

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

Compton College

- Amber Gillis
- Jesse Mills

Counseling

- Seranda Bray
- Anna Brochet
- Rocio Diaz

Fine Arts

- Ali Ahmadpour
- Diana Crossman
- Joe Hardesty
- Russell McMillin
- Chris Wells

Health Sciences & Athletics

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

Humanities

- Sean Donnell
- Ashley Gallagher
- Pete Marcoux
- Anna Mavromati
- 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
- Le Gui
- Catherine Schult-Roman
- Oscar Villareal

Natural Sciences

- Thanh-Thuy Bui
- Darcie Descalzo
- Troy Moore
- Shanna Potter
- Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

Assoc. Students Org.

- Wiley Wilson

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Institutional Research

- Carolyn Pineda

Dean's Reps/Guests/Other Officers:

- Jonathan Bryant
- Sue Ellen Warren
-

Excused: A. Gallagher, C. Schult-Roman, T. Moore

February 19, 2019

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 first Academic Senate meeting of the spring 2019 semester to order on February 19th at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-14 of the packet for minutes from the December 11th meeting. C. Striepe already caught a typo on page 10, so if you were going to tell us about that one, she beat you to it. P. Marcoux moved to approve, S. Bray seconded, and there was approval of minutes. One senator abstained, J. Casper.

KDD: This brings us to our welcome for our division personnel and deans. We have quite the introduction in store for you -- he even has a power point. Join me in welcoming Berkley Price. B. Price: I am doing this for the visual learners amongst us to make it more exciting. I put some random pictures in that sort of relate to what I have done. I am a clarinet player, that is what I have my Doctorate in. I am a Conductor, I taught music for 20 years, K-12 up through Community College. And at a small arts college in West Virginia, which I loved. This is my wife and I in the Summer Palace in China, after I performed with the China National Symphony. I have been all over the world as a clarinetist. Fortunately, I have been able to travel. I probably spent a year on the road as a touring artist. These are some of the CD's I have recorded, this is the most recent one. This was recorded with the National Symphony of Ukraine in Kiev. It was really fun, but we starved while we were there. We couldn't speak Ukrainian or Russian, and you can't point to what you want at the deli. So how do you tell people what you want to eat? We basically survived on bread and yogurt. I am a conductor. This is the Harbor College Band that I conduct, it is the Community Band. I have conducted at Cal State Northridge, and other schools before I came here. I got my start with the clarinet choir here at El Camino just after I finished my Doctorate. I got my start at Dominguez Hills, they gave me a job teaching over there. This is a picture of my family with most of their spouses. My parents in the middle, right before my Dad passed away. My Mom taught music here at El Camino for about 15 years part time. My Dad had a career at Long Beach State and Pepperdine as a Psychologist teaching part time. My sister is the director of accessibility for a major university. We have all had academic ties. Finally, this is my start in show business, this is what bought my first clarinet. I was on the back of a box of Kellogg's cereal and there were a lot of commercials. Thank you very much. KDD: A fabulous performance. We wouldn't expect anything less. Thank you Berkley.

C. OFFICER REPORTS

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

I have some materials for you on pages 15 & 16. On page 16 there is some information from one of the BOT meetings. I thought it would be useful for you to see some of the things that our campus leaders feel is important to take to Sacramento. So there are talking points there. There is a quick summary of the proposed budget that has come from the Governor. We are in the process of searching for a fulltime tenure track career counselor. So if you are a full time faculty member, outside of the counseling division, we need additional representation. Let me know if you would like to serve. This position is going to be instrumental in some of our Guided Pathways efforts, in our career transition initiatives, and in onboarding. This is an exciting time over in our career center. On page 15, there is a summary Dr. Maloney put together for College Council. It gives you a snapshot of the governor's budget proposals. Remember, the goal posts are always moving on the budget. There is a link to the entire document in the notes. The document is a

