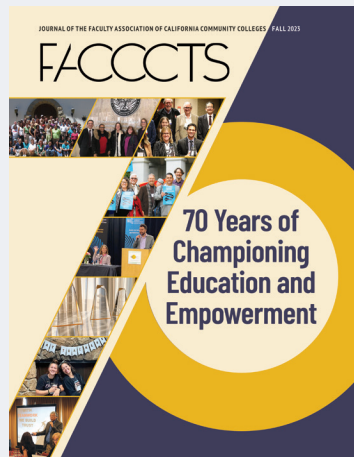


FACCOCTS



70 Years of Championing Education and Empowerment



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To inform, educate, empower, and advocate for faculty in service to students and the communities of California.

VISION

An educational environment that is equitable, accessible, and appropriately funded led by a diverse and empowered faculty.

Every faculty a member, every member an advocate, every advocate informed.

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We value students and the significance of the student-faculty relationship and the opportunity to foster mutual growth and success.

We value diverse voices, perspectives, and cultures of both students and faculty in the quest for social justice and equity.

We value community colleges as a driving force for economic growth, social cohesion, and opportunities for personal advancement for all Californians.

We value collegiality and a working environment that recognizes the importance of all organizational and personal voices in serving students.

We value the growth and development of all faculty members as professionals in service of their communities, their institutions, and their students.

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FACCCTS

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The **FACTS** of **FACCCCTS**

An Anniversary Introduction to the History of the Journal

By Ryan Tripp

Seventy years ago, the California Junior College Faculty Association (CJCFA), composed primarily of full-time instructors, declared independence from its parent organization, the California Junior College Association (CJCA). The institutional rebellion resulted from junior college faculty failure to secure more representation in the CJCA, an association purportedly dominated by state and unified high school administrators. In 1960, California Governor Edmund G. "Pat" Brown approved the Donahue Act and Master Plan for Higher Education, legal blueprints for the respective roles of the University of California, California State University, and the California Community Colleges. The Master Plan also prompted CJCFA officers to publish a newsletter, the *Bulletin of the California Junior College Faculty Association*. But conflicts with the CJCA continued to plague the fledgling collective. During the next half-century, both the CJCFA and its Bulletin nevertheless transformed into the Faculty Association of California Community Colleges and its flagship journal, *FACCCCTS*.

A January 1962 Bulletin headline story explained that "'Democratization' of the California Junior College Association was urged recently to counteract the growing CJCFA movement...the president of the College of San Mateo [Dr. Julio Bortolazzo] told delegates that the CJCA must give classroom teachers full voice in the organization's politics and program in order that it be truly representative." However, authors of the feature story pointed out that Bortolazzo, being both faculty

and an administrator, didn't clarify the differences between the Faculty Association and CJCA.

The CJCFA president followed the 1962 Bulletin cover stories with an invitation to Richard Milhous Nixon, a candidate for the gubernatorial Republican nomination who had denounced the incumbent governor as a communist. At the time, there was a narrative that many community college faculty had communist sympathies. Palmer asked Nixon to deliver an address to the CJCFA convocation at Glendale College. The editor of the Bulletin, John Dowden, published selections from the subsequent speech.

The Bulletin editor reproduced the Republican candidate's promises to demarcate secondary school administration from related, but distinct, junior college administration. Dowden reported that "Richard Nixon characterized the junior college as 'neither fish nor fowl,' caught between local school district controls and higher education plans. He suggested defining junior colleges' status and responsibilities in a new education code. The Bulletin editor believed that Nixon's leadership would be needed for the passage of this new code, but Nixon ultimately lost the election to the Democratic incumbent.

In June 1963, the California Legislature approved SB 604 and the fourth article, fifth chapter of the California Education Code, Division 18.5, authorizing separation of junior colleges from high school or unified school districts. More specifically, Concurrent Resolution 48 requested Bureau sponsorship of academic

1953

The California Junior College Faculty Association (CJCFA) declared independence from its parent organization, the California Junior College Association (CJCA).

1960

California Governor Edmund G. "Pat" Brown approved the Donahue Act and Master Plan for Higher Education.

1963

California legislature approves SB 604 and the fourth article, fifth chapter of the California Education Code, Division 18.5, authorizing separation of junior colleges from high school or unified school districts.

senatorial elections in each junior college. These senates represented faculty in policy administration and academic curricula. Yet the state government still classified junior colleges as "secondary schools" for the purposes of fiscal integration. John Palmer continued to serve as CJCFA corresponding secretary and Bulletin co-editor, alongside mainstay John Dowden.

In February 1963, CJCFA officers hired Sacramento City College alumnus and attorney Bill Smith to act as a CJCFA legislative advocate. CJCFA officers appointed Smith to his very own Bulletin column, the "Legislative Report." He reported on CJCFA-sponsored bills, proposals, and, in November 1964, a petition for "a single agency to coordinate junior college education." In the next issue, editors referred to this agency as a "state board of education for junior colleges" independent of the State Department of Education, first included in a petition for a law "permitting appointment of 15 members of a state board for junior colleges by the governor. Each member would be appointed for a term of eight years with two terms only. Two members would be appointed every two years on the basis of staggered terms."

In March 1966, Bill Smith warned readers that "in an election year there are many pitfalls which elected officials must avoid without creating unnecessary traps." That July, he asserted that "it would be well for the local CJCFA members to see to it that fellow faculty members are informed about the candidates and their views on education and specifically the junior colleges." Three months after Republican candidate Ronald Reagan's gubernatorial victory, the co-editors invited CJCFA President Donald Fitzgerald to respond to the governor-elect's—and then governor's—proposal to deduct 10% from university and state college budgets, as well as his proposal for university tuition.

1969

The California Junior College Faculty Association, rechristened the Faculty Association of California Community Colleges (FACCC), established its main office in Sacramento.

