

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:

- Carolyn Pineda
-
-

Excused: D. Berney, C. Nagao, A. Sharp,
M. Granich, J. Ng, P. Flor

ACADEMIC SENATE MINUTES

May 16, 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 seventh Academic Senate meeting of the spring 2017 semester to order on May 16, 2017 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-15 of packet for minutes from the May 2 meeting. There was unanimous approval of minutes. P. Marcoux motioned, C. Wells seconded.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 16-25)

Our last meeting was tentatively scheduled for May 30th. We have business we need to get through between now and the end of the semester. Thank you so much for hanging in there and planning on coming to our last meeting of the semester on May 30th.

Please help us get the word out for our recruiting for adjunct senators. The deadline is Monday, 5/22. I will send another reminder out to the listserv on Friday. We are looking for folks who want to serve and get involved. They need to send a 100 word statement of introduction and then they will be on the ballot.

We hit double digits with the senate packet for the first time this year. I know you are excited about that.

We are following along with our normal order of business. I know we have moved things around lately, thank you for your patience. We are now going back to our normal order of business, which includes a brief introduction of our division personnel. Today it is Elise Geraghty, our Interim Dean of Humanities. E. Geraghty: Thank you, I am Elise, the Interim Dean of Humanities. I was hired in 2007 as a full-time English instructor. Four years later, Tom Lew asked me if I would be the Interim Associate Dean. What do I do as the dean? A little bit of everything. I am excited about returning to the classroom. I am in a unique situation, and honored that I had the opportunity to be the dean. I think now I will be a better teacher, because I have done a little bit of everything. That is my goal and I miss being in the classroom. I will be back in the classroom in 2018, because there will be a new Associate Dean of Humanities. If anyone has questions about what it is like to be a dean, please stop by my office and I will tell you all about it, as Dr. Shankweiler knows. I have done a few different things here at ECC. KDD: Thank you, your students will love having you back.

Our Board of Trustees Resolution of Support for all students is going to the Board for its second reading. On Monday, think about coming to lend your support. As you remember, this is the document, the principles of which were endorsed by the Academic Senate. I may be invited to provide some information about why faculty supported this resolution. I went back over our minutes, and conversations that I've had with people from the Senate. I've tried to summarize those thoughts, and I want to share those with you to see if I've missed anything. I may not be given this opportunity, but I want to be prepared. We had some senators who said they felt like this offered a powerful message of support for our students and community at a time when our students are expressing concern and uncertainty. It echoes statements that have been made by a number of larger bodies (Board of Governors, Cal States, Chancellors Office, and UC's). Approximately 35 other districts have issued resolutions. It aligns with our mission, which is in part to promote student learning and success in collaboration with our diverse communities. It also reaffirms our current practices and our commitment to continue practices of providing financial aid to undocumented students. It offers students' protection of privacy. We are not going to detain or question people based on their suspected immigration status. Is there something I'm missing that I need to include? Is there something that the board needs to hear about or

why faculty were so supportive of this effort? If you think of anything, please let me know before Monday, so I can represent the faculty.

There are quite a few things going on around campus I thought you should be aware of. In the packet pages 16-25, you have minutes from two of our collegial consultation groups. The College Council, which has been working on a number of BP's and AP's. Those minutes are on the website. Also our Facilities Steering Committee, thanks to Claudia for being our senate rep to that body. Thank you again, to Claudia for being sure that planning for the future home for the Senate is on the table in that planning process. Until now, I don't think that had quite made it onto the agenda. We appreciate her advocacy there!

On May 22nd, you will be getting an EEO survey. This is an important way for you to provide input so that your perspective can be taken into consideration for future programming. This is all related to our EO Plan. This came through the senate last year.

Jeanie Nishime mentioned a recent letter from Chancellor Oakley. That letter is also in your packet. It expresses concern about our completion rates, which for many years have remained stagnant. We are hoping that the initiatives, SEP, SSSP, and BSI will eventually move the needle. It was encouraging to see that several of the initiatives and innovations the Chancellors Office was encouraging colleges to consider, ECC already has underway. Including our College Promise Program. I wanted to be sure that you were informed there.

Watch for a call for volunteers for the Code Alignment Project. This is where we are going to review the alphabet soup combination of codes for CTE and Program awards so that we can make sure that our reporting is accurate and our degree audit programs are more effective. This will be a faculty-lead initiative so please consider volunteering to help. If you have any questions about those initiatives, please let Jean Shankweiler know.

b. VP – Compton Education Center – Paul Flor

Paul Flor was unable to attend, due to an Accreditation 101 workshop.

c. Chair – Curriculum – Allison Carr

Our last meeting was on the 9th. Our minutes can be found on the ECC website:

<http://www.elcamino.edu/academics/cc/>

The bigger news is that we will be hiring a curriculum advisor. We won't be able to replace Quajuana. There is a 10 page white paper going around with some revisions for Title 5. This is a first reading. There will be some changes happening, technically they are positive changes. The Chancellors Office is giving us back some local control in terms of approval credit courses. Their bigger goal is to streamline the curriculum approval process. There have been complaints that curriculum is getting bottlenecked at the Chancellors Office. To alleviate that, they are giving some control to us. It doesn't mean we are going to go "hog-wild" and approve crazy courses. If you look at section 3.1 and read that carefully, you will see that several people (curriculum chair, curriculum advisor, etc.) have to sign a document once everything is in compliance. We are fortunate that at our campus we have a solid curriculum process. Things get looked at thoroughly. This is a positive change and gives us a little more control over the curriculum process. Read through and if you have questions or concerns, feel free to email me. There is some controversy with this, because not all parties that needed to be consulted with the changes at the state level have been consulted. It may be a while before it is approved. June 17th is when they are set to vote on it. KDD: Thank you Allison for monitoring the process and making sure that faculty have a voice.

