



Academic Senate of El Camino College 2011-2012

Dec. 6, 2011

16007 Crenshaw Boulevard

Torrance, CA 90506-0001 (310) 532-3670 x3254

Officers & Executive Committee

President	Christina Gold	Co-VPs Faculty Development	Briita Halonen & Moon Ichinaga
VP Compton Educ'l Center	Saul Panski	VP Finance and Special Projects	Lance Widman
Curriculum Chair	Jenny Simon	VP Legislative Action	Chris Wells
VP Educational Policies	Merriel Winfree	Secretary	Claudia Striepe

Senate Mailing List

<u>Adjunct</u>	(1 yr term)	<u>Health Sci & Athletics/Nursing</u>	<u>Natural Sciences</u>
Sue Ellen Warren	11	Tom Hazell* 13/14	Chuck Herzig 11/12
Leah Pate	11	Kelly Holt 13/14	Miguel Jimenez 11/12
		Mina Colunga 12/13	Teresa Palos* 13/14
<u>Behavior & Social Sciences</u>		Kim Baily 13/14	Pete Doucette 12/13
Randy Firestone	11/12	_____ (vacant) 13/14	_____ (vacant)
Christina Gold	13/14		<u>Academic Affairs & SCA</u>
Michelle Moen	11/12	<u>Humanities</u>	Francisco Arce
Lance Widman*	13/14	Brent Isaacs 11/12	Karen Lam
Michael Wynne	11/12	Peter Marcoux* 11/12	Jeanie Nishime
<u>Business</u>		Kate McLaughlin 11/12	Claudia Lee
Phillip Lau	11/12	Briita Halonen 11/12	<u>Associated Students Org.</u>
Jay Siddiqui*	11/12	Jenny Simon 11/12	Rebekka Asher
_____ (vacant)			Cindy Valdez
<u>Compton Educational Center</u>		<u>Industry & Technology</u>	<u>President/Superintendent</u>
Darwin Smith	12/13	Patty Gebert 12/13	Thomas Fallo
Chris Halligan	12/13	Harold Hofmann 12/13	
Tom Norton	12/13	Lee Macpherson 12/13	<u>The Union</u> Editor
Saul Panski	11/12	Douglas Marston* 12/13	
Estina Pratt	12/13	Merriel Winfree 12/13	<u>Division Personnel</u>
<u>Counseling</u>		<u>Learning Resource Unit</u>	Jean Shankweiler
Cristina Pajo*	11/12	Moon Ichinaga 13/14	Don Goldberg
Sabra Sabio	13/14	Claudia Striepe* 13/14	Tom Lew
Dexter Vaughn	13/14	<u>Mathematical Sciences</u>	<u>Counseling</u> Ken Key
<u>Fine Arts</u>		Michael Bateman 12/13	<u>Ex-officio positions</u>
Ali Ahmadpour	11/12	Hamza Hamza 13/14	ECCFT President
Randall Bloomberg	11/12	Arkadiy Sheynshteyn 13/14	Elizabeth Shadish
Mark Crossman	11/12	Susan Taylor* 11/12	Nina Velasquez
Patrick Schulz	11/12	_____ (vacant)	Curriculum Chair
Chris Wells*	11/12		Jenny Simon
			CEC VP Elect
			Michael Odanaka
			<u>Institutional Research</u>
			Irene Graff
			Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, or example 11/12 = 2011-2012.

*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")



SENATE'S PURPOSE (from the Senate Constitution)

- A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
 - 1. Curriculum, including establishing prerequisites and placing courses within disciplines
 - 2. Degree and certificate requirements
 - 3. Grading policies
 - 4. Educational program development
 - 5. Standards and policies regarding student preparation and success
 - 6. District and college governance structures, as related to faculty roles
 - 7. Faculty roles and involvement in accreditation process, including self-study and annual reports
 - 8. Policies for faculty professional development activities
 - 9. Processes for program review
 - 10. Processes for institutional planning and budget development, and
 - 11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."

