



INSTRUCTIONAL NOTES

April, 2007
Volume XXV, No. 3

A Santa Rosa Junior College
Publication from the Office of the
Vice President of Academic Affairs

NOTES FROM THE VICE PRESIDENT - Dr. Mary Kay Rudolph

Welcome to the April edition of Instructional Notes. As we near the end of the semester, we hope to provide you with timely news and reminders about many issues in Academic Affairs: grades and graduation, tips for your syllabi on emergency preparedness, flex requirements and instructional equipment requests, PEP and VATEA proposals, progress on hiring committees, the status of our Piner-SRJC Early College program and some opportunities for study abroad positions. You and your colleagues have also spent many hours on process improvements at the district systems level. Updates on the progress of the new curriculum process and the new program review will, I hope, help to keep you informed as we move forward to fully adopt these significantly improved models. We end our Notes with an Economic Update from Chuck Robbins which he shared at the Economic Development Institute Forum this past Friday.

I hope you find this missive informative and useful. I welcome any suggestions for topics you would like to see covered in our next and final issue for the year, which should arrive at your computer near the end of May. Have a wonderful and much deserved Spring break!

Mary Kay

Mary Kay Rudolph, Vice President of Academic Affairs



END-OF-SEMESTER REQUIREMENTS

Grades Turned in Late Adversely Affect Students

Late grades can cause major disruptions in the lives of students. Spring grades are especially important to students planning to transfer or graduate. If their spring records are incomplete, their eligibility for scholarships, financial aid or intercollegiate sports could be affected.

All final grades must arrive in Admissions & Records by 5pm, May 30, 2007. Please use a dark #2 pencil to fill in the Final Grade Report, and sign the Official Roster in ink. Final Grade Reports and Official Rosters must be turned in together. If you did not receive an Official Roster, contact Admissions & Records at 522-2788 before turning in grades so we can order a replacement for you.

PLEASE SUBMIT GRADES IN PERSON to the Santa Rosa or Petaluma Admissions & Records Office, **May 21-25, and May 29-30, from 8am-5pm. We will also accept grades on Saturday, May 26 from 8:30am to 12:30pm at the Santa Rosa campus.** Grades may also be submitted through **INTERCAMPUS MAIL.**

Additionally, if you are unable to submit grades by one of the two preferred options stated above, you may send your grades by U.S. mail. However, you will be responsible for providing an envelope and postage, and ensuring that your grades arrive by the deadline. **Please make copies before mailing your grades.**

Thanks for your cooperation last fall, and your continued cooperation this spring.

Finals Required for Semester Length Courses

College policy requires the instructor to have "an examination, project, or review activity" at the end of all full semester and summer session courses. (Short course finals, which are optional, are to be offered during the last class session of the course.) An instructor shall be allowed to deviate from the published final schedule only if the change will not create a final schedule conflict or other hardship on students. Any such change requires **prior** approval of the department chair and supervising administrator, and must be communicated to students immediately. The intent here is that deviations from the schedule should be rare and granted only for exceptional circumstances.

FACULTY ATTENDANCE AT SRJC GRADUATION

This is a reminder that it is a **requirement** for all regular faculty and temporary faculty (those filling replacement positions for regular faculty) to attend graduation ceremonies on **Saturday, May 26, 2007.** Adjunct faculty are encouraged to attend, but it is not required.

If you wish to be excused from attendance, prior approval is required from the President.



Teach in London, Spain, or Florence 2008-09! Apply By Friday, September 21, 2007

SRJC's Study Abroad program is accepting applications for faculty interested in teaching in the fall 2008 London, fall 2008 Spain, and spring 2009 Florence study abroad programs. The deadline to apply is Friday, September 21, 2007.

Faculty from all disciplines are encouraged to apply. Participating faculty will also serve as advisors to students during the program. Any proposed curriculum to teach abroad must have broad student appeal. Faculty are also expected to recruit students for the program. You must spend a considerable amount of time prior to departure assisting with the program promotion and student orientation to ensure adequate enrollments.

You can obtain applications by calling the Study Abroad office at (707) 527-4441.



