



## **INSTRUCTIONAL HIGHLIGHTS 2008**

Well, a state budget is near. Let's hope the governor signs it soon so we can stop the speculation about how to proceed this year! The legislature adopted a budget, which the governor has indicated he will sign. In a nutshell, the community college impact is as follows: very little Cola (.68% on apportionment only), up to 2% growth, and categorical funding flat-lined at the 2007-08 levels. The good news is that there is no proposed fee increases for students. As for growth, it's a little deceptive. If many colleges experience growth, there may not be sufficient funds for everyone at the growth rate (in this case, 2%), so Districts only get their "constrained rate," which is, of course, lower. Cabrillo's constrained rate is 1.99%, but then we've experienced over 10% actual growth in enrollments this semester alone. That will impact us as we go forward, assuming that we see similar enrollments in spring semester. If you'd like more information about the particulars of the state budget and its impact on us, our budget gurus, VP of Business, Pegi Ard, and Director of Business Services, Victoria Lewis, will be explaining it to CPC at the October 24<sup>th</sup> meeting (SAC 225). As usual this meeting is open to all.

We have gone from famine to feast: for the past several years, we've been down in enrollments, so we have chased FTES. Now we have far more FTES than we will receive funding for from the state. It's going to be a balancing act over the next couple of years. I do, however, want to thank all of you for working on your program offerings and scheduling to meet student interest and attendance patterns and then taking more students into your classes to meet that student demand. I'd also like to thank you all for getting your Census Rosters in on time. Almost all were submitted by Monday afternoon. Several faculty have emailed me to say how easy it is now that they can submit them on WebAdvisor. Glad to hear it.

*~Renee*

### ***REMINDERS***

#### **Pass/No Pass: Fall deadline: Oct. 4**

In Fall 2008, in compliance with state regulations, we are changing the "credit/no credit" designation to "pass/no pass." The 2008-09 college catalog indicates the change.

#### **Textbook Requisition Deadline: Oct 19**

#### **Salary Enhancements:**

Alternative Credit - Fall Deadline: October 3 (see definitions and process on the last page)

Salary Advancement - Fall Deadline: October 3 ( " " " " " " " " )

## *ANNOUNCEMENTS*

### **Library:** (from Johanna Bowen)

Banned Books Week: Celebrating the Freedom to Read is observed September 27 through October 4 reminds Americans not to take this precious democratic freedom for granted. BBW celebrates the freedom to choose or the freedom to express one's opinion even if that opinion might be considered unorthodox or unpopular and stresses the importance of ensuring the availability of those unorthodox or unpopular viewpoints to all who wish to read them. After all, intellectual freedom can exist only where these two essential conditions are met. From the Library home page at <http://libwww.cabrillo.edu>, select the link "Sept. 27 through Oct. 4 is Banned Books Week" to find information related to this annual event.

### **IT Connection:** (from Bob Owen)

This is just a quick reminder that, if you have older technology that you want to get rid of - PCs, Macs, printers, etc. - please call the IT Department at the HelpDesk number (x6392) to let us know about it. We either surplus old equipment (per the college's established policies) or recycle it (obviously to help our environment).

## *SPOTLIGHT ON*

### **The Textbook Crisis** (submitted by Student Senator Sophia Forde)

The Cabrillo College Student Senate has, for the past year, been dedicated to raising awareness around the issue of highly priced textbooks through the ASCC Student Senate Textbook Committee, and it seems that our campaign has sprouted at a crucial time. The high cost of textbooks is a national problem, affecting students from University to Community Colleges such as ours, and it is a problem that has expanded to affect this generation's students exponentially greater than it impacted previous generations of students. Two of the most detrimental tactics publishing houses use are:

- Bundling materials (textbook + CD, workbook, pass-code to online site...), thereby increasing the cost of the textbook and making it hard for the college bookstore to resell the book.
- Creating new editions of textbooks every two years or so, making it impossible for students to buy a used textbook for a cheaper price, even though new editions rarely contain updated information.

Although each department has different needs and requirements, for every department there are potential solutions that can be implemented to counter what has come to be known as the 'textbook crises'. At Cabrillo, implementing a variety of options to help students with the cost of textbooks is exactly what the ASCC Textbook Committee is striving to do. Some simple solutions include:

- **Customized Textbooks:** Professors can identify sections of their textbook that is not

relevant to their class (such as unused chapters), contact the publishing house that manufactures their text, and have the unused sections removed, thus lowering the overall cost of the book.

