment 3).
- **Both** of the completed forms should be returned to the following address by **5:00 p.m., Wednesday, October 17, 2007:**

Ms. Mary Bracamontes
Los Angeles County Committee on School District Organization
c/o Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242-2890

Option II—Cast Vote at the LACSTA Fall Meeting

- The voting representative disregards the Absentee Ballot (Attachment 2) and **brings the Ballot Exchange Card** (Attachment 3) to the LACSTA fall meeting. A new ballot form will be available at the meeting in exchange for the Ballot Exchange Card.
- Specific instructions for voting will be provided at the LACSTA meeting. The voting will take place prior to 7:15 p.m. and the outcome of the voting will be announced at approximately 7:30 p.m.

Vote Tabulation

All votes cast will be totaled. A majority of all those who vote (through both options) will determine the new County Committee members. If the representatives fail to elect

Election of Members to the Los Angeles County
Committee on School District Organization (County Committee)
September 25, 2007
Page 3

members to fill the vacancies by majority vote, a run-off election will be held between the two candidates receiving the most votes. The run-off election will be conducted by absentee ballot.

Biographical sketches provided by those persons who are nominees for election to the County Committee are attached (Attachment 4). This information, combined with governing board input, should allow each board's voting representative to vote with knowledge of the nominees' qualifications.

Please call me at (562) 922-6144, if you have questions regarding the election or this bulletin.

Approved:
Deborah L. Simons, Director
Division of Business Advisory Services

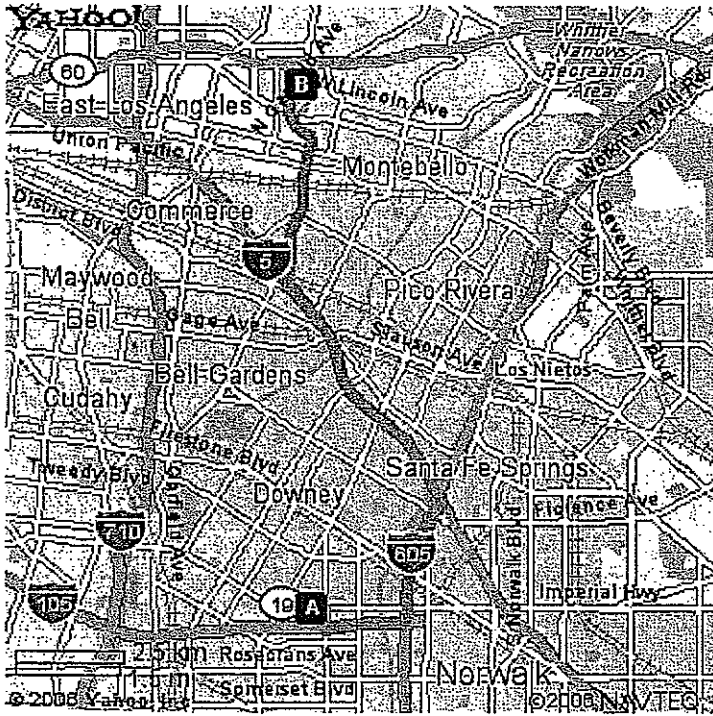
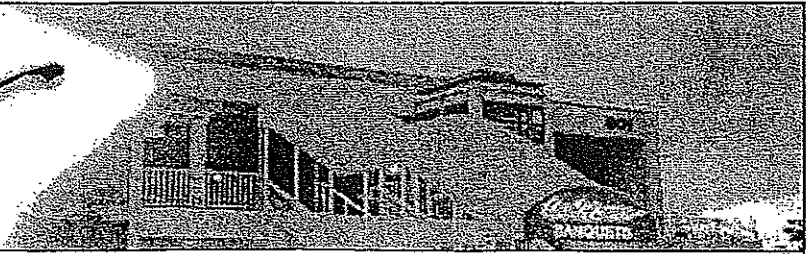
DGV/AD:mb
Attachments

Info. Bul. No. 113
BAS-36-2007-08

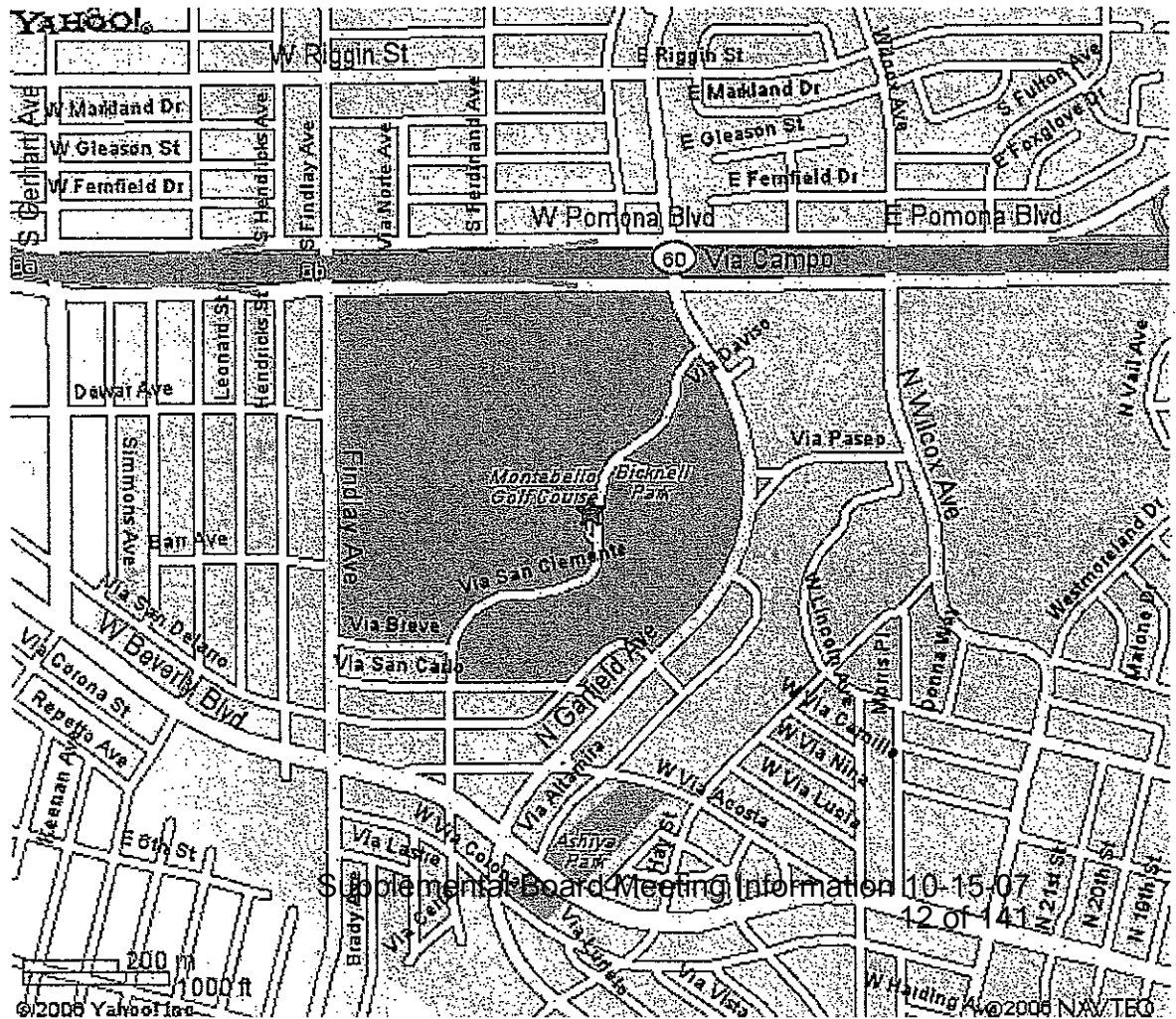
Quiet Cannon

BANQUETS, CAFE
NIGHT CLUB

901 N. Via San Clemente
Montebello, Ca 90640
(323)724-4500



- Start at 9300 IMPERIAL HWY, DOWNEY - go 0.2 mi
- Turn **R** on BELFLOWER BLVD - go 0.3 mi
- Turn **L** onto I-105 EAST - go 0.7 mi
- Take the I-605 exit - go 1.7 mi
- Take the I-5 exit toward LOS ANGELES - go 4.6 mi
- Take exit #128A toward GARFIELD AVE - go 0.1 mi
- Turn **L** on TELEGRAPH RD - go 0.2 mi
- Turn **R** on GARFIELD AVE - go 2.5 mi
- Bear **L** on W VIA CORONA - go 0.1 mi
- Turn **R** on VIA SAN CLEMENTE - go 0.6 mi
- Arrive at 901 VIA SAN CLEMENTE, MONTEBELLO, on the **L**



Attachment 1 to
Info. Bul. No. 113
BAS-36-2007-08

Supplemental Board Meeting Information 10-15-07
12 of 141

LOS ANGELES COUNTY OFFICE OF EDUCATION
DIVISION OF BUSINESS ADVISORY SERVICES

A B S E N T E E B A L L O T

TO ELECT THREE MEMBERS TO THE
LOS ANGELES COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION

October 2007 Election

THIRD SUPERVISORIAL DISTRICT (Vote for One Only)

Please note that there is no candidate for the vacancy in the Third Supervisorial District. However, voting representatives may nominate and vote for a write-in candidate either in advance by absentee ballot or at the LACSTA meeting.

Write-in Candidate* _____

FIFTH SUPERVISORIAL DISTRICT (Vote for One Only)

Mr. Robert Cruz

Mr. Steve Fox

Ms. Suzan Solomon (Incumbent)

Write-in Candidate* _____

AT-LARGE MEMBER (Vote for One Only)

Mr. Lloyd de Llamas (Incumbent)

Write-in Candidate* _____

*Please provide contact information for write-in candidates.

If voting by Absentee Ballot, this form, along with the Ballot Exchange Card, must be returned by 5:00 p.m., Wednesday, October 17, 2007, to:

Ms. Mary Bracamontes
Los Angeles County Committee on School District Organization
c/o Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242-2890

2007 Ballot Exchange Card

Name

has been selected as the **Voting Representative** at the annual meeting to elect members to the Los Angeles County Committee on School District Organization to be held at Quiet Cannon Montebello, 901 North Via San Clemente, Montebello, on Thursday, October 18, 2007, at 7:15 p.m.

District: _____

Signed: _____
(Clerk/Secretary to the Governing Board)

Signed: _____
(Voting Representative)

This card **must** be presented by the voting representative at the annual meeting in exchange for a ballot, or if voting by **Absentee Ballot**, this card must be returned along with the **Absentee Ballot**.

**Los Angeles County Office of Education
Division of Business Advisory Services**

**Nominees for the
Los Angeles County Committee on School District Organization**

(For Terms Beginning Upon Election in 2007 and Expiring in 2011)

Third Supervisorial District (one vacancy)

Please note that there is no candidate for the vacancy in the Third Supervisorial District. However, voting representatives may nominate and vote for a write-in candidate either in advance by absentee ballot or at the LACSTA meeting.

Fifth Supervisorial District (one vacancy)

Robert Cruz

Robert Cruz has served on the Board of Trustees for the Charter Oak Unified School District since 1994 with three years as President. He has been involved in youth sports and community activities in Covina including service on the Planning Commission, City Parks Commission, and Economic Development Committee. He has served as district chair for the Boy Scouts San Gabriel River District as well as chairing several legislative committees of local Chambers of Commerce. In 2003, he was named the San Bernardino County Educational Medal of Honor winner for developing the Reading Buddies Program in Chino and Ontario School Districts.

During his tenure with California School Boards Association, Mr. Cruz has participated on the Nominating Committee, Annual Conference Planning Committee, Delegate Assembly and he is currently the Region 23 Director, and was invited to be a part of CSBA's Federal Issues Council. Mr. Cruz is also a member of the California Latino School Boards Association and is a member of the San Bernardino County Business Education Alliance. He graduated from Redlands University with a bachelor's degree in business administration. Mr. Cruz is a Public Affairs Manager for Southern California Gas Company.

Fifth Supervisorial District (one vacancy)

Steve Fox

I. EDUCATION

- a. 1970 - Canoga Park High School Graduate/Math Major;
- b. 1974 - A.A. Pierce Community College;
- c. 1976 - B.A. California State University Northridge in Political Science;
- d. 1980 - J.D. University of San Fernando Valley College of Law;
- e. 1987 - Secondary Clear Teaching Credential Program, California State University Northridge

II. WORK EXPERIENCE

- a. 1980-1983 Farmers Insurance Claims Adjuster;
- b. 1969-1984 Delivery & Counterman - Fox Auto Supply
- c. 1984-1994 School Teacher/Los Angeles Unified School District;
- d. 1988-1994 College Instructor at night/Real Estate Law/Antelope Valley Community College;
- e. 1990-1994 College Instructor at Night/Chapman College/White Collar Crime;
- f. 1994-Present Sole Practitioner/Attorney/Personal Injury/Family Law/Corporate/Contract.

III. COMMUNITY SERVICE

- a. 1972-1973 Student Body President/Pierce Community College;
- b. 1979-1983 Elected Official/Northwestern Los Angeles Resources Conservation District;
- c. 1982-1983 Student Board Member/Los Angeles Community College Board of Trustee;
- d. 1990-2004 Member of the Board of Directors Antelope Valley Hospital; Two terms as Board Treasurer; Two terms as Board Secretary; Two terms as Chairman of the Board;
- e. 2005-present Member A.V. College Board of Trustees, currently Secretary of the Board.

At-Large Member (one vacancy)

Lloyd de Llamas (Incumbent)

Experience

- Currently, President of HdL Companies, providing financial and data services to 310 cities and counties.
- Former City Manager of Monterey Park, Lawndale, and Woodlake, and former Staff Assistant in San Diego and Torrance.

Education

- B.S. Degree, Business Management, California State University at San Diego.

Mr. de Llamas was first appointed in 1988 and re-elected to serve the Third Supervisorial District, and later elected to serve as the “at large” member after moving to Covina. He has served as Chairperson and Vice Chairperson and has participated in evaluating numerous school organization proposals, has helped in the development of procedures and policies to improve the evaluation and hearing process, and has a solid familiarity with most of the communities in Los Angeles County.

The number of potential school organization proposals being discussed promise a heavy workload for the County Committee in the next four years, and Mr. de Llamas believes that his experience and background would be of value if re-elected.

Background

- Resident of Covina; married with two daughters.



NEWSLETTER

Volume 19 • Number 11

September 21, 2007

PRESIDENT'S

"The mission of El Camino College is to meet the educational needs of our diverse community and ensure student success by offering quality, comprehensive educational opportunities."

Accreditation 2008

The El Camino College Accreditation Team continues working toward finalizing accreditation documents. Committee standards chairs are meeting and working on refining the second draft of the document. While the first draft centered on content, the second draft now has committee members adding important details and verifiable evidence to back up their findings. The team is specifically reviewing the document to ensure that all questions addressed in each section receive a thorough response, with complete answers.

Progress is also being made to ensure that the document follows the format required by the accrediting commission. Editing is going on as well, with a focus on style and grammar (not content) to ensure the document is consistent throughout.

The completed second draft will be posted on the Portal by mid-October. Open forums on both the El Camino College and El Camino College Compton Center campuses are scheduled for the last week of October.

Several of the committees are still in need of members to help in preparing for our accreditation. Please contact either of the co-chairs: Susie Dever, ext. 3514; or Arvid Spor, ext. 3483.

Enrollment Report

Thanks to a true team effort, our enrollment is up for the Fall 2007 semester. We will know more specifically the percentage increase of full-time students (FTES) over fall 2006 once our

data reports are completed. Total El Camino College headcount enrollment stands at about 25,000 students.

Our enrollment increases can be attributed to the hard work of all faculty, staff and managers, who have collectively participated in several initiatives that lead to increases in enrollment in courses and programs across campus.

An example of one initiative is, the implementation of a new "one stop," full-service enrollment program. Conducted this summer, it included online orientation, educational planning, counseling and online registration – all in one location. The successful pilot program, dubbed ACSESS (Academic Counseling, Student Enrollment and Student Success), was a success, with ninety percent of the students registering for full-time course loads.

An all-campus team also helped lead us to another successful El Camino College New Student Welcome Day. Numerous ECC employees and students assisted with registration and were available to answer questions.

Students participating in these programs will be tracked throughout their college career at El Camino College to assess retention rates.

Budget Update

A recent addition to the El Camino College budget includes a \$3 million augmentation from the state as part of the agreement for services provided to El Camino College Compton Center.

Requests for allocation of these funds Supplemental Board Meeting Information 10/15/07
Planning and Budget Committee 10/14/07

for recommendations to the Cabinet.

A comprehensive list of projects and programs receiving these one-time funds will be publicized in the next issue of the President's Newsletter.

Destination: China

A 15-member research team from El Camino College participated in a research project in China last month to gather materials and resources for new course curriculum and curriculum modules for an area studies program on China.

Directed by Dr. Gloria Miranda, dean of behavior and social sciences and coordinated by Dr. Joy Zhao from the English department, the China Research Project was funded by a U.S. Department of Education Undergraduate International Education and Foreign Language grant obtained by Bo Morton, director of grants.

The trip ran from Aug 5-18 and included the following faculty members and departments: Florence Baker, history; Daniel Berney, dance; Tanja Carter, economics; Sue Dowden, sociology; Connie Fitzsimons, art history; Blair Gibson, anthropology; Jim Hoffman, international business; Laurie Houske, political science; Nitza Llado, ESL; Takiko Morimoto, Japanese; Bo Morton, grants; Elizabeth Shadish, philosophy; Joan Thureson, philosophy; Marianne Waters, anthropology; and Joy Zhao, English.

The China Research Team's pre-trip preparation included six meetings, including three seminars on Chinese culture, society, and language. One highlight was a seminar on "Current China: Progresses and Problems" presented by Dr. Wang, director of Asian Institute at UCLA. In addition, part of the China

Research Team attended two international conferences at USC.

To provide participants with an opportunity to experience different areas of China, the two-week tour included visits to six cities: Beijing, Shanghai, Suzhou, Xi'an, Ji'nan, Tai'an and Qufu. The group also visited four major Chinese universities: Shanghai Transportation University, Suzhou University, Shandong University, Xi'an Transportation University as well as business and commercial sites, historical and cultural sites and residents' homes.

We look forward to the team's presentations which will be given in the coming months.

CAMPUS CALENDAR

October

- 2-4 American Red Cross
Blood Drive
- 8 ECC Dance/Jazz Band
- 9 University Transfer Fair
- 12 Last Day to Apply for Fall
Graduation and Certificates
- 12-13 Student One-Act Plays
- 23 Homecoming Rally
- 27 Homecoming Football
Game/Dance

November

- 3 ECC Symphony Orchestra
- 12 Veteran's Day Holiday
(campus closed)
- 16 Last Day to Drop w/a "W"
- 18 ECC Dance Band
- 22-25 Thanksgiving Break
(campus closed)



DailyBreeze.com

Classes that Click

El Segundo High and Dana Middle go hybrid. The schools are piloting courses that blend online learning and advanced technology with traditional teaching.

October 7, 2007

By Shelly Leachman
Staff Writer

With their one-way, instructor-to-student lectures, their reams of paperwork and those pesky textbooks, conventional schoolroom classes are fast becoming passe.

At least that's how things are going at two South Bay campuses taking an innovative approach to education by better tailoring classes to the multitasking, tech-dependent ways of today's students.

El Segundo High School and the Wiseburn School District's Dana Middle School are both, for the first time, piloting so-called hybrid courses that blend online learning and advanced technology with traditional teaching.

"These days, technology is really a child's primary language," said Dana's principal, Matthew Wunder. "Part of the goal in education is engagement, and (technology) is a tool that they know and embrace."

Dana's "blended Spanish" class meets daily, but its students work independently - online - in a campus computer lab. A staffer sits in to answer questions, but they see their actual teacher only once per week.

In El Segundo, instructor Ray Gen runs a freshman English class and an Advanced Placement composition course as hybrids.

The former meets face to face every day, but completes almost all its work online. The latter, which boasts 70 students - unusual for a high-school class - is run college-style, with thrice-weekly multimedia lectures in the auditorium and twice-weekly online lab sessions.

"What we're trying to do is motivate and engage today's students, these `millenials,'" said Geoff Yantz, superintendent of El Segundo Unified. "In order to do that, we need to replicate at school the environment in which they've grown up functioning, in which they're used to living and communicating."

And that environment is, essentially, the computer - and the Internet.

With immediate access to a world of information - and to each other - always just a click or an instant message away outside of school, students and teachers alike argue that the same efficiency should be available inside school as well.

Describing hybrid courses as the way of the future, proponents also decry teaching as it's long been done to be increasingly, well, old school.

"Our job is to turn the content (of classes) into a media that students enjoy," Gen said. "If you have it in a cool media, it's more fun than the traditional, 'Here's some paper, do something with it.'"

"Paper is a 5,000-year-old technology," he added. "It used to be cool, but it's not anymore. Schools are laggards, traditionally, in technology, but we should be at the forefront, not the rear guard."

To that end, Gen's AP class also includes some advanced technology not often seen in a high school - he calls them "clickers." Remote-control devices dispensed to every student, they can transmit each kid's answer to, say, an impromptu survey conducted in class to Gen's laptop on the stage below.

Gen's computer will instantly aggregate the results and display them on a projection screen for all to see - something he described as a good "launching-off point" for in-class discussions and a great way to keep students involved and attentive.

"It's interactive, which is such an important piece that's often missing from traditional classes, where you sit there all day, the teachers talk and students listen," Gen said. "You can just go into veggie mode that way. This is full participatory and it's just more fun."

And, experts say, it also breeds a stronger sense of responsibility. With everything stored online in the new education era, if the dog ate your homework there's a laptop in Rover's belly.

"There are no more excuses like, 'I forgot my paper at home,'" said El Segundo freshman Nate Edwards, 14, who is taking Gen's class.

"You can't forget, or lose anything. It's all right there."

In a recent sit-down in their computer lab, Nate and some fellow students breezily rattled off techie buzzwords like "Moodle" and "wikis" (an online learning platform where their classes meet and collaborative Web sites, respectively) as if the terms were coined a century ago, speaking excitedly about their school's new direction and why it suits them perfectly.

"I know my way around a computer, so putting school and the computer together makes everything easier. It makes more sense," said El Segundo senior Carson Coles, 17.

"Plus I'm a very visual learner, so this works well for me."

"It helps me stay more organized because all my assignments are online, so it's more efficient," concurred fellow senior Niki Shah, 17. "And it's a fun class. It's different. And maybe that's why it's less tiresome and tedious."

The red-bricked El Segundo High, situated in a community fondly called "Mayberry" by some residents, is also testing an absolute rarity in public, brick-and-mortar schools: an all-online course.

An AP U.S. History class is offered as an eighth-period elective for students so motivated. Doing all work on their own, they meet with teacher Sarah Briney just once a week, plus for exam review sessions and tests.

"That's how kids speak - on the Internet. This helps us relate to them better, and helps them better relate to the material," said five-year teacher Briney, herself an El Segundo High grad.

"If we're gonna catch these kids we've got to catch them the way they learn, and it's all about technology now. With their cell phones and iPods and whatever else, they're more tech-based just standing there than we are as a classroom.

"If we stay the same, we're not going to keep up with (kids) or meet their needs."

Dan Walters: Education solutions stay elusive

By Dan Walters - Bee Columnist

Published 12:00 am PDT Friday, September 28, 2007

Story appeared in MAIN NEWS section, Page A3

The depth of California's educational crisis was demonstrated -- for the umpteenth time -- this week when national test results on reading and mathematics skills of fourth- and eighth-graders showed California scraping bottom in state-to-state rankings.

Only fourth-graders in Washington, D.C., schools, for instance, performed lower than California's in the federal government's National Assessment of Education Progress (NAEP) -- and, not surprisingly, scores among African American and Latino students were especially low.

"Once again, these results point out stark and persistent racial and socioeconomic achievement gaps in our schools that must be addressed if our students and our state are to thrive in the demanding global economy," state schools Superintendent Jack O'Connell said, even as he pointed out that some states with large numbers of non-white and poor students, such as Texas, tend to exclude many students from testing.

Notwithstanding that caveat, California's immense public school system, which handles more than 6 million kids and spends more than \$60 billion a year, is not working well. And by happenstance, NAEP scores were released as educators and politicians were ramping up one of their periodic examinations of California schools with the goal, or so they say, of making a big fix -- although a recent statewide poll found that just 8 percent of voters list education as the state's top problem.

A numbingly massive, Stanford University-managed, foundation-financed study of California schools was released earlier this year, concluding that they need more and better data, some sort of unspecified structural overhaul and more money, but how much more is uncertain.

Gov. Arnold Schwarzenegger has declared that he'll make 2008 the "year of education" after, presumably, fixing health care and water this year, although neither is happening so far. He has advisers working on recommendations and educational interest groups are staking their own claims for seats at the table when -- and if -- some decisions are made.

The California Teachers Association and the "Education Coalition" are planning to seek a multibillion-dollar increase in school financing, citing the state's relatively low national ranking in per-pupil spending, and have become intertwined in the machinations over health care. Schwarzenegger and legislators may place a tax increase for health care on the ballot next year and educators want a share, based on the constitutional mandate that a portion of state revenues go to schools.

Inevitably, the debate will concentrate on money, because that's how politics work, even if, as Susanna Loeb, who directed the Stanford project, says, "the link between dollars and outcomes is a very hard link to make." Loeb was the lead witness Thursday at a hearing of the state's Little Hoover Commission on school finance and governance -- another opportunity for the usual suspects to make the usual observations about how illogical, unresponsive and unaccountable the system has become.

The question, of course, is whether this is just another political spasm, or whether it will actually generate better educational outcomes -- especially since we really don't know what it would take to do it, or whether it would even be possible.

If this sounds a bit cynical and jaded, it's because what's happened to a once-stellar public education system is a classic example of how well-meaning, single-purpose decisions have interacted with changing socioeconomic circumstances to create a Gordian knot of unintended consequences.

When it comes to educational improvement -- as with health care, water, transportation and many other big issues -- we should believe it when we see it, and not a moment earlier.

DailyBreeze.com

October 7, 2007

Can Los Angeles balance its taxes and salaries?

Some say the city is in trouble as it tries to accommodate pay increases and a soaring budget.

By Beth Barrett and Kerry Cavanaugh
Staff Writers

More hikes in electric and water rates. A ballot scheme to save the phone tax. A plan to tax Los Angeles property owners to pay for gang intervention and prevention programs.

The people of Los Angeles are City Hall's targets even as city workers have gotten recent double-digit salary increases and the city budget has soared nearly 60 percent to \$6.8 billion in just seven years.

To some, the trend is evidence that the nation's second-largest municipality is in trouble.

"The hole just keeps getting deeper all the time," said David Fleming, chairman of the Los Angeles Area Chamber of Commerce.

"So much of the tax money goes out in salaries that are significantly higher than people get in the private sector. It didn't start out that way 50 years ago □ but to encourage people to stay they gave a pension system no one could afford.

"This whole system is upside down."

The issue was spotlighted last week as details emerged of Los Angeles officials' deal with six unions that would give most of the city's 22,000 workers a 23 percent raise over five years.

The deal was announced a day before the DWP's board approved another round of water-rate increases: 3.1 percent next July and another 3.1 percent in July 2009. Power rate increases also were approved and await action by the City Council and mayor.

City officials defend the proposed hikes and salary deals as needed to maintain city services and pay workers a decent wage.

City Administrative Officer Karen Sisson said the city's budget is being squeezed and the council and Mayor Antonio Villaraigosa are working to create a tax and fee schedule that better reflects what it costs to run the city.