SRJC Classroom Preparedness Tips (cut and paste into your syllabus if desired):

- ✓ **Evacuation/Fire Alarm Sounding**
Audible alarm means exit the building
Lead class to your pre-designated area and take roll
Tip – Pre-determine who will provide assistance to anyone with special needs!
- ✓ **Earthquakes**
Take shelter under desk, table or door frame to protect yourself
After shaking stops - if there is damage - tell class to collect possessions & evacuate
Tip - pre-designate where you'll want your class to meet!
- ✓ **Power Outage**
When power does go out and stays out for 10 minutes - evacuate the classroom
Go to your pre-designated meeting point and decide when/where to resume class
Tip – You can find another room with lights and continue class!
- ✓ **Reporting an Emergency**
Call JCPD Dispatch at 527-1000 any hour or day of the week
Report power and utility issues to Facility Operations at 527-4231
Tip – Contact your CIRT team for information on disruptive students!

For further information contact Don Silverek – Emergency Preparedness Coordinator at 707-535-3789 or email him at dsilverek@santarosa.edu.

Here is another suggestion for course syllabus “boiler plate” language regarding Emergency Preparedness and accommodations for students with disabilities. If you would like an electronic copy, email Patie Wegman in Disability Resources at pwegman@santarosa.edu

Emergency Evacuation Plan

In the event of an emergency during class that requires evacuation of the building, please leave the class immediately, but calmly. Our class will meet at _____ to make sure everyone got out of the building safely and to receive further instructions. (If the class is on a second or higher floor, provide clear directions to the stairs). If you are a student with a disability who may need assistance in an evacuation, please see me during my office hours as soon as possible so we can discuss an evacuation plan.

Accommodations for Students with Disabilities

If you need disability related accommodations for this class, such as a note taker, test taking services, special furniture, etc., please provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) to the instructor as soon as possible. You may also speak with the instructor privately during office hours about your accommodations. If you have not received authorization from DRD, it is recommended that you contact them directly. DRD is located in Analy Village on the Santa Rosa campus, and Petaluma Village on the Petaluma Campus.



2007-2008 VTEA PROPOSALS DUE APRIL 5TH

Proposals are now being accepted for Vocational Technical Education Act (VTEA) funding for 2007-2008. These funds come to the community college to improve occupational programs in such areas as equipment acquisition, curriculum development, professional development, marketing, etc. They may also be used for services to "special population" students enrolled in occupational courses. "Special population" students are limited English speaking, economically disadvantaged, single parents, displaced homemakers, or disabled.

For a copy of the VTEA Request for Proposals, contact Stephanie Thompson at x1506 or sthompson@santarosa.edu.



Piner-SRJC Early College Program

Piner Early College freshmen have recently completed their second SRJC course since commencing this four-year program: COUN 61, Introduction to Career Development. Students will be visiting SRJC on their first campus tour Thursday, March 29th. Piner staff is facilitating and supporting a homework club for students and are developing a writing support class for second year students. Early College parents are very active, participating on the advisory, work team, and parent committees.

Recruitment for fall 2007 commenced in late 2006 and will continue as space is available. Currently 49 applications have been received from qualified candidates.



FACULTY RECRUITMENT UPDATE

Spring recruiting for new Fall hires is in full swing as we prepare for twelve new full-time faculty in the following areas: Anthropology (Museum Director), Anthropology (Physical Anthropology Laboratory Coordinator); Disability Specialist/Acquired Brain Injuries, Disability Specialist/Petaluma, Economics, Fire Technology, Head Athletic Trainer, Life Sciences (General Biology), Life Sciences (Anatomy/Physiology), Mathematics/Petaluma, PE Instructor/Head Basketball Coach and Spanish/Petaluma. Committees are at various phases in the process from extending their priority deadlines in order to attract new applications to beginning the paper screening process to completing initial committee interviews. The first job offers may be made as soon as end of April with the hope of having all positions filled by June.