- B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st and 3rd Tuesdays)

FALL 2011

September 6	Alondra Room
September 20	Alondra Room
October 4	Alondra Room
October 18	Alondra Room
November 1	Alondra Room
November 15	Alondra Room
December 6	Alondra Room

SPRING 2012

February 21	Alondra Room
March 6	Alondra Room
March 20	Alondra Room
April 3	Compton Board Room
April 17	Alondra Room
May 1	Alondra Room
May 15	Alondra Room
June 5	Alondra Room

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (Thursday after ECC Senate, usually)

FALL 2011

September 9	Board Room
September 23	Board Room
October 7	Board Room
October 21	Board Room
November 4	Board Room
November 18	Board Room
December 9	Board Room

SPRING 2012

March 3	Board Room
March 17	Board Room
April 7	Board Room
April 21	Board Room
May 5	Board Room
May 19	Board Room
June 2	Board Room



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER (12:30)		
B. APPROVAL OF MINUTES		6-10
C. OFFICER REPORTS	<ul style="list-style-type: none"> A. President B. VP – Compton Center C. Chair – Curriculum D. VP – Educational Policies E. Co-VPs – Faculty Development F. VP – Finance G. VP – Legislative Action 	<ul style="list-style-type: none"> 11 12 13-14 15-16
D. SPECIAL COMMITTEE REPORTS	<ul style="list-style-type: none"> A. Outstanding Adjunct Faculty Award – Josephine Moore B. Calendar Committee Report C. Academic Program Review Committee Report D. ECCFT Report 	<ul style="list-style-type: none"> 17-20 21-26
E. UNFINISHED BUSINESS	<ul style="list-style-type: none"> A. Elections VP of Academic Technology (nominee Pete Marcoux) VP of Instructional Technology (nominee Kelly Holt) B. Two Resolutions in Support of Student Success. These resolutions were passed by emergency vote of the Senate and were presented to the Board on Monday, Nov. 28. C. BP/AP 4025 Philosophy for Associate Degree and General Education (second reading) Explanation: This policy was 	<ul style="list-style-type: none"> 27-38 39-43



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	referred back to Ed Policies for a reconsideration of language regarding the President's development of policies. Three choices of language are provided for discussion.	
F. NEW BUSINESS	A. Resolution of Appreciation – Chris Wells B. Resolution of Appreciation – Evelyn Uyemura	
G. INFORMATION ITEMS – DISCUSSION	A. Vote of No Confidence	44-69
H. FUTURE AGENDA ITEMS I. PUBLIC COMMENT J. ADJOURN		



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Committees

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Jenny Simon, Kelly Holt, Kaysa Laureano-Ribas, Claudia Lee	2 nd & 4 th Mon.	2:30-4:00	Library 202
Academic Program Review Comm.	Claudia Lee, Christina Gold			
Compton Academic Senate	Saul Panski	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Saul Panski	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Jenny Simon	2 nd & 4 th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Merriel Winfree	2 nd & 4 th Tues	12:30-2:00	SSC 106
Faculty Development Comm.	Briita Halonen, Moon Ichinaga	2 nd & 4 th Tues	1:00-2:00	West. Library Basement

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Evelyn Uyemura, Jean Shankweiler	Christina Gold			
Basic Skills Advisory Group	Elise Geraghty, Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3 rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Kelly Holt Chris Jeffries			
Campus Technology Comm.	John Wagstaff	Pete Marcoux			
College Council	Tom Fallo	Christina Gold David McPatchell	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Christina Gold	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Enrollment Management Comm.	Arvid Spor	Christina Gold Chris Wells	2 nd Thurs	1-2:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Insurance Benefits Comm.			4 th Tues	1-2:30	
Planning & Budgeting Comm.	Arvid Spor	Lance Widman Emily Rader (alt)	1 st & 3 rd Thurs.	1-2:30	Library 202

All of these Senate and campus committee meetings are open, public meetings. Please feel free to attend any meetings that address issues of interest or concern to you.

