

## ACADEMIC SENATE MINUTES

April 4, 2017

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 fourth Academic Senate meeting of the spring 2017 semester to order on April 4, 2017 at 12:30 p.m.

### **B. APPROVAL OF MINUTES**

See pgs. 6-12 of packet for minutes from the March 21<sup>st</sup>, meeting. There was unanimous approval of minutes. C. Wells moved, C. Striepe seconded.

Because we have recently been running out of time for some of our speakers, the executive board recommends that we flip the order of our meeting for today. Officer Reports will come after New Business. All voted to amend the order of the agenda order to insure sufficient time for guest speakers. C. Wells motioned, C. Brewer-Smith seconded.

KDD introduced Associate Dean of Fine Arts, Walter Cox. Walter informed us that he has been around El Camino for a while. I have been the Associate Dean since fall 2015. I first attended ECC after finishing high school in 1986. I have been here on and off as a student for a number of years. I went away for a while, and came back in about 1993 after earning my bachelors. Took more classes, then completed my masters. I served as an adjunct here at ECC for 8 years.

### **D. SPECIAL COMMITTEE REPORTS**

#### **Dr. Jean Shankweiler - VP of Academic Affairs**

Dr. Shankweiler couldn't make the meeting, as she is in interviews.

#### **Dr. Jeanie Nishime - VP of Student and Community Advancement**

Dr. Nishime couldn't make the meeting, as she is on vacation.

### **E. UNFINISHED BUSINESS**

#### **BP/AP 3710 Intellectual Property and Securing of Copyright, Second Reading – Chris Gold (pgs. 26-31)**

C. Gold: This is our second reading, so to have discussion, we need a motion. C. Wells moved, C. Striepe seconded. We have been looking at this for a very long time. This is securing of copyright, not use of copyright. This is who owns the copyright, who gets it under what conditions. Most of this is from our contract. There is some expansion to classified staff. What applies to us and our contract extends to classified staff. Their union is fine with it. We had some questions last time and I sought answers. Who makes decisions and resolves disputes about securing copyright? I asked people who had a long institutional memory and they all said that Alice Grigsby was the long-time expert. That would then mean these issues will go to Rebecca Russell (Director of Library Learning Resources). C. Gold: The difficulty I had in finding out who deals with these things tells you how often it comes up; very rarely. The second question was about sabbatical and copyright. Our contract doesn't say specifically what happens with our sabbatical work. In our contract, Article 24, it describes "work for hire". If sabbatical is classified as "work for hire", the district has rights to it. If it isn't a "work for hire", then we aren't being paid for it, and then it would be ours. We do need some clarification on how this relates to sabbatical work. The union may need to negotiate this. C. Wells said it is like a pre-nuptial agreement. Maybe it should be in a sabbatical request. We need to ask for clarification. It would be like an individual MOU; we are allowed to make separate agreements. J. Troesh: If that is the direction we want to go, it would be beneficial to ask the union to create a standard document that everyone reviews, checks the boxes, and fills in the blanks to protect the faculty. The union would probably do that for us. C. Gold: The next question came up about exceptionally expensive district equipment. Maybe a similar request for the union, to come up with a separate form for this type of equipment. There are examples in the contract. We should ask for further clarification. Maybe the union can ask for special notation if you are checking out that type of equipment. J. Troesh: The union should create a form that creates a separate agreement for the use of this type of

equipment. C. Gold: The last question was what the state-wide senate had on this topic. Not much and it is old, it is from the late 1990's. It mainly pertains to the Internet, so it wasn't very useful. And questions or concerns? C. Brewer-Smith asked what constitutes expensive equipment from other divisions? Suggestions were microscopes, kilns; maybe we need a list. All were in favor, motion passes. C. Gold asked for a motion to request clarification from the union that faculty be provided with more info about sabbatical work and expensive equipment. A. Carr moved, C. Wells seconded. The BP/AP were approved by the Senate.

