

El Camino College
2005-2006 ACADEMIC SENATE
OFFICERS & EXECUTIVE COMMITTEE – Sept. 19, 2006

Susan Dever , President	Evelyn Uyemura , VP Educational Policies
Peter Marcoux , President-Elect, VP Legislative Action & Academic Technology Committee Liaison	David Vakil , Secretary
Lisa Raufman , VP Faculty Development	Lance Widman , VP Finance and Special Projects
	Janet Young , Curriculum Chair

Senate Mailing List

Behavioral & Social Sciences – Miranda 3735

Elaine Cannon (06-07) Sociology 3574
(vacant 06-07)
Lance Widman (05-06) Political Sciences 3746
Michael Wynne (07-08) Psychology 3562
Janet Young Curriculum Chair 3613 (ex-officio)

Business – Rapp 3442

Jacquie Thompson (06-07) CIS 3206
(vacant)
(vacant)

Counseling – Smith 3442

Kate Beley (05-06) Counselor 3251
Ken Gaines (07-08) Counselor 3690
Lisa Raufman (07-08) Counselor 3435
Ken Key

Fine Arts – Blackburn, 3715

Ali Ahmadour (08-09) Art 3539
Daniel Berney (06-07) Dance 3657
Jason Davidson (08-09) Speech 3725
William Georges (06-07) Theatre 6770
Chris Wells (08-09) Film/Video 3702

Health Sciences & Athletics – Haslam 3550

Nick Van Lue (05-06) HSA 3681
Kathy Morgan (05-06) Nursing 3285
Mary Moon (06-07) 3283 (sharing)
Louis Sinopoli (05-06) Respiratory Care 3248
Corey Stanbury (06-07) PE 3639

Adjunct Faculty – at large

(vacant)
(vacant)

Humanities – Lew 3316

Debra Breckheimer (06-07) English 3182
Lyman Hong (06-07) English 6046
Karen Warrenner (07-08) English 3689
Peter Marcoux (07-08) 6046
Evelyn Uyemura (07-08) ESL 3166

Industry & Technology – Way 3600

Vic Cafarchia (06-07) Air Conditioning & Refrigeration 3306
Ed Hofmann (06-07) Machine Tool Technology 3292
Walt Kahan (06-07) Electronics 3620
Douglas Marston (07) Electronics 3621, 3611
George Rodriguez (06-07) Welding 3308

Learning Resources Unit – Grigsby 3526

Susan Dever (08-09) Learning Resources Center 3254, 3514
Claudia Striepe (07-08) Library 6482

Mathematical Sciences – Glucksman 3200

Susan Tummers (07-08) Math 6390
Lijun Wang (06-07) Math 3211
Dale Perinetti (05-06) Math 3221
Ralph Taylor (05-06) Math 6390
Massoud Ghyam (07-08) Math 3900

Natural Sciences – Perez 3343

Chas Cowell (05-06) Chemistry 6152
Teresa Palos (07-08) Biology 3354
Kamran Golestaneh (06-09) Chemistry 3243
David Vakil (07-08) Astronomy & Physics 3134

Note: Year after Senator's name indicates the last academic year of elected service.

Accreditation – Linda Arroyo & Arvid Spor

Academic Affairs – Ann Collette

Union – Editor

Associated Students President – David Nordel

Public Information – Ann Garten

Campus Police – Mike D'Amico, Chief

Federation Office – Don Brown, & Nina Velasquez

Health Center – Debbie Conover

Admissions & Records – Bill Mulrooney

Human Resources – Marcy Wade

President/Superintendent – Thomas Fallo

VP Academic Affairs – Francisco Arce

VP Administrative Services – Jeff Marsee

VP Student & Community Advancement – John Baker

Board of Trustees

Ms. Combs Miss O'Donnell Dr. Jackson

Mr. Beverly Dr. Gen Mr. Peters

Academic Senate Website

www.elcamino.edu/academics/academicsenate/

A REMINDER OF SENATE'S REASON FOR EXISTENCE

California Code of Regulations § 53200

Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Academic and professional matters means the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

These academic and professional matters are often called the 10 + 1 items over which the senate faculty have primacy. The intent of the law is to assure effective participation of all relevant parties, and to ensure that the local governing board engages in *collegial consultation* with the Academic Senate on matters that are academic and professional in nature. Consult collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the Academic Senate.
2. The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations. (El Camino's selection)

Education Code §87360 (b) requires that

Hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.¹

El Camino College
ACADEMIC SENATE
AGENDA

Sept. 19, 2006

1. CALL TO ORDER		12:30
2. APPROVAL OF MINUTES: May 30, 2006		
3. PRESIDENT'S REPORT AND/OR ANNOUNCEMENTS		
<ul style="list-style-type: none"> • Welcome back! • Introductions • Challenges facing us this year • Proposed change to monthly reports • Academic Senate Website www.elcamino.edu/academics/academicssenate/ 		
4. UNFINISHED BUSINESS		
<ul style="list-style-type: none"> • Board Policy 4225 & Procedures – Course Repetition – final approval • Board Policy 4100.1 & Procedures – Catalog Rights – final approval 		
5. NEW BUSINESS		
<ul style="list-style-type: none"> • Proposed ECC/CEC Senate structure & curricular approval process – first reading • Revision to CCC by-laws – first reading 		
6. PRESENTATION		
<ul style="list-style-type: none"> • Update on registration and ECC research projects (Bill Mulrooney & Irene Graff) 		
7. VICE PRESIDENTS' & OTHER REPORTS		
<ul style="list-style-type: none"> a. EDUCATIONAL POLICIES (Evelyn Uyemura) b. FACULTY DEVELOPMENT (Lisa Raufman) c. FINANCE & SPECIAL PROJECTS (Lance Widman) d. DEANS' COUNCIL REPORT (Lance Widman) e. LEGISLATIVE ACTION (Pete Marcoux) f. CURRICULUM (Janet Young) g. STUDENT LEARNING OUTCOMES (Lars Kjeseth, Jenny Simon) h. CALENDAR COMMITTEE (Lyman Hong) i. ACADEMIC TECHNOLOGY COMMITTEE (Pete Marcoux, Michael Wynne) j. ACCREDITATION (Arvid Spor, Linda Arroyo) k. ENROLLMENT MANAGEMENT (Vice Presidents) 		
8. ANNOUNCEMENTS		
9. GENERAL DISCUSSION – Topics not on agenda		
10. ADJOURN		2:00

**El Camino College
ACADEMIC SENATE
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Academic Senate Meeting Schedule – 2006-07

1st & 3rd Tuesdays, 12:30pm-2pm, Alondra Room

Fall	Spring
September 19	February 20
October 3, October 17	March 6, March 20
November 7, November 21	April 3, April 17
December 5	May 1, May 15, and May 29 (optional)

El Camino College
ACADEMIC SENATE
Committee Memberships

2005-2006 Academic Year

EDUCATION POLICIES: Chair, Evelyn Uyemura

Sep. 22nd, followed by – 1st & 3rd Thur 12:45-1:45 Chem 134

Chris Jeffries	Vince Robles
Chas Cowell	Jacquie Thompson
Kate Beley	Julie Stewart
Chris Wells	

FINANCE & SPECIAL PROJECTS: Chair, Lance Widman (3746)

1st & 3rd Thursdays 1 – 2:30 Usually Alondra Room

Dave Vakil	Ken Keys
Teresa Palos	

FACULTY DEVELOPMENT: Chair, Lisa Raufman (3435)

2nd & 4th Tuesdays 12:45 - 2 ADM 127

Margaret Steinberg	John Ruggirello
Elaine Cannon	Moon Ichinaga
Mercedes Thompson	Ruth Banda-Ralph
Kristie Digregorio	Donna Manno (Dir, Staff Development)

LEGISLATIVE ACTION: Chair, Pete Marcoux (6046)

1st Thursday 12:45 – 1:30

Doug Marston	Walter Kahan

CALENDAR COMMITTEE

ELECTION SUB COMMITTEE

Lyman Hong	Karen Warrenner, chair
Kelly Clark	Lijun Wang
	Susan Tummers

ACADEMIC SENATE MINUTES

May 30, 2006

Attendance (X indicates present, exc = excused, pre-arranged, absence)

Behavioral & Social Sciences	Humanities
<u>Cannon, Elaine</u> X	<u>Breckheimer, Debra</u>
<u>McCrary, Ed</u>	<u>Hong, Lyman</u> X
<u>Widman, Lance</u>	<u>Marcoux, Pete</u> exc
<u>Wynne, Michael</u> X	<u>Uyemura, Evelyn</u> X
	<u>Warrener, Karen</u> X
Business	Industry & Technology
<u>Thompson, Jacquie</u> X	<u>Cafarchia, Vic</u>
<u>Vacant</u>	<u>Hofmann, Ed</u> X
<u>Vacant</u>	<u>Kahan, Walt</u>
	<u>Marston, Doug</u> X
	<u>Rodriguez, George</u>
Counseling	Learning Resources Unit
<u>Beley, Kate</u> X	<u>Dever, Susan</u> One year down..
<u>Gaines, Ken</u> X	<u>Striepe, Claudia</u> X
<u>Raufman, Lisa</u> X	
Fine Arts	Mathematical Sciences
<u>Berney, Dan</u> X	<u>Ghyam, Massoud</u>
<u>Georges, William</u>	<u>Perinetti, Dale</u> X
<u>McMillan, Russell</u>	<u>Taylor, Ralph</u> X
<u>Storms, Harrison</u> X	<u>Tummers, Susan</u> X
<u>Chris Wells</u> X	<u>Wang, Lijun</u> X
Health Sciences & Athletics	Natural Sciences
<u>Van Lue, Nick</u> X	<u>Cowell, Chas</u>
<u>Morgan, Kathy (sharing)</u> X	<u>Palos, Teresa</u> X
<u>Moon, Mary (sharing)</u>	<u>Stewart, Julie</u> X
<u>Sinopoli, Louis</u>	<u>Vakil, David</u> X
<u>Stanbury, Corey</u>	
	Adjunct Faculty
	<u>Almos, Carolyn</u>
	<u>Robertson, Gary</u> X

Ex Officio Attendees: Janet Young, John Baker

Guests: Ann Collette, Gloria Miranda, Ken Key, Steve Nothern

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

Summary of events during meeting

1. The Course Repetition policy was not accepted. Much discussion about repeatable courses ensued. The motion was referred back to Ed Policies for discussion on this issue.
2. Calendars approved: 2007-2008 and "Pre-labor day start" for 2008-2009.
3. The online tool for submitting curriculum changes was approved.
4. A Compton College update was given.

