

Adjunct (1 Year)

- Josh Casper
- Karl Striepe

Behavioral & Social Sciences

- Stacey Allen
- John Baranski
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Josh Troesh

Counseling

- Seranda Bray
- Anna Brochet
- Rocio Diaz

Fine Arts

- Ali Ahmadpour
- Daniel Berney
- Diana Crossman
- Russell McMillin
- Chris Wells

Health Sciences & Athletics

- Andrew Alvillar
- Traci Granger
- Yuko Kawasaki
- Colleen McFaul
- Russell Serr

Humanities

- Rose Ann Cerofeci
- Sean Donnell
- Ashley Gallagher
- Pete Marcoux
- Christina Nagao

Industry & Technology

- Charlene Brewer-Smith
- Ross Durand
- Dylan Meek
- Renee Newell
- Jack Selph

Library Learning Resources

- Analu Josephides
- Mary McMillan
- Claudia Striepe

Mathematical Sciences

- Dominic Fanelli
- Lars Kjeseth
- Matthew Mata
- Catherine Schult-Roman
- Oscar Villareal

Natural Sciences

- Darcie Descalzo
- Sara Di Fiori
- Troy Moore
- Shanna Potter
- Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

Assoc. Students Org.

- Bryant Odega

Compton College

- Paul Flor
- Chris Halligan

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Dean's Reps.; Guests/Other Officers:

- Walter Cox
- Asma Said
- Carolyn Pineda
- Irene Graff

Excused: J. Casper

ACADEMIC SENATE MINUTES

March 6, 2018

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

A. CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the second Academic Senate meeting of the spring 2018 semester to order on March 6, 2018 at 12:31 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-13 of the packet for minutes from the February 20, 2018 meeting. S. Di Fiori moved, A. Brochet seconded, there was unanimous approval of minutes.

KDD: Welcome to division personnel, Walter Cox, our deans' representative for this meeting. Let's say thank you to Walter for being here today. W. Cox: Hello and thank you. The first time I came to El Camino was 1986, right out of high school. Then I went away and came back and took more classes. I became an adjunct faculty in the art department for about eight years. I became the Associate dean in 2015. I have worn a few hats here, so I can definitely relate to the students. I like helping our faculty, staff and students and facilitating the whole process here. I enjoy seeing people launching their lives and careers while here. I handle a lot of the day-to-day things. Thank you very much!

KDD: For today's meeting, we have several people who need to be in two places at once. Barbara Streisand would have a suggestion for that, but we are going to do something a little less dramatic. Let's suspend the regular order of business, so that we can pick up with our unfinished business. S. Bray motioned, L. Kjeseth second. All were in favor of changing the order, moving onto unfinished business.

E. UNFINISHED BUSINESS

ECC Climate Survey: 2nd Reading – Beth Katz, Gina Park, Linda Clowers (pgs. 19-29)

KDD: I am referring you to the packet at your table for the Employee Climate Survey. We had a last minute revision, so we wanted to bring you the most current version. Thank you to our IR Team for always being open to input and feedback. Before we discuss this, I need a motion to endorse the climate surveys, both employee and student. L. Kjeseth motioned, C. Striipe seconded. Now we can discuss. My understanding is that there have been some minor changes. B. Katz: We added one question that is exclusive to the employee survey. We asked about whether employees feel prepared for a disaster or emergency situation. The wording was changed to an "armed intruder". There was a preposition change. We are happy to take questions or comments. KDD: One of the questions last time was "How will we action these items?" Would you like to talk to us about what is going to happen once we get the data from these surveys? B. Katz: Right now our timeline is that we are going to process our data over the summer. We will probably make the rounds in the fall. We will present to any willing audience who would love to hear about our results. We can make recommendations as to what action we take or should be taking. Or what areas we should be addressing. We will present that to decision-makers like yourselves. KDD: Will the results also be taken to groups like the Strategic Planning Committee? The ones who plan the steps we should be taking as a college? B. Katz: Sure; consultation committees, strategic planning, advisory committees, and ASO. It will probably be shared on the IR website. L. Kjeseth: I can't believe that two weeks has passed and my water bottle is still here. My one thought is, are we taking advantage of this design to look forward to when and as we become a Guided Pathways college? Are we asking enough questions about, "Do I feel guided, do I have a plan, do I know what I am doing as a student?" Are we getting baseline data to see if we improve? I know this is coming too late, but how often do we give this? B. Katz: The last time we did this it was 2013. The president would like to ramp it up to every other year. We will have to see how the time works out. Another survey in the fall is the SENSE survey, which is for entering students. That will give us a lot of baselines with new students. We can add custom questions to that. That