1977

The January FACCC Bulletin inaugurated a new monthly newsletter: *FACCCCTS...Trends, Decisions and Events at the State Capitol*.

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In the February 1967 issue, the CJCFA president admitted that the Republican “governor and his advisors are demanding unconditional surrender from those who support the Master Plan. A likely outcome is increased faculty and student militancy.” In the next issue, Smith predicted that “liberal legislators who are carry-overs are also going to be acting very conservatively this session, a result of the 1966 election returns,” but hoped that the Democratic majority in the State Assembly would force “an open and drastic split with his [Governor Reagan’s] legislative program.”

In a June 1967 Bulletin, Bill Smith discussed SB 669, a law transferring control of California junior colleges to a board of governors appointed by the state governor and confirmed by the Senate. Smith also summarized the Bee Bill (AB 1790), establishing the Chancellor’s Office for California Junior Colleges. The Board of Governors selected and appointed a chancellor, aligning with CJCFA’s early endorsement of the bill in 1963 [1964].

In 1969, the California Junior College Faculty Association, rechristened the Faculty Association of California Community Colleges (FACCC) and established its main office in Sacramento. After the 1974 election of Democratic Governor Jerry Brown (son of former Governor Edmund G. “Pat” Brown), editors of this new FACCC Bulletin refocused reports by Bill Smith’s successor, attorney Karen Angel, on Board of Governors activities as well as legislation such as Proposition 13. After a 1977 retirement, FACCC officers appointed attorney Karen Angel to the position of executive director. Editors suggested publication of legislative articles in a newsletter distinct from the faculty-authored FACCC Bulletin. The next month, an announcement appeared in the Bulletin: “this January FACCC inaugurated a new monthly newsletter: *FACCCTS...Trends, Decisions and Events at the State Capitol*.” Two years later, new Executive Director and attorney Patrick McCallum assumed the role of primary author of *FACCCTS*.

In the December 1982 issue of *FACCCTS*, Patrick McCallum informed readers that “George Deukmejian may be one of the more supportive governors for CCs”. Governor-elect Deukmejian has stated that public education is one of his top priorities.” But in January 1983, McCallum referred to a proposed 8% deduction from

the community college budget as “CCs Duked.” At the end of Deukmejian’s second term, he retrospectively averred that “the community colleges didn’t get the same funding increases during Deukmejian’s second term as say, prisons, but we received just enough to begin the long road to recovery.”

In the December 1990 issue (co-edited by Kelly Wilkerson), FACCC President Dolores Campbell, Vice President Marjorie Lasky, and former President Ted Hamilton critiqued Governor-elect Pete Wilson’s campaign pledges. They called for support in K-14 budgets, community college funds, the Transfer Guarantee Bill, more full-time faculty, and better retirement benefits in an open letter. Four years later, Patrick McCallum and co-editors expressed concerns that Governor Wilson might rely on “phantom federal funds” and increased student fees. Thomas Nussbaum recalled subsidies after enrollment and transfers, a facet of Wilson’s “Partnership for Excellence.”

To counter the uncertainty of the Deukmejian era, McCallum and new *FACCCTS* co-editors David Hawkins and Kim Weir showed faculty endorsement by publishing FACCC’s support for Kathleen Brown, the democratic treasurer, for governor in 1994. Brown’s speech on community college accessibility, fee equality, credit transfer, and faculty involvement was featured. Incumbent Governor Wilson’s victory led to reproducing John Dowden’s CJCFA address by Richard Nixon from 1962, who later became president. The journal’s name changed to *FACCCTS: The Journal of California Community College Faculty*.

The journal continued to highlight calls to action and endorsements. By September 1998, the *FACCCTS* communications committee announced FACCC endorsement of Gray Davis as California governor and published an interview with the candidate. On the heels of Gray Davis’ election to the governor’s office, the reflective piece paved the way for Jonathan Lightman to succeed McCallum as executive director.

Four years later, the FACCC Political Action Committee (PAC)—composed of five full-time faculty—authored an interests-based endorsement for the reelection of Gray Davis. In March 2002, communication committee member John McFarland authored a well-received

brief narrative of California gubernatorial elections. In the next issue, the PAC argued that “FACCC’s role is to advance the interests of community college faculty. In this gubernatorial election, faculty members’ interests are best furthered through an endorsement of Gov. Gray Davis’ reelection...FACCC’s decision is based on Davis’ record on community college issues—not energy, the environment or abortion—and his [incumbent] prospects for victory.” In keeping with new Democratic ideas on contested consensus, the committee identified itself as “bipartisan” and FACCC officers as “bipartisan.” This committee claimed that Davis’ appointees to the California Community College Board of Governors “have transformed this [Republican] environment from rejection and hostility to interest and openness.” According to Executive Director Jonathan Lightman, however, FACCC confidence in Gray Davis wavered during the editorial process for publication of the endorsement. Lightman disclosed “that we struggled with what to do with our endorsement because we suspected that Davis was going to win, but he had already shown signs that he wasn’t so supportive of community colleges (this was prior to the recession so we didn’t know how bad he was). Ultimately, we tepidly endorsed him without any fanfare. We explained our rationale in *FACCCTS*, essentially burying the endorsement on an even-numbered page in the back of the journal.” During the 2003 recall referendum, “it had gotten so bad with him [Gray Davis], there was no possible way we could endorse his continuation as governor. On the other hand, we were not a fan of the recall, which caused a bit of a discussion. In the end, we did not take a position on the recall and supported Cruz Bustamante in the succession election assuming the recall was successful.”

Lightman led a revival in FACCC and *FACCCTS* amid a tough economy that overlapped with Arnold Schwarzenegger and Jerry Brown’s terms in office by navigating the association through the storm of what he described as a “collapsing economy.” A 2008 issue of the journal highlighted his chief purpose for the journal and for FACCC: “student success.” The issue included narrative after narrative of student experiences in the California community college system, demonstrating “the complex nature of the community college classroom.”