5. Approved? Catalog Rights should apply to all courses, not just courses in a student's major?

President's report – Susan Dever (henceforth SD)

1. Two packets and a Rostrum were mailed. The split was necessitated by hardcopy vs. electronic submission formats.
2. SD received a letter from the music faculty with 25-30 signatures asking that the music librarian move not occur. The move, if it occurs, would likely not happen immediately.
3. SD read aloud the first bullet from the meeting's agenda. The main idea is that attendance rosters sometimes include students who do not attend during the census period and sometimes attendance rosters are left blank. Also, some faculty don't turn in positive attendance reports. The Chancellor's office will be auditing attendance rosters. People being inaccurate with attendance records may cost the school money. Spread the word!
4. The VP of Technology senate constitutional amendment will be revisited in the fall.
5. Student petitions committee needs faculty volunteers (June 1, 1pm-3pm).
6. Student diversity plan task force needs volunteers too.
7. Senate meeting schedule for next year is published in the packet.
8. Summer & fall registration is active

Minutes approved as written

Faculty Development – Lisa Raufman

Dr. Raufman distributed a handout with recommendations and summaries of the committee meetings during the past academic year.

Unfinished Business

Board Policy 4225 and associated procedures – Course repetition

This policy was written by the Educational Policies committee and appears on pages 11-14. The 2 foci are that: 1) Students can repeat a course if they got D, F, no-credit, and 2) a "W" repetition policy is officially codified. The proposed procedures include exceptions and clarifications. An example given was Journalism 11abcd can be repeated 4 times without "counting" as a repetition – this point was discussed at much length. See below. As with previous policies, the committee asked that policies and procedures be tied together and accepted or revised as one unit, rather than separately as policy and procedure. It was noted that the name and number are incorrect: the policy (page 11), procedure (page 12), and the cover letter (page 14) should all refer to policy/procedure "4225, Course Repetition."

Regarding course notation, there are two types of classes that have abcd designations. One type is a sequential course, designated with capital letters (e.g. Physics 1A, 1B, 1C, and 1D). The other type is a course that may be repeated several times, such as Journalism 11. To designate the number of times a course is repeatable, lower case letters are used, such as "Journalism 11abcd." Such repeatable classes are often skill-developmental courses. It was suggested that a different notation be used to distinguish between these two course types.

Regarding repeatable courses, Dan Berney asked if, according to the policy, students can withdraw from abcd classes 3 times total, or 3 times per letter (12 times). The answer was 3 times total. It was noted that the course is NOT considered four separate courses, it is one course that can be repeated up to 4 times. It was also noted that in 4-times repeatable courses, getting an "F" grade in the 1st semester does not get replaced by an "A" grade in the 2nd semester. So a student would need to take the class 5 times to replace the grade earned in the first semester. This sets up an inequity between repeatable and non-repeatable courses. It was suggested that the different kinds of students in certain classes (e.g. enrichment vs. degree-oriented) should be considered and that this could be handled in another policy or procedure.

In the policy/procedures, the words "in a specific course" could be clarified by senate and the senate can choose to examine the issue further. It was suggested that we give an explicit explanation for this issue in the procedure, as described above.

In an attempt to clarify the policy in this regards, during the discussion, an amendment was proposed. On page 12 (procedure), two lines after #4 change "in a specific course" to "in a specific lettered course." The amendment was withdrawn after matters were clarified (as stated above).

Noted: the current procedure is already what is being done. The only new thing about this policy is that is that the current procedures will now be codified. No "W" problems, such as those mentioned above, have occurred as far as anyone was aware. However, this lack of occurrence is partly due to the fact that admissions doesn't block students with many W's in a course from enrolling again. This may change in the future, so the problem could become real. It was also noted that progress probation exists, where students with more 50% W's get dismissed.

Since this won't be in the 06-07 catalog, there is no urgency. Regarding changing the policy, someone noted that allowing 12 drops is counter-productive to encouraging students to finish. We can allow exceptions to the current policy (which, as stated above, is 3 drops), and the proposed procedure allows for exceptions. However, what counts as an "exception to this policy" isn't clear, and also unclear is who determines the exceptions. In current practice, ordinarily the counselor makes these decisions. Other examples of exceptions have a chain of command specifically laid out.

Motion to accept as written was seconded. The motion failed, 10 in favor, 11 opposed. It was suggested the motion be sent back to the Educational Policies.

2007-2008 and 2008-2009 Calendar

3 handouts were distributed: a draft of the 07-08 calendar and 2 versions of the 08-09 calendar. The 2 options for 08-09 are called "Pre Labor Day start" and "After Labor Day start." Senate decided to have 2 votes, one vote to accept/decline the 07-08 calendar, and another vote to choose between the two options for the 08-09 calendars.

It was asked if there has been any decision about the existence of winter 07. There is currently no proposed winter change for 07-08 or 08-09.

The 2007-2008 calendar was approved unanimously.

For the 08-09 calendar, the “Pre-Labor Day Start” begins Saturday, Aug 23, and ends Dec 12. “After Labor Day start” begins Sep 2 (with the first set of weekend classes on Sep 6), and ends Sunday December 21. For the “Post” calendar, the campus would be closed on Aug 30 & 31. Spring & Summer start on the same dates for both calendars. Pre-start weekend classes meet over Labor Day weekend, which is the same as past practice and mimics the Spring Memorial day weekend.

Discussion about the options: Does the late start allow transcripts to be processed in time? Bill Mulrooney said grades wade be due Dec 23 (the Tuesday after classes finish). The calendar committee recommended the pre-start because of the pressure on the staff (including division staff regarding pre-requisites). There was a suggestion, that was debated, that enrollment might be better with the after Labor start. This debate did not have a clear winner.

The Pre-Labor Start calendar for 2008-2009 was approved overwhelmingly.

Online tool for curriculum submissions

In the second packet (without numbered pages), the curriculum submission process (online) was brought forward for senate adoption. See the packet for screen-shots of the process. Someone asked if the new system will be an option or will it be the only method for curriculum changes? Eventually, it will be the only option. The online submission tool was approved.

New Business

The “disruptive student guidelines” proposal has been postponed, even though the behavior likely continues.

Compton Update

ECC was not approached for partnership, because we are not a contiguous district. We volunteered to help. The proposal for partnership will be submitted, pending Board of Trustees approval. On Friday, June 2, the proposal will be available for all to see and will be available and distributed electronically. The Daily Breeze article on May 30 had an update, and there was a lengthy discussion at PBC on Thursday, May 25.

Santa Monica is apparently only interested in the Summer 2006 partnership, while our proposal is for Fall 2006 and beyond. The chancellor’s office is setting up rules to allow Compton to offer Compton courses in summer 06, rather than Santa Monica’s curriculum. This would be different than the current model, which says Santa Monica’s courses would be offered.

The College Council was shocked at the student success rates at Compton. For example: Compton nursing students pass a standardized test 38% of the time, compared to ECC nursing, students who pass at 95+%. The student equity report shows data like this for other programs. Susan Dever will try to send that out.

It was asked how Compton’s low success rates will impact our accreditation. The accreditations will be separate. But for some programs, the success rates might be folded in, which would be

bad for our numbers. Kathy Townsend (director of Nursing) has expressed this concern, and the same idea applies to other areas on campus (e.g. financial aid). ECC is negotiating on this and the intent is to have firewalls set up on issues like these.

It has been inferred that ECC faculty might be in charge of Compton hiring (see May 2 minutes). If this were the case, there would be some resentment by ECC faculty while hiring faculty for Compton because ECC couldn't hire anybody this year. Also, having ECC faculty in charge of Compton faculty hiring would put our faculty in uncomfortable positions, particularly since the two schools might be competing for the same candidates. In response to this, it was reported that while the above ideas about hiring may have been implied previously in senate, things have changed rapidly since then.