- **Longer Adoption Periods:** When instructors commit to using a text for a set period of time, the college bookstore can commit to buying and re-selling that text used, the book can be incorporated into a textbook rental program, students can buy the book used from the bookstore or find it used online, and professors can have the stability of sticking to one text rather than changing every few semesters.
- **Common Use of a Textbook:** When all the instructors of a specific course agree to commit to a single text for a prolonged period of time, it multiplies the benefits of a longer adoption period!
- **IPERs and Course Readers:** Independently Published Educational Resources (known as IPERs) are most commonly seen in the form of readers, which are most prevalent in social sciences and humanities departments. They can act as a means to provide students with the latest and the greatest, while allowing them to purchase an older (and thus cheaper) version of a necessary text. Many Cabrillo instructors publish their readers through Print Smith Copy, located just up the street from the college. Another easy way for instructors to create readers is to work through University Readers ([universityreaders.com](http://universityreaders.com)).
- **Submitting Textbook Requisitions by the Bookstore Deadline:** When instructors submit their textbook requisitions to the college bookstore by the deadline, the bookstore can then offer a buyback of those texts to students and resell the used texts at a cheaper price the subsequent semester.

All of the above initiatives are solutions that can be (and are being) implemented by Cabrillo instructors, and the ASCC Textbook Committee is very much looking forward to helping them become more common. We also hope to create a textbook rental program and are looking at other larger steps our college can take in tackling the textbook crisis. We are infinitely grateful to all those who have offered us their encouragement and support, as well as to the many Cabrillo instructors who have provided the groundwork for this movement by committing themselves to implementing solutions in their classrooms.

For more information on any of these possible alternatives, contact the ASCC textbook committee at [ascctextbookcommittee@gmail.com](mailto:ascctextbookcommittee@gmail.com). You can also read the full report on the rising costs of textbooks and strategies for addressing the issue at: [ascctextbookcommittee3.blogspot.com](http://ascctextbookcommittee3.blogspot.com),

### **Free Online Textbook Resources** (from Topsy Smalley)

It is frequently possible to find textbook resources online, and free. Cabrillo College Library provides access to over 18,000 electronic academic books. To access these NetLibrary ebooks: from the Cabrillo College Library homepage <http://libwww.cabrillo.edu>, click on Full Text Articles (second icon down on left), then NetLibrary E-Books. Access from off campus requires

a Cabrillo College Library card number. Full texts of books out of copyright are often accessible at Google Books <http://books.google.com> and/or at Internet Archive <http://archive.org>. Many of the math and science textbooks that are available online and downloadable are listed at The Assayer <http://theassayer.org/>. For additional online book resources that support college level coursework, information about accessing online videos, and a presentation about tweaking your database searching skills, see the Online Free and Easy resources posted to <http://topsy.org>.

### ***CONGRATULATIONS***

Sharon Reeves, an ESL adjunct from Watsonville, was one of five hundred people to swim from Alcatraz to the Aquatic Park in San Francisco on Saturday. Sharon completed the mile+ trek in 41 minutes. She finished first in her age group. Sharon can be congratulated Monday evenings at the ILC in Watsonville. (Thanks to Julie Hanks for sending this in).

### ***ADVANCEMENT ON THE SALARY SCHEDULE***

The CCFT contract provides opportunities for advancing on the salary schedule for professional improvement in three categories: upper division and graduate coursework, lower division coursework and alternative activities. The processes for all three differ:

1. Upper Division or Graduate credit for courses taken from an accredited institution, subsequent to the master's degree. Such coursework will be credited upon receipt of evidence of completion.

**Process:** Submit transcripts of coursework to HR.

2. **Salary Advancement for lower division coursework** is more restrictive than for upper division or graduate credit. Coursework directly in the field of the assignment should be at an upper division or graduate level, not lower division work. Lower division work in the discipline in which you were hired, and in accordance with the minimum qualifications for that discipline, is not appropriate for salary advancement. In general, technological skills and language acquisition that will enhance one's teaching or administration of their faculty duties are most relevant to this section of the Article. For other skills, you must demonstrate that the skills are as broad-based and compelling as technological and language skills. The intent of this section of the contract (Article 13.5.1.1.3) is to recognize professional development that is relevant to the faculty assignment, not for personal enrichment.

**Process:** Submit a proposal electronically to the Office of Instruction for consideration by the Salary Advancement Committee. The committee consists of three members: the Vice President, Instruction, the Faculty Senate President, and the CCFT President. The committee will evaluate the proposal and determine whether the coursework meets the intent of this Article. Use the Salary Advancement Form available on the P drive under P:\Instruction\_PUBLIC\Salary Advancement. **Fall deadline: October 3.**

3. **Alternative Credit is allowed for projects not typically done in a college classroom** or for which there is no coursework: eg, specialized workshops offering CEU in specific fields (often

technical fields) or creative works that are relevant to ones profession (such as the Art faculty developing a traveling art exhibit). Article 13.5.2.1

**Process:** Submit a proposal electronically to the Office of Instruction for consideration by the Sabbatical Leave Review Board. The SLRB will evaluate the proposal and either approve or reject it. Use the Alternative Credit form available on the P drive under *P:\Instruction\_PUBLIC\Sabbaticals and Alternative Credit*. **Fall deadline: October 3.**