

# THE NEWSLETTER

## OF THE DE ANZA ACADEMIC SENATE

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### **A Message from Academic Senate President Lydia Hearn**

Two years before I even applied for a faculty position at De Anza, I felt the thriving scholarship and pedagogy that drives De Anza's tradition of excellence. I was in Chicago for a conference that was occurring at the same time as the Conference on College Composition and Communication (CCCC). As I stopped by the CCCC, I had the privilege of meeting John Lovas. That evening, he and other faculty members went to dinner, inviting me to join them. I still remember the vibrant dialogue about teaching and student learning that occurred at the dinner table.

Recently, we have suffered the losses of dear friends and colleagues here at De Anza, including John Lovas. Despite this sadness, I feel fortunate to have been able to share ideas with him. Almost prophetically, John wrote a piece to all faculty, in effect an embodiment of the legacy he has left us, challenging us to envision ways we could continue improving not only our teaching but our 'corporate faculty life or culture at De Anza.'

*Please see "Hearn" page two, column one*

### **A Message from Academic Senate Vice President Ben Kline**

As the Academic Senate Vice-President, I see the 2005-06 academic year as an opportunity to identify a number of issues which have continued to plague our campus and institute the solutions to solving them. Specifically, however, there are two issues which I intend on spending most of my time promoting: faculty participation and diversity.

Issues which I feel are non-exclusive.

They say "If you don't use it you will lose it." Just another one of those ridiculous and inappropriate sayings that "They" are credited with but are generally only popular among teenage boys and the socially inept. However, it is ironic that such an adolescent sentiment finds some credence in the shared governance philosophy of our campus community. If laziness, complacency, and negativity, among our faculty results in only a small percentage of people participating in the governing of the campus then we will undermine the basic democratic foundation of this institution. The result is an oligarchy whose political and social agenda, no matter how well intentioned,

*Please see "Kline" page two, column two*

## Hearn

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He called us to serve as models of engagement suggesting that we 'meet as a whole faculty to address issues of educational philosophy or curriculum development or professional development.' As this school year begins, I want the spirit of this letter to materialize into our daily campus life.

During the past several years, we have witnessed numerous budget cuts, which often resulted in asking faculty and staff to do more with less. Some of you may think that my echoing of John Lovas's challenge follows along these lines. On the contrary. We need to remember why we do what we do and to recognize the wealth of resources we have here in our own faculty. This year I hope to find more avenues and support by which we can continue dialogue about our scholarship and pedagogy such as making it central to Senate meetings, using technology more to share ideas, and having a PGA/PAA-earning, campus-wide interdisciplinary conference for ourselves and to ourselves.

I want this to be a year in which we do not just react to budget cuts but in which we begin to plan and have forward vision. It is time for innovation.

During De Anza's opening day, we will talk about retention and equity. While we all know that so many different elements affect these areas, we as faculty also know that we have the most direct contact with students. Remembering our own education, I am sure that, for many of you, a dynamic teacher or professor was central to your desire to learn more and to

your love for your subject matter. In order to reach students in this way, We need to remember our own education. In order to reach students, we need to continue or recapture our enthusiasm and our own love for our respective disciplines and teaching. Sharing our scholarship and ideas with each other is a start in this direction.

I began this article with the claim that De Anza has a tradition of excellence. I want us to reflect on what this really means rather than think of it as a mere slogan. We, the faculty, embody this tradition. We spend so much time giving to our students, but we also need to give back to ourselves. I can't think of a better way than to treat ourselves to each other's knowledge and ideas. Let's inspire each other in the same way that we have affected so many of our students.

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## **Kline** *from page one*

will eventually become biased and corrupt (Absolute power and so forth). Democracy is not free and neither are its rewards. The faculty on this campus has a variety of ways to exercise and influence power but, if as has occurred in the past, they refuse to take advantage of these privileges, they will slowly be eroded until one day we may lose any relevant power. It is in our **interest** to participate. We can not live on the successes and achievements of the past. Everything changes (see Supreme Court) and unless we wish to lose the gains of the past to the agenda of the present we had better standup and make ourselves heard. What better place than on

committees that determine hiring, tenure, and numerous other faculty related topics.

