

Adjunct (1 Year)

- Josh Casper
- Karl Striepe

Behavioral & Social Sciences

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

Business

- Kurt Hull
- Phillip Lau
- Josh Troesh

Counseling

- Seranda Bray
- Anna Brochet
- Rocio Diaz

Fine Arts

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

Health Sciences & Athletics

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

Humanities

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

Industry & Technology

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

Library Learning Resources

- Analu Josephides
- Mary McMillan
- Claudia Striepe

Mathematical Sciences

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

Natural Sciences

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

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

Assoc. Students Org.

- Bryant Odega

Compton College

- Paul Flor
- Chris Halligan

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Dean's Reps.; Guests/Other Officers:

- Amy Grant
- Carolyn Pineda

ACADEMIC SENATE MINUTES

March 20, 2018

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

A. CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the third Academic Senate meeting of the spring 2018 semester to order on March 20, 2018 at 12:31 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-14 of the packet for minutes from the March 6th, 2018 meeting. P. Marcoux moved, C. Striepe seconded, and there was unanimous approval of minutes.

KDD: This brings us to our division personnel. We are always so grateful for our deans to add one more meeting to their calendar to come and join the senate. We want to keep our lines of communication open and flowing between us and our administrative leaders. Dr. Amy Grant has a lovely radio voice that she uses for our Council of Deans. I don't know if she can sustain that for a whole introduction, you just have to trust me. She has an awesome voice when she gives us our PBC updates. Join me in welcoming Amy to the stage. Amy Grant: Hi everyone, I am Amy Grant, the Dean of Natural Sciences. I was Chemistry faculty for 16 years, and now I have been the Dean for about 3 years. That was my regular voice!

C. OFFICER REPORTS

KDD: The President's Report will come at the end of our Officer Reports today!

b. VP – Compton Education Center – Paul Flor

No report.

c. Chair - Curriculum – Janet Young

We reviewed 16 proposals at our 2nd meeting. We have been working hard at researching new curriculum and catalog management software systems. We have got it down to 3; CourseLeaf, CurricUNET Meta, and DigArc. DigArc is the preferred system. They have made a presentation to the campus, and they are going to make another the beginning of April. The Curriculum Committee will be invited, so there will be a representative from every division. If they can't come for some reason, we are going to see if they want to send a representative, maybe someone from the senate. Details are to follow. It is promising software because it integrated curriculum with the catalogue at the push of a button. Now our catalog is a word document. P. Marcoux: Does DigArc talk to CurricUNET? J. Young: I spoke with another Community College, and DigArc extracted (there is a better word), the data. You send them your catalog, and they set it up, right Jean? J. Shankweiler: You are talking to salesmen. J. Young: We have seen samples. P. Marcoux: Is there a price difference? J. Shankweiler: The initial fees are pretty high. It is more than we are paying for CurricUNET. KDD: More details to follow. Thank you, Janet.

d. VP – Educational Policies – Darcie Descalzo McClelland

D. Descalzo McClelland: In Ed Policies, we are working through some of the questions that were raised at the last senate meeting. It is 4226, the overlapping enrollment. There are a lot of questions about exceptions, and that is really complicated so we are considering it but we aren't sure yet. We are bringing back the Code of Ethics with a corresponding AP. We will bring them back together, so hopefully that will clarify a lot of the questions that we had the last time. At our next meeting, we will be bringing back AP 7211, faculty service areas. We looked at that back in the fall and it went through College Council, it got a few additional revisions, and it is back at Ed Policies. We are wading through those changes to make sure everything is OK. We should be through those at our next meeting on Tuesday, so I should be able to bring it back to the next senate meeting. KDD: That is a great recap, there is a lot happening with Ed Policies.

e.VP – Faculty Development – Stacey Allen

Hello everybody. We met last week on the 13th, and one of the items we discussed was our ongoing series, “Informed & Inspired”. Last month our theme was “Muslims in America”. We are partnering for the whole semester with the Student Equity Advisory Council. We are going to start planning next month, and the theme is “Women of Color”. The Advisory Council advised that we have one session next month rather than two. So our next session will be April 19th. I will have more information at our next senate meeting. Of course we will have the Student Empowerment Dialogue on Tuesday, April 3rd. Then the faculty session will be on April 19th. KDD: Thank you for all your work on that.