Our Academic Senate will be encouraged to work closely with Compton's senate to make sure things at Compton work effectively. Curriculum will also be closely coordinated – they will use ours and/or adapt. There may be (probably will be) some interaction between faculty at ECC and Compton, where there is overlap. It is also expected that the ECC deans will be working with the Compton faculty. However, some ECC employees have already expressed an interest in volunteering to go over to Compton to help out.

It was noted that there will be impacts on ECC (e.g. curriculum) that are not voluntary. We are already stretched thinly in some areas and need some hiring relief. Susan Dever also said, during PBC, that backfilling positions and supplementing thinly stretched departments should be done and will be necessary, since some ECC employees will be training Compton employees and therefore won't be available as much for ECC work. She also suggested that more authority be delegated to lower-levels, which requires less micromanaging.

This process is new for community colleges in California. The process is ever evolving and is changing in real time. Even after the partner district is selected, some things will likely evolve during the partnership process. Susan Dever said, during PBC, that the decision making process needs to become more transparent because the process is so dynamic and evolutionary. Transparency is necessary for both ECC's and Compton's sake.

Catalog Rights

Students can have their graduation requirements according to either entering or exiting catalog. There was an unclear issue the AA/AS task force encountered and they asked for senate guidance. They asked if this catalog option should apply to courses in a student's major or should it apply to all courses? The task force suggested we go with "all courses." Senate approved???????

An issue: what if a course was required in the entering catalog and no longer exists when a student approaches graduation. Would the student be able to graduate without taking any "new" equivalent course in the catalog? The task force suggested sticking with the interpretation that all relevant courses can fulfill the requirement.

It was noted that if courses disappear, issues are problematic and the policy should be rewritten. Meeting was adjourned at 2pm.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of September 5, 2006

Present: Dr. Baker, Mr. Brown, Dr. Fallo, Mr. Marcoux, Dr. Marsee, Mr. Middleton, Ms. Smith, and Ms. Pickens.

1. Change of Meeting Time – College Council will now meet Mondays from 1:00 – 2:00 p.m.
2. 2006-2007 Final Budget Supplement – will be distributed at the Board meeting today.
3. Board Agenda
 - a. Administrative Services – P.O. Listing – there was a question about what B0097410 is for. Dr. Marsee will have the answer before the Board meeting.
 - b. Human Resources – Equivalence to Minimum Qualifications – is a formal procedure to hire instructors who possess qualifications at least equivalent to the minimum qualifications. Further details are not provided due to privacy issues.
4. Compton
 - a. Compton students may use El Camino College (ECC) facilities, but must purchase a parking permit for both campuses. Compton students can purchase ECC ASB stickers, but we are not encouraging that because Compton has its own ASB.
 - b. ECC faculty working at Compton have reported having to pay a \$60 fingerprinting fee. Dr. Marsee instructed them to contact the Compton Center’s Human Resources department. Dr. Marsee believes these fees may have been budgeted for.
5. Campus E-Mail Policy – A new committee will work on revising this policy. Membership on this committee is not required for participation. This is an open committee.
6. Policy 3410 – Non-Discrimination – was distributed and will be discussed next week.
7. Student Equity Plan – will be distributed next week.

Agenda for the September 11, 2006 Meeting:

1. Minutes of September 5, 2006
2. Set Date for Facilities Steering Committee Meeting
3. College Council Evaluation, Review & Goals
4. Policy – 3410 – Non-Discrimination – Leo Middleton
5. Student Equity Plan – Leo Middleton

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of August 14, 2006

Present: Dr. Arce, Dr. Baker, Dr. Dever, Dr. Fallo Dr. Marsee, Mr. Middleton, Ms. Smith, Ms. Pickens, and Ms. Velasquez.

1. Policy 4228 – Independent Study –was approved by Academic Senate.
2. Legislation - SB 361 has not been passed yet and we will not include any of these anticipated funds in our September 5th budget.
3. El Camino College Compton Center (ECCCC) Update
The Board of Trustees passed a motion to direct the staff to proceed with the development of a Memorandum of Understanding (MOU). The MOU is in final stages and will be presented at the August 21, 2006 Board of Trustees meeting. The most critical issue is negotiating a more specific ability to withdraw from the agreement. A contract will be developed after AB 318 has been revised to reflect acceptable termination language. We will wait until the Legislature meets again in January before introducing the revision. In the meantime, ECCCD has the ability to terminate the MOU-defined agreement without cause.

We will need to determine how the ECCCC Academic Senate will work with ours. They will have to have some representation on our Academic Senate. The Academic and Fiscal plans are set up to some degree. The details need to be worked out year by year and for a longer period of time.

We have submitted a Substantive Change Proposal to the Accreditation Commission letting them know that our accreditation status has changed. ECCCC has to submit one as well. President Fallo will make a presentation at the ECCCC Flex Day letting them know where we are. The ECCCC Provost will be announced on Tuesday, August 15th. It was suggested that a communication be sent out to the ECC community outlining the history of this project so far.

4. Collegial Consultation/Campus Communication – College Council will need to discuss and define roles of College Council and the Communications Task Force. Overall campus communication and Collegial Consultation at the operations level will also be discussed. Some people interpret Collegial Consultation to mean that everyone votes on every issue and this is not the case.

There was a request for detailed minutes that are a compilation of all discussion that takes place. This will be discussed when College Council does its yearly evaluation next month.

Agenda for the August 21, 2006 Meeting:

6. Minutes of August 14, 2006
7. Board Agenda
8. Team Reports
9. Request For Budget/Expenditure Transfer Form #20320 – Dr. Marsee
10. Policy – 3410 – Non-Discrimination – Leo Middleton

11. Student Equity Plan – Leo Middleton

12. Policy & Procedure 2510 – Participation in Local Decision Making/Collegial Consultation -
Dr. Baker

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of August 21, 2006

Present: Dr. Arce, Dr. Baker, Mr. Brown, Dr. Dever, Dr. Fallo, Dr. Marsee, Mr. Middleton, Ms. Smith, and Ms. Pickens.

1. Board Agenda

- a. Compton Provost – Dr. Doris Givens will be introduced at the Board meeting today. Dr. Givens is an employee of Compton and hired by Compton but will report to the Superintendent/President of El Camino College (ECC). She will also attend the President’s Cabinet meetings. This is an interim one-year position.
- b. Compton Community College District – (CCCD) and El Camino College Compton Center (ECCCC) are two separate entities. There is a dually elected Board of Trustees in an advisory capacity with no authority at this time. The Board is run by the Special Trustee.
- c. Memorandum of Understanding (MOU) – Concern was expressed that ECC employees could be forced to work at Compton. It was stated that no employee will be forced to work at Compton. Some employees are afraid to deny their supervisor’s request. It was suggested that employees could communicate through their union representative who would relay to the Vice President. The ECCE representative does not want to be the inter-person and would like people to communicate themselves. It was noted that this MOU is an agreement between two districts and primarily outlines the relationships between the two organizations. Section ten deals with Compton employees and section eleven deals with how ECC supervises Compton employees.

President Fallo will ask the Board for authorization to utilize some of the \$2.5 million for substitutes, casuals, hourly and upgrading certain positions to work out of classification. These expenditures would be for the duration of the contract only. The ECCCCFT representative would like some type of communication to go out that outlines procedures for documenting time spent on Compton college work.

Agenda for the August 28, 2006 Meeting:

13. Minutes of August 21, 2006
14. Team Reports
15. Set Date for Facilities Steering Committee Meeting
16. Request For Budget/Expenditure Transfer Form #20320 – Dr. Marsee
17. Policy – 3410 – Non-Discrimination – Leo Middleton
18. Student Equity Plan – Leo Middleton
19. Policy & Procedure 2510 – Participation in Local Decision Making/Collegial Consultation - Dr. Baker

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of August 28, 2006

Present: Dr. Arce, Dr. Baker, Mr. Brown, Dr. Dever, Dr. Fallo, Dr. Marsee, Mr. Middleton, Mr. Nordel, Ms. Smith, Mr. Spor, and Ms. Pickens.

1. Compton Partnership
 - a. Memorandum of Understanding (MOU) – is posted on the El Camino College website on the Board of Trustees page under Board Summaries section.
 - b. Appropriations – Authorization from the Board has been given to utilize some of the \$2.5M. Discussions have occurred with ECCE on how to compensate employees. President Fallo has met with the co-chairs of the Planning & Budgeting Committee to discuss appropriations.
 - c. Accreditation – The Accrediting Commission approved our Substantive Report. The Substantive approval is conditional and we were given a list of things we must do by November 1st. The Accrediting Commission wants to ensure that El Camino College's Accreditation is not jeopardized by assisting Compton.
2. Enrollment Management – We need to solidify our student base and induce students to stay for a longer period of time. On August 24th we were at 100% enrollment for the same period last year. Registration started two months earlier this semester. The fee increase caused a decrease in part-time students. The fee will be decreased to \$20 in January 2007.
3. ASO – There were 330 students at the New Student Orientation. ASO had coffee and donuts for students on the first day of school.
4. September 5, 2006 Board Meeting – will focus on the 2006-07 Final Budget. The meeting will be tape recorded.
5. College Council Evaluation & Review of 2005-2006 Goals & Objectives – We will begin this process in September.
6. Facilities Steering Committee – We will set a date at the next College Council meeting. Construction Projects are moving slow through the Department of the State Architects office.