### **Resolution Supporting Excellent, Comprehensive Educational Programs for All Students, Second Reading – Kristie Daniel-DiGregorio**

Please look at the document you have on the table, it has been making its way through the consultation process. We did get the most up-to-date version yesterday. Based on feedback from the Senate, College Council and ASO, some of the "whereas" statements were combined. We reduced from nine to seven. Another change was there was a "resolved" that talked about advocacy on the part of students. There were concerns about what that meant, it was vague. For the most part, it should look very similar from what you saw the last time. We have had about 35 districts that have issued statements or resolutions. This was drafted in collaboration between the Senate and Dr. Maloney. It was reviewed twice by College Council, twice or more by legal counsel, and ASO. Our goal is to present the resolution at the BOT April 17<sup>th</sup> meeting. Dipte Patel, our Dean of Counseling, may present on the activities of the Dreamers Task Force at the 4/17 BOT meeting. This would provide an overview of the variety of student-support initiatives happening on campus. Chief Trevis will be invited to the meeting so he can answer any questions that may arise.

Next week's Spring Plenary of the ASCCC includes a resolution asking for guidance for Academic Senates on issuing statements of support like this also affirming the Chancellors statement of support for students; which is very much woven into our resolution. It encourages senates to engage in dialogue across campus. As well, the resolutions advocate for guidance to local Senates considering passing resolutions, and support for the continuation of DACA. More information about Spring Plenary and resolutions can be found at [www.asccc.org](http://www.asccc.org). C. Wells: My understanding is that this is going to be passed by the BOT. If we vote, are we supporting the BOT, or are we signing on it that we've approved it? KDD: The intent is that this document is being developed on behalf of the board to present as a recommendation. To invite them to endorse this statement. C. Wells: If we vote for this, and they don't, are we passing this as a Senate regardless of what they do? KDD: No. We would endorse the principles expressed in the resolution, not the resolution itself as it may be revised by the Board of Trustees. J. Troesh motioned to endorse the principles and recommend this document be passed by the Board of Trustees. C. Wells, seconded. KDD: Any other discussions or comments? A. Ahmadpour asked if this is anything new that we were advocating for? KDD noted that this is giving the college the opportunity to respond to some of the concerns that have been raised by our students. The Senate has appealed to the BOT recommending that they issue a resolution as many other colleges have. The BOG has issued a statement and the Chancellors office has issued a statement, but those don't necessarily reach our student population. We want it known that El Camino is taking a stand on these particular issues. This resolution reaffirms the mission, values, and vision of the college; it also reminds the reader that the state of California, the Chancellors Office, the UC's & Cal States's have made statements of support. Chief Trevis is involved in discussions about the resolution. We hope that it gets publicized widely that ECC is taking a stance on these issues. M. Abbani noted that it does reaffirm what we have been doing, but it sends a powerful message. There was much discussion about whether we need to provide more specific actions. Others pointed out that it isn't the board's role to prescribe particular actions. Questions arose regarding whether the statement from the CCCO suggesting that individuals not be detained based solely on immigration status may tie the hands of campus police officers. Others countered that the CCCO would have vetted their statement thoroughly before distributing it, the resolution only expresses support for the recommendation, and the resolution's primary goal is to reaffirm current practices (which is sometimes needed when practice doesn't align with what's legal). R. Lozano noted that if we are going by legal terms, this is a statement that we are making as a college. It hasn't always happened like that. M. Fields filled us in on protocol in arrests from his past experiences and who has jurisdiction (state or feds). Much of this confusion came about after 9/11. KDD: Chief Trevis is being consulted about the wording of this. There was much discussion about whether this language was/wasn't specific enough. C. Striepe: Are we accepting this as written; what if the BOT wants to change some of it? C. Wells: We are supporting the intent. KDD: Any other comments or questions? All in favor of supporting the principles expressed in the resolution and recommending that the BOT pass this resolution? The motion passed with 1 abstention: M. Fields.