ACADEMIC SENATE ATTENDANCE & MINUTES
15th November 2011

Adjunct Faculty

Sue Ellen Warren X

Leah Pate

Behavioral & Social Sciences

Firestone, Randy EXC

Gold, Christina X

Moen, Michelle X

Widman, Lance X

Wynne, Michael X

Business

Siddiqui, Junaid

Lau, Philip S X

VACANT

Counseling

Jackson, Brenda

Pajo, Christina X

Sabio, Sabra X

Vaughn, Dexter X

Key, Ken

Fine Arts

Ahmadpour, Ali X

Bloomberg, Randall X

Crossman, Mark

Schultz, Patrick X

Wells, Chris

Health Sciences & Athletics

Hazell, Tom

Colunga, Mina X

Baily, Kim X

Holt, Kelly

VACANT

Humanities

Isaacs, Brent X

Marcoux, Pete X

McLaughlin, Kate X

Halonen, Briita X

Simon, Jenny X

Industry & Technology

Gebert, Pat X

Hofmann, Ed X

MacPherson, Lee X

Winfree, Merriel X

Marston, Doug

Learning Resources Unit

Striepe, Claudia X

Ichinaga, Moon X

Mathematical Sciences

Bateman, Michael X

Hamza Hamza X

Sheynshteyn, Arkadiy X

Taylor, Susan X

VACANT

Natural Sciences

Doucette, Pete X

Herzig, Chuck X

Jimenez, Miguel X

Palos Teresa X

VACANT

Academic Affairs & SCA

Arce, Francisco

Nishime, Jeanie X

Lee, Claudia

Lam, Karen

ECC CEC Members

Evans, Jerome

Norton, Tom X

Panski, Saul X

Pratt, Estina

Halligan, Chris

Odanaka, Michael X

Assoc. Students Org.

Asher, Rebekka

Valdez, Cindy X

Ex- Officio Positions

Shadish, Elizabeth

Guests, Dean's Rep, Visitors:

Jean Shenkweiler, Tom Lew

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

The sixth Academic Senate meeting of the Fall 2011 semester was called to order by Academic Senate President Gold at 12:36pm.

Approval of last Minutes:

The minutes of the November 1st meeting were approved as written.

REPORTS OF OFFICERS

Academic Senate President's report – Christina Gold (henceforth CG)

- **Academic Senate Constitutional Amendment.** [see pp.17-19 of packet] CG noted that proposed amendments to the academic senate constitution had been put to a campus-wide vote. All had passed. The VP legislative action position will be eliminated at the end of this semester, and two new VP positions will be added - that of VP Institutional effectiveness, and VP Technology. Additionally, these positions will have the option of having staggered term Co- VP's.
- CG noted a clean copy of the **Academic Senate Constitution** had been included in the packets. [see pp. 20-34]
- CG reported on discussion at the last college council meeting concerning the re-surveying of campus attitudes on smoking/banning smoking. The survey had confirmed original results, and college council is again looking at a map of suggested smoking areas on the campus perimeters.
- Two Ed. Policies were sent back to the committee for reconsideration due to a statement needing alternative wording.
- Deans' Council discussed changes in the way apportionment is calculated. CG will have more information at the next Senate meeting. It seems people are satisfied in general but there is disagreement on how to implement the recommendations.
- The Distance Education Initiative is set for the 17/18th November. All interested faculty are encouraged to attend.

VP Legal – Chris Wells (CW)

No report. CG noted that CW had another meeting to attend.

VP Compton Education Center - Saul Panski (SP)

No report.

Curriculum Committee – Jenny Simon (JS)

No report.

VP Educational Policies Committee – Merriel Winfree (MW)

No report.

VP Faculty Development Committee – Briita Halonen (BH) (Co-VP) and Moon Ichinaga (MI) (Co-VP)

[See pp' 14-16 of packet for minutes of last meeting]

MI reported that the Committee and panel are in the midst of reviewing the applications for the Outstanding Adjunct Award. A decision will be made next Monday. A letter has been sent to Administration requesting the rationale for revoking the parking spot as part of the award prize, and asking for the reinstatement of this privilege. It seemed a small sacrifice but a great opportunity to improve morale.

The **Getting the Job workshop series, Part 1 “The Application Process”** workshop had gone well, with good attendance and positive feedback. Part 2 “The Interview Process” will be held February 24th. On the “**California Reads” project**, MI reminded the Senate that Jeanne Houston, author of Farewell to Manzanar” would be speaking on campus on November 17th in the East Dining Hall.

VP Finance and Special Projects – Lance Widman (LW)

No report.

CG made a motion to reorder the Agenda items, having the New Business and Information items before the ECCFT report. There were no objections and the motion carried.

NEW BUSINESS

Nominations:

The faculty-at-large approved the creation of two new VP positions in Academic Technology and Instructional Effectiveness. Cg noted that the VP Legislative Action (Mr. Wells) will serve until the end of the semester and then that position will be eliminated.

CG opened the floor for nominations for the two new positions.

