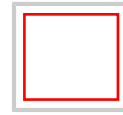


President's Monthly Message (archived)

July, 2002



<**Learn more**
about the CCA
Past President,
Díán Dolores
Hasson, [here](#).

Initiatives

Arnold Schwarzenegger's initiative to set aside more than \$400 million for after-school programs in California qualifies for the November ballot.

Same day registration initiative also qualifies for the November ballot. Under the terms of the initiative if passed, legally eligible residents who show valid identification will be allowed to register on Election Day at their polling place.

SCA 16, a constitutional amendment, is going through the legislative process and if passed, will be on our ballot. This measure would cap the amount of General Obligation bond debt that the state can issue at the amount that is authorized on December 31, 2002. The cap would be indexed for inflation and population growth. SCA 16 also changes the Test 2 inflation factor for the Prop. 98 guarantee from per capita personal income to the Consumer Price Index and the Test 3 factor to the percentage change in General Fund revenues, rather than the percentage change in per Capita General Fund revenues.

CCA/CTA oppose SCA 16.



Community College Links with CUS in "Teacher Core" Program

Butte College and California State University, Chico have entered into an agreement which will allow Butte students to transfer into CSU Chico's Liberal Studies program after four semesters. According to the California Department of Education, California will need between 260,000 and 300,000 new teachers over the next ten years. Has your college made it easier for your students to major in liberal studies and transfer to a CSU campus close to you?



Treasurers' Workshop

The Treasurers' Workshop is reserved for CCA/CTA members and is especially geared for chapter treasurers. It will be held at the Westin San Francisco Airport Hotel on September 13-14, 2002. Call Lisa Nardi at 650-552-5232 if you are interested in attending.



New Caucus Chairs



Vice President Rachel Maldonado Aziminia and Secretary Cathy Crane-McCoy were both elected to serve as Chairs of CTA Caucuses. Rachel is the new Hispanic Caucus Chair and Cathy is the Higher Ed Caucus Chair. Congratulations!



Riverside Community College



Pictured above are a few of the leaders in the CCA chapter at Riverside College. Unfortunately, a tenured faculty member is facing dismissal charges after conducting a 50% law audit on the district's budget.

The Chancellor's Office is reviewing the chapters' documents and CCA/CTA lawyers are working on the legal case against the faculty member.



Master Plan

Rachel Maldonado Aziminia, Cathy Crane-McCoy, David Milroy, Chaumonde Porterfield-Pyatt and I are among the many who have testified before the Master Plan Committee at town hall meetings held through out the State.



Pictured in the front row are Adriana Redmond, Jane Schulze, Rolph Schules and Maureen Loughran, all from California Faculty Association (a sister affiliate of CTA representing CSU faculty) and in the back row are David Milroy (CCA Part-time Faculty Issues Committee Chair) and me.



FACCC Jonathan Lightman, CCA Secretary Cathy Crane-McCoy, CCA President Dián Dolores Hasson and Academic Senate President Hoke Simpson at the first town hall meeting held at the State capitol.



CCA's Letter to the Master Plan Committee:

June 20, 2002

The Honorable Dede Alpert
Chair, Joint Committee to Develop a Master Plan
for Education Kindergarten through University
State Capital, Room 5050
Sacramento, CA 95814

Dear Senator Alpert:

The Community College Association, which is the community college arm of the California Teachers Association, appreciates your leadership, insights and commitment in developing the state's K-University Master Plan. Your years of service as an advocate for educational issues have earned you deep respect among our faculty.

CCA Vice President Rachel Maldonado Azimonia, Secretary Cathy Crane-McCoy, Director Chaumonde Porterfield-Pyatt, Part-time Faculty Issues Committee Chair David Milroy, CTA State Representative Curtis Washington, and I limited our testimony at the town hall meetings to five areas: 1) part-time faculty, 2) stable funding, 3) counseling, 4) local issues, and 5) student access.

Part-time Faculty

Recommendation 10—Support if amended

“The legislature should direct the California Community Colleges, California State University, and the University of California to adopt policies, within one year of being directed to do so, regarding the appropriate balance of temporary and permanent/tenure-track faculty for their respective systems, and provide the rationale for the policies adopted.”

CCA recommends that the committee change the language to recognize the fact AB 1725 established a balance between full and part-time faculty in the community college system. A minimum of seventy five (75) percent of all classes should be taught by full-time faculty with the remaining twenty five (25) percent taught by part-time faculty. CCA would like the committee to go even further. Having a ratio is only a part of the solution. There needs to be progress towards its attainment. Unfortunately, since AB 1725's passage, the community college system has made very little progress.

Recommendation 10.2—Support, if amended

“The California Community Colleges, California State University and University of California shall report to the Legislature the set of activities reserved for permanent/tenure-track faculty and the rationale for why temporary faculty cannot be enlisted to assist in carrying out such activities.”