will be a good opportunity. KDD: That makes sense, because those are the folks who have most recently been onboarded and introduced to a path. They are our most likely population. Thank you, any other feedback? M. McMillan: It would be interesting to have some questions related to the affordability of their education. What factors may be impacting their affordability. B. Katz: We are trying to get at that a few ways. One is the food insecurity questions. That is a tool from the USDA. We also ask all the different ways students are financing their education: parents, employers, loans, credit cards, savings, how many hours they are working. That may give us a more comprehensive picture than we've had in the past. The Los Angeles Community College District did a comprehensive security study. KDD: All were in favor of endorsing the Climate Surveys for students and employees.

F. NEW BUSINESS

Guided Pathways Work Plan – Jean Shankweiler (pgs. 30-57)

KDD: We saw a similar document back in the fall which was a self-assessment. What you have there is the current draft of the work plan. Jean had to be off campus, so Chris Wells is pinch hitting today. C. Wells: If you look at this, we have all these columns. It shows you where we are on these elements that have been identified. It is an outline of what we plan on doing. A lot of this we are doing to some degree already. A lot we need to scale up. Some needs to be investigated if we want to create something. This is basically a timeline of when we think we will adopt or not adopt or look at or investigate. This is part of what is necessary to go to the Chancellors Office, so that we can be certified as being a Guided Pathways recipient for the grant. Part is attending the workshops. This is documenting our process or plan. It doesn't mean we are going to do it, it is our plan. We are not committed to anything, but we are planning. If there are any specific questions, please ask. It is very ambitious. In an ideal world, people will be reading the books that are out there. One is the Guided Pathways book, another is Broken Promise, which I think is more realistic. There is tons of stuff on the website. The AB 705 stuff is tied in with this. Starfish (ECC Connect) is in with this. These things are integrated under the umbrella with this. L. Kjeseth: This is confusing what the timeframe is with this particular document. C. Wells: The time period of the grant is five years. A. Brochet: This is through the summer of 2019. KDD: Other questions or comments? We will bring this back for a second reading at the next meeting. You will have another chance to review and digest. C. Wells: It is due March 31. KDD: Thanks Chris!

BP/AP 4226 Multiple/Overlapping Enrollments: 1st Reading – D. McClelland Descalzo McClelland (pgs. 58-59)

KDD: At your table you have the CCLC templates. These are legally required, they are not currently in place. I will turn things over to Darcie. D. Descalzo McClelland: Over the next few months, you are going to be hearing from me on a regular basis. We need to ramp up and get ready for accreditation. There are a number of BPs and APs that we don't currently have in place that in order to get accreditation, we have to have in place. The Ed Policies Committee is working in consultation with Dr. Shankweiler to make sure that everything we need to have in place for accreditation to go smoothly, is there. These are the first two that we have for the first reading. The changes that we made are crossed out and it appears in gray. Next to it we clarified wording in each of them. This deals with multiple and overlapping enrollments. A student cannot be enrolled in two or more sections or two or more classes that meet at the same time. It protects you from having your student leave your class early so that they can go to another class. We had that conversation in our Ed Policies meeting, even if there is a one minute overlap they can't do it. C. Wells: Has there been anyone looking at students or instructors that are teaching overlapping classes? D. Descalzo McClelland: I'm not sure. C. Wells: We had an instructor who was teaching here and at Harbor and the classes overlapped 15 minutes. P. Marcoux: That is the dean's responsibility. R. Cerofeci: What does it mean that they will be dropped in all but one section of the course? D. Descalzo McClelland: Sometimes students register for two different classes at the same time, but it also happens that they are shopping professors. They enroll in different sections of the same course with different professors. This means they will only be allowed to stay in one section.