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

I mentioned this last week. President Maloney and Vice President Fahnstock presented on the Chancellors new budget formula and how much community colleges are going to get in the future. I will summarize the presentation with this. We have no idea, there are still many uncertainties. Governor Brown and the Chancellor’s Office have different proposals. We are planning on having VP Fahnstock come in and give us a presentation so we can see how this will impact curriculum and grading policies and how we would respond. There will be a lot of potential impacts with the budget and what we do with this new formula. When we get more details, it actually becomes more confusing. Now we are just waiting. KDD: Thank you for reaching out to VP Fahnstock. It will be great to have him come in and give us an overview. Thanks, Josh.

g.VP – Academic Technology – Pete Marcoux

We have a College Technology Committee meeting after this one today. We are kind of going through an identity crisis. Right now, our meetings are just report outs, which can be more effectively handled than an email. Going through accreditation will help us determine how we can better utilize these committees. If anyone has any ideas how other schools handle their technology committees, I would love to hear about it. KDD: Is the identity crisis the CTC or the ATC? P. Marcoux: More the Academic Technology Committee. We are still trying to figure out how we can use our time effectively. KDD: That certainly fits under accreditation. P. Marcoux: Yes, and technology has actually changed how we do bureaucracy. I have a question for Dr. Shankweiler. When are we going to get these clocks on campus fixed? (Lots of laughter.) It is kind of a technology question. I am always checking my phone and that doesn’t send a very good message to the students. Dr. Shankweiler: I was told and this was before Brian came, it is not on the list of priorities. P. Marcoux: It should be, because it effects the classroom. Dr. Shankweiler: They get fixed and a month later they are broken again. There were suggestions from a variety of senators, everything from: get rid of them, hang shower caps off them, put smiley faces on them. KDD: I don’t want us to get off track, but what is the proper forum for this particular piece of feedback? I am happy to pass it on. Dr. Shankweiler: This is a Facilities Steering Committee issue, but they are dealing with buildings and more than this. P. Marcoux: Do they know how it impacts us? We should probably let them know. Dr. Shankweiler: At our Council of Deans we have been having a facilities report, so I think that is where we should put it. KDD: Great point. Jean has done a great job of bringing them into the loop so that we know what they are doing and that they understand what the issues are.

h.VP – Instructional Effectiveness/ALC & SLO’s Update – R. Serr (pgs. 19-30)

KDD: Russ isn’t here yet, but we have a few people in the room that can help us with Russ’s report on accreditation. Claudia and Jean can both talk about accreditation and the process. On page 30 of your packet, there is a timeline if you would like to follow along. C. Striepe: We have established a timeline and the committees have largely been set. We do anticipate some changes in membership as things progress, especially when we get students involved. The teams have started to meet. We are using the Office 365 Teams Site as a sort of “Shared Drive”. All the teams have their areas within the site. A big thank you to everyone who is involved with helping out with the process. Jean just came back from a team visit and she is putting up areas that we want to look at and she seems happy with what she sees about being on target. Dr. Shankweiler: We are doing well with our schedule. Fall of 2017, we selected the co-chairs. The steering committee is the chairs of each of the sub-standards 1-4. So we have a faculty member and a manager for each of the sub-standards. During fall semester, they built their teams. We are fully staffed up there. We got training on the document management system from Irene and Claudio. We have 14 people who went to the Academic Senate Accreditation Institute. We actually got a shout-out and President Maloney went too. Irene has built a template this week for us to collect our evidence. I set Claudia up to be the “Nag Master” for the Standards Chairs. P. Marcoux: Is that now her