Full Course Review Approvals

ESL 09A, ESL 09B, ESL 10, NURS 145, NURS 150B, PE 277, PSYC 19, PSY 25

Consent Agenda Approvals

CDEV 126, CIS 26, ITAL 1, 2, 24, JOUR 6, 7AB

Academic Program Approvals

Political Science A.A. Degree

Political Science AA-T Degree

ESL for Childhood Educators Certificate of Competency

ESL for Healthcare Certificate of Competency

ESL for Healthcare II Certificate of Competency

ESL for Math Certificate of Competency

d. VP – Educational Policies –Chris Gold (pgs. 26-27)

Our minutes are on pages 26 & 27 in the senate packet. We talked about minimum qualifications, Faculty Service Areas (FSA's), and Equivalencies again. We talked about them so much, we decided that we needed a task force representing the Senate, the Federation, HR, and the Council of Deans. The first meeting to determine the leadership will be next Tuesday. I will come back with that information. C. Wells: Are you changing the policy or min quals? C. Gold: The goal is to make sure our min quals list is up-to-date that includes all minimum quals that we are using for hiring right now. We want to create a good, clean list posted online. The FSA'S haven't been updated since they were created in the 1990's. We will be working with the disciplines and the union really spearheads that. C. Wells: So is there a possibility of changing; because we can have min quals that are above the state and I know that we do in some areas. Is there any discussion about doing that? C. Gold: In some areas they are. Our intention isn't to have the disciplines all change, it is more looking at our processes and making sure we are cleaning them up. That we are applying our equivalency processes consistently across campus. We don't have AP 7211 which is a legally required one for min quals. It really wouldn't be about changing things, it is more about clarifying things. I think a lot of faculty are unclear about min quals and how we use them. I think most of us have no idea about FSA's, because we haven't had layoffs. As a historian, I know a recession is down the road somewhere. So it is good that we are doing it now. KDD: There is a separate process if a department wants to change their min quals and raise their standards. All this is doing is saying, "Where do we stand right now?" So we can give an accurate accounting for departments on how to raise their standards. It has been so long since it has been updated. There is a training issue here. We may provide a workshop so that faculty understand this better. C. Gold: There might be flex training in the fall. Faculty can apply for other FSA's; so if I am teaching in History but I am qualified to teach in another area, I could apply to be under that FSA as well. If I was laid off in History, I could apply under another FSA. It is worth it for all of us to think about it. C. Wells: Do you have to apply? C. Gold: That is part of it. We are going to be working on that with AP 7211. I don't know if we have the current process. So now is the time to do it. Carolee Vakil-Jessop: I know it has happened. My husband went through this, his FSA was Astronomy, but he was also qualified to teach Mathematics. He went through a strange process at the time to get approval to teach Math. It has happened, but there should be a process that is followed. C. Gold: We want to avoid strange processes that are created on the spot.

e. VP – Faculty Development – Stacey Allen (pgs. 28-30)

Our minutes are on pages 28-30. I would like to welcome our newest member to the Faculty Development Committee, Senator Anna Brochet. We comment at every meeting how much we enjoy working together. If you would like to join in on the fun, our next meeting is next Tuesday, at 1:00. You can help us plan Fall Professional Development Day.

Just a reminder, we have the 2nd component of our May series of Informed and Inspired. You can see a photo here and it's hard to catch candid photos because people are in the middle of talking and I don't want to interrupt our speakers. We took a great tour to the Math Study Center, Writing Center, Reading Success Center, and Learning Resource Center. I have been at El Camino for 18 ½ years, and it is interesting to get out of my space and see places where I send my students that I've never been. On Thursday of this week, from 1-2 in the library basement, we will have these folks present to facilitate a roundtable discussion on how we can best utilize these services to help our students be successful.