KDD: While we are in stabilization, we don't want to have one body taking up space in two sections. Or the other thing they like to do is register for English 82 and 84, drop 82 and essentially skip a prerequisite. O. Villareal: That applies to shopping professors, not overlapping time. What happens then, it's not distinguishing that? What if a Math class and an

English class overlap? C. Wells: We need to make the distinction between classes and courses. KDD: It covers multiple and overlapping courses. R. Cerofeci: There are two different policies really; one is overlapping time and the other policy is dual enrolling in the same section. You wouldn't drop them from one section if they had two classes, a Math and an English class that overlapped in time. KDD: Maybe that should say procedure. Do we have suggestions for how we might revise this? Carolee: I think the procedure should be more specific in how they are doing to determine which course is dropped. If they just withdraw students from sections that could affect low enrolled classes, is that class going to make it? That could affect a full-timer and they could lose that section. I would like to see more specificity in how they are determining which class is dropped. This is not really a procedure, this is just words. How are they going to do this? KDD: We do have a process for that, but it is not spelled out. If it is a procedure, it needs to spell it out. S. Bray: Could we have two different statements? One for overlapping enrollments and one for multiple enrollments? The first part of the policy is confusing.

D. Descalzo McClelland: I will talk to Jean, this was specifically to address students who were taking two classes at the same time. KDD: When you say at the same time, you mean in the same semester? D. Descalzo McClelland: Yes. An example is that "Class A" is from 2-4:00, "Class B" is from 3-5:00, and students are enrolled in both. C. Wells: It needs to be more specific, we need to distinguish between classes and courses. Carolee: A time period for this to occur needs to be specified, because a student could lose their financial aid if they get dropped from a class that overlaps by five minutes with another class. There are a lot of things to consider here. This would need to happen during the add period. The third week of school is too late. C. Wells: We have had discussions in the past, we didn't have the technology to do this.

KDD: We are working on it, it is on the long list of things to do basket. A. Brochet: In the past, students couldn't enroll in the same class. I think there is a glitch, because I have definitely seen it happening. I was not aware that students could register for two sections that overlapped by even a minute. J. Young: Shopping for a professor is not a bad thing. I have heard of students getting several schedules of classes at different campuses, so they can get the schedule of classes they need. I have a question. Is it true that, when we have times where there are lots of holidays, classes are longer? So that starts to interfere with other classes that students take. C. Brewer Smith: It is the same with vocational classes. To make up for that time, our classes may go a little longer. C. Striepe: If we are looking at the business of multiple and not time, how would it look if you took one in real life and one online? KDD: I don't know. A. Brochet: I don't think there is a problem in shopping for classes, that is their right to do. In the past, what would have happened is that they could have waitlisted for the popular teacher, so they go ahead and enroll in an open section. Once they got up from the waitlist, they gave them 24 hours to drop this one, so they can enroll in the waitlisted one. They can literally enroll in both. In that past, they wouldn't let that happen.

R. Cerofeci: Who is dropping them? KDD: A&R. This has just started recently because the senate requested that this issue be addressed. Now we are getting reports that show who is in overlapping enrollments. The deans reach out to those students, ask or encourage the students to pick one, and they give them a certain deadline. After that deadline, if they are still enrolled in two, A&R drops them. We are trying to clean it up because it is killing our enrollment. I think what we'll do is we will take this back to Ed Policies, get some consultation from A&R. These are great questions, and sometime the CCLC templates aren't comprehensive enough. This is an example of that. L. Kjeseth: I would like to see the procedures spelled out and reasons to make some exceptions. We have been a college that has resisted block scheduling for a long time. So we end up with, far more than other colleges, courses that overlap in their start time by five minutes or less. We have not been willing to go the route to try and avoid that from happening. We need to be able to recognize that there are situations where a student may really need to do this because they have family obligations and jobs. So why hold them back for a semester or a year when there is a five-minute overlap for two courses. I would like to see that addressed as well. A five-minute overlap doesn't seem fair. KDD: Good point, we don't need to spell out the specificity of what those exceptions are. Thank you very much!