### **F. NEW BUSINESS**

## **Officer Elections: Call for Nominations – Chris Wells**

KDD: This brings us to our elections; Chris Wells has agreed to serve as our chair. C. Wells: Until we have candidates, we can't do anything. (This brought out quite a bit of laughter from the group). KDD: Nominations have been forwarded to me. We have four different positions and four nominees; Educational Policies (nominee: Chris Gold), Faculty Development (nominee: Stacey Allen), Finance and Special Projects (nominee: Josh Troesh), and Academic Technology (nominee: Pete Marcoux). C. Wells: As of right now, we have no position with more than one nominee. It seems relatively simple to me. KDD: This meeting is our official call for nominations. We may have nominations from the floor. Nominees need to be members of the Senate. Our elections will be after spring break on April 18<sup>th</sup>. C. Wells: Are there any other nominations? It will be an exciting election on the 18<sup>th</sup>. A. Ahmadpour noted that it would be healthier to have some change in these positions. We need some changes with these life-long seats and he requested more time to recruit additional candidates. J. Troesch noted he would be glad to have someone take over for him as the VP of Finance. At the very least, we still need an alternate who can take over at some point. And we don't need to vote on that; lobby away! I would love to have someone join me. KDD: Unfortunately Ali, you missed the last meeting, when we announced that the call for nominations would occur today. It was also in our agenda which was published to the whole campus via the listserv and posted in hard copy. It's important for us to hold elections as soon as possible so planning can begin for the upcoming year. Thank you, Chris, for serving!

## **C. OFFICER REPORTS**

### **a. President – Kristie Daniel-DiGregorio (pgs. 13-18)**

KDD: In your packets, you have information about Certificates and Associate Degrees. There is a Task Force that is currently working on this and they will report to us in May. We need to increase our certificates to 660 by 2020. You may want to share this information with your students. It is based on Salary Surfer Data and shows income for graduates with degrees. Associate degree grads double their pre-degree income after 2 years in the workplace. With a certificate, grads double their pre-certificate earnings after 5 years in the workplace. Have your students look at this data to see what an impact it is. Especially if they are going to transfer. Those links will be on the power points when I send those.  
<http://salarysurfer.cccco.edu/SalarySurfer.aspx>

The Student Development Department has extended the deadline for you to get your paperwork in to participate in Commencement. You have until Thursday, April 6<sup>th</sup>. It is a great way to support our students.

Making Decisions at El Camino document has been updated and we will be using that in the fall. It will soon be posted to the ECC website. Stay tuned for more details.

### **b. VP – Compton Education Center – Paul Flor**

VP Paul Flor was unable to attend the meeting. C. Halligan will give the report for Compton Center. Our accreditation visit went very well. It turned into a learning process for us and elevated the college. There were areas that need work. Connecting our program review to actual dollars. There were tears, emotions, and they realize we have really awesome students. Some of our students have been failed by their secondary education. They are dealing with socio-economic issues. They come to us and they are so grateful, they are really moved by that. Facilities are going well. We have new portables. The new education building should be started during the summer. Our theatre is completely redone, that was part of Phase 2. During the summer, that will start Phase 3. It will be refreshing to have some new buildings. We have been working to establish our independence from ECC. We have been trying to create our own documents. We have been working on our Curriculum handbook, it mirrors yours. It is meeting Title 5 requirements. Things are going well.

### **c. Chair – Curriculum – Allison Carr (pgs. 19-21)**

Our last meeting was Tuesday, March 28<sup>th</sup>. Here is a list of courses for full review: CHIN 3, EDEV 32, ENG 43, ENG 44, FREN 1, FREN 2, NURS 151, PSYCH 9A, PSYCH 9B, SOC 109A  
New Courses: ESL 07A, ESL 07B, ESL 07C, ESL 08, SOCS 109B  
CTE 2-Year Review: NURS 153

## **Consent Agenda Proposals**

### **CTE 2-Year Review:**

ATEC 81 Automotive Air Conditioning,  
BUS 25 Introduction to Business  
CIS 13 Computer Information Systems

### **Course Review:**

DANC 105 Music for Dance  
ENGL 1A Reading and Composition  
PE 60ABC Women's Intercollegiate Soccer Team  
POLI 5 Ethnicity in the American Political Process  
PSYC 10 African American Psychology

### **Program Revision:**

Psychology A.A. Degree for Transfer (AA-T)

Just because curriculum gets approved, it doesn't mean that there is a magic button that gets pressed and "poof" everything gets put where it is supposed to go. Everything is manual entry. Please put the word out and ask your colleagues to be patient with the process.