joint analysis of the state budget. So this is a summary of a summary. His proposal calls for expansion of California Promise Program. We are currently funded for 1 year for students who come in and pay no fees. He is proposing to fund a 2nd year. The Cal Grant, he is proposing to expand so that it also includes student parents. And then the number of competitive Cal Grants increases. Good news for us: \$246 million in spending, including a COLA of 3.46. We will need to negotiate that on our campus. That is encouraging news. Slightly over ½% for enrollment growth. There is continued funding for the current facilities projects that are underway, as well as 12 additional new facilities projects. No funding for instructional equipment or scheduled maintenance. We heard from Pete about the impact to our Fund 15, with the Compton & El Camino partnership wrapping up. That was further bad news unfortunately. \$3 billion, one-time state contribution for Cal STRS. Interestingly, for the student centered funding, he is wanting to maintain at the current levels for 1 more year. 70-20-10, for next year. And then move to the 60-20-20. A more moderated approach than Governor Brown had put into place. There are not any initiatives that are coming with this budget. There are not a lot of strings with this. Any questions or comments? I probably can't answer them. I want to keep you apprised of what is happening.

b. VP Compton College – Amber Gillis

KDD: Jesse is here from Compton, standing in for Amber. Did she have anything she wanted you to report? J. Mills: Nothing that she conveyed to me. KDD: Thank you for being here, I know you have to dash off.

c. Chair, Curriculum – Janet Young

KDD: Remember, you have your Curriculum Committee minutes that are available online.

d. VP Educational Policies –Darcie McClelland

D. McClelland: We will have our first Ed Policies Meeting next week on Tuesday. We will hopefully be finishing up student discipline so we can bring that in here. We also have a few things that came to me during the break. Not a whole lot to report yet. I did a lot of organizational stuff over the break to smooth out things between Ed Policies, Senate, Council of Deans meetings and everything else. KDD: That was much needed. The volume of Ed Policies that come through the Senate also go to the Ed Policies Committee, Council of Deans, College Council and then on to the BOT. The volume can be really challenging; we definitely needed your leadership there. Thank you.

e. VP Faculty Development – Stacey Allen

KDD: Perfect timing. Her minutes are also available, as are Ed Policies, on the Senate website. S. Allen: Welcome back everybody. I want to report on a couple of things that we worked on over Winter break. One event that we hosted was our annual "Getting the Job" Workshop Part 2, the interview and teaching demonstration. We had a fantastic turnout, we had it in this room. The room was packed, so we had at least 40 people. Including of VP of HR, Jane Miyashiro. She was the bonus person in the audience and she answered a lot of questions. We had a great panel; Jackie Simms our Dean of Mathematics, Senator Yuko Kawasaki, Julie Kim, Polly Park and Bruce Peppard served on our panel.

We coordinated the 3rd annual Tenure Reception. We honored 17 of our colleagues at the reception. We were in the East Dining Room this year because we keep growing. Sheryl Kunisaki was instrumental in helping to organize the event and we had fantastic decorations thanks to Wendy Lozano. It was a nice event.

I have a couple of announcements for earning flex. First up is the Faculty Book Club. This year we will read *Pushout: The Criminalization of Black Girls in Schools* by Monique W. Morris. The first meeting will be next week and you can sign up on Cornerstone. Our facilitators selected this book because they thought it would be a complement to the book they

used last semester. Our facilitators are Polly Park, Erica Brenes and Cesar Jimenez. We hope you can join us. We are going to be trying something new and meeting at 2:00 on Tuesdays. The books will be provided by Professional Development and Learning, at no cost to you. Please consider joining us.

Informed & Inspired is back this semester. We will host these sessions on the last Thursday of the month, so our first session will be next Thursday. We wanted to carry over our theme from Professional Development day. Universal Design for Learning (UDL), Accessibility and Online Resources you can use NOW! Crystal Martin our Director of Library Learning Resources did a great job on PD Day. Lots of people have reached out and said they would like more information. So she was kind enough to host this session along with Julia Land who is Professor of Educational Development.

Last but not least, just a plug if you would like to join the Faculty Development Committee. We meet on the 2nd and 4th Tuesdays at 1:00 pm. Our next meeting is next week.