Mr. Widman nominated Mr. P. Marcoux for the position of VP Technology.

Dr. Simon nominated Ms. K. Holt for the position of VP Instructional Effectiveness.

CG drew the Senators’ attention to the Constitution which states that the VP must be a member of the Senate, noting that Ms. Holt was taking one of the vacant Senate position in Health Sciences & Athletics/Nursing and so was eligible for the nomination. The Senate will vote at the next meeting.

INFORMATIONAL ITEMS

Academic Calendar and Winter Session:

[See pp 35-38 of packet] The issue is that Winter session could be eliminated and make it viable to offer back-to-back sessions in Summer. CG had asked that discussion on this be held off during negotiations as this is a negotiable item, but the request was denied. Negotiations are now complete., but if resumed CG again asked that the primary concern be consideration of student success, which echoes the State concerns which state that the academic senate should play a leading role in the compiling of the calendar. The Calendar Committee next meets on the 17th November in Admin 101 at 3:30 pm.

Mr.Widman asked why CG’s request had been denied. CG said that President Fallo had said that a lawyer had said it was acceptable to begin planning on negotiable items in similar situations.

Mr. Widman asked if there had been any response from the VPs. CG referred Mr. Widman to the minutes of the College Council on pg 13 of the packet, but noted these minutes did not accurately/adequately what had happened. The discussion had taken up half the meeting. Dr. Nishime said that the Calendar Committee had always been a recommending Committee. CG reminded all that they were welcome to attend these open meetings.

Hiring Prioritization Results:

[See pp 39-40 of packet] This shows the votes of the individual committee members, and then the listing of the 20 positions that President Fallo and VP Arce finally decided on, noting the few changes and explanations for those changes. Mr. Ahmadapourfelt the justification re: the art position was insufficient and felt that the recommendations of the Art department had been ignored. CG said we could ask for more elaboration and will email requesting more detail.

SPECIAL COMMITTEE REPORTS

ECCFT Report – Elizabeth Shadish (ES)

ES distributed a summary handout of the Federation/District negotiations, noting that she had earlier sent out an email with a link to the full document.

CG noted that the Academic Senate had to view this through the lens of the Senate and so only discuss items that fell under the 10+1 purview. There are several items of direct interest to the Academic Senate – such as the Winter Session/Calendar issue. CG repeated that the State senate had acknowledged that major changes in the calendar should be made in conjunction with the Academic Senates. Also of interest were the items dealing with counselors and student success, noting that the State report on Student Success Recommendations calls for MORE counseling for students. CG noted that collegial consultation was another issue.

ES said that while she agreed the Senate had to stick to its purview she would also be mentioning other Union issues as she felt they are important. ES first cleared up a point of potential confusion in the handout, noting that statements in the handout say “District proposal” or Federation Proposal” and this means that the issue was originally brought up by the body indicated.

ES wanted it known that the District never claimed an “inability to pay”, yet the document often makes mention of the costs involved in items, she felt this was an oddity. The Union’s perspective is that the Union was being asked to give up a lot, and that the ground was being laid for further concessions on the part of the Union later on. Administration seemed to want to renegotiate items like salary every year, and the Union did not agree. The Union had asked certain gaps in the “step” process be filled, and that faculty receive a 5% increase in 2013, but the Fact Finder said this was impossible. ES said it was frustrating that the neutral chair did not favor talk on Reserves, GASBE and other funds.

ES noted that the Health Benefits and Sabbatical Committees had been voting committees and had been downgraded to recommending committees/consulting bodies.

ES noted several irregularities in the final report, including the fact that the neutral chair had asked for each tem to compile reports that he then used as a resource for his own report, and that in some instances only evidence from one side made it into the report.

This is the first day the report has been made public. The neutral chair has said that the parties can go back to negotiation, but if no agreement is reached this report will move forward to the Board of Trustees in an actionable sense, meaning that the Board can accept or reject the report. If the Board were to accept the report, we would have a contract that has been imposed upon us.

ES said that if the contract is imposed upon us we can renegotiate in Spring as the contract is only for one fiscal year. The feeling of the Union is that the experience was not good-faith negotiating. ES said that the next Union meeting is scheduled for Tuesday 22nd November in the Distance Ed room from 1-2.

Ms. Ichinaga asked whether, when the Board decides, they would still be receptive to further comment. ES said yes, there would be a period in the meeting for open comment. However, comments may not influence their decision.

