

THE NEWSLETTER

OF THE DE ANZA ACADEMIC SENATE

September, 2009

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President's Message

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Anne Argyriou

Summer Events

During the summer, De Anza's Academic Senate held two meetings in order to address any contingencies that might have arisen due to the expected severe cuts to the 2009-2010 budget. However, it turned out that the Academic Senate was not asked to deliberate formally on discontinuing any particular program, which would have been a required part of the process to do so. What has arisen instead is the idea to not accept any new students into a program in a given year (a program suspension, so to speak). The Academic Senate believes that not accepting new students into a program during a given academic year is the beginning of discontinuing a program and will respond to such suggestions or actions accordingly.

The main agenda topic of the first meeting was the 5% reductions in courses offered in 2009-2010, in order to keep within the predicted reduction in student enrollments funded by the State. The officers have asked Senators in each division to communicate with their deans and the faculty in the division, to find out how each division prioritized those cuts.

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Vice President's Message

Cynthia Lee-Klawender

Vice President Lee-Klawender has two primary responsibilities. One is to be the person at the college most responsible for knowing about and populating any and all District, College, or Senate committees containing faculty. In this issue she deals with her other primary responsibility, being the co chair of the Instructional Planning and Budgeting Team (IPBT), the group at the college most responsible for translating general policy statements regarding instruction into actionable plans

IPBT update

In anticipation of further community college cuts from the state, in Spring 2009, each division was asked to present a scenario in which its 2009-2010 budget is reduced by 5%, (which is based on its 2008-2009 budget). IPBT reviewed each division's 5% reduction plan this summer, and most of the classes that were proposed to be cut were either not offered or cut for the Fall 2009 quarter.

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The Senate recommends to faculty that they discuss which student populations they wish to prioritize, to then determine which course sections might be reduced in number, so to not disadvantage the student populations a program is specifically focused on. That process is one that is frequently referred to as “Enrollment Management”, a term that is used among those who addressed how many students a community college can serve, when the student population has to be decreased (or, occasionally, increased) due to changes in State funding.

During the second summer meeting, the topic that Senate discussed primarily was that of Program Review and Program Discontinuance, with the aim to develop a guiding philosophy and policy for each. Since the College will be involved with Program Review in the upcoming years, Academic Senate will offer guidance and information for faculty so that their programs can fully benefit from the Program Review process. Though the Academic Senate had not been asked to formally deliberate on discontinuing a program, the Senate leadership believes that it is better to establish a policy now, when the need is not pressing, rather than act in haste, to the possible detriment of instructional programs and faculty. Senate will be focusing on developing these two during Fall quarter, so please read reports from your division reps, ask questions, and offer your comments, suggestions, or ask questions regarding these documents.

**The Academic Senate meets Mondays
from 2:30 to 4:30 in Admin 109**

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Even though the State passed the budget with new cuts this summer, (and community colleges were allowed to reduce their Full Time Equivalent Students (FTES) without penalty), the actual affect on De Anza's budget has not been determined yet.

IPBT had not yet begun reviewing all the released/reassigned time (recall that \$200,000 of released/reassigned time cuts are part of the cuts already committed to in the first round of cuts in May 2009) since a complete, accurate list has not been produced yet. Therefore, this Fall, the released/reassigned time will be reviewed to determine the \$200,000 cuts from released/reassigned time for 2010-2011. Also this Fall, a standardized schedule will be made for additional pay (or stipends) that will be consistent across the campus. Be sure to check with your Academic Senate representatives when asked to review the additional pay schedule for your feedback.

In this academic year (as will be done every year), planning and budget processes will be examined to ensure they are consistently linked to program review. Program review updates may be requested from each program. In addition, IPBT plans to give feedback to ALL programs, using program reviews, for institutional and/or program improvement.

Officer Phone numbers
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Paul Setziol – 8512
Senate Office - 8358

Plans for the Year

Board Policy 4190—Academic Freedom

During the 2008-2009 year, the Academic Senates of Foothill and De Anza approved similar drafts of a revised policy on academic freedom. Over summer, the presidents of Foothill and De Anza's Academic Senates reconciled both versions into a draft that was essentially the same as the one De Anza proposed. That draft has now been forwarded to the District Committee on Academic and Professional Matters. After agreement there it will be presented to the Board of Trustees. This approval process should occur this upcoming academic year.