Agenda for the September 5, 2006 Meeting:

20. Minutes of August 28, 2006
21. Student Request to Change Meeting time to 1:00 p.m.
22. Board Agenda
23. Set Date for Facilities Steering Committee Meeting
24. Policy – 3410 – Non-Discrimination – Leo Middleton
25. Student Equity Plan – Leo Middleton
26. Policy & Procedure 2510 – Participation in Local Decision Making/Collegial Consultation - Dr. Baker

**ACADEMIC AFFAIRS AND
STUDENT SERVICES**



**31 August 2006
9:00 – 10:00 AM
Adm 127**

Type of meeting: Enrollment Management Facilitator: Francisco Arce/John Baker
Note taker: Cynthia Constantino

Attendees

- | | | | |
|------------------------------------|-------------------------------------|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> F. Arce | <input type="checkbox"/> I. Graff | <input type="checkbox"/> B. Mulrooney | <input type="checkbox"/> A. Spor |
| <input type="checkbox"/> J. Baker | <input type="checkbox"/> K. Key | <input type="checkbox"/> D. Marquez | <input type="checkbox"/> H. Tyler |
| <input type="checkbox"/> S. Dever | <input type="checkbox"/> Q. Miller | <input type="checkbox"/> D. Reid | <input type="checkbox"/> J. Wagstaff |
| <input type="checkbox"/> A. Garten | <input type="checkbox"/> G. Miranda | <input type="checkbox"/> R. Smith | <input type="checkbox"/> S. Warriar |
| | | | <input type="checkbox"/> R. Way |

Other Guests:

AGENDA ITEMS	ORIGINATOR	DESIRED OUTCOME
I. Information A. Notes of 8/10/06	All	A. Information
II. Discussion/Action A. Fall 2006 Enrollment Report B. What worked? What can we improve? C. Developing an Enrollment Plan and Budget D. Compton E. Shadowing Grant	Arce/Baker Arce/Baker Arce/Baker Arce/Baker Baker	A. To understand the trends B. Review enrollment activities and assess C. Complete the work started in Fall 2005 D. Add representation and a Compton component to the ECC Enrollment Management Plan
III. Other		
IV. Next Meeting -- Joint Enrollment Management/ Council of Deans 7 September 2006, 9:00-11:00 a.m. Lib 202 -- Enrollment Management 14 September 2006, 9:00-10:00 a.m. Adm 127		

COLLEGE CURRICULUM COMMITTEE BYLAWS

1. CCC STRUCTURE

1.1 Voting Representatives

There Voting Representatives shall be one full-time faculty member voting representative from each academic division, one full-time faculty counselor, and one full-time faculty librarian, and one full-time Compton Community Education Center full-time faculty member. ~~voting representative.~~ The Vice President of Academic Affairs (VPAA) shall be a voting representative and the Council of Academic Deans and Directors shall also have a voting representative.

1.2 Term of Faculty Representatives

The term of a faculty CCC representative shall be three years. The elections will be staggered so that one third of the representatives are elected each year.

1.3 Election of Faculty Representatives

The election process shall be initiated in each individual Academic Division, the Counseling Division, and the Library, and the Compton Community Education Center in compliance with the Academic Senate Constitution. CCC elections for full terms shall take place in the fall semester of the last year of a term. Only full-time faculty are eligible to vote for a faculty representative.

1.3.1 Should a CCC representative not complete his or her term, the replacement shall be elected for the remainder of the term.

1.3.2 Should a CCC representative be required to take a leave exceeding one month, an interim representative must be appointed by the division dean, or if appropriate, the area director, and the senior Academic Senate representative for the period of the leave.

1.4 Vice President of Academic Affairs Representative

If for any reason the VPAA is unable to meet the attendant responsibilities of a CCC representative, then he or she shall appoint a designee from the Council of Academic Deans and Directors to fulfill the responsibilities on an interim basis.

1.5 Council of Academic Deans and Directors Representative

The Council of Academic Deans and Directors CCC representative will be appointed for a three-year term by the VPAA or the designee.

1.5.1 Should a Council of Deans and Directors CCC representative not complete his or her term, the VPAA or the designee shall appoint a replacement for the remainder of the term.

1.5.2 Should the Council of Deans and Directors CCC representative be

required to take a leave exceeding one month, an interim representative shall be appointed by the VPAA or the designee.

1.6 Ex-Officio Representatives

The Ex-Officio representatives of the CCC, who are non-voting members, shall include but are not limited to:

1. Articulation Officer
2. Chair-Elect (when not serving as a division representative)
3. Curriculum Advisor
4. Dean of Enrollment Services
5. Director of Workforce and Community Education
6. Immediate Past Chair (when not serving as a division representative) shall serve for one year following completion of his or her term as CCC Chair
7. Member of the Associated Students (selected by President of Associated Students)
8. Student Services Advisor, Evaluations Unit

1.7 Responsibilities of All Representatives

These shall include:

1. Regular and punctual attendance at all meetings
2. Attend at least one in-service training session each academic year
3. Knowledge of current curriculum procedures and policies
4. Careful study and review of all curriculum proposals in advance of meetings
5. Assistance to faculty with curriculum issues and proposal preparation

2. CCC CHAIR

2.1 Term of Office for CCC Chair

The term of office is two years.

2.2 Qualifications of CCC Chair

A candidate for Chair must have two years of CCC experience and either be a current CCC faculty representative or present Chair or immediate past Chair.

2.3 Election of CCC Chair

2.3.1 Election Process

The election will be coordinated by the Curriculum Advisor and an Election Committee appointed by the CCC Chair.

The Election Committee will consist of two voting CCC members.

2.3.2 Election Timeline

2.3.2.1 Regular Election: The election will occur no later than the 12th week of the spring semester during the seated Chair's first year of office.

2.3.2.2 Special Election: In the event that a vacancy will exceed a period of six months, a special election will be held to fill the position for the remainder of the term. The CCC will determine the special election timeline.

2.3.3 Chair Elect

2.3.3.1 If the seated Chair is not re-elected, the person elected will serve as Chair-Elect for one academic year before taking office. The Chair-Elect may attend the weekly meetings with the Chair, VPAA or designee, and Curriculum Advisor throughout the year prior to taking office. The Chair-Elect shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair. The Chair-Elect will also serve as either the division representative or as an ex-officio representative.

2.3.3.2 If the seated Chair cannot serve, then the Chair-Elect assumes the office of Chair for an interim period not to exceed 6 months.

2.3.4 Chair Pro Tempore

A Chair Pro Tempore shall be designated by the CCC Chair at the beginning of an academic year when there is no Chair-Elect. The Chair Pro Tempore shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair.

2.4 Appointment of CCC Chair

In the event that neither the Chair nor Chair-Elect can serve, then the Academic Senate President shall appoint, in mutual agreement with the CCC, a Chair who shall serve for an interim period not to exceed 6 months.

2.5 Duties of CCC Chair

The Chair shall:

1. Preside at CCC meetings
2. Report at the regular Academic Senate meetings on actions of the CCC and curriculum issues
3. Attend weekly meetings with the VPAA or designee and the Curriculum Advisor and others as appropriate
4. Function as a liaison with the Distance Education Advisory Committee and other committees as appropriate
5. Attend the State Academic Senate meetings and

- appropriate breakout sessions
6. Attend curriculum workshops at the local, regional, and state levels
 7. Participate in developing the annual curriculum calendar
 8. Serve as CCC liaison with the Academic Senate, Council of Academic Deans and Directors, Division Curriculum Committees, Faculty, Cabinet, and Board of Trustees as appropriate
 9. Notify division deans, or if appropriate, the area director, and senior Academic Senate representatives of CCC vacancies and timeline for elections of division representatives
 10. Consult with the CCC prior to seeking action from non-CCC bodies
 11. Share with the CCC copies of all written communication in a timely manner
 12. Perform additional duties as mutually agreed upon by the CCC and VPAA or designee

2.6 Reassigned Time for CCC Chair
The reassigned time for the CCC Chair shall be no less than 30%.

3. OPERATIONAL PROCEDURES

3.1 Quorum for Meetings
The quorum for conducting business at CCC meetings shall be 50% of the faculty representatives.

3.2 Attendance Requirements
Members unable to attend a meeting should notify the Curriculum Office for an excused absence. When a CCC faculty representative has more than two consecutive, unexcused absences, the Chair shall notify the division's dean, or if appropriate, the area director, Academic Senate representatives, and faculty that the division's and/or the College's interests and concerns are not being adequately represented. In order to ensure the participation of ex-officio members of the CCC, when any of those members have more than two consecutive unexcused absences, the Chair and VPAA or the designee shall notify the appropriate administrator that the College's curriculum may be compromised by the ex-officio member's lack of involvement and representation.

3.3 Meeting Times
The regular meetings of the CCC shall take place during the Fall and Spring semesters on the second and fourth Tuesdays of the month from 2:30 p.m. to 4:30 p.m. Adjustments to the regularly scheduled meeting dates may be made by a majority vote of the CCC. Adjustments to the meeting times may be

requested by the CCC Chair. Meeting times may be extended as long as a quorum exists. Special meetings may be called by the CCC Chair as necessary.