official title? Dr. Shankweiler: I need to know when all the teams are meeting to collect their data. Rory and Claudia are going to be visiting those teams to see how they are doing on their collection of evidence. I went to Feather River College last year. Talk about 180 degrees! They have about 600 students on their campus, most of them are athletes or equine management or rodeo. The rodeo is on one side of the campus, with all the horses and equine management on the other end of the campus. It is a huge campus, they have dorms. They have about 600 FTES of correspondence education with prisons. They can't have Distance Ed, because the prisoners can't have online access. It is truly correspondence. They have worked to make sure that the students have regular and effective contact with the instructors. It is serving a population. It is absolutely beautiful. The town of Quincy is so small, we couldn't fit in one hotel. I learned a lot of things, and one of the things I learned is that the team members go in there and they dig down and look at every little part of every sub-standard. The instructions ask, "Do you do this, do you do this, do you do this?" Irene's template addresses each one of those issues. I feel like we are making progress. C. Striepe: I am going to add the frosting to what Jean said. The ASCCC and the ACCJC people seem to be much more penitent. They seem kinder and gentler and they want to give information. They are hoping the reports are shorter than they have been in the past. P. Marcoux: Is there going to be more training for 365? Dr. Shankweiler: I will leave that up to the standards chairs. KDD: Thank you to those who are serving. It is a great chance to sit in a room with other campus leaders who you don't usually get a chance to work with.

R. Serr: Our last SLO Assessment completion rate was not very good, but we have made a lot of progress. We are up to 81%, our goal is still 100%. If anyone still has assessments due, they were due *yesterday*. For some of the PLO's some people use their SLO's to meet their PLO's, so those are a little further behind. The ALC minutes are in the packet.

a. President – Kristie Daniel-DiGregorio (pgs. 15-16)

We had a lot of things happening over winter and on campus and I haven't been able to update you on all of these. I put some of this information into your packet and I'll try to hit some of the highlights.

There is information about the statewide senate events. I have mentioned both the Plenary and the Equity & Diversity Action Committee Regionals. Thanks to Jean for forwarding on some reminders about some upcoming things. You can always go to the statewide senate website (www.asccc.org), it is well organized and user friendly. If you are interested in any of these topics, I encourage you to drill down a little more.

- Equity & Diversity Action Committee Regionals: April 6th (Woodland College) and April 7th (Southwestern College)
- Guided Pathways Regionals: May 11th (North) and May 12th (South)
- Curriculum Regionals focused on AB 705: May 18th (San Jose City College) and May 19th (South)
- Career and Noncredit Education Institute at the Westin South Coast Plaza on May 3rd – 5th.

With our food service vendors, I forwarded the comments from the last meeting to Brian Fahnestock. He agrees with the concerns, and he appreciated the feedback. He was already on the same page. He will join us at our April 3rd senate meeting. He will come and give us a bit of an update and then give us a chance to provide some input. Obviously, this isn't Academic Senate purview, it doesn't follow the 10+1, but clearly it is to the advantage of the college for us to have buy-in from our constituents. Brian is very amenable to input.

I have mentioned before the Evaluation Procedures Task Force. That group is continuing to make progress. We are looking at the evaluation forms. As you know, there is some crazy stuff on there that doesn't make sense, but we are trying to make it more user-friendly. We want to tie it in more effectively with the job descriptions that are in the contract. We have a committee that is working very hard, and meeting every week trying to make progress. We had to get our arms around all the many different forms that there are on campus for; classroom faculty, for librarians, counselors, for classified, for full-time, part-time. That is why our processes and forms don't make sense. It is very complex, and I'm biased, but I think we are making good progress. The revisions will go through consultation. I wanted to keep you updated on the work going on behind the scenes.

