

To the Board of Trustees,

I submitted my vote of no confidence in PCC's administration and President Rocha for NONE of the reasons the Board supposes. I have never taught winter or summer courses, and your open letter to all of us was naïve at best. I am greatly saddened that I even have to write this letter because it means the Board is sorely out of touch with PCC, and when its constituents voice an opinion, it resorts to disbelief or tries to shrug it off. It also pains me to admit I'm a coward. I struggled with the issue of signing this letter, and decided against it. Why? Because I need to keep my job, and I need NOT to find myself in the snake pit that PCC's governance has become. I fear you, dear Board, and the moat Dr. Rocha has been allowed to build.

I believe that all divisions, departments, and individuals have their own concerns and problems. Here are mine:

1. The lack of transparency and communication
2. The complete lack of faculty input on pedagogical matters.

A few examples of the *transparency and communication* problem:

a) Who from the faculty and students participated in the President's performance review? Perhaps if the Board had asked these constituents, Dr. Rocha wouldn't have received such high marks, and the Board wouldn't be so shocked at the vote of no confidence...?

b) Where is my new laptop promised to me by last November? Where is Dwayne Cable? Where is the communication and transparency about personnel and promises made to us? If the administration promises something and then it doesn't deliver, how am I supposed to keep a high level of confidence in its expertise? When it doesn't communicate, I'm left with two choices: either the administration is lying or it's incompetent.

c) We are falsely advertising PCC on KPCC with slogans like "a global community college for the 21st century," and "Committed to sustainability." My office computer was considered old at the end of the 20th century (not to mention what our classrooms look like), and I don't see any blue recycling bins anywhere in classrooms or offices. Shame on PCC's PR! We're not even "coloring" the truth. We're lying on public radio.

d) Strategic decisions are arrived at dictatorially. I am not so upset about canceling winter as I am about HOW it was canceled. I do feel PCC was not smart when it was the only community college to have done so. Take College of the Canyons, for instance. They offered online classes in winter, and began spring in early February. So much heartache could have been avoided if we sat down and communicated at PCC. Also, look at how many community colleges DO HAVE winter sessions. They must have come to very different conclusions about student success than we have...I

agree that students who don't take the 6-week winter session will forget things...how much do you think they'll forget during the 4-month summer break?

e) How about block scheduling? I still have no notion about what this will mean for me. What about realignment? If I don't know who in my department will get how much release time to be chairs, how am I supposed to plan for Fall?! I am very suspicious that the administration is either incompetent OR it is deliberately waiting for the long summer to be able to make decisions without faculty input.

COMMUNICATE! BE A MANAGER, NOT A DICTATOR! AND MOST OF ALL, LEARN FROM YOUR CONSTITUENTS! WE ARE SUPPOSED TO BE A SCHOOL, AFTER ALL.

Quick examples of pedagogical matters that have spiraled out of control:

I was hired to teach and to remain on the cutting edge of my field and the pedagogy of it. The administration's job is to facilitate it. At PCC, the administration is overstepping its boundaries and has blatant disregard for my expertise. As a result, I have resigned from all committee work since Dr. Rocha took the helm.

Some examples: NCNs...Why was I forced to re-examine NCNs last year if it doesn't matter what I said?! I was EIGHT YEARS OLD in 1982, which I believe is the year the administration wants to revert NCNs to. Where can I find these NCNs? (Communicate!!) Nowhere have I seen any pedagogical research that states 1982 is a benchmark year for how many millennials we should have in the classroom. If anything, what I DO know, is that students are overwhelmingly NOT prepared to succeed in college-level classes. I also don't think that by giving me more money, I will be able to magically create more time and help MORE students succeed in overcrowded classes. For me, it's not about extra money for high-enrolled classes. I am not a prostitute. I am an expert in teaching. RESPECT ME AND MY EXPERTISE. And by the way, in 1982 distance education was where exactly?? What about the national benchmark of 30 per online course??! May I also ask that Dr. Rocha stop teaching at PCC? We hired him to preside, not to teach. If he wants to teach, he should find a part-time gig on his own in the open marketplace. Otherwise, I demand that I be allowed to work as president of PCC part-time!

“Strategic enrollment management:” Again, my pedagogical expertise of what and when should be taught have been thrown to the wind. Instead, administrators ram down my throat what I should teach. RESPECT ME AND MY EXPERTISE.

To make matters worse, my department has one of the worst full-time to part-time instructor ratios. This results in the full-time faculty taking on a disproportionate amount of administrative work. We have been asking for vacant positions to be filled—to no avail. Now that every decision under realignment is politicized, how are we supposed to have our voices heard?

Let me end on a positive note...my favorite thing at PCC: Canvas. Why? It's a communication tool that tells the truth, and functions as it should. It also allows and respects input from all its constituents. In other words, IT LEARNS.