BP 3050 Code of Ethics: 1st Reading – Darcie McClelland Descalzo McClelland (pgs. 60-61)

D. Descalzo McClelland: This is BP 3050, our Code of Ethics. This is needed for accreditation and we don't have it. There will be in the future a procedure that will go with this policy. The policy is required for accreditation, the procedure

is not. We have been discussing whether within the procedure we want something specific for faculty that is different for all employees. Those discussions are still happening. This is just the policy part of it and it governs all employees. Dr. Shankweiler had a task force that had representation from faculty, the Federation, administration, and classified. C. Vakil-Jessop: This is something that came up in the Federation, because of discipline that could occur. A part-time faculty member was terminated at the beginning of the semester because they were upset and told someone “to shove it”. That was behavior unbecoming a faculty member. I said that was freedom of speech, and it wasn’t done publically, it was done privately. That faculty member got their job back. If they hadn’t come to us, they would be gone. I would caution to be careful with what this says, particularly when they get to procedure. I know they say they won’t do this in accordance with the collective bargaining agreement. Once this is in place, this is the work environment, and communications with you and your colleagues, your superiors, your students, and they have already shown their hand and they will use this for discipline. Right now we don’t have anything specified in the contract for verbal language or behavior of this kind. It talks mostly about teaching in the classroom.

C. Wells: Is this required? KDD: Yes, for ACCJC. There is not a CCLC Template for this. There is a CCLC template for the procedure. But there is no wording to it, it says develop something based on your local practice. C. Wells: Did we look at other colleges? D. Descalzo McClelland: Yes, several others, from Santa Monica and LA City and a few others. KDD: The Federation was represented on the task force. Carolee: The policy wasn’t in place yet. A. Ahmadpour: This is very open ended. This is asking for trouble. There will be lawsuits, we need to look at other colleges. Look at the environment now. Consult with an attorney, do not rush a policy like this. C. Vakil-Jessop: At minimum, before this passes, we should have a reopener with the district on disciplinary issues. This is freedom of speech in an academic environment. Who defines professional standards of conduct? There is no definition there. C. Wells: Maybe we need to revisit Academic Freedom. KDD: Is that policy or contract? Carolee: Both. Policy comes from what is negotiated in the contract. This has not come that way. S. Donnell: One of the main reasons historically, we never covered anything like that in the contract is that once you put language to it, it takes on life of its own. This goes back a long way we never wanted to impose a code of conduct on faculty members. As with others, we should be cautious. S. Di Fiori: I have a different point, accountability. I am referring specifically to substitute teachers. The policies are wildly different between divisions. Many divisions have no guidelines for instructors. Some of us are making it up as we go along. It could potentially be seen an accountability issue, because it’s not the instructor of record. I don’t know what goes on across campus, but it differs. It might be a Federation issue. The contract doesn’t cover instructions for reporting absence or switching classes. C. Striepe: We should add college policies to the last paragraph.