There are also four management/educational administrator recruitments currently in process for the following positions: Dean I/Arts, Culture & Communication, Dean I/Science & Applied Technology, Dean III/Curriculum & Educational Support Services, and Vice President/Executive Dean, Petaluma Campus. Paper screening and interviews (for some) have started on each of these recruitments. All four positions will hopefully be filled by the end of this fiscal year (July 2007). Two positions have been filled – Dean III, Liberal Arts was filled by Kris Abrahamson (former Dean, AC&C) in March, 2007, and Dean I, PE, Dance and Athletics will be filled by James Forkum, who starts on May 14th.

The one-year open application period for adjunct pools has been in effect for about a year now. See <http://www.santarosa.edu/hr/PDFs/Adjunct%20Pools.pdf> for open areas – departments that are interested in reopening should contact the Human Resources Department.



Curriculum Update

Kris Abrahamson, Dean of Liberal Arts and Sciences
Acting Dean for Curriculum

In mid-April, a new Curriculum Development system will be launched. This will replace the old Reflections curriculum entry system. The new system will be web-based and will be more like word processing, making it much more user friendly. Faculty members are encouraged to learn how to enter courses. Two Curriculum Development trainings are planned for late April and one for May. All are eligible for "flex" credit.

The Academic Senate has recently approved a resolution giving more powers to Cluster Tech Review Committees. Those committees will soon be allowed to recommend approval of minor changes, which will then be approved as "consent" items by the Curriculum Review Committee (CRC). This should help in processing the large volume of curriculum that needs updating every year.

The CRC will be having its annual retreat on May 4, 2007. One of the major goals of the committee is to draft a new version of the *Quick Curriculum Guide* for Academic Senate approval by early next fall. SRJC has 3,000 active courses in the curriculum database. The CRC approves about 350 courses a year in addition to numerous certificates and majors. Kudos to the hard-working members of this committee!



Program Review Update

Kris Abrahamson, Dean of Liberal Arts and Sciences

This spring, academic departments will continue to complete the annual Program Evaluation and Planning (PEP) process. Data packets with new, enhanced data have been sent to each department chair. The PEP process is intended to generate departmental dialogue around departmental goals and needs, including the need for classified staff, faculty, equipment, and facilities. The PEP and instructional equipment list is due **Friday, April 20** to the supervising dean or administrator.

Next year, a new Program Review web-based template will be launched. This new document will be used campus-wide by every component at the college, with special sections unique to each component. The new Program Review will summarize in one document requests for increased budgets, classified staff, faculty, equipment, and facilities. It will eliminate redundant paperwork and allow for better prioritization of needs at every level of the college. It will place special emphasis on planning for and prioritizing new initiatives. Trainings on the new system are planned for next fall.



*Enhance Your Teaching or Presentation Skills
with an **Instructional Skills Workshop (I.S.W.)** or
Presentation Skills Workshop (P.S.W.)*

- *Twelve spaces are available in an **Instructional Skills Workshop** for either full-time or adjunct faculty or a*
- ***Presentation Skills Workshop** for administrators, classified staff or managers.*
- *Both Workshops will be held **June 11-14, 2007.***

WHAT IS IT?

A practical, participatory 24-hour laboratory in which you can experiment with teaching or presentation techniques in a supportive atmosphere with peers. You will prepare and deliver 3 "mini-presentations" and receive immediate written, oral, and video feedback on them while connecting with colleagues from other disciplines.

WHEN IS IT?

Monday - Thursday, June 11 -14, 2007

9:00 am - 4:00 pm

Location: TBA

Six participants and two facilitators make a complete workshop. You commit to four 7-hour days (includes one hour for lunch) and preparation time outside of the workshop. There is no charge for the workshop. Two units of salary advancement credit are available upon completion [for *faculty* as spelled out in the AFA Contract].

Questions? Call Jennifer Mann at 778-2495.

Advance reservations are required. Return a reservation form to the Resource Center for Staff Development by Friday, April 27 before 4:00 pm., or contact Jennifer Mann at jmann@santarosa.edu. Print your reservation form at www.santarosa.edu/src, click on *Forms*. *Classified Staff must have prior approval from their Supervisor to attend.*

Staff Development News

By now all faculty with a flex obligation should have received a statement showing their flex obligation and current status. If for any reason you have a question or concern regarding the information on the statement, **now is the time to contact the Resource Center for Staff Development**. We are here to help!