### **d. VP – Educational Policies –Chris Gold (pgs. 22-23)**

We spent a lot of time at the last meeting talking about 2 issues. Children on campus and the Min Quals. We had an information item that we got a lot of suggestions on regarding children on campus. There was a state-wide senate paper about minors on campus.....we made some recommendations for changes. This will come to the Senate at a later date. The committee was asking the deans about notifying their faculty if they have a minor in the classroom. Other campuses have a notification on their rosters. That also means you are a mandated reporter for child abuse if you have a minor in the classroom. We need some training about that, because most of us don't know what that means. A website for faculty and parents would be useful. Currently, the information provided for parents is limited. We don't really provide a lot of information to parents about what it means to send their child to an adult campus.

In terms of Minimum Quals, we are looking to clean things up. The current Min Quals list doesn't list all disciplines, it is not posted online, and the version and the contract is grossly outdated. It is at least 10 years old. We need to update the contract, post it online, and make sure all the disciplines are on the list. We need the legally required AP 7211. We are looking forward to having Barbara Perez (acting VP of Human Resources) and Carolee Vakil-Jessop (Executive Director of the Federation) to come to an upcoming Ed Policies Committee meeting to help us begin to make progress.

### **e. VP – Faculty Development – Stacey Allen (pgs. 24-25)**

Another announcement for our Informed and Inspired: Claudia Striepe and Briita Halonen have been working very hard with Dr. Victoria Kwon, from the Student Health Center. They have put together a great presentation about working with students with Autism. April is Autism Awareness Month. One in 68 children are diagnosed with autism. 10-14 % of college students are on the autism spectrum. Our next Faculty Development Series is on Thursday, April 6<sup>th</sup> from 1 – 2 pm in the Library, West Basement.

### **f. VP – Finance – Josh Troesh (pgs. 2 )**

We finished planning and just starting budgeting, there is no report.

### **g. VP – Academic Technology – Pete Marcoux**

Pete was unable to make the meeting today.

### **h. VP – Instructional Effectiveness/Assessment of Learning Committee/SLO's Update – R. Serr**

Next time I will have an update.....we are trying for 100% and we are getting close!

## G. INFORMATION ITEMS –DISCUSSION

### Dual Enrollment: Michelle Arthur & Linda Clowers

KDD: We have two guest speakers here today, Michelle Arthur and Linda Clowers, who are going to give us some information about Dual Enrollment. Maybe this metaphor is appropriate; we are building the ship as we sail it on Dual Enrollment. They may not have the answers to all our questions, but we want to get everyone's input so you know what is happening.

Michelle Arthur: Hi, I am the Director of Dual Enrollment. Dr. Clowers is our Associate Dean of Academic Affairs. I have been at ECC for a little over 10 years. In a lot of different capacities: Student Grievances, Student Conduct Officer, Financial Aid, all the really "fun" things. I have transitioned to academic affairs to help with Dual Enrollment and the Expansion of Enrollment, which is basically happening at the high schools on their campuses. Dual Enrollment and Concurrent Enrollment; I know the 2 terms are used interchangeably. Dual Enrollment specifically means those classes, or students, who are enrolled at the high school. At their campus; those courses are taught by our faculty, using our course outline. The students receive both high school credit and college credit. The high schools are responsible for rewarding whatever type of credit they think is appropriate, and we reward the appropriate college-level credit. How does this all come about? Linda and I meet with the high schools who have expressed interest in having these courses at their campus. The College and Career Access Pathways (Assembly Bill 288), is the piece of legislation that passed in 2015. This got the ball rolling. This has really been going on for about 20 years. But it was formalized by this piece of legislation which says; that we can offer these courses on campus, they are closed to the public, we receive apportionment, our faculty are involved in the process and we are involved in discussions on what type of courses and who can teach these courses. There is a provision in AB 288 that says, high school faculty, provided they meet the minimum qualifications, after review by the Dean and the Department Chair, can also teach these courses. There is no watering-down of the curriculum. We are adhering to the standards of rigor.