"The city has taken action to slowly recover the costs of its services," Sisson said.

"The city provides a number of services from the Planning Department to building plan reviews, to fire inspections. □ The law allows us to recover the cost of the services we provide. We're not getting a profit."

Among fees that have been increased to recover service costs: Ambulance rides up from \$161 to \$610, brush administrative fees from \$668 to \$982, and various planning fees up 15percent.

Sisson said utility rate increases also are a reflection of cost-recovery efforts because power rates haven't risen since 1992.

Councilman Greig Smith said the city is facing several major money decisions.

"I think it's terrible timing, all these financial issues coming to a head at the same point," he said.

Still, Smith said he supports the proposed city-union contract because the employees had agreed to forgo pay raises during a tough budget year in 2004.

"We have to remember these guys did the right thing. Now they just want to be treated fairly."

And Smith said the city is still struggling to appease employee unions that want to match the salaries for DWP workers, which are the highest in the city.

"These unions are feeding off each other, and the council needs to put its foot down. But not with this contract," Smith said. "We have to stop it at the Department of Water and Power."

Councilman Bernard Parks also said he backs the contract, noting it reflects cost-of-living increases and the unions have agreed to give up later wage increases if needed.

"It's the first time in my history that unions have agreed to help fund their increases," Parks said.

Parks said the city also has to keep city employee contract issues separate from the telephone-users' tax debate and the DWP rate increase plans.

"You can't tell an employee, 'Sorry, the (telephone-users' tax) came up so you don't get paid.'"

Since California voters capped property tax increases with Proposition 13 in 1978, cities have looked to other sources of revenue to stem rising costs driven by salary increases and other compensation.

In Los Angeles, city records show salaries for civilian, police and fire employees have climbed nearly 30 percent just this decade to about \$2.9 billion. Costs for civilian salaries have risen to over \$1.7 billion.

Those who have been fighting cities' efforts to circumvent Proposition 13 by adding more taxes and user fees are critical.

"I think it's one of the most poorly managed cities in the country," Jon Coupal, president of the Howard Jarvis Taxpayers Association, said of Los Angeles.

"They collect boatloads of revenue but have very little oversight and management. We see that over and over again. The city leadership is far too beholden to the public employee unions - so much so that it's impacted the ability to deliver public services in a cost-effective and timely manner."

Still, Bob Stern, president of the Center for Governmental Studies, said the city's problems stem from deteriorating infrastructure and public demands for services when key revenues - \$30 million from DWP's water revenue fund, and \$270 million in annual phone use taxes - are in jeopardy.

"They really have a dilemma," Stern said of city officials. "When you rely on streams of income and they're being cut off, maybe panic is too strong of a word, but at least you're concerned. This is big money you're talking about."

"If that money is not available to you, where do you go to get it or what do you cut?"

And Stern said the public bears some of the responsibility.

"The public wants all these services, and they're not willing to pay for them. The chickens are coming home to roost."

Ultimately, city officials are wrestling with balancing myriad demands at a crucial time for Los Angeles.

DOWNTOWN L.A.

COMMERCIAL PROPERTY

COUNTY PROPERTY TAX: \$240,000 on a \$200 million property

TRASH FEE: Use private haulers

WATER RATE HIKES/PASS THROUGHGS: From July 1, 2006, to July 1, 2009, rates would rise \$30,984 to \$96,780 a year (calculated for a hotel)

POWER RATE INCREASE/PASS THROUGHGS: Three years through July 2009 would add \$30,588 to annual bill for a total of \$159,660

APARTMENT BUILDING

COUNTY PROPERTY TAX: No direct bill to renters; landlords typically attempt to recoup expenses including taxes, which on a \$5 million, 20-unit complex would be \$60,000 a year

TRASH FEE: To \$17 a month by 2008; \$204 a year per unit; however, many complexes use private haulers

WATER RATE HIKES/PASS THROUGHGS: From July 1, 2006, to July 1, 2009, would rise \$2,335 a year to \$10,776 (units are not individually metered)

POWER RATE INCREASE/PASS THROUGHGS: Three years through July 2009, adding approximately the same as for a single-family homeowner

POWER RATE INCREASE/PASS THROUGHGS: Three years through July 2009, adding approximately the same as for a single-family homeowner

Dan Walters: California economy, mood sour

By Dan Walters - Bee Columnist

Published 12:00 am PDT Sunday, October 7, 2007
Story appeared in MAIN NEWS section, Page A3

When the end of the Cold War reduced defense spending in the early 1990s, Southern California's aerospace industry, which had profited handsomely from the nearly half-century-long arms race, was hit hard, with hundreds of thousands of high-paying jobs evaporating.

A decade later, the dot-com bubble burst and once again it was California, especially the San Francisco Bay Area, that took the brunt as countless technology firms went under and billions in paper wealth vaporized.

Bill Watkins, who runs UC Santa Barbara's Economic Forecast Project, puts it this way: "California is always on the bleeding edge." He and other economists are now wondering whether the implosion of the housing industry, another economic tsunami in California, will have a similar impact.

Three-fourths of the nation's foreclosure actions filed by lenders in August were in California, and the state has accounted for 40 percent of the nation's decline in home sales since 2005. California, moreover, is the home of big-scale lenders, such as Countrywide, whose subprime mortgages have backfired.

That said, other segments of the economy are still ticking along fairly well, albeit with a slump in retail sales attributed to the decline of housing-related purchases and a sense of foreboding among consumers that dampens their appetite for cars and other goods.

"California is doing both better and worse than the United States," says the UC Santa Barbara forecast, released last week. "The state is bearing far more of its share of the slowdown in residential real estate. At the same time, California's economic growth has recently exceeded that of the United States."

The Santa Barbara analysis is similar in tone to those of other economic authorities, such as UCLA's Anderson Forecast and the state Department of Finance.

UCLA economist Ryan Ratcliff said, "California is in for at least another year of economic doldrums, with rising unemployment, weak job growth and a slowdown in all

broad indicators." However, Ratcliff added, "Without the emergence of a second source of weakness in the economy -- or a significant worsening of the real estate sector beyond what's already being forecasted -- California will not sink into a recession."

The Department of Finance, meanwhile, says in its most recent bulletin that "economic indicators were disappointing in July, a reflection of the worsening of the housing sector downturn. Payroll employment dropped, the state's unemployment rate rose slightly, existing home sales slowed, and residential construction remained sluggish."

So there we have it -- a slowdown of uncertain dimensions but stopping short of a genuine recession, coupled with what Watkins calls "a ton of uncertainty." And, not surprisingly, it's filtering into voters' consciousnesses, as a recent poll by the Public Policy Institute of California indicates.

"A dark mood is settling over the golden state as pessimism about California's economic conditions hits its highest point since 2003," PPIC says in its analysis. "Housing woes and the spectacle of this summer's budget battle are taking their toll on residents' economic outlook -- and affecting everything from trust in government to approval ratings of state and federal leaders."

The slowdown and the public's darkening mood about it have potentially major impacts on political policy. Even a modest slump could have devastating impacts on a state budget that's already running big deficits, and voters may be less likely to approve the financial issues that Gov. Arnold Schwarzenegger and lawmakers want to place on next year's ballot -- including taxes for expanding health care and perhaps education and water and other infrastructure bonds.

Sacbee.com

Dan Walters: Debt soars, and more on the way

By Dan Walters - Bee Columnist

Published 12:00 am PDT Tuesday, October 2, 2007

Story appeared in MAIN NEWS section, Page A3

Once upon a time -- a few decades ago -- California was virtually debt-free, at least in terms of state general obligation bonds.

State public works projects, the old-fashioned name for what we now call infrastructure, were largely financed with user fees, such as gas taxes and water charges, or special funds such as royalties on oil production. Schools and other local facilities, meanwhile, were built with fee- or property tax-backed bonds.

That began to change in 1978 when voters passed Proposition 13, which severely limited local property taxes, shifted much of the fiscal burden onto state government, and made raising taxes of any kind almost impossible. Sacramento politicians turned to borrowing for public works projects, even highways, and over the past three decades, we have seen an explosion of state bond debt, including many initiative bonds.

The state now has, according to an exhaustive report issued Monday by Treasurer Bill Lockyer, more than \$135 billion in various forms of general debt authorized, of which \$57.3 billion is outstanding. The authorized, but still unspent, bonds include the more than \$42 billion approved by voters last year, which Gov. Arnold Schwarzenegger has portrayed as no more than a down payment on the more than \$200 billion in state infrastructure needs over the next decade. He's currently calling for more borrowing for water storage and conveyance systems.

Not surprisingly, the payments on those bonds have been increasing steadily as well, from almost nothing to more than \$6 billion a year, one of the larger chunks of the state budget and roughly equivalent to the state's chronic operating deficit.

Relative to either revenue or personal income, California's debt load and service costs are not the highest in the nation, trailing such states as New York and New Jersey, but they're definitely above the national norm.

Lockyer's report projects infrastructure borrowing, state revenue and non-bond expenditures over 20 years and concludes, "we could be in the hole by more than \$14 billion in 20 years if we don't act to fix our fiscal house."

Fiscal projections more than one or two years out are notoriously dicey simply because the state's revenue system, centered on personal income taxes, is very volatile. The \$14 billion, if accurate, would be less than 5 percent of what revenue is projected to be then and no one can forecast the state's fiscal situation that closely.

There's been a distinct political tendency to view bond debt in three dimensions. Voters are told, and respond accordingly, that it's essentially free money, all gain and no pain, because taxes or user fees are not being raised. Republicans often see bond service as eating up money that otherwise would be squandered on liberal social programs, forcing Democrats to curtail spending. But Democrats see bonds as a way of financing public works without diverting immediate chunks of cash from their favored spending and, in the long term, forcing Republicans to raise taxes.

Lockyer, a Democrat, clearly fears that the Republican position will prevail and lays out a variety of options for raising taxes, while officially calling for "adjusting the mix of revenues and expenditures" to balance the budget and provide enough breathing room to take on more debt.

Nevertheless, the report, titled "Looking Beyond the Horizon," is valuable for highlighting the simple truism that there's no free lunch and that if we want more and better schools, transportation systems, water service and so forth, it will cost us.

It would be a pleasant change if those advocating tens of billions of dollars in new borrowing, including the governor, were to also tell us how they'll pay for it.

District faces \$3.8 million in annual costs

BY NAUSH BOGHOSSIAN, Staff Writer
LA Daily News

Article Last Updated:09/28/2007 11:46:12 PM PDT

Hundreds of nonprofit youth groups in the San Fernando Valley and across the city would have to pay to use Los Angeles Unified facilities and athletic fields under plans quietly set to launch next year.

The move comes just two years after district officials abandoned similar efforts after a broad public outcry that it could force youth groups to cancel thousands of worthwhile after-school events.

Superintendent David Brewer III, who is reviewing the options, said a fee is needed to offset the \$3.8 million a year the district pays for utilities, maintenance and other costs involved in making the facilities available.

"We're one of only very few school districts that do not charge, including the city, so all we're doing is coming in line with everybody else," Brewer said.

"It was a real good deal as long as we could afford it, but now we can't afford it any more. We are at a point of reality, where everybody else is, including the city."

Members of some community groups say they understand the district's challenge but that the proposed fees are simply too high for their shoestring budgets to cover.

"I don't think anybody is so foolish to think we shouldn't be contributing a little bit toward the field usage," said Drew Bracken, vice president of Northridge City Little League.

The league has about 650 kids on 50 teams that each practice up to four hours a week. That means the league would have to pay \$2,000 a week for the 12-week season.

"Once they open it up, what's going to happen next year and the following year?" Bracken said. "Are they going to charge more money?"

LAUSD staff members have recommended that Brewer impose fees that are in line with those charged by the city. They would take effect before the permit-application deadline of Jan. 15, which would give groups several months to plan how to absorb the costs.

A focus group of representatives of various organizations - including athletic teams and

the city - held three meetings to get input on the best way to deal with the financial challenges.

Although most participants opposed any charges, three recommendations were drafted by Alvaro Cortes, assistant superintendent of Beyond the Bell, which oversees after-school programs at the LAUSD.

"We're the last bastion of free civic center permits. We have never charged youth groups until now," Cortes said.

"Is it a problem? Yes. But right now other people charge more - the city charges, other entities charge."

The LAUSD issues about 2,850 permits annually to youth organizations. The district's facilities are used about 55,000 times over the course of a year.

Cortes said that if parents feel the fees make it too expensive to have their students join athletic teams or after-school groups, other options for meeting locations include free after-school programs at lower-income elementary and middle schools.

"We're in a financial situation which is difficult and part of it is that we have to come to terms that it's costing us close to \$4 million per year and we have to recapture the costs in some way," he said.

Mary Ann Lapointe of West Hills attended one of the focus group session and said she feels any fees would amount to double-paying because she already is a city taxpayer.

Lapointe works with The Good News Club, which teaches morality and character in the context of the Bible at 24 schools.

The group wants to have activities at every school - but a fee would make that challenging.

"L.A. Unified basically has the money. They're operating with \$6.2 billion and it seems like they can find the money somewhere," Lapointe said.

"It would feel like paying the school district when we feel the schools truly belong to the community."

Bracken said the Northridge City Little League charges parents about \$150 per child to join, but that fee could increase if the district starts charging for field usage.

The league also could consider sharing field time with other groups to try to make the

finances work. Currently, it operates a snack bar to stay afloat, he said.

"It could lessen the quality of baseball we're giving and you may not get as many kids playing," Bracken said. "We can't afford it, but we'll figure it out. We'll succeed and the kids will still have a great time.

"I'm not even going to comment on some areas of Los Angeles that aren't as affluent."

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Pay to play

Recommendations awaiting Superintendent David Brewer III's decision:

Charge youth groups the same rates as adult groups: \$77.10 for a permit and \$25.50 per hour. Projected return of \$4.8 million for youth groups and \$1.4 million for adult ones.

Charge fees like the city's - \$5 per hour for classrooms and libraries, and \$10 an hour for fields and other athletic facilities. Also a \$78 permit fee that runs four months per school facility. Projected return of nearly \$1.9 million.

Groups that are financially better off would pay higher fees.

SacBee.com

Prop. 98 battle: Education measure targeted

Business group, and some teachers, oppose initiative to provide more money for community colleges.

By Judy Lin - Bee Capitol Bureau

Published 12:00 am PDT Sunday, September 30, 2007
Story appeared in MAIN NEWS section, Page A4

Opposition is mounting to an educator-backed initiative to reformulate Proposition 98 for California's community colleges, and some of the objections are coming from teachers.

The California Chamber of Commerce this week announced its board had voted to oppose the Feb. 5 ballot initiative -- known as the Community College Governance, Funding Stabilization, and Student Fee Reduction Act -- because it would lock up more money at a time when the state already is struggling to pay its bills.

While advocates say California's 109 community college campuses -- serving 2.5 million students -- are "notoriously underfunded," the chamber's opposition vote comes on the heels of a similar action by the state's largest teachers union with members involved from kindergarten to college.

It's not clear whether the business community or the California Teachers Association will mount a formal campaign. But their opposition has dealt a blow to other education groups supporting the initiative, mainly the California Federation of Teachers and the Community Colleges League of California.

Over the summer, the CTA board voted to oppose the measure to guarantee community colleges a bigger slice of education funding in the state budget. Uncomfortable with changing the formula set under Proposition 98, CTA officials said they worried the proposal could hurt other educational needs, as well as social services.

"They did vote to oppose the initiative because they believe it is flawed," CTA spokeswoman Sandra Jackson said about the board vote. "We do believe community colleges need to have an increase in funding ... but part of the problem is it could impact Prop. 98 school funding."

The initiative would dedicate 10.46 percent of current Proposition 98 school funding to community colleges and lower fees to \$15 per unit from the current \$20 rate. It's estimated the state would lose \$71 million in 2007-08 if the fees were reduced.

In addition, legislative analysts say, the state would pay \$135 million in initiative-mandated costs in 2007-08, and the annual total could grow to \$470 million in 2009-10.

"The goal of the initiative is to give more students a chance to go to college," said campaign spokesman Andrew Acosta. "It's not a secret that community colleges are notoriously underfunded."

Backers have formed a fundraising committee known as Californians for Improving Community Colleges. The committee has raised more than \$2.3 million so far, and spent \$2.1 million raising awareness for the initiative.

Education now accounts for the biggest chunk of the state's \$102 billion general fund budget. Under Proposition 98's formula, the lion's share of education funding goes to K-12. Community colleges receive less than 11 percent of the \$57 billion generated under that formula.

Initiative supporters would like to secure more money for community colleges, which saw a 3 percent enrollment gain last year, by tying funding to fluctuations in the college-age population. Under the current formula, funding is tied to enrollment changes only at the K-12 level.

The initiative also would require the state to give community colleges a funding priority equal to its public higher education counterparts.

The state Chamber of Commerce's president, Allan Zaremborg, said in a statement that the chamber believes the proposed constitutional amendment lacks accountability, puts too much stress on the general fund and "would result in prioritizing one higher education system's funding priorities over the needs of two other important systems -- the University of California and California State University system."

Acosta noted that not all business groups oppose the measure. He said the Sacramento Metropolitan Chamber of Commerce has broken ranks by endorsing it.

There's even dissension among community college members of the California Teachers Association. The president of the Community College Association of California, Ron Norton Reel, urged members in a June 21 letter to support the measure despite the CTA's opposition.

Reel noted that the CTA had legitimate concerns that the initiative would require a four-fifths legislative vote to overturn any part of the initiative.

The initiative also would make funding growth faster for community colleges than for K-12, Reel said, potentially undercutting Proposition 98's intent to make K-12 education the state's budget priority.

But, he said, there's a need to stabilize funding for community colleges.

Sacbee.com

Lockyer's prescription to cure budget woes

He issues a list of ideas to erase the deficit but stops short of endorsements.

By Judy Lin - Bee Capitol Bureau

Published 12:00 am PDT Tuesday, October 2, 2007
Story appeared in MAIN NEWS section, Page A3

California's lead banker suggested cutting off billions of dollars to the state's premier higher education system -- the University of California -- in an attempt to provoke talk on how to get its fiscal house in order.

The idea was just one of many state Treasurer Bill Lockyer put forth but didn't specifically endorse Monday as he released a required assessment of the state government's financial outlook for the next 20 years.

"The best I can do is lay out a menu and hope that it will at least be (catalytic) and hope there's a robust discussion among leaders," Lockyer said about the State of California Debt Affordability Report. "They need to make some decisions. They aren't easy choices, I understand that, but they've just got to make some decisions."

The report offered ways state leaders can keep the state budget balanced while meeting the needs of a growing population over the next two decades. Currently, the state has an infrastructure of schools, roads, housing and water systems built to serve 25 million residents. Yet the population is expected to reach nearly 50 million in two decades.

Lockyer said one idea would be to cut the University of California loose from state funds, which would save \$7 billion a year by 2027-28. Such a move would require the university to set its own budget and raise revenue through student fees or fundraising.

The report also suggested going after \$670 million in annual lost sales tax from Internet and mail-order transactions. It suggested closing tax exemptions to construction and professional services to generate \$10.2 billion annually, and increasing the top income tax rate by 1 percent to generate \$4.5 billion a year.

H.D. Palmer, a spokesman for the Schwarzenegger administration, called it a "thoughtful report" that's consistent with the Republican governor's call for reducing the state's

structural deficit. Palmer, however, declined to discuss each of Lockyer's suggestions, noting that Lockyer didn't take a position on his own suggestions.

The budget is currently on the Capitol's back burner.

After an unusually long budget delay this year, Senate President Pro Tem Don Perata called on the governor to convene a budget revision panel to develop a multiyear plan to restore on-time budget. Perata recommended a review of state spending priorities.

A panel has yet to be formed as Gov. Arnold Schwarzenegger and lawmakers tackle state water storage and delivery, and health care.

If nothing changes by 2027-28, the state would show a shortfall of \$14.6 billion between how much California takes in and how much it needs to pay both debt and annual program expenses.

However, the imbalance over the next 20 years is 3.5 percent, "which should not be an insurmountable problem" as long as the governor, the Legislature and the treasurer start addressing how we raise and spend money, according to the report.

In a conference call, the treasurer, who served more than two decades in the Legislature, said he's hopeful the report will stimulate discussion among state leaders. He urged Democrats and Republicans to view debt service as a form of investment and not place an "automatic ceiling on those investments."

The treasurer applauded state leaders, particularly Schwarzenegger, for tackling the problem. California voters approved a \$42.7 billion bond package to finance infrastructure needs last fall. It is just part of the governor's call for over \$200 billion in capital outlay projects over 10 years, with contributions from users and the private sector.

Lockyer said he supports "user-pays" financing for building and maintaining infrastructure. But the Democrat believes that doesn't mean the state has to sell off assets such as bridges and toll roads. He also urged the Legislature to create a California Financing Authority to issue governmental bonds to support publicly owned and operated highways.

The Chronicle of Higher Education

Tuesday, October 2, 2007

Five Reasons Politicians Hate Us

By PETER ONEAR

As a government-relations officer, I actually talk to people who dislike higher education.

Most of you don't. You talk to colleagues and family members, students and a few alumni. Your neighbor. Pretty unlikely any of those people dislike higher education. (Well, maybe your neighbor, if you've borrowed his snow shovel and haven't returned it.)

Anyway, many politicians do not like higher education and don't mind telling me so on a regular basis. They wouldn't mind telling you, either, as long as you're not from their districts. When I hear a rant against academe, I've learned to make a certain odd clicking sound with my teeth that gives the impression that I, too, dislike higher education without actually having to admit to it. That clicking sound is similar to a squirrel on a tree limb mocking my dog's attempt to climb up.

I can think of five reasons why politicians hate us:

Tenure (of course). Let's just rename it. Politicians rail at me about the absurdity of tenure. Yet the same politicians give a thumbs up to union lobbyists promoting work guarantees for industrial plant employees.

Politicians prefer workers to be employed for long periods of time. Those workers raise stable families and are consistent taxpayers -- sort of like faculty members who have tenure. So from now on, let's not say that certain faculty members have tenure, let's just say they have "long-term work guarantees."

Lack of accountability. Politicians like to measure things. To be precise, politicians like to have institutions that receive truckloads of money be at least minimally accountable for that money. I'm told that back about 1949 some university president was able to convince politicians that higher education had the state's best interests in mind and to just trust that university presidents would always spend that money wisely. Over time, that trust has evaporated.

Grass cutting. Please, if you love higher education (and why else would you be reading this), don't cut your grass on a weekday afternoon. I know that the faculty-are-goofing-off cliché is the oldest in the book. But all politicians swear that they have received reports of faculty members mowing their grass on weekdays. And that means government-relations

officers will have to explain, once again, that while the rest of the world is asleep, those same faculty members are writing brilliant research papers.

The president's salary. Of course, we know our presidents don't make nearly the same salary as corporate CEO's. Nevertheless, our executives do make a lot of money and have conspicuous perks (like living in some of the nicest houses in town for free). Politicians tend not to pound on that topic too much. Not nearly as much as the local newspaper will. Nevertheless, given the meager salary most politicians receive, it's still a thorn in the side.

Other sources of revenue. Public and private colleges and universities receive money from a multitude of sources including tuition, fees, alumni gifts, foundation investments, on-campus commercial ventures like bookstores and restaurants, research grants, parking tickets, the list goes on and on. Politicians should like that because it reduces how much institutions need in public subsidies.

But that's not the way it works. Politicians don't like the fact that higher education is, to some degree, free from being a slave to political largesse. So, politicians end up meddling in higher-education financial matters, such as legislating tuition rates or complaining that the college union's pizza parlor unfairly competes with the privately owned pizzeria across the street. And God forbid a politician drives on your campus and gets a parking ticket (except, of course, if he or she is illegally parked in a handicapped spot).

Most politicians have resigned themselves to the fact that higher education won't ever really change. That is the good news for government-relations officers because we are seldom put on the spot of saying to a politician: "Let me look into that tenure thing for you." Politicians also are loathed to be labeled anti-education. Education, after all, is viewed as a good thing in most voters' minds.

But the bad news for government-relations officers is that the old clichés -- bashing tenure and grumbling about grass cutting on weekdays -- just won't go away.

Maybe that's because higher education promotes its own set of clichés about politicians. They're dumb. (They're actually smart, and most of them are college educated.) They're corrupt. (They're generally honest, and higher education would be wise to replicate some of their ethical standards.) They've been in office too long. (Some have, but in this era of term limits, the turnover is frequent.)

As a government-relations officer, I navigate between those extremes. I like to think of myself as Odysseus sailing between Scylla and Charybdis. Perhaps that's a little pretentious. All right, a lot pretentious. Still, between the worlds of politics and higher education there is a lot of misunderstanding and it will take more than the efforts of a few government-relations officers to eventually find a comfortable middle ground for everyone.

The Chronicle of Higher Education

Monday, October 1, 2007

Community-College Leaders Are Urged to Step Up Outreach Efforts to Hispanic-Americans

By ELYSE ASHBURN

College leaders are mistaken if they believe that cultural differences make Hispanic high-school students, especially recent immigrants, less likely to attend college than their white counterparts, the president of the Tomás Rivera Policy Institute told community-college trustees and presidents on Friday.

"It is not culture but cognition -- a lack of understanding of the American education system on the part of parents that are foreign born," said Harry P. Pachon, who is both a professor of public policy at the University of Southern California and head of the institute, a nonprofit research group that focuses on issues affecting Hispanic communities.

Mr. Pachon said financial-aid programs in the United States were particularly difficult for Hispanic families to understand. For example, there is no Spanish word for "grant." To bridge that linguistic gap, Mr. Pachon said many colleges refer to grants as "dinero gratis," or free money. While that sounds like an appealing offer, the term doesn't quite capture the American concept of a financial-aid grant.

Mr. Pachon was the day's keynote speaker at the annual meeting of the Association of Community College Trustees here. Several hundred college leaders gathered to hear him speak.

He cautioned them that many myths about Hispanic people in the United States -- including the notion that they are largely undocumented, prefer to speak only Spanish, and are almost entirely low-income -- persist in the popular imagination. Those stereotypes are not supported by research, he said.

The Hispanic population is growing rapidly in the United States, in large part because of legal immigration and because the Hispanic birth rate in the country outstrips that of white Americans.

To reach this growing pool of potential students, Mr. Pachon said, colleges must produce marketing materials in Spanish, employ bilingual staff and faculty members, and market

aggressively to Hispanic-Americans through the Internet, Spanish- and English-language television, and other outreach efforts.

The overall college-going rate in the United States -- and the country's economic health -- is at stake, Mr. Pachon said. "Latino education is not a Latino issue," he said. "It's an American issue."

Earlier in the day, at another session, several trustees outlined ways that Palomar Community College District and Mira Costa College, both in northern San Diego County, were working to improve the educational outlook for Hispanic boys.

Trustees at those colleges said they became alarmed four years ago when they realized that, at some high schools, 50 percent or more of Hispanic boys were dropping out. "We can't afford to let that continue," said Mark R. Evilsizer, a member of the Palomar district's Governing Board.

The colleges started a nonprofit group called Encuentros: Hombre a Hombre, which is Spanish for "coming together, man to man," to deal with the dropout problem. The group puts on a career and education conference for about 500 Hispanic boys each year, and holds a smaller leadership academy through a partnership with California State University at San Marcos.

But the most potentially wide-reaching project is a high-school and middle-school curriculum that the colleges developed in conjunction with a local school district. The courses, based on a book that is also called *Encuentros: Hombre a Hombre*, will be geared toward boys and will teach Hispanic culture and history. The high-school course is expected to satisfy a language-arts requirement needed to matriculate at public universities in the state.