KDD: Thank you for having a busy Winter getting ready for all these events. I know it was action packed and you helped get us off on the right foot!

f. VP Finance – Josh Troesh

We are in the “wait and see” period for our budget. Remember, these are all proposals at this point. Whatever the actual outcome looks like may not look like any of this. I would encourage everyone to keep interested in it but try not to read too much into things. For example, the changing of the funding formula to make it a little less rapid in implementation. That doesn’t necessarily mean that it is a good thing or a bad thing for us. We do know that enrollment is down, our other thing the funding formula is based on is up. It is impossible to know if this is good or bad. Yes, it is good to keep up and know what is going on. Don’t think just because it sounds good or bad, it necessarily is. KDD: Do we know when some of the dust is going to settle? J. Troesh: We know that the state legislature has to pass a state budget. Some of the dust must settle by then. What is problematic about that, is that - let me give you some insight about the dysfunction about our state. The state budget has to be passed by a certain date, or the state legislators don’t get paid. So they always pass the budget by that date. That budget does not have to balance, nor does it have to be a final budget. It is also very common for after that date, for amendments and changes to be made. It doesn’t just impact us, it impacts everything. While some of the dust may settle, it doesn’t mean we won’t have some hiccups.

KDD: What about the funding formula? When will we have an idea about our outcome on these student outcome measures? J. Troesh: I know Brian’s team is working on trying to figure that out. The most honest answer is the one we may not want to hear. Which is, a year after we get our money we will have a really good sense of how we did a year ago. If we assume the funding formula will impact colleges that are above average in a positive way, and below average in a negative way. If we go on that assumption by itself; we know our enrollment is dropping statewide. We are impacted more here than a place that has different demographics. Our demographics here are that we have very high housing costs that drive young families out. We have a shrinking high school population, and we have the local Cal State which has never had an impactation problem. You can compare that to an area where they are building a bunch of houses and the demographics are younger families with cheaper housing. That will be a lot more stable. On the flip side of that, we have all these different measures to granting degrees. KDD: You may not have all the answers but you are helping us identify what all the issues there are. Thank you. C. Wells: Have there any discussions about the kinds of strategies that we should employ to increase and be successful with the funding formula? J. Troesh: As we learn more, yes. One of the things that we are going to be talking about, probably not this week, but at a later senate meeting, is enrollment research and how it relates to canceling classes. We are going to have an upcoming conversation on the research we might be able to request as a college to make better decisions. One example might be the granting of

degrees. Maybe a student goes here and Santa Monica College. We are going to get paid X number of dollars for the student getting their degree here. They would earn a transfer degree here. We are budgeting based on that, we are expecting that. These are the types of things we are going to have to work on. There are going to be hidden things that we can't even imagine. How many classes are they taking here? How many at Santa Monica? Does it have an impact on curriculum? I'm not sure I answered your question. Yes, there are things we need to figure out. Some of these things we don't know and we will have to figure them out when they come up.

g. VP Academic Technology – Pete Marcoux

I want to remind people we are having our Technology Conference on Friday, March 29th, in the East Dining Room. We have Corinne Hoisington, who we have had many times before. She is fantastic and is a Microsoft Certified Trainer. She is also a Computer Professor at a Community College in Virginia. Her keynote is *Emerging Career Trends-The Fourth Industrial Revolution*. She is also going to be hosting a breakout, *Unlimited Possibilities: Office 365/2019 Envisioning Artificial Intelligence*. We are going to have a breakout on the new Counseling software and 508 compliance. Mary McMillan will be hosting a workshop on becoming an OER Ambassador. I am in talks with Google for higher education. They will hopefully send someone for a breakout. We have Brett Marschall from Business and Kevin Degnan from English who are going to talk about advanced uses of Canvas tools. Someone from Microsoft is coming to do a workshop on Microsoft Teams because a lot of our committees are using Microsoft Teams. So they will actually do some training. We are going to have a breakout on Chromebooks in the classroom. Hopefully someone from Math, maybe Lars. Maybe someone from English, Stephanie Burnham, will show us their uses. Rhea Lewitzki from English is going to talk about best online practices. She is currently in a Masters program for online education. Hopefully, we will have something on teaching Hybrid courses. Everything is still in flux. We have some vendors confirmed. Connection Public Section Solutions (they are the company who is the middleman when we are buying computers), Dell, Microsoft, Soundtrap, and WW Norton. It will be a good day. I think you will get 6 hours of flex credit. Register through Cornerstone. We only have 20 faculty so far. Cynthia Mosqueda is also hosting a workshop on the same day, so that is some competition. I will be sending out an email to remind faculty. Lunch will be included, also coffee and pastries.

