



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard, Torrance, California 90506-0001

Telephone (310) 532-3670 or 1-866-ELCAMINO

www.elcamino.edu

February 13, 2013

Board of Trustees
El Camino Community College District

Dear Members of the Board:

Spring classes began Saturday following Flex Day activities the previous week. Early indications are that FTES are on par with the previous year. We will have more precise information after census date. The Math Business and Allied Health building is now open and several students are attending classes as early as 6:30 a.m. These students are certainly focused on obtaining their educational goals.

Throughout campus, involvement in the drafting of our Self-Study Accreditation report is underway. Participation at both locations is good, and there will be campus-wide forums in both Fall and Spring to elicit input on the drafts that are currently in progress. We will keep you informed on this important activity.

The February Board agenda includes the follow-up on the recommendation to close the Child Development Center. Responses to the questions raised by the Board last month are included (Attachment A).

The consent agenda is highlighted by:

- A. Academic Affairs section includes additional Associate in Arts degrees in subject matters for Transfer (AA-T).
- B. Student and Community Advancement section includes various grants that will be of interest to you. This section also includes a recommendation for student expulsion. A confidential letter explaining this item is included in your packets under separate cover.
- C. Administrative Services' Measure E Bond section includes some extensions of contracts of inspectors of records as well as some change orders. The change order of note pertains to soils remediation on the Fields project. This change order has been reviewed by legal counsel and we are in agreement that the change order is valid. Refer to Attachment B for details of the additional work performed.

D. Superintendent/President section includes the first reading of the Agreement between the El Camino Community College District and the Compton Community College District.

In addition, included in your Board packet are two Huffington Post articles written by Robert Shireman (Attachment C). Some of you are familiar with Mr. Shireman from his participation on a panel at the recent Community College League of California Legislative Conference, where he mentioned El Camino College's recent "participation in local-decision making" process. Also attached is a letter from Chancellor Brice Harris responding to a legal challenge filed by Mr. Shireman against the Board of Governors (Attachment D). Also attached is an email and document sent to Board Members last week from Academic Senate President Chris Gold (Attachment E).

The following items are also presented for your information:

1. Correspondence from Dr. Nishime regarding Agent Assistance, F-1 Visa Recruitment Program;
2. Correspondence from the California Community College Athletic Association (CCCAA) announcing El Camino College CCCAA Scholar Team Recipients;
3. Photograph of "Boundless Spirit" sculpture by James T. Russell;
4. Black History Month calendar of events;
5. Correspondence from Skip Downing of On Course, Honoring Kristie Daniel-Di Gregorio, Rose Ann Cerofeci, Donna Manno, and Juli Soden.

President Fallo is attending the Community College National Legislative Conference in Washington. Should you have any questions, please feel free to contact Susan or me. President Fallo will be in his office prior to the Board meeting at 3 p.m.

Sincerely,



Jo Ann Higdon
Vice President, Administrative Services



EL CAMINO COLLEGE

Office of the Vice President-Academic Affairs

February 12, 2013

TO: President Thomas Fallo

FROM: Francisco M. Arce *FMA*

SUBJECT: Response to Board Questions

A number of questions were raised about the Child Development Center Information Item during the Board of Trustees January 22, 2013 meeting. This report is in response to Trustee's questions raised during the January Board meeting.

The total District contribution since fiscal year 2010-2011 is \$875,000. The disparity between revenue and income continues to increase and the District contribution will likely increase for fiscal year 2013-14 in order to balance the Center budget. As noted at the last Board of Trustees meeting, ten El Camino College students are currently using the services of the Child Care Center.

1. **How many full time children vs. part time children were enrolled in the CDC for the last three years?** The Center holds up to 24 children per classroom, 72 total. It is licensed for 86 children, however, this requires additional teachers in each classroom.

| | 2010-2011 | | 2011-2012 | | 2012-2013 | |
|--------|-----------|-----|-----------|-----|-----------|-----------|
| | F/T | P/T | F/T | P/T | F/T | P/T |
| Summer | 4 | 3 | 6 | 4 | 7 | 9 |
| Fall | 15 | 50 | 20 | 45 | 11 | 36 |
| Winter | 14 | 49 | 11 | 44 | 11 | 36 |
| Spring | 19 | 53 | 21 | 49 | 12 | 33 |
| | | | | | projected | projected |

Note: total revenue from part time children in 2011 – 2012 was \$34,697.

2. What is the breakeven point between children enrolled and revenue required to operate the Center?

There are two major sources of revenue: one, the State Preschool Program; and two, private fee based revenue. Breakeven is difficult to assess because the number of full time and part time children enrolled fluctuates monthly. However, below is the best estimate assuming full enrollment, however, as shown in question 1, the trend does not support this scenario.

The maximum reimbursement amount available for fiscal year 2012-13 from the State Preschool Program is \$155,471 for 40 children. Twenty six State Preschool Children are currently enrolled as morning or afternoon children; therefore, the Center will not receive the maximum amount in State finding, which will result in a revenue loss.

If the Center enrolled two classrooms of 24 full time fee based children, the potential income is \$403,920 if they remained for one full year at the \$165.00 weekly rate. The table below illustrates ideal revenue conditions with the State Preschool Program and the fee based program enrolled at maximum capacity.

Income Sources

| | |
|-------------------------|--|
| State Preschool Program | \$155,471 (40 part time children) |
| Fee Base Max | <u>\$403,920</u> (48 full time children) |
| Total Income | \$559,391 |
| Fed Food Program | <u>\$ 10,000</u> |
| Total | \$569,391 |
| Total Expenditures | \$576,246 |
| | \$ -6,855 |

As illustrated above, the Center would have to generate \$576,246 in income per year to break even. The current year deficit is over \$200,000 due to the low number of children enrolled in the program. A reasonable District contribution should not exceed \$75,000 annually as so few students use the Center for childcare.

As reported in the previous report to the Board of Trustees the average weekly rate in Los Angeles County, according to the California Department of Education is \$150.00. The Center weekly fee is competitive.

3. What are the requirements to be the Director of the CDC?

In order to meet the licensing requirements for a child care center the director must meet the Title 22 minimum qualifications listed below.

Title 22 Director Requirements:

Must be a high school graduate with 15 earned units, in courses including child growth and development, child, family and community and program/curriculum and administration or staff relations.

To qualify for the State Preschool Program the child care director must meet the Title 5 minimum qualifications listed below. The dean of behavioral and social sciences does not meet these requirements. The CDC faculty may meet them but they cannot supervise each other or the classified staff.

Title 5 Director Requirements:

The state gives the following four options for the Program Director permit:

Option #1 requires a BA with 24 early childhood units which include core courses consisting of child/human growth and development; child/family/community or child and family relations; and programs/curriculum. Within these courses, a minimum of 3 semester units or 4 quarter units in the core areas of child/human growth and development and child/family/community are required. Also requires 6 administration units and 2 adult supervision units.