Our senior senators please nominate a reporter from your division. We talked about this last time. Thanks to Behavioral & Social Sciences and John Baranski for agreeing to be the reporter. Have a look at page 2 in your packet, and you'll see

under Behavioral & Social Sciences, John Baranski has not been trademarked. We are not trademarking him, we are noting that he is the reporter. You'll notice at the very bottom of the page that senior senators (it is not referring to age, it is referring to experience), are denoted with an asterisk. Reporters are being denoted with an "R". Senior senators, just let me know if you are happy to be the reporter, fantastic. If you want to nominate or coerce someone else from your division to do it, that is great as well. We think this will be a great way for us to keep the communication open and keep folks informed of the great work that the senate is doing.

Just some general comments that I would like to make. I have tremendous respect and appreciation for the senate. Our last meeting illustrated just how productive and effective it is to have different perspectives at the table. Certainly in our discussion there were perspectives that hadn't been considered previously. I appreciate the senate as a body, but I also appreciate you as individuals and I appreciate the unique contributions that each of you make. I also have some comments, and I'm not singling any particular person out. All of us are responsible for the tone of the senate and the tone of our conversations. I have comments, not about the content of our discussion, I thought it was very helpful. And I hope people felt that, they were getting feedback that it was helpful because we are going to use that information and get back to you. You heard some of that from Darcie. When matters come to this body, there is a tremendous amount of work, time and effort, not just for the person bringing it forward, but also on our campus. A lot of effort goes into serving the college and moving us forward. I'm not suggesting that that effort means we should approve something wholesale or in part just because someone has put a lot of work into it. I would hope that is sufficient to be very intentional about conveying to those people who are bringing things forward that even if we don't agree with what they are bringing forward, we do respect the time and effort and their service to the college. You don't have to agree with me, respect is a very subjective construct. I do think even if you don't agree with me on that particular point, I think you will agree that a consultative, collaborative, respectful environment is more productive. As things become heated, our process becomes less productive because it tends to shut down venues of people making contributions. Then we only hear from a certain segment of our group. What are some of the ways we can stay focused on moving things forward? Not in a way that shortcuts consultation and people making contributions. I look to our resources, our El Camino Academic Senate Handbook. It talks about our purpose and our primary purpose is the full participation of faculty on issues related to academic and professional matters. Our purpose is also to support strategic initiative C, collaboration. This emphasizes respect, our constitution again talks about facilitating communication. The making decisions document is for collegial consultation committees. We need to function under the auspices of what we have agreed as a college is how we will make decisions. You can see some of the themes here, that people can express their views without insult. We can approach things with an open mind. Keep an open mind respecting different opinions, striving for consensus, and supporting the final outcome. This is just some food for thought. Some questions that I would encourage to you to consider as we are discussing contentious issues. Am I allowing for the fact that other people may not agree with me? I would invite all of us to think about that. Am I not only identifying problems but also offering to be part of the solution? Is what I'm going to say going to further our conversation and progress or might it silence and short-circuit discussion? Every leader has their own and style and approach and expectations and goals. I am humbled by your trust in me and allowing me to serve as your president. My goal in that role is for the senate to continue to be a positive, vibrant, engaged contributor to our campus. And I think it absolutely is. I want to thank each of you for the way that you contribute to that. Thanks for hearing me out!

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

KDD: That brings us to one of our colleagues who has been promoted to Grandma. (LOTS of laughter at this point) You said I could do this, I don't know if you remember. Isn't she adorable? Grandma Jean: Sophie Grey was born on Valentine's Day, so she is 1 month old. KDD: Get out your phone and show us some pictures!

Dr. Shankweiler: There is so much to talk about. At cabinet last week, the VP's have decided to start having Town Hall meetings. The Administrators will have a chance to present to the whole campus community the projects that they are working on. We are going to try having one the middle of April, I believe April 19th. We are going to do it during the College Hour, not during the senate. It is open to the campus, you are going to get an email telling you when they are being held. We are each going to take 15 minutes and talk about what we are working on. Like what I do in my report here. This will be a great opportunity to find out what all of us are doing. We are going to take turns and it is a step forward in our communication. Brian has been doing it in his area, since he got here.