By 2014, the FACCC vice president chaired a “publications committee” that supervised the publication of *FACCCTS*, with a staff communications director for editorial guidance and support. Vice President John Smith, a faculty member from Santiago Canyon College, hoped that the journal would feature “a range of faculty voices, from the newly-hired to nearing retirement. The issues highlighted may vary, but the goal is the same—the success of our students.” The next

1990

In the December 1990 issue of FACCCTS, President Dolores Campbell, Vice President Marjorie Lasky, and former President Ted Hamilton called for support in K-14 budgets, community college funds, the Transfer Guarantee Bill, more full-time faculty, and better retirement benefits in an open letter.

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The FACCCTS communications committee announced FACCC endorsement of Gray Davis as California governor and published an interview with the candidate.

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The FACCC Political Action Committee (PAC)—composed of five full-time faculty—authored an interests-based endorsement for the reelection of Gray Davis.

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Bring Community Back to Community College

by Wendy Brill-Wynkoop and Ginni May

California's vast and diverse community college system represents an essential pillar of accessible and affordable higher education for all who seek it. With 116 campuses and over 1.8 million students enrolled annually, these institutions together form the largest system of higher education in the entire nation. Their extensive geographic reach across the state provides open doors to uplift and empower all who strive for personal, professional, and economic advancement, from remote rural areas to urban centers.

However, in recent years, policymakers have tended to overemphasize narrow performance metrics related to transfers and degree completion rates, often losing sight of the more holistic measures of student success tailored to diverse goals and situations. This risks diminishing the comprehensive educational and social missions community colleges have delivered for decades as open-access institutions embedded within the fabric of local communities. With proper resources and supportive policies aligned with student-centered values, California's community colleges can maintain excellence across the full breadth of their offerings and continue serving as engines of economic mobility.

As the system emerges from the upheaval of the COVID-19 pandemic, it now marks a critical juncture to re-center this community-focused vision and create space for policies and innovations that address evolving economic and social contexts. Doing so requires grappling with the true diversity of student needs and life circumstances that shape the pursuit of education differently.

While community colleges serve students of all backgrounds, their open admission policies intentionally target demographics historically underrepresented in higher education. Older adults balancing work and families, single parents, formerly incarcerated individuals, immigrants, first-generation students, and others facing systemic barriers disproportionately rely on community colleges as springboards for advancement.

These students arrive with a multiplicity of circumstances, commitments, and goals shaping their educational journeys. While some seek personal enrichment

and lifelong learning to satisfy intellectual curiosity, others require developmental education to strengthen foundational skills as a necessary first step. Many balance full-time jobs crucial for making ends meet while supporting spouses, children, siblings, or elders. Amid the grind of competing priorities, most can attend only part-time, frequently prolonged over many years, rather than the traditional two for an associate degree.

Nearly all confront challenges meeting basic needs, with housing and food insecurity distressingly commonplace. Blanket policies emphasizing standardized metrics around transfers to four-year institutions and degree completion timelines often fail to accommodate the inherent diversity of student situations and needs. Success cannot be neatly measured by one-size-fits-all technical benchmarks alone. The colleges must retain flexibility and autonomy to nurture each student holistically, helping tailor academic paths aligned to their unique aspirations, constraints, and life circumstances. Resources are sorely needed to help students thoughtfully navigate goals, realistic timelines, financial costs, and other logistics fundamental to staying the course.

While transfer pathways to universities remain invaluable options, short-term vocational programs and career education represent equally viable routes for timely socioeconomic advancement suited to community college students' needs. Skills-building courses, industry certifications, vocational training, and associate degrees directly targeting local high-demand employment sectors can provide entry points into livable-wage jobs without the extended time commitments of prolonged prerequisite course sequences. Strong career education programming strengthens regional economies as graduates put skills to immediate use across healthcare, technology, construction, hospitality, and other essential industries. It enables colleges to adapt offerings to the shifting job landscapes in real-time nimbly. Ongoing partnerships with local government and industry leaders ensure alignment with real-world economic needs.

As automation transforms work across sectors, community colleges will become crucial resources for displaced workers needing to retrain and upskill into newly emerging roles. However, career education cannot be permitted to fall by the wayside in favor of singular

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academic transfer pathways; it, too, requires ample support and thoughtful integration into holistic programs serving diverse students.

Beyond formally enrolled students taking classes for credit, community colleges also serve surrounding communities day-to-day as anchor institutions and invaluable public resources. Their campuses provide communal spaces welcoming diverse groups to come together, interact, and nourish themselves intellectually, creatively, physically, and socially. Across theatre productions, museum exhibitions, developmental education courses, business accelerators, child care services, and much more, everyday citizens can engage with their local college at any age or stage of life. Community organizations and local government agencies connect through forums, com-

mittees, events, and a myriad of partnerships.

This community enrichment capacity holds immense social value yet remains difficult to quantify in metrics-driven funding models. State policies and investments must recognize colleges as more than enrollment numbers and completion data—they require resources and support to weave themselves deeper into the civic infrastructure and provide these communal services.

As inequality continues to fester and widen statewide, integrated student support services are fundamental to helping more students overcome systemic barriers to completion. Emergency financial assistance, public benefits enrollment, mental health counseling, child care, transportation stipends, and other wraparound supports allow colleges to address the root causes behind retention and achievement gaps. Ongoing public investments must expand these offerings through basic needs centers and beyond. While state and local programs have made tuition-free community college a reality for more students, non-tuition expenses like textbooks, supplies, housing, food, and healthcare remain oppressively high

across California. Integrated support services uplift the whole student rather than taking a piecemeal approach.