4. RESPONSIBILITIES OF FACULTY REPRESENTATIVES

- 4.1 CCC Division Representative
The Division's/Compton Community Education Center's CCC Representative serves as a liaison and resource person for the Division/Compton Community Education Center faculty in matters of curriculum review, curriculum development, and College and State curriculum practices and procedures. The representative is responsible for thorough study and review of all curriculum proposals.
- 4.2 CCC Librarian Representative
The CCC Librarian Representative serves as a liaison between the CCC and the Library. The library representative also serves as a resource person for divisions and faculty in matters of curriculum review, curriculum development, and College and State curriculum practices and procedures. The representative is responsible for thorough study and review of all curriculum proposals. In addition, the librarian serves as a liaison between the CCC and Learning Resources regarding curriculum-related matters.

5. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE (DCC) COMPOSITION AND RESPONSIBILITIES

- 5.1 Division Dean
The Dean is responsible for coordinating the development of all division curriculum and informing the Council of Academic Deans and Directors of curriculum developments that may affect other divisions. The Dean is a resource person for regulatory guidelines, faculty load, WSCH, lecture/lab ratios, fiscal implications, and related matters regarding curriculum proposals.
- 5.2 CCC Division Representative
The Division's CCC representative serves as a liaison and resource person for the division.
- 5.3 Division Representatives
Division representation will include a minimum of four faculty members who provide appropriate discipline expertise. Division representatives are responsible for the thorough review and approval of all division curriculum proposals.
- 5.4 Division Counselor
The Division Counselor(s) serves as a resource person(s) for the division in such matters as transfer, articulation, associate degrees, certificates, and student needs.

- 5.5 Clerical Support
A member of the division's clerical staff, under the direction of the Division Dean and with the assistance of the CCC representative, is responsible for providing to the CCC, clean, error-free proposals prepared on proper forms.
- 5.6 The DCC conducts technical review for all proposals. Technical review ensures that Title 5 regulations have been met, that local procedures are adhered to, and that course specifications have been appropriately addressed. The DCC should refer to the guidelines for curriculum preparation/review found in the Curriculum Handbook for El Camino College.

6. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE PROCEDURES

- 6.1 DCC Meetings
At least two regularly scheduled DCC meetings will be held in each division per semester. Meeting dates are to be forwarded to the CCC Chair no later than the first day of the Fall semester. All division faculty members and the Counseling Division are to be notified of DCC meeting dates. Minutes of the meetings are to be kept on file in the division office. Names of DCC members and meeting dates should be established at the end of the Spring term preceding the upcoming academic year and forwarded to the CCC Chair prior to the beginning of the academic year.
- 6.2 In-Service Training
All DCC members will attend at least one in-service training session each academic year. These in-service training sessions will be presented by members of the CCC and, when appropriate, by DCC members.
- 6.3 Curriculum Review
DCC members will review curriculum in accordance with the Curriculum Handbook for El Camino College, the California Community Colleges Program and Course Approval Handbook, Title 5 of the California Code of Regulations, and District policies.

7. REVIEW OF CURRICULUM DECISIONS

- 7.1 Refer to the current Curriculum Appeals Process Flow Charts which are located in the Curriculum Handbook for El Camino College.

8. OTHER CONSIDERATIONS

- 8.1 CCC Subcommittees

The Chair shall form subcommittees to address curricular issues. All CCC representatives are expected to serve on subcommittee assignments, and faculty at large may be appointed to serve.

Adopted: 10-13-98

Revised/Approved by Academic Senate: 1-26-99

Revised/Approved by Academic Senate: 9-14-99

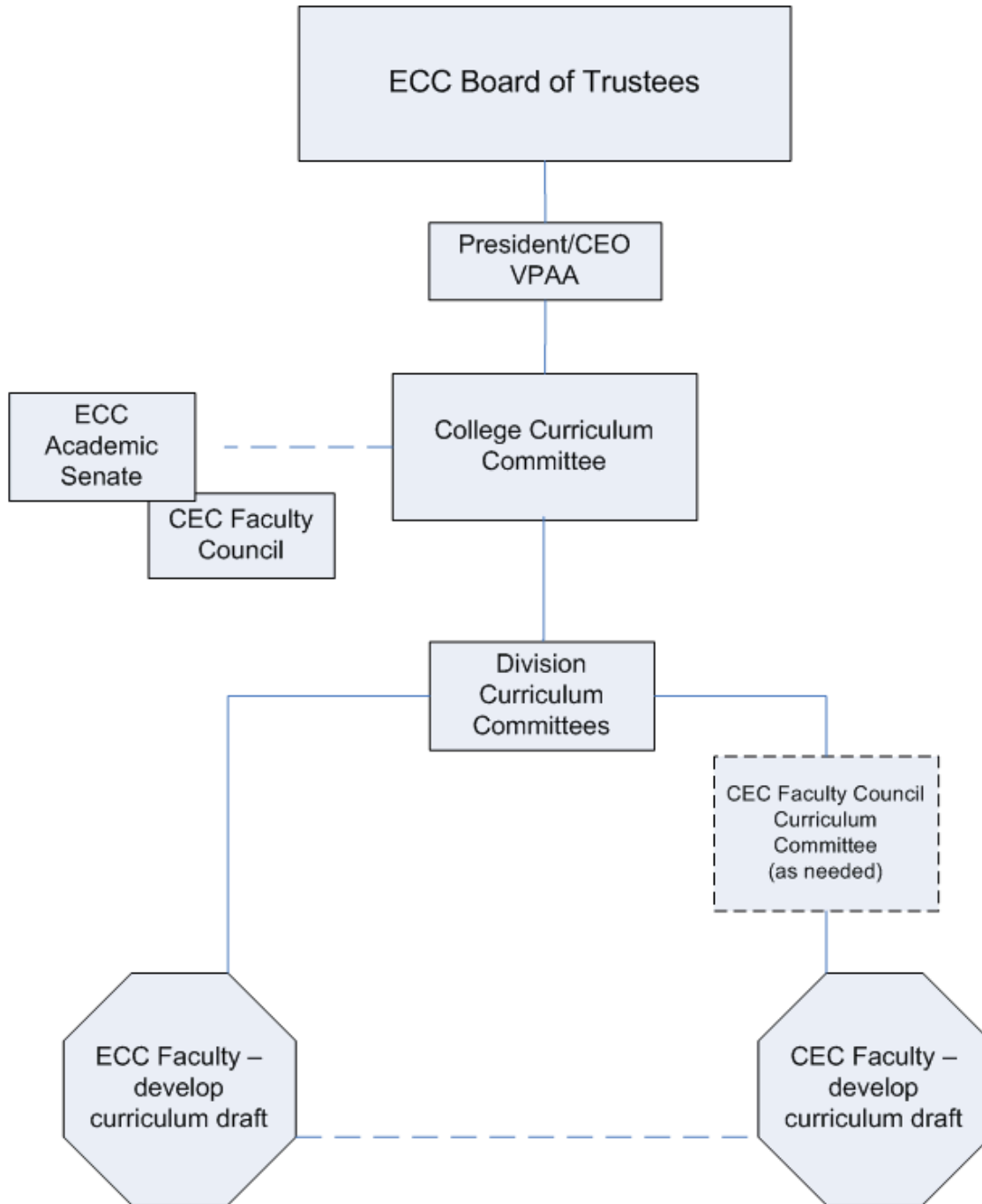
Revised/Approved by Academic Senate: 9-25-01

Revised/Approved by Academic Senate: 3-25-03

Revised/Approved by Academic Senate: 9-23-03

Revised/Approved by Academic Senate: 11-15-05

Draft Curriculum Approval Process



Respectfully submitted to the Academic Senate by Dr. Lisa Raufman, V.P. Faculty Development,
Academic Senate, May 30, 2006

From: Raufman, Lisa

Sent: Thursday, September 14, 2006 4:11 PM

To: Banda-Ralph, Ruth; Cannon, Elaine; Daniel-DiGregorio, Kristie; Ichinaga, Moon;
Ruggirello, John; Manno, Donna; Steinberg, Margaret; Thompson, Mercedes

Cc: Dever, Susan

Subject: First Faculty Development Team meeting for Fall: Tuesday, September 26 in Adm 127

Follow Up Flag: Follow up

Flag Status: Flagged

Dear Faculty Development Team,

Welcome back to another dynamic semester for the Faculty Development Team. We made some recommendations last year for this year so I am attaching them for your review. I think we need to narrow the scope of our endeavors. We have not been successful at getting Foundation money to create a Faculty Handbook or a Successful Teaching Tips booklet. The Faculty Survey over the summer did reinforce that we need a new Faculty Handbook and many of our successful teaching techniques could be included as a resource in the revised Handbook.

We have some extra funds allocated to Staff Development at ECC and will discuss this as well as a review of Flex Day and our end of the year recommendations at our meeting on Tuesday, September 26. I will send our agenda out by email and hard copy by the beginning of next week.

I am at a conference on Monday and Tuesday and will return on Wednesday if you want to reach me (ext 3435) to add to our agenda.

For any of you who attend the Senate meeting on September 19th, I have asked Susie Dever to invite more "senators" to be part of our Team. We have not had representation from Fine Arts, Math, or PE for a while.