I know KDD talked about PRIDE two weeks ago. I want you to look at that photo again and raise your hand if you see anyone in there you know. You should all have your hand up. (Lots of laughter at this point). If you know someone you see in that photo, ask them about the PRIDE leadership academy. It has been a fantastic experience to be on the design

team. You may recall that Dr. Maloney came to speak to us at the beginning of fall semester to talk about this new leadership development academy she wanted to put in place. We put it into place. Friday is that last day of our first cohort. It is also the last day to apply to be in our second cohort. Who should apply? We are looking for faculty, staff or managers. It doesn't matter if you are at the beginning of your career, or later stages or somewhere in the middle. We are looking for anyone who wants to be a part of an exciting change on campus. Dr. Maloney's motto from the beginning has been to "Lead from where you are." That means we are all leaders in our various capacities on campus. It's not necessarily about how you advance your career, it is how to be a leader to learn about the college and serve our students. If you have any questions, please send me an email.

f. VP – Finance – Josh Troesh (pgs. 31-32)

The PRIDE program is interesting, and you learn a lot about campus. Our last PBC meeting was cancelled on May 4th. There weren't a lot of updates since the last time we've met. We are still looking for an alternate on the PBC Committee, and it doesn't have to be anyone from the senate. It would be helpful to have another faculty member on the committee for the purpose of getting to know the processes. But if I'm not there to represent the faculty, they could fill-in. If you know anyone who might be interested, I'll reach out to them.

g. VP – Academic Technology – Pete Marcoux (pgs.

We have a College Technology meeting right after this one. We will get some updates on current projects. I'm curious to hear about the Wi-Fi being updated. We will also be talking about the master scheduling system, and the plan to be a paperless college. Some new business...we will be talking about G Suite from Google, and I'm hopeful that is good news. And Mobile Pay so students can pay fees on their phones.

h. VP – Instructional Effectiveness/ALC & SLO's Update – R. Serr (pgs. 33-36)

KDD: Russ thought maybe he wouldn't be here on time. On pages 33-36, we have the minutes from the Assessment of Learning Committee on 4/17. We are continuing to make progress on ILO #3 – Community and Personal Development. We are planning for ILO #4 – Information Literacy (similar methodology to 2013 allows us to compare results over time). From a review, the last day to submit data or survey requests to Institutional Research is June 16.

Assessment Status: Russ is doing a great job of keeping us posted as we make progress towards our goal of 100%.

SLO – 95%

PLO – 74%

You can start entering your Spring Assessments now. There are a couple of workshops coming up and the flyers are in your packet. Wednesday, May 31, from 2:00 – 3:00 and Thursday, June 1, from 1:00 – 2:00.

Thanks to Russ for doing a great job.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

I'm coming to the front so you don't have to stretch your necks. Just a few things to follow up on. I wanted to reassure people that the curriculum paper that Allison handed out, the State-wide Academic Senate had a big hand in writing this. There was a lot of faculty input into the curriculum. Allison had mentioned that some constituents had been skipped.

I have been working on Guided Pathways, we had our first meeting last week. Just to introduce people to the idea of Guided Pathways. There is a workshop next Wednesday at Bakersfield College on implementing Guided Pathways. I think I am going to go so I can bring that back to the committee. All next year will be a planning process on how we can plan to make any of the changes that we are going to make to our campus.

The Strong Workforce is the \$1.5 million that we received from the state. We are looking at equipment and Dr. Rapp is sending out emails to deans and people who have requested equipment from Strong Workforce money. So if anyone put in a request for their programs, get all your information ready for your purchases. That way, when July 1st comes along, we can push the button and buy everything.

We are looking at hiring a Director of Career and Technical Education. That person will coordinate the Perkins and the SWP funding so that all the different initiatives can be under one person. It is a lot of work, and Dr. Rapp has been doing this along with her “normal” job. She is gone two days a week to attend CTE meetings. It definitely is a lot of work and one person needs to be taking care of it. That job description should be on the board agenda.

We are also looking at expanding our public safety programs here at the college. I think I may have mentioned that we would like to develop a regional public safety training center similar to Santa Ana College and Alan Hancock College. Alan Hancock is the mecca! They have a beautiful facility on 80 acres - that will never happen. But, there was a meeting this morning with police chiefs, fire chiefs, and regional directors so that we can serve the police force and the fire academy with their training requirements. They are ongoing and never ending, here in the South Bay. That would be a win-win situation for both. They wouldn't have to drive to Santa Ana, College of the Desert or College of the Canyons, and we could collect FTES for El Camino. That is a long-term project, it could be years and years. The Director position will be some of that Strong Workforce money.

As you know, we are doing all kinds of hiring. I have 2 more faculty hiring committees to go.

We will have a VP of HR on the board agenda when it comes out. We have been working on that since October. I am really ecstatic and I think you will be too. Her name will be on the board agenda as well.

A lot of people will be wondering about SERP. The paperwork was due on Tuesday of last week. Keenen and Associates are working the numbers. As of yesterday, when we did board review, the numbers came out and it will all be on the board agenda. I am pretty sure it will move forward. With that being said, then we have more hiring to do. P. Marcoux: Can you tell us a number? Dr. Shankweiler: Our goal was 50, let's say we exceeded our goal. It wasn't really a number of people, it was how much money we will be saving. It would depend where people were on their salary schedule. You only had to work here 5 years to be vested in retirement and be able to take SERP.

All of the area managers will be developing our plans and timelines for hiring and replacing people. We will do it from the manager down. That isn't faculty hiring that goes through the process. For managers and classified staff, we'll hire the highest level first, so that they can hire people below them and have a say in who they hire. That will be on the board agenda as well. My message for today is read the board agenda.