The curriculum is awaiting final state approval, but one middle-school teacher already incorporated parts of it into one of his courses. The results were promising. The boys' grade-point averages climbed from an average of 2.19 to 2.61 after taking the course, and their disciplinary referrals dropped markedly.

Mr. Evilsizer, of Palomar, said the curriculum would allow Encuentros to reach many more Hispanic boys than the group can through the conference and the summer institute. "I think our impact is going to be greatest here," he said. "As trustees, this is something we can do. We can broker partnerships within our community."

A Year Later, Spellings Report Still Makes Ripples

More colleges test students and share data

By PAUL BASKEN

Washington

A year ago, Charles Miller, a former chairman of the University of Texas' Board of Regents, walked into the U.S. Education Department here and dropped off a glossy 76-page document with a crisp red cover.

Its recipient, Secretary Margaret Spellings, promptly hailed the final report of her Commission on the Future of Higher Education as a turning point: It was the day, she hoped, when U.S. colleges reoriented their mission to provide the highest possible quality of education to the most students possible at the lowest possible cost.

Such epochal aspirations motivate many government commissions. One year later, however, there is accumulating evidence that the vision in this case might, at least in some key aspects, actually be realized.

"Something is changing out there," says Patrick M. Callan, president of the National Center for Public Policy and Higher Education. After initial criticisms of the Spellings commission and the sometimes caustic tone of its yearlong deliberations, many college leaders are recognizing common ground.

"This was not," Mr. Callan says, "some group of ideologues or people who had no respect for higher education or had an ax to grind."

Among recent key developments seen to stem from or be encouraged by the Spellings commission:

- Hundreds of U.S. colleges are using standardized student-achievement tests, allowing comparisons between institutions, while investigating options for creating more such tests.

- Several major college groups are set to outline in coming weeks projects in which their members will post to their Web sites specific performance-related data to allow direct comparisons between institutions.
- Congress, with broad bipartisan backing, this month approved the largest increase in federal student aid since the GI Bill in 1944.

"We're under way," Ms. Spellings said in an interview with *The Chronicle* last week. "Are we done? Heck no. We haven't even started."

Previous Reports

The Spellings panel cannot claim all the credit. Democrats, who took over Congress from the Republicans last fall, had long urged a substantial student-aid increase. And the commission's general goal of making college more affordable for more students, and more responsive to U.S. economic needs, was already being highlighted by others.

The department's own Advisory Committee on Student Financial Assistance, in a September 2006 report issued just as the Spellings commission was wrapping up its own work, warned that between 1.4-million and 2.4-million potential U.S. college graduates would fail to enroll or to complete their classes because of financial obstacles. A year earlier, the National Academies issued a report warning that the U.S. risked losing its technological and economic pre-eminence if it didn't graduate more science students.

The contribution last September of Ms. Spellings's commission, led by her Texas friend, Mr. Miller, had its shortcomings. It offered most of its recommendations in the form of general guidance rather than specific objectives. It overlooked major problems such as the conflict-of-interest scandal that subsequently enveloped both college financial-aid offices and the student-loan industry. It had no student representation. It contained no significant international comparisons.

And in terms of specific goals that Ms. Spellings devised in response to the report — from redesigning high-school tests to simplifying the federal student-aid application form — few have been put in place so far.

Yet the Spellings commission tackled college orthodoxies in ways that previous panels had not. Rather than urge more government funds or suggest some shifts in academic focus, the Spellings panel proposed a direct challenge to some deeply cherished and longstanding ways in which colleges operate, calling on higher education to shed some of its mystery and fundamentally prove the value it delivers.

That change should be accomplished, the commission said in its final report, by devising new "accountability measures" that allow comparisons of student performance. That means developing standardized tests and compiling and sharing more data on both "inputs" and "outcomes," including total student costs and college completion rates, it said.

Such proposals prevented the commission from granting its unanimous approval. One member, David Ward, president of the American Council on Education, withheld his vote, saying he could not be sure how Congress might translate his colleagues' language into legislation.

Even so, many member institutions of ACE are already moving ahead, embracing standardized testing and comparative data as a means both for improving internally and competing for new students.

The American Association of State Colleges and Universities, with more than 400 member institutions, and the National Association of State Universities and Land-Grant Colleges, with more than 200 members, are at the forefront. The two groups plan to introduce a common system of data presentation this fall, to be posted on college Web sites, which will publicly provide data ranging from projected costs of attendance to standardized-test results.

Testing Students in Texas

One major university system is already doing it. For the past few years, Mr. Miller's successors at the 15-institution University of Texas system have been testing students, in groups of freshmen and seniors, using an exam known as the Collegiate Learning Assessment. Results are publicly posted.

The CLA, developed by the RAND Corporation, is designed to measure critical thinking, problem solving, analytic reasoning, and written communication. It is now in use at about 230 U.S. campuses, and was suggested by the Spellings commission as an example of outcomes-based assessments that other colleges could consider. Other examples include the National Survey of Student Engagement, in which students answer such questions as how much class time is spent in discussion.

At the University of Texas at Dallas, the outside assessments have helped improve classroom instruction, says Robert S. Nelsen, vice provost. Mr. Nelsen, who teaches his own course, "Exploration of the Arts," said that data from the National Survey of Student Engagement helped him realize he needed to have his students spend more time critiquing each other's work in classroom discussions.

Another Texas campus, Permian Basin, in Odessa, has been advertising its scores on the Collegiate Learning Assessment after results showed that the small and little-heralded university, which accepts 95 percent of students who apply, had the system's highest rate of academic growth between the freshman and senior years.

Mark G. Yudof, chancellor of the University of Texas system, likes the competition. "The idea of stimulating universities to do this is very valuable," he says.

Other institutions — including many of the nation's most prestigious universities — remain much less sure. "The very underlying concept of comparability, that the Spellings commission

proposed, we object to," says David L. Warren, president of the National Association of Independent Colleges and Universities, which represents nearly 1,000 private institutions.

Mr. Warren's organization is also proposing that its members provide some common sets of self-descriptive statistics on their Web sites. Unlike the plan being proposed for the public colleges, however, Mr. Warren's version will not include any test-based data. He contends that the missions of private colleges are too varied and too complex to be captured by any broad-based tests.

The public colleges share some of that concern, says M. Peter McPherson, president of the National Association of State Universities and Land-Grant Colleges. Their associations are proposing that member colleges take several years to decide what types of test data will be included in their public reports.

Mr. Warren's opposition is more categorical, emboldened by "focus group" sessions his group held with prospective college students and their parents. The participants said they wanted to choose colleges on the basis of factors such as job-placement rates and admissions to medical schools.

"In all of the focus groups," he said, "not a single parent, not a single student, ever said, 'Gee I absolutely want learning-outcome measures, I can't see how I can make a decision if I don't have learning-outcome measures.'"

Movement by Some Colleges

Mr. Miller rejects such logic, saying colleges that resist meaningful tests of student accomplishment fear they will be shown to be "not adding any value that's measurable."

Many elite U.S. colleges' curriculums are so "watered down" that students don't learn much, he says. "What the kids gain is they get the stamp of approval — they come in as top students, they leave as the top whatever. But what is the value of that?"

Among some groups of private colleges, Mr. Miller's point of view may be winning the day. Many members of the Council of Independent Colleges, which represents more than 500 liberal-arts institutions — generally a less-wealthy subset of Mr. Warren's organization — are also trying out the Collegiate Learning Assessment, says the group's president, Richard H. Ekman.

The council's members are largely outside the group of 100 to 200 "truly selective" private U.S. colleges, and "they are trying to put their best foot forward" to attract applicants, Mr. Ekman said. "What the CLA and other measures of cognitive growth provide to these colleges is another source of evidence that they're a good place to go to school," he says.

That type of debate over standardized tests is a political tightrope that Ms. Spellings already walks on the elementary- and secondary-school level. The Bush administration strongly supports mandatory state-based testing in public schools, yet it rejects any form of national test, even as some states respond to the federal pressure by weakening their standards.

That degree of dispute over national testing on the college level appears far away, Ms. Spellings told *The Chronicle*. Testing, even if the format is determined for now by the colleges, "will empower consumers, and it will be huge step forward," she said. "And some other secretary in the future can worry about what happens after the first, second, and third steps happen."

Either way, student-aid advocates warn that the argument over testing and data may be drowning out a more extensive examination of still-rising college costs. The commission proposed a series of steps to reduce "nonacademic barriers" to college attendance, including curriculum revisions at the high-school and community-college levels to avoid unnecessary repetition of course work. But few may have noticed, said William E. Troutt, president of Rhodes College, in Memphis, who chaired the National Commission on the Cost of Higher Education in 1998.

"Nine out of 10 college presidents could not describe the commission's message on affordability," Mr. Troutt said. "That's unfortunate, because nine out of 10 college presidents wake up every morning thinking about affordability."

'Public Discussion' Prompted

For all the work remaining, the commission has "started to provoke a long-overdue public discussion," Ms. Spellings said. "We have put the elephant in the middle of the dining-room table, and we're starting to talk about stuff that we ought to be talking about."

The pace of that reform, the secretary said, may be too slow for some and too fast for others. "To the extent that grownups don't like change, and any change is too much change for some people," she said, "that may be true."

She suffered one major setback when she proposed new regulations requiring outcomes-based assessments as part of the federal accreditation process. Colleges, which need that accreditation to remain eligible for the government's \$83-billion student-aid program, lobbied lawmakers who then persuaded Ms. Spellings to abandon the effort.

The overall battle remains ahead, Ms. Spellings said.

"We are in the infancy in American higher education of being able to describe to our publics — whether they're state legislatures, Congress, parents, philanthropists — what we're doing, and to what effect," she said. "And we all have a responsibility to start to answer that question. And we've barely begun."

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Sept. 24, 2007

The Alternative Student Press

“What would students do,” one journalism researcher wondered, “if they got to create a media by them, for them — to create whatever they want, and not have to worry about what’s always been?”

Undergraduate staffers at an increasing number of alternative student publications, largely online-only endeavors that students started from scratch, are “changing the very definition of what it means to be a college journalist and revolutionizing how news at colleges and universities is provided and produced,” Dan Reimold, a journalism Ph.D. candidate at Ohio University, wrote in his recent paper, “‘Tantamount to Starting a Rebellion’: The Shifts in Staff Structure, News Production, and Content Presentation at Online Campus Newspapers and Magazines.”

By offering “a more cultured, real-time take on news that would affect younger people, and from an online-only perspective,” these alternative student publications seem to be “going beyond what the mainstream, professional press was addressing,” Reimold said in an interview.

“It seemed to be an area that the campus media was leading the way on.”

Content Management

It’s hard to make generalizations about the alternative campus media, with some extensive organizations posting new stories daily and other smaller outfits publishing once or twice a semester. The publications vary dramatically, with some, like Michigan State University’s blog-bogged *SpartanEdge* (motto: “The Future of Online Campus News is Now”) embracing aspects of multi- and new media that journalism schools have been slow to adopt. (Hear a Spartan Podcast conducted with the publication’s faculty publisher, Bonnie Bucqueroux).

Others, like another member of Michigan State’s Alternative Media Alliance (MAMA), *The Big Green*, serve primarily as a venue for longer-form, magazine-style feature writing and creative nonfiction where students can write about what they’re passionate about (read: not student government meetings) and — this is a key point — experiment with writing in their own voices as opposed to objective news-speak.

“I like how magazines are able to be a little more subjective in their writing.... Writers are able to have their voice come through a lot easier. Not necessarily in terms of being biased or

anything like that, but you can insert some of your personality into your writing,” says Jessica Sipperley, a Michigan State senior and *Big Green*’s editor-in-chief.

Student staffers are also re-envisioning how to present their content. For instance, the College of New Jersey’s *unbound* “is a place where the purpose is to figure out how to exploit the Web,” says Kim Pearson, an associate professor of English (including journalism) at the college. The once-a-semester student-run publication grew out of a journalism class she taught way back in the Web’s weaning years in 1996. “We were beginning to understand what it meant

- to see **text as a visual object**,” Pearson says.
- “We were really understanding what it meant to have hypertext,
- that someone could come into the middle of the publication literally and leave without having the experience of the magazine...there wasn’t a front of the book, middle of the book, back of the book in the traditional sense.”

The content tends to be built around feature stories, soft news, sex columns and music reviews, although at *unbound*, the editor tries to temper reviews of “my favorite album” (or MP3 track?) a bit. “We mostly rely on students coming up with ideas that they think they want to write about or want to pursue,” says Sharon Tharp, a senior at the College of New Jersey and *unbound*’s editor-in-chief. *unbound* doesn’t even have a news section on its site (though it used to, Pearson says), and the alternative newsmagazines in general tend to opt for the occasional investigative news piece and a flurry of features in lieu of the event-driven, breaking news that’s traditionally been the campus newspaper’s domain.

Ohio University’s daily *Speakeasy* Web zine, for example, recently featured stories on “remembering 9-11,” celebrity babies (“from Apple to Zahara!”), local charity music concerts, the costs of services for sexual assault survivors and “skydiving for dummies.”

“We say we’re alternative because we like to find out who’s affected by the story. We try to go beyond the officials,” says Hana Bieliauskas, a senior at Ohio University and assistant managing editor at *Speakeasy*.

Writing (and Publishing) on the Edge

These publications run on tight budgets. Matt Cohlmiya, editor of *NUComment* at Northwestern University, for instance, says the publication’s budget is \$50 a year, and all that goes toward paying for the Web site. Without printing costs, staff sometimes eschew advertising either largely or altogether. (“We want to just write and publish and do what we do, and not become a commercially, financially driven kind of organization,” says Cohlmiya, a fifth-year industrial engineering student).

Although some, wealthier publications offer occasional print versions, most operate almost entirely in the online arena when it comes to production and publication alike. Without

centralized newsrooms, staff tend to plan for upcoming issues at regular meetings and communicate with one another via e-mail and messaging systems in the content management systems that undergird their Web sites (although Bieliauskas of Ohio University says they're trying to encourage more phone communication these days, too).

"Students are extremely appreciative of the fact that they can work on these sites on their own time" and in their own space, says Reimold, the journalism researcher who undertook an ethnographic study of sorts of alternative student publications. Students, he wrote in his paper, work from their dorm rooms whenever it's convenient.

He adds, though, that the biggest benefits the students mention — the freedom to choose what they write about, the flexibility to schedule their reporting around other commitments and the lack of a bureaucratic hierarchy many students see and loathe in the traditional student newspaper — are also some of the biggest drawbacks. "It's such a loose grouping from a staff structure perspective that students can get lost in the mix," Reimold says.

Meanwhile, from an administrative perspective, the rise of sites with varying levels of journalistic rigor is emblematic of the increasing number of outlets aside from the local daily and the college newspaper offering news and opinions on campus happenings — and the need for college public relations officials to respond to volleys from any number of directions.

"The world is changing so much that I'm responding to a blog or a chatroom or a message board like I used to respond to a wire service story or a major metro daily [newspaper article]," says Terry Denbow, vice president for university relations at Michigan State. "The marketplace, you have to have faith, will take care of it," Denbow says — adding that it's not just homegrown publications, but media outlets "near and far that don't have the same rigors that our student newspaper would."

(It's important to note, however, that many staffers at these publications, while at times experimental, take journalistic standards quite seriously — *unbound*, for instance, has fact-checkers, making it fairly unique among campus publications in general. Some, like *unbound*, originally grew out of journalism classes, while others began as student organizations — and still others, like *NUComment* and *SpartanEdge*, continue to operate outside of the registered student organization umbrella entirely).

"You're going to have campuses with different dynamics on them — a lot of students who want to write in whatever way they can with perhaps limited spaces to do that," says Ron Spielberg, executive director of the College Media Advisers organization and an associate professor at the University of Memphis. "If they have the desire to do these things, then this is a great outlet for them to do it, but maybe in a much freer form." With "newspapers running scared," Spielberg adds, these students might find themselves well-prepared for careers in a changing, Internet-oriented news environment.

“A school of journalism, its job is to take students who are pretty good writers and teach them the journalistic ethics of objectivity and fairness and completeness,” says Bucqueroux, publisher of Michigan State’s *SpartanEdge* and coordinator of the university’s Victims and the Media program. “There’s nothing wrong with that model,” she says, with campus newspapers and journalism programs typically geared toward preparing students for (yes, more structured) jobs in that vein.

But, she says, there’s also a thriving alternative media in which strong points of views are common. “Even the most staid and stolid lady like *The New York Times*, some of the online elements are a bit edgier,” Bucqueroux says. At *SpartanEdge*, students opted to publish the controversial Danish cartoons of the prophet Muhammad last year, a popular blogger (the Spartanette) recently observed that, “Well, despite the fact that I rarely drink, all my recent posts are about drinking,” and the site’s “StyleEdge” crowd proclaims that they’re “so close to the edge were practically falling off.”

“I wanted them,” Bucqueroux says of her students, “to get the message that they can be edgy if they want to.”

— Elizabeth Redden

ocregister.com

Monday, October 1, 2007

Today's editorial: Cutting the cost of a cut-rate education

Teachers unions, community college districts are pushing a dishonest initiative to tap into taxpayer funds.

An Orange County Register editorial

One of the most absurd initiatives we've seen in a long time is headed for the February 2008 ballot. Referred to as the "Community College Initiative," the measure offers "the chance for every Californian to go to college," according to its supporters.

This is a good time to laugh, long and hard. Every Californian already has more than a chance to attend college.

We perused the California Community Colleges Web site – the official site for the state's community college system. Any Californian older than 18 who has a pulse (and not necessarily a high school diploma) will be accepted into a community college. Tuition is negligible, at \$26 per unit. A student who takes a standard 15 units per semester would pay annual tuition of \$780 plus about \$330 in fees and some additional costs for books and supplies. About 30 percent of the state's community college students are eligible for fee waivers and various state and federal financial aid, thus further reducing costs.

Community colleges even offer subsidized child care for students who are parents as well as English-language instruction for those who don't speak English well enough to understand the lectures. The state community college system, in other words, makes it incredibly easy for anyone to receive an education.

Frankly, any person who is unwilling to spend a hundred bucks a month for a college education can't be too motivated to get one. Economists know that things that are too cheap often are not valued too highly. Yet this new initiative promises to lower the unit costs to \$15 to make the education more accessible under the false assumption that people are being priced out of the system.

A closer reading of the proposal reveals that it has little to do with students and everything to do with the administrators and teachers unions. The initiative, according to the campaign supporting it, "would provide the local community colleges with a secure,

cc: Board members

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stable source of funds that is tied to community college enrollment growth, and thus stop the annual competition between K-12 and community college districts for Proposition 98 funding without harming K-12 schools."

Currently, under Proposition 98, about 40 percent of the state budget must be earmarked for education, divided between K-12 schools and community colleges. The community college districts, which along with the teachers unions that are funding this initiative, want to impose another constitutionally mandated level of spending that guarantees the community colleges a separate, untouchable stream of taxpayer dollars. The California Chamber of Commerce rightly worries that the act would provide such funding "without adding any accountability structure." The chamber argues correctly that it "would inflict an enormous amount of pressure on California's already stressed general fund and possibly require major cuts from other programs funded from the same pool of money."

Or it could result in tax increases or bond debt to keep the state budget afloat.

Every special interest group would love a constitutionally protected stream of taxpayer funds to prop up its six-figure salaries and bureaucratic priorities. But California voters need to understand the harm this will do and recognize that the Community College Initiative is based on a laughably weak and deceptive argument.

The New York Times
Stanley Fish - Think Again

SEPTEMBER 30, 2007, 8:17 PM

The Administrative Imperative: Always Lower the Stakes

TAGS: LEE BOLLINGER, MAHMOUD AHMADINEJAD

At the conclusion of his remarks to those assembled to hear and question President Mahmoud Ahmadinejad of Iran, Lee Bollinger, president of Columbia University, declared, "I am only a professor, who is also a university president, and today I feel all the weight of the modern civilized world yearning to express ... revulsion at what you stand for."

By using the word "also" to introduce the fact of his administrative identity, Bollinger seemed to be saying, "I am a professor first and a university president second." But as everyone knows or should know, while university presidents may "also" be faculty members, both their obligations and their rights flow from their positions as administrators.

The obligation of a senior administrator is to conduct himself or herself in such a way as always to bring honor and credit to the institution he or she serves. Just what this general imperative requires will vary with the particular situations an administrator encounters, but at the very least we could say that an administrator who brings attention of an unwelcome kind to a university is probably not focusing on the job. He or she may be doing some other job – speaking truth to power, standing up for free speech, protesting against various forms of injustice – and those jobs may be well worth doing, but they belong to someone else.

They may belong to faculty members, not in their roles as classroom instructors (where they should restrict themselves to academic analysis), but in their roles as citizens when, after class is over, they participate in teach-ins, work for candidates and causes, and write letters to the editor. But a university president doesn't have the luxury of choosing whether to speak as a citizen or as a faculty member or as an administrator. Everything he or she says is received as the utterance of the university's leader, and can be the basis of disciplinary action on the part of regents or trustees. (Think of Larry Summers, who ran into trouble at Harvard not because of the content of what he said, but because of the controversies his words provoked; it's not part of a university president's duties to provoke controversy.)

So when President Bollinger said on another occasion, "I have free speech too," he was of course correct. He is free, like a faculty member, to say what he thinks about any issue when he is not in the classroom and bound by academic protocols; but unlike a faculty member, anything he says, even in extracurricular contexts, can be held against him by his employers. University administrators serve at will; and while, like other citizens, they enjoy freedom of speech, they do not enjoy immunity, as faculty members generally do, from the consequences — including possible dismissal — brought on by their having spoken freely.

Another way to put this is to say that when it comes to the activities of senior administrators, concepts like freedom of speech and academic freedom are not to the point. What is to the point are academic judgment and performance.

How does President Bollinger fare by those measures?

The first thing to note is that Bollinger has been an excellent administrator as president of the University of Michigan, and before that as provost of Dartmouth College, and before that as Dean of the University of Michigan Law School. The second thing to note is that he is a prominent and respected scholar of the First Amendment. The third thing to note is that in deciding to confront President Ahmadinejad head-on he may have been speaking to constituencies within the university that were unhappy about some of his earlier actions in the ongoing controversy about the teaching practices of the Middle East Asian Languages and Cultures Department. In short, there may have been internal reasons — reasons not fully known to me and other commentators from the outside — that could account for his decision to take center stage and aggressively attack the Iranian president before he spoke.

Nevertheless, it does seem to me that as a general rule what an administrator should do when a controversial speaker comes to campus is lower the stakes and minimize the importance of the occasion. Not minimize the importance of the issues, but minimize the role of the university, which is not a player on the world stage but (at most) a location where questions of international significance can be raised in an academic manner.

Bollinger was correct when he said in his remarks that it is appropriate "for the university to conduct such an event," but it is not appropriate for the university to be a front-and-center protagonist in the event. When Bollinger hurled his challenges at Ahmadinejad, he was saying explicitly, "here's where I stand on these issues," and therefore saying implicitly, "here's where Columbia University stands."

But Columbia does not, or at least should not, stand anywhere on the vexed issues of the day, and neither should its chief executive, at least publicly. After it was all over, Bollinger was applauded by some faculty members and students who are pro-Israel, and criticized by others who see Israel as the oppressor of the Palestinian people and lament

the influence of what has been called the Israeli lobby. It would have been better if neither constituency was pleased or distressed by what he said, which means that it would have been better if he had said nothing, at least nothing substantive enough to amount to a position. (If the Israeli prime minister shows up on campus, he will have to attack him from the other side or explain himself if he doesn't.)

But how could he have managed to say nothing of substance once the invitation to Ahmadinejad had been extended (by a dean) and the predictable explosion of publicity had generated enormous expectations?

Easy. Don't play to the expectations; instead, damp them down by turning the occasion into an academic rather than a political one. Bollinger could have begun by saying what was undoubtedly true, that the university had received many communications from faculty, students and members of the public, all of whom posed questions they would have liked to put to the Iranian president. He could have said that he had selected a number of the most frequently asked questions and then posed them in a way that distanced him from their emotional force. "How would you reply to the contention that...?" "Many are worried that..." "Some have seen a contradiction between..." Exactly the same topics would have been brought up – Holocaust denial, nuclear proliferation, terrorism, Iraq – but in a spirit of inquiry rather than personal outrage. He could have presented himself as someone who was delivering the mail rather than as someone who was making the news.

It could be objected that if Bollinger had conducted himself in this manner, a great opportunity to stand up for what is right and say things that needed to be said would have been missed. But that is the kind of opportunity a university administrator would do well to miss. Leave the geopolitical pronouncements to the politicians whose job it is to make them and follow them up with actions. Remember always what a university is for – the transmission of knowledge and the conferring of analytical skills – and resist the temptation to inflate the importance of what goes on its precincts. And don't think that everything that comes your way is a matter of free speech and academic freedom. These grand abstractions are invoked by academics at the slightest pretext, but in most situations in which administrators are required to act, they will only get in the way of seeing clearly what is and is not at stake.

Sacbee.com

State to appeal fund ruling

Cut in interest payment to CalSTRS sought from court.

By Gilbert Chan - Bee Staff Writer

Published 12:00 am PDT Friday, October 5, 2007
Story appeared in BUSINESS section, Page D3

Faced with a lean state budget, the Schwarzenegger administration will ask the California Supreme Court to cut millions of dollars in interest owed to a special teachers' retirement fund.

The state is already out \$500 million in money refunded last month to the California State Teachers' Retirement System and faces a \$200 million tab in court-ordered interest on the principal.

To soften the blow, the governor's Department of Finance wants the state high court to reduce the interest obligation by more than \$40 million.

The state is asserting that the interest rate should not be 10 percent as CalSTRS and the California Retired Teachers Association successfully argued in appellate court, but 7 percent as a lower court judge originally determined. Both sides are using decisions in past cases to support their arguments.

David Walrath, lobbyist for the retired teachers association, said CalSTRS may not be fully compensated even with the higher interest.

"Had we had the money, we would have earned that much or more," Walrath said. "Investment earnings (since 2003) were much greater than that."

Over the past four fiscal years, CalSTRS has posted average annual return of 15.7 percent, including a 21 percent gain for 2006-07, the best performance in two decades.

"I'm disappointed that they chose to appeal the interest," Walrath said. "They're going to have pay the interest. The longer you wait the more you pay."

Finance Department spokesman H.D. Palmer said officials plan to file an appeal by Tuesday. The Supreme Court would have about two months to decide whether it will review the case.

cc: Board members

The dispute began four years ago after the dot-com bust eroded state tax revenues and left the state with a record \$34 billion budget deficit. Lawmakers and then-Gov. Gray Davis withheld a \$500 million payment to CalSTRS, one of many budget-cutting moves.

CalSTRS later sued in Sacramento Superior Court and won the right to recover the funds, plus 7 percent annual interest totaling about \$155 million today.

The state appealed and lost again. Sacramento's 3rd District Court of Appeal upheld the ruling on the \$500 million and raised the interest rate to 10 percent, putting the total estimated interest at more than \$200 million now.

The Schwarzenegger administration then agreed to tap the state's \$4.1 billion reserve and repay the \$500 million earmarked for a special supplemental fund for 63,000 older retired schoolteachers, who use the benefits to protect their pensions against inflation. The state, however, did not pay the interest.

The latest appeal could wind up costing the state more in the long run, pension fund and teachers' group representatives said Thursday, even as it grapples with an ongoing \$5 billion budget shortfall.