Best to all,

Lisa

Summary of Recommendations from the ECC Faculty Development Team 2005-6

Members: *Ruth Banda Ralph, Elaine Cannon, Kristie Digregorio, Moon Ichinaga, Donna Manno, Mercedes Thompson, John Ruggirello, Margaret Steinberg*

Resolutions

- **Recognition**

Designate a week in Fall and a week in Spring for encouraging all faculty and staff to submit Applause Cards in addition to each Division recognizing their staff and faculty in their own unique ways

- **Mentoring –**

Mentors should get Flex credit if they are not being reimbursed for the time they give to mentoring.

- **New Student Orientation**

The Faculty Development Team recommends very strongly that the college institutes an orientation for all students who are enrolling in over 6 units. (Part of this could be done on line for students who are eligible for English 2R. We think that students with lower Reading levels will not benefit equally from an online orientation.)

BACKGROUND INFORMATION SUMMARY and SUMMARY OF 2005-6 MEETINGS:

- FROM Kristie- on mentoring in her Humanities Division
Related to Mentoring: One suggestion that has come is for mentors to receive flex credit for their time. Some of our faculty had 15-20 contacts with their mentees. For now, we're going to give our faculty certificates and a nice letter from Tom.
- Related to Employee Recognition: The Student Services V.P. office has a supply of Applause Cards. Divisions can request cards from ext. 3472, however, this office does not have the staff to keep track of the results due to budget cuts. (Mattie, V.P s Adm. Asst., suggested that the Staff Development office was a good location for keeping such materials; however, Staff Development also does not have staff to do much with the information.) We need to continue to discuss this at a future meeting. This committee recommends that next year, we institute a week at the end of each semester that we devote to encouraging everyone to fill out these Applause Recognition cards.

Additionally, Sara Blake did a study previously on what employees need for recognition. Kristie brought in a large poster that would draw students and staff attention to filling out Applause cards. We also discussed encouraging more faculty to create a webpage that included their vitas online. Instructors who have created such a page are very impressive.

- Related to Retention Strategies There seems to be two primary purposes for the Faculty Development Team to get out information on Retention Strategies: 1) to influence faculty to be more attentive to current students and inspire more students to sign up for classes for Summer and Fall; 2) to show faculty what great ideas and best practices come from them and to inspire the faculty to be the best that they can be in helping students to be successful.
- Related to Foundation Grant: Lisa is writing a Foundation Grant to have two English Faculty members create a booklet (and help with updating our Faculty Handbook) that is nicely formatted that could be used as a reference document for all faculty. This booklet must be formatted in such a way that is useful and easy to read. Materials from this booklet will be incorporated into the future Faculty Handbook and used in future CLASS Newsletters.
- Related to August Flex Day: We discussed August 2006 Flex Day and agreed that the new SLO Coordinators (Lars Kjeseth and Jenny Simmon) could organize the workshops around designing Student Learning Outcomes in each Department and Division. Instructors will be given examples and allowed to work together to create their own relevant SLOs during Flex Day.

Unfinished Business

- Lisa will investigate what has been considered in the past for our contract (by the Union) and also what neighboring colleges are allowing (or including) as satisfactory for sabbatical leaves.
- Lisa will submit a rough draft of a resolution for our Senate to consider related to professional development and sabbaticals.
- At the beginning of next semester, Lisa will report back the results of the first survey of professional development needs of new (first year) faculty.
- Further discussion about a future retreat devoted to developing a Faculty Development plan and an updated faculty handbook.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
August 17, 2006

MEMBERS PRESENT

David Vakil, Chair
 Miriam Alario
 Thomas Jackson
 Susan Taylor
 Dawn Reid

Harold Tyler
 Lance Widman
 Kelvin Lee
 Cheryl Shenefield

OTHERS ATTENDING: Francisco Arce, John Baker, Susan Dever, Janice Ely, Thomas Fallo, Pam Fees, Ken Key, Luis Mancia, Jeff Marsee, Regina Smith, Arvid Spor, John Wagstaff

Handouts: Voting Tabulation

The meeting was called to order at 1:06 p.m. by David Vakil.

Approval of Minutes

The revised minutes of July 6 were approved.

The minutes of August 3 were approved.

It was noted that David Vakil and Arvid Spor will co-chair the PBC to link planning and budgeting effective at the next meeting. David was thanked for his leadership of the committee thus far, and the committee was thanked for its work.

Final Budget Workshop: The 2006-07 State Budget has been approved. The basic structure is in place, but the trailer legislation and SB 361 are still pending. Noted:

1. COLA is 5.92%
2. Student fees will go down to \$20 per unit in Spring. Since that is mid year, it may not have an immediate effect on enrollment.
3. FTES is the big issue everywhere. 54% of the districts are on stabilization, including ECC. Inland districts are growing more than coastal areas.
4. FTES is 18,086 this year which is down from last year. Dr. Arce and Dr. Baker are working on ways to increase FTES.
5. Summer enrollment was the same as last year (1,800). This number can be used with either last year or this year. There is a proposal to borrow from summer 2006 for 2007; however, there is no plan to borrow for growth beyond base.

6. Moving summer FTES is a huge issue. It could create a big penalty in the 75/25 obligation due to the lack of faculty hires in 05-06. ECC hasn't had to pay this penalty before; however, some districts consider this a good bargain due to the cost of benefits.
7. ECC will use stabilization funds, rather than FTES from summer 2006, to bridge the gap between having 18,086 FTES in 05-06 vs. the anticipated 19,300.
8. Stabilization funds are available for one year only. If ECC doesn't reach 19,300 FTES this year, it will start to lose its base unless FTES from both summer 2006 & summer 2007 are used for 06-07.
9. ECC doesn't have a cash problem now – it's a lack of enrollment issue. It is believed that ECC is offering enough sections; however, the demand doesn't seem to be there. It was noted that comparison of section numbers is difficult due to the difference between credit vs. non-credit classes.
10. There is a one time allocation of \$765,000 for instructional materials, library books, facilities, hazmat, etc.
11. SB 361 money has been allocated in our budget, but it hasn't been approved by the state yet. Faculty organizations are against it because they want SB 361 to be tied to the 75/25 ratio. ECC hasn't spoken out against it because 361 favors multi district campuses, and with Compton, ECC qualifies as multi district.
12. \$500,000 in administrative fees (of Compton) and \$2 million of foundation grant increases will be included as if SB 361 will pass. If it doesn't pass, ECC will also ask the State for the \$2 million (a condition of the Memorandum Of Understanding – MOU). Part of this is for having a Center and part is for having over 20,000 FTES in total. This revenue will be ongoing as long as we partner with Compton.
13. The Compton MOU is posted in the Board agenda. The Board is seeing a hybrid version of the budget.
14. ECC will continue to receive equalization money as long as it has Compton.
15. Any money ECC gets directly from Compton comes from the \$30 million loan that ECC will be managing.
16. Compton funding is based on the 6,400 FTES from 2004-2005. ECC has three years to get Compton back to this number. The FTES can't be double counted as income for ECC & Compton; however, ECC will get money for having a Center (see #12). It was noted that Compton is still a district for funding purposes.
17. ECC may receive up to \$1 million in reimbursables from Compton. This would pay for legal, consulting, lobbying, and overtime expenses. At this time, it is unknown how these items will be reimbursed. Money already spent would be reimbursed.
18. Compton will not cost ECC money. This will be assured via the contract and via legislation.
19. The Chancellor promised that all Compton faculty members would come back this year.
20. Compton's bond measure is a possible area of great concern. It remains the domain of the Compton district; consequently, controls will need to be put in place.
21. Is the Special Trustee leaving at the end of a year?
22. Salary increase funds have been taken out of the ECC budget now because as it stands now, the formula would yield a negative number, and the president doesn't want to decrease salaries.
23. It appears that health insurance costs will go up at least 10%.
24. Health care costs will only continue to increase.

25. GASB contributions (i.e. retiree benefits) have been increased by \$500,000. With GASB, inaction now could lead to problems in the future.
26. It was suggested that a trust should be created for the \$4 million currently saved. The president is inclined to use some of this savings for GASB.
27. ECC hopes to enter into a 5 year contract with Compton, although it will probably take more than five years to enable Compton to stand alone.
28. The biggest concern now is bond appropriation. ECC is ready for the second issuance of up to \$150 million from our Measure E bond.
29. The results of hyper inflation in construction costs are becoming more visible. ECC has done a good job in managing inflation so far; however, the inflation factor could change project priorities. More money may be needed, but ECC is not going out for another bond measure at this time.
30. Construction costs continue to spiral while the Department of the State Architect (DSA) takes an excessive amount of time to give its mandatory approval to a project.
31. ECC got the same good bond rating as last time.
32. Modular units are still being installed at ECC and a trenching project is also making it difficult for students to get around and get registered. Signs will be posted to help alleviate student frustration.
33. It was noted that Facilities is doing an incredible job in getting this work done before the start of the semester.
34. The to-be-constructed parking structure will be huge logistics problem.
35. Workers' comp rates have gone down, and dental rates stayed roughly the same.
36. It is anticipated that paper and E-copies of the budget will be available on Monday and that the Compton MOU will also be signed on Monday.
37. Accreditation is the only measure of academic quality for community colleges.
38. Housing costs and interests rates will affect the economy.
39. The \$200 million advance from the State could be taken away from community colleges next year.
40. ECC is not budgeting any mid-year adjustments; however, they are always a possibility, depending on who is elected governor.