The last thing, I want to follow up on what Pete said about the IT upgrades. We have been working on the portal upgrade. I know that is a really big project. Everything they are working on is sequenced. The sequel conversion had to be done before the portal. The portal has to be upgraded before they do the pay service on the apps and other things like master scheduling. I think we are going to propose, and this affects faculty greatly, to shut the portal down for 2 hours. They will do their work and then bring it back up. They want to shut it down on June 12th. Classes end the 9th, people will be putting in grades, but it will only be shut down for 2 hours on Monday night at 10:00 pm. Then it will be back up and running and grades aren't due until that Friday. I wanted you to be aware that it will be shut down for a period of time. I made him swear to me that it will work when he turns it back on. (Lots of laughter at this point) Sheryl has tested it 3 times. The trouble is the email, not the grade submissions. There are still testing it. When you go through the portal to get your email, the emails aren't loading properly. I think most people go directly to mail.elcamino.edu and that works. That is a minor problem. It will be down, and look for notices. My logic is, that there are 2 groups of people; those who have everything turned in by Friday night, and everyone else will be doing it the following Friday at the last minute. We should be safe on Monday. It needs to be done then, because that is kind of down time, if there is such a thing for ITS. P. Marcoux: Will registration be affected? Dr. Shankweiler: Yes, anything that uses the portal. Please let your students know. KDD: If few see Art and his hand is bandaged, we'll know why – from the blood oath he swore to Jean. Thank you Jean, for keeping the wheels spinning.

Dr. Jeanie Nishime - VP of Student and Community Advancement

Did not attend due to scheduling conflicts.

E. UNFINISHED BUSINESS

AP 5500 Standards of Student Conduct: 2nd Reading – Chris Gold (pgs. 37-44)

KDD: We need a motion to discuss the next item on our agenda, because we are going to have a vote. Do I have a motion to approve? S. Di Fiori motioned, A. Carr seconded. C. Gold: This is the 3rd time we've talked about student conduct and recording in the classroom. We are going to start out by looking at the changes to the standards of student conduct. Then we'll move on and talk about the syllabus statement. I brought back answers to some questions that we had last time. There were four vague issues that we were discussing. The first one was the issue of fairness. The statement and Ed Code allows disabled students automatically to be able to record, but not others. The second one was questions about enforcement. Should we build that in? The third was about the library and whether or not it was a classroom, so would this apply to the library? The last we talked about quite a bit, faculty recording students, rather than students recording in the class.

Let's start off with the issue of **Fairness** and disabled students. On page 43-44, from the American Psychological Association website, is an overview of the American with Disabilities Act. Just as kind of a reminder, the issue of fairness with disabled students often comes up and sometimes that can hinder faculty from providing accommodations. Those students by law, have a right to accommodation. Just as a reminder, if you look at the bottom, there are some do's and don'ts that we should abide by and how to deal with this in the classroom. Do these accommodations violate your academic freedom? Legally, you have to do this according to The American Psychological Association. I know that no one is saying that we shouldn't allow disabled students to do it, but should we allow all students to do it? It comes back to the instructor, and those issues that we talked about for each classroom. The issues within a classroom will be different because of the audiences. In Communications classrooms, recording may be necessary. In History, when we are talking about race and ethnicity, we may not want to do it. Any questions about recording?

The second issue of **Enforcement**. How will this be enforced? Will the enforcement have any teeth? Should we take a look at our student discipline procedures? This led to some larger conversations and emails back and forth about our student discipline procedures. Then we moved into talking about cheating and how we catch cheaters. The student discipline procedures, AP 5520, is 17 pages long. We talked about moving this to a possible agenda item in the fall. Because there were other larger issues concerning enforcement of discipline that we thought we might want to address. Are there any questions about enforcement?

This moves us onto the **Library as a Classroom**. I did some reading on this and it was really interesting. More and more libraries are recording, from what I learned. It is generally viewed as a public space. The advice is to try your best to respect student privacy. Like positioning computers, so that everyone can't see what a student is doing. I am not a lawyer, but from what I read, it is not generally viewed as a classroom. The syllabus statement applies to audiences (our students) in a class. Out of curiosity, do we have a privacy policy for the library? That was something that was advised. M. McMillan: There were privacy laws passed statewide relating to police and records. C. Gold: Most of the privacy issues related to information. C. Wells: Aren't there study rooms in the library that could be considered private or public spaces? C. Gold: It could be. If your class is meeting, there was one minor change in the syllabus statement that I am recommending. Away from "recording in the classroom", to "recording of a class." We may move our class into a computer lab or one of those study spaces, and it's still your class. But you're not in your classroom.

The final question about **Faculty Recording of Students**. We talked quite a bit about that, and much like with the discipline, it is a separate issue. This is dealing with student behavior, and what students are allowed and not allowed to do. What faculty can and can't do. I think we have to take a closer look at it. I would recommend that if we do want to develop some kind of statement; if Fine Arts and Health Sciences and Athletics recommend it, then Ed Policies can take it on and work with those divisions. It involves different issues with the faculty doing the recording depending on the department. The syllabus statement stands as it is. Are there any questions? C. McFaul: What if a disabled student shares that recording with others? C. Gold: They are not supposed to, it is just for themselves, private use. Any other questions? KDD: All those in favor of approving the changes to 5500? The changes passed unanimously.