You are going to hear about Guided Pathways. Annual Planning is coming up. To make it more clear, I am going to try something with my deans and they don't know it yet. We usually vote and prioritize, but I am going to provide some criteria for us to use in our voting this year. I think that will make it a little more objective. I'm not sure if we are going to meet tomorrow, because I am the only VP who has been through the planning process. It will be a little weird, so I'm not sure how it is going to come out at the end of the year. Unfortunately for last year's planning process, all the VP's who were involved are gone. Even Josie Cheung, who was making the account assignments, and Janice Ely would put the money in them and they are gone also. We are having a little trouble finishing up from last year. We are moving on, and I think we'll have a more refined planning process for next year's information.

Kristie talked about all the Evaluation forms, and there are a lot of forms. HR has initiated the purchase of a program called Formstack, which allows different kinds of forms to be submitted online. We tested one yesterday in the Math division for special assignments for faculty. Instead of writing a memo, or filling out a board item, you will do it online and it goes through an approval tree. You won't have to walk things from office to office. That will be a major improvement. We can use it for work orders, and that will be a major improvement. Once HR implements it, we can use it across campus. We will be able to use it evaluation forms, work orders, and everything. It will be much easier!

A Code Alignment Project. LaVonne in the Curriculum office and Janet have been helping me with Code Alignment. Every time we make a course, it gets a code from the Chancellor's Office. That's why you have to wait a long time before being able to offer it. You need the code, then we can put it in the catalog, then we can offer it. Programs need codes. If it is a CTE program, it needs several different codes. All those codes provide information for MIS Data. That data informs the degrees and certificates that our students get. When the codes don't match, then we don't get credit for what our students have done. There are issues with lots of colleges, not only ours. This is the Chancellor's Office and the state-wide academic senate working at the campuses to help clean up our codes. LaVonne and Janet have been working to get them here. We have workbooks for 5 programs, the faculty members have to be on campus to meet with the senate to go over the codes to make sure they are right. Once they help us do it the first time, then I will have LaVonne, in all her free time, once we get the catalog online, work with each division and clean up our codes. We need to get the correct data in there. That is another initiative we are working on.

There is training coming through. If you are on a hiring committee, you have to do implicit bias training. It is a 15-minute online training so that you can be on the committee. We are also looking at ADA compliance training. We have has issues where students aren't necessarily getting the accommodations they need. There is misunderstanding or miscommunication, so we are working on refining that process. We have had a few complaints at the Office of Civil Rights "OCR". We need to improve.

AB 705. Math & English know what I am talking about. Lars can say it better than I can. It is the requirement that students complete.... Lars: I would say the College has the obligation to maximize the probability that entering students will complete transfer-level Math and English within 1 year. Dr. Shankweiler: If they come in at Math 12, which is arithmetic, they should finish transfer level Math within 1 year. It is a challenge! That is a lot of work for English and Math because it affects everyone. I think that is enough for today!

Ross Mivashiro – VP of Student Services

Not able to attend.

Renee Galbavy – Distance Education Advisory Committee (pgs. 31-34)

There are notes from a meeting on February 22 in your packet. I thought you might be interested in seeing the total sections that the campus is utilizing for Canvas. We are doing a good job of getting people trained and onto Canvas. We are officially done with Etudes this summer. This is the last semester we are using Etudes. The integration tool, last I heard, will be up and running by the end of this semester. Canvas training, we are currently coming up with several systematic training modes for how training will take place. DEAC is formulating that right now. We will be bringing that to the senate sometime in the next couple of months. We are going to talk about that at the next DEAC training, then we will come and present to you.