Those individuals working directly with students on the ground every day—faculty, frontline staff, and administrators—understand their colleges’ unique contexts and challenges best. They must be entrusted

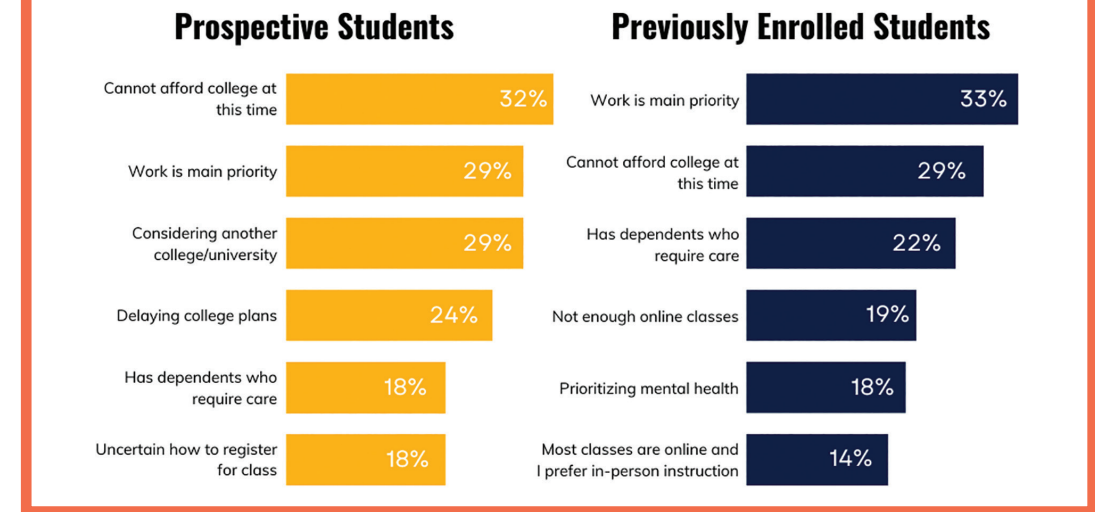
and empowered to take risks, try new approaches, and pursue innovations that increase equity and student-centered outcomes. Imposing excessive top-down mandates or one-size-fits-all regulations from the state risks stifling the local ingenuity needed to drive continuous improvement. The state can strike a productive balance between

providing standards, guidance, and funding while allowing latitude for diverse implementation approaches attuned to each college’s student community and neighborhood setting. Trusting in the expertise and creativity of local stakeholders is essential for progress.

But enacting the full promise of California’s community colleges relies first and foremost on establishing sufficient public funding and investments. Well-intentioned recent reform initiatives have expanded expectations and responsibilities for the colleges without allocating adequate resources to execute this broader mission. This neglect has perpetuated systemic inequities, evident in the continued achievement gaps correlating strongly with race, income, and other societal disparities.

Only with stable, consistent state funding and budgets acknowledging the actual costs of educating students holistically can the community college system structurally transform into an equitably empowering force for all. The Faculty Association of California Community Colleges will continue advocating relentlessly for student-centered fiscal policies that honor the unique value these institutions provide when supported with appropriate per-student funding.

REASONS AFFECTING DECISIONS FOR ENROLLMENT

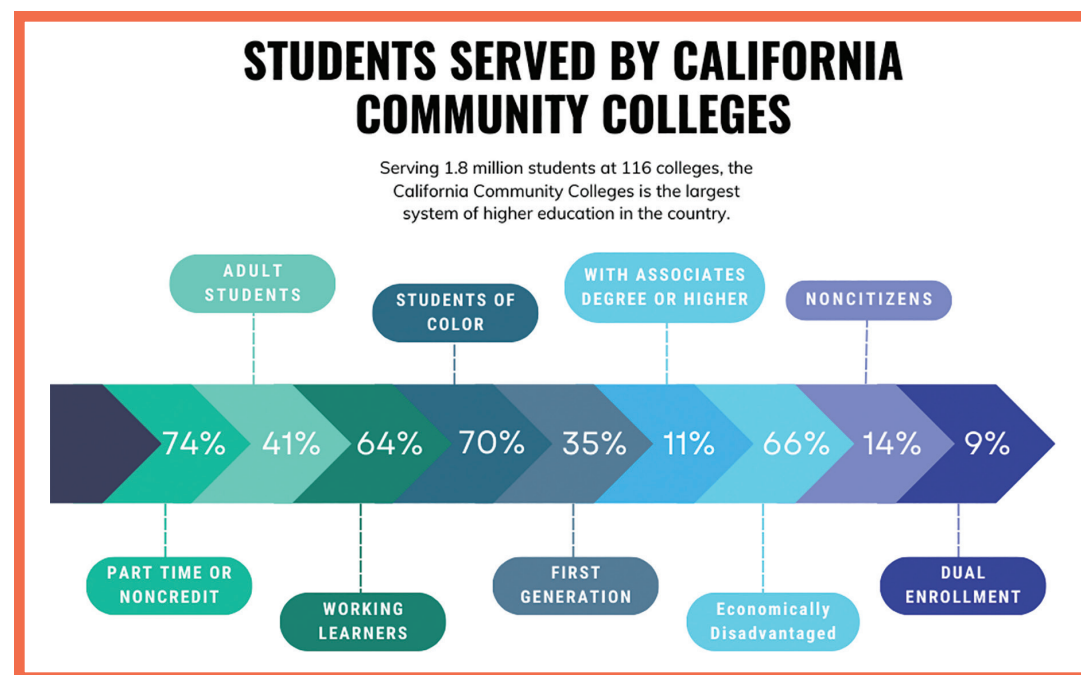


At their best, California’s community colleges represent democracy and social justice in action. They offer inclusive, affordable, high-quality education as an inalienable public good and right for all who seek it, not a privilege for the few. The diverse students who rely on these colleges have faced many systemic barriers yet draw hope for a better future from the profound power of education and skills training.