Option #2 requires an administrative services credential with 12 units of ECE, plus 3 units supervised field experience in an ECE setting.

Option #3 requires a teaching credential with 12 units of ECE, plus 3 units of supervised field experience in an ECE setting, plus 6 units administration.

Option #4 requires a Master's Degree in ECE or Child/Human Development.

All options require Site Supervisor status and 1 program year of Site Supervisor experience. One-hundred and five hours of professional growth must be completed under the guidance of a Professional Growth Advisor in order to renew the Director's permit every 5 years.

The Center Director reports to the Dean of Behavioral and Social Sciences. They regularly communicate via email or phone and meet monthly when time permits. The Director communicates with the dean regarding budget, planning, evaluation, accreditation, and licensing issues. The dean signs off on all required reports to the District and the State.

4. **How many students per semester do observations in the CDC to fulfill the requirements of the Child Development program? (prepared by Janet Young)**

El Camino College Child Development Center Usage Report

The Childhood Education Department utilizes the ECC in the following ways:

- a) **Class Visits:** Some faculty members take their classes to the CDC usually to conduct an assessment of the environment.
- b) **Observations:** Faculty assign observations to childhood education students. Generally, they are required to visit a site for two hours. Students are told about the ECC CDC and given the phone number to call the Center to and make an appointment. Students are not required to observe at the ECC CDC. The Center is an option.
- c) **Student Teaching Practicum:** There are 25 students enrolled in the ECC Student Teaching Practicum Class. The Center teachers accept three (3) students each to observe, one ½ day per week per student, for a total of nine (9) students. The other 16 students are placed in schools in the community from this list below.
- d) **Volunteer:** One instructor offers credit for service learning for volunteering at the Center.

| Childhood Education Department / ECC CDC | |
|--|-----------------------|
| Student Use Report - Per Semester | |
| Student Teaching Practicum | 9 |
| Observations | 36 |
| Class Visits | 85 |
| Volunteer Service Learning | 15 |
| TOTAL | 142 (Per semester) |

Community Preschools Used for Student Teaching Practicum

1. Pediatric Therapy Network, Torrance
2. Adams Elementary School, Lawndale USD

3. Alta Vista Child Development Center, Redondo Beach USD
4. American Martyr's Preschool
5. Anderson Elementary School, Lawndale USD
6. Arlington Torrance Tykes Preschool, Torrance USD
7. Billy Mitchell, Lawndale USD
8. Felton Elementary School, Lennox USD
9. Kaiser Permanente/Watts Counseling & and Learning Center Los Angeles
10. Kit Carson/FDR, Lawndale USD
11. Billowit Learning Center, Torrance
12. Launch Preschool, Torrance USD
13. Little Aviators Preschool, Lawndale
14. Maricopa Preschool, Torrance
15. Manhattan Beach Nursery School, Manhattan Beach
16. Mark Twain, Torrance USD
17. Roosevelt, Lawndale USD
18. Riviera Play School, Redondo Beach
19. Sand Tots Parent Participation Preschool, Redondo Beach
20. The Launching Pad, Redondo Beach USD
21. TLC After School Program, El Segundo
22. Torrance Tykes Preschool – Torrance Unified SD

5. What are the results of the student survey completed two years ago?

The survey was a campus employee survey conducted by Institutional Research for the CDC. Two hundred employees were surveyed. Some of the highlights of responses indicated that only 14.5% of those surveyed had preschool children. Of those who utilized child care, 38.46% utilized child care elsewhere. Proximity to work/home and quality of care were the important factors influencing choice in child care. 51% rated the Center as of good quality

and 61% indicated they would recommend the Center. However, no clients from campus have materialized.

6. What is involved to renew the license in June 2013? How much will it cost?

License renewal is \$660.00 annually requiring an application for license renewal.

7. How much was spent on marketing the Center and when was the marketing or advertising done?

As with all other academic and student support programs on campus, there is no marketing budget for the CDC. Programs such as the Center are promoted via the class schedule, college catalog, college website and the campus electronic bulletin board. Each fall and spring news releases are sent to area media promoting the CDC; each spring news releases are sent to area media promoting the "Crossing the Bridge" ceremony. Articles are also included in *ECC Matters*, the college's online staff newsletter.

CDC staff delivered flyers to various campus offices to advertise the Child Care Center services, particularly when enrollment started declining three years ago. Though the Director and staff made a significant effort it did not result in higher enrollment.

8. When was the last accreditation and what were the results?

The Center received accreditation from the National Accreditation Commission (NAC) in June 2012. This is the second time the CDC has been accredited. The first accreditation was from the National Association of the Education for Young Children 2005-2010. The Center is accredited through June 2015 by NAC. Accreditation is a requirement for the Child Care Access Means Parents in School, (CCAMPIS) grant. The Center is in good standing with Community Care Licensing, the federal food program and CCAMPIS grant.

9. How different is the Center to other Centers?

The El Camino College Child Development Center is different from centers which operate under Title 22 regulations. Since the CDC is a state preschool program, it follows Title 5 regulations. The CDC uses a 1:8 adult/child ratio with 3 adults for a classroom of 24 children. The teachers are well qualified and academically prepared with bachelor's degrees and/or master's degrees (teachers in a Title 22 program only need to be a high school graduate and have completed 12 units of ECE courses). All three of our teachers came from El Camino's ECE program so the philosophy and curriculum taught in the CDC is the same as what the college teaches. All classrooms use the State of California Desired Results Developmental Profile (DRDP) Assessment System twice per year, followed by parent conferences. Since CDC is nationally accredited, it follows those standards as well, including developmentally appropriate teacher/child interactions, curriculum, and physically environment. The CDC adheres to higher quality standards than the standard Title 22

program. In addition to high standards, the CDC is located on a college campus and is able to take advantage of participating in ECE college classrooms as appropriate, and visiting different departments on campus. Some of the departments the children have visited include cosmetology, nursing, photography, computer lab, anthropology, and automotive.

Contributors

Sandy Parvis, Director of the Child Development Center

Gloria Miranda, Dean of Behavioral and Social Sciences

Janet Young, Faculty Member in Child Development (Student observation report)

Attachment B
Soils Condition – Athletic Field

- The District's counsel agrees that any over excavation beyond the top 2' of soil will be a scope change for the contractor.
- Depth of over excavation varied depending on the soil condition and underground utilities present. Over excavation was performed as follows:
 - North section of site: approximately 3' was removed and re-compact as well as installation of geo grid layer.
 - Venue areas: 4' was removed and re-compacted.
 - Fire Roads: 6.5' was removed and re-compacted.
 - Temporary fire road on South side: 6.5' was removed and re-compacted.
 - South section of jogging trail: approximately 3' was removed and re-compact as well as installation of geo grid layer.
- All details of the change order costs have been reviewed by Lend Lease and applicable items verified by the independent Department of State Architect Inspector. This detailed review resulted in the change order amount being lowered by approximately thirty thousand dollars.