Mr. Ahmadapour was of the opinion that many teachers were not involved with the Union and recommended a “teach-in” and invite speakers to the campus. He felt we should be sharing the facts with the community, going door-to-door with letters to householders. Mr. Ahmadapour noted that at other colleges on Flex Day the presidents of the Union and of the Academic Senate were allowed to speak after the College president. Then they would have an opportunity to reach all faculty.

ES noted that she had met with other community college Union leaders and they had said they will support us as best they can.

Mr. Marcoux felt the Senate should write a resolution re: student success and retention.

CG said that she would welcome some direction on how to proceed, should the Senate get directly involved or not.

Mr. Marcoux felt the counselors should give an opinion and direction.

Ms. Taylor thought it was a good idea to withhold representation on Committees, or work on the Committees but not submit reports, or begin complaint/grievance procedures.

ES noted that the Union had made frequent requests for information but had received nothing, so the Union has filed a labor violation complaint. She said that PERB can be slow to respond, but it is on file.

ES liked the idea of committee work without filing reports, noting it might not be politic NOT to be on committees.

Mr. Widman asked if it were true that one's pay could be docked if one did not work on Division committees.

Dean Lew said he did not believe this was true, but it IS in the contract that faculty members are obligated to serve on committees. Dean Lew said that the issue of Committees appears several times on evaluation reports.

Mr. Widman said that if anyone hears threats of docking pay, they should contact the Federation office ext 3184, and that he seconded Ms. Taylor's idea of Committee work without submitting reports.

CG asked for suggestions on how to proceed, noting she had heard suggestions on:

Drafting a Resolution, votes of no confidence in persons and proceedings, writing a statement to the Board, completing the Collegial Consultation report.

Mr. Widman suggested sending the Collegial Consultation report to the Accreditation Board. Mr.

Ahmadapour noted that many teachers have lost trust in the President and VP's and called for a vote of no confidence. Ms. Halonen felt that Senate silence could be construed as acceptance.

ES said that if anyone knows a local state representative, they should send them a letter as they could bring pressure to bear. Ms. Colunga agreed that something needs to be done as a disservice is being done to the community.

Mr. Widman noted that the Daily Breeze had never been a friend, and saying that an accurate story needs to be published. Dr. Warren asked if there were other publications that might accept the story, and Mr. Widman mentioned some local small papers, as well as the Los Angeles Times.

CG said it seemed the Senate was advocating a proactive approach. Mr. Ahmadapour said that the Occupy movements were reaching a wide audience.

Mr. Panski warned against sending anything to the Accreditation Board, noting that such an action could backfire, and advised sticking to bringing the issues to the local community.

Ms. Ichinaga noted that while most faculty would support the issues of student success, some faculty have reservations on the counselors 10/12 month issue.

Mr. Ahmadapour asked, for the record, why Dr. Arce was not present. CG said he was in another meeting, and Dr. Nishime had also had to leave early for another meeting.

Discussion continued on committee work; Ms. Taylor noted that Math had many separate committees and that they would continue the work, but not submit report. Ms. Colunga was worried in the case of SLO that, with many faculty being so set against the idea of SLO's already, all work in this area would cease/ ES said it should be made clear that the work should still continue, just the reports withheld.

Mr. Panski said that the CEC could get by without ECC faculty involvement on hiring committees, but that if such a recommendation were to be printed, it be worded very carefully so as not to come across as a "slap in the face" for the CEC.

Mr. Ahmadapour asked for 5 minutes at the next meeting to discuss the idea of Occupy ECC. CG said this could be done under Public Comment.

CG said she would take the suggestions she had heard and consult with the Executive Board, and bring comment back to the next meeting.

PUBLIC COMMENT

None.

ADJOURN

The meeting adjourned at 1:36pm.

CS/ECC2011

EL CAMINO COLLEGE
Office of the President

Minutes of the College Council Meeting November 28, 2011

Present: Francisco Arce, Rebekka Asher, Thomas Fallo, Ann Garten, Irene Graff, Chris Gold, Jo Ann Higdon, David Mc Patchell, Susan Pickens, Gary Robertson, Elizabeth Shadish, Luukia Smith, Lynn Solomita, Arvid Spor, and Michael Trevis.