Second thing I want to talk about are rosters. From the email listserv, I have a great sense of how faculty feel about that sudden change. We actually have a College Technology Committee meeting after this meeting. I am not on the agenda, but I am going to be asking to be put on it. I did not like how that decision was made, outside the consultation process. I think it is pretty unfair. Instead of solving the problem, they seemed to have shifted the problem. Which I think most of use aren't happy with. So hopefully, we will be talking about that.

The Academic Technology Committee will be meeting before the conference, I think it is March 14th. We are still working on those dates. Unfortunately, Dr. Virginia Rapp, who has been the co-chair of the Academic Technology Committee for years and years has stepped down. Marlow Lemons is the new co-chair with me. He is the Associate Dean of Math. He and I will be to co-chairs.

h. VP Instructional Effectiveness/ALC/SLO's Update – R. Serr (pg. 17)

If you are scheduled for Program Review this year, I highly recommend you get started now. It is due the first week of Fall semester. SLO and PLO Assessments are due Friday, March 1st. There is a workshop next Wednesday, at 2:30 in the library basement. Bring your data and we can assist you in entering it. Hopefully, we can have 100% completion rates this year. We get closer every semester. KDD: Thank you Russell for all your sheep-dogging. If you would like to take it out of your packet and post it in your area, page 17 has the flyer that you see on the slide.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs (pgs. 18-19)

KDD: Jean is double booked with College Council, so I need a motion for Jean to present everything at once. She has a couple of items in our agenda section. I am looking for a motion to amend our normal order of business so that Jean can give not only her Special Committee Report, but also the Discussion Items. P. Marcoux motioned, C. Wells, seconded. All were in agreement.

J. Shankweiler: We will start with the Quality Focus Essay Proposed Topics. The accreditation teams have been meeting and looking at the review of the standards and how we meet the standards. There are areas where we need to improve a bit. The commission wants us to address the areas that need improvement. In the past, you work on standard 1A3 and you find out there is a problem, and you just write, action item 1A3 and you list those. In 2008, I think we had 52 of these action items that we had to address. The next time it came around we had to write a response to all 52 of those. So the second time I did it, we cut it down to 30. That is still a lot to address. The Quality Focus Essay wants you to look at all of those items that bubble up and put them into a larger focus area. So the teams have been looking at areas and on page 58, I have the list from the teams of the areas that are bubbling up. So on pages 18 & 19, is the timeline for accreditation. In January, which we are a little bit past, identify Quality Focus Essay (QFE) topic areas. We want this to come to senate a couple of times for your input and suggestions. It will then go to College Council and then PBC, ASO, and some of the other consultation committees that we should look at. This will be coming back to you, but you can see the rest of the timeline. Please note that in April, on the top of page 19, the Vice Chancellor, Momjian is assigned to El Camino. She is my liaison with the Accreditation Commission. She is coming to visit us on that date. We are going to have a big Accreditation meeting that day, and a town hall meeting. But back to page 58, where we have most of the Focus Essay topics. So far, 4 have bubbled up from the teams. So **(1) is assessing the distance education delivery methods**. So making sure those are effective, that there is regular and effective contact, and that it is working the way it is supposed to work for the students. **(2) Aligning learning outcome assessments with institutional set standards**. I know from the last visit I went on at Feather River, they were looking at institutional set standards. That you have them first of all, and that you are aligning everything you do to those standards. **(3) Funding Formula Impacts**. So how is the funding formula impacting the finances and the final budget report is one of them that hit standard 1C. And **(4) organizing the campus positions/structure to meet the service needs** of students when implementing the Guided Pathways framework. Those are just the ones that have come up so far. It is mostly from standard 1 & 2. I haven't heard too much from standard 3 & 4. Thank you Claudia, she has these listed on a Team site. That is where I got this from. There may be more that arise. As you know Claudia is the co-chair for Accreditation, and she is doing fabulous, thank you! We need comments and what you think is important. We would like to hear from you. Where should we focus our time? If you think there are things that are missing, Claudia or I would be happy to listen. Russell and Josh are also standard co-chairs. You could send your information to them. We are trying to make a decision on what our final focus topics should be. I have seen as many as 3, and that would be a lot to address. Any questions about the Quality Focus Essay? C. Wells: For #4, does that mean that we might revisit our faculty hiring process? J. Shankweiler: I'm not sure if that is what that means. There are links here as to what other schools have done.