If you don't use it you will lose it or become so numbed by the process of erosion that you won't know you've lost it until it is gone.

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## Where Did They Go?

[**Note:** Some of the following location changes are for the 2005-2006 year only, while others are for the foreseeable future.]

\* The faculty service window for Admissions and Record is in the Student & Community Services (SCS) Building. It's the first door on the left of the hallway behind A&R.

\* The SCS Building now houses A&R, the Placement Testing office, the Bookstore, Counseling, Transfer Center, Career Center, Diversity office, and the Honors office.

\* The College President, Vice Presidents, and Facilities offices are scheduled to move to the "OTI Trailer" at the end of October.

\* FT & PT faculty mailboxes are now located in the Division offices (except for Language Arts). Since Language Arts could not accommodate all the PT mailboxes, they are still in the Administration Building until around the end of October. Then they will be transferred to Forum 6A.

\* Forum 6A will have a copier for faculty use, Paula Joseph's office, Al Guevara's office.

\* Student to faculty drop boxes and all other similar devices will be moved to locations yet to be disclosed

\* The Academic Senate office is now MQ8-e.

\* Plans for Administration Building renovation: four large classrooms with full multimedia, two conference rooms, and many offices.

\* The delivery of mail is sure to be problematic since the plan is to send it to division offices (some of which feature insufficiently large mailboxes) without additional staff. Look for a helpful electronic mail message on the topic if it isn't addressed on opening day.

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## Katrina: Plans and Lessons

Timing being everything, by the time you read this the day to day situation may have changed – but please read on.

There are many needs for assistance along the gulf coast. Rebuilding, relocation, clean up, etc.

One of the things predictable for attention on the part of college communities is education. Specifically, the need for schools and colleges to provide for the education of displaced students. In this particular situation, for De Anza to offer free classes or to waive out of state tuition would be an empty gesture to someone in a shelter near the gulf coast of Mississippi (for example). What is needed and what De Anza is doing is coordinating with local charities which are providing housing for displaced people. Given the small numbers of people relocating to our area, it appears likely that a De Anza offer of education will mostly result in the appearance of De Anza's name on a list of colleges and universities making essentially the same offer.

Statewide, according to the Faculty Association for California Community Colleges (FACCC), the primary community college response has been a fund raising campaign largely accomplished through the efforts of student body associations. We will see if our own student association joins in.

But what about lessons? What can we and our students learn from the situation, from the shameful, some say criminal non response of government, especially the Federal Emergency Management administration (FEMA). What about the police who blocked exit from the city? What about media reports fixated on shooting and looting and the restoration of law and order as primary.

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## **Pay to Stay: No Other Way?**

Returning to campus, many of you might have seen blaring banners that broadcast De Anza's "Pay-to-Stay" policy, the result of a District request. Students failing to pay their fees by the initial due date (midnight of September 1) were dropped from their classes.

Obviously this course of action has raised quite a few concerns. For one, many were apprehensive that the policy would severely disadvantage students who already suffered from financial hardship. In an effort to minimize the number of students who would be further hindered as a result of this policy, various constituents (including Financial Aid, Admissions and Records, special programs, and so forth) worked to identify such students in order to make exceptions as well as to provide extra support and advising.

Despite the attempts to address these concerns, one issue seems to be most prevalent in everyone's mind: the policy seems counterintuitive to our current push to increase (or even just to maintain) enrollment. Ironically, one reasoning for the policy was to do just that—increase enrollment. The thinking was that students who were just "shopping around" were actually taking up seats of students who were serious about attending the class. By the time a student dropped a class, it was too late for another student to add it.