THE HUFFINGTON POST, February 2, 2013

By: Robert Shireman, Former Deputy Under Secretary at the U.S. Department of Education

www.huffingtonpost.com/robert-shireman/the-missing-signature-is- b_2539465.html

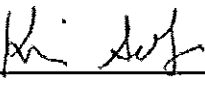
The Missing Signature at Modesto Junior College

A well-functioning community college is one of the best ways to help students succeed by providing access to degrees and technical credentials that are crucial in today's economy. But right now, California's community colleges are burdened by an only-in-California decision-making structure that thwarts rather than values leadership. Here I offer another story about how this broken decision-making structure is undermining higher education in California, and how the problem can be fixed.

The signature page of the new governance handbook at Modesto Junior College tells the whole story. *Engaging All Voices*, which lays out a process for ensuring broad input into major policy decisions at the college, is signed by the student government representative; it is signed by the staff council and by the heads of two other advisory groups; it is even endorsed by the faculty union. The conspicuously blank space belongs to the college's academic senate.



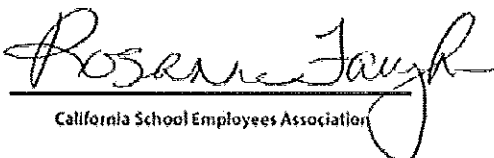
Yosemite Faculty Association



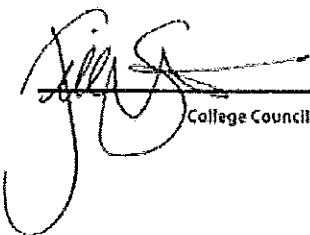
Student Senate



Leadership Team Advisory Council



California School Employees Association



College Council

Academic Senate

Chancellor Joan Smith and the other stakeholder groups bent over backwards to accommodate the disproportionate demands of the academic senate, so much so that the other groups were "very unhappy" because they "felt they were not given equal opportunity to provide input." But because 100 percent of their demands were not met, the senators are refusing to recognize the decision-making manual as legitimate.

The chancellor, seeking consensus, was left with no good options. Cave to the academic senate's demands and risk upsetting other faculty leaders, students, staff and administrators. Prolong negotiations in an attempt to reach a consensus and divert precious resources from serving students, with no guarantee that the academic senate would ever try to reach agreement. What's a chancellor to do?

Chancellor Smith took the third bad option: move ahead without academic senate support. Clearly exasperated, she explains that the college must move forward or risk fiscal collapse, the loss of accreditation, or both. By asserting its veto power, the academic senate, like its El Camino College counterpart, can now question the legitimacy of any and every decision that is made using the new process, jeopardizing the very existence of the college.

Anywhere else in the country the academic senate's obstinacy could be written off as absurd. But in California, community college academic senates claim special powers: regulations severely restrict the situations under which they don't get their way. The idea behind the rule was worthwhile: to make sure that faculty members are an integral part of managing and improving the college. However, giving a faculty committee equal decision-making status with the governing board has in too many cases contributed to hostage situations like in Modesto.

The agency responsible for these misguided requirements recently denied our request for revisions that would eliminate the veto while still requiring consultation. While acknowledging that the regulations give an academic senate the ability to "inhibit action," the agency's letter insists that "there is no veto power involved" because the regulations "provide mechanisms under which local boards of trustees can take action contrary to the recommendation of the academic senate."

What are these mechanisms? The letter doesn't explain, but the regulations say that in the case of a disagreement with the academic senate:

"existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons."

In other words, moving forward without formal, written senate concurrence requires clearing a hurdle demanding legal interpretations of any number of vague terms, as well as consideration of metaphysical questions about the existence of a policy.

Veto. Inhibit. Filibuster. Whatever the right term, the Modesto situation is a clear and present example of how the state rules mire California community colleges in a swamp of ambiguity about how decisions are supposed to be made. Legally the safest route for a college is inaction, which perhaps explains why so many California community colleges wait for the crisis to occur and then frantically scramble to repair the damage.

The letter from the state regulatory agency says that our diagnosis of the problem is wrong. When academic senates wield their authority unreasonably, the agency says, it is merely a symptom of deeper problems such as poor leadership or union issues. Judging by the signatures, it doesn't look to me like the agency's dismissive diagnosis fits Modesto Junior College.

Follow Robert Shireman on Twitter: www.twitter.com/bob_shireman

THE HUFFINGTON POST, January 28, 2013

By: Robert Shireman, Former Deputy Under Secretary at the U.S. Department of Education

www.huffingtonpost.com/robert-shireman/el-camino-college_b_2529305.html

Only in California: The Academic Senate Filibuster

The Academic Senate at El Camino College, near Los Angeles, couldn't take feeling slighted any longer. Over the objections of the Senate, the community college's vice president had eliminated the study-abroad program to address budget shortfalls. He'd also cut out winter session online classes. To add insult to injury, some of the snubs had no fiscal angle: the president, asserting that the appropriate process was not followed, revoked the designated parking place for the winner of the annual Outstanding Adjunct Faculty award.

At the top of these faculty leaders' Spring 2012 list of slights was the board of trustees decision, 10 years before, to revise the college's governance handbook, *Participation in Local Decision Making*, in a way that they felt "disempowers the Senate." To dramatize the continued seriousness of their protest the senators adopted a Resolution of No Confidence, a term used by faculty committees when they want to send the strongest possible message. According to the senators the disagreements over the Senate's role have caused "unnecessary delays, wasted time and resources." They noted that straightforward tasks such as writing policies on the use of copyrighted materials and use of the computer network are undergoing "years of revision and consultation" before being finalized.

Here is what the faculty senators are upset about. They want it to be clear that trustees and administrators "cannot independently override a recommendation of the Senate." They insist that any time the board of trustees disagrees with the academic senate's view on any of 10 broad topics including budget and planning processes, "representatives of the two bodies shall have the obligation to meet and reach mutual agreement." *Reach mutual agreement*. In other words, while students, staff, faculty and community members have the right to be heard, the academic senate gets veto power.

Before I started looking into this issue I would have assumed that the awkward term "collegial consultation" meant to respectfully seek input. Indeed, to be effective a campus leader must communicate with campus constituencies, especially faculty, before making major decisions. In the 112 California community colleges, regulations require trustees and administrators to "consult collegially" using a meaning not found in a dictionary. They must either follow the lead of the academic senate ("rely primarily") or give the senate a veto power ("mutual agreement"). So while the El Camino senators' decade-long insistence on "faculty primacy" may seem like an unreasonable demand, their righteousness is buttressed by the regulations: they are demanding adherence to the Byzantine procedures spelled out by the statewide Board of Governors in 1990.

The claim to legal authority doesn't end there, however. Presidents and trustees can point to a different source of the law: the statutes as enacted by the state legislature. They make makes it very clear that the governing boards and their appointees are responsible for... well, *governing*, as the name implies. The boards must hear from students, staff and faculty, and they may defer

to administrators and to academic senates. But they defer at their discretion: no one has equal authority and no one has primacy; ultimately the buck stops with the governing boards.