Sample Syllabus Statement: Recording in the Classroom – Chris Gold (pg. 42)

C. Gold: Turn to page 42 for the Syllabus Statement. A slight change has been made to the proposed statement and is reflected in the version that appears in the packet. Instead of “in any class”, it is “during class”, to accommodate different spaces the class may go. We need a motion. C. Wells motioned, P. Marcoux seconded. C. Gold: Any questions or concerns about the syllabus statement? P. Marcoux: This isn’t required to be put in a syllabus. It is just a recommendation by the senate. I think we just need to make that clear. C. Striepe: Would this statement be somewhere else if I choose not to put it in my syllabus? Could I say, “Well, it was in the catalogue so you should be aware of it”? C. Gold: You could point to AP 5500, student conduct. This goes into more detail. C. Wells: So we are basically saying that we support this statement. We are not saying that we require it. KDD: We are just encouraging faculty to be more proactive. By the time you pull out AP 5500, things have gone wrong. P. Marcoux: Once Wi-Fi becomes available, we are going to see a lot more devices. KDD: All those in favor of the recommended, amended statement on recording in the classroom. The motion passes for the syllabus statement. S. Di Fiori: Is there a place where faculty can see all the recommended supplementary stuff for the syllabus? KDD: That is a great question. The answer is no, but it should be yes. I think you should be in charge now. That is the new rule. If you have a suggestion, you are going to make it happen. Maybe we need to talk to Professional Development. Because where it has been posted, has been in a newsletter that has been sent to faculty on the listserv. But then how do you find that later when you go to look for it? That is a great suggestion. Stacey and I will talk, it should be posted on the senate website. P. Marcoux: Isn’t someone creating a handbook? KDD: Yes, someone is – Chris Gold. S. Allen: We could definitely update our newsletter and get that out. Maybe there should be a link on the Professional Development website where there are resources for faculty.

F. NEW BUSINESS

Resolution of Commendation for Howard Story

C. Gold: I think I saw Mr. Story. He is in the house. Come on up, Mr. Story. We have a resolution of appreciation that we would like to present to you. It is long, because Howard is so accomplished and he has been with us for so long. Kristie has 2 versions, because she wants you to pick the font that you prefer. Because she is very thorough. H. Story: I better pick the one I can read.

- **Whereas**, for the past thirty years El Camino College and our surrounding community has benefitted enormously from Howard Story’s work as a faculty member, media coordinator, and distance education coordinator; and
- **Whereas**, Mr. Story has excelled as a media coordinator, calmly and patiently helping often perplexed and befuddled faculty members; and
- **Whereas**, Mr. Story knowledgeably and skillfully helped the college navigate the profound technological changes in education, moving us from film projectors and record players to SMART boards, data projectors, and Canvas; and
- **Whereas**, As distance education coordinator, Mr. Story led the effort to create a growing distance program that provides excellent training to ECC faculty and high quality classes to ECC students; and
- **Whereas**, Mr. Story has served as a mentor in the ECC Project Success program for many years; and
- **Whereas**, Mr. Story has been an active participant on many campus committees, and provided strong leadership as Chair of the Distance Education Advisory Committee; and
- **Whereas**, Mr. Story served for many years as a board member for the Directors of Educational Technology in California Higher Education and is a regular speaker at statewide conferences and workshops; and
- **Whereas**, Mr. Story is a tireless volunteer in the community – mentoring young men in the community and frying hundreds of pounds of fish for Church fundraisers; and
- **Whereas**, Mr Story’s inherent optimism, charm, and good cheer has brightened our campus and led him to show us opportunities, where formerly we saw obstacles;
- **Resolved**, that the ECC Academic Senate expresses its deepest appreciation to Howard Story for his outstanding contributions to the El Camino College community.

ALL were in favor for the Resolution of Commendation. H. Story: Every time I see this picture, it reminds me that it is tough becoming a celebrity on your way out. (Much laughter at this point) KDD: Don’t forget there is going to be a fiesta

for Mr. Story this Thursday, from 1:00-3:00 on the second floor patio of the library. Let Gema know if you want to be involved.

Distance Education Advisory Committee Update: Distance Education Plan – Renee Galbavy (pgs. 45-84)