"History proves raids on California's public pensions don't win," said Sherry Reser, spokeswoman for CalSTRS, the nation's second-largest public retirement fund with \$169 billion in assets. "This misguided strategy has already resulted in over \$200 million of additional interest on the judgment, and this appeal will simply add greater financial burden to the state's obligations."

Sacbee.com

Dan Walters: Ballot is crude tool for policy

By Dan Walters - Bee Columnist

Published 12:00 am PDT Friday, October 5, 2007
Story appeared in MAIN NEWS section, Page A3

When California voters passed Proposition 13 in 1978, they not only ushered in a new era of popular resistance to taxes but launched a new era of using the ballot measure as a powerful policy tool.

Over the nearly three decades since, California voters have decided the fate of hundreds of ballot propositions, most of them generated by initiative petitions. It is now fair to say that the ballot measure has replaced the Capitol -- the governor and legislators -- as the primary vehicle for deciding major issues.

Just as Proposition 13, which slashed property taxes, was a response to the Capitol's thumb-twiddling on tax relief in the 1970s, most of the measures since have reflected frustration by the public or particular interest groups over gridlock in Sacramento.

As a new book published by the Public Policy Institute of California points out, use of the ballot measure as a political tool has accelerated during this decade, including an historic recall of a sitting governor in 2003 and his succession by movie star Arnold Schwarzenegger, who has attempted, with mixed results, to use ballot measures as a way through or around an often obstreperous Legislature.

It is, say the authors of "The Coming Age of Direct Democracy," a "new millennium for direct democracy." Mark Baldassare, president of PPIC, and researcher and journalist Cheryl Katz wrote the book, which combines a narrative of recent political history with snippets from PPIC's extensive polling.

Voters savor the power to set political policy, the polling has found, even though they often produce confusing and contradictory decrees that, in some cases, hamstring the Capitol's policymaking ability even more, thus creating even greater frustration with politicians' inaction.

One example, not cited in the book, involves two ballot measures connected to the state's chronic budget deficits that were placed before voters in 2004 and 2005.

The first, placed on the ballot by a liberal coalition of unions and other groups, would have lowered the Legislature's constitutional vote requirement for raising taxes, which Proposition 13 set at two-thirds, thus giving anti-tax Republicans a veto. It was defeated overwhelmingly. A year later, one of Schwarzenegger's "year of reform" ballot measures would have addressed the deficit by making it easier for the governor to cut spending. It was also overwhelmingly rejected.

Baldassare and Katz take a fairly positive view of the ballot measure phenomenon, saying it could transform California into a "hybrid democracy" they describe as "a combined use of the legislative process and the ballot box to make public policy."

A less benign view is that it symbolizes the continued devolvement of California into a collection of mutually hostile clans, defined by economic standing, ethnicity, culture, ideology and/or geography, that use politics, and especially ballot measures, to battle rival clans.

Even under the best circumstances, the ballot measure is a blunt, single-purpose political weapon, written privately by those willing and able to spend millions of dollars to qualify and enact it, without regard to ancillary consequences. The three decades of increasing ballot measure activity have seen countless examples of single-purpose measures interacting with each other to make effective governance of California even less viable.

For instance, were a measure to be placed on next year's ballot to raise taxes for health care, as Schwarzenegger and his allies may do, the union-dominated "Education Coalition" would claim about 40 percent of the proceeds under a ballot measure that it got enacted in 1988. Health advocates will thus be forced to make the tax boost much bigger than they need -- risking voter rejection.

SFGate.com

Cal offers full courses on YouTube - but not for credit

Ellen Lee, Chronicle Staff Writer

Thursday, October 4, 2007

You don't have to be a UC Berkeley student to be educated like one.

UC Berkeley has begun to publish its lectures on YouTube, the first university to team up with the video-sharing site to offer full courses online. It's the latest move to bring higher education to the masses through the Web.

UC Berkeley began experimenting with broadcasting classes online as early as 1995 and joined dozens of other colleges last year in distributing free podcasts through Apple Inc.'s iTunes Store. Now the school hopes to attract an even larger audience by establishing a dedicated channel on one of the most-trafficked sites on the Internet.

"YouTube is an extension of our reach," said Ben Hubbard, co-manager of *webcast.berkeley.edu*, the program that gathers the lectures and makes them available online. "We feel strongly as a public institution that we should be providing a window into the intellectual riches of our university."

Other institutions have used YouTube to broadcast occasional classes, but UC Berkeley is the first to offer full courses online, school officials and YouTube said Wednesday.

But you can't earn your degree in your pajamas just yet: The YouTube courses don't offer credits.

Some 200 clips have been uploaded to YouTube so far, representing eight semesterlong courses, including Marian Diamond's human anatomy class and Richard A. Muller's Physics for Future Presidents.

Because the school uploads the videos manually, they all come from lectures given last year or in the spring. Hubbard said the school hopes to automate the process by next fall, so the lectures can go up on YouTube faster, as well as add at least three more courses on the site before the end of this year. On *webcast.berkeley.edu*, lectures are available in a matter of a day or two.

"If you have a good attention span, you can learn a lot," said Paul Adem, an architect in Southern California who became one of the new channel's earliest subscribers. The 1989 UC Berkeley graduate said he watched a Peace and Conflict Studies class and Diamond's human anatomy course on YouTube.

UC Berkeley already was posting videos on Google, which acquired YouTube last year for \$1.65 billion.

Before the videos were shifted to YouTube, they were viewed 1.3 million times and downloaded 700,000 times. On UC Berkeley's local site, the school's lectures were seen 4.3 million times last year. And on iTunes, some 2 million podcasts have been downloaded since April 2006.

The school has equipped 20 classrooms to record lectures and captures about 50 classes each semester, or about 3 percent of the course catalog.

Professors who use the classrooms are asked to participate.

Muller, one of the earliest professors to do so, said his lectures have been seen or heard by people in 72 countries as far flung as Tibet and Croatia.

And to keep his students from simply skipping class and just getting his lecture online, he gives occasional pop quizzes.

"I have a deep belief we're on the edge of something," Muller said. "The technology in the past wasn't quite there, but now it's here and it's going to transform a great deal in education."

Chris Anderson, an applied science and technology graduate student, said he occasionally watched lectures online last year if he missed class.

"It's a great resource to put the lectures online, not just for students but for the community at large," he said. But at the same time, he suspects that attendance dipped because students knew they could catch up online.

"I know several students who would have come to class more if the class hadn't been Webcast," he said. "When a class has a lot of interaction, it's nice to have as many students there as possible. That takes away from that experience when people aren't there."

Get a college education - for free

UC Berkeley has become the first university to offer full courses on the popular video-sharing site YouTube. Topics include bioengineering, peace and conflict studies - even Physics for Future Presidents.

Some 200 clips, representing eight semesterlong courses, are available at youtube.com/ucberkeley.

Additional lectures are available at the university's own site, webcast.berkeley.edu. Audio and video podcasts of classes also are available on iTunes.

It's all free.

LA DailyNews.com

LAUSD tries reaching out to dropouts in hip new ways

BY NAUSH BOGHOSSIAN, Staff Writer

Article Last Updated: 10/08/2007 10:39:03 PM PDT

More than a year after rolling out a \$10 million effort to keep at-risk students in school and re-enroll those who have left, Los Angeles Unified's dropout rate has seen little improvement.

But the nation's second-largest school district announced Monday that it will expand its anti-dropout efforts to the Internet and radio airwaves and send even more counselors door-to-door.

The new program - "My Future, My Decision" - is a broad effort that includes spots on KPWR-FM (105.9), a text-messaging campaign and interaction through popular social networking Web sites MySpace and Facebook.

While district officials said they are still waiting for full-year dropout data to be released, the most recent numbers - which include two months under the anti-dropout campaign - show a dropout rate of 25.5 percent or about 1.4 percentage points higher than the year before.

"We're getting a lot of good information from principals and local district superintendents so I would expect to see the (dropout) numbers come down," said Debra Duardo, the LAUSD's director of dropout prevention and recovery.

"We don't have the statistics for this year to report to measure how successful it's been. ... We'll see in a couple of months ... the impact of their work."

Duardo said the dropout rate increased in the most recent measures because it was the first year in which the state's Exit Exam was a requirement for graduation, so 12th-grade performance brought down the total average.

The ninth, 10th and 11th grades all experienced significant improvements in the dropout rate, but 12th-graders had 52 percent more dropouts compared with the year before.

District officials on Monday said they did not know how much the new efforts would cost, but said it would come out of the \$10 million already allocated to the program.

When the LAUSD rolled out its Diploma Project in August 2006, the goal was to track about 20,000 at-risk students - even so far as going to their homes to get acquainted with the kids and their parents.

This year, district officials said they were able to reduce that to about 17,000 students.

Ultimately, district officials hope to reduce the LAUSD's dropout rate every year, including by 5 percent this year.

District dropout rates have been estimated at anywhere from 23 percent to more than 50 percent.

Under the program, the LAUSD has 80 Diploma Project advisers at 45 high schools and 34 middle schools to work with teachers and at-risk students to determine how to keep them in school - including through independent study, adult education classes or off-campus learning centers.

"The message is come back. Come back to school," Superintendent David Brewer III said. "Do not stay out there and become a statistic in our society."

At Watts' Jordan High School, where the district held the press conference Monday morning, there were about 20 students that the dropout counselor was able to bring back to school.

Rene Ahal, a diploma project adviser at Reseda High School, said the biggest challenge is that most at-risk students are so far behind in credits by the time they reach high school they feel helpless.

But Ahal said most also don't know about the options available to them - including making up credits at community college or adult school.

And Ahal said she also talks to them about how much money they can make and what kinds of jobs they can aspire to with high-school degrees.

"We expect to see changes, but the program's only been in effect for the past year," Ahal said. "Over time it's going to make a big difference."

Saul Hernandez, 19, said that although he had trouble with drugs in the ninth and 10th grades, he realized he needed to graduate from high school to have a better future.

Now, he said, he hopes to tell his story through the Internet to help others who aren't sure whether they want to get a high school diploma.

"I knew that if I wasn't going to get a good education, I wasn't going to make it in life," said Hernandez, a father-to-be who wants to work at a body shop and will graduate in June.

"It could make a change for other students. They can see us as an example to not be a dropout."

From: Skycrimson@aol.com [mailto:Skycrimson@aol.com]
Sent: Wednesday, October 03, 2007 5:03 PM
To: Fallo, Thomas
Subject: Study Abroad 2007

JOEL AND MICHALENA APPELL, 78358 Sunrise Canyon Avenue, Palm Desert, CA 92211, 760-772-9415

October 3, 2007

Mr. Tom Fallo, President
El Camino Community College
16007 Crenshaw Blvd.
Torrance, CA 90506

Dear President Fallo:

My husband Joel and I want to take this opportunity to thank you for the wonderful Study Abroad program sponsored by El Camino Community College. We were so lucky to have participated in the Let's Go Italy program this summer.

We were so impressed with everyone at El Camino from the very beginning when we first signed up and attended the meetings. The teachers were so dedicated and enthusiastic, the staff was so helpful, and the students we met were so excited to have this opportunity.

The trip itself exceeded our wildest expectations. The courses were exceptional and all geared to the Italy experience. Even though we could not possibly take all 6 courses, we benefited from the teachers lecturing and giving classes on the buses and at the sites we toured and visited. There were also student presentations on the bus and even at the Forum in Rome. The wealth of knowledge we were exposed to was phenomenal. All the teachers, Michael Stallings, Rosemary Swade and Rosalla Pescatori, had such dedication to their students and to everyone else on the trip.

The itinerary was exceptional and we could not believe all the wonderful places, museums, ruins, culture, and architectural wonders we were privileged to see. The tour guides were also exceptional and had a real love for their country and their respective cities.

We saw the students on the trip grow and mature, creating a bond of experience that they will remember all their lives. In fact, the bond was so great for everyone on this trip, that we have already had one reunion and have a second planned for December.

I want to give special recognition to Rosemary Swade who came onboard at the last minute and was an inspiration to everyone. She gave life lessons to the students that will really impact their futures. Her enthusiasm was amazing and we so thoroughly enjoyed being able to share this experience with her and also Mike and Rosalla, who were also exceptional.

We will continue to support El Camino and the Study Abroad Program. We hope to join another trip in the future and would love for El Camino to expand to semester programs as well.

Thank you again for giving so many people the opportunity to share this wonderful "once-in-a-lifetime" experience. We will treasure it always.

Very truly yours,

Michalena and Joel Appell

cc: Board members

Supplemental Board Meeting Information 10-15-07
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Hurricanes receiver talks a good game, too

CORAL GABLES - Anyone aware of it needs a few minutes to tell the story.

It takes some time because most have trouble getting through the unlikely tale of how junior Kayne Farquharson ended up as the starting receiver at the University of Miami without bursting into laughs. It involves a personable guy who never played in high school arriving on campus with a videotape, sneaking onto the practice field and winning over the staff with charm as much as talent.

"I think he was on a [school] break or something," said Curtis Johnson, the UM receivers coach at the time. "He called and said he had a tape that he wanted to show me."

Johnson takes the first of many pauses to laugh.

Because the story becomes more amazing as it unfolds. Farquharson, who caught six passes and a touchdown last week against Duke, didn't play any sports during his days at Homestead High School. He was busy baby-sitting his younger sisters while his mother, Carrie, worked nights.

Farquharson's only football experience came in one season of Pop Warner, but he received a break while participating in a church football camp. He was discovered by a friend with ties to the junior-college program in El Camino, Calif. He saved enough to buy a plane ticket and earned a starting spot his freshman season in 2005.

When he returned home that fall on a school break, he met UM senior Darnell Jenkins and was encouraged to speak with the Hurricanes' staff. Farquharson called Johnson, now an assistant with the New Orleans Saints, to make arrangements. Johnson agreed, but there was one problem: He forgot to put Farquharson on the visitors' list.

So Farquharson, with highlight video in his back pocket, said he was a member of the Fellowship of Christian Athletes to bypass security at Greentree Practice Fields.

Farquharson said, "We normally have a guy [at practice] who stops everybody and I was like, 'I'm here with the FCA.' I gave him a little runaround story."

He was later given a scholarship and has since worked his way into playing time. Teammates have labeled him as the biggest trash-talker and most confident player.

"Whatever you don't know about Kayne, he'll tell you," quarterback Kyle Wright said.

Although coach Randy Shannon lists him as the starter this week, there is a chance Farquharson could return to the bench. He started last week in place of Sam Shields, who was benched after a poor week of practice. Still, whatever happens won't take away from what he's already accomplished.

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Senate Mailing List

<u>Adjunct</u>				<u>Health Science & Athletics</u>			
Carolyn Almos			Theatre	Tory Orton (sharing)	6/07	32863	
Gary Robertson			Speech	Kim Baily (sharing)			Nursing
<u>Behavior & Social Sciences</u>				<u>Hum.</u>			English
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Janet Young	3613			Ed Hofmann	6/07	3292	Machine
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Sheperd Jacobson	3206	Business		George Rodriguez	6/07	3308	Welding
Jacque Thompson	6/07 3206	CIS		<u>LRC</u>			
<u>Compton Educational Center</u>				Susie Dever	6/09	3514	LRC
Saul Panski	2560	History		Claudia Striepe	6/08	6006	Library
Estina Pratt	2535	LRC		<u>Mathematical Sciences</u>			
Arthur Flemming	2563	Philosophy		Massoud Ghyam	6/08	3900	Math
August Hoffman	2434			Judy Kasabian	6/08	3310	Math
Darwin Smith	2562			Greg Scott	6/09		Math
<u>Counseling</u>				Susan Tummers	6/08	3226	Math
Kate Beley	6/07 3251	Counselor		Marc Glucksman	6/10	3216	Math
Ken Gaines	6/08 3690	Counselor		<u>Natural Sciences</u>			
Lisa Raufman	6/08 3435	Counselor		Chas Cowell	6/06	6152	Chemistry
<u>Fine Arts</u>				Kamran Golestaneh	6/09	3243	Chemistry
Ali Ahmadvpour	6/09 3539	Art		Teresa Palos	6/08	3354	Biology
Jason Davidson	6/09 3725	Speech		David Vakil	6/08	3134	Astron & Physics
Chris Wells	6/09 3723	Speech					
Mark Crossman	3728	Speech					

Accreditation	Susie Dever & Arvid Spor	Dean, Humanities	Mr. Tom Lew
Academic Affairs	Quajuana Miller	Dean, I&T	Dr. Stephanie Rodriguez
Admissions & Records	Bill Mulrooney	Dean, LRC	Ms. Alice Grigsby
Associated Students Org.	Vivian Amezcua, Vincent Armstrong	Dean, Math	Dr. Don Goldberg
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SENATE'S PURPOSE (from the Senate Constitution)

1. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
 - (1) Curriculum, including establishing prerequisites and placing courses within disciplines
 - (2) Degree and certificate requirements
 - (3) Grading policies
 - (4) Educational program development
 - (5) Standards and policies regarding student preparation and success
 - (6) District and college governance structures, as related to faculty roles
 - (7) Faculty roles and involvement in accreditation process, including self-study and annual reports
 - (8) Policies for faculty professional development activities
 - (9) Processes for program review
 - (10) Processes for institutional planning and budget development, and
 - (11) Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."
2. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

Education Code §87360 (b) requires that

Hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.¹

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Academic Senate Meeting Schedule – 2007-08

12:30pm-2pm, Alondra Room

Fall

- September 4
- September 18
- October 2,
- October 16
- November 6,
- November 20
- December 4

Spring

- February 19
- March 4
- March 18
- April 1
- April 15
- May 6
- May 20
- June 3

CEC Faculty Council Meeting Schedule 2007-2008

2:00-3:00, CEC Board Room

Fall

- Sept 6
- September 20
- October 4
- October 18
- November 15
- December 6
-
-

Spring

- February 21, 2008
- March 6, 2008
- March 20, 2008
- April 3, 2008
- April 17, 2008
- May 8, 2008
- May 21, 2008
- June 5, 2008

Committees

Senate

<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
<u>ACADEMIC TECHNOLOGY</u>	Jim Noyes, Virginia Rapp			
<u>COMPTON FACULTY COUNCIL</u>	Saul Panski	Thursdays	2:00-3:00	CEC Board
<u>CURRICULUM</u>	Janet Young	2 nd & 4 th Tues.		
<u>EDUCATION POLICIES</u>	Evelyn Uyemura	1 st & 3 rd Thur	12:45-1:45	MBBM 131
<u>LEGISLATIVE ACTION</u>	Chris Wells	1 st Thursday	12:45 – 1:30	

Campus

<u>ACCREDITATION</u>	Arvid Spor, Susie Dever			
<u>BOARD OF TRUSTEES</u>	William Beverly	Mondays	4:30	Board
<u>CALENDAR</u>	Jeanie Nishime, Francisco Arce			
<u>CAMPUS TECHNOLOGY</u>	John Wagstaff	Wednesdays		
<u>COLLEGE COUNCIL</u>	Tom Fallo	Mondays	1:00-2:00	Adm. 127
<u>DEAN'S COUNCIL</u>	Francisco Arce	Thursdays		
<u>ENROLLMENT MANAGEMENT</u>				
<u>FACULTY DEVELOPMENT</u>	Dave Vakil	2 nd & 4 th Tues	12:45 – 2:00	ADM 127
<u>PLANNING & BUDGETING</u>	Arvid Spor, ???	1 st & 3 rd Thur	1:00 – 2:30	Alondra
<u>SLOs</u>	Jenny Simon, Lars Kjeseth			

ACADEMIC SENATE MINUTES

September 18, 2007

Attendance (X indicates present, exc = excused, pre-arranged absence)

Behavioral & Social Sciences

Brown, Maria X
Cannon, Elaine X
Gold, Christina
Widman, Lance X
Wynne, Michael X

Business

Halamka, Dagmar
Miller, Tim
Thompson, Jacquie
Shepard Jacobson X

Counseling

Beley, Kate X
Gaines, Ken X
Raufman, Lisa X

Fine Arts

Ahmadpour, Ali X
Berney, Dan
Davidson, Jason X
Georges, William
Wells, Chris X
Crossman, Mark

Health Sciences & Athletics

Van Lue, Nick / Hazell, Tom
Orton, Tory/Victoria (sharing) X
Sinopoli, Louis / Makaru, Roy
Stanbury, Corey
Kim Bailly (sharing)

Humanities

Hong, Lyman X
Marcoux, Pete X
Uyemura, Evelyn X

Industry & Technology

Cafarchia, Vic
Hofmann, Ed X
Marston, Doug X
Rodriguez, George

Learning Resources Unit

Dever, Susan X
Striepe, Claudia X

Mathematical Sciences

Ghyam, Massoud X
Scott, Greg
Tummers, Susan X
Marc Glucksman X

Natural Sciences

Cowell, Chas X
Golestaneh, Kamran
Palos, Teresa X
Vakil, David X

Adjunct Faculty

Almos, Carolyn
Robertson, Gary X

Ex Officio Attendees: Janet Young, Francisco Arce, Jeanie Nishime

Guests and/Other Officers:: Estina Pratt(CEC), Jenny Simon, Vincent Armstrong, Arthur Fleming(CEC), Darwin Smith (CEC), Susan Zareski, Arvid Spor

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

The second Academic Senate meeting of the Fall 2007 semester was called to order at 12:33pm.

Pete Marcoux apologized for the tone of the last meeting which he thought may have seemed overly aggressive toward VPAA Dr. Arce.

Minutes

Approval of last Minutes

Corrections to the Minutes of the Academic Senate meeting of 4th Sept. 2007 were noted: Evelyn Uyemura noted that the minutes read as if the Educational Policies Committee were in agreement with, or behind, the decision have separate Student and Faculty sections within BP 2510. In fact, this is a decision made by Administration.

Lance Widman noted that the Planning and Budget Committee was called by differing acronyms, and that it should be the PBC.

With those corrections, a motion was passed to approve the minutes of the Academic Senate meeting of Sept. 4th, 2007.

President's report – Pete Marcoux (henceforth PM)

PM asked that members talk with colleagues in their respective Divisions. A decision re: the Facilities Master Plan will be made at the next Board meeting on October 21st. There will be an open meeting on Sept. 25th to discuss the master Plan and the options will also be explained. [pg.9 of packet] Susie Dever noted that the Facilities Committee had examined the plan, and that the Committee was recommending Option B. Option B would maximize State dollars and extend the life of our Bond. We were reminded that our concern should be focused on what would be best for student success and learning. A question was raised about when El Camino would find out about additional State funding. Dr. Arce replied that all identified projects were eligible for additional State funding, and that the sooner we made a decision on which option to go for, the sooner decisions at the State level could be made. Susie Tummers noted that it was unfair to find out about the open meeting a mere week in advance when many faculty were already overburdened with meetings. What was the rush to get the decisions to the Board? The reply was that construction costs are rising at the rate of one and a half percent per month. PM agreed that the timing issue was a concern, but that the other factors were mitigating factors. PM said that he was the Faculty representative to the Board, and Angela Simon was the Union representative. He is struggling with the issue of how to represent the faculty. He does not necessarily know how the faculty at large feels on the issues, and therefore how to vote on their behalf. PM asked if anyone else wished to serve as Faculty representative. It was noted that new information would be available on the Facilities web page.

PM wondered whether the Academic Senate was the proper forum for a discussion on BP2510. PM thought perhaps a Town Hall meeting for the general College body might be more appropriate. Chris Wells thought a meeting dedicated to this topic would be desirable.

Roster

PM said that Claudia Striepe was helping him with the Roster, and for members to note any changes, resignations, etc on the attendance sheet, or to tell CS in person.

Associated Student Organization report - Vincent Armstrong (VA), Susan Zareski (SZ).

VA asked whether the Senate would get to the question of BP 2510. Evelyn Uyemura noted that the Educational Policies Committee does not have a draft document at this time.

Compton Education Center report – Saul Panski (SP), Estina Pratt (EP)

EP noted that SP could not be present and she shared an email from SP which noted the following:

- The Compton Education Center (henceforth CEC) met about Basic Skills. There are supplemental funds of between \$60,000 and \$70,000 for Basic Skills to be split between the two campuses.
- Division Chairs met at a Retreat last Friday to discuss issues.
- Plans were being made for a summit.
- CEC is working diligently on their responses for FCMAT.
- There had been a campus meeting with the Provost – one issue had been discussion about the Basic Skills money.
- Special Trustee Landsbeger (spelling?) had proposed an amendment to the Faculty Hiring Policy. El Camino is in favour of this, but CEC faculty want the same rights as ECC faculty. If ECC has representatives on CEC hiring committees, then CEC wants to have CEC representatives on ECC hiring committees.

Curriculum Committee report – Janet Young (JY)

[pg. 21 of packet]

JY met with the Deans regarding Certificate changes and the Curriculum Review Timeline. At the first Curriculum Committee meeting the committee reviewed the Timeline for Fall submission, reviewed Title V Certificate changes, a data entry staff position was approved, there was an overview of the Curriculum Handbook, and reviewed and approved Fine Arts non- credit courses.

JY, Dr. Rapp and Quajuana Chapman participated in the Stand Alone Course Approval Certificate Training. This allows CCC's to locally approve stand alone courses instead of submitting them to the State office for approval. Colleges must be recertified each year and the process will be reevaluated in 2010.

Credit Certificates of more than 18 units must be approved by the system Office and are to be renamed Certificates of Achievement. ECC currently offers 57 Certificates of Competence and 74 Certificates of Completion. JY shared this chart of Certificates completed by 10 or more students:

<p>Competence (3.0 GPA): Fire Academy – 38 Paramedical Technician – 30 Paralegal Studies – 10 Sign Lang Inter Training – 20 (98)</p>	<p>Completion (2.0 GPA): Administration of Justice – 17 Air Cond & Refrigeration – 10 Accounting – 11 Cosmetology – 42 Paramedical Technician – 18 Radiologic Technician – 14 Respiratory Care – 14 (126)</p>
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Educational Policies Report – Evelyn Uyemura (EU)

[See pg. 26 of the package + handout]

EU noted that this will be the first reading of BP 4231. This Policy passed last Spring, but the Committee was requested to add a phrase and change some wording. When approved, it was on an emergency basis and just the Policy went through. EU felt that the Policy and Procedures should be approved as a Unit, as there was so much pertinent information in the Procedures. BP 4231 covers the needs of students wishing to obtain a grade change. There must be a compelling reason for a grade change to be made, documentation must be present, and a faculty member would make the final decision. Please look at this version and we will vote at the next meeting. EU next spoke on BP 2510 aka Participation in Local Decision Making, aka Shared Governance. This policy spells out how all stakeholders on campus have a voice. The College Council had asked that the policy be revised to include a student voice. On looking at the policy the Committee realized that the language pertaining to the Faculty was also vague. The Committee decided to clarify both faculty and student areas. The faculty and students have many areas of common concern, but faculty have primacy over students, and this must be clearly stated. President Fallo suggested that it might be better to keep the language intentionally vague, but the Educational Policies Committee does not agree. The Committee is not against including the student voice, but feels the primacy of the faculty voice must be stated. It appears that the Educational Policies Committee and the Academic Senate are holding up the process, but this is not the case as versions of this Policy have been sent on to College Council and the Board and nothing has happened or they have been rejected.

The Associated Student representatives asked whether the Education Policies committee could treat it as two separate issues? Discussion followed. The Educational Policies committee would not want to recommend a policy that would not cover and protect faculty needs while still recognizing the rights of students. Both students and faculty want a clear voice in decision making. Lance Widman noted that we might need a Federation of Teacher representative at the meetings. EU said that there had been a representative for the meetings concerning the draft that was rejected. Chris Wells asked whether the process and language was in compliance with the law. Doug Marston noted that some language definitely got changed over time. It was repeated that a campus-wide meeting might be desirable.