It should perhaps be no surprise that the conflict between the Academic Senate's role as described in statute and regulations has created confusion. But it is worse than that. The conflict essentially creates dueling governing boards vying for power, for "primacy" in decision-making. Intended as an assurance that the academic senate would be given due respect, the regulations have served instead as an invitation for obstinacy, leading to paralysis and dysfunction at colleges across the state.

No wonder student needs are not being adequately addressed.

In early December California Competes, which I direct, filed a legal challenge with the statewide Board of Governors, seeking changes to the regulations to end the procedural gridlock at El Camino and other community colleges. Our suggested revisions would require trustees and administrators to get input from students, faculty and staff, and to explain any difference of opinion with senates on issues of curriculum and academic standards. State Chancellor Brice Harris is expected to give an initial answer by the end of January, followed by a 45-day comment period. Over the coming weeks California Competes will be posting more descriptions of the damage that the regulations have caused to students and to the state.

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Attachment D



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SACRAMENTO, CA 95811-6549
(916) 322-4005
<http://www.cccco.edu>

January 23, 2013

Theresa Cho
Morrison Foerster
425 Market Street
San Francisco, CA 94105

RE: Response to the Petition Rulemaking under Rule 212 of the Board of Governors' Procedures and Standing Orders

Summary

On December 12, 2012 the Chancellor's Office received a Legal Challenge and Petition for Rulemaking submitted by California Competes: Higher Education for a Strong Economy. According to the Procedures and Standing Orders of the Board of Governors section 212, the Chancellor is required, within 45 days, to respond in writing to any such challenge.

California Competes argues that California Code of Regulations title 5 sections 53200 and 53203 are unlawful because: 1) the regulations conflict with the state law; 2) the regulations transfer decision making power from local boards of trustees to academic senates; 3) the regulations disenfranchise staff, students and faculty; and 4) the regulations do not comply with the requirements of clarity and consistency. California Competes also contends that, even if not unlawful, the regulations are bad public policy for reasons described in the petition.

I have carefully reviewed the materials submitted by California Competes. I appreciate the attention and effort that California Competes has devoted to this effort. It is clear that California Competes deeply believes that the regulations at issue are detrimental to the successful management and operation of California's community colleges. However, after consultation with legal counsel, I have concluded that the regulations are not unlawful. Furthermore, California Competes' positions regarding public policy, although well-meaning, are seriously flawed.

The Regulations are not Unlawful

In 1991, in response to recently enacted legislation, known as AB 1725, the Board of Governors adopted regulations regarding governance at community college districts. Prior to adoption of the regulations by the Board of Governors, there were extensive meetings and discussions on the merits of the regulations. In fact, many of the arguments presented by California Competes were presented at that time. There were public hearings and all appropriate procedural steps were taken. Having gone through this extensive process that includes substantial procedural safeguards, it seems quite clear that deference should be granted to the action taken by the Board of Governors over twenty years ago.

The Legislature has been aware of the regulations and could have adopted legislation to address a defect if needed. By letter dated April 24, 1991 Legislative Counsel Bion Gregory advised Senator David Roberti that section 53023 "enlarged the scope of section 70901." Thus, the Legislature has had ample opportunity to adopt additional legislation to change the law to conform to the Legislative Counsel's opinion. That this has not occurred suggests that the Board of Governors correctly carried out the legislative intent of AB 1725 that the academic senate should have an elevated role in governance. Furthermore, petitioner has relied upon a narrow reading of Education Code section 70901(b)(1)(E). The Board's authority is not limited to the language of that section alone. The Board has broad authority to adopt regulations necessary and proper to carry out its functions.

California Competes argues that the regulations transfer power away from districts and disenfranchise students and others. This is simply incorrect. The structure for collegial consultation established by the regulations is somewhat complex, but the regulations do not give academic senates "veto power" as claimed by California Competes. Instead, the regulations provide a mechanism under which academic senates have the opportunity to influence decisions in their areas of expertise. The regulations also provide mechanisms under which local boards of trustees can take action contrary to the recommendations of the academic senate. While these mechanisms may be more complicated than California Competes would like, there is no veto power involved.

Shared Governance is Good Public Policy

California Competes public policy arguments are off the mark. These arguments present the opinion of a small organization with very limited experience or understanding of community colleges in California. In California, 72 community college districts administer 112 colleges serving over 2 million students every year. Under these circumstances, it is highly likely that a few will periodically have problems relating to organizational management. California Competes presents anecdotal information from a few colleges to argue that the regulations at issue are the cause of systemwide dysfunction. The reality is quite different.

The regulations at issue have been in place for over two decades. The overwhelming majority of districts have fully incorporated shared governance into their processes and benefit from it. Districts have found ways to accomplish their missions according to the needs of each district. In those rare cases cited by California Competes in which academic senates have attempted to use the regulations to inhibit action, there are invariably deeper problems at the district involving fiscal challenges, leadership, labor-management relations or some other fundamental problem. California Competes would claim that its proposed change to the regulation would solve these fundamental problems, but that is not a reasonable assumption. If an academic senate and a local board of trustees cannot work together amicably, a regulatory change will not improve the relationship.

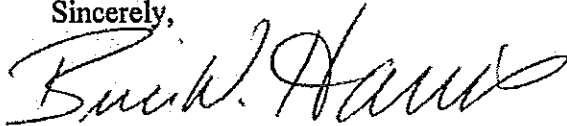
Even if it becomes easier for a board to force an issue past a recalcitrant academic senate, the underlying problems will prevent real improvement for students. In these cases, the impact of the regulation is not the cause of the problem, it is merely a symptom.

Theresa Cho
January 23, 2013
Page 3

California Competes speculates that the California community colleges would have received more funding if it had different regulations regarding governance. California Competes also says the colleges would be providing better training in vocational and career technical education but for these regulations. Finally, California Competes argues that the regulations will prevent implementation of the Recommendations of the Student Success Task Force. All of these statements are highly speculative and none of them are convincing. While California Competes seems dedicated to improving the performance of the colleges and their students, there is no reason to believe amending these regulations will have that result. In fact, the opposite may be true because a change to title 5 regulations will require every community college district in the state to reopen its local policies and procedures to adopt conforming changes. This will distract districts for other much more important tasks.

In accordance with Section 212 of the Procedures and Standing Orders of the Board of Governors, this decision will become final in 45 days.

Sincerely,

A handwritten signature in cursive script, appearing to read "Brice W. Harris".