KDD: Claudia is our accreditation co-chair, she will have a sense of when we need to get this finished. C. Striepe: We should have things by the end of the 2018, they will come late spring. D. Descalzo McClelland: One of the things that would help me out, because this came to me and I didn’t think it was going to be an issue. This all seemed fine to me. I need to know specifically what issues there are and what a solution would be. Our committee does have Federation representation. Our committee was OK with this, they thought everything was fine. This policy doesn’t address discipline at all. I don’t know what people want, and I am happy to oblige, but I need to understand what direction we need to go. KDD: Folks need to give you specific feedback. They can email you directly. We could have an Ed Policies meeting where we let folks know that this is going to be on the agenda. Then we have folks come to the table and talk about it. That is where we hash out the details. C. Wells: See what the ACCJC requires. Carolee: Anytime you have language like “demonstrate a high regards for the rights of others,” what does that mean? Who is making that decision? For me, this is just a cesspool of problems. Because the person I helped the first week of the semester has been here 20 years and never had a problem. People may think, “Oh, I wouldn’t have a problems with that.” And maybe you don’t until you do. We need to know what the rules are. KDD: It is very important to have a policy. We have one for students. We have one for BOT members. S. Donnell: The Ed Code has some things regarding disciplinary action and when it should be taken and under what circumstances. I don’t know the actual Ed Code number it is very vague. Carolee: The courts in California have been historically labor friendly, but I wouldn’t count on that. The more proactive we can be, the better off we’ll be. KDD: If Jean were here, she could answer some of the questions that have come up.

L. Kjeseth: Who authored the draft that is here? It says reference the standard III.A.1.B, and I look and there isn't one that I can see. That is odd, and I know the ACCJC covers colleges that are outside of California. Many California Community Colleges have used the guidelines that the CCLC has developed for our BP's and AP's. Is this a draft or is this homegrown? Who authored this? KDD: There is no CCLC template for this. D. Descalzo McClelland: I can tell you who authored it. There was a committee comprised of C. Jeffries, A. Brochet, R. Natividad, J. Hutchinson, E. Gutierrez, R. Davis, and Dr. Shankweiler. C. Wells: I was looking at the Kern County one, is totally different with a different tone. The first thing it talked about was academic freedom. I think we need to look at a lot of other templates before we sign off on this. A. Brochet: I can provide some feedback. We actually only met once, the rest was done through email. We all brought a lot of other colleges standards for this area, and we collectively thought about what we thought was important to include. We tailored it, because some things were redundant. Again, I am on the same page as you, I never had that lens to look at it and see that people could get fired for those things. We thought honesty is good, and I didn't see how misconstrued this could be. C. Vakil-Jessop: When looking at a policy like this, you also have to look at the contracts that faculty have at those institutions. It may say in their contract that the BP can't be used as the sole purpose of discipline. If that wording is in their contract, then they aren't so worried about the BP and what it says. We don't have that. KDD: You are suggesting that we open that? C. Vakil-Jessop: Yes. KDD: Can we do this to have our code of ethics in place by the end of 2018? C. Vakil-Jessop: Yes, I don't see why not. KDD: We have some work to do and we will get back to you. Thanks everyone for the feedback!

G. INFORMATION ITEMS –DISCUSSION

Senate Evaluation (pgs. 62-66)

This is the results of the survey from the fall. Thanks to those of you who responded. Our eboard had a planning summit a couple of weeks ago to talk through some of the feedback and make some suggestions for strategies and next steps. One of those ideas is next time we do a survey, we will have you bring laptops so we can increase our response rate from 32%. Or we will have Pete bring in the Chromebooks we keep hearing so much about. Thanks to those of you who did respond and we'll hope to get the number up next time. If you had a close look at the evaluation, it is a template that is used for all the collegial consultation committees. They are asking about two key areas. Number one - Is this group fulfilling their purpose on campus? And number two - What is your experience as a member of this group? Do you have a clear sense of what your purpose is? Are you kept informed effectively? Some of our strengths are falling into each of those two areas. Some of the questions are talking about the function of the committee.

Look at page 66 of the packet. I have tried to make this a little simpler to digest. Go to the column that at the top has 2017. This first part of that column is highlighting our areas where people had the highest agreement or our highest scores. At the bottom portion is our lowest scores. It shows our strengths and our areas of improvement. The top half of the table shows that the senate is fulfilling its purpose. The % there is showing our improvement from the last time we did this evaluation in 2015. Claudia and I had a chance to touch base and we agree that the strong work that she and Chris Jeffries did as co-presidents set the stage to make progress. The remaining comments are talking about your experience as a member of this committee. You can review the committee's purpose, review the making decisions document, do you have a clear understanding of our purpose, your role on this committee, and do you receive supporting materials in advance.