When adequately supported with funds and policies tailored to their comprehensive mission, California’s community colleges can fully uplift all students’ aspirations while enriching the cultural, economic, and social fabrics of the communities they call home. For the millions of Californians served by these institutions, the community colleges remain valued legacies worth fighting for, everyday emblems of possibility and progress.

The time is now to embrace this potential by recentering holistic services to students and communities, fostering flexible and creative pathways to success, demanding equitable outcomes and inclusion, and supporting the colleges as engines of knowledge, innovation, and growth that advance us all. This is the promise of California’s community colleges. ■

“ While community colleges serve students of all backgrounds, their open admission policies intentionally target demographics historically underrepresented in higher education. Older adults balancing work and families, single parents, formerly incarcerated individuals, immigrants, first-generation students, and others facing systemic barriers disproportionately rely on community colleges as springboards for advancement.



The AI Revolution: ChatGPT's Influence on Education and Integrity

by David E. Balch, PhD,
Professor, Rio Hondo College

Abstract

This article highlights the history and development of chatbots and artificial intelligence (AI), as well as potential positive and negative applications of ChatGPT in academia.

Chat Bot



While some academics see ChatGPT as a potential avenue for diminishing critical thinking and ingenuity, others see it as a tool for brainstorming and creating first drafts.

This article delves into the prospect of misuse and counterfeit scholarly articles, alongside recommendations for educators, such as using ChatGPT as a supplement and not a replacement for critical thinking, promoting digital literacy, and emphasizing the importance of human engagement and creativity in the writing process. In essence, the article stresses the importance of embracing emerging technologies like ChatGPT while also considering their potential impact on education and academic integrity.

ChatGPT, released in December 2022, is a computer program that simulates and processes human conversations, both written and oral. It is the result of a series of developments in chatbots, or chatter robots. Chatbots have been around since the 1950s, when they were created as a response to the Turing test, which questioned if a machine could engage in a conversation with a human without detection as a machine. The first chatbot, ELIZA, was created in 1966 to mimic a conversation with a psychotherapist. Today, the field of chatbot development is rapidly evolving with new chatbots being created regularly, compared to just the one 57 years ago.

The Development

ChatGPT marks a notable advancement in AI-driven writing, showcasing a broader spectrum of capabilities compared to

alternative AI systems such as predictive text applications. Although both predictive text programs and ChatGPT harness the power of machine learning, the construction of ChatGPT entails a multi-stage journey of machine learning and refinement. However, the quality of input remains a crucial issue as the output can only be as good as the data it is trained on. One major concern in the use of artificial intelligence programs is “hallucinating,” or making up facts. In one study by Arthur AI, a platform that monitors the productivity of machine-learning models, GPT-4 performed the best of all the models tested. The debate over misinformation by AI programs is more debated than the 2024 U.S. presidential election.

The principle of GIGO, “garbage in, garbage out,” still applies to AI-generated writing, highlighting the importance of ensuring high-quality input data.

The Impact

ChatGPT has both positive and negative impacts on education. Some educators view it as a danger to the full spectrum of learning, arguing that students will not develop the necessary skills for original ideas and critical thinking. Others see it as a useful tool for brainstorming, overcoming writer’s block, and creating first drafts. Furthermore, they believe that incorporating these technologies into education is necessary to prepare students for a world where they are commonplace. Regardless of personal views, it is essential for academics to acknowledge the impact of ChatGPT, including other AI programs, and not ignore its presence in education.

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Words of Wisdom from FACCC's Presidents

by Amy Leonard

To celebrate the 70th anniversary of FACCC, we chatted with former presidents Dennis Smith, Carolyn Russell, and Leslie Smith. We delved into their experiences during their respective tenures as presidents and gained insights into their perspectives on the present condition of community colleges in California.

What was the highlight for you of being FACCC president?

Dennis Smith: The relationships with FACCC members, staff, and board members plus the student-focused campaigns with the other California community college faculty groups.

Carolyn Russell: The highlight of my presidency was the purchasing of our building, which became visible proof of our stability and substance. Before that, we rented space in what has become The Standard Hotel. We were at the mercy of landlords. Now we are owners.

Leslie Smith: The opportunity to make a difference, every minute of each and every day.

How do you see the community college landscape changing since you were president?

Dennis Smith: While the lowest per-pupil funding rate hasn't changed, a more restrictive "student success" funding formula has emerged as a barrier to access for some students.

Leslie Smith: California was a purple state, we transitioned from a Republican governor to a Democratic one; the Legislature was divided, and you needed bipartisan support to get anything accomplished; Consultation Council had just been established and we were learning to work together; there were major changes inside FACCC itself.

We focused on:

1. making basic skills an equal mission with academic and vocational [training];
2. part-timer rights, including funding for office hours and healthcare;
3. increasing full-time faculty and expanding the definition to include counselors, librarians, and nurses;

4. defeating performance-based funding;
5. responding to national welfare reform through inclusion;
6. continuing to serve all students [despite] budget cuts, being commended and recognized for that, and receiving full funding when the budget came back;
7. defeating common course numbering to ensure that all colleges had the ability to provide courses to meet the needs of all members of their local community and NOT reducing to the lowest common denominator found at all UCs and CSUs;
8. doing our own research to determine the most effective course of action rather than relying on foundations and other players with their own specific agendas and monetary goals;
9. stopping (a) attempts to make the community colleges a statewide system and ending local control which enables serving each and every local community, and (b) discussion of subsuming under CSU as New York does; and
10. creating unified advocacy and lobbying across all segments and organizations so we spoke with one voice and did not hit each other in the Legislature or administration, which meant we had to speak for everyone, NOT regard one group as more important than another.