On September 1, about 2,000 students were dropped from their classes. Within two weeks, approximately 1,000 students had re-enrolled in classes. The question then arises whether the policy discouraged the remaining 1,000 students from enrolling at De Anza.

Since this experience is new to De Anza, we still need to assess the outcomes of the policy. An evaluative report will be forthcoming that addresses these concerns the question remains whether a payment policy is an effective way to control enrollment. Even if the findings show that enrollment has not been adversely affected, we have to ask what message is being sent to our students.

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## **+/- On the Way - Maybe**

This is to be the last quarter before the Board of Trustees makes the final call on whether or not to go ahead with the grading change tentatively approved in 2003. Faculty are encouraged to try it out if they haven't already done so, remembering that a change in standards is not recommended.

## *Special Insert*

### **New Policy Statement: Textbooks and other Course Materials**

*What follows are selected quotes and brief synopses of various sections of the policy approved by the Academic Senate's Executive Committee, Spring 2005. A companion practical application document is due to follow sometime in the 2005-2006 year as is the first of a planned series of what are currently being called Ethical Audits aimed at enabling faculty to examine their own practices from a shared ethical perspective. The entire document may be viewed on line at the Senate web site*

[faculty.deanza.edu/academicssenate](http://faculty.deanza.edu/academicssenate)

#### **Choice of Course Materials**

Faculty members recognize the importance of the following factors when selecting course materials: academic freedom; students' progress through courses, especially sequential courses; students' financial resources; and the balance, quality, and academic soundness of the materials.

Principles of academic freedom, as applied to faculty individually and collectively, are of primary importance in the selection of course materials. While it is presumed that faculty decisions about such materials are pedagogically sound, faculty members have a responsibility to articulate their

reasoning and to participate in collegial discussions of these issues.

More specific topics in the section deal with:

- ▶ The role of deans
- ▶ The obligations of departments
- ▶ The role of individual faculty
- ▶ Added complications of sequential courses
- ▶ Dispute resolution and final dispensation

#### **Cost**

While the quality and effectiveness of teaching materials are of primary importance, faculty bear in mind that the cost of course materials is an issue for students.

More specific topics in the section deal with a variety of cost saving and cost avoidance techniques.

#### **Faculty-Authored and Faculty-Published Course Materials**

Faculty-Authored materials embody the accumulation of knowledge and best practices that an instructor has acquired over time. Faculty who use their own materials in their classes should be cognizant of Board Policy 4185.

- ▶ Faculty Authors are understandably enthusiastic about their creations.
- ▶ A primary consideration is the avoidance of intentional or unintentional coercion of students

whose grade is determined by the author of the text.

- ▶ Faculty members are sensitive about promoting their commercial materials to colleagues unless specifically asked, so that colleagues do not feel obliged to adopt such works.
- ▶ Pricing
- ▶ Using copyrighted materials

### **Bookstore**

- ▶ Prices in the bookstore
- ▶ Bookstore textbook availability
- ▶ Timely orders
- ▶ Link between the bookstore and the Library
- ▶ Campus run bookstore

### **Ethical Issues** [not addressed elsewhere]

- ▶ Collecting money from students
- ▶ Potentially offensive course materials
- ▶ Requiring course materials

### **Library**

- ▶ Collaboration with faculty on the collection
- ▶ Placing materials on reserve
- ▶ Copyright responsibilities of faculty and the Library

### **Printing Services**

### **Copyright Issues** [not addressed elsewhere]

**Do you have an idea for a future topic for the Newsletter?**

**Would you like to write an article for the Newsletter?**

**If so, please contact Paul Setziol at 8512 or**

[setziolpaul@deanza.edu](mailto:setziolpaul@deanza.edu)

**If you have an idea for Senate consideration and potential action or information sharing or want to state a concern about the college or the role of faculty, contact any of the officers at the Senate Office**

**(temporarily in MQ8) or call 8358 or send an electronic mail message to**

[hearnlydia@deanza.edu](mailto:hearnlydia@deanza.edu) ,  
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