L. Clowers: Higher education has been offering dual enrollment at the high schools for the past 10 – 15 years. The difference with AB 288 is that the courses would be closed for the high schools. Some of the school districts have been hesitant to come on board. Why? They weren't sure if they wanted their students sitting right next to someone who came in off the street, to take this course at their high school. These were open enrollment courses, technically. It does provide more opportunity to allow these high school students to take college level courses at their high school.

M. Arthur: Pre-AB 288, students who were undocumented and were attempting to be a concurrently-enrolled student, could take these classes, but then they would receive a bill. Regular students, who were CA residents, didn't pay, those fees were waved under a piece of legislation in the Ed Code. Under AB 288, undocumented students can take these courses and they won't receive a bill. Are there any questions so far?

C. Wells: Who makes the decision on what courses are offered?

M. Arthur: Initially, it is a request form the high school, it is an interactive process. The requests are brought to the divisions and the deans. We let them know what the high schools are interested in and ask if we have the administrative capacities to offer this course. We need to look for an adjunct or a full-time faculty who might be interested in teaching this class.

C. Wells: My concern is if the administrator would have the class offered and the faculty thought it was an inappropriate class for the high school.

L. Clowers: The requests get brought to the division, and the dean makes that decision along with the faculty. You need to identify a pathway that is specific and lead to a degree or certificate. They don't want students just taking a lot of classes that don't lead them anywhere. We had to come up with classes that lead to a degree or a certificate. Initially, I was meeting with the deans to identify what classes would work for the high school students. We made sure we got feedback from the faculty so we knew what should be offered that might lead to a pathway. (It doesn't seem like all divisions had the same process).

M. Arthur: These courses don't replace what is offered at the high school. It is more of an enrichment or advanced class.

L. Clowers: All dual enrollment is supposed to offer something that the high school can't. These courses may pick up where AP courses leave off. Legislature was very sensitive to students having access to units at the high school and college level. They were sensitive to collective bargaining units from the high schools and colleges. No college faculty or high school instructor was going to be displaced with these courses.

C. Gold: In some states there is a huge problem with this issue. In Texas they are assigning high school teachers to teach these classes and they aren't doing any monitoring. In Indiana, it is drawing students from college enrollment. It seems in CA we have regulations in place to deal with some of these issues. It seems we need to be diligent with these regulations. I'm concerned with rigor, content, and critical thinking in a high school environment. It is important that our faculty are going into the high school, sticking to the outline, SLO's. Monitoring is the issue and making sure our faculty are evaluating them like our faculty are teaching. Success rates are so much higher at a high school than ours are. The effort is in being rigorous and maintaining our standards with evaluation, and sticking with the outline of record.

L. Clowers: You make a good point and it will come down to how we execute this. We have language in place in terms of the legislation and practices in

place. We have to be conscious and mindful of the language with the agreements and how we manage this. Yes, evaluations and done on site and assessments are being done to see if the students are learning. We will use this data and it will help with our decisions moving forward. If the students are not successful, then we need to make some changes. We will not do something if the data is telling us it isn't successful. R. Lozano: Some students and parents don't realize what these classes mean toward their degree in the long run. M. Arthur: In orientation it is important to talk about taking these courses, because they do have an effect if you are planning on becoming an ECC student. If you are applying for financial aid, these classes you took at high school count toward your record of performance. C. Striepe: Is there a stipend or professional development hours for visiting a site or evaluating a site? D. Berney: This is why we need department chairs! L. Clowers: Faculty being asked to evaluate or assess off-campus at high schools should be offered flex credit for reimbursement, including mileage.