California has gone "blue", but seems to have abandoned the brilliance of the 1960 California Master Plan for Higher Education, which strived to make higher education free and available to all of California's adults with the full intention of increasing upward mobility and social justice and equity. I heard former University of California President Clark Kerr address the Legislature and he was fully aware that the goal of the Master Plan was to transform our society. Luckily, a significant amount of research has been conducted on how the brain works (reference: www.pbs.org/wgbh/nova/series/your-brain/.) It is clear

that the more open, experimental, and creative the learning environment is, the greater the brain excels and achieves. The marketing ploy of naming all current policy pursuits "student SUCCESS" should entrap no one. Science, as always, should be the underlying basis of all policy proposals focused on learning, education, innovation, and breaking through all barriers.

We have never achieved accepting the top 12% of high school graduates to UC nor the top 33% to CSU. Community college enrollment has plunged by over one-third, yet we have stopped putting ACCESS as the top issue. We are focused on tick marks for researchers and foundations rather than increasing economic opportunity and upward mobility, social justice and equity, dreams, and sustainability for generations to come. While California is certainly building a global economy, we seem to have lost the goal of inclusion. Instead, we are being led by organizations and institutions that are conducting fundamentally flawed research that is encouraging or forcing students to go deeply in debt, enriching international loan companies; focusing on the troubling goals of completion and time to degree; focusing on the student group du jour rather than outreaching and embracing the entire adult population of California. This is tragic.

The concept of deciding what or who you want to be in high school is one of the reasons people left Europe, where you became what your parents were. When I was president, we pushed back on these unenlightened efforts. We were lucky that most folks recognized this was a route to the rationing of education, which became the mantra of Chancellor Jack Scott starting in 2008. The damage they have done is unimaginable. While there have always been the small minded in any community, through unity, valid research, hard work, commitment, and common values, we were able to hold them at bay.

>> continued on page 16

What do you think the biggest issues are facing faculty today, and how do they differ from when you were president?

Dennis Smith: There has been a tremendous acceleration of faculty workload creep in the past 40 years. Faculty primacy for academic and professional matters, student learning objectives, performance-based funding schemes, shared governance, and technology-assisted learning are some of the reasons and too few faculty doing too much work is the result.

Carolyn Russell: The teaching environment has largely changed from in-person contact to virtual. Anyone who has participated in Zoom meetings understands that the dynamics are not the same. The sense of community is gone.

Leslie Smith: Today California has a more diverse population with a wider range of needs; never has the planet had such a pressing need to change the way we do almost everything, and change very rapidly; democracy itself is under attack, and many, many groups are LOSING rights and autonomy; AI is a game changer in ways we are only beginning to imagine; and many, many more globally and locally pressing issues.

I was president in the previous millennium. Faculty were fighting for change and gaining power and unity. We were part of California becoming a blue state, committed to serving more students, and the system itself was embracing throwing off all vestiges of its K-12 past and becoming an equal partner in California's higher education system. We were trying to fulfill the dreams and promises of the California Master Plan for Higher Education. We were always fighting to move the entire system forward, for everyone.

This millennium is a very different era with much tougher and bigger issues. Unfortunately, I think we have lost ground since 2012, but are beginning to turn it around with AB811. Every single facet of society needs the breadth and depth of a comprehensive community college, based on open, and I hope, free enrollment, risk-free, learning from failure, demanding relevancy, serving all communities with endless innovation and experimentation. The task is daunting, but exhilarating; endless, but feasi-

ble; and, of incomparable importance. We can't let the small thinkers, the fear mongers, the entitled "my group first and foremost" zealots destroy the dream. We are too fundamentally important to every single member of our society.

What is one issue that you think all faculty should be paying attention to?

Dennis Smith: More than two of every three California community college faculty have part-time temporary positions and are excluded from doing any of the above "college service" work. This only exacerbates the workload creep for full-time faculty.

Carolyn Russell: Social media are redefining society, creating detachment and isolation. The text you just received supplants the importance of the person standing next to you. Faculty gathering at lunch to discuss teaching failures and successes, to be, well, collegial, is becoming a thing of the past.

Leslie Smith: In the last decade or so, there has been incredible pressure to ration education and compress the mission into a 1950 junior college vision. The result has been a massive loss in enrollment. I remember when we marched in March of 2003 with an enrollment of 2.9 million students. We were protesting proposed fee increases and cuts to enrollment. We won and continued to win for about 10 years. Now fees have increased, enrollment has plummeted to about 1.8 million, although the population and budget have grown significantly, as has the need for an education.

Faculty are on the front lines serving students and different faculty are serving different students. I think the most important issue is for faculty to keep their eye on the big picture, talk to each other, and become a unified voice fighting for an open enrollment, free community college system that is a creative and innovative force for all our adults, regardless of age, gender, background, goals, hopes, and dreams. While it's important to understand and pay attention to the details, the war for the future of the community colleges is in the big picture policy. Faculty need to be leaders at COFO, in Consultation Council, in the Legislature and the Governor's Office, at their own college and across the state in all venues.

What advice would you have for someone interested in becoming FACCC president?

Dennis Smith: The FACCC is the only singularly focused professional organization for California community college faculty. Every faculty member should be a member. One route to learning more about the organization is through the advisory committees.

Carolyn Russell: The assault on free speech, the disrespect for what we can learn from and say about the past, the refusal to listen to opinions contrary to our own are stifling growth and contributing to an incredibly naive American perspective. In 1990, the faculty at my college were using Jerry Rubin's book *Do It* as a teaching tool. In the chapter "F__ God," the F word is repeated 468 times. We had lively discussions.