The application to join the Online Education Initiative Consortium was submitted a few weeks ago by Chris Gold. We should hear by mid-April whether the Consortium will accept us or not. There were a few areas on the application that we weren't compliant with what they were looking for. We are hopeful that they will still accept us. One of the cool things about it, when we join the consortium, we will get free access to Ally. That is a Canvas accessibility tool. On page 33-34, it gives you an overview of that tool and how it integrates with Canvas. If you upload something, it does provide feedback and guidance. It will also make suggestions for ways to make your class more accessible. We will talk more about that later on. Thank you

E. UNFINISHED BUSINESS

Guided Pathways Work Plan: 2nd Reading – Jean Shankweiler (pgs. 35-60)

For Guided Pathways, we had three things to do to get our funding, \$1.7 million. We had to go to training, fill out a self-assessment, (which was column 1 of the worksheet), then we have to finish this work plan of what actions we are going to take for the next 18 months. Spring 18, Fall 18, Spring 19. All this needed to be submitted online to the Chancellor's Office. They sent us a template that needs to be filled out. A lot of the template is drop-down menus. There were 14 elements for a self-assessment. Those 14 elements we had to look at in our self-assessment. Where we are in terms of cross functional inquiry. Areas such as student services, ITS, faculty members, everyone working together to implement Guided Pathways. We were at early adoption, which is the 3rd section. Then in the plan, that we have to submit, we have to talk about what we are going to do to move ourselves from early adoption to the next place, which is scaling in progress. Then the last will be full adoption. We only have to put in what we are going to do for the next year and a half. Of the 14 elements, we may not do all of them, because that is quite a bit. Then we have to say what we are already doing and what we expect the outcomes to be. Some of the 14 elements that we had to address are; Sharing metrics, integrated planning, inclusive decision-making, alignments with K-12, career exploration, basic skills, clear program requirements, proactive and integrated student supports, integrated technology, strategic professional development, learning outcomes. We had to address each one of those. Kristie gave you a link to the plan. She printed it and then I worked on it over the weekend. I clarified some of the language. I tried to simplify what we are doing for some of the key elements. For element 1, we developed focus teams to go and visit the departments. We are going to develop talking points for those visits. There was a questionnaire for goals for students. In spring and fall, we are going to incorporate the Guided Pathways framework into the Strategic Planning framework. This shows you what the work plan is trying to do. That is one part of the work plan, the actual timeline.

The next part of it is the budgeting. We had a long discussion about budgeting in the last Guided Pathways meeting. Of the \$1.7 million, we get 25% this first round, so that is \$524,000. I had to make an adjustment here, because the cost of curriculum and the catalog is \$150,000. We thought maybe we would need a faculty coordinators, special assignment. We need to do summits, professional development, conferences and workshops. EAB is a service that provides research for us. Supplies and equipment may be needed. When we put it into NOVA, it will populate the \$ amount. KDD: When I looked at the work plan, I wondered about the Meta-majors. Dr. Shankweiler: We get to decide if we want to do it. Meta-majors is the big buzz word. It means we have broad categories. A student may be a STEM major the first year, then where do they go? In the document is every time it says Meta major, I put a slash and put in project mapping. We have to decide that. KDD: By endorsing this today, we haven't decided yet, correct? Dr. Shankweiler: The focus teams will decide how and what we implement. Pete: Are we voting on this today? We need a motion. KDD: Can I have a motion to approve the Guided Pathways work plan? S. Di Fiori motioned and Sean Donnell seconded. A. Ahmadpour: What % of campus needs to get involved in this project? Dr. Shankweiler: I would expect every faculty member to get involved. C. Wells: We are going to have meetings for each department level. Dr. Shankweiler: When the focus teams come to visit, they will be developing work groups. A. Ahmadpour: Is this a part of our regular responsibility? Are we getting paid? Dr. Shankweiler: If you are a facilitator, then yes, there is some money in there. R. Diaz: How will this impact counseling? Dr. Shankweiler: We are going to have to look at the funding. The appointment scheduler is different from the college scheduler, which was approved at the February BOT meeting. KDD: That is in the Presidents report. On average, it increases student enrollment by 1.4 units because we make it easier to have them sign up for more classes. My son uses this a Berkley, he is very techno. He loves it and has very high standards. I think it is an exciting change. R. McMillin: How will that affect the priority registration? Dr. Shankweiler: It doesn't have anything to do with priority registration. A. Brochet: It knows which sections are open. KDD: All were in favor of endorsing the Guided Pathways work plan, it is officially endorsed.