May 4, 2007 is the Flex Program deadline

All Verification Forms, Notice of Absence Forms or "Intent to Complete Pre-approved Activity" Forms must be received in the Resource Center by May 4.

Important to know:

- Mandatory Day Verification Forms and Flex Activity Verification Forms may be obtained via the Resource Center for Staff Development website: www.santarosa.edu/src, click on *Forms*.
- **IMPORTANT: STRS Credit will be lost and your pay docked** if verification of fulfilling your professional development obligation is not received in the Resource Center **by May 4.**
- Notice of Absence (NOA) Forms must be received in Human Resources **by May 4.** *Please submit a photocopy of your NOA form to the Resource Center as well.*
- Regular Faculty participating in activities between May 4 and June 30 must file an "Intent to Complete Pre-approved Activity" form **by May 4.** A Verification Form is also due to the Resource Center **before June 30, 2007.** Please be aware that if a Verification Form is not **received by June 30,** you will be responsible for reimbursement of pay received for those hours. The June 30th deadline applies *only* to Regular Faculty with an "Intent to Complete Pre-approved Activity" form on file.

Please note the following information regarding filing an NOA form, per the Memorandum of Understanding, PDA/FLEX Pilot 2006–2007:

- If a regular faculty member does not complete the 24 hours of professional development activities **before June 1, 2007** s/he will risk losing pay which will affect STRS credit for that year. The benefit of flex activities means that there should be no need for "make-up" activities. For that reason, faculty who do not meet the 24 hours of obligation may be required to use sick leave or personal necessity leave to fulfill their obligation **and to avoid payroll docking.**
- Adjunct faculty who do not fulfill their obligation may file an absence form either for sickness or personal necessity for mandated institutional days if those are the activities they have designated as meeting their flex obligation. For more information, go to www.santarosa.edu/src, click on *Professional Development*, then select *Flex Program*.

If you have any questions or concerns regarding the Flex Program or your obligations, please contact the Resource Center for Staff Development immediately. Please help us to help you...let us know if your statement reflects an error or omission. We want to make it right!

**Michelle Poggi • 522-2602
Elizabeth McPherson • 527-4852
Fax • 707-522-2651**



Petaluma Campus Update – Spring 2007

The Petaluma Campus is bustling with activity as you can see from the summary of activities below. The buildings that are part of the Phase II expansion are all taking shape and it is exciting to be able to visualize what the campus will look like when construction is completed. More and more you will hear the terms “destination” and “regional” in reference to the Petaluma Campus. Destination is being used to describe the expanding curriculum being offered in Petaluma and the increasing numbers of students who are able to complete all of their associate degree, university transfer or certificate requirements without traveling to another site. Regional is being used to describe the expanding geographic area being served by the Petaluma Campus which includes from Rohnert Park south to the Marin County Line and from Sonoma west to Bodega Bay. The campus also continues to attract a significant number of out-of-county students who are attracted by the quality and scope of our programs and the talented faculty and staff who make them possible.

1. Phase II Expansion

- a) Construction remains on schedule with occupancy of the new Maintenance Building to occur very soon.
- b) Furniture and equipment lists have been completed and we appear to be within the budget based on preliminary estimates.
- c) Component Administrators are updating the classified staffing proposal initially developed a couple of years ago. Some hiring is likely to occur in the 2007-08 year.
- d) Patty Kolin will be assisting with the development of a plan to deal with the “Move” – sequence, temporary locations, calendar, etc.

2) Blackwill Clock Tower Dedication

Approximately 150 people attended the dedication and reception including many faculty, staff and retirees. Duane Blackwill's family was very impressed and touched by the turnout and acknowledgement of Duane's contributions to the Petaluma Campus as we know it today. Copies of the program are available in the Administration Office if you would like a copy.

3) Hiring Update

- a) Faculty – The Math committee has completed its work and the finalists will be interviewed in the next several weeks. The Spanish Committee and Fire Tech Committee are busy paper screening and setting up interviews.
- b) VP/Executive Dean – The committee is reviewing applications with interviews scheduled later in April. Forums will be held in May but no dates have been announced.
- c) Classified – We welcome Coey Morris and David Mattos to our staff. Coey replaces Carl Dobson and David fills a new full time custodial position.