1. Board Agenda

1. Coach John Featherstone will be presented with a resolution.
 2. There are 100 copies of the Board agenda available for the public.
 3. Public comment on closed and open session agenda items will be followed by a closed session. The Board will return to open session where they will vote to adopt the resolution regarding the implementation of recommendations made by the factfinding chair.
 4. Page 41 – Item E – GASB 43 & 45 Other Post-Employment Benefits Compliance Plan (OPEB) Recommendation. The District’s Retirement Board of Authority has made a recommendation to select Futuris to provide the District with trust, investment management and administration services for a GASB 43 & 45 OPEB Plan.
 5. Page 34 – Item C – 2011/12 Planning and Budgeting Calendar, Revised. It was noted that a lot of detail is not included in this calendar. This is a calendar not an evaluation process.
2. Page 70 – Item – B – 2010-2011 Board of Trustees Evaluation and Goals for 2011-2012. The Board is supposed to discuss their evaluation.
 3. The Integrated Postsecondary Education Data System (IPEDS) report will be posted on our website.

Notes by Chris Gold: In addition to the items on this agenda, there was extensive discussion of the fact-finding report. I asked why cost-savings could be used as a reason to set forth a proposal (such as the calendar change), while the entire report was based on the premise that the District is NOT claiming an inability to pay. This question was not answered. In addition, I asked whether the frequent use by the fact-finder of comparables was a simplistic way to approach complex problems and academic issues on our campus. Joanne Higdon assured the committee that comparables are what fact-finders typically use. Another committee member questioned whether President Fallo was being disingenuous when he asserted that the decisions are now in the hands of the Board, which suggests he will not present them with any guidance. When asked whether the Board knew of the ability to “cherry pick” items from the fact-finders report to support or oppose, President Fallo said he believed the Board knew of this option. When I asked whether they would be informed about cherry-picking before making their decision, he said yes, he would inform them.

Present: Merriel Winfree, Vincent Robles, Holly Schumacher, Chris Gold, Jean Shankweiler

I. Discussion/Actions

A. AP4260 – Prerequisites and Co-Requisites

- Curriculum Committee wants to keep prerequisites statistics and content review, and recommended that some discussion about what type of data is minimally necessary to make such a decision.
Needs to
- Behavior and Science worry about prerequisites and limited enrollment.
- Natural Science is adding prerequisites, and Jean Shankweiler will meet with Don Goldberg, Tom Lew, Merriel Winfree and Chris Gold to further discuss and develop new procedures and policies for prerequisites.

B. BP 4020 – Program Curriculum and Course Development

- Chris Gold said that at one of the Senate meeting Susan Taylor referred to the “President Statement” which is in the template and that revision were made to the last paragraph.
- Chris Gold will meet first with Gloria Miranda to discuss the new revisions and then Meet with Dr. Arce for approval of the new revisions.
- The policy passed Academic Senate according to Chris Gold, and will be looked at next term.

C. BP 4245 – Student Program Early Alert and Referrals

- The policy will be put on hold until next spring (2012).

D. BP 4225- Repeatability and Concurrent Enrollment

- Jean Shankweiler suggested that we take a look at the AP’s and maybe we can work on them in the spring of (2012).

- E. -- Merriel Winfree asked whether there was a tracking system in place for board policies. Jean Shankweiler suggested that we create a team site for tracking board policies. Chris Gold and Merriel Winfree will present the information to Jeanie Nishimi at the next Vice President meeting.

II. Upcoming Policies:

1. BP/AP 4225 - Repeatability
2. BP/AP 2021 - Program Discontinuance
3. BP 4250 – Academic Probation
4. 5000 – Admission; Student Records, Veterans

The meeting adjourned at 1:35pm

II. Meeting Schedule

The next Educational Policies will meet on December 13, from 1:00-2:00 in SSC 106. (tentative)

Faculty Development Committee Meeting

MINUTES

Tuesday, November 29, 2011

Committee Members:

Fazal Aasi (FA) - A	CEC		
Florence Baker (FB) - P	BSS	Donna Manno (DM) - P	Staff Dev.
Rose Cerofeci (RC) - A	Humanities	Cristina Pajo (CP) - A	Counseling
Kristie Daniel-DiGregorio (KD) - P	BSS	Russell Reese (RR) - P	Adj. Rep/Math Ross
Durand (RD) - P	Ind/Tech	Angela Simon (AS) - A	BSS
Briita Halonen (Co-Chair) (BH) -P	Humanities	Margaret Steinberg (MS) - P	Nat. Sci.
Linda Ho (LH) - A	Math	Mercedes Thompson (MT) - A	Humanities
Moon Ichinaga(Co-Chair) (MI) -P	Learning Res.	Rachel Williams (RW) - A	Humanities

Note: Many members were absent because of schedule conflicts due to the change in meeting date from November 22 to November 29.