Faculty Development Committee report– David Vakil (DV)

DV reported that the committee met last week and discussed the following items:

- Focusing on developing the skills and abilities of part-time faculty.
- Videotaping faculty development activities so that other staff can participate vicariously later. For instance, the recent TEP program was videotaped.
- Starting a “Teaching Book of the Semester” book club.
- Pushing Basic Skills development.
- Improving morale

DV used Clickers to poll the Academic Senate opinion on some Staff Development and morale building ideas. The results showed that as concerns faculty development, the Academic Senate members were in favor of implementing teacher mentoring and training on campus. As far as improving morale on campus the academic Senate members were in favor of mixers (not alcoholic beverages) for all employees.

Dave will take these results back to the committee for discussion.

Upcoming meeting ideas include:

- Arranging a reunion of past Great Teachers Seminars attendees.
- Resurrecting the faculty eating area.

- Developing faculty liaisons for each Department.
- Continue discussion of the Faculty Development budget with the Staff Development Office.

The committee meets in Admin 127 on the 2nd and 4th Tuesdays of the month.

Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance Widman (LW)
[pg. 35 – of the packet]

LW reported that the PBC had been going through and that the PBC had recommended the Board approve the budget as proposed.

Council of Deans Meetings report – Lance Widman (LW)
[pg.39 & p.41 of packet]

LW reported that Accreditation was the primary topic of the meeting of August 16, 2007. The topic of discussion for the September 6th meeting was the Enrollment Management Plan. LW again drew attention to the Community College Initiative as this issue will be important to Community Colleges as regards fees and funding. LW urged faculty to remind students to register to vote soon.

Legislative Action report – Chris Wells (CW)

CW reported further on the Community College Initiative. The CTA will remain neutral on this issue, while the CCA will support the issue. Three Bills are under discussion: AB 906 – Compliance with the 50% Law (Salaries), AB 1305 – Compliance with the 75% Law (Hours of Credit Instruction), and AB 1423 – Uniform Application of Salary Schedule.

Student Learning Outcomes – Lars Kjeseth (LK) & Jenny Simon (JS)

JS highlighted progress made. The End of Semester report is on p.58 of the packet. At the end of last semester there was a big push to get SLO proposals, and currently there are over 90 SLO's and Assessment plans on campus, with 10 SLO's assessed last semester. Linda Gallucci (formerly Arroyo) from Student Services has been appointed a new SLO coordinator. Future goals include attending the Strengthening Student Success Conference, in San Jose. A team of 12 to 14 are going. This team will then pass the information on to the faculty at a series of Assessment Weeks. The first Assessment Week is set for October 22 – 26th. Another goal is to find an "electronic home" for SLO's. Currently there is a binder in each Division office. Finally JS and LK wish to keep the process moving by integrating SLO's into other campus processes like Program Review.

Calendar Committee – Lyman Hong (LH)

LH reported that the Summer hours for 2008 had been approved. The first 6 weeks will run from 6/16 through 7/24, the second six weeks will run from 6/23 through 7/31, and the eight week sessions will run from 6/23 through 8/14. Still under consideration is whether to eliminate the Winter session and instead implement two back-to-back six week Summer sessions. If you wish to comment on this please email lhong@elcamino.edu

VPAA Dr. Arce noted that Winter session had grown at the expense of Spring semester enrollment in the last two years. Dr Arce said that there was talk of building a stronger 8 week

foundation in the Spring and Fall semesters. Emily Rader proposed continuing the discussion at the next meeting as there was quite a bit of useful material that could be shared with the Senate members. Lisa Raufman asked about the process the Calendar committee follows and said that their minutes should be available. PM requested that the committee get the minutes to him early for inclusion in the packet.

Academic Technology Committee – Pete Marcoux, Michael Wynne

There will be a meeting of this committee on September 27th in Library 202..

Accreditation – Arvid Spor (AS) & Susan Dever (SD)

No report.

Enrollment Management – Francisco Arce & Jeanie Nishime

Dr Arce asked that the Senate look at the list of the seven subcommittees working on the Enrollment Management Plan. [p.55+ of packet] These committees were established as a result of the three retreats that were held in the late Spring and have not yet had much chance to enroll faculty. Please contact the committees if you wish to join.

Unfinished Business

New Business

Janet Young reported on a memo sent to all Deans and Directors [p. 21 of packet] concerning TitleV revisions for Certificates. Certificates of Competence and Certificates of Completion must hence forth be known as Certificates of Achievement. Currently we have Certificates of Competence for which students must have a GPA of 3.0, and Certificates of Completion for which students must have a GPA of 2.0. We awarded 155 Certif. of Competence and 190 Certif. of Completion last year. Some discussion followed. The graduation requirement for the Certificates is 2.0 GPA. If we rename the certificates we would need to decide on one GPA. Dr. Nishime said that the minimum threshold is a local decision and we could peg any GPA we liked. If we made it lower than 3.0 some Certificates would need to be excluded (for instance the Paralegal Certificate) as the outside agencies insist on a 3.0 GPA. Think about these issues and the discussion will be continued at the next Senate meeting

Administrative Procedure 4231 – Grade Change [p.27 of packet] had its first reading at the Academic Senate. The next packet will have a fuller version. This is a procedure for students to follow. Only faculty members can change grades. Administration would not be involved. We will vote on this issue at the next meeting.

Announcements

PM requested that everyone share the activities and concerns of the Academic Senate with their Division colleagues.

Susie Dever thanked part time faculty Senate members Gary Robertson and Carolyn Almos for their participation.

October 2, 2007

Agenda Items for Next Meeting

The Calendar issue.

Sabbatical Leave Policy.

The election of adjunct members – call for names.

PM announced that CS would be helping with the Roster. Please forward changes and corrections to the roster to Claudia at cstriepe@elcamino.edu

Meeting was adjourned at 2:00 pm.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 17, 2007

Present: Ms. Amezcua, Dr. Arce, Dr. Dever, Mr. Donnell, Dr. Fallo, Mr. Marcoux, Dr. Marsee, Mr. Middleton, Dr. Nishime, Ms. Pickens, Mr. Robertson, Ms. Smith, and Dr. Spor.

1. President Fallo met with Evelyn Uyemura regarding Board Policy 2510 – Collegial Consultation. This will also be discussed in the Academic Senate meeting tomorrow. President Fallo reports that he will bring the student portion to the Board as 2510.1.
2. Responsibilities for Administering Functions and Operations at the El Camino College Compton Community Educational Center – Working Draft dated June 6, 2007 – was distributed last week. We have an outdated contract with Compton Community College District (CCCD) and the Chancellor's Office. The parts of the contract that are out of date deal primarily with the fiscal side.
3. There was a question about having a Compton Center representative sit on College Council. It might be appropriate for a Compton Center student to participate. College Council can discuss this further.
4. The College Council Evaluation results will be sent out via e-mail this week for discussion at the next meeting.
5. The \$3 million Special Project Funding 2007-08 was distributed. There is concern that we are getting used to depending on this money.
6. The 2008-2009 Calendar Committee Proposal was distributed. This proposal will be taken to the Board in October.
7. The Portal Committee listing was reviewed. The Vice Presidents will report back on status of Division Councils in their area.
8. Mr. Middleton – There were 70 Compton faculty in attendance at the Compton Flex presentation of Sexual Harassment in the Workplace. The California Community College Registry job fair will be at the LAX Hilton on January 26, 2008 and will be at the San Francisco Marriott on February 2, 2008. The Del Fox Annual Humanitarian Scholarship event is April 3, 2008.
9. Ms. Amezcua – ASO had a welcome back barbeque – which increased ASB sticker sales. There will be a meet and greet this Wednesday at the ASO office to give students an opportunity to meet their student leaders.
10. Mr. Marcoux – the Academic Senate agenda includes Title V changes, Policy 4231 - Grade Change, and Procedure 2510 – Collegial Consultation.
11. Mr. Donnell – the CFT (California Federation of Teachers) is pushing the Community College Initiative. The ECCFT has given a donation – but they are asking that El Camino College donate \$40,000.
12. Ms. Smith – there was a unity activity – Dodger Game with representatives from all groups. Next event is the October 20th picnic and hike.

Agenda for the September 24, 2007 Meeting:

1. Minutes of September 17, 2007
2. Board Policy 2510.1 - Student Participation in Local Decision Making
3. 2006-2007 College Council Evaluation
4. 2006-2007 Goal Review
5. 2007-2008 Goals

Supplemental Board Meeting Information 10-15-07
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**El Camino College – Office of the President
Facilities Steering Committee
September 17, 2007**

Present: Francisco Arce, Rocky Bonura, Tom Brown, Susie Dever, Thomas Fallo, Bob Gann, Bruce Hoerning, Tom Lew, Pete Marcoux, Jeff Marsee, Leo Middleton, Jeanie Nishime, Barbara Perez, Susan Pickens, Gary Robertson, Angela Simon, Luukia Smith, and Arvid Spor.

Also present: Jim Rogers – Maas Companies
Deborah Shepley – tBP Architecture

- I. Minutes of July 24, 2007 were approved with one correction.
- II. Facilities Master Plan Options – Bob Gann & Debra Shepley – the options presented at the last meeting were reviewed again. Bob Gann provided the following information, along with projected costs for each proposed plan.

A. Planning Assumptions

El Camino College has the ability to move funding between categories for work that was included in the 2002 Plan. This was verbally confirmed by our attorney and will be received in writing.

The Facilities Master Plan's (FMP) income and expenditures will be balanced based upon Measure E and State funding solely. This will be accomplished by the following measures:

1. Allocating contingencies,
2. Allocating unbudgeted income (interest & refunding)
3. Reallocating surplus from projects being completed under budget,
4. Deleting undefined scope projects,
5. Reducing the scope of some projects to what can be accomplished by the current budget amount.

The discretionary funding available from measures one through four is \$89 million.

\$52 million of this funding will be allocated first to those projects which are either high District priorities or necessary to complete an entire sector of the campus. The following projects meet the above criteria.

1. Parking Structure
2. Infrastructure

3. Bookstore Cafeteria Conversion
4. Business Building Replacement
5. Administration Renovation

The remaining funding will be used to support the chosen option for modification of the FMP. When realized, funding from additional sources will be used to augment Measure E funding or increase the scope of related projects.

B. Clarification

- a. Priority Projects – there was a question as to why items 3, 4, and 5 are listed as priorities when they were not identified previously. It was reported that Business has always been in the A-1 category. The bookstore/cafe conversion is needed to finish the humanities mall portion of project. The administration renovation is needed for the demolition portion of project.
- b. State Funding – The System Office will inform us in December which projects they view as likely candidates for funding and give direction to go ahead with proposals.

III. Flex Day Comments – A lot of Math people were at the presentation. It was decided to have another facilities presentation for the campus to answer any questions people might have. The presentation will be Tuesday, September 25th from 1-2:00 p.m. in the Campus Theatre. A memo will be sent out to the campus community with a link providing all documents distributed at this meeting, and the last two sets of minutes. The memo will indicate that the committee is strongly leaning towards option B. Deborah Shepley and Bob Gann will facilitate this meeting.

IV. The next Facilities Steering Committee Meeting: Monday, October 1st at 2:15 p.m. in the Board Room.

Facilities Master Plan Forum, September 25, 2007

Forum Questions

Q. The slide before also shows state project funding. What is the difference between top and bottom numbers --is that Measure E and local funding?

A. The top set of numbers is the total plan cost with combination of local and state funding to build option. The lower set of numbers is local cost compared to available funding from Measure E.

Q. The local project funding – is that a controlled amount of money?

A. It is the total amount of funding available from Measure E. There is approximately \$80 million spent to this point.

Q. Looking at options – Health Sciences & Athletics isn't in any one of those options - does that mean that some projects have been eliminated?

A. No we have not eliminated other projects and those are still within project plans.

That is the total amount of Measure E funding and the other is total cost per option including other options previously on the list.

Q. What are dynamics of state funding?

A. We are fairly confident on Option B that there is an 80% chance that we will receive funding for one project - and a 50% chance that we will receive funding for two projects. State funding itself is an open question.

Q. On Option B - the phrase was used "Student Service Center remains the same" does that mean – renovate inside only? What does not need to be redesigned?

A. Under this option the replacement of Student Service Center and Student Activity Center is still possible.

Q. Student Activity Center - would that mean that counseling offices be redesigned?

- A. It is not relevant to either option. If it is a replacement building we largely have substantial planning and construction documents completed on that project.
- Q. For any of these new buildings has the architecture been designed? For example is there an option for five stories instead of three?
- A. Right now buildings are just conceptual.
- Q. Can you summarize which options would result in more parking space?
- A. Yes, Option B adds a large parking area on the north side. Options B-1 and C also have more parking on the north side.
- Q. For all these options -- are these buildings or just boxes?
- A. Other than the Student Service Center, there has been no work done on architecture and the buildings are just boxes right now. The Business/Math "box" represents a three story building. But that is as far as the planning has gone at this time.
- No matter where the Student Service Center goes the design is set. The architecture design would depend upon location but there will be no change in space.
- Q. When did we get to the too much building phase where it would impact our cap/load ratio? What happens when you eliminate a building?
- A. With Option B there is a reduction in square footage – there is nothing in the project that increases square footage again. This is viewed as a positive from the State's perspective.
- Q. What about the location for Info-tech and Math & Computer Sciences throughout these moves?
- A. Related to the component in Communications-- will be relocated adjacent to other computer functions in Math & Computer Science building in mass space from move out from math functions. The exact location is not known.

Q. With all the construction increases how much of an increase has been factored into these options?

A. There is an inflation increase of 10% factored in per year until acquisition.

Q. What does Technology mean?

A. The consolidation of a number of computer labs – primarily that is the technology component.

Q. You said that with Plan B there is an 80% chance that we would receive state funding for two projects. Are you prepared for increases if we don't get the funding?

A. Option B leaves stopping points along the way if state funding is not received. The College is actively pursuing state funding at this time.

Q. Option B technology consolidation – Option B would not have any technology component?

A. Computer labs that support math would be located in Business/Math building – but we would not consolidate any other labs in that building.

Comment: There is a concern that in the Business/Math building the lab space is going to be tight because new construction is smaller in size than existing buildings. Sufficient numbers of labs and open access facilities is a concern. Many labs in Business and Math are very heavily used --not all but many.

Response: We would agree that is a negative association with Option C. One of the detriments of state funding is that you follow state guidelines for building.

Q. With Option A or B – has there been any discussion of combining administration building Student Service Center and opening the administration building for parking?

- A. Yes, that had been discussed, but that would make the building more expensive. We are also trying to keep parking off that end of campus so you see the edge of campus rather than parking.

Comment: We get a lot of visitors – that ask where is the administration building – and they say they want to enroll. I am under the impression that we may be one of the only campuses that does not enroll in the administration building.

Response: For other campuses – the majority of student service centers are separate from administration. The first time student on campus is typically looking for admissions or student service center as opposed to administration.

Q. What happens next?

- A. The Facilities Steering Committee will be making a recommendation to the President – who would then make a recommendation to the Board.

Comment: We are trying to get as much input from faculty – that is the purpose of this forum. The Facilities Steering Committee is in favor of Option B. The committee wants some input so they can make recommendation to the President. Everyone has a representative on this committee – and has tried to get input. This is how the Collegial Consultation process has been working.

Q. If Math building moves out to a combined Math/Business building will the old Math building be renovated extensively?

- A. It would be renovated extensively similar to Natural Sciences.

Q. There is a concern about shops being consolidated into parking lot – that footprint would fit into current outside shop area – would this hold four programs plus tool and technology into one building?

- A. Machine and tool technology would remain in Math building. Option B1 would be smaller. Deborah has identified non usable space – the existing shops have the most unusable space. The new plan has more usable space. A study area could be designed in new building if needed.

Q. What is the date of completion for Option B?

A. 2014.

Comment/Question to audience: Are there any student success/learning issues that any one has here for Option B?

Q. Traffic flow pattern was one concern that came up on flex day with the three story Business/Math building. This would be a very used building in corner. Did the Committee talk about those concerns?

A. Yes, Business/Math would be a high use building that would accommodate a large amount of students. Most of the parking is located on that side of the campus. We are also constructing a parking structure on that area of campus. The distance is shorter to the new building than to current math building—so we will be shortening the walk for some.

Q. Right now there is a problem with the Student Service Center elevators. Is there a back up elevator plan for new buildings?

A. Yes that is one of the key components for new buildings.

requires students to participate in political campaigns of candidates of their choice does not constitute participation in a political campaign by the institution.¹

Similarly, providing office space, financial support, and a faculty advisor for a campus newspaper that publishes students' editorial opinions on political matters does not constitute an attempt by the university to participate in political campaigns on behalf of candidates for public office.² Instead, the Internal Revenue Service has viewed these types of activities as serving the university's tax-exempt educational purposes.

As part of their educational mission, colleges and universities provide a forum for a wide variety of speakers. There can be no more appropriate site for the discussion of controversial ideas and issues than a college or university campus. Candidates for public office may speak on campus, as may their supporters or opponents, so long as the institution does not administer its speakers program in a manner that constitutes intervention in a campaign. Invitations made to outside speakers by students or faculty do not imply approval or endorsement by the institution of the views expressed by the speaker. Consistent with the prohibition on political activities, colleges and universities can specify that no member of the academic community may speak for or act on behalf of the college or university in a political campaign. Institutions may also clearly affirm that sponsorship of a speaker or a forum does not constitute endorsement of the views expressed.

Robert C. Post (Law), Yale University
Mary L. Heen (Law), University of Richmond
Subcommittee

Endnotes

1. Revenue Ruling 72-512, 1972-2 Cumulative Bulletin 246. [Back to text](#)
2. Revenue Ruling 72-513, 1972-2 Cumulative Bulletin 246. [Back to text](#)
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**ACADEMIC SENATE
COMPTON COMMUNITY COLLEGE DISTRICT**

AGENDA

Academic Senate Meeting
Thursday, September 20, 2007, 1:00 pm, Board

Room

Every effort will be made to start promptly. and adjourn at 2:00 p.m. All items not covered will be carried over to the next agenda.

I. CALL TO ORDER

II. APPROVAL OF AGENDA

III. APPROVAL OF MINUTES

IV. REPORTS

- | | |
|--------------------------------|------------------|
| A. President's Report | Saul Panski |
| B. Faculty Rep Report | Dr. Art Flemming |
| C. Shared Governance Comm. Rep | Darwin Smith |
| D. Student Rep | Fredwill |
| Hernandez | |

V, DISCUSSION ITEMS

- | | |
|---------------------------------------|-----------------|
| A. District Plan for FCMAT Compliance | Rachelle Sasser |
|---------------------------------------|-----------------|

VI. ACTION ITEMS

VII. ADJOURNMENT

**MINUTES
OF THE
EL CAMINO COLLEGE ACADEMIC SENATE
COMPTON CENTER FACULTY COUNCIL**

**HELD IN THE BOARD ROOM
September 6, 2007**

MEMBERS PRESENT: **18 members present:**
Saul Panski, Dr. August Hoffman, Estina Pratt, Dr. Arthur
Flemming, Darwin Smith, Susie Dever, Jerome
Evans, Shemiran Lazar, Manzoor Ahmad, Marjeritta
Philips, Shirley Thomas, Pamella West, Leonard Clark,
Chris Halligan, Fredwill Hernandez, Jose Bernaudo,
Thomas Norton, Mike Odanaka

MEMBERS ABSENT: **4 members absent:**
Annaruth Garcia, Walter Bently, Tom Rydalch,
Mohammed Bouroudjerdi

ADMINISTRATORS PRESENT: **6 administrators present:**
Dr. Doris Givens, Rachelle Sasser, Wanda Morris, Fred
Sturner, Ricky Shabazz, Keith Curry

VISITORS PRESENT: **5 visitors present:**
Rodney Murray, Dr. Silvia Arroyo, Aurora Cortez-Perez,
Axa Maradiaga. Nehasi Lee

29 IN ATTENDANCE

I. CALL TO ORDER

The meeting was called to order by Saul Panski at 2:00 p.m. Fred Sturner was asked to answer questions about getting enough chairs for the classrooms that were in need of them. A discussion about the need ensued and Fred Sturner assured the Council that chair needs will be met.

Estina Pratt alerted Saul Panski that the meeting was out of order as rules were not being followed. August Hoffman asked that an item about Load Balancing be added to the agenda.

II. APPROVAL OF AGENDA

Darwin Smith/Tom Norton moved/seconded that the agenda be approved. The agenda was approved.

III. APPROVAL OF MINUTES

There were no Council minutes to approve.

IV. REPORTS

ECC Academic Senate

Susie Dever from ECC reported that at their last Senate meeting Dr. Art Flemming was forceful and very impressive in his participation at the El Camino Budget Commission. She impressed upon the Council that we are to set goals for the year, and that we should increase the liason between the two campuses. She stated that she will report to the Council on Committees she serves on. Student Nahasi Lee asked how students at CEC can serve on Shared Governance Councils. Susie replied that if the opportunity arises, students will serve, and noted that most meetings are open meetings. She also mentioned that the two ASBs can get together and articulate this.

Saul Panski introduced Ricky Shabazz, Director of Outreach at CEC. We were given an update on the latest recruitment efforts being done at Compton especially this past Summer. Some of these included bus and radio ads, meetings with high school counselors, meetings with Church and civic leaders, a page on My Space, etc. Ricky passed out some recruitment materials that his office has been circulating in the communities we serve.

Keith Curry thanked everyone for their involvement with recruitment. He noted that those efforts have paid off resulting in a 146.1% increase in enrollment figures. Mr. Curry mentioned that at the last community meeting, the citizens were very receptive. He wanted the campus to know that Mr. Shabazz has been out there. Mr. Shabazz pointed out that he has been going after students aggressively, correcting negative images of Compton with his Outreach Teams. He said progress is being made. Currently he is going out to the schools so that those students can take advantage of the different programs that we have to offer. He asks for the Senate's support. A discussion followed and Darwin Smith thanked Ricky Shabazz for all the hard work. A question and answer period followed.

DISCUSSION ITEMS

Dr. Hoffman informed the Senate that the football field is not being used by the team for games as the field is full of holes. He noted that the Homecoming Game is not going to be on the campus because of this. Homecoming Game should be held on campus. He also noted that we have new gym equipment but cannot be installed as \$25,000 worth of modifications has to be made to the equipment room.

Dr. Pieter Van Niel, reported on the Little Theater proposed renovation. He said that the Little Theater Program has a strong record of success, but since 1999, there have been no real theater programs as the program is awaiting remodeling. He displayed the proposed modifications to the building with a model display.

Mr. Fred Sturner, commented that remodeling would have a band-aid effect, and that we should look at the big picture. We should put a budget together and then set priorities for what must be done.

Dr. Callahan commented that the campus is now a different place, and that we should start planning a new Master Plan. We cannot be thinking in the past. A resolution to support the remodeling of the Little Theater was introduced and handed out for a vote. There were 6 ayes and 3 absentiasThe resolution for support passed the Senate.

Saul Panski informed Dr. Givens about the passing of the resolution, and that the Senate would be expecting a response. This item would be brought up in two weeks for further discussion. Mr. Panski also apologized to Dr. Van Niel for lack of time and thanked him for his continued passion.

ADJOURNMENT

Motion to adjourn moved/seconded (Mansoor Ahmad/Dr. Art Flemming) to adjourn at 3:07 p.m.

Faithfully Submitted by Estina Pratt



October 2, 2007

Date: September 12, 2007
To: Academic Senate, Deans, and Directors
From: Janet Young, College Curriculum Committee Chair
Regarding: Discussion Regarding Title 5 Revisions for Certificates

Revisions to Title 5 became effective in August 2007. One of the revisions requires that we cease using the term Certificate of Competence and Certificate of Completion for credit certificates. An approved certificate must now be referred to as a Certificate of Achievement only. The changes must be reflected in the 2008-2009 Catalog, therefore, they must be brought to the Curriculum Committee this semester. In order to move them forward we need to decide on the criteria for this certificate. These changes will be discussed at the Senate meeting on Tuesday, September 18, 2007. I encourage you to inform your faculty so that they can be part of the decision-making process.

I have included a grid showing all of certificates that we offer, whether it is a certificate of competence or completion, if the requirements are the same for the certificates, and if it as low unit certificate (which will require a name change to Certificate of Recognition) in the near future. For the purpose of expediency, the Curriculum Committee will be entertaining the credit certificates first.

Current Wording in the 2007-2008 Catalog, page 37.

The Certificate of Competence or the Certificate of Completion will be evaluated according to the following conditions:

1. Catalog requirement - Certificate requirements are derived from the catalog in effect at the time the student entered El Camino College or from the current catalog, following the Catalog Rights guidelines. (Please refer to the Associate Degree section of this catalog). Each catalog is in effect during the academic year for which it is published (falls semester through the summer session). **Note: This can remain the same.**
2. Residency requirement - Individual certificates specifically state the required number of units that must be completed at El Camino College. **Note: This can remain the same.**
3. A Certificate of Competence is awarded to students who complete the prescribed program with a B average.
4. A Certificate of Completion is awarded to students who complete the prescribed program with a C average

Numbers 3 and 4 will need to be combined into one statement. According to Title 5, this is a local decision.

Here are three options to facilitate the discussion:

Option 1: A Certificate of Achievement is awarded to students who complete the prescribed program with a B average.

Option 2: A Certificate of Achievement is awarded to students who complete the prescribed program with a C average.

Option 3: A Certificate of Achievement is awarded to students who complete the prescribed program with a grade of C in each course.

Note: In some cases, such as with Paralegal Studies, a B average is required. If it is decided that only certain Certificates of Achievement (that have mandates from outside agencies) will require a B average, we will need to add a statement to that effect.

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**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
HTTP://WWW.CCCCO.EDU



September 19, 2007

TO: Chief Executive Officers

FROM: Steven Bruckman
Executive Vice Chancellor and General Counsel

SUBJECT: **Significant Changes to Curriculum Regulations**

As you know, at its July 2007 meeting, the Board of Governors made a number of changes to its curriculum regulations affecting such topics as course and program approval, curriculum standards, standards of scholarship, and requirements for the associate degree. In many instances, the changes were nonsubstantive, including renumbering regulations for a more logical and accessible sequencing.

However, a number of substantive changes were also made. Two important areas of regulatory change affect stand-alone course approval at the local level and enhanced funding for certain noncredit courses. A full description of all changes was provided with the Board's July agenda item, including comments that describe the changes that were made and their significance.

The regulations took effect on August 16, 2007, so they are now binding on the districts. We have just received the updates to Barclays Official California Code of Regulations that reflect the new regulations. If you have a subscription to this service and have not yet received the updates, they should be arriving very soon.

Chancellor Woodruff wants to make your transition to the new regulations as easy as possible, so she has asked us to again summarize the more significant changes. This is not intended to be a comprehensive listing of changes; please consult the July 2007 Board agenda for a complete review.

Section 55000.5. Handbook; Monitoring and Review of Approved Courses and Programs.

This section incorporates the California Community Colleges Program and Course Approval Handbook as a Board regulation. While we expect that districts have always adhered to provisions in the Handbook, we want to point out that they now have the effect of regulation. Our Academic Affairs Unit is developing a revised Handbook, and we hope it will be ready for distribution in early 2008. That revised Handbook will provide detailed guidance on implementation of many of the regulations discussed below.

Section 55002.5. Credit Hour. The definition of a unit of college credit was amended to avoid reference to specific term lengths. The definition now more precisely describes the relationship of hours to units. A one-unit course requires a minimum of 48 hours of lecture, study, or laboratory work (on a semester system); a two-unit course requires a minimum 96 hours, etc.