KDD: Now we come to the next item for new business, our Distance Education Plan. The cartoon up there says “Count yourself lucky, he used to shoot the messenger”. At Academic Senate we don’t shoot or shackle our messengers. Please be very kind to Rene Galbavy who is our “messenger” with the Distance Education Plan. She has agreed to step in and fill Lance Widman’s very BIG shoes. She is doing an extraordinary job, launching herself into the Distance Education Advisory Committee. She is now coming to present some of the work from that group. Let’s say thanks to Rene. R. Galbavy: This crowd is a little daunting to be in front of, I see what goes on up here. Fortunately, I have Howard here who was on the work group as well as Mark Fields. Mary and Chris are both on DEAC with me and they can help field any questions that you might have as we go through this. The plan actually starts on page 45. The initiatives that I am going over are on page 59 of your packet. The plan itself is about 20 pages long, but I am only talking about future initiatives. This is a strategic roadmap to expand and improve online and other distance education offerings. Between 17 and 22; the plan integrates with the education master plan and the technology master plan of 2017 and 2022. I am going to highlight the 5 initiatives that are in this plan. I actually had only 10 minutes, and that was up 2 minutes ago, so I really have minus 8 minutes now. (Much laughter here). I am going thorough each of these, and highlighting a few of the different points. If you have any questions, please feel free to ask and we’ll get through it. **1) Enrollment growth:** We are basically talking about the increase in distance education offerings over the next 5 years. So the 10% of earned credit FTES is composed of online course offerings. You can obviously read through all these, I’m just hitting the highlights. We are talking about strategically increasing the number of courses, sections, and programs offered online. Promoting online programs and courses through marketing efforts. Exploring partnerships with local high schools, which is happening right now. Consulting with divisions to explore and plan expansion of online offerings. R. Cerofeci: If our goal is 10%, were are we now? H. Story: about 5-6%, which is pretty low compared to other districts. R. Galbavy: This is why I needed you here to answer questions. **2) Expand Online Opportunities:** I have taught a lot on online classes and I have had a lot of problems teaching them, so I think this is important for expansion to occur. We are talking about expanding opportunities to current and prospective students to complete courses and programs fully online. We are exploring re-organization and staffing needs to support expansion of distance education. We are looking to expand the number of certificates, degrees, or transfer pathways that can be completed online. Develop a system to monitoring which degrees/certificates can be obtained completely online. Provide complete and clear information to students about degrees and certificates offered online. P. Marcoux: Are hybrid classes part of this? H. Story: A hybrid class, per the Chancellors Office, is considered distance education. **3) High Quality Instructional Program:** There is a lot here, so I will abbreviate it. Hire an instructional designer; it needs to go through planning and budgeting. Formalize DEAC’s governance to be a subcommittee of AS. Right now we have 4 senators who are also on DEAC. If you would like to look at all the committee members who are on the working group, you can look at page 65 of your packet. Insuring that online classes adhere to high standards of quality. Adopt the OEI Course Design Rubric, which Mark has been doing a lot of work on. We are looking at ways to provide more information, and reviewing current practices to promote high quality courses. **4) Improved Online Course Experience for all Students:** We need to complete the migration from Etudes to Canvas which should occur by the end of next spring. More hiring. Building a network infrastructure. Wi-Fi and portal access. **5) Comprehensive Academic and Support Services:** This one basically says to support our students. We have different elements of supporting them. How to allocate our resources. Great implementing of software. Implementing Counseling software (Cranium Café), to get students in to see Counselors. This provides great support for our students to ensure that they have support for these online classes. Right now we all have “MyECC.” Ultimately, all of us will have Canvas, and all classes will be populated into Canvas. More support is needed for faculty to make courses 508 compliant, so staffing is needed in this area. C. Gold: I want to reiterate the importance on page 61, we need to hire additional staff for distance education. What we have now is already overworked, so if we are expanding we need additional support for us and the students. R. Galbavy: I have seen all the roadblocks, and we don’t have the resources to do a lot of this, but it is in the plan. H. Story: Statewide, they want to beef up support in our programs. It is a slow process, because it equates to money. KDD: Thank you, Renee for doing a great job!

Proposed Revisions to Senate Constitution: 1st Reading – Kristie Daniel-DiGregorio (pgs. 85-99)