F. NEW BUSINESS

None

G. INFORMATION ITEMS –DISCUSSION Active

Shooter Drill Debrief – Chief Michael Trevis

KDD: Chief Trevis had to go to court today. Please watch for a survey asking for input about the Active Shooter drill.

Payroll Deductions – Jane Miyashiro & Maria Smith, Human Resources

J. Miyashiro: Maria was supposed to be here to talk about payroll issues. She isn't, but I will do the best that I can. I want to tell you about two different things. As you know, we had several faculty members retire recently this fiscal year. It turned out when they retired, because our faculty are on the 10-month pay schedule, STRS looked at their service credit. Because in January there was no contracted service, they thought there was no continuation of service, so it messed up their service credit. What that required was a manual override, and it was difficult to do, but it was done. All the faculty members who retired, we corrected it. The way we found out about it, was they were Mathematicians, they figured out that their payment was about \$10 lower than it should have been. That is \$10 over the lifetime of your retirement. It may sound small, but it isn't. The only way for us to correct that, is to take the 10-month salary, but stretch it out to 12 months. That way, we won't run into this problem with a missed service credit month. We want to start doing this July 1. All your benefit deductions will be a little bit less because it will be stretched out over 12 months. If you are going to do a 403b contributions, please let American Fidelity know. We will contact them. Dr. Shankweiler: I want to point out that it saves us every time we change the calendar, we would have to change to schedule too. So we won't have to keep doing that. S. Donnell: Part of my understanding about our crazy pay schedule is we have 5 months on and 1 month off. We could not get paid for a month in which we had no days of service. J. Miyashiro: Your contracted hours will still be the same, but your pay will get stretched out. P. Marcoux: Starting July 1st, all faculty will get paid for 12 months. J. Miyashiro: I am not well versed on the technical payroll side of this. If you work an intersession, you will get an additional check. I will have Maria get back to you. We will give you more details later when we get closer to July.

Very quickly, I want to give you a quick update. Last time I was here, I told you we were working on HR coursework proposals for salary advancement. Currently, people send me all sorts of forms, there is no consistency. Now there will be an online form that you can fill out on the ECC website. You just click on it and fill it out. It will make it easier for us to approve it as well. A few people have sent one through. It seems to be working fine. Make sure you do the course proposal first. Otherwise, if it's not approved, then you have taken a course and it doesn't apply for the salary advancement.

There was a questions concerning 12 checks per year, overload pay, summer school pay and taxes. Maria Smith: You will get two paychecks just like you do now. Summer pay is on a different cycle. It will be two different checks. They won't be taxed together. I will ask payroll about intersession, I don't know if it would be different. I will get an answer from payroll. KDD: Is it possible to have a follow-up workshop? We need this for all faculty, not just the senate. This is nice to talk it though with people. J. Miyashiro: I will send an email blast first to all faculty.

Dr. Shankweiler: Encourage everyone to take that 12 month salary back to their division.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies; BP/AP 4226 Multiple and Overlapping Enrollments; AP 7160 Professional Development; AP 5500 Standards of Student Conduct

Noncredit Courses

South Bay Promise Program

Planning and Budgeting

Zero Cost and Low Cost Textbooks

I. PUBLIC COMMENT

Ahmadpour: We had a walkout with some of our students. We had about 300 plus people. We went to other classes, it lasted 17 minutes. The students were very excited. Some of them were interviewing other students and it was interesting. I thought the class bonded and had stronger interaction with each other. KDD: Thank you for your leadership and giving the students a chance to lead. A. Ahmadpour: I heard the president encouraged people to get involved. KDD: How many of you did something in your classrooms? A few of us. Thank you everyone, adjourned!

J. ADJOURN

The meeting adjourned at
1:48 pm TG/ECC Spring
2018