Leslie Smith: Jump at the opportunity to make a difference. The California community colleges play an incredibly important role in creating opportunity, upward mobility, and fulfilling dreams for California's adults. We are living in a time of incredibly rapid change and the only feasible way of developing solutions, successfully adapting, and thriving rather than fearing change is through education and lifelong learning. The California community colleges need the best thinkers and open-minded leaders to fulfill our mission and obligation to our state. The presidency of FACCC is a critically important position, not only to our faculty and students, but also to the entire public education system, our economy, social justice, equity, and, quite literally, to the future for all of us.

What do you miss most about not being FACCC president?

Dennis Smith: Being at the center of the professional and political universe for California's community college faculty and students.

Carolyn Russell: Don't underestimate the need for, and power of, activism and advocacy in contributing to student success and maintaining safe places to explore controversy.

Leslie Smith: Making a difference, finding friends and allies, fighting the good fight 24/7/365. There was never a dull moment—sometimes good; sometimes bad; sometimes thrilling; sometimes infuriating; sometimes fun; sometimes exhausting—but always important.

Final thoughts to share with the FACCC audience.

Dennis Smith: Even if a person has retired as a community college faculty member, they can remain connected to FACCC and be effective as an advocate for the issues they care about. Also, much gratitude to the FACCC staff and members for the ongoing excellent work.

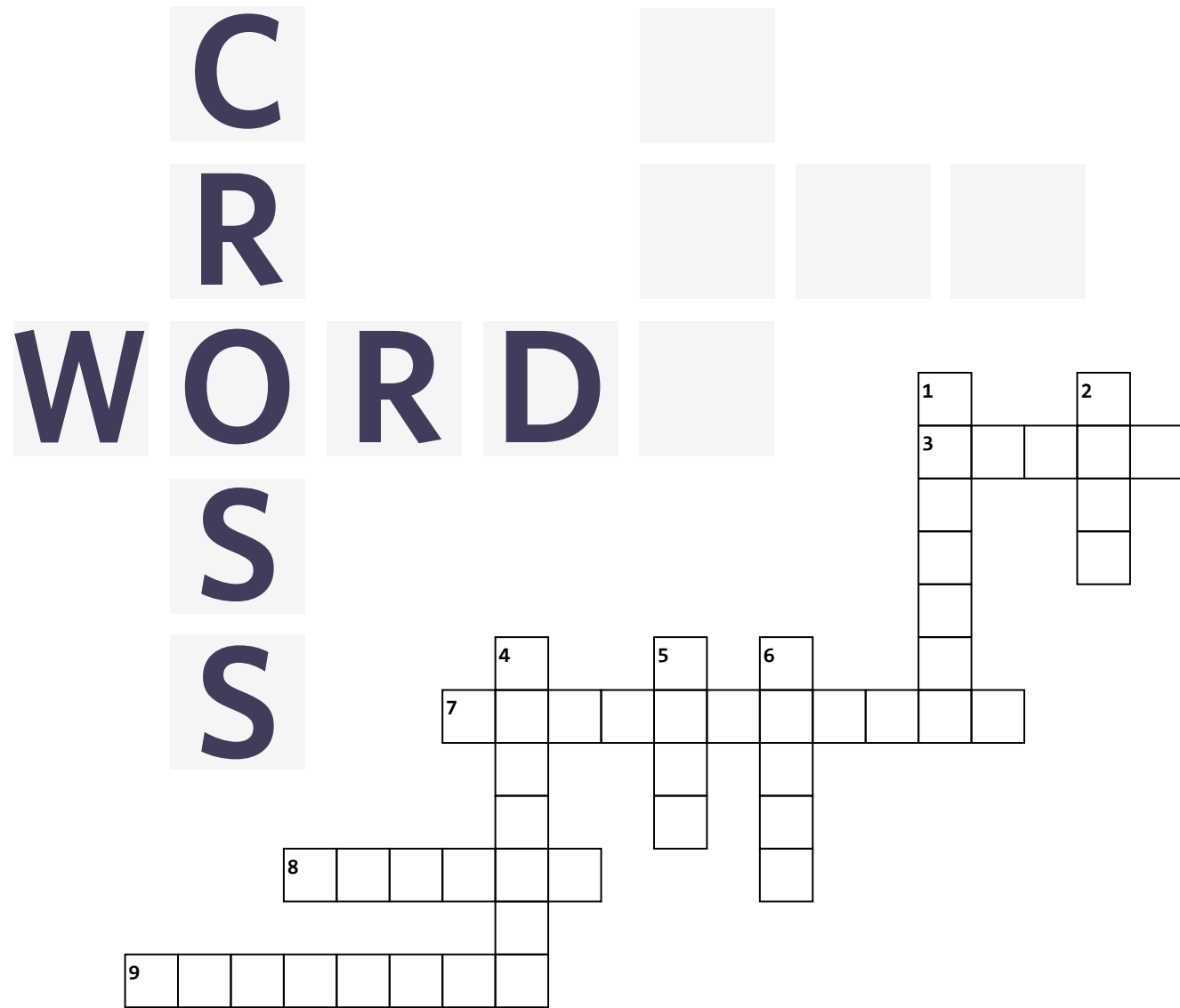
Carolyn Russell: I miss working with Jonathan Lightman, one of, if not the, brightest, most compassionate, respected, and creative persons to have ever worked in Sacramento. Best of all, he was FACCC's face.

Leslie Smith: Remember that completion is not the best or most important aspect of anything, especially education. The journey, learning, exploring, creating, enjoying, failing, trying, and getting back up are all part of the experience, and success is wonderful. Take your time to fully engage. It's the opportunity of a lifetime.

In anything that is important, there are always detractors, people or groups who find power in destruction and fear, rather than building and enlightenment.

Never let them drag you down, pull you off track or subvert your soul.