G. INFORMATION ITEMS –DISCUSSION

Auto-Awarding of Degrees – Dr. Jean Shankweiler

With the new Student Centered Funding Formula, it is not just enrollment anymore. We are also looking at student access and students who have financial aid. Now we collect points in order to get apportionment. Also for student success. We are looking at the number of degrees and certificates, the number of CTE units that student have taken. Getting employment in their field of study gives us points. One of the things we have been discussing, and we just hired a new evaluator. This might be the perfect time for them to train on evaluating transcripts. What if we went back 2 years and looked up people that have completed all the requirements for a degree, but they just never applied? Some schools do this automatically. As soon as you have earned all of the units to earn a degree, you are automatically awarded a degree. Sometimes there are unintended consequences. For instance, if you complete your degree, you are

not going to get your financial aid anymore. You could, but you have to declare a new major, and that is more steps for the student. We thought, what if we waited 2 years, and they haven't been here for 2 years, even if they come back, they have to reapply to the school and get a new major. What if we looked at those students to see how many there are? Dipte looked at a report through ECC Connect and there were over 1,000 names on the list. People who would have earned a degree or certificate, but transferred or got a job and didn't apply for it. So we are going to look at all of them, the evaluator is going to look to make sure they have really earned a degree, then we will send a letter to the students saying you have earned a degree. Then we will send it to them. That way maybe we can earn more certificates and degrees. R. Newell: We are trying to update our CID codes. A lot of our students are working in their fields even as they are taking classes. We are not going to get credit for it because we have a generalized code. J. Shankweiler: We have someone working on that and we are trying to do them all at the same time. He got bogged down because he has a full time job until June. Then we can ramp that up. Lavonne has like 4 things I have her working on, and that is one of them. We just finished the catalog, and now we are working on curriculum. There is only so much I can ask her before she breaks. R. Newell: Thank you. C. Brewer-Smith: I wanted to ask about the degrees for the students who didn't file. We are going to go back and do research. What does that mean for the college? How much money? J. Shankweiler: It depends on what kind of degree it is. It is all points. ADT's are 4 points, our local degrees are 3 points. Certificates that the Chancellors Office approved are 3 points also, I think. I don't know the whole point structure. The most points are for the associate degrees and transfers. We have 350 who could have earned an ADT and didn't. C. Brewer-Smith: So even if they transferred and got their 4-year degree already, would it still count? J. Shankweiler: Yes. There are other things we can go look at. We can look at students who have transferred. Let's say they are missing one History class here. And they took it at Dominguez Hills. That is called a reverse transfer; we are not looking at that. We are not looking back 10 years ago. If we do it every 2 years, then we can catch things up.

P. Marcoux: Can you give us an update on Canvas and the integration? J. Shankweiler: I haven't heard anything yet, Gema is still doing it by hand.

Ross Miyashiro – VP of Student Services

KDD: Thank you, Ross for your patience. R. Miyashiro: I have a quick update. In response to the enrollment management concerns. We are trying to do a few different things. One of the things I hope to present at the next Academic Senate meeting is a reorganization of the International Student Program. We are going to propose to double the students. We are going to do a desk audit. We have had a temporary manager for years and years. We are going to see if we need a permanent director in the role for International students. Then next time on the reports I will present a reorganization. That is it.

E. UNFINISHED BUSINESS

Evaluation Procedures Committee: Revised Faculty Evaluation Forms: 2nd Reading – KDD (pgs. 20-57)