4) Classified Recognition Week

The classified staff of the Petaluma Campus will receive a special Appreciation Luncheon on April 3rd as part of the Classified Staff Recognition Week. Over 50 faculty and staff plan to attend the luncheon which will include a special raffle prize created for the occasion by Dean Ofelia Arellano.

5) Fall Class Schedule – Growing Smartly

The Petaluma Deans, Scheduling Office and faculty are working with the department chairs to complete the final proof for the fall 2007 schedule of classes. "Smart growth" is the key for fall. The schedule will continue to grow as the campus prepares for the occupancy of the expanded campus but not at the expense of efficiency. We also need to consider courses that will attract students during non-traditional days and times due to the impacted schedule during prime days and hours. Ofelia and Robert welcome your suggestions.

6) Petaluma Education Plan Update

Ofelia and Robert continue to receive input from faculty on revisions to the Education Plan for the Petaluma Campus. The deadline for input was last week but has been extended. The first draft of the revised Education Plan should be ready for review in late April.

7) Building Names Approved by Trustees

In March, the Board of Trustees approved the names of three buildings on the Petaluma Campus:

- (a) Kathleen Doyle Hall (formerly know as Bertolini Hall)
- (b) Carole L. Ellis Hall – the area currently occupied by the Mahoney Library, Media Center, Campus Police and classrooms/offices on the second floor above these areas.
- (c) Richard W. Call Hall – what we are temporarily calling "Building K", the new building with classrooms, offices, Tech Academy, labs, etc.

8) Capri Creek Restoration

The restoration project for Capri Creek got a nice boost recently when the NRM 103 class (Restoring Native Habitats) taught by Karen Tillinghast and Jay Pedersen planted approximately 100 native plants along the creek bank with support from Coey Morris. This was a great hands on learning experience for students and an excellent way for the campus to fulfill its commitment to the restoration of Capri Creek.

9) SRJC Foundation Friends of the Petaluma Campus

The "Friends" sponsored the recent lecture by our own Mary Pierce which attracted a very nice turnout of students, staff and community members. Thanks go to Mary for bringing the Tauzer Lecture to Petaluma. Momentum is building for the \$1,000,000 "Build a Future - Fulfill a Dream" campaign which is currently in the silent phase. Contact Lyndi Brown for more info.

After Economics

Economic growth is not merely the enabler of higher consumption; it is in many ways the wellspring from which democracy and civil society flow.”

Benjamin Friedman, Atlantic Monthly, July/August 2005

In previous framing documents, we have talked about a new, “flat” world, a landscape of Internet-connected individuals collaborating across continents, solving critical problems in multi-cultural teams, and creating innovative products using astonishing new technologies. Individuals with the appropriate skill sets should benefit greatly in this new world. Those without the needed skills to adapt, to communicate, to collaborate, and to create will be in danger of economic stagnation. Declining economic standards and reduced opportunities have distressing consequences for society, far beyond the daily despair of those individuals trapped in poverty.

In this flat world, wage gaps are already growing, increasing the spread between the salaries paid for higher order skills and the money that low-skilled workers earn. Economic analysts have various theories about the causes of wage and skill gaps, but few argue that the economy and society have changed:

- Wages are stagnant despite a rise in corporate profits
- Many college graduates with a four-year degree face a difficult job market and often depressed starting salaries
- The weak housing market may cause a national recession
- The boomer generation is beginning to retire, opening thousands of jobs but also increasing demand for special services related to health and wellness

It’s the economy, we think

Occasionally, it is difficult to understand the nature or rate of changes. In January, The Press Democrat carried an alarming headline:

“County losing jobs, workers”

- “The county is still struggling to maintain a pattern of growth.”
- “The county registered 1,300 fewer jobs than it did a year ago in December, a somewhat cheerier picture than the ongoing job losses—2,000 to 2,900 a month the county has posted every month since July.”

The Press Democrat, January 20, 2007

If readers were depressed in January, they could find solace in March:

“County economy looking better”

- “Revised figures issued Friday by the state Employment Development Department showed the local economy was not losing jobs in the fall and winter, as state labor analysts had previously estimated, but actually gained jobs in each month of last year.”