From American poet Jorie Graham, "this is your moment, the moment your soul showed up incarnate. In this world. It is an astonishing moment to be alive. It's your one life. You've entered it at a point when everything you do matters. How often does a soul get to live in such an era?" ■



Across

- 3. A recent bill that affects ESL and pre-college math and English
- 7. FACCC members' activism
- 8. The title of FACCC's Saturday publication
- 9. Public support for a particular cause or policy

Down

- 1. The main FACCC publication
- 2. The year of FACCC's 70th anniversary
- 4. Professors and counselors in CA community college
- 5. The acronym for the funding formula for CA community colleges
- 6. Black, Indigenous, and People of Color

(solution on page 21)

year, the FACCC president added that the Faculty Association had endeavored to elevate career technical education “more prominently on the state’s agenda.”

In the six years before the COVID-19 pandemic, the “publications committee” became the “communications committee” once more, with part-time faculty serving as chairs and FACCC associate directors and event coordinators as editorial advisors. In 2018, FACCC cautiously endorsed Gavin Newsom for California governor. FACCC further endorsed Newsom’s reelection, but communications committee members had grown leery of Newsom’s track record on various bills, including those pertaining to part-time faculty.

In the pages of *FACCCTS*, communications committee members and FACCC officers additionally promoted the idea of an ethnic studies requirement in California community colleges. The “signing of AB 1460 by Governor Newsom [for CSU]” and “expected growth in demand for courses in ethnic studies disciplines at California Community Colleges” fueled debates over a similar requirement in the community colleges of the Golden State. The Academic Senate for California Community Colleges subsequently proposed the following revisions to Title 5 §55063:

“Effective for all students admitted to a community college for the Fall 2021 term or any term thereafter, competence in ethnic studies shall be demonstrated by obtaining a satisfactory grade in a course from an ethnic studies discipline at the first- or second-year level. Satisfactory completion of an ethnic studies course at the first- or second-year level shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b) of this section. The competency requirements for ethnic studies may also be met by obtaining a satisfactory grade in courses in ethnic studies taught in or on behalf of other departments and disciplines that adhere to the minimum qualifications for ethnic studies disciplines as delineated in the California Community Colleges.”

Amid the COVID-19 pandemic in July 2021, the California Community College Board of Governors approved ASCCC/5C Title 5 §55063 revisions. These changes were seen as a response to faculty and student calls for an ethnic studies degree requirement. This move aligned with efforts to establish ethnic studies as a transfer requirement for CSU. Board of Governors President Pamela Haynes emphasized the opportunity for equity by fostering diversity, equity, and inclusion (DEI) and anti-racism in the system to better serve students and communities.

As the state Legislature increases its willingness to legislate community colleges, *FACCCTS* authors and editors will be there to evaluate, engage, publish, and make the history of the Faculty Association of California Community Colleges. ■

2014

The FACCC vice president chaired a “publications committee” that supervised the publication of FACCCTS, with a staff communications director for editorial guidance and support.

2018

The “publications committee” becomes the “communications committee,” with part-time faculty serving as chairs and FACCC associate directors and event coordinators as editorial advisors.

2021

Amid the COVID-19 pandemic in July 2021, the California Community College Board of Governors approved ASCCC/5C Title 5 §55063 revisions.

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AI | Continued from page 13

Potential Abuse

The concern over the potential misuse of ChatGPT is significant, as demonstrated in an instance in which a research paper authored by ChatGPT successfully passed peer review as if it had been written by a person. Academic journals, like *Springer-Nature*, are implementing policies that do not allow the use of ChatGPT (or other AI programs) to be listed as an author. Additionally, ChatGPT has demonstrated its ability to create academic abstracts that achieve peer review acceptance, even when reviewers are informed that some of these abstracts are fabricated.

While programs can reduce proofreading drudgery, ChatGPT produces texts that students might submit, and recent studies have shown that it can fool scientists nearly one-third of the time. However, AI detection tools like the GPT-2 Output Detector have proven effective in distinguishing between authentic and ChatGPT-generated text.

The discourse surrounding the use of AI-generated writing in academia is still in its early stages, and educators should not only coexist with this innovation but also integrate it into their teaching methods. In 2023, *The Chronicle of Higher Education* reported on the outcome of a virtual forum attended by 1,600 people on how ChatGPT affects education, with recommendations including communicating with students, being cautious about detection tools, using other methods to bolster academic integrity, utilizing ChatGPT as an educational aid, emphasizing the importance of digital literacy skills and, most importantly, starting a conversation on campuses or in disciplines about the use of AI-generated writing.

At the global scale, UNESCO has adopted a position regarding AI. As highlighted in a recent report titled *Generative Artificial Intelligence in Education: Exploring Opportunities and Challenges*, it's evident that AI is exerting transformative influence on the world. In response, educational institutions must reconsider their approaches to learning,

aiming to equip students with essential skills like critical thinking, creativity, collaboration, and a sound understanding of ethical AI. Adapting educational paradigms to the AI era becomes imperative in ensuring that students are suitably prepared for what lies ahead.

Applications

The release of ChatGPT in December 2022 has revolutionized how we interact and record information. While AI has exerted beneficial as well as detrimental effects on the educational process, educators must integrate this technology into their teaching methods.

ChatGPT serves as a versatile instrument, facilitating brainstorming, aiding in writing and research, fostering digital literacy, and upholding academic integrity. Nevertheless, it also carries potential drawbacks, including the risk of diminishing critical thinking and creativity, susceptibility to misuse, and an excessive dependence on technology.

To transform these negatives into positives, educators have the opportunity to promote the utilization of AI-generated writing tools as supplementary aids. They can establish guidelines that prohibit the incorporation of AI-generated content in academic research or publications, provide instruction on discerning the reliability of information produced by AI, underscore the importance of human involvement and innovation in research and writing, and encourage the use of technology to be viewed as a tool, but not a replacement, for human abilities. ■

The discourse surrounding the use of AI-generated writing in academia is still in its early stages, and educators should not only coexist with this innovation but also integrate it into their teaching methods.



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