Brice W. Harris
Chancellor

cc: Robert Shireman, Director, California Competes

From: Gold, Christina
Sent: Thursday, February 07, 2013 9:46 AM
To: beverlylawcorp@aol.com; Gen, Ray; Combs, Mary; O'Donnell, Maureen; Brown, Kenneth; Jasmine Hormati
Cc: Fallo, Thomas; Garten, Ann Marie; Donnell, Sean; Velasquez, Nina; Smith, Luukia
Subject: Consultation Up-date

Dear Trustees,

I would like to thank you again for the way in which the decision to rescind Pres. Fallo's retirement and offer a 4 year contract with a raise was handled. Although myself and those who spoke at the Board meeting disagreed with the decision, your explanations of your rationales demonstrated that you listened carefully to and took into consideration the campus community's input. This sort of communication and dialogue is helping to move us forward in building a stronger consultation system.

Below are two messages. The first message was sent out on 1/23 to all faculty, explaining developments at the meeting. The second message was subsequently sent out to people on campus who wanted to know more about your specific rationales for making the decisions. As always, I know I've been excessively wordy, but I wanted to be careful to accurately explain your positions. To do this, I listened to the recording of the meeting. I made a good effort to be accurate and I apologize if I have missed or mis-stated anything.

Also, I am keenly aware of the statements made by Robert Shireman about El Camino College in the on-line Huffington Post over the past several weeks. Please rest assured that neither myself, nor our Senate, have the intention (or the power) to veto or filibuster any your decisions. Contrary to Shireman's implications, we are not trying to get in the way of good decisions or good education. On the advice of the statewide Senate and my local Executive Committee, I have not directly responded to him. In lieu of doing that, I will be sending an up-date to the statewide Senate explaining the work we've done to repair our collegial consultation system and the progress we've made. They are looking for collegial consultation "success stories" to share, and we may just be a good success story in the making. In addition, Chancellor Harris issued an eloquent defense of collegial consultation in the CCC system and a serious challenge to Shireman's credibility in making these accusations. If you have any other ideas for moving forward on this, I'd be happy to hear them.

Thanks again and I'll see you at the next Board meeting.

Chris

Professor Christina Gold, Ph.D.
History Dept.
Academic Senate President
El Camino College
16007 Crenshaw Blvd.
Torrance, CA 90506

From: Gold, Christina
Sent: Wed 1/23/2013 5:58 PM
To: ECC Faculty
Cc: Smith, Luukia
Subject: Pres. Fallo is staying with us

Dear Faculty,

At the Board meeting last night the Trustees approved a new contract for President Fallo. President Fallo has guaranteed he will stay with us for three more years and that, barring any unforeseen circumstances, he will give the Board a roughly one year notice before he announces retirement. This will allow for a full and careful search process for his replacement, when the time comes.

President Fallo is returning with a significant pay increase. This has upset many people in the campus community who wonder how President Fallo can justify accepting a substantial raise when so many deep sacrifices have been made by students, staff and faculty in the name of budget cuts. I share those frustrations and am concerned that this will hurt campus morale and damage the efforts of College Council to repair our collegial consultation system.

On the other hand, President Fallo's decision to stay can be viewed as an opportunity. The college will continue to benefit from his outstanding management of our fiscal and facility resources. And, we will have the opportunity to work alongside him in repairing our collegial consultation system and developing an academic vision for our college. I hope that President Fallo will extend his leadership into these critical areas and that the Board will support those efforts.

Also, and quite importantly, the decision-making process yesterday was remarkably collegial and showed a positive shift in the way controversial decisions are usually handled. In College Council Dr. Fallo candidly and fully explained his rationale for returning and accepting a raise. The Board also candidly answered questions during public comment, and before voting on the issue, each of the Trustees fully explained the rationale for their position.

If you would like a more detailed explanation of the rationales provide by Dr. Fallo and the Trustees, please email me directly. I will also explain them at the Senate meeting on Tuesday, Feb. 19 from 12:30-2:00 in the Alondra Room.

See you flex day!

Chris

Professor Christina Gold, Ph.D.
History Dept.
Academic Senate President
El Camino College
16007 Crenshaw Blvd.
Torrance, CA 90506

Dear Colleagues,

Thanks for your patience in receiving this email. A couple weeks ago, you expressed interest in knowing the Board Trustees' rationales for their votes on rescinding President Fallo's retirement and offering him a 4 year contract with a roughly \$40,000 raise and a 5% a year future raise.

The attached document provides a full-length explanation (near verbatim) of each Trustee's response. Below is a detailed summary.

The Board item was voted on separately from the rest of the consent agenda. Ken Brown moved that it be approved, and Mary Combs seconded the motion. Trustee Maureen O'Donnell and Student Trustee Jasmine Hormati voted no. Ken Brown, Ray Gen, Bill Beverly and Mary Combs voted yes.

Even though every public comment was a formal disagreement with the Board's decision to offer a raise (including my own comment), the process in which the decision was reached was transparent and open. It marks a break from the way in which decisions have been expressed in the past. This is a welcome change and one which shows we are making progress in repairing our consultation processes.

Before the Board meeting, President Fallo spoke candidly in College Council about his reasons for accepting a raise despite the many imposed budget related sacrifices made by students, staff and faculty. He spoke to the need for consistency in leadership with the upcoming turnover in the Board (Gen and O'Donnell are leaving in November). He also explained that he turned down a raise several years ago and with his seniority and work in Compton, he had earned the raise.

Here is a summary of the Board's opinions (in the order they spoke at the meeting):

Ray Gen

- The additional cost of keeping President Fallo in his position is acceptable, and it was his suggestion to have a 5% raise for each subsequent year of employment.
- The accelerated search timeline was too quick, and more time is needed for an effective search process.
- The search was being rushed because two trustees are leaving in November and they wanted to have someone in place by then.
- He hopes that the Board will set new goals for President Fallo that include the development of an academic vision for the college.

Mary Combs

- She wants President Fallo's knowledge and experience to continue to guide the Compton accreditation process and is not prepared to have someone who does not understand the details of the complex process take over.
- The Board is not intending to be unfair to anyone. Negotiations happen at different times for different groups.

Maureen O'Donnell

- She thinks President Fallo has done a wonderful job and has been well paid for it. She wants him to return, but without a raise.

- The students, staff and faculty have made many budget imposed sacrifices and, in light of that, it is “morally repugnant” for President Fallo accept a raise.
- She thanked the campus community deeply for all their hard work and their sacrifices on behalf of students.

Ken Brown

- He appreciated the community input, and thanked everyone.
- The 6 month time frame to select a new President was too short and would result in complaints by the campus and wider community about the salary, choice of CEO, and cost of the search.

Student Trustee Jasmine Hormati

- She thanked everyone for their input and found it very helpful.
- She had three concerns about timing:
 - More time is needed to conduct an effective search.
 - The decision was being made over Winter break in the absence of most faculty and students.
 - The decision is being made too hastily, and the Board should wait to allow time for full consideration of all the issues.
- She too was concerned about fairness issues that were expressed in public comment.