Since this is our second reading I do need a motion to approve. P. Marcoux motioned, J. Casper seconded. Now we can discuss. Your packet on pages 20-57 has the resources that are going to be useful. I inserted a table of contents on page 20 of your packet. On pages 21-35, are the proposed simplified forms with the markup and the comments, you can see how those evolved over time. Following that is a clean copy of the revised forms. That way you will see what we are proposing. Also for reference, there is a yellow handout at your table. The committee went back to the job description and we are working to make sure we aligned this with your job description. A quick review. Remember the contract allows for an evaluation procedures committee that is composed of reps from the district, senate, federation, and we added a librarian. The committee looked at the forms and then it is brought to the senate for approval. The other message here is that at any time we can go back and have another look at it. This is not the final word. Our goals were that we were trying to get rid of vague, subjective, confusing language. We wanted to clarify the process. We want to

enhance these so they support professional growth and learning. We feel like our part timers are at a disadvantage. We are looking at putting these online and we have consulted with a number of groups. We have talking to Institutional Research & Planning, the federation and the deans. We have removed redundant forms for our part timers. We have a current process that is highly redundant. What we are proposing to do is to eliminate the deans and the peer evaluation report so that they become one combined report. Instead of having forms that are redundant and unorganized, we want forms that mirror the combined peer and dean report. We want forms that flow. This is for our current probationary faculty. Our conference report stays the same. We are revising the self-evaluation, but it is part of the process. And our student surveys.

I want you to see that we had 3 forms that were not consistent, and they were redundant, we are streamlining. Full time tenured faculty are going to be using this form. Probationary faculty are going to be using this form. The questions are the same, there are a set of questions that only the deans will be answering. Those questions are more appropriate for the deans. J. Casper: Will the peers see the deans responses to those questions? That is a personnel issue. KDD: No, not for a tenured faculty. They will see the answers for the probationary faculty, because it is a committee. S. Donnell: Did you find out the reasons for the redundancy? KDD: No, it was like a bad remodel job. No offense to those who were a part of it. Some of the questions are the same but on different forms. S. Donnell: You are taking away the full timers voice. If what I heard is correct, you are now just going to have a combined peer/dean evaluation form and not just a peer evaluation form. KDD: No, not at all. The best way to see this is on page 21. This should be in parenthesis. Most commonly this would be filled out by a peer. The deans have a right to go and do a classroom observation and answer the same questions. Instead we have taken the classroom questions and they are here with an addendum that the dean has access to. Most typically, this form will be filled out by the faculty members. The peer can complete the whole process without the dean. The dean does have a right to observe. S. Donnell: Clearly, this needed to be done. You guys did a lot of work. I want to make sure you aren't taking out the faculty members voice. KDD: This is a peer evaluation process. Absolutely not. That is not the intent. It is in my best interests to be evaluated by my peers in my discipline. And I want to be the one evaluating the people in my discipline. A. Ahmadpour: The dean always has that chance. The dean should have their own evaluation. KDD: That is in the contract. We are not changing the contract. A. Ahmadpour: Are they observing the teacher or content? How can they evaluate the teacher? KDD: My understanding is that isn't the only voice. You still have the peer's voice. A. Ahmadpour: Instead of making it easier, you are creating more bureaucracy. KDD: We aren't changing the process. If you have problems with the process, you need to talk to the negotiations team. That is a Federation issue, a contract issue. We are just looking at the evaluation tools. A. Ahmadpour: This has to go to the federation. KDD: These forms have gone to the Federation. You are bringing up an issue broader than this. I am going to refer you to Chris Jeffries and Carolee. We did make some additions for part timers. We did make a new evaluation for that doesn't ask about office hours. It doesn't ask about flex credit. It does ask if they participate in the administration of SLO's. They don't develop, assess, or report. A new faculty evaluation part time form and new student survey.

I want to take a minute to look at the forms, page 23, of your packet. What if I give you a minute to look and see? S. Donnell: The faculty looks up to #11 and the deans mirrors that. It is separate. KDD: Yes. The dean and the peer both use except if you flip to page 24, you see starting with question 12, the peer does not see the answers. These are going to be online forms. It will be more seamless than seeing it here on paper. The dean will do questions 12-15. If I am a faculty member, the only questions I am going to see are 1-11. R. McMillen: Will the dean do all these? C. Striepe: I understand the Counselors and Librarians will do this later. Some of these questions are not applicable for the online environment. KDD: We will have to do some adaptation for online student surveys. This is a lot of changes. Then if we want to go back, we welcome the opportunity for DEAC to give us suggestions. We are already planning on revising the student evaluations. We may need to add some questions. P. Marcoux: The 4th column, did not observe, is that positive, negative, or neutral? KDD: It seems neutral. It is more accurate. I either saw that or I didn't. You don't want me to make up an answer if I didn't see something. A. Josephides: What is the timeline when these should be online