This is our first reading. We will have a second reading at our next and final meeting. This is following up on a motion to approve by the Senate back in November. Remember, Mr. Story came in and made the call for us to formalize making DEAC a subcommittee of the AS. It is reflecting a long-term practice. We have consulted with DEAC, the Director of Library Learning Resources, Mr. Story, and Dr. Shankweiler. The other rationale is that this is my chance to change "President" to "Her Highness, President of the Academic Senate and Protector of their Liberties." (Laughter at that comment.) I am going to highlight some of the key changes, so please turn to page 88 of your packet. One change that was recommended the last time we elected Adjunct Senators, was it would be useful to also have in place the option of having alternates. Just because of the mobility of our adjunct colleagues. That change is just a notation of having up to 2 alternates. The next change, Section 1.4, is just reflecting the fact that in practice, we sometimes need to use the most recent fall and spring semesters. This just means we would do our faculty census during the summer or winter. On page 89, add our Vice President of Student Services, Jeanie Nishime. As you know Jeanie is retiring, and her new position is being re-named to Vice President of Student Services. That change seems to make sense. Page 90, this is the DEAC component. We would need someone to be our liaison from DEAC to Senate. It would make sense if someone was already a senator. With Distance Ed growing, it will be easier to find someone who is both a senator and would like to serve on DEAC. The person who would be our connection between the senate and DEAC, I am calling the "Distance Education Liaison." P. Marcoux: Where it has the list of Parliamentarian and Sergeant of Arms, I'm wondering if we should put... Chris, what was your old position? C. Wells: Legislative action. P. Marcoux: Maybe put Vice President of Legislative Action on the list? We'll work on that for next time. C. Gold: How about Sergeant of Arms? Should we take that out? KDD: We might need one of those someday. What is happening on the next page (91) is just trying to reflect a fuller representation of what our officers are doing. For example, it includes some additional duties, it includes the names of the committees they oversee because not all of our VP's are chairing a committee. I will have the officers take a look at that and just provide feedback between now and our second reading. Page 92, is where we pick up again with Distance Ed. This will articulate the role of the Distance Education Liaison. Shall monitor and report on the actions, represent the Senate on and be the Senate's voting member for the Distance Education Advisory Committee. Mr. Story says that DEAC doesn't take a lot of votes, most of the decision-making is consensus-based. But this way we document that the senate has at least one vote on that. P. Marcoux: Will this position be part of the E Board? KDD: That is coming next, page 94. Yes, but it's ex officio. This is where you see that the distance education advisory committee (DEAC) becomes a subcommittee of the AS. On page 99, is where we will put the date the changes have been ratified. We will have a second reading at the next meeting. Then very quickly we will share this with the faculty. It will be ratified when the majority of those who vote approve the changes. P. Marcoux: We may need to look at the bylaws for the part-time faculty thing to clarify how we implement the votes. There is something about voting. We have to make it clear who votes. KDD: The bylaws don't have to go to the full faculty, can we do this in the fall? Do we leave the change off the constitution until we do both? We'll think about that. C. Striepe: On page 87, we no longer have units. KDD: This is right, very good. C. Gold: This fixes a lot of old things. It looks very good. KDD: Nothing like being obsessive-compulsive to fix a few things. Oh, did I say that out loud? So we'll come back to this next time. If you have any thoughts or questions, please let me know.

Proposal: Canvas Access for Face-to-Face Instruction – Pete Marcoux & Chris Gold (pg. 100)

KDD: On page 100 of the monstrous packet. A proposal was presented to provide Canvas access for all face-to-face classes, without a training requirement. It raised a question about training. I don't know if you have seen this matrix, but I would like to share it with you. P. Marcoux: If you went to this page, it is very confusing. It is also defeating what Chris and I set out to do when we were investigating Canvas. To make it simple, many people in the various meetings we went to didn't want to go through required training. Then this showed up. I was told that what happened was that Professional Development just took what was required for etudes and replaced it with Canvas. There are a lot of issues going on here. First of all, there are two types of users; Distance Education and Face-to-Face. I'm hopeful the Distance Ed Committee can come up with a recommendation for what type of training will be required for Distance Ed Professors. Chris Gold and I created a recommendation that is on page 100, that we would like the Senate to pass. KDD: To back up for just a second, part of the senate purview is policies and procedures related to faculty professional development. This clearly falls under the senate purview. We need to make sure the senate is guiding the process. Jean has been very helpful with that, just in making sure the conversations that should happen are now happening. P. Marcoux: I am also concerned with those making the decision, and if they are qualified or not. Are they faculty, supervisors, managers or deans? M. McMillan: Just from the time I've been on DEAC, this conversation has come up at just about every DEAC meeting. Back and forth, back and forth, wondering what the correct approach is. Some of the concerns that came

forward from Professional Development and Distance Ed was finding a way to make it as simple as possible for those faculty who don't need to go through as much training. But also finding a way, for example; Gema deals with issues of people coming in, saying they know how to use the platform, but then they come to her regularly because they really don't know how to use the platform. It is a support thing as well. We need to make sure that everyone can use it effectively, but also support those who don't. Those are the things that have been batted around quite a bit, in trying to find ways to simplify it. C. Gold: On of the advantages of Canvas, is that they have their own support, you can call them directly and get your answers right away. That way we don't have to over-burden our own, local staff. On Sunday, I was trying to figure out how to re-open up a quiz for a student who submitted by mistake. It was Sunday morning, I called Canvas, I didn't get put on hold, and I got my questions answered. M. McMillan: That is encouraging to hear, because Gema says that many times they have told faculty to call Gema. C. Gold: We have it on the web page that faculty should contact Gema first and I don't know why. Canvas does have really good support and they are very helpful. P. Marcoux: I would like to differentiate, if it is a Distance Ed Faculty member, then they should call Gema. If it is Face-to-Face, then it is a Professional Development issue. C. Gold: This is probably something that is going to happen, shells will be created for all of our classes. Face-to-Face and online, they will automatically be generated. We are asking that faculty don't have to go to a 2-3 hour training to be able to use that shell. We should have access to them. We listed support and opposition to it. Here is a little background; 15-20 years ago, when I was teaching at UCLA, they were automatically generating blackboard sites for all their classes, no training necessary. If any of you have kids in the K-12 system, my kids have had websites for all their classes for the past 10 years. I can go online and see all my daughter's classes, materials are there, homework assignments are there and her grades are there. Our students are coming in with the experience of using websites for all their classes. KDD: They are going to populate all our sections with Canvas. P. Marcoux: Yes, once we get this tool up and running. C. Gold: It is the training that provides a real barrier for us. We are busy, it's difficult to fit in 2-3 hours of training, and some of us are savvy with software. We have basically taught ourselves. P. Marcoux: Another example is we were given course sites on MyECC, without having to go through training. And a lot of people don't want to use the Face-to-Face, they just want to use the Gradebook. Maybe they just want to use the discussion board. Why sit through all that training? We just want this to reflect the senate voice. Y. Cooper: I would recommend that something is available for Counselors as well. I recently did the training, it was 5-6 weeks and it was ridiculous. A lot of it had nothing to do with the platform. It was time consuming and not user friendly. H. Story: There are so many options available for training now. Between the CCC's and The Chancellors Office, through the OEI, they are trying to put as much support and training out there. There are a number of ways to get the training, from Canvas directly or from @One. It should be simple if you want to use it in your traditional class. Back around 2014, the Accreditation committee got us, because they said our Distance Ed courses weren't up to speed. That was traumatic. Since then, we are one of a number of colleges who have put training in for people who want to teach Distance Ed. P. Marcoux: It also affected face-to-face, because you had to get training for Etudes. H. Story: It did, because everyone had to be trained for Etudes. We had no choice, everyone had to be trained. That was an Etudes requirement. P. Marcoux: We will bring this back for a second reading and we'll vote on it then. Does anyone have any changes? C. Gold: Our contract speaks to this as well. Faculty have the control of use over technology. And decision making about technology. P. Marcoux: And professional development, which is a related issue.