Bill Beverly

- The salary being offered is not excessive and Pres. Fallo is not being over paid. It is the going rate for Presidents with 20 years experience, and Pres. Fallo is one of the best college Presidents in the state. Also, when someone, like Pres. Fallo, has fully accrued their retirement, they are working for less compensation because they are no longer accruing retirement. The raise is the cost of convincing President Fallo to stay.
- Bill Beverly is not thrilled about the raise, and he worked to negotiate down the amount of the raise and to establish restrictions (i.e. raises must be refunded if President Fallo leaves before 3 years).
- President Fallo’s continued leadership will allow enough time for a thoughtful and well-considered transition plan for a change in CEO leadership.
- He is concerned about the message that offering a raise to President Fallo will send to the campus community during this time when we are repairing collegial consultation, but he hopes that a full explanation of their reasons will reach the campus community and that everyone will understand why the decision was made.

Board of Trustees

The item under discussion rescinded President Fallo's decision to retire and offered him a four-year contract which includes a significant raise (\$30,00-40,000) and a 5% raise for each of the following years.

Ken Brown moved that the item be accepted and Mary Combs seconded it. After the motion was made, Maureen O'Donnell asked that the item be split so that they could vote separately on rescinding the retirement and offering the raise. Bill Beverly asked President Fallo directly if he would return without a raise, and he said no. Consequently, the item was not split for voting, but Maureen did ask that the record reflect that she wants President Fallo to return, but not with the raise

Although the contract reads 4 years, President Fallo agreed to stay for 3 more years. After 2 years he will announce his retirement and give the search process a full year.

Before voting, each of the Trustees explained their rationale for their vote. Ray Gen, Mary Combs, Ken Brown and Bill Beverly voted yes. Maureen O'Donnell voted no. The student advisory vote by Trustee Jasmine Hormati was no.

Ray Gen - Yes

Ray Gen argued that the raise is an "acceptable cost" to keep President Fallo and made an analogy to a statement made by Sean Donnell earlier that there is an acceptable cost to keeping a program, such as the Child Development Center, open. There is an acceptable cost to keeping personnel in their positions. The Board has to weight the pros and cons and consider whether this is an "acceptable cost" to keep President Fallo. He explained his personal reasons for supporting the suggestion during closed session. One of the search consultant presenters at the last meeting said that six months was not enough time to find an acceptable replacement. He advised that the campus consider relying on an interim President while we conducted a longer search. Ray Gen took this advice to heart and decided we would need more time. Because of the redistricting, he and Maureen O'Donnell will complete their terms in this coming November 2013, and that is why they were rushing to get this done. Having President Fallo return, will give the new Trustees more time to conduct the search and make the decision. This makes the raise a viable, acceptable cost. He liked Emily Rader's comment on the lack of a vision for our academic future. He was not satisfied with the last Master Plan, which lacked academic vision and focused only on facilities and computers. We need to look ahead regarding our pedagogical programming and curriculum. We should encourage President Fallo to lead us in that direction but it shouldn't be a condition of employment, it should be a goal that a Board would establish with the CEO. Why the 5%? He suggested the 5% increase to make the package more suitable to others.

Mary Combs - Yes

Mary Combs explained that in roughly a year we will be applying for accreditation for the Compton Center, and we've been working very hard for that. She's not

prepared to bring in a new or interim President who doesn't have knowledge of this complex process. She does, however, have some new goals for President Fallo regarding some of the issues that Trustee Gen mentioned. She wants him to stay. She thinks he's doing a fabulous job. She understands the concerns of those who spoke at the meeting regarding being treated fairly, but negotiations happen at different months for different groups. Those concerns can be dealt with at that time. The Board is not intending to be unfair to anyone. This is the process we're going through.

Maureen O'Donnell - No

Trustee O'Donnell explained that we have suffered a 20% cut in classes. We have suffered cuts in personnel. All of which affect students. Yes, President Fallo has done a wonderful job, but so do the campus faculty and classified staff, and other staff. Addressing the audience, she said, "You make this school a wonderful place for students. And it's all about providing for students. The cuts have deeply hurt our students because it lengthens their time here. They are getting older; they have to move on with their lives. It is shameful that many are spending three or four years here to get enough credits to transfer to other institutions. For five years, our employees have been without a raise. But god-bless all of you. You have kept on working. You have been serving our students. You have been meeting our mission. In fairness to our students, our employees and the community at large, I feel that President Fallo has been well paid for the good job he is doing. It is morally repugnant to give him a raise and I will be voting against it."

Ken Brown - Yes

His comments were briefer than he would have liked because he needed to leave to teach a class. Other Trustees also kept their comments brief in deference to Brown's schedule. He thanked the audience for speaking up at the meeting. He appreciated the input. Regarding the Compton Center stipend for President Fallo, in light of the time and cost of finding a replacement of equal skill, he was not optimistic that we could find someone within the 6 months time frame. He thought there would be complaints by the campus and wider community about the salary for the new CEO and the cost of the search. It gives the Board more time. They might be in a better position to agree on someone not as experienced if they have time to set up an appropriate search. They were not on a good path to do that.

Student Trustee Jasmine Hormati - No

She thanked the public for speaking, and said that it helps a lot in decision-making. She asked for clarification of whether of whether the new contract would be three or four years. It's really three, but the motion says four. She asked if the motion should be amended to three years, and Ken Brown said it was his motion and he didn't want to amend it. She had three concerns about timing. First, she agreed with Trustees Brown and Gen that they needed more time for the search, but she reminded the Board that there were other options. They could have chosen the second timeline that was offered to them which would have concluded the search before next November when new Trustees would be joining them. Second, she was

concerned that the decision was being made during Winter session when the bulk of students and faculty are not on campus. Third, it was going to take three Board meetings just to decide upon a consultant, but they were only taking one meeting to talk about the return of President Fallo. She urged the Board to take more time to consider the issue and possibly table the item. She agreed with many of the comments by faculty, staff and Trustee O'Donnell about the fairness issue. She urged the Board to reconsider and give it more time and thought.

William Beverly - Yes

Trustee Beverly asserted that the proposal represents the going rate for salaries of Superintendent/Presidents with 20 years experience. That is the rate they will pay to keep President Fallo from going for the third or fourth time. He is not thrilled about it. But, it is not an excessive salary, and they are not overpaying him for what he does. He is one of the best in the state. He could retire and get paid exactly what he's getting paid right now. Or, we can induce him to stay by giving him enough compensation to make it worth his while. Trustee Beverly's role in this was limiting the amount of the proposed raise and putting in restrictions. This is a good first step in a CEO transition plan for the Board. They will likely take additional steps in the next few months. They were caught off guard and not prepared for a transition in leadership. Hopefully this will result in a smoother transition plan. That is his last goal as a Board member – to help create a smooth transition in leadership. He supports the measure because he supports his fellow Board members.

After the vote was taken, Trustee Beverly shared additional rationales that he wished he had time to share before the vote. He understands that on the surface offering a raise sent out the wrong message while we are repairing consultation. But, if everyone has the right information, we can think about it differently. We are all here working for compensation, fringe benefits and to accrue retirement time. When someone has fully accrued their retirement, they are working for less compensation because they are no longer accruing retirement.