and ready to go? KDD: We are hoping these will be in place this semester. That is our goal. A. Ahmadpour: If I am getting evaluated in Fall, then we will be doing it the way we currently are? KDD: Yes. It would be a miracle if we had new librarian forms in the Fall. You guys are great, but I don't know if you're that that great (Laughter). J. Troesh: The did not observe....some people may check that box if the person did not show that. That is a "0" point, not a negative. KDD: Maybe we need to put more words in there. Did not observe this. English people help me out. I hear what you are saying. A. Ahmadpour: I was evaluating a teacher, that teacher was late every single day 15-20 minutes. The dean was sitting in her office and had no clue what was happening. I brought that up in my evaluation and it was dismissed. How do we handle that? KDD: I think that came up in the Fall. That is within the deans' purview. S. Potter: #10 comes up every semester. The only person who has evidence of that is our SLO chair. Should we be looking that up? KDD: You don't want to be doing an investigation of your colleague. It is different in every department. W. Wilson: I have a question for the student survey? Is it possible to take this to the ASO to get their input? Can we something out or revise it? KDD: This is not the purview of the ASO. You are here as their representative, so can provide feedback but this is a matter for the senators to vote on. We are not going to have a vote today. We are going to bring this back next meeting. I welcome for you to take it and bring suggestions back. S. Donnell: I think you guys have done a very good job on these forms. KDD: I am hoping we got the checks and balance when situations do arise. I do want to move on. This may be a good stopping point. I need a secondary motion to bring this back to our next meeting. S. Donnell, S. Bray. Please have a look at these so we can vote next meeting. We need to keep it moving through.

F. NEW BUSINESS

Elect Online Education Resources (OER) Representative to Statewide Senate - KDD

KDD: We have been invited by the state-wide senate to elect an OER Representative. You have heard a number of times from Mary McMillan about her level of involvement. I wonder if we have a motion to nominate someone to be our OER rep? P. Marcoux: She is going to hate us. I would like to nominate Mary. KDD: Are there any other nominations? We have one candidate. All in favor? Congratulations!!

G. INFORMATION ITEMS –DISCUSSION

Supporting Student Success: Counseling Resources (pgs. 59-60)

KDD: I want to turn this over to our fabulous Counseling Senators. They are giving you some important information. A. Brochet: On the very back of your packet, there is a flyer that promotes our new scheduling software. No longer are counseling appointments made Thursdays at 1:00 pm. They can be made any time of the week for the next week. Starting this week, counselors are taking appointments for next week. It is mobile friendly. It has improved a lot in terms of function. The beginning of the semester we are very busy in counseling. The preferred drop ins and waits have been very long. Good news is that a lot of students are at counselors' doors. We need to start triaging to deal with immediate concerns. We are not doing ed plans this week for next semester. We are focusing on registration issues and glitches, holds, probation, petitions and clearances. Not ed planning - that takes too long. The other thing is that there is a lot of virtual counseling and on Saturdays. S. Bray: On the back of that page there is a flyer for grad petitions. This is incredibly important to remind your students. March 1 is the degree position deadline. Please remind your students to participate in Graduation. This is very critical and we want to promote getting your degree. R. Diaz: Everyone should have this paper at your table. This is the drop-in schedule for counseling. It is a great resource, no appointment is necessary for the drop-in appointments. A. Ahmadpour: What is the virtual counseling? Is that online? R. Diaz: Yes. A. Ahmadpour: Can you post the drop-in schedules online so the students know what is available? S. Bray: We will take that suggestion back to the division. Thank you.

KDD: Did anyone not get their raffle ticket for wearing their Ask Me button? We have some very expensive prizes. There are scratchers and Girl Scout cookies. Sue Ellen, Traci Granger, Berkley Price, Thank you everyone! Keep wearing your buttons.

Motion to adjourn? S. Donnell motioned, S Bray seconded. All were in favor.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7160 Professional Development, AP 5520 Student Discipline Procedures, BP 1200 District Mission and Strategic Plan.

New Employee Recognition Program

Course Cancellation

Strategic Plan

AB 705

South Bay Public Safety Center

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 1:55 pm

TG/ECC Spring 2018