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Districts may need to confirm that the number of credit units assigned to various courses reflects this standard. A one-unit course that requires only 20 hours or that requires 98 hours would be problematic and should be reviewed.

Section 55007. Multiple and Overlapping Enrollments. This new provision prohibits the practice of students enrolling in two or more sections of the same credit course at the same time. It also outlines conditions for students who enroll in overlapping credit or noncredit courses, and verifies that there must be documentation confirming that overlapping time was made up. If districts allow students to enroll in overlapping courses, they will need to ensure that their Board-adopted attendance accounting procedures (required by title 5, section 58030) include the mechanism described in section 55007.

Section 55022. Pass-No Pass Options. The phrase “credit-no credit” has caused confusion with “noncredit,” so it was eliminated in favor of the phrase “pass-no pass.” To allow time to implement the new “P” and “NP” symbols, use of the “credit-no credit” terminology and symbols can continue until the Fall 2009 term. However, it is advisable for districts to start making the necessary changes to databases, catalogs, and other references as soon as possible.

Section 55024. Withdrawal. We clarified that a “W” is not appropriate if a student withdrew from a course because of discriminatory treatment or because he/she was subjected to retaliatory treatment for alleging discriminatory treatment. Because a “W” can negatively affect a student who merely withdrew to avoid exposure to the improper conduct, district nondiscrimination complaint processes should be coordinated with this section.

Section 55025. Grade Changes. New language addresses procedural problems which have arisen in past cases. In some instances, a student cannot initially request a grade change from an instructor because that person is unavailable or that person is alleged to have acted improperly towards the student (e.g., discriminated against the student). In such cases, a mechanism for an alternative and objective review must be provided.

Section 55040. District Policy for Course Repetition. The major change here is that a student is now allowed two repetitions, instead of one, to alleviate substandard grades.

Section 55041. Course Repetition Absent Substandard Academic Work. Language was added to clarify that a district can require a student to repeat a prerequisite course the student previously completed with a passing grade if there is a “recency” requirement for that prerequisite.

Section 55042. Course Repetition in Activity Courses. This section defines “activity courses” and codifies our previous administrative interpretation of repetition limitations. In particular, if several levels of courses consist of similar educational activities, the course repetition limitation applies to all levels of those courses. We also confirm that ESL courses and nondegree-applicable basic skills courses are not considered “activity courses,” so they are subject to the course repetition limits which apply to courses other than “activity” courses.

Section 55062. Types of Courses Appropriate to the Associate Degree. We removed ESL courses that teach composition skills from the definition of English courses. So long as ESL courses are accepted as transfer courses, they can be counted for the degree.

Section 55063. Minimum Requirements for the Associate Degree. The term “English 1A” has been replaced with the term “Freshman Composition,” and the regulation now allows an “area of emphasis” as an alternative to a “major” in a single discipline or related disciplines. The area of emphasis is intended to facilitate transfer by including lower division coursework preparing students for a field of study or major at UC or CSU. Effective Fall 2009, students must receive a C or better in each course counted toward their major or area of emphasis.

Section 55070. Credit Certificates. This section describes credit certificates and the approval required to authorize them. The term “certificate of achievement” must be used and reserved for the college-awarded document confirming that a student has completed a program consisting of 18 or more semester units or 27 or more quarter units of degree-applicable credit coursework. Colleges cannot use the term “certificate of achievement” for any other type of award they issue.

Section 55080. Adoption and Content of Plan. The requirement for annual updating of educational plans was removed. They must now be updated periodically or as deemed necessary by the governing board.

Section 55100. Course Approval. This section describes the circumstances under which districts may, until December 31, 2012, establish stand-alone courses without the approval of the Chancellor’s Office. It also implements the AB 1943 requirement that districts cannot use approval of stand-alone courses to establish new programs without obtaining approval from the Chancellor’s Office.

Section 55130. Approval of Credit Programs. The section spells out the kind of information that must be provided to the Chancellor’s Office in order to secure approval of credit programs.

Section 55151. Career Development and College Preparation. This section spells out the approval process for noncredit programs and course sequences for enhanced funding. The terms “certificate of completion” and “certificate of competency” are defined. Please note subdivision (h) which was specifically requested by the Department of Finance and which requires that a certificate of completion must identify the goals for the program or sequence of courses. Also note that this section sunsets on June 30, 2008, to allow for the possibility that future legislation may eliminate the requirement that all programs or sequences of courses eligible for enhanced funding must lead to a certificate.

Section 55152. Short-term Vocational Programs Providing 288 Hours or More of Instruction. This section describes the approval process for short-term vocational programs involving 288 hours or more of instruction.

Section 55153. Other Noncredit Programs Providing 288 Hours or More of Instruction. This section describes the approval process for noncredit programs in areas not eligible for enhanced funding where the program provides more than 288 hours of instruction.

Section 55154. Adult High School Diploma Programs. This section defines “high school diploma program,” describes the approval process for such programs, and confirms that they are eligible for enhanced funding if they satisfy the requirements of section 55151. There is no requirement that colleges use the CAHSEE.

Section 55155. Noncredit Certificates. This section provides that the terms “certificate of completion” and “certificate of competency” cannot be used for noncredit certificates that do not satisfy section 55151. The name changes take effect for the Fall 2008 term, but districts should begin now to rename existing certificates that do not meet those standards.

Section 55220. Excursions and Field Trips. Several revisions were made to the funding of excursions or field trips. Colleges can now use grant or categorical program funds or funds of an auxiliary organization to pay for student expenses if allowed by the funding source. The restriction on field trips or excursions where a student cannot afford to participate were removed for study abroad programs and those restrictions now relate only to field trips or excursions which are integral to completion of a course.

Section 55521. Prohibited Practices. This section lists prohibited assessment practices. It now allows use of specialized assessment instruments for nursing programs as authorized by Education Code section 78261.

Section 58161. Apportionment for Course Repetition. Attendance of students repeating a course to alleviate substandard academic work may now be claimed for apportionment three times--the original enrollment plus two repetitions. This same limit applies where a student is permitted to repeat a course by petition where substandard work was not recorded.

Section 58161.5. Apportionment for Re-enrollment after Withdrawal. Districts cannot claim apportionment for students who have previously received a “W” in the same course 4 or more times.

cc: Cabinet

September 14, 2007

To: Evelyn Uyemura, for Academic Senate

From: Don Goldberg, Dean

Re: Changes to Grade Change Procedure

A newly revised Title 5 §55025 requires three changes to the proposed procedure. I have attached the new language.

Section C.4. has been revised and broadened to comply with Title 5 §55025(c). In earlier drafts, we included provision for an alternate instructor when the instructor was unavailable. The Title 5 changes require the same provision in cases of possible discrimination and gross misconduct.

The original Section E. can be eliminated because the changed Title 5 §55025(c) allows “an alternative mechanism” to Ed Code section 76232, which the appeal process in our new procedure describes.

A new Section E explicitly provides for expunging of an incorrect grade. This is included in the procedure to comply with Title 5 §55025(d).

New Title 5 regulation on grade change

§ 55025. Grade Changes.

(a) In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student in accordance with this article. The determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency.

(b) For purposes of this section, "mistake" may include, but is not limited to, clerical errors and errors made by an instructor in calculating a student's grade.

(c) Procedures for the correction of grades shall be consistent with Education Code section 76232 or provide an alternative mechanism which will ensure that students receive a reasonable and objective review of the requested grade change. If the procedure requires the student to first request a grade change from the instructor, provisions shall be made for another faculty member to substitute for the instructor if the instructor is not available, the student has filed a discrimination complaint or the district determines that it is possible there has been gross misconduct by the original instructor.

(d) Procedures shall also include expunging the incorrect grade from the record.

(e) When grade changes are made as a result of course repetition in accordance with article 4 of this subchapter, appropriate annotations of any courses repeated shall be entered on the student's permanent academic record in such a manner that all work remains legible, insuring a true and complete academic history.

Note: Authority cited: Sections 66700 and 70901, Education Code.

Reference: Sections 70901 and 76224, Education Code.

Board Policy 4231**Grade Change**

When grades are given for any course of instruction taught in the El Camino Community College District, the grade given to each student shall be the grade determined by the instructor of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

A student who alleges that a grade in a course was given as a result of mistake, fraud, bad faith, or incompetency may appeal the grade within 18 months of the last day of the term in which the grade was given.

Procedures for appeal have been developed by the President/Superintendent or his designees in collegial consultation with the Academic Senate.

This policy supersedes the section of BP 4220 that deals with grade change procedures.

Citation: Education Code Sections 76224(a) and 76232; Title 5 Section 55760(a)

Ed. Policies 5/17/07

Academic Senate first reading 5/1/07

Academic Senate second reading 5/29/07

Revised 6/7/07

Needs to be re-presented to Senate

Administrative Procedures 4231**Grade Change**

Grades are determined by the instructor of a course. Both state law and college policy state that the determination of a grade by the instructor is final, in the absence of mistake, fraud, bad faith, or incompetency.

A. Grounds for requesting or appealing for a grade change.

A student can request or appeal for a grade change only if the grade is incorrect due to mistake, fraud, bad faith, or incompetency.

B. Informal grade change request

If a student believes that a mistake was made in computing or recording a grade, he or she may contact the instructor directly to ask the instructor to review the grade records and make the correction. A mistake in a grade can be corrected by the instructor.

Occasionally, the student may prefer to ask the instructor's Dean rather than asking the instructor. However, the Dean may not change the grade in response to an informal request; only the instructor can order the grade change in response to an informal request and only if the request is made within the time limits set by this procedure.

B.1. Making the request

A student who believes that a grade is incorrect because of a mistake may inform the instructor of the course or the Dean who supervises the instructor. If the Dean is informed, he/she may discuss the request with the student and instructor, separately or together. The student may decline to meet with the instructor.

B.2. Time limit

An informal request for a grade change must be received in the Division Office no later than eighteen months after the last day of the term for which the grade was given.

B.3. Response to request

If the instructor agrees to change the grade, he/she may file a Grade Change Order with the Admissions and Records Office, explaining the change. The Grade Change Order requires the Dean to verify that the change is permitted by college policy. The Admissions and Records Office shall change the student's grade record and preserve a copy of the Grade Change Order. If the instructor decides not to change the grade, he/she should inform the student directly.

C. Grade Change Petition

A student may file a Grade Change Petition whether or not he/she has pursued an informal grade change request. Making an informal grade change request does not affect the time limit for filing a Grade Change Petition.

C.1. Filing a Grade Change Petition

A student who alleges that a grade in a course was given as a result of mistake, fraud, bad faith, or incompetency may file a Grade Change Petition with the Dean who supervises the instructor of the course, using the Grade Change Petition form. The student must state the grounds for the petition and include supporting documentation. The Grade Change Petition form is available at the offices of the instructional Deans and at the Admissions and Records office.

C.2. Time limit

A Grade Change Petition must be received by the appropriate instructional Dean no later than eighteen months after the last day of the term for which the grade was given.

C.3. Response to filing

Upon receipt of the Grade Change Petition, the Dean may discuss the request with the student and instructor, separately or together. The student may decline to meet with the instructor and/or the Dean. The Dean shall forward the Grade Change Petition to the instructor and direct the instructor to act on the petition.

The instructor shall review the Petition within the next regular semester, decide whether or not to change the grade, and provide an explanation for the action. The Dean will verify that the action is permitted by college policy and shall provide a copy of the action to the student. The Admissions and Records Office shall preserve a copy of the Grade Change Petition.

~~C.4. Special procedure when instructor is unavailable~~

~~If the instructor is unavailable to respond to the Grade Change Petition within the time limit, the Dean, in consultation with the Vice President of Academic Affairs, shall appoint an alternate instructor to review and act upon the Petition. The alternate shall be in the discipline of the course or in a related discipline. In the event that no qualified instructor is on the faculty, the Dean, in consultation with the Vice President of Academic Affairs, shall arrange for a qualified consultant.~~

C.4. Special circumstances

The procedure described here shall be used in the following circumstances:

- (a) If the instructor is unavailable to respond to the Grade Change Petition within the time limit; or
- (b) If, at the time the Grade Change Petition is filed, the student has filed, in accordance with District procedures, a discrimination complaint against the instructor; or
- (c) If, at the time the Grade Change Petition is filed, the Dean determines that it is possible there has been gross misconduct by the instructor.

In such circumstances, the Dean, in consultation with the Vice President of Academic Affairs, shall appoint an alternate instructor to review and act upon the Petition. The alternate shall be in the discipline of the course or in a related discipline. In the event that no qualified instructor is on the faculty, the Dean, in consultation with the Vice President of Academic Affairs, shall arrange for a qualified consultant.

D. Grade Appeal

If the instructor's response to the Grade Change Petition is not acceptable to the student, the student may file a Grade Appeal to the Vice President of Academic Affairs.

Before filing a grade appeal, the student must have submitted a formal Grade Change Petition to the appropriate Dean. The Grade Appeal shall consist of (a) the Grade Appeal Form stating the grounds for the appeal, (b) allegation of mistake, fraud, bad faith, or incompetency, (c) a copy of the Grade Change Petition showing the instructor's decision, and (d) supporting documentation. The Grade Appeal Form is available at the office of the Vice President of Academic Affairs.

D.1. Time limit

The Grade Appeal must be filed with the Vice President of Academic Affairs no later than fourteen calendar days following the receipt of the instructor's response to the formal Grade Change Petition.

D.2. Grade Appeal Panel: Composition

When a Grade Appeal is filed with the Vice President of Academic Affairs, a Grade Appeal Panel shall be appointed within thirty calendar days. The Panel shall consist of (a) an instructional Dean other than the Dean of the Division in which the disputed grade was given; (b) two faculty members, chosen by the President of the Academic Senate, who shall be from the discipline of the course in which the disputed grade was given, or a related discipline; and (c) two students chosen by the President of the

Associated Students Organization. The Panel shall be chaired by the Vice President of Academic Affairs or a designee; the chair shall be a non-voting member of the Panel.

All matters considered by the Grade Appeal Panel shall be treated as confidential by members of the Panel.

D.3. Grade Appeal Panel: Hearing

Within 30 calendar days of empanelment, the Grades Appeal Panel shall review the Grade Appeal, including all documents submitted by the student and other documentation it considers relevant.

The Grade Appeal Panel shall conduct a hearing prior to making a determination on the outcome of the grade appeal. Both the student and the instructor shall be notified of the day and time of the hearing and invited to attend. Both the student and the instructor will be provided an opportunity to make a statement and to be asked questions.

The student may be accompanied by an advisor. The advisor may be a faculty member or a student. The advisor may be present to advise the student, but may not ask or answer questions.

The instructor may be accompanied by an advisor. The advisor may be a faculty member or a representative of the faculty union. The advisor may be present to advise the instructor, but may not ask or answer questions.

The Grade Appeal Panel may make a recording of the hearing, which may be consulted during the Panel's deliberation.

D.4. Grade Appeal Panel: Decision

Following its hearing, the Panel shall deliberate and make findings by majority vote. The Panel may sustain or deny all, some, or none of the allegations in the Grade Appeal. The Panel may find that the disputed grade is incorrect because of mistake, fraud, bad faith, or incompetency; in such case, the Panel may determine the new grade to be assigned. The Appeal Panel shall issue its findings and recommendation to the Vice President of Academic Affairs, who shall inform the appealing student, the instructor, and the appropriate Dean.

The decision of the Grade Appeal Panel is final.

The Vice President of Academic Affairs will notify the instructor of the Grade Appeal Panel's recommendation. If the Panel recommends a grade change, the Vice President of Academic Affairs will direct the instructor to submit a grade change to the Admissions and Records Office. In the event that the instructor of record is unable

or unwilling to process the grade change within a reasonable time, the Vice President of Academic Affairs shall form a group of faculty to issue a grade change.

~~E. Appeal~~

~~A student may make an appeal as provided in California Code Section 76232. If a student initiates such an appeal, the student waives all rights and opportunities to file a petition or appeal or to receive a response to same as provided by this Grade Change Procedure.~~

E. Expunging of changed grade

When a grade is changed in accordance with this procedure, the original incorrect grade shall be expunged from the student's record.

Appendices

Form 1. Grade Change Order

Form 2. Grade Change Petition

Form 3. Grade Appeal

California Education Code Section 76224(a)

California Education Code Section 76232

California Code of Regulations. Title 5, Section 55760(a)

BOARD POLICY 4045**Textbooks****I. Introduction**

A. The purpose of this policy is to define responsibilities for the adoption of textbooks and other classroom materials.

B. The official course outline of record sets forth the goals and objectives of each individual course of study. All texts, films and other printed or electronic materials utilized in the learning process shall be compatible with and evaluated in light of the course outline of record.

All texts shall fully meet the requirements of the California Education Code (78900 et. Seq.).

C. For the purpose of this policy, the following terms will be used:

1. Textbooks/Texts—These include laboratory manuals, syllabi, workbooks, student supplements, or other printed or electronic material.
2. Required Texts—These include textbooks or other printed or electronic material required of all students enrolled in a particular section of a course.
3. Recommended Texts—These include textbooks or other printed or electronic material recommended to all students enrolled in a particular section of a course. Student use is optional.

II. Selection or Change of Texts

A. The primary responsibility for the selection of text(s) rests with the faculty teaching the subject.

B. A selection or change in text(s) may be proposed by any faculty member teaching the subject or by the appropriate administrator. The individual recommending the text shall discuss the proposal for selection or change with the faculty in the discipline.

C. The faculty of a discipline may select a majority adopted text for the purposes of continuity in a multisection course or course sequence. However, if a faculty member feels another text is more appropriate for his/her methodology or philosophy, the faculty member may propose and select another text.

D. The faculty's authority to select appropriate textbooks shall not be preempted by an administrator without reasonable cause and advance written notification.

E. The period of adoption for texts is to be for not less than one academic year. Special consideration for earlier change may be given under extenuating circumstances.

F. If an instructor, after discussion with faculty in the discipline and the appropriate administrator, believes that a particular class section can best be conducted without a required text, it is not necessary to require a text for that section. However, to facilitate articulation and transferability, textbooks are strongly advised for all credit courses.

E. Textbooks should reflect professional standards in terms of content and design as well as reasonable cost to students.

Previous Board Policy Number: 6133

El Camino College

Adopted: 3/14/66

Amended: 4/28/80, 4/12/99

Renumbered: 4/18/05

BOARD POLICY 4045**Textbooks and Instructional Materials**

The primary responsibility for the selection of textbooks rests with the faculty teaching the subject.

For the purpose of this policy, the term textbook includes required or recommended learning materials, including books, laboratory manuals, workbooks, student supplements, or other printed, multi-media, or electronic material.

The official course outline of record sets forth the goals and objectives of each individual course of study. All texts and other materials utilized in the learning process shall be compatible with and evaluated in light of the course outline of record.

Textbooks should reflect professional standards in content and design as well as reasonable cost to students. Instructors are encouraged to select instructional materials that are available in alternate format in accordance with California Education Code sections 66250 and 72010 and the Americans with Disabilities Act.

In order to minimize cost to students, the usual period of adoption for texts will be two academic years. Special consideration for earlier change may be given under extenuating circumstances.

All texts shall fully meet the requirements of the California Education Code (78900 et. Seq.).

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate, as defined in CCR § 53200.

Previous Board Policy Number: 6133

Administrative Procedures 4045**Textbooks and Instructional Materials**

1. The faculty of a discipline may select a majority-adopted text for the purposes of continuity in a multi-section course or course sequence. However, if a faculty member feels another text is more appropriate for his/her methodology or philosophy, the faculty member may select another text.
2. To facilitate articulation and transferability, textbooks are strongly advised for all credit courses.

FYI

Pay or Inducements

78900. (a) No publisher or manufacturer of instructional materials, nor any of his or her representatives, shall offer or give any emolument, money, or other valuable thing, or any inducement, to any community college official to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material.

(b) No community college official shall accept any emolument, money, or other valuable thing, or any inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material.

(c) Any publisher or manufacturer of instructional materials or his or her representative, or any community college official who violates any of the provisions of this article is guilty of a misdemeanor. Any community college official who violates this article shall, in addition to any other penalty, be removed from his or her official position.

(d) Nothing in this chapter shall be construed to prevent any publisher, manufacturer, or agent from supplying for purposes of examination necessary sample copies of instructional materials to any community college official.

El Camino College
Adopted: 3/14/66
Amended: 4/28/80, 4/12/99
Renumbered: 4/18/05

FACULTY DEVELOPMENT COMMITTEE

October 2, 2007

September 11, 2007

Attendance

1. Attendees: David Vakil, Donna Manno, Lisa Raufman, Inna Newbury, Moon Ichinaga, Kamran Golestaneh.
2. Unable to attend this meeting but able in the future: Matt Kline, Mercedes Thompson.
3. Upcoming attendance issues: Inna Newbury can only come on the 2nd Tuesdays and Rose Ann Cerofeci can't make the meetings at all unless the time changes (teaching).

Action items (Person responsible for following up)

1. *Donna Manno*. Develop skeleton survey to distribute to deans to assess generic needs of part-time instructors (technology, pedagogy, etc.)
2. *Anita Martinez and Donna Manno*. Call members to remind of upcoming meetings (day of or 1 day before).
3. *Kamran Golestaneh and Inna Newbury*. Obtain digital footage of Dwayne Hayden's videotape of Friday's "Creating a Classroom Climate to Support Student Learning." Put on a chapter-segmented DVD and on internet.
4. *David Vakil*. Follow up with past members who weren't present and didn't contact David Vakil. (Lijun Wang, Elaine Cannon, Margaret Steinberg.)
5. *David Vakil*. Post minutes of this committee (past and future) to the portal.
6. *David Vakil*. Distribute ARCC report to Faculty Development Committee.
7. *David Vakil*. Begin developing "Teaching book of the semester" club for ECC. Suggested first book: McKeachie's Teaching Tips. Suggested time: lunch hour, perhaps as a brown bag. Staff development may have funds to purchase the books for club members.

Future (near-term) agenda items – [next] = for next meeting. Others for future meeting

1. [next] Budget for Staff Development – overview and impact on Faculty Development.
2. [next] Rough draft for Staff Development's Program Review & 2007-2008 plans.
3. [next] Continue discussing "Faculty Development; Improving Morale" list.
4. Developing faculty development liaisons for each academic division and/or department.
5. Revisit "Teaching tips" coordinated by Arvid Spor, Stephanie Rodriguez, and Lisa Raufman in the past.
6. Consider developing a brochure that outlines the upcoming teaching-improvement programs (e.g. On Course, TEP, Faculty Development).
7. Resurrecting a faculty eating area.
8. Reunion of past attendees of ECC's attendees to the Great Teachers Seminars.

Longer-term agenda items:

1. Center for Teaching & Learning.
2. Crisis Management & Emergency Preparedness – Faculty Development will follow up when campuswide effort, coordinated through the Office of Safety & Health (Rocky Bonura) has made more progress. The goal is to have faculty (including counselors and librarians) know how to handle in-class emergencies, such as responding to situations similar to the tragedy at Virginia Tech.

Turning Participant Results

Session Name: senate 2007-09-18 faculty development priorities
 Created: 9/19/2007 9:00 AM

1) Pick your top 3 FACULTY DEVELOPMENT choices. Top choice = first.

rank score		top choice	2nd choice	3rd choice
123	1. Great ECC teachers seminar	4	3	7
107	2. Teaching book of the semester	3	5	4
top 251	3. Teacher mentor & training	19	5	2
55	4. Video-taping classes & discussions	2	3	1
2nd 153	5. Ask the veteran panels	3	11	3
3rd 145	6. Teach mini-lessons & feedback	2	5	10
totals		33	32	27

2) Pick your top 3 MORALE IMPROVEMENT choices. Top choice = first.

rank score		top choice	2nd choice	3rd choice
4th 137	1. Distinguished Part-Time faculty	6	5	4
87	2. Distinguished Administrator	1	5	4
2nd 172	3. Extra/frequent award for good work	6	8	5
3rd 158	4. Employee appreciation events	3	8	7
top 201	5. Mixers for all employees	14	5	2
38	6. Intramural competitions	3	0	1
25	7. Scavenger hunt mixer	0	1	2
totals		33	32	25

AAUP

American Association of University Professors

October 2, 2007
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Academic Freedom and Outside Speakers

Incidents in which colleges and universities have rescinded invitations issued to outside speakers have multiplied in recent years. Because academic freedom requires the liberty to learn as well as to teach, colleges and universities should respect the prerogatives of campus organizations to select outside speakers whom they wish to hear. The AAUP articulated this principle in 1967 in its Fifty-third Annual Meeting, when it affirmed “its belief that the freedom to hear is an essential condition of a university community and an inseparable part of academic freedom,” and that “the right to examine issues and seek truth is prejudiced to the extent that the university is open to some but not to others whom members of the university also judge desirable to hear.”

This principle has come under growing pressure. Citing an inability to guarantee the safety of outside speakers, or the lack of balance represented by the invitation of a college or university group, or the danger that a group’s invitation might violate Section 501(c)(3) of the Internal Revenue Code, college and university administrators have displayed an increasing tendency to cancel or to withdraw funding for otherwise legitimate invitations to non-campus speakers. Committee A notes with concern that these reasons for canceling outside speakers are subject to serious abuse, and that their proper application should be limited to very narrow circumstances that only rarely obtain. Applied promiscuously, these reasons undermine the right of campus groups to hear outside speakers and thus contradict the basic educational mission of colleges and universities.

It is of course the responsibility of a college or university to guarantee the safety of invited speakers, and administrators ought to make every effort to ensure conditions of security in which outside speakers have an opportunity to express their views. The university is no place for a heckler’s veto. In 1983, when unruly individuals on various campuses prevented United States Ambassador to the United Nations Jeane Kirkpatrick from addressing university audiences, Committee A reaffirmed “its expectation that all members of the academic community will respect the right of others to listen to those who have been invited to speak on campus and will indicate disagreement not by disruptive action designed to silence the speaker but by reasoned debate and discussion as befits academic freedom in a community of higher learning.” We have always been clear that colleges and universities bear the obligation to ensure conditions of peaceful discussion, which at times can be quite onerous. Only in the most extraordinary circumstances can strong evidence of imminent danger justify rescinding an invitation to an outside speaker.

Colleges and universities have also withdrawn invitations to outside speakers on the ground that such invitations reflect a lack of balance. This objection misunderstands the meaning of balance within a university setting. In the context of teaching, balance refers to the obligation of instructors

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to convey to students the state of knowledge, as warranted by a professional community of inquirers, in the field of learning to which a given course is devoted. There is no obligation to present ideas about “intelligent design” in a biology course, for example, because those ideas have no standing in the professional community of biologists. If invitations to outside speakers are extended within the context of teaching, they should be consistent with the obligations of professionalism. They should not be subject to an additional standard of balance that does not reflect professional standards.

Most invitations to outside speakers do not concern professional pedagogy of this kind, but reflect instead the interests of specific campus groups that are authorized by colleges and universities to learn by pursuing their own particular extracurricular activities. Invitations of this kind may raise a question about the overall contours of a university’s extracurricular programming, but they ought not to be evaluated on an invitation-by-invitation basis. The spectrum of extracurricular activities sponsored by a college or university should be evaluated on the basis of its educational justifiability, rather than on the basis of a mechanical standard of balance that does not reflect educational objectives. So long as the range of a university’s extracurricular programming is educationally justifiable, the specific invitations of particular groups should not be vetoed by university administrators because these invitations are said to lack balance. Campus groups should not be prevented from pursuing the very interests that they have been created to explore.