- “Overall, employment grew 1.5 percent last year to 195,200 jobs. It was the strongest showing since 2001, when the county slipped into a two-year recession.”

The Press Democrat, March 9, 2007

Today, many economists remain undecided about the future of the local and the national economies. Housing is the unknown. No one denies we have witnessed a decline in housing values and a softening in the market. The lingering question: Will housing trigger a U.S. recession? Although the outlook remains murky, we do know that our students face challenges.

Students with two-year and four-year degrees are often vulnerable to changing demands in the workplace. Those with advanced degrees are more secure, while individuals with construction skills may, in the future, be the most fortunate workers: California will have to replace retiring workers or find new workers in a number of occupations that cannot be outsourced. California will need:

- 73,000 carpenters over the next seventeen years
- 25,000 electricians
- 12,000 construction managers. Note: for every one billion dollars in infrastructure bonds, 18,000 new jobs are created; California will have 40 billion dollars in bond-financed construction over the next ten years
- 11,000 machinists; 10,000 electronic and engineering technicians; 69,000 manufacturing sales personnel
- 100,000 Registered Nurses in the next ten years
- 38,000 auto technicians

Do I blame China or my computer?

The twin forces of technology and globalization are variously praised or reviled for the changes in the economy and for societal upheavals.

“The influence of globalization on inequality has been moderate and almost surely less important than the effect of skill-based technological change.”

Ben Bernanke, Chair, US Federal Reserve
The Press Democrat, February 7, 2007

These are the glory days of global capitalism. The mix of technology and economic integration transforming the world has created unparalleled prosperity....That promises to improve the lot of humanity as a whole incalculably. But in the rich world, labour’s share of Gross Domestic Product (GDP) has fallen to historic lows, while profits are soaring.

Economist.com, January 18, 2007

The GDP gap is widening even though wage gains began to pick up late last year. It wasn’t until September that average hourly wages surpassed the year-end 2001, adjusted for inflation, according to U. S. Labor Department Data....U.S. workers are only beginning to recover lost ground. After inflation, median family income

of \$56,643 hasn't grown since 2001....The U.S. economy is expanding steadily, with GDP forecast to rise 2.5 percent this year, according to a January survey of economists. Yet that wealth hasn't translated into greater prosperity for many Americans.

San Francisco Chronicle, January 21, 2007

As this global model evolves, many educators understand that all disciplines (“academic” and “occupational”) provide foundation skills students need to succeed—in their college studies and then in their jobs.

These skills, which we'll label “21st Century Work Skills,” apply across disciplines, occupations, and international borders. At SRJC, we may think we're preparing students to work in local service jobs, but in fact, we are providing them opportunities to succeed in multiple jobs, over many years, in a global workplace.

Unhappily, students all over the United States are often not prepared to prosper in today's economy, to function intelligently as responsible citizens, or to care for themselves and their families in an increasingly complex world.

“This is a story about the big public conversation the nation is not having about education...whether an entire generation of kids will fail to make the grade in the global economy because they can't think their way through abstract problems, work in teams, distinguish good information from bad, or speak a language other than English.”

Time Magazine, December 18, 2006

Today's workplace demands multiple skills and interdisciplinary combinations—design and technology, mathematics and art. “We have to emphasize communication skills, the ability to work in teams, and with people from different cultures.”

Lockheed Martin CEO Norman Augustine

The Conference Board, a non-profit organization that compiles economic information and conducts research about economic trends, has created a framework for 21st Century Skills. The Board believes every student should be taught skills spanning several disciplines. At the risk of causing your eyes to glaze (but also to add joy to those folks who really like lists), here is the breakdown:

1. *Core Subjects*

English	Reading or Language Arts
Mathematics	Science
Foreign Languages	Civics
Government	Economics
Arts	History & Geography

2. Thinking and Learning Skills

Critical Thinking & Problem Solving	Creativity and Innovation
Communication & Information	Collaboration

3. Information and Communications Technology (ICT) Literacy (use of technology to accomplish Thinking and Learning Skills):

Critical Thinking & Problem Solving	Creativity and Innovation
Communication & Information	Collaboration

4. Life Skills

Leadership	Ethics
Accountability	Adaptability
Personal Productivity	Personal Responsibility
Personal Interactions with People	Self-Direction
Social Responsibility	

5. 21st Century Content

Global Awareness	Financial, Economic, Business & Entrepreneurial Literacy
Civic Literacy	Health & Wellness Awareness

We have much more to worry about . . .