In terms of areas of improvement. There are two key areas and they are interrelated. It has to do with your role communicating the people you represent. The senate functions on representative governance and each of you represent 12 of your colleagues. In general, faculty are engaged with the senate. 62% of you agree that you have a regular practice of communicating with constituents. 81% said that the goal to strengthen faculty involvement was completed. The questions related to our goals were a little bit different than the ones asking if you feel like you understand your role on the committee. When we designed our goals for the year, some of these are ones I hope we never complete. We are always working towards improving and making sure faculty have a say in academic and professional matters on campus.

We have done a couple of things. In our planning summit we talked about a few of strategies. First, moving the agenda to the first page of the packet so hopefully it makes it easier for folks to understand what's happening. They can see if there is something of interest and then join us. We are going to use Canvas to create a senate cohort in the fall. Then whenever you go onto Canvas, you can see the senate and maybe that will be a reminder to encourage you to stay plugged in. We are going to ask the senior senators in each division to identify someone who will be the reporter, and we'll note that. On page two of your packet, see the asterisks telling us who the senior senator is? We are going to add a notation to reflect who the reporter is for each division. Before the next meeting, the senior senators please let us know if you are going to serve as the reporter, or if another senator is going to serve as the reporter. You can share some information by bullet points at division council. You could post information in the mailroom. There are a lot of other strategies you could use. We just need a point person who will take ownership for helping get word out. S. Bray: Our division uses google docs to get information out. C. Brewer Smith: There are four of us from I&T and we all share so things get out at every division meeting. KDD: We have asked the deans to add a standing item on their agenda for Academic Senate. Another proposal is to make a small sign that says you are a senator for your office door. Maybe people will thank you for your service in representing the division. It can refer to the website for more information. The sign would be inconspicuous. We laminate something about the size of 3 business cards. C. Wells: The faculty mailbox might be a better place. D. Berney: Something centralized to the division. KDD: We will talk to the admins about this. Another area for improvement is ensuring full faculty involvement. 81% of you said the goal was completed. Obviously this is something we want to continue to work on, we don't want to ever feel like we are finished with this. Some strategies: We are going to continue to make progress on our measures. These are our objectives and goals which are listed on page four of your packet. We are going to continue to work on the faculty handbook, the flex credit matrix, and policies. We are revising surveys and reporting forms for the faculty evaluation. We are looking forward to a presentation by the Federation soon at an upcoming meeting. All that is coming to you. It is not going to happen without your input.

A couple of comments that we wanted to respond to. New senators, we do encourage you to contribute. We value your energy and involvement in the senate. There was a comment that sometimes it is a little intimidating for our new senators to chime in when we have so many experienced senators. Experienced senators we're not asking you not to participate. Just to pause sometimes so we can hear some new voices. There was a request for more flexibility in our agenda. A comment about why do we have to vote if we are going to change the order of business. Our bylaws say that we have to follow a specific order of business. That is one of the things we'll fix when we revise the constitution. We can say that these are the topics that we'll address, then it will be up to us to determine the order. Apologies for that clunkiness in the procedure. Any other comments?

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 14-15)