As mentioned in my testimony, the CCA and the California Part-time Faculty Association (CPFA) are the only two faculty organizations that support 100% parity for part-time faculty. There are no aspects of our profession from which part-time faculty should be excluded. Therefore, CCA commends the commission for requiring those who would restrict part-time faculty to give a rationale for their discrimination.

CCA would like a clarification added which would indicate that part-time faculty/lecturers would be paid for their professional work and that they be afforded full due process rights and academic freedom. Unfortunately, one might read the commentary regarding “lower cost” as support for an inequitable pay system. CCA firmly believes in pro rata pay. The system will not likely make progress on the 75:25 ratio, if the incentive is to hire “lower cost” faculty and our students will be ill served if part-time faculty are not involved in and paid for work in the profession.

In fact, CCA would like the recommendation to go one step further. The State should require all three public sectors in post secondary education to justify why full-time equivalent faculty (FTEF) positions are being filled by temporary faculty. As of fall 2000, there were 16,864 full-time faculty and 36,900 temporary faculty, over 30,000 of whom are part-time. Flexibility alone does not explain the trend to hire “at will” faculty on community college campuses.

Stable Funding

Recommendation 30.1—Concerns

“The State's accountability framework for postsecondary education should be improved by modification and expansion of the ‘partnership’ budget approach, currently applied to UC and CSU, to include all postsecondary education, clarify the link between performance and funding and adopt realistic alternatives for times of revenue downturns.”

CCA does not believe the Partnership for Excellence line item has not been a successful “budget approach” for community colleges and the CSU partnerships are not successful enough to warrant copying.

Recommendation 48—Support, if amended

“The State should adopt policies to provide more stability for finance and dampen the ‘boom and bust’ swings of state appropriations for postsecondary education.”

CCA commends the committee for its support of funding for the “actual cost of providing the educational services....”

Our concern is with the second to the last sentence in paragraph one: “We concur with the recommendation from our working group that additional allocations to public colleges and universities should emphasize one-time expenditures that can, if necessary, be more easily reduced in times of financial stress.” CCA would like this sentence clarified so that it was clear that one-time money would only be advised once the full cost of education was funded. Or at the very least, once the split recommended in 48.1 was implemented for a number of years.

Recommendation 48.1—Support

“The State should establish the California Community Colleges’ share of overall state revenues guaranteed by Proposition 98 to K-14 education at 10.93 per cent.”

CCA commends the committee for making this recommendation. Guaranteeing and funding an 11% split or any amount close to 11% will provide a solid financial foundation for the community college system. CCA is confident that the political dynamics have changed since the previous governor vetoed a guarantee split for community colleges not only once but twice. In addition, CCA recognizes that a “guaranteed split” needs a legislature and governor with the will to fund it. The Master Plan recommendation may be the impetus the political system needs to come to a guaranteed percentage that they will fund. CCA will gladly work with all parties to come to agreement on this issue.

Local Issues

Recommendation 11.1—Oppose

“The governing boards of all three public sectors of postsecondary education should direct an examination of faculty promotion, tenure, and review policies and practices, and revise them, as needed, to ensure that teaching excellence is given significant weight in decisions that affect the compensation awarded to faculty.”

Compensation and tenure processes are collective bargaining issues. In addition, CCA sees no benefit in the “merit pay” system formerly instituted at CSU. It appears obvious to us that defining “teaching excellence” requires faculty involvement and CCA also recognizes The Academic Senate’s professional involvement in such issues. In short, a decree from the State is unlikely to lead to the result the committee intends.

Recommendation 21.2-21.3—Clarification needed

“The State should encourage schools and postsecondary institutions to develop end-of-course assessments that can serve the dual purposes of measuring what a student has mastered at each grade level and of the student’s readiness to successfully undertake learning at the next grade level.”

”Schools, colleges, and universities should use authentic assessments that measure student’ school accomplishments, including work samples and portfolio entries, in relevant subjects that would allow the student to move through a variety of coordinated delivery systems, regardless of the provider.”

Although faculty assess students in a variety of ways including those mentioned, it is important to recognize that the learning process is supported, or unfortunately hindered, not only by students but by others. Assessments which neglect to assess whether the district has sufficient counselors, adequate tutoring, accessible computer labs, open classes for those needing skill building classes, etc. assess without going to the heart of the matter. In addition, CCA has concerns when assessments have such a high priority. Good teachers do not teach to a test. Therefore, clarification

is needed so that we avoid the pitfalls of too narrow an approach to assessment.

Recommendation 30—Oppose

“The State should bring postsecondary education into an integrated accountability system by developing a set of accountability indicators that are consistent with state policy objectives and institutional missions and that would monitor quality and equity in access and achievement of all students in common academic content areas.”