Welcome Center/Ask Me Desk: Luis has students who want to work. He will work with Arvid on this.

Meeting adjourned at 2:30 p.m.

pbc817



PLANNING & BUDGETING COMMITTEE
September 7, 2006
1:00 – 2:30pm
Location: Alondra Room

AGENDA

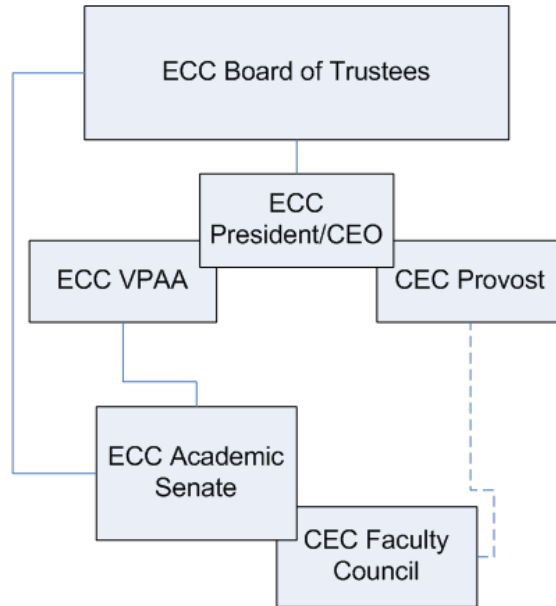
1. Approval of Minutes for August 17, 2006 ----All PBC participants ----- 1:00 p.m.
2. Auxiliary Services Budget ----- Harold Tyler ----- 1:05 p.m.
3. Budget Augmentations for 06-07 ----- Arvid Spor ----- 1:20 p.m.
4. PBC responsibilities ----- Arvid Spor ----- time permitting
5. Non-agenda items & agenda development--All PBC participants -----2:25 p.m.

Future PBC agendas will likely include:

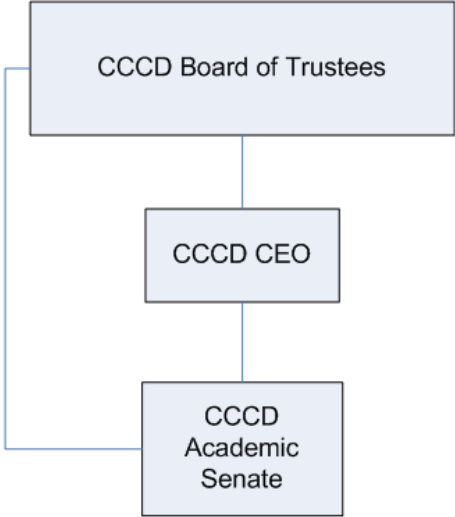
- a. Planning Timelines
- b. Developing Indicators to Assess Budget Decisions
- c. Center for the Arts presentation (tentative: October)
- d. Community Advancement presentation
- e. Subcommittee work
- f. PBC Handbook/definitions

Adjournment----- 2:30 p.m.

DRAFT Organizational Structure – ECC Academic Senate



DRAFT Organizational Structure – CCCD Academic Senate



Local Senates



The Academic Senate for California Community Colleges is dedicated to providing local academic senate presidents with the necessary resources and examples to facilitate their work. In this effort, the Relations with Local Senates Committee of the Academic Senate has developed the section of the website dedicated specifically for senate leaders. We hope that you will find the following information helpful in your work.

Exemplary Program Awards

Download the Guidelines in [Word](#) or [PDF](#)

Download the Scoring Form in [Word](#) or [PDF](#)

The Academic Senate is pleased to announce the call for nominations for the Exemplary Program Award. The Board of Governors will present the 2006-2007 Exemplary Program Award to as many as six programs from across the state at its January 2007 meeting. The Board of Governors established the Exemplary Program Award in 1991 to recognize outstanding community college programs. This year the Exemplary Program Award will be funded by the Foundation for California Community Colleges. As many as two California Community College programs will receive cash awards of \$4,000 and up to four programs will receive honorable mention plaques. This award offers an excellent opportunity for your college to showcase exceptional programs. In order to enlarge and enliven the pool of recipients, the Academic Senate selects annual themes in keeping with the award's traditions. The theme for 2006-2007 is "Innovative Noncredit Programs."

Noncredit instruction is an essential component of the California community college

commitment to access. Noncredit courses can provide opportunities for students who are new to college, who have demanding personal obligations and schedules, who would benefit from taking ESL courses, or who simply need to build their overall skills and/or confidence prior to enrolling in credit courses. By focusing on the theme of "Innovative Noncredit Programs," the Academic Senate is seeking to assemble best practices and to honor those program and individuals whose work facilitates the realization of student goals and dreams throughout California's community college system. Completed applications must be received in the Academic Senate Office by **5:00 p.m. October 20, 2006**. The selection committee will complete the selection process by mid-December. Please submit one original and seven (7) copies of your nominated program. FAXED applications will not be accepted. Exemplary Program Award recipients will be selected from throughout the state, with no more than two from any one Academic Senate area, and notified when the selection process is completed. Winners will be honored at the January 16, 2007 Board of Governors' meeting. Please contact the Academic Senate Office with any questions.

Background

The Exemplary Program Awards were established in 1991 by the Board of Governors to recognize outstanding community college programs. Two California Community College programs will receive cash awards of \$4,000 and four programs will receive honorable mention plaques. The program is sponsored by the Foundation for California Community Colleges.

Each college can nominate one program. Local academic senates are encouraged to form selection committees with representation from student government, staff, administration, and faculty. Focus should be on programs that respond to the Basic Agenda of the Board of Governors in the areas of transfer and general education, economic development, vocational education, and student services.

A committee that included representatives of the state administrator groups, students, and faculty evaluated nominees at the state level.

The Awards recognize programs that:

- have a direct and demonstrated effect on students in the area of access, retention, completion or transfer;
- can submit data that demonstrates the impact of the program;
- show particular promise for being replicated across the State
- increase the access, retention, completion, or transfer rates for underrepresented groups; and
- offer support for students who are taking degree-applicable credit courses but are deficient in basic skills.

Past Winners

2005

- Cerritos College: Teacher TRAC
- Pasadena City College: (PCC) Teacher Preparation Transfer Program

[more information about each of these programs...](#)

2004

- Santa Barbara City College: Running Start
- Santa Monica College: Student Enhancement and Educational Research Project

[more information about each of these programs...](#)

2003

- Santa Barbara City College: Gateway to Success Program
- Santa Ana College: Center for Teacher Education

Regina Stanback-Stroud Diversity Award

Download the Application Form in [Word](#) or [PDF](#)

Download the Scoring Sheet in [Word](#) or [PDF](#)

We are pleased to announce that the Academic Senate for California Community Colleges and the Foundation for California Community Colleges is sponsoring "The Stanback-Stroud Diversity Award." In Spring 1998, the Plenary Body adopted Resolution 3.03 S98 to create a diversity award to recognize faculty in California community colleges who work to promote the success of our diverse student population. The Stanback-Stroud Award was developed to acknowledge the work of faculty making special contributions in the area of student success for diverse students.

Each college may nominate one faculty member to receive this prestigious honor, which includes a cash award of \$500. Remember, all faculty, both inside and outside of the classroom, are eligible for consideration. As many as four recipients, from throughout the state will be chosen and honored at the 2007 Spring Plenary Session on April 20, 2007, in San Francisco.

Completed applications must be received in the Academic Senate Office in Sacramento by **5:00 p.m. Friday, February 2, 2007**. Please note that the recipients of this award will be asked to submit a current photo. Please submit one original application and six copies. No FAXED proposals will be considered.

Although no more than four faculty members will be honored, we hope each college will honor its individual nominee.

General Information about the Award

In Spring 1998, the Plenary Body adopted a resolution (3.03 S98) to create a diversity award to recognize faculty in California community colleges who work to promote the success of our diverse student population. The Stanback-Stroud Award was developed to acknowledge the work of faculty making special contributions in the area of student success for diverse students. Each college may nominate one faculty member to receive this prestigious honor, which includes a cash award of \$500. All faculty, both inside and

outside of the classroom, are eligible for consideration. As many as four recipients, from throughout the state, will be chosen and honored at the 2006 Spring Plenary Session. Each college academic senate may forward one faculty nominee for the Academic Senate for California Community Colleges Diversity Award, sponsored by the Foundation for California Community Colleges. The following are guidelines to be used in making the final selection of up to four nominees from throughout the state.

Criteria

1. **Campus Climate:** Direct and demonstrated evidence (observable and/or measurable) of the candidate's specific contributions to establishing a campus climate that is genuinely friendly and supportive of equity and diversity at all institutional levels. Evidence may include:

- Advocating for principles of diversity in recruiting, hiring and/or implementing equitable hiring practices;
- Contributing significantly to curriculum planning and implementation that is more responsive to and inclusive of diverse student needs and interests;
- Elevating the role of equity and diversity planning in local accreditation planning and reporting.