Professional Relations—

Changes in concept to the role and scope of this committee were approved in the spring. This fall, final details will be up for approval. Please see Paul Setziol's article in the next Newsletter

GE Pattern—concepts presented last May

In the June 15, 2009 Senate meeting, the GE Committee briefly summarized the changes they will propose during the 2009-2010 academic year. The three changes are:

- Change the "Physical Education" category to "Physical and Mental Wellness"
- Re-name and expand the list of eligible classes for the "Non-Physical Education Classes" sub-category of the Physical Education GE area.
- Establish a new category of "Information Literacy" to identify *existing* courses that have a

concentrated component of information literacy.

- The specific criteria will be developed this year, for faculty discussion college-wide. The criteria will have an academic integrity component.

Note that this proposed GE area would NOT create any new courses, but rather use or alter existing ones.

Are we Howards End?

Paul Setziol

E.M. Forster's great novel *Howards End* is a marvelous exposition in romantic terms of class distinctions and struggles – the haves and have nots (in multiple terms) in England. It was made into a wonderful movie.

To go more directly to my purpose -Henry Wilcox is a wealthy man in a strong position in society. His wife Ruth is a sweet sensitive woman who wonders about things but feels incapable of effecting change and thus embraces the status quo as the best for her. Margaret Schlegel and her sister Helen are of a younger generation of more modest means but still upper class social status. Margaret befriends Ruth and later Henry and becomes the novel's only real hope for bridging the gap between the haves and the have nots. Leonard Bast is a have not with intellectual curiosity who would love to make something of himself but who has no social standing. He is married to Jacky,

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Accreditation

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a fellow have not who fairly represents the unwashed masses not yearning for much besides a good bed and lots of food.

It is clear here in Merry Old De Anza that the full time faculty and administration are the haves and the students, part time faculty, and much of the classified staff are the have nots.

After Henry Wilcox erroneously advises Leonard Bast to leave his position in pursuit of another, leaving him in ruin (since it is next to impossible for him to find another position under the circumstances - isn't that an interesting parallel to today), Margaret, at the behest of her sympathetic and charmingly naïve sister Helen, asks Henry to find Leonard a job. His response, in some ways, parallels the response to the budget situation thus far by the haves here at De Anza and in the District. Henry says **“The poor are poor. You feel sorry for them but that's it.”**

The faculty and administrative leadership are clearly in the Henry position. How many of us are in the Ruth Wilcox or the Margaret or Helen Schlegel positions? Do we even know or think about our Leonard or Jacky Bast? So far I have mostly talked to and heard from the Ruth and Henry Wilcoxes and a couple of Margaret Schlegels.

That which is not cut in a time of cutting is an expression of our highest priorities. What are we not cutting?

De Anza will be assembling its Standards Committees in preparation for writing its next Self-Study. First, a quick reminder of the Self-Study's purpose - it is essentially a way for the College to systematically evaluate how well it functions. In the Self-Study, the College is to prove, through evidence, of this sort of continual self-reflection that is to occur *per se*, not just in response to immediate Accreditation recommendations.

The Accrediting Commission asks community colleges to examine four areas that shape a college, which the Accrediting Commission refers to as “standards.” The four standards are: I. Institutional Mission and Effectiveness; II. Student Learning Programs and Services; III. Resources; IV. Leadership and Governance. Generally, to conduct a self-study, four committees, composed of faculty, classified professionals, and administrators, are established to focus on each standard. *If any of these areas appeal to you, please consider serving on one of these committees.*

The Standards Committees identify and present information and evidence regarding how the College has fulfilled the detailed requirements within each standard. The Standards Committees will also report how the college has responded to the Accrediting Commission's recommendations from the previous accreditation cycle.

The Self-Study is used by the Accrediting Commission as the basis for the Site Visit, in which a team from the Accrediting Commission visits the campus to evaluate the college's effectiveness through reviewing records and talking to individuals, to verify the self-study, and to establish a basis for its evaluation.

Is there a particular topic you would like to see in The Newsletter?

Would you like to write an informative article or opinion piece for The Newsletter?