In the interest of time, I'm going to hit on a few of these highlights. Food service vendors. We have four companies that have been invited to bid. We need a faculty rep. Would you like to try some food from some outside vendors? Let me know. We are renegotiating our contract with the food outlets on campus. Our current provider is among the four. We need someone from the committee to identify what the key criteria are. You get to sample the food when that occurs. (There was lots of mumbling and laughter at this point). A. Josephides: Whoever is on this committee to look at vendors should also be assessing how those employees that work in these cafes treat or mistreat our students. The cost of the food should also be assessed. Sometimes an arm and a leg is the cost of some of the food. I have witnessed these employees mistreat our students. I have had to tell them to be mindful how they are speaking to our students. KDD: Good point, thank you. A. Brochet: Does it always have to be one vendor or can it be multiple vendors? KDD: I'm not sure. Vice President Brian Fahnestock said it isn't viable for some organizations to come on campus because of the capital they have to invest. So that limits our options. C. Wells: That isn't true on other campuses. Can we invite him to come so we can talk about this? We already have four vendors and they have been preselected. Our food service gets worse and worse. R. McMillin: We should consider food trucks, they are so amazing now. It's not like it used to be. Maybe we could have a rotation. A. Ahmadpour: What happened to the bake sales and students making money for their clubs? B. Odega: We

should also think about this for the negotiating process and possibly get a minimum rate for debit and credit cards so they can be used. Most of them use cards to pay for things. They may not have a lot of cash with them.

Our lock down shelter in place drill is coming up next Thursday. You have a tool at your table that Dean Deb Breckheimer made this to help prepare your students and yourself. You will be seeing it on your listserv very soon. It refers you to some resources for more information. It will help you prepare your students for the drill.

b. VP – Compton Education Center – Paul Flor

Unable to attend. Chris Halligan reported instead and noted that Compton still has their accreditation. (Laughter.)

c. Chair – Curriculum – Janet Young

There are some pending Title 5 changes. A Certificate of Achievement is what appears on students' transcripts. A certificate of accomplishment does not. Previous requirements are the ones in yellow. Right now, any certificate that is 18 units or above must be a certificate of achievement. They are changing that and bringing it down to 16 units. So 16 and above will be a certificate of achievement. Previously, 12-17 could be a certificate of achievement or accomplishment, you had a choice. Now they are bringing it down to eight units. A certificate with as few as 8 units could be considered a certificate of achievement and would go on a student's transcripts. Previously, 6-11 units had to be a certificate of accomplishment, now 6 – 7 units will work. A lot more work goes into certificates of achievement, especially if it's a CTE program. It has to go through the LAOCRC, there are a lot of different steps and it has to go through the Chancellor's Office for approval. Certificates of accomplishment are locally approved. We want to encourage anyone who is developing a certificate. What we don't know yet, is will this be retroactive? When will this be in place? The Board of Governors are voting on this in May. C. Wells: Stackable certificates, does it address that? J. Young: Stackable certificates are low unit certificates, maybe six units. Then after that they can take more classes for the next certificate. There is a push to develop more certificates. Some of our funding will be based on the number of certificates of accomplishment and achievement and degrees that we offer. If it is meaningful, and it is something that the students can use to get a job or a promotion at their job, then we should be looking at developing it.

d. VP – Educational Policies –Darcie McClelland Descalzo McClelland

D. Descalzo McClelland had to leave early for a faculty meeting.

e. VP – Faculty Development – Stacey Allen (pgs. 15-16)

I have two reminders that are the same from the last meeting. The faculty book club meets this Friday for the first time. We hope you will consider joining us. They are reading "Redesigning America's Community Colleges" which has been pivotal in the discussion centering around Guided Pathways. Informed & Inspired and the student empowerment dialogue series are meeting for "Muslims in America". The FDC has partnered with them with our Informed & Inspired series. Last week we met with a student panel and two of our fellow senators were there, Claudia and Analu. Would you like to say a word? I didn't ask them before, so I am putting them on the spot. C. Striepe: They were very informed and very articulate with the issues and some advice. At the next meeting, we will be having our dialogue. A. Josephides: I wanted to add that it is important for us as employees of El Camino College to engage in the opinions of the student body. Our opinions are very different. When we listen to our students and where they are coming from, it was quite informative coming from an individual who is living and breathing exactly whatever it is they are expressing. I encourage everyone to attend these so you can walk away being informed and inspired! S. Allen: We have had six or seven of these student panels and I do encourage you to come. It is great to meet our students in an informal setting. Many of us don't get to do that outside the classroom. C. Wells: Is it possible to video record these? S. Allen: We can consider that. Kristie mentioned our goals earlier. The FDC is working on the flex matrix still. The faculty handbook is coming our way.