EL CAMINO COLLEGE
Office of the Vice President-Student & Community Advancement
Jeanie Nishime – Vice President

February 13, 2013

TO: President Thomas M. Fallo

SUBJECT: AGENT ASSISTANCE – F-1 VISA STUDENT RECRUITMENT PROGRAM

F-1 Visa student recruitment continues to provide students from other countries with the opportunity to attend El Camino College. The competition for F-1 visa students is continuing to grow more and more intense each year. In response to this competitive strategy, we continue to use the F-1 visa recruiting approach to use education agents to assist the College in recruiting students from other countries to attend El Camino College.

The agent assistant program is an effective mechanism which is used at El Camino College. Since the time of its inception in 2007, we have been very successful. The following is information from the 2012 recruitment report regarding the program:

- Out of 650 contacts, 148 F-1 visa students enrolled for Fall 2012
- 49 of these students were referred to El Camino College by educational agents.
- 35 F-1 visa students came from the El Camino College Language Academy (ECLA)
- Approximately 14 F-1 visa students came as a result of attendance from various fairs and workshops.

In view of the current economic climate, the F-1 visa recruitment program remains a viable recruiting entity for El Camino College.

Jeanie M. Nishime, Ed.D.
Vice President

cc: Board.



RECEIVED JAN 30 2013

California Community College Athletic Association

January 22, 2013

Thomas Fallo
Superintendent/President
El Camino College
16007 Crenshaw Blvd
Torrance CA 90506-3031

Dear President Fallo:

It is a pleasure to inform you that the Men's Cross Country, Men's Tennis, Women's Badminton, and Women's Basketball teams at El Camino College have been selected as California Community College Athletic Association Scholar Team Recipients. This is a special award as it emphasizes academic achievement of all of the members of one specific team. This is an honor that should be the objective of all of our sports teams and one for which you should be extremely proud.

This team accomplishment will be acknowledged at the Celebration of Student Athletes Awards Luncheon at the CCCAA Convention on Wednesday, March 27, 2013. The certificates will be mailed to your athletic director for each team member, coach and the college. The Executive Director's signature will be included, but the remainder of the identified signers will need to be completed at the discretion of the institution. We will include a few blank copies of the certificates in case of any mistakes.

The purpose of the Luncheon is to honor our California Community College students from many different perspectives, i.e. Scholar Athlete, Scholar Teams, and 3CAA students who have been successful while facing great obstacles.

Once again our sincere congratulations, for the success of your institution and teams in winning this prestigious award.

If you require additional information please contact Rima Trotter at (916) 444-1600.

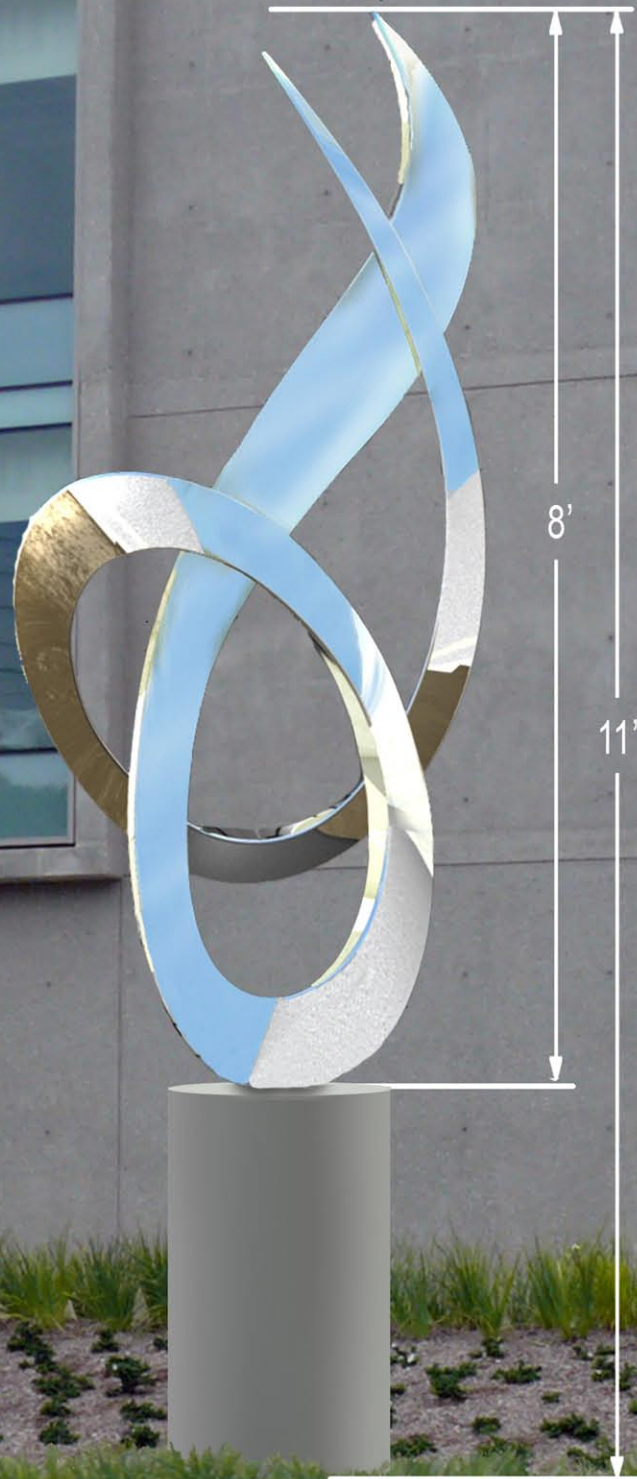
Sincerely,

Carlyle Carter
CCCAA President/CEO

cc: Board.

cc: Tony Barbone, Athletic Director

James T. Russell



“Boundless Spirit”

Dr. Ikaweba Bunting

Pronounced: (E-KAH-WAY-BAH)



Dr. Bunting received his Doctorate Degree in International Development Studies from the University of Wales, in the United Kingdom.

He is a graduate of Loyola Marymount University with a major in Psychology.

For twenty eight (28) years he worked abroad in various parts of East Africa including service as Director of former Tanzanian President Julius Nyerere's (pronounced: N-yea-Ree's) Foundation. Through that association he was involved in working directly with former South African President Nelson Mandela on a variety of projects.

Dr. Bunting is a full time professor in the Social Science Division at Compton Center.