### **Minimum Qualifications – Mark Fields**

KDD: No, you don't need to get out your driver's license and vehicle registration, Professor Mark Fields, an Administration of Justice instructor, is here to talk to us about minimum qualifications. M. Fields: I am an AJ instructor as well as the CTE rep to the state-wide AS. This is two, eight-hour days of training I am compressing into 10 minutes. Has anyone sat on a hearing committee? Did you have any Min Qual questions? Did you have any training beforehand? Exactly! What the AS is looking at is Min Quals. The Chancellors office determines min-quals for faculty at Community Colleges. Many times, the degree is a terminal degree; and it may be an Associate's Degree. We may hire you with an Associate's Degree and a certain numbers of years of working in that field. One of the things they are looking at is Equivalency is not close enough, it has to be equal. They look at core areas, competency in reading, college composition, and 18 units in whatever specific discipline they are teaching. Another way you could look at it is Eminence. Eminence is superior knowledge and skill in comparison to generally accepted standards of achievement in the field. The AS said eminence should not be used as the sole-criteria. When they look at Min Quals, they look at achievement outside the academic setting. They are trying to expand the applicant pool. For a recent welding recruitment, we ran an ad. We had 4 applicants, one didn't meet Min Quals, one didn't show up, we had 2 tests, so we sent one to the President. She was disappointed that we sent just one candidate. That is why we are having this conversation, it mainly applies to CTE stuff and the trades. Our ECC form gives no direction in what equivalency means. The hiring committee makes the determination as to whether they meet Min Quals. Eventually, we will have a board policy and procedure in dealing with this. What is supposed to happen, is the applicant applies. It goes to a sub-committee to see if they meet Min Quals. There will be discipline input. Ideally, come colleges are putting these resources on their HR websites..... telling them how to meet minimum quals. When you are doing recruiting, you need to refer these applicants to the resources and maybe you can find a way to see if they meet the Min Quals. KDD: any questions? C. Wells, we can make them higher? M. Fields: We can make them higher. There are questions....is it to exclude people or get better quality candidates? Maybe if you raise it you get better applicants. If you expand the pool, you get a more diverse pool. R. McMillin: Usually HR deals with all that on the committees I've been on. M. Fields: HR does the initial screening and provides the documentation but committees are where the faculty have to decide whether the applicant meets Min Quals.

### **H. FUTURE AGENDA ITEMS**

Ed Policies: BP/AP 4230 Grading and Academic Symbols, BP 4115/AP 4222 Remedial Coursework, AP 5500 Student Code of Conduct  
Student Success Initiatives (SSSP, SEP, BSI, BSSOT, MMA, etc.)  
Strong Workforce Program  
Program Viability Task Force: Horticulture  
Distance Ed Advisory Committee (DEAC) Updates  
California Guided Pathways Project

### **I. PUBLIC COMMENT**

### **J. ADJOURN**

C. Brewer-Smith motioned, R. Galbavy seconded. The meeting adjourned at 1:53 pm  
TG/ECC Spring 2017

**Adjunct (1 Year)**

- Dustin Black
- Karl Striepe

**Behavioral & Social Sciences**

- Stacey Allen
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Christina Gold
- Michael Wynne

**Business**

- Kurt Hull
- Phillip Lau
- Nic McGrue
- Josh Troesh

**Counseling**

- Anna Brochet
- Yamonte Cooper
- Rene Lozano

**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
- Ashley Gallagher
- Pete Marcoux
- Christina Nagao
- Adrienne Sharp

**Industry & Technology**

- Ross Durand
- Mark Fields
- Lee MacPherson
- Jack Selph
- Charlene Brewer-Smith

**Library Learning Resources**

- Mary McMillan
- Noreth Men
- Claudia Striepe

**Mathematical Sciences**

- Megan Granich
- Matthew Mata
- Ben Mitchell
- Jasmine Ng
- Catherine Schult-Roman

**Natural Sciences**

- Mohamad Abbani
- Sara Di Fiori
- Troy Moore
- Ryan Turner
- Ann Valle

**President/Superintendent**

- Dena Maloney

**Academic Affairs & SCA**

- Linda Clowers
- Jeanie Nishime
- Jean Shankweiler

**Assoc. Students Org.**

- Patrick McDermott

**Compton Education Center**

- Paul Flor
- Chris Halligan

**ECC Federation**

- Carolee Vakil-Jessop

**Curriculum Chair**

- Allison Carr

**Dean's Reps.; Guests/Other Officers:**

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Excused: K. Striepe, Y. Cooper, D. Berney