f. VP – Finance – Josh Troesh (pgs. 17-18)

There was a reference made to the new funding formula for the community college system. I spoke to Vice President Fahnestock about coming in and presenting to us basically what that funding formula looks like and what it could mean. I think as a body we want to get ahead of this. When the funding changes from how many butts are warming seats, to having a very significant contribution based on what the grades are, I think that we need to have control over issues like grade inflation and other things along those lines. We need to think about this proactively.

g. VP – Academic Technology – Pete Marcoux (19-25)

KDD: Pete had to attend a faculty meeting, so we'll roll on to Russ.

h. VP – Instructional Effectiveness/ALC/SLO's Update – R. Serr (pg. 26)

The ALC committee meets Monday, everyone is welcome. Agenda items include this year's assessment. Our SLO and PLO assessments are due in TracDat. Our numbers are not very good. I'm hoping that Thursday and Friday TracDat just blows up with everyone putting their assessments. In the past, we've been very good with completion rates. So I'm hoping everyone just waited until the last minute. I went to the SLO Symposium. It was very interesting that there were 50 colleges there, and 50 colleges do their assessments differently. I was talking to some other people and a lot of schools are still struggling getting by-in from all the faculty. Most people are really impressed with the model we have and that our assessments feed into TracDat. It contributes to the justification for Program Review which feeds into Program Planning. I think our model is one of the better ones. Some others are using Luminum or homegrown platforms to do their assessments. They are able to disaggregate data possibly. The way that their process is, they are missing things that we capture. There are pluses and minuses to each one. Program Review. There are a few Program Reviews from 2017, the final drafts aren't in yet. If you have one of those, please turn it in ASAP so we can post them to the website. 2018 Program Review you should be starting with your surveys if at all possible, now, to get a head start. The new template we used for the first time last semester and we got some great feedback. But we also had some recommendations for improvements. We followed some of those recommendations, so now it is more user friendly. The template should be better this year. That makes the whole process a little easier.

The Accreditation Institute. KDD: Please give us a little summary of the Institute. Then at the next meeting we'll provide an overview of the process. R. Serr: Sure, I'll cut it short. The accreditation summit was great. We had a nice team, Dr. Maloney was the only president there. She is right there in the accreditation process. When you talk about accreditation and the ACCJC, you see all kinds of weird things. The reputation is not good. There is new leadership at the ACCJC, the whole tone of accreditation is now different. They are not fighting through the weeds to try and ding people on things. They want us to celebrate the things we do well, and acknowledge the things we need to improve on. As long as we have improvement policies in place, and processes for continual improvement, then they will help us to create a report that will be reflective of the college. They are working with us and it is a much better tone than the last accreditation. They don't want a 500 page report. They want it more scaled down. In the past, if there was something mentioned at academic senate, we just took all the minutes and put them in. But they don't want us to do that anymore. Right now we are collecting and gathering evidence. Then we'll start writing. At the end of the Institute, on Saturday, Compton did a presentation that was really good on how they lost their accreditation and how they got it back. Everyone was very impressed with their presentation. Kudos to them! We'll talk more about accreditation, because it will be a hot topic. You may have people on the teams contact you about helping us gather some evidence. If that happens be receptive. We have large teams that are broken into small teams, that way one person isn't doing a large amount of work. KDD: Thanks for representing and serving!

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

Unable to attend because of an off-campus meeting.

Ross Miyashiro – VP of Student Services

Unable to attend because of an off-campus meeting

Distance Education Advisory Committee – Renee Galbavy (pgs. 17-18)

Presentation tabled to the next meeting.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7160 Professional Development; AP 5500 Standards of Student Conduct

Noncredit Courses

South Bay Promise Program

Planning and Budgeting

Zero Cost and Low Cost Textbooks

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 1:57 pm

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