African American History Month

Planning Committee

| | |
|---------------------|-----------------|
| Dr. Ruth Roach | Thomas Norton |
| Sandra Coleman | Taiwan Rogers |
| Alice Mitchell | Art Smith |
| Dr. Ikaweba Bunting | Harvey Estrada |
| Marjeritta Phillips | Gloria Fitts |
| Sandra Coleman | Imani Robinson |
| Miguel Quintero | Carol Hernandez |
| Emmanuel Mujica | Jermaine Paul |
| Alicia Paul | Wendell Haynes |

Robert H. Butler

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Carlos Ornelas, Vice President

Miguel Quintero, Treasurer

Emmanuel Mujica, Comm. of Environment

Carol Hernandez, Comm. of Clubs & Organizations

Sandra Coleman, Commissioner of Activities

Gloria Fitts, Commissioner of Public Relations

Administration

Dr. Thomas Fallo, President/Superintendent

Barbara Perez, Vice President Compton Center

Dr. Keith Curry, CEO

Dr. Ricky Shabazz, Dean of Student Affairs

Robert H. Butler, Director of Student Development

Yolanda L. Zuniga, Student Life Specialist



El Camino College
Compton Center

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(310) 900-1600

El Camino College

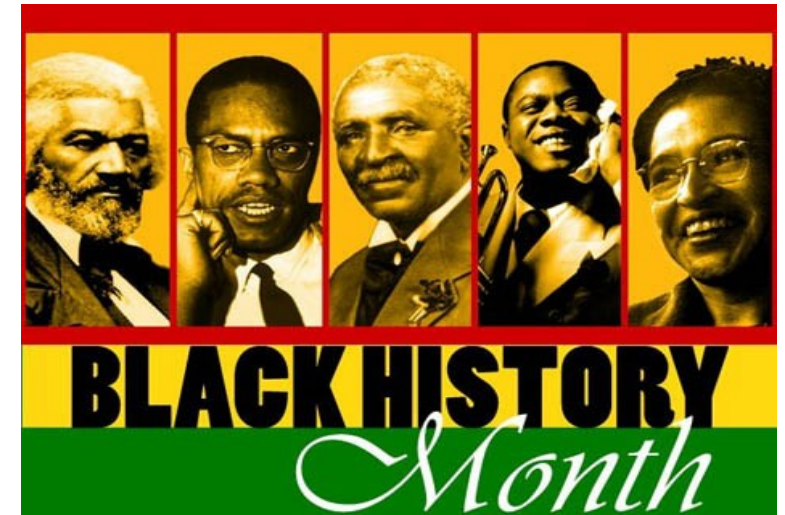
Compton Community Educational Center

Office of Student Life and

Associated Student Body

Presents

African American History Month



February 2013

African American History Month

Featured Events



S.H.I.N.E. All Women's African Drums & Dance Performance

Tuesday, February 12, 2013

@ 12:00 Noon in the Student Lounge



"The Meeting"
A play based on a mythical encounter between Malcolm X & Dr. Martin Luther King Jr.

Thursday, Feb. 14, 2013 @9:30 a.m.

Student Lounge



"Martin & Music"

A dramatic portrayal of Dr. Martin Luther King's speeches with music.

Wednesday, February 20, 2013

11:00 a.m.-12:20 p.m. &

7:00 p.m.-8:30p.m.

Student Lounge

El Camino College Compton Educational Center

Black History Month—February 2013

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|--|--|---|--|--|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 Lincoln's Birthday Campus Closed | 9 |
| 10 | 11 SPRING SEMESTER BEGINS | 12 S.H.I.N.E. All Women's African Drums & Dance Performance 12:00 Noon Student Lounge | 13 African Film Festival Titles: TBA 9:30 a.m. –2:30 p.m. Student Lounge | 14 "The Meeting" A play based on a mythical encounter between Malcolm X & Dr. Martin Luther King Jr. 9:30 a.m. Student Lounge | 15 | 16 Pan African Film Festival 6:30 p.m. (Old Magic Johnson Theatre) Los Angeles Crenshaw District |
| 17 | 18 President's Day Campus Closed | 19 African Film Festival Titles: TBA 9:30 a.m. –2:30 p.m. Student Lounge | 20 "Martin & Music" A dramatic portrayal of Dr. King's speeches with music 11:00 a.m.–12:20 p.m. & 7:00 p.m.–8:30p.m. Student Lounge | 21 "A Call To Action" A Lecture featuring Dr. Ikaweba Bunting 11:00 a.m. Student Lounge | 22 | 23 "Cash for College" 9:00 a.m.-3:00p.m. Open to the Public Sponsored by: Financial Aid Dept. Student Lounge |
| 24 | 25 Music Dept. Students "Song Writers Showcase" 12:30 p.m. Student Lounge | 26 African Film Festival Titles: TBA 9:30 a.m. –2:30 p.m. Student Lounge | 27 "Gospel Extravaganza" Featuring Joshua Generation in Concert 6:30 p.m. Student Lounge | 28 Child Development Center Presents "Simba Wachanga" (Young Lions) 11:00 a.m. Student Lounge | | |

From: Skip Downing [<mailto:skip@oncourseworkshop.com>]

Sent: Wednesday, February 06, 2013 6:57 AM

To: Arce, Francisco; Fallo, Thomas; Gold, Christina; Miranda, Gloria; Beam, Linda; Garten, Ann Marie; Ichinaga, Moon; Striepe, Claudia; LLeegwater@ihep.org; Lew, Thomas

Cc: Daniel-DiGregorio, Kristie; Cerofeci Rose; Manno, Donna; Soden, Juli

Subject: Honoring Kristie Daniel-DiGregorio, Rose Ann Cerofeci, Donna Manno, and Juli Soden from El Camino College

Dear Drs. Arce, Fallo, Gold, and Miranda; Ms. Beam, Garten, Ichinaga, Striepe, and Leegwater; and Mr. Lew:

Kristie Daniel-DiGregorio, Rose Ann Cerofeci, Donna Mano, and Juli Soden of El Camino College have asked that I share with you that they have been selected as recipients of the national On Course Ambassadors of the Year award for 2012.

The On Course Ambassadors is a group of more than 1600 dedicated college and university educators. Each has attended at least one multi-day On Course professional development event and made a commitment to share with their colleagues and students what they learned. The group's mission is to bring about significant improvements in student academic success and retention, and the selection committee has singled out Kristie, Rose Ann, Donna and Juli for their laudable efforts to achieve these goals. Should you care to, you can learn more about On Course Ambassadors [HERE](#).

Awards for this honor will be presented at the On Course Ambassadors' dinner on April 25, 2013, during the 8th annual On Course National Conference. The Conference will be held April 25-27, 2013, at the Hilton Orange County/Costa Mesa (south of Los Angeles). You are all welcome to attend the On Course Ambassadors' dinner to help us honor this hardworking quartet from El Camino. For information about the conference, click [HERE](#). Honorees are invited to attend the dinner at no cost; guest dinner tickets are \$45.

Honorees have been invited to make a presentation to all attendees during the closing session of the conference. Our hope is that the anticipated 500 educators in attendance will be inspired to become passionate change agents on their own campuses as well.

Albert Einstein said, "Only a life lived in the service to others is worth living." I think he would agree that Kristie, Rose Ann, Donna, and Juli are making their lives well worth living. Congratulations on having such dedicated educators to serve your students.

Cheers,

Dr. Skip Downing

Founder, On Course

cc: Board.