University administrators have also rescinded invitations to outside speakers who are politically controversial on the ground that during an election such invitations would violate the prohibition of section 501(c)(3) of the Internal Revenue Code, which provides that a charitable organization will qualify for a tax exemption only if it “does not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.” Before the 2004 presidential election, some institutions withdrew or objected to invitations to speakers identified with partisan political positions, including Michael Moore, a filmmaker critical of the Bush administration. In some cases, the initial invitations were issued by student organizations; in other cases, they were by members of a faculty body or as part of an invited speaker series.

Committee A is concerned that overly restrictive interpretations of Section 501(c)(3) have become an excuse for preventing campus groups from inviting politically controversial speakers. As was stated by the AAUP’s Fifty-second Annual Meeting, “the right to access to speakers on campus does not in its exercise imply in advance either agreement or disagreement with what may be said, or approval or disapproval of the speakers as individuals.” The idea that a university “participates” or “intervenes” in a political campaign by providing a forum to hear speakers who have something to communicate about issues of relevance to the campaign is thus fundamentally misplaced. The idea misconceives the role and responsibility of a university, which is not to endorse candidates but to discuss issues of relevance to society.

The essentially educational role of a university has been recognized by the Internal Revenue Service, which has held that activities which might otherwise constitute prohibited political activities are to be understood, in the context of a college or university, as furthering the institution’s educational mission. For this reason, a course in political campaign methods that



American Association of University Professors

October 2, 2007
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**AN OPEN LETTER ON OUTSIDE SPEAKERS AND ACADEMIC FREEDOM FROM
THE AAUP PRESIDENT, CARY NELSON**

In 2005--after several colleges and universities withdrew valid invitations to speakers during the 2004 election cycle--the American Association of University Professors published a statement on "Academic Freedom and Outside Speakers." Now that another election cycle is upon us, it is important to reiterate our policy's key points:

1. Many colleges and universities permit student and faculty groups to issue their own invitations to outside speakers. That practice is an important part of academic freedom and institutions should respect it.
2. When an authorized faculty or student group invites an outside speaker, this does not mean the institution approves or disapproves of the speaker or what the speaker says, has said or will say.
3. Colleges are free to announce that they do not officially endorse a speaker or the views a speaker expresses, but they should not cancel a speech because people on campus or in the community either disagree with its content or disapprove of the speaker.
4. Institutions should ensure that all legitimately invited speakers can express their views and that open discussion can take place.
5. Only in extreme and extraordinary cases may invitations be canceled out of concern for safety.

We believe education is best served by the free pursuit of all ideas, including controversial ones. Yet this commitment to academic freedom can be severely tested when campus or community members are offended by the views an invited speaker is expected to express. How should we respond when some claim an invitation amounts to an endorsement of a politician, a religion, or even an outlandish conspiracy theory? Should a university president, a board of trustees, or a group of concerned citizens or donors have the right to demand that an invitation to a speaker be withdrawn?

If the College Republicans invite Dick Cheney to speak about the "war on terror" the talk may be controversial, but if the College Republicans is a valid student organization, neither the Board of Trustees nor the administration should cancel the talk. Although administrators have sometimes cited fear of violating section 501 (c) (3) of the Internal Revenue Code as a reason for canceling invitations to politically controversial speakers, such invitations do not constitute the type of prohibited political campaign intervention or participation that would endanger the university's tax exempt status. The university does not endorse a particular speaker's views any more than it endorses the content of a particular book in its library.

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Nor should the university compel a student group to invite an opposing speaker to ensure "balance" or create a debate format. It would be improper for a university administration to require the College Republicans to invite Barak Obama in order to "balance" Dick Cheney. Campus groups should not be compelled to invite someone they do not want to hear as a condition for inviting someone they do want to hear. A different student group can invite Obama, or the university can create its own event and add it to the campus schedule.

What happens if taxpaying citizens, state politicians, or important donors demand that the president cancel a planned speech? University presidents, who have many constituencies to please, may find this a difficult situation. Matters can become very complicated if different groups make contradictory demands. Satisfying one group may offend another. That difficulty can be avoided if a president does the right thing by defending academic freedom and the university's unique role as a place for ideas to flourish and to be exchanged. A president is not responsible for defending a speaker who has been properly invited by an authorized student, faculty, or employee group. Authorizing these groups to invite outside speakers that are of interest to them is an important way to sustain a vibrant campus intellectual life. Such a practice can be supported by all campus constituencies.

This reasoning holds true even when virtually everyone disagrees with an invited speaker. Students might at one time have invited an American Nazi Party representative to speak. The invitation might have sought to give the campus direct experience of a position all considered abhorrent. Once again, we should not assume that invitations represent endorsements. We should also give some credit to our student audiences. They do not need to be protected from outlandish ideas. They do not believe everything they hear, and they are on campus to learn to think critically.

Revulsion at ideas or fear of them is understandable, but ideas are best answered with thought and conversation, not with censorship. That is nowhere more true than at a college or university. Education will not be well served if only bland speakers with uncontroversial views are invited to campus. The costs--to education, to academic freedom, to the social good--are virtually always higher when an invited speaker is silenced rather than allowed to speak.

The opening five points represent the consensus reached at a September 2006 meeting where representatives of several higher education organizations discussed the AAUP's full statement on outside speakers. We should add that administrators appropriately may specify that no member of the academic community may speak for or act on behalf of the college or university in a political campaign.

For more information, the full statement, "Academic Freedom and Outside Speakers," is available on the AAUP website:

<http://www.aaup.org/AAUP/About/committees/committee+repts/CommA/outside-spkr.htm>

You may also call AAUP at 1 800 424 2973.



EL CAMINO COLLEGE
Office of the Vice President-Academic Affairs

**DISTRICT-WIDE CONFERENCE COMMITTEE
PROCEDURES FOR REQUESTING CONFERENCE FUNDS**

I. GENERAL INFORMATION

The District-Wide Conference Committee is composed of one (1) Dean appointed by the Vice President-Academic Affairs and two (2) faculty members appointed by the President of the Federation. Committee members have the duty to monitor the practices of the divisions of the College pursuant to Article XVI, Section 5, of the Agreement and shall have the additional responsibility of allocating funds to 1) special situations which require the allocation of substantial expenses, and 2) conference expenses for faculty members in any division which has utilized its fund and where allocation of additional funds is desirable. The Committee will make decisions according to the guidelines listed below.

The District-Wide Conference Committee will consider all applications and shall award monies according to availability of funds, specified guidelines, relevance of activity to job responsibility, and any other elements pertinent to the application request.

Because 80 percent of the District's faculty conference and travel funds has been allocated to the divisions for disbursement, the primary responsibility to fund faculty travel requests resides in the division conference committees. District Conference Committee funds are designed to supplement and not replace division conference funds.

II. GENERAL GUIDELINES

These guidelines must be adhered to if the District-Wide Committee is to distribute monies in an expeditious and fair manner.

- A. All conference requests must be processed in the normal fashion through the division dean and reviewed by the Division Conference Committee before forwarding to the Office of the Vice President-Academic Affairs. All conference requests must be date stamped by the division upon receipt. Other sources of funding or requests for funding should be noted on the justification page.
- B. The guidelines apply to all conference requests, whether in or out of the state or overseas.
- C. To ensure equitable distribution of funds, normally one conference per person per academic year will be considered for funding.
- D. Conference expenditures will normally be approved up to \$300 per year and normally up to \$1,000 within a three-year period.
- E. All conference requests should be accompanied by documentation detailing the nature of the conference and individual participation, as well as registration and other costs. All conference requests must be accompanied by written justification, as well as a recommendation from the Division Conference Committee.
- F. Full-time faculty will have first priority; however, the committee will address applications by part-time or pre-retiree faculty as requested by the Division Conference Committee and the Division Dean. Priority will be given to part-time faculty whose conferences involve students or who are attending conferences that have an impact beyond the individual.
- G. Persons who have benefited from the monies received from this committee may be asked to share

conference/workshop information with their colleagues, with a department, and/or with the campus.

- H. Requests for transferring unused conference allocations to a different conference will be reviewed as new applications.
- I. To be considered for funding, requests must be received in the office of the Vice President-Academic Affairs at least one week prior to the committee's scheduled meeting and prior to the beginning of the conference. For meeting dates, see page 3, IV: Meeting Days and Time.

III. **SELECTION PROCESS**

A general parameter for all priorities will be support first for anyone who has not received funds in a preceding year. Should more than one person ask to attend the same conference, registration fees may have to be split among attendees if funds are low.

- A. **Priority #1: Campus-wide Impact (Funding normally not to exceed \$300)**
 - A faculty member will receive support for a conference or workshop providing information and/or training important on a campus-wide basis.
- B. **Priority #2: Division/Department-wide Impact (Funding normally not to exceed \$250)**
 - A faculty member will receive support for a conference or workshop providing information and/or training important on a division/department-wide basis.
- C. **Priority #3: Conference Presenter (Funding normally not to exceed \$250)**
 - A faculty member will be supported for a conference or workshop wherein he or she has a special invitation to participate.
 - Presentation must be documented by written confirmation such as letters and/or program schedules.
 - If funds permit, both travel and registration fee will be approved.
 - If there is more than one presenter, the funding will be shared equally.
- D. **Priority #4: Officer and/or Official representative of Professional Organization or Facilitator (Funding normally not to exceed \$100)**
 - A faculty member requesting support as an official representative must have written documentation of a participant's position and responsibilities in the organization or role in the conference.
- E. **Priority #5: Individual Professional Impact (Funding normally not to exceed \$75 per event)**
 - A faculty member will receive support for a workshop/seminar/ conference having a significant impact on a faculty member's professional development (the District does not fund faculty members to take regular courses at colleges, universities, and/or private schools).

IV. **Selection Process for Technology, Diversity and Retention Conference Funding**

A. Full-time Faculty will receive support as follows:

- To attend a conference or workshop which provides information and/or training in technology, diversity and retention, not to exceed \$1,000 per conference up to a maximum of \$1,500/year.
- To attend a conference or workshop which is not specifically designed for technology, diversity and retention, but offers sessions directly related to these areas, not to exceed \$500/session.

B. Part-time faculty will receive support as follows:

- To attend a conference or workshop which provides information and/or training in technology, diversity and retention, not to exceed \$750 per conference up to a maximum of \$750/year.
- To attend a conference or workshop which is not specifically designed for technology, diversity and retention, but offers sessions directly related to these areas, not to exceed \$375/session.

V. **MEETING DAYS AND TIME**

The District-Wide Conference Committee will meet monthly on the first and third Wednesdays, September through May (as needed), to review requests for funding. However, the committee does not meet during the summer months, and conference requests for the fall semester will not normally be accepted after December.

To be considered for funding, requests for conference attendance should be submitted in writing to the dean at least one (1) month prior to the conference (Article XVI, Section 4, of the Agreement).

The applicant has the following responsibilities:

1. Secure the appropriate conference forms.
2. Submit paperwork to the Division Conference Committee for review and support.
3. Submit appropriate paperwork to this committee *at least two weeks* prior to the conference.
4. Any request for summer conferences must reach the DWCC through the division process by the last meeting held in May of the preceding spring semester.

VI. **COMMITTEE PROCEDURES**

At the beginning of each academic year, the committee will review guidelines and procedures, prepare a summary of the previous year's award list, and make appropriate revisions to the procedures as necessary.

Reimbursement claims are due to the Academic Affairs Office no later than one month after the conference has taken place. If requests for reimbursement funds are not made within the one-month time line, said funds may be subject to reallocation. Claims for the previous academic year submitted after July 1 will not be paid unless authorized by the Vice President of Academic Affairs.

Committee approved: Fall 1990

Revised: 5/2/01, 10/17/05, 10/4/06

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: August 30, 2007

MEMBERS PRESENT:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Alario, Miriam – ECCE | <input checked="" type="checkbox"/> Spor, Arvid – Chair |
| <input checked="" type="checkbox"/> Jack, Christina – ASO | <input checked="" type="checkbox"/> Taylor, Susan – ECCFT |
| <input type="checkbox"/> Jackson, Tom – Academic Affairs | <input type="checkbox"/> Tyler, Harold – Management/Supervisors |
| <input checked="" type="checkbox"/> Reid, Dawn – Student & Community Adv. | <input type="checkbox"/> Westberg, David – ECCFT (temporary) |
| <input checked="" type="checkbox"/> Shenefield, Cheryl – Administrative Svcs. | <input checked="" type="checkbox"/> Widman, Lance – Academic Senate |

OTHERS ATTENDING:

- | | | |
|-----------------|-----------------|----------------|
| Arce, Francisco | Mancia, Luis | Taylor, Susan |
| Dever, Susan | Marsee, Jeff | Turner, Gary |
| Ely, Janice | Nishime, Jeanie | Wagstaff, John |
| Fleming, Art | Smith, Luukia | |

- Handouts:**
- Memorandum: Differences between Tentative and Final Budgets – 2007-08
 - \$3 Million Augmentation for 2007-08

The meeting was called to order at 1:07 p.m.

Approval of Minutes

1. Page 1, correction to #8: \$900,000 requested for 5-year computer replacement plan *was reduced to \$450,000 which will be transferred from Capital Outlay back to the general fund.*
 - a. \$450,000 is not enough money for the 5-year replacement cycle. Seem to keep addressing same computer replacement funding issue. Use meeting minutes to track this issue. An action item or recommendation from PBC would be appropriate to address this issue.
 - b. ITS will conduct an existing units inventory that will include computer location and age of unit. Main consideration for replacement is a computer's inability to run current operating system. Can determine computer lab class usage from the lab schedule and room book data. Casual walk-in data is harder to track than class usage. Suggest PBC recommend to technology committee to reassess/review the optimal usage for drop-in facilities.
 - c. Why treat augmentation as one-time funds? Compton and ECC can terminate relationship any time during partnership, which could last 10 years or less until Compton receives its accreditation
2. Page 2, #2a - Janice Ely working to find missing electronic data equipment insurance number and breakdown.
3. When will program review reflect updated augmentation? Planning software training is planned for fall. In process of gathering backup documentation for augmentation requests. Deadline to turn in backup is tomorrow. Need to develop evaluation criteria.
4. The minutes were approved as amended. Suggestion proposed to approve meeting minutes by consensus versus motion with affirmative/negative vote. Will be discussed at a later date.

1. Memo to President Fallo gives overview of differences between the preliminary and final budget – includes a supporting schedule that shows unrestricted actual and tentative revenue and expenditures
2. Key points on memo:
 - a. Principal apportionment (#8610) increase reflects \$2 million increase in state budget – did not receive notification until July, after the tentative budget was presented to the June Board. The increase reflects difference between state allocation and what was received from other sources – revenue limits. Compton designation from center to college occurred in July.
 - b. Lottery adjustment based on actual versus estimated amount per FTES allocation.
 - c. (#8980) – \$450,000 transfer from fund #41 (construction fund) back to general fund. Correction to memo: “Funds will be used to replace outdated *support*” should read “*support service functions.*”
 - d. Salary account changes related to actual salary increases for prior year and projected for current year. Includes positions funded but not yet filled.
 - e. Staff benefits (#3000) – bottom line net difference between tentative and final are negligible. Reflect projected salaries and increases.
 - f. Negative net decline in overall benefits reflect reduction in estimated projections to announced increase.
 - g. Board election (#5700) reduced by \$400,000 because elections were not needed.
 - h. Other Program Services (#5910) reflects \$500,000 increase from revenue. Negotiated after tentative budget was approved.
 - i. Equipment budget (#6400) was reduced to \$450,000.
3. Have not received state appropriation. There is a \$68,000 difference between what is projected and what will be received in state apportionment. An adjustment will be made in October.

#3 Million Augmentation for 2007-08

1. Working draft still in review process which is why it is not on agenda for September board. Total approved so far is \$2,253,506. \$424,615 still being considered.
2. Augmentation requests driven by proposals with specific outcomes & expectations from academic affairs, administrative services, and student services programs.
3. Appendix refers to backup documentation.
4. Correction to #3 – Instructional/Non-instructional Assignment - HTP. Should be marked ‘Yes.’ Add \$70,000 to ‘Yes’ total. The original request for \$100,000 was reduced to \$70,000 after reassessing needs.
5. #10 – HTP Counselor - should be deleted (already included in #3).
6. Athletics \$78,000 (#42, #43, & #44) – currently funded by auxiliary services.
7. Suggestion was made to identify items sometime this year for next year – programs last year did not have time to utilize all funds because received towards end of fiscal year.
8. Will augmentation funds be used to cover Student Services extended office hours? Having difficulty finding staff willing to work alternative schedule. Why do key offices, i.e. cashiers, financial aid, have different office hours? Trying to set up consistent hours during add drop period - cashiers will try to parallel.
9. \$900,000 requested for computer equipment was reduced to \$450,000. Where is the plan to support this and the decision to set aside \$1 million for GASB? PBC approved plan for GASB. Suggestion was made to revisit issue of spending one-time money on on-going expenses.
10. Should request #40 for maintenance overtime come from the bond? The purpose of this request was to upgrade currently unplanted areas. A college’s appearance is an important reason for students to return.
11. One-time funds can be used for pilot program salaries, not for ongoing salaries.

12. Cabinet, not PBC, is involved in decisions regarding the hiring of permanent employees. October 2, 2007
13. With unspent revenues last year and increased reserves, why not spend more? Why carry a \$10 million reserve? The district is required to keep a 5% reserve (\$6 million). Need more time to discuss at a future date. Would also like a better understanding of base revenue through detail review of page 28 in budget book.

Final Budget (walk-through continued) Janice Ely

1. Page 22 – Bookstore Fund. Sales and other income, purchases, payroll expenses and costs to use VISA/MasterCard. Non-operating expenses include auxiliary support for the student body (\$276,000). Bookstore was losing money the last few years. Markup on books still less than other college bookstores.
2. Page 23 – Associated Students Fund. Income includes \$24,000 transfer from auxiliary services to support student activities. Expenditures on organizational groups and Inter-Club Council.
3. Page 24 - Auxiliary Services. Major funding source for costs not included in general fund: athletic programs (uniforms, training room, and transportation), Fine Arts student plays and productions, and Union newspaper.
4. Does PBC recommend approval of the budget or is it enough to say that the committee reviewed it? Suggest PBC recognizes budget as an evolving plan, but an acceptable starting point for this year. The main point is that PBC reviewed the budget and the committee is neither for nor against it. *As it stands, PBC recommends the budget for passage.*

Meeting adjourned at 2:45 pm.

The September 6th and 13th meetings are cancelled. The next meeting is scheduled on **Thursday, September 20th at 1:00 p.m. in the Alondra Room.**

Note taker: Lucy Nelson



PLANNING & BUDGETING COMMITTEE
September 20, 2007
1:00 – 2:30pm
Location: Alondra Room

Facilitator: Arvid Spor

Note Taker: Lucy Nelson

STATEMENT OF PURPOSE

The Planning and Budgeting Committee serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the college. The PBC makes recommendations to the President on all planning and budgeting issues and reports all committee activities to the campus community.

Members

- | | |
|--|---|
| <input type="checkbox"/> Arvid Spor, Chair (non-voting) | <input type="checkbox"/> Cheryl Shenefield, Administrative Services |
| <input type="checkbox"/> Miriam Alario, ECCE | <input type="checkbox"/> Susan Taylor, ECCFT |
| <input type="checkbox"/> Christina Jack - ASO | <input type="checkbox"/> Harold Tyler, Management/Supervisors |
| <input type="checkbox"/> Thomas Jackson, Academic Affairs | <input type="checkbox"/> Lance Widman, Academic Senate |
| <input type="checkbox"/> Dawn Reid, Student & Community Adv. | |

Attendees

- | | | |
|--|--|---|
| <input type="checkbox"/> Luis Mancía – Alt., ECCE | <input type="checkbox"/> John Means – Alt., SCA | <input type="checkbox"/> Janice Ely – Support |
| <input type="checkbox"/> Ken Key – Alt., ECCFT | <input type="checkbox"/> Bo Morton – Alt., Mgmt/Sup. | <input type="checkbox"/> Jeff Marsee – Support |
| <input type="checkbox"/> Teresa Palos – Alt., Acad. Senate | <input type="checkbox"/> _____ - Alt ASO | <input type="checkbox"/> Jeanie Nishime – Support |
| <input type="checkbox"/> Tom Lew – Alt., Ac. Affairs | <input type="checkbox"/> Francisco Arce – Support | <input type="checkbox"/> John Wagstaff – Support |
| <input type="checkbox"/> Rocky Bonura – Alt., Adm. Serv. | <input type="checkbox"/> Peter Marcoux – Support | |

AGENDA

1. Approval of Minutes for August 30, 2007 ----- All PBC participants ----- 1:00 p.m.
2. Revised \$3M Augmentation ----- Jeff Marsee ----- 1:10 p.m.
3. Discussion of the Base Revenue ----- Jeff Marsee / Janice Ely ---- 1:50 p.m.
4. Administrative Services Indicators ----- Jeff Marsee ----- 2:10 p.m.
5. Adjournment ----- 2:30 p.m.

Board Policy 2510 Participation in Local Decision Making

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate(s) Title 5, Sections 53200-53206.)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

The Board will normally accept the recommendations of the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title V, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Board of Trustees designates the Vice President-Academic Affairs as the liaison to the Academic Senate for the items listed above.

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the

Board Policy 2510**Participation in Local Decision Making****Page 2**

obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.

Nothing in this policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between the Federation of Teachers and the District. Written notification shall be given to the El Camino College Federation of Teachers by the District at the beginning of discussions between the Academic Senate and the District on academic and professional matters.

Staff (Title 5, Section 51023.5)

Classified staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Police Officers Association (POA), El Camino Classified Employees (ECCE) and confidential groups will be given every reasonable consideration.

Students (Title 5, Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Reference:

Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq.,
(Academic Senate), 51023.5 (staff), 51023.7 (students)

Replaces Board Policy 3605

El Camino College

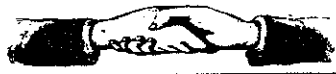
Adopted: 7/15/02



Education for Democracy/Democracy in Education

Editor: D. Houston

PROOF



Bargaining Update

Sean Donnell, President & Chief Negotiator

President's Report

On behalf of the El Camino College Federation of Teachers, I give you my greetings and warmest regards, trusting that your fall semester is going well. As usual, your union is hard at work for you.

Negotiations

As you are undoubtedly aware, the Federation and the District reached a tentative agreement over the summer regarding a salary package for 2007 and 2008, which was ratified by the Board of Trustees at their August meeting. The terms of this agreement stipulate that we will receive a 5% increase to all rates of pay for 2007, as well as a 3% increase to all rates of pay for 2008. You should have already noted the pay increase on your first fall paycheck. Further, the District will be issuing all employees checks to pay us retroactively for the rest of 2007. President Fallo anti-

pates that these retroactive checks should be issued some time in November.

While negotiations are completed regarding pay issues, we still have to resolve language for the rest of the Agreement. Meetings to negotiate the rest of our contract language are scheduled to resume on the 8th of October.

Community College Initiative

The California Federation of Teachers is sponsoring a measure on this February's ballot, the California Community College Initiative, which is designed to: (1) stabilize funding by earmarking money out of the state's general fund specifically for community colleges; (2) guarantee affordable tuition rates by lowering fees to \$15 per unit and indexing any proposed increases to the rate of inflation for the year; and (3) ensure a system of independent community college districts by

establishing a board of governors for community colleges similar to the UC and CSU governing boards.

If the Community College Initiative passes, it will have very little impact to the state's overall general fund budget, which is in excess of \$100 billion annually, and it will not negatively impact K-12, for they are already guaranteed funding via Prop 98. However, it will positively impact the bottom line for the community college system. According to CFT estimates, El Camino College alone will net over \$6.5 million in just the first two years after the initiative is passed.

Lowering tuition rates for students should also have a positive impact on the community college system. Without doubt, increasing tuition impacted the system negatively. After tuition was raised to \$26 per unit, com-

(Continued on page 3)



October 2007
Volume 25, Issue 1



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Solidarity Forever

Angela Simon, Grievance Chair

I am naming this column after my favorite union song, "Solidarity Forever." This song was written by Ralph Chaplin in 1915; it is sung to the tune of "The Battle Hymn of the Republic." If you want to hear a great rendition of it, go check out Pete Seeger and the Weavers (Come on people - I know you've heard of them!!!) on You Tube - <http://www.youtube.com/watch?v=kYiKdJoSsb8>.

The purpose of this column is to inform you of your contractual rights and thus, if all goes as planned, empower you.

Flex Day

Your union recently filed a complaint regarding charged absences for missing all or a portion of the Flex Day for Fall 2007. (If you are following along in your contract, the complaint procedure is outlined in Article 22. We have filed an informal complaint - Article 22, Section 3. Oh, why I am here, if you don't have a copy

of the contract, please contact Human Resources.)

Article 8, Section 22 (b) states the following:

"The first day of the fall semester shall be a Flex day, with six (6) hours of scheduled activities mandatory for all Full-Time Faculty Members. The morning of the first day of the spring

(Continued on page 4)



Once Nocturnal, One Never Goes Back

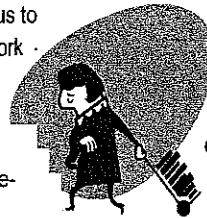
By Nancilyn Burruss

Welcome back to early morning traffic, searching for parking, and an exciting new beginning to many faculty and students. I'm happy to say that many new part-time instructors have joined us this year, and we welcome you with open arms. Many part-timers have also joined our CFT. They are now covered with a one-million dollar liability policy in their classrooms ~ my original reason for joining! I personally invite those part-timers to drop by an E-Board meeting to check out what happens behind the scenes. Our October meetings are on Mondays, 10/1 and 10/15, from 2:30-4:00 p.m. Heck, you could even come by and ask Nina if she needs help distributing the next Proof into people's mailboxes for your division! There is always something to be done, and most of it isn't that time consuming. But don't let me scare you away; we also understand busy schedules (especially for our "freeway flyers"), and if you just want to be a member and that's all, we're OK with that as well. Also, be aware of part-time issues, on and off campus, by sending me your personal email address, name, and division (to Nancilyn@juno.com ~ put ECCFT in the subject line) and asking to be updated. That's how you'll be reminded about things like the Part-time Instructor's Health Benefit Lottery (thank you, full timers)! I promise I won't send you spam, and I could just be an ear for your concerns; I'm up late and I represent you.

It doesn't seem to matter how many times I've gone from the routine of sleeping in to waking up early for classes ~ I do it every weekend ~ my second wind always seems to hit me around 10 p.m. I'm considering asking if we can have some classes that begin at 10 p.m. and run until midnight! There would be no problems with traffic, parking, construction noise, or finding cool classrooms. There must be some other night owls out there besides myself. Are we missing out on a great opportunity for F.T.E.S. here? Could people be doing something other than watching TV at that time? I believe some of my students are in the same situation this year. Could it be that most of them are working nights and hitting my classroom right after work, or did that Monday holiday just make it a tad more difficult for everyone to get into the swing of things? In any case, we're off and running like a wild herd of turtles (some with big cups of coffee), and in the next few weeks everyone on campus should begin to settle into their routines. However, don't get too comfortable!

Why would I say that? As most of you know, we just went through an extremely stressful period which recently ended in a financial compromise in regards to our salaries. Although I'm sure that neither side was truly thrilled by the final outcome, at least we were able to settle this without moving to arbitration. For three reasons, I personally felt like a weight was lifted off of my shoulders when this agreement passed. The first reason was because this showed that we could create a strong enough unity on our campus to

through the leadership of our union, we were willing to work - fact that the doors of communication were forced open in butting heads, we were able to concur. The third the negativity that was permeating our campus through wrong with the current state of affairs and the lack of colle-



get people to listen to us for a change and that, together for a cause. The second reason was the and it worked. Although both sides originally came reason was that I wasn't the only one who was feeling conversations and emails about many things that are gial consultation. And there lies my point.