2. **Teaching/Learning Strategies:** Evidence of the overall success of the candidate in implementing strategies and techniques, including attention to diverse learning styles, that have proven to be particularly successful in serving historically underachieving students;

3. **Facilitating Student Success:** Data to show the impact of the candidate on the retention of students from underrepresented groups as they move toward their goals of transfer, degrees, certificates or personal and/or professional growth. Evidence may include the development and implementation of programmatic changes that resulted in all students being more equitably served. (See the attached Senate's research guidelines);

4. **Participating in Campus Life:** Specific examples where the candidate's efforts have encouraged students of underrepresented and diverse populations to participate

actively in campus life and activities;

5. **Best Practices:** Detailed best practices utilized by the candidate that may be shared across the state; and

6. **Letters of Support:** Letters of support from the local academic senate president, a student, and a faculty member or administrator that verify the overall impact of the candidate's commitment to equity and diversity. Failure to include the required letters of support will disqualify the application.

Regina Stanback-Stroud

True to the principles of the award that bears her name, Regina Stanback-Stroud, in her many roles, has initiated and advanced programs and policies that continue to enhance the ability of California community colleges to serve a diverse population – including student equity planning and the role of affirmative action in faculty hiring.

Past Winners

2006

Kimberly Ann Beatty, Cypress College

Keith Tatsuo Muraki, Sacramento City College

[More information about 2006 winners](#)

2005

Deanna Herrera-Thomas, College of the Redwoods, Psychology

Jonathan Brennan, Mission College, English

Saadia Lagarde Porche, Citrus College, Counseling

Ruth Dills, Coastline College, Counselor/EOPS Coordinator

Hayward Award for Excellence in Education

Download the Application in [Word](#) or [PDF](#)

Download the Evaluation Form in [Word](#) or [PDF](#)

The Academic Senate is pleased to announce that the Foundation for California Community Colleges is again sponsoring the Hayward Award for "Excellence in Education." Each college may nominate one faculty member to receive this prestigious honor, which includes a cash award of \$1,250. All faculty, both inside and outside of the classroom, are eligible for consideration, including previous nominees who did not receive the award. Four recipients, one from each area of the state, will be chosen and honored at the Board of Governors' meeting in Sacramento. Each recipient is also eligible to be forwarded as a nominee for the Council for Advancement and Support of Education (CASE) Professor of the Year Award.

The completed application must be received in the Academic Senate Office by **5:00 p.m. on Friday, December 1, 2006**. Please note that the guidelines for submitting an application for the Hayward Award have changed to clarify that sitting members on the Executive Committee are not eligible for this award. All other guidelines remain unchanged.

Please submit one original application and four copies. FAXED proposals will not be considered. The regional committees will complete the selection process by January 2007. The winners will be honored at the March 5, 2007, Board of Governors meeting in Sacramento. Please note that the recipients of this award will be asked to submit a current photo.

Although only four faculty members will be honored by the Board of Governors, we hope each college will honor its individual nominee.

Background

In 1985 the Board of Governors of California Community Colleges, in honor of the former state Chancellor, Gerald C. Hayward, created awards for outstanding community college faculty. The awards honor community college faculty members who demonstrate the highest level of commitment to their students, college, and profession. Recipients are nominated by their local peers and selected as winners by representatives of the Academic Senate for California Community Colleges. In addition

to excellence in teaching, they must have a record of outstanding performance in professional activities, as well as a record of active participation on campus.

Four recipients, each from different areas of the state, are selected and honored annually at the March Board of Governors' meeting. All faculty, both inside and outside the classroom, are eligible for the award. The candidates are evaluated on their commitment to: education; serving students; community colleges including support for open access and helping students succeed; serving the institution through participation in professional and/or student activities; and serving as a representative of the profession beyond the local institution. A \$1,250 cash award and plaque is presented to each recipient.

Guidelines for Selection of Area Candidates

Each college academic senate may forward to the Academic Senate for California Community Colleges the name of one nominee for the Hayward Award for "Excellence in Education," sponsored by the Foundation for California Community Colleges. The following are guidelines to be used in making the final selection of one nominee from each of the four Academic Senate areas. At a minimum, the candidate shall excel in the first two areas of commitment. Sitting members on the Executive Committee of the Academic Senate for California Community Colleges are **not** eligible for this award.

1. The candidate should be committed to serving students, either within the classroom as an instructor or outside the classroom as a librarian, counselor, or student services faculty member. The philosophy statement and supporting letter from the local senate should reflect this commitment.
2. The candidate should be committed to the fundamental principles of the California Community College mission. There should be evidence of support for open access and for helping students succeed. The candidate's papers should reflect a commitment to the college at which the candidate works, perhaps through suggestions of ways the candidate has helped to improve the educational environment.
3. The candidate should be committed to serving the institution through participation in professional and/or student activities. There should be evidence of participation with the academic senate, department, or student groups.

4. The candidate should be committed to education. There should be evidence that the candidate maintains currency in the discipline and communicates to students and colleagues an enthusiasm for the discipline and for education in general.

5. The candidate should be committed to serving as a representative of the profession beyond the local institution through service in statewide and/or national activities. There should be evidence of activities that reveal a broader scope of interest, perhaps through publications, participation in community groups, or participation in state or national organizations.

Candidates' papers must be received by 5:00 p.m. December 1, 2006.

Past Winners

2006

Area A: Michelle Macfarlane, Agriculture, Sierra College

Area B: Angelica Buendia-Bangle, Counseling, West Valley College

Area C: Richard Manley, Counseling, Antelope Valley College

Area D: Dibakar Barua, English, Golden West College

2005

A: Angela Curiale, Sacramento City College

B: Cynthia McGrath, Los Medanos College

C: Peter O. Haslund, Santa Barbara City College

D: Zoe Close, Grossmont College

ESL Students in California Public Higher Education

ICAS ESL Task Force Report

Adopted Spring 2006

[Download this Document \(PDF\)](#)

Acknowledgments

We offer our very grateful thanks to the following for their contributions and support:

Intersegmental Committee of Academic Senates

The Board of Governors of the California Community Colleges

Academic Senate for California Community Colleges

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From ICAS Chairs

Dear Colleague:

The enclosed English as a Second Language (ESL) Task Force Report represents a response to questions raised by some educators and legislators about ESL programs, practices, and support services across the three California postsecondary systems: the California Community Colleges (CCC), the California State Universities (CSUs), and the University of California (UC). This report was produced to address the particular concerns of the California Community College (CCC) Board of Governors and is the culminating report from an Intersegmental Committee of Academic Senates (ICAS) Task Force formed to research and report on the status of ESL students in the three segments of public higher education in California. Incorporating findings from a web-based survey submitted to ESL professionals at the UC, the CSUs and the CCCs, the report focuses on institutional responses to the particular needs of and challenges facing non-native speakers of English as they pursue vocational certificates, advanced training, degrees, and self-betterment through California's public colleges and universities.

The ICAS Task Force comprised professionals in the field of ESL and applied linguistics from all three segments. In addition, the task force included a representative from

outside the fields of ESL and applied linguistics to provide a broader perspective and to ensure that this final report be accessible not only to those in the field but more importantly also to those outside of it. This strong collaboration permitted a broader view of the experiences of ESL learners and offered insights into the specific issues that ESL learners face as they transition between the three segments.

As is often true with surveys, the results in many cases raise more questions than they answer. While the responses show great awareness of the needs of ESL learners, they reveal the disparities in how institutions respond to these needs. One problem that the task force members faced throughout the research was the difficulty in obtaining data about ESL learners. This community is not easy to categorize let alone identify on a college/university campus; yet, a means of identification needs to be developed in order to facilitate future collection of information about ESL learners and what works for them. The ten recommendations found in the report highlight the need for further work that needs to be done.

The Intersegmental Committee of Academic Senates joins the authors of the report in the fervent hope that this report will be widely read and shared, and that the issues covered and raised will engender further discussion and action to bring academic success to ESL learners in California's public colleges and universities.

Ian Walton, President, Academic Senate for California Community Colleges

Marshelle Thobaben, Chair, California State University Academic Senate

Michael Brown, Vice Chair, University of California Academic Council

Executive Summary

Introduction

The increasing numbers of immigrant students in the United States and the special needs of English as a second language (ESL) learners have been prominent topics in national conversations about education at all levels. Nowhere in the United States have educational issues concerned with ESL learners been more prominent than in California, where language minority students comprise nearly 40% of all K-12 students and an

ever growing population of postsecondary students. Many ESL learners have ESL problems that lead to special challenges when they need to use academic English in college and university classes. Therefore, there is a critical need for California colleges and universities to find effective ways of educating the rapidly growing population of learners who speak a language other than English at home in order to help them achieve a wide range of educational, professional, and career goals.

Although California's postsecondary ESL learners are extremely diverse in their ethnic, cultural and linguistic backgrounds, they tend to belong to one of several very broadly defined populations. One group consists of long-term immigrants or American-born children of immigrants who reside in non-English linguistic communities. These learners, sometimes called generation 1.5 students, have done most, if not all, of their schooling in the United States, yet are still striving to reach competency in college-level oral and written academic work. A second population includes more recently arrived immigrant students, who may or may not have developed first language literacy and who may have completed several years of schooling in the United States; these students are generally more easily identifiable as second language learners than the longer term immigrants. A third population, the size of which varies significantly from campus to campus, consists of international students, who exhibit a wide range of different native languages and cultures and have typically developed first language literacy skills. There are many students in each of these groups who still need special assistance in using English effectively in their academic work, and who, therefore, present challenges for institutions, programs and individual teachers.

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