What is “accountability”? Hopefully, the committee does not solely rely upon “outcome measures.”

Accountability can provide unintended consequences unless the approach is sophisticated. In the second paragraph under Recommendation 30, the committee lists some accountability mechanisms, such as successful course completion. Accountability systems should not create unintended consequences such as grade inflation and/or retention of students simply to meet an accountability mechanism. Please clarify what the committee means by “accountability.”

Recommendation 37—Oppose

“The California Community College Board of Governors should be reconstituted as a public trust responsible for overall governance, setting system policy priorities, budget advocacy, and accountability for a multi-campus system.”

Until further clarification, CCA takes an oppose position on this recommendation. The language is too vague. What does “public trust” mean? Although these words are used to describe UC, the recommendation does not have the language that delineates the functions given to the Regents.

Secondly, the phrase “overall governance” is broad and gives little indication of the sphere of influence reserved for our local Boards of Trustees. CCA strongly supports community involvement in the local community college. If the public trust is placed in the system, keeping the role of local Boards of Trustees, CCA will be able to support this recommendation.

Recommendation 37.5—Suggested addition

Please consider adding to the list of Boards of Trustees functions:

√ Participate in collective bargaining where appropriate.

Recommendation 38—Oppose

“The State should direct the California Community Colleges and California Department of Education to collaborate in developing a transition plan to consolidate administrative oversight for adult education within the community college system and should submit that plan to the legislature.”

CCA believes that the students served by adult education are well-served by the respective systems and sees no need to place administrative oversight in one component.

Counselors

Recommendation 12.5—Support, if amended

“The California Community College, CSU, and UC should collaborate to strengthen the programs in community colleges that prepare students to transfer to CSU and UC and to ensure that those courses are acceptable for transfer credit at all campuses of CSU and UC.”

CCA supports the community college transfer function and recognizes that much is currently being done collaboratively between and among the systems.

Although there is some mention of counseling for K-12, there is no comment on the importance of counseling for community colleges to fulfill all our missions. CCA suggests inclusion of an appropriate ratio of counselors to students in one of the recommendations mentioning the need for the community college system to address our transfer function.

According to the American School Counselor Association, the current national average counselor-to-student ratio is 1:513 and the current average ratio in California is approximately 1:1,000. On many community college campuses the ratio is 1:1,500.

In addition, ensuring that all transfer courses transfer to all UC and CSU campuses is an overwhelming task, even if one agreed that it should be one's goal. CCA supports community college districts making transfer agreements with an many UC and CSU campuses as possible but does not support the hegemony required by "all."

Student Access

Recommendation 49.1—Oppose

"The State should adopt a student fee policy aimed at stabilizing student fees and should resist the pressure to buy out student fee increases or reduce student fees at CCC, CSU and UC during good economic times."

CCA sees an inverse relationship between student access and student fees. Earlier in the draft the committee supports student access. To be consistent, CCA believes the committee cannot support student fees at any level.

Knowing that students are our future, it is not difficult to make them our priority. Therefore, the students, especially those who are adversely impacted by fees, should not shoulder the State's financial burden.

Although there are other recommendations that are highly important such as the two listed below, CCA will not delineate positions on each and every recommendation.

Recommendation 9.1-4—Support

See Master Plan

CCA supports increasing the ranks of quality, full-time faculty, especially from underrepresented groups.

Recommendation 19.2—Oppose

"The California Community College system should improve the terms and conditions of administrative employment in community colleges, including offering qualified administrators return rights to permanent faculty positions as an incentive to attract outstanding professionals to community college leadership positions."

CCA does not support administrative retreat rights. If teaching is highly valued as it is elsewhere in the document, such as in Recommendation 9, the committee should reconsider its recommendation. Consider the reverse: "In order to attract highly qualified teachers, teachers should have retreat rights into administration." Since faculty are not interviewed with an administrative component as a part of the hiring process, CCA would not support grand parenting faculty with administrative retreat rights. Similarly, administrators should not be automatically granted retreat rights to faculty positions.

CCA looks forward to working with you and your staff to build the broadest coalition possible on the widest number of recommendations that we can muster. Yet, we recognize that our perspective on a few recommendations appear fundamentally in conflict with the committee's. On these, we will have to disagree—but hopefully disagree with mutual respect.

My home phone number is 530-877-0359. My cell 530 518-3930. My home address is 5930 Fickett Ln. Paradise, CA 95969. Please do not hesitate to contact me at our office or at home if you have any questions or if there is anyway CCA or I can be of help to you or to your office.

Sincerely,



Dián Dolores Hasson,
CCA President

Any questions? Call the CCA office at 916/726-4207.