It will be very easy for us to rub the sweat off our brows and just get back to teaching with all of this behind us, but we are in the midst of contract negotiations. I have my personal thoughts about priorities that should be addressed for student success and respect for the professionalism of our hard-working part-time faculty. Part-timers, I would like to hear from you and know what concerns you feel I should prioritize.. Anyone is welcome to write an article for this Proof, and I encourage you to do so. Don't just brush those important issues aside. Don't sit back in an unsatisfied state and let that dust settle. Let's clean up the act here and make this college the best it's ever been. Let's thrive on the energy of these incoming students with the world ahead of them. It's our responsibility to let them know that things can and do get better with the hard work it takes to make it happen. Let's be an example of optimism that we can finally put the past behind us, let bygones be bygones, and take all the great minds involved in this "community" college (full time and part-time faculty and staff, students, representatives, and administration), put them together, and come up with a plan that makes nearly everyone happy while setting an example for others. Let's make ECC the envy of all. "Let's rock" through accreditation! The structure of the campus is changing, and so can the spirit of the campus. It is possible if the lines of communication stay open. Get involved now for the future of this school! E-mail me at 11 p.m; I'll be up, in my nocturnal state, thinking of ways to make things better.

PART
TIMER
PAGE

President's Report Cont'd

(Continued from page 1)

munity colleges experienced a system-wide loss of over 300,000 students. By lowering tuition and ensuring that any increase in tuition is indexed to the cost of living, the Community college initiative should help to increase the overall number of students in the system. Furthermore, an investment in education is an investment in California's future. Statistics indicate that even moderate levels of college education translate to higher job salaries and earning power for Californians. Hence, for every dollar that we invest in the community college system, it is projected that we will have a threefold return on our investment—not too shabby.

The California Community College system educates more students annually than the UC and CSU systems combined. Further, statistics indicate that students transferring from community colleges generally outperform their classmates who went straight to four-year universities. Moreover, community college students are accounting for a larger percentage of the student population than ever before. Yet we community colleges, despite all of the good that we do for student success, are relegated to a governing board more closely akin to the K-12 model than the UC and CSU governing boards. The California Community College Initiative will rectify this discrepancy.

Your El Camino College Federation of Teachers has made a donation on behalf of its membership to the Community Col-

lege Initiative. However, we are still far short of the projected monies that we need to elicit in order to fund this ballot measure and ensure its success. The Chancellor's office, every community college in the state, and every major state labor council endorse the Community College Initiative. Please go to <http://www.californiansforcommunitycolleges.org> and <http://www.faccc.org/Initiative.htm> to learn more about the Community College Initiative, make a donation, or sign up to help get the initiative passed. This is our opportunity to substantively affect the course of community college education in the future. Let's make sure we do our part.



Facilities Update

As many of you are aware, significant changes have come or are coming your way regarding the campus facility you now call "home." For example, faculty in Humanities can expect to occupy their new facility in Spring 2008. Social Sciences faculty can expect to soon move from their current location to the modulars on the north end of campus. Math and Industry and Technology faculty will experience significant change in the upcoming years.

A campus-wide meeting was held on September 25 to discuss new Master Plan options which have been considered by the Facilities Steering Committee. Faculty have two representatives on this committee: I am the ECCFT representative and Pete Marcoux is the Academic Senate representative. All faculty received E-Mail notice of the September 25 meeting in a September 19 E-Mail from the President's Office (thanks Susan Pickens!!!). Personally, I was disappointed that more of you did not attend this meeting, but, that is another issue. From my more perspective, it is important that you understand

that you do have representation and that there are avenues for your voice to be heard.

You may first want to become familiar with what is happening in regard to changes on our campus. I suggest that you find that September 19 E-Mail and click on the link.

Or, this is the URL, if you dare: <http://www.elcamino.edu/administration/facilities/docs/Facilities%20master%20plan%20revision%20September%202007%20%20complete%20documents.pdf>

You will find information on the various options for the new Master Plan, as well as other fascinating information, such as the Minutes of meetings!!! The Facilities Steering Committee has recommended Option B, and this recommendation will be forwarded to the Board of Trustees at their October meeting. (Remember, the Board meets the third Monday of every month, beginning at 4:30 p.m.) Other information regarding the Facilities Steering Committee (even more Minutes!!!) is available via the

"Committee Minutes," "Collegial Consultation," "Facilities Steering Committee").

Speak with one or both of your representatives on the Facilities Steering Committee. I can be contacted via campus E-Mail at asimon@elcamino.edu or at EXT. 3559. I am actually interested in your questions, concerns, and gripes (and your hopes and your dreams!!!). Further, each facility that is undergoing "change" has or will have a Users' Group attached to it. Let your Dean or Director know that you want to be a member of your facility's Users' Group. If this isn't for you, find out the membership of your facility's Users' Group and talk directly to your colleagues. The Users' Groups have not always worked out as well as I would like, but, if you know me at all, you won't be surprised to hear that I still strongly encourage your participation with the goal of making the Users' Groups "work right."

Thanks for reading this. Keep on keeping on.

Angela Simon

(Continued from page 1)

semester shall be three (3) hours of scheduled Flex activities mandatory for all Full-Time Faculty Members. The additional fifteen (15) hours of required Flex activities may be completed with activities selected at the Faculty Member's discretion. If a Faculty Member misses a mandatory Flex day, he/she may make up the time and not be charged for any leave of absence for that day."

Your union is specifically concerned with the final sentence:

"If a Faculty Member misses a mandatory Flex day, he/she may make up the time and not be charged for any leave of absence for that day."

Your union interprets this sentence to mean that a Full-Time Faculty Member should be charged with a leave of absence only after it is established that he/she has not made up the missed Flex Day time. We are aware that some Full-Time Faculty Members have already been charged with an absence for missing all or a portion of the August 23, 2007 Fall Flex Day activities. We believe this action constitutes a violation as Full-Time Faculty Members are being charged with an absence before they have had an opportunity to make up the

missed time.

For now, we would just like you to be aware that this language exists in your contract. We will keep you updated as to the outcome of this complaint, especially to the remedies which are agreed upon.

Absence Reports

Some of you may have already received your yearly Absence Report for Fiscal Year 2006-2007. Your union suggests that you keep track of your charged absences. That is, whenever you sign your Division's absence log, make sure you note the type of absence that is being charged (e.g., Sick Leave [SL], Personal Business [PB]) and the time that is being charged (e.g., 1.000 day, .521 of a day). Make sure you check your own records with the yearly Absence Report. If there are discrepancies, you should bring them to the attention of Fiscal Services.

On this Absence Report, many of you will see an adjustment for a past Winter and/or Summer Session. Your union realized that faculty who taught a Winter and/or Summer session were not being given the appropriate sick leave. Article 11, Section 3(c) states the following:

"Each Full-Time and Part-Time Fac-

ulty Member shall be entitled to one (1) day of

Sickness leave for a four (4) week summer session, one and a half (1.5) days for a six (6) week session, and two (2) days for each seven (7) or eight (8) week session, to be accumulated

Your accumulated sick days are important: for you if you need them or upon retirement (Yeah!!! Can't wait for 2026!!!) and/or for somebody else whom you may want to help (see Catastrophic Illness/Injury Leave Plan, Article 11, Section 13).

Hope you are feeling your power. Remember,

"Solidarity forever!

Solidarity forever!

Solidarity forever!

For the Union makes us

strong."

[Sounds like:

"Glory! Glory! Hallelujah!

Glory! Glory! Hallelujah!

Glory! Glory! Hallelujah!

His truth is marching on."]



Who Are We Anyway?

By Dan Houston

October is my birthday month—and maybe it's the fact that I'm turning sixty, with the bulk of my life behind me, that my mind turns increasingly to what is left in my wake for those who come after me, not only those "...most near...", but also all those left in these ECC trenches--my professional home for almost the whole of my academic life: fellow faculty and staff (whose countless kindnesses have propped me for all these many years), and students (who've made the passing years almost feel a lie). I realize, too, that I am not alone. My march into the sunset will be no more solitary than the other markers of my life, for when were the members of my post WW II generation ever allowed solitary experience? We were an army when we entered, and we will be exiting en masse, too. That fact makes me realize we have shared a world view that is now at the brink of

extinction, and so I ask those members of my generation to "think back on all the tales that we remember.." to our society's "...one brief shining moment..." where all seemed possible in a country where for so much of our lives it seemed like everyone was asking the same questions about who we were and what mattered to us. Note, the plurality inherent in the questions. Those essential questions (not necessarily answers), asked by the nation revolutionized our culture giving rise to all of our great social institutions and creating in the process a new definition of Capitalism and the individual's place in it and in relationship to others. That redefinition led to a national community that allowed no market to spin out of control without brakes or restraints put in place by the community, humanizing Capitalism's face, while at the same time offering the capitalists a partner (the public sector) with just the long-term horizon the mar-

ket (eye fixed on short-term profit) lacked. This is the way our nation was. Those of us who remember what community felt like can't help but ask why it seems so achingly absent in the aspirations of those we face daily in our classrooms? What happened to our sense of shared purpose and shared mission? God may not be dead, but community surely is in mortal danger—nationally and close to home, here at El Camino College.

A colleague said to me, "Well, we got our raise!" We did—holding management to the deals it made. I reminded said colleague that it came at no little price. The money—remember all the management swearing, hands on hearts, that there just were no funds—miraculously appeared. I'm beyond believing in miracles. The money was always there, but for whatever reasons, Tom Fallo, an

WELCOME NEW MEMBERS!



FULL-TIME FACULTY

DAGMAR HALAMKA	BUS
SHEPARD JACOBSON	BUS
JULI SODEN	BSS
EYAL GOLDMANN	NS
LAURALIE WELSH	HUM
MARGARET KIDWELL-UDIN	HSA/BSS
KRISTIE DIGREGORIO	BSS
KIM BAILY	NURSING
PATRICK T. SCHULZ	FA
NORETH MEN	LRC
LEE MacPHERSON	I&T
MATT CHEUNG	HUM
AVA TONTCHEVA	NS

PART-TIME FACULTY:

ALI RAHIMI	NS
MICHAEL MILLS	HSA
SHANNON BUSH	HUM
ROBIN BOUSE	NS
MARIA MONTERO	BSS
XAVIER MIRANDA	BUS
MARIA RAMIREZ	HUM
JORGE ULLOA	I&T
NORKOR OMUBOE	HAS
KATHLEEN STANDEN	BUS
MARYAM IBRAHIM	NURSING
BARRY BAKER	BSS
SUSAN MAGABO	HUM
MALINNI ROEUN	MS

**Calling all Division Representatives –
Past,
Present, and Future!!!**

By Chris Jeffries, V-P 1



As the Vice-President 1 (what I believe to be my 11th year or something like that, gosh is this a life-time sentence, I mean commitment?!) of the El Camino Federation of Teachers and a member of the negotiating team, many of you have seen my name on many emails and correspondences concerning Union issues and college issues. More likely you've gotten emails or grade checks from me checking up on all our student athletes as I am the athletic counselor for our over 550 student athletes representing 21 sports teams on this campus. In any case, I do believe this is my first article I've written for PROOF. Why, well like I just said, I'm the only counselor for 550 student athletes, when do I have time?!

Nevertheless, one of my duties as V-P 1 is to help organize and direct the division reps we have for our eight academic divisions and six student services and departmental entities. I'll include the most up-to-date list of the division reps I have to confirm and also inform the divisions just who is representing your area. Because I have to tell you, in some areas, well, we are lacking support, so I thought it is a good time to rally the troops and put a call out there for anyone who wants to get involved in Union activities, but just isn't sure how to do so.

Some of you may be asking, just what does a division rep do, right? Come on, I know a few of you are wondering! Basically you are a conduit for information from the Union to your divisions or in layman's terms, you are a mailbox stuffer. Yep, simple as that. The Union sends information that must be disseminated to our members and we ask the division reps to please make sure this information is placed in all your colleagues' boxes. Not on the administrative assistant's desk, not on a table in the workroom and gosh forbid, not in the trash can, but in the mailboxes! Wow, not a hard job so far, is it? Like our president, Sean Donnell, said when trying to recruit (and successfully I might add) new reps from the Humanities Division, it is probably the easiest way for tenure-track faculty to get involved in a campus committee without doing a lot of work. So for you slackers out there, this job is for you! JK! And by the way, we accept volunteers from our part-time colleagues as well.

All kidding aside, there are some more important tasks that might come up throughout the semester that I may ask you to help out with. Besides the mailbox stuffing, it is important to get on the agendas at your division or department meetings to give a Union update as needed especially at the beginning of each semester. During these last negotiations for salaries, we relied on the division reps to keep our colleagues informed and will continue to provide this information during the rest of our current contract negotiations. You will need to notify your peers of upcoming Union meetings or social events. On occasion you may be asked to meet with myself or your Union president to get

(Continued on page 6)

(Continued from page 5)

ideas on how to increase membership and get people involved in the Union. These meetings usually come with a free lunch, so you can never say again, "There is no such thing as a free lunch," because we have provided many!

You may possibly be asked to act as a liaison between Federation members and district personnel and may even possibly sit in on meetings if a member so requests Union representation. Now of course if at anytime you don't feel comfortable with this duty, you can ask a member of the E-board or our grievance chair, Angela Simon, to step in. Many faculty are leery about getting involved because they don't want to be seen as political fanatics even though I relish in the light of this fanaticism because hey, I'm a Leo and love the limelight! But for you more subdued faculty, you can get as involved as you want or just disseminate the information that is given to you, it's up to you. As far as term limits, there are none. You can get in or out at any time even though if you cannot fulfill the commitment, we'd appreciate you trying to find a replacement within your division if at all possible.

I know many of you are saying this is too good to be true, a committee without many meetings, little work to do, free lunches and now to even sweeten the pot a little, we are offering a \$50 cash **THANK YOU** to any division rep who serves a two semester term and accepts the position with enthusiasm and commitment to excellence. Opps, that's the Raider's slogan and we know how far that has gotten them in the past several years, I'll have to come up with another, just give me time and Go Broncos!

DIVISION REPRESENTATIVES LIST

BSS	Elizabeth Shadish Ellen Antoine Sam Russo (PT)
BUS	Jack Keenan Richard Harris
CS	Bill Cooper Ken Key
FA	Joanna Nachev Daniel Berney
HUM	Matt Cheung Nancy Currey Maria Bauer (PT)
I&T	George Rodriguez Steve Cocca
LRC	Vince Robles Don Brown (ML)
NS	Ana Toncheva Robin Bouse (PT)
NURSING	Kathy Stephens
MS	Susan Taylor Paul Yun
HSA	Tom Hicks
SRC	Jeffrey Lenham
HC	Holly Fall

ASK YOUR FEDERATION DOCTOR



Q: Federation Doctor, there are many administrators on this campus whom I just do not like. Unfortunately for me, I have to work with these administrators, so I pretend to like them. This "faking" is getting to be too much. Is there help for me?

A: There may be help for you Dear Reader. You can learn to like others, even administrators!!!

Social psychologists have told us that similarity plays a big role in interpersonal attraction. We tend to prefer people who have attitudes, values, beliefs, and interests which are similar versus dissimilar to our own. Similarity dimensions go even beyond these however. For example, psychological researchers have found that if we are marijuana smokers, we like other marijuana smokers more than non-marijuana smokers. Likewise, if we view ourselves as incredibly good-looking (and really, why not?!? What's the harm?!?), we prefer other incredibly good-looking people to highly unattractive people. If

(Continued on page 8)

CDC

Toni Newman

(Continued from page 4)

intelligent man, did the dumbest thing. By his tactics, he cemented ill-will, faculty and staff, that destroys the very ingredient this sick puppy of a college needs to begin to heal itself: community, the willingness of the members to put aside what separates us in order to work together for our shared goals. But such community requires shared goals so clear that members "...remain connected and open enough to allow for diverse and independent responses to any situation" (Wheatly 15). Sound a little like what we thought shared governance meant? But the ugliness of the protracted contract battles—the meanness—had nothing to do with money and everything to do with the absence of community that ECC needs if it is ever to tackle all that ails the institution.

Some one asked me, "What is community anyway?" The frustration in the very question set me to reading—and after a summer of digging through definitions of just that, the kind of community Margaret Wheatly, head of the Berkana Institute, a non-profit research foundation exploring new organizational forms, found at a local junior high school stood out in its simplicity. She found at that junior high school a community (students, faculty, staff), based on three rules applied to all behaviors, discussions and interactions: "Take care of yourself. Take care of each other. Take care of the place" (15). Any thing attempted was set against those three maxims. Imagine contract negotiations—how different they might be—if we could apply those simple basics to our behaviors.

We here at ECC have clearly forgotten such avenues to community, but what is our college but a mirror reflecting the wider culture? Where once the great social institutions (Social Security, Unemployment Insurance, the Public Schools, Libraries) were reflections of a social community that believed the community could not permit old people to go hungry or sick after life times of service, the unemployed to flounder, or the young to go without education, or books. This community saw all of us enhanced by our contribution to common essentials. What is reflected in those mirrors now but battle grounds of isolated individuals all asking "What's in it for me?"

So, I'm making a proposal. Dr. Fallo, how about some signage?

Take Care of Yourself!

Take care of others!

Take care of the place!

I'd ante up some of my raise to fund a community signage pool. Place these signs everywhere. If people scratch their heads and ask questions, so much the better. We might get a conversation going—the backbone of community.

Think how much more effective such a sign stuck above the lone wheezing copy machine in our Humanities mail room might prove than the one hanging there now that reads:

"Do not take this paper home.

It does not belong to you!"

It wasn't scrawled in haste—that sign was typed. Someone had time to ask is this behavior going to better help take care of me, take care of others, take care of the place? I can only wonder. Not at the frustration that drove the sign maker—that I see—but did the person consider that their take might be wrong?

I teach nights. I see the frustration of part-timers who come in at night with some gem to share and find no paper—only that god awful sign. How could that part-timer not wonder where it is she has landed? I was talking with a part-timer from Orange coast. She told me she came from a college where copiers were at faculty disposal and she couldn't imagine what had brought our place to such dire straits that a teacher had to feel guilty about using a copier for academic purposes. She is right. Where are our tools? What have we done to our place that we, in a location little different from Orange Coast's come to such circumstances that in Humanities we limp along on a Xerox machine so close to dying that it offers ongoing hope that there may be miracles after all—and then force ourselves to count sheets of paper as if paper were the price of heaven. Such conditions we have come to accept as inevitable, but are they? How many of us have checked out what's going on in I&T let alone checked out what other colleges might be managing more effectively than we are.

I know. I can hear Fallo. I hear Bush, both moaning about budget defi-

cits. I hear my neighbors screaming at the suggestion taxes might rise, and I see a country where the concept of a social insurance community is in retreat. Our new welfare system—a brief period of support, then cut 'em loose. Government commissions meet to reform public pension concepts suggesting privatization. What these trends refuse to admit is the defect in free market capitalism—it is terribly near-sighted. Dr. Lester Thurow, Professor of Economics at MIT wrote that capitalism "...will not and cannot make the investments in education, infrastructure, and research and development that it needs to generate its own future success" (21). What he is referring to is that fact that Capitalism reaped the rewards of long term public sector investment in transportation, communications, and education that had to be built ahead of the market with a long delay in potential profit. The 'free' market today is cashing in big time on the R&D of sixty years of such community funding of tools essential to economic health and failing to credit the partnership. What better example than the Internet. "Initially in 1969, the Internet was financed by the Dept. Of Defense... financed...for twenty years" (22). That initial investment wouldn't have been financed by the free market—usage wasn't there, not even dreamed of. Social investment, not by the market, but by the community "...provided means for developing an exciting set of private industries" (22). So, where did that partnership go?

What is true for the state of the national community is only more apparent here at ECC. Not only should we be asking our students if it is possible to run an economy with no concept of community, we at ECC should be seeing that trying to run a viable community college with no concept of community is at best an oxymoron.

In closing, I only ask that you think of those junior high school students taking care of business by doing what those of us old enough should remember that taking care of you, taking care of others, and taking care of the place is at the heart of any community, and that if the concept dies in the hearts and minds of those left in our wakes, blame lies only at our own feet.

(Continued from page 6)

we are a "morning person," we like other "morning people" more than we like "night people." (Thanks for your help here, Baron, Byrne, and Branscombe, 2006.)

Where am I going with this?!! (Hopefully somewhere - I'm starting to get weary.) Apply this knowledge Dear One. That is, in order to increase your liking of administrators, discover your similarities and let the magic happen!!!

Taking a clue from psychological scientists, approach your least favorite administrator and say, "Hey, want to go loco? fire it up? blast a stick?" If she/he says yes, then you know that the hated administrator, like yourself, is a marijuana smoker. You are similar!!! Let the liking begin!!! (If the administrator answers no, and looks at you with shocked glee, contact your union right away, because, frankly, you are in big trouble!!!)

I do this with Tom Fallo. He is balding; during chemotherapy, I was balding. He wears a suit and tie; when I'm in "drag," after school hours, I wear a suit and tie (although my ties are a bit more "flamboyant" than his ties). He has rubber duckies in his private bathroom; I have a rubber duckie that used to be in my private bathroom but I gave it to Tom. (If you visit Tom during "Tuesday at Two" and use his private bathroom, look for it, it is the one with devil horns!!!)

Work it Dear Reader!!! Make ECC

your own "happiest place on Earth." Of course, for more advice, you know union help is just a walk, an E-Mail, or a phone call away.

Q: Federation Doctor, how many administrators does it take to screw in a light bulb?

A: Oh, Dear Reader, I know what you want me to say:

"Zero. They just declare darkness the new standard!!!"

In reality Dear One, it depends if the administrators choose to do the right thing and engage in collegial consultation before actually performing the behavior of screwing in the light bulb. "Collegial consultation" (or "shared governance"???) qualifies as a current "hot topic" on campus. It is high in the consciousness of all three campus labor unions - the El Camino College Federation of Teachers (ECCFT), the El Camino Classified Employees (ECCE), the Police Officers Association (POA) - and the Academic Senate. Go to the portal and check out the Minutes of College Council, where this topic has been discussed ("Documents," "Committee Minutes," "Collegial Consultation," "College Council"). Want to see the current Board Policy? Again, go to "Committee Minutes," then "Board Policies" - look for BP 2510.

If collegial consultation is used, the act of screwing in the light bulb may take up to 10 individuals - faculty, staff, and administrators - working together to make sure it is the light bulb, and only the light bulb, that gets screwed.

Before the screwing can ensue, different opinions will have to be considered regarding the best technique. The obsessive-compulsives in the collective may believe it is best to turn the light bulb slightly to the left three times before screwing it in to the right. (Remember, "Righty tighty. Lefty loosey.") The depressives in the group may believe that screwing in the light bulb is a lost cause, that the tiny bulb will just never be able to deliver enough light. The paranoid personality types may not voice their opinions at all because they believe that the rest of the collective, and the light bulb, are out to get them. They will have to be persuaded gently, with See's candy and ice cream, preferably in that order.

Of course, with this range of opinions and dysfunctions, collegial consultation will lengthen the normal decision-making process, a common complaint of administrators. When this complaint arises, it is important to shift the focus to the light bulb itself, to the needs of the light bulb, to the issue of whether the light bulb wants to change. Also, pepper the group with appropriate idioms, with an ECC twist: "The Humanities Building wasn't built in day," "Remember, when we work together, 100,000 FTES is the limit," and "It's better to have collegially consulted and lost, then never to have collegially consulted at all."

If you need some more insight into screwing, light bulbs, and collegial consultation, please call upon your Federation. Our contact information is within.

DRESSED IN FULL SURVIVAL GEAR, ECC SQUIRRELS RECONNOITER FOR NEW HOMES AMID ONGOING CONSTRUCTION!

Staff Reporter Nina Velasquez



While most of us are able to skillfully avoid the dust and debris from the ongoing construction, some of our smaller, more furry ECC inhabitants are finding it a little more challenging to go on with their daily lives and are looking for a solution to the problem. Colonel Olaf Imnutsalot, pictured here accepting food rations from a local inhabitant, is considering forming a new bargaining unit to address their issues. "Many of us have had to leave the area and are looking for homes in nearby neighborhoods," said Olaf with a tear in his eye. "We have lived here generation after generation and now our whole livelihood is being

threatened by the ongoing construction."

Local union officials are working closely with the cute little critters to find an amicable solution to their dilemma.

In a show of solidarity, the group is planning a "Nuts to you Mr. President" event to be held inside Dr. Fallo's patio area this Sunday next. Proceeds from the event will be used to support those less fortunate creatures that have had to relocate to outlying areas. Any surplus funds will be donated to the other locals for future Board of Trustee elections.

**Upcoming
Unity
Events
for
Faculty &
Staff
Sponsored
by ECCE/
ECCFT/POA
& Academic
Senate**

OCTOBER

15th – Monday Munch-n-Mingle

10:00 a.m. and 3:00 p.m.

Library loading dock – Coffee, tea, fresh fruit, donuts and socializing!

20th - Hike/Picnic

Picnic: Mt. Fernon Park San Pedro 10:00 am. – 3:00 pm.

Hike: Time/Place TBA

27th – Halloween Party 7:00 p.m – Midnight

Costumes/food/games

Angela Simon's house Long Beach

NOVEMBER

17th – Monday Munch-n-Mingle 10:00 a.m. and 3:00 p.m. (same as Oct)

DECEMBER

19th – Monday Munch-n-Mingle 10:00a.m. and 3:00 p.m. (same as Oct)

JANUARY

26th – Stateline turnaround Time and Cost TBA

FEBRUARY

23rd – Casino Night 7:00 p.m. – 11:00 p.m. Gardena Moose Lodge

MARCH

29th – Comedy and Magic Club Hermosa Beach Information to follow

APRIL

19th – Picnic in the Park Time/Place TBA

MAY

17th – Seaside Lagoon 10:00 a.m. – 4:00 p.m.

Games, B.B.Q.

JUNE

6th – Social 5:00 p.m. – 8:00 p.m. El Paso Cantina Torrance

20th – 22nd – Annual Laughlin Trip Information to follow.

Note: All dates and events are subject to change



College President holds wooden gavel behind his back while calling for more dissent. Supplemental Board Meeting Information 10-15-07
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FEDERATION OFFICERS:

President &

Chief Negotiator: Sean Donnell (HUM)

Vice President I: Chris Jeffries (CS)

Vice President II: Nancilyn Burruss (HUM)

Secretary: Stephanie Schwartz (HUM)

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COPE CO—Chair: Van Chaney (BSS)

President Ex-Officio: Don Brown (ML)

Exec. Director: Nina Velasquez
Federation Office Hours M-F
10:00-AM-ish - 6:00 PM-ish

Phone: 310-660-3184
Fax: 310-660-6084

Federation Office Location:
CTO 108
(but not for long!!)

Next PROOF Deadline:
November 26, 2007
All submissions welcome!!

Proof is the official organ to the El Camino College, Federation of Teachers—Local 1388. Affiliated with CFT, AFT, and AFL-CIO. Manuscripts and letters to the editor are solicited from all ECC employees. Meetings are open to all, at times and places announced in PROOF, through mailbox distribution, or bulletin board notices. Signed articles represent the author's view and do not necessarily reflect the opinions of the editor. The pages of PROOF are open to all points of view.



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Francisco Arce
VP-Academic Affairs