G. INFORMATION ITEMS –DISCUSSION

Student Success Scorecard/IEPI Framework of Indicators – Marci Meyers

KDD: Thank you to Marci for channeling Irene Graff. M. Myers: This is piggybacking off Jeanie Nishime's presentation on the IE Outcomes. We update this every year and we have the 2019-20 goals that we are setting based on student achievement outcomes. A lot of the outcomes from the handout are from the student success scorecard. There is a handout coming around. This is showing two cohorts side by side. We have last year's measures with this year's measures so see if there are any differences. For this year's cohort, we are at 29% of students who come to ECC unprepared for college. That means they need to take a remedial Math or English course. Last year it was 30%. We are about the same for incoming students. There are three columns, but the far left is the overall rates, center column is college prepared, and the unprepared for college is the far right. They split up by columns to see differences in the rates. For completion rates across the board, we are down in completion rates from last year. When it comes to three-term persistence rates, we are showing improvement from last year and in 30-unit completion rates. On the back, are the basic skills completion rates. These are students who start in a basic skills, and complete a transfer level course in that same discipline within six years. English is slightly down, Math is slightly up, and ESL is up. There is transfer level

achievement now. This is for students who take a Math or English in their first year, it is the rate of those students who complete a transfer level course within 1-2 years. This could include someone who starts in transfer level. For English, with this last year's cohort, 70% of those students completed a transfer level course. For Math it is about 40%. That is the new metric of the year.

Moving on to the IEPI Framework, the Chancellors Office asks us every year to make a new short-term goal and a new long-term goal. Last year we came to the senate and asked what should we set our goals at? What do we want to shoot for? This year we are trying to maintain, we don't want to set our sights too high. We are doing a good job in most of our measures. The goals are what we update. Please give us any feedback by the end of this month. We set these goals trying to maintain our progress towards the IE outcomes goals. If we hit a goal, we bumped it up a little. All these are available on the institutional research and planning website. Any questions or comments? Please let us know, we are presenting these to the board next week.

H. FUTURE AGENDA ITEMS

Ed Policies: BP 4115/AP 4222 Remedial Coursework

Student Success Initiatives (SSSP, SEP, BSI, BSSOT, etc.)

Program Viability Task Force: Horticulture

I. PUBLIC COMMENT

P. Marcoux: I have a suggestion. I would like to discuss on the agenda, professional development. Who is determining if an activity is worthy or not. If you get flex credit for it. I am hearing a lot of complaints from faculty that have been turned down. It is a 10+1 item, and it is also in our contract. E. Geraghty: We may want to review this whole process. I think it is a good idea to very clearly show everything that is new and if something isn't pre-approved, it won't be approved even if the activity is done. That is a new change, I don't think it's great, but it's a change. I have been struggling with my faculty about this. I often scratch my head. I think this is really important. KDD: Let's have a presentation on what the current process is, so we can better understand it. Maybe we can make a suggestion or recommendation. P. Marcoux: It should be faculty approving or disproving. C. Gold: We have a procedure for Professional Development and it doesn't break apart the different processes for Managers, Classified Staff, and Faculty. It might be worth taking some time to look at other campuses and see what their procedures look like. The faculty should be different than the other. KDD: That was on our list for fall. P. Marcoux: We should start the conversation now, if there is time. C. Striepe: I'm sorry that Stacey isn't here anymore, because we did bring that up at our last meeting. We are coming up with some recommendations. Lisa hasn't been at all the meetings, and as you know, Professional Development now has responsibility for Managers, Staff and Faculty. Lisa pointed out that there are new state regulations that we have to contend with. We are coming out with recommendations that the faculty body is going to recommend what is applicable. We should merge efforts. KDD: Any other comments? See you all in two weeks.

J. ADJOURN

The meeting adjourned at 1:54 pm

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