The Educational Testing Service (ETS) recently released its own study of the forces shaping this century. The ETS notes that theirs is not the first study of issues facing American education in particular and society in general: “Over the past two decades, a series of reports have been published that focus on the links between educational performance, literacy skills, and the U.S. economy.”

The ETS researchers are, however, more pessimistic than previous writers, in large part because those earlier reports had not resulted in substantive change. The ETS report, “America’s Perfect Storm,” identifies three forces that the ETS believes are powerful individually--and collectively contain the possibility of unhinging not only America’s economic progress but also its civic and cultural bonds. The forces or issues ETS identifies are:

- Substantial disparities in the distribution of skills
- World economic restructuring
- Changing U.S. demographics

Taken singly, these forces are daunting; combined, they may be overpowering:

I. Distribution of Skills:

- U.S. high school graduation rates are about 70%; for disadvantaged minorities, the rate is closer to 50%.
- Large numbers of U.S. adults (individuals sixteen and older) “do not demonstrate sufficient literacy and numeracy skills needed to fully participate in an increasingly competitive work environment.”
- With half of U.S. adults lacking reading and math skills, they face challenges fulfilling their roles as parents, citizens, and workers.
- International surveys of student and adult populations indicate that while our average performance (literacy and numeracy) is no better than mediocre, our degree of inequality (the gap between our best and least proficient) is among the highest in developed nations.

II. Restructuring of the economy

- In 1950, manufacturing’s share of the total employment in the U.S. was 33.1%. By 1989, it was down to 18.2% and, by 2003, it was 10.7%.
- Two-thirds of the growth in jobs was in positions requiring college-level education.
- College labor market clusters (professional, management, technical, and high-level sales) will generate about 46% of U.S. job growth by 2014.
- The expected lifetime earnings of males with a bachelor’s degree in 2004 were 96% higher than for males with only a high school diploma.
- New sources of wealth, new patterns in international trade, and a shift in the balance of capital over labor are causing a profound restructuring of the workplace.

III. Demographic changes

- The U.S. labor force is projected to grow more slowly over the next 20 years than it did between 1980 and 2000. None of this projected growth is predicted to come from native-born workers of prime working age.
- Between 2000 and 2015, net international migration will account for more than half of our nation’s population growth.
- Currently, 34% of new immigrants do not have a high school diploma and 80% do not speak English well, if at all.
- Over the next twenty-five years, as better-educated individuals leave the workforce, they will be replaced by those who, on average, have lower levels of education and skill. Over this same period, nearly half of the projected job growth will be concentrated in occupations associated with high education and skills levels. This means that tens of millions more of our students and adults will be less able to qualify for higher-paying jobs. Instead, they will be competing not only with each other and millions of

newly arrived immigrants but also with equally (or better) skilled workers in lower-wage economies around the world.

The report summary by the Educational Testing Service is not cheery:

“We are in the midst of a perfect storm in which these three powerful forces are combining to generate waves that already have had a considerable impact on our nation. If we continue on our present heading and fail to take effective action, the storm will have a number of predictable and dire implications for future generations, with consequences that extend well beyond the economic realm to the ethos of our society.”

In analyzing the information contained in this paper, it's useful to note that we have relied heavily on the work of economists--and to remember the opinions of selected observers about economists:

In Canada there is a small radical group that refuses to speak English and no one can understand them. They are called separatists. In this country (USA) we have the same kind of group. They are called economists.

Nation's Business

"An economist is someone who sees something working in practice and asks whether it would work in principle."

Stephen M. Goldfeld, *The Journal of Money, Credit and Banking*, 1984

Chuck Robbins
SRJC Economic Development Institute
March 2007