Mission Statement: The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.

Fall 2011 Meetings (in West Library Basement)

September 13 & 27; October 11 & 25; November 8 & 22* (* changed to the 29th)

AGENDA

- I) Major Current Projects
 - A. Outstanding Adjunct Award (BH)
 1. Awarded to Jo Moore, Health Sciences and Athletics Division .
 - a. Plaque presentation at Dec. 6 Academic Senate meeting.
 2. Discussion of Ideas for Improvement Next Year
 - a. 7-member Selection Committee instead of 6. Decision was very difficult.
 - b. Perhaps specification of minimum supporting documents will make it easier to evaluate nominees on an “apples” to “apples” basis.
 - c. Written documentation is needed on how to roll out the project, from beginning to end.
 - d. No progress on the parking appeal. We can re-submit the request through what the Administration has now identified as the “proper channels,” but there is no assurance that we will be more successful.
 - (1) MT suggested that we ask if we can purchase use of a parking space for a year (\$100), but DM thought that purchase was restricted to management.
 - (2) There was an extended discussion of other possible options such as modest monetary award. In response to MI’s recommendation that it be funded from the faculty/staff development budget, DM indicated that she thought this was not an appropriate use of the budget. KD suggested establishing an on-going fund (through the Foundation?) based on faculty donations. MI will investigate the feasibility of this option.
 - B. “California Reads” program update (MI)
 1. Jeanne Houston’s Farewell to Manzanar-Related Presentation
 - a. Presentation was well-received by an audience of 250-300 people, primarily students.

- b. East Dining Room sound system quality was disappointing, however, despite Media Services' efforts during rehearsal. MI is planning to send B. Gann a note of complaint, and plans to hold future large-audience program-related activities in venues such as the Campus Theatre with the help of Dr. Arce. Ordinarily, these venues require the sponsoring organization to pay for use.
 - c. Presentation was video-taped and will be available for classroom use in the spring.
2. MI spoke at recent Deans' Council meeting to ask the Deans to encourage faculty to actively participate in the program through spring 2012 classroom activities.
 - a. ASO representatives in attendance expressed interest in sponsoring campus showing of 1976 made-for-TV movie of Farewell of Manzanar.
 - b. DVD became recently available, and Media Services is planning to purchase it.
- C. Getting the Job Workshop
1. Plan for Part II: The Interview (Spring 2012)
 - a. Date was established: Friday, Feb. 24 from 12:30-2 p.m.
 - b. DM will arrange to book the Alondra Room and deal with setup, refreshments, etc.
 - c. Tentative panelists include Rory Natividad (Dean), KD, and Mary Beth Barrios (recently hired Counselor).
 - d. Still need hiring committee representatives.
 - (1) BH will check with the Humanities division and RR will check with the Math division.
- D. Spring Flex Day
1. DM indicated that President Fallo is not planning to speak during the general session and that training for the new Flex Reporter system will probably take 20 minutes.
 2. There was an extended discussion of whether to have Academic Senate and/or Federation presentations in general session.
 - a. BH, MI, KD, FB, MS, and RR indicated support for an informational/educational presentation on the mission and activities of the Academic Senate. Such a presentation would take approximately 30 minutes.
 - b. There were some qualms expressed about having the Federation included in the agenda.
 - c. DM expressed concern about the appropriateness of including such a presentation and recommended that the matter be discussed with Dr. Arce before proceeding.
 3. RD asked about whether the general session could be shorter than one hour. There is a 3-hour Flex Day requirement for faculty, one hour of which is usually reserved for the general session, and the remaining two hours for division meetings.
 4. DM showed an online excerpt of a performance of the "True Colors Theatre," which she thought might be another option for the general session.
 - a. There was a general consensus of the committee members that there has been sufficient coverage of the "True Colors" personality assessment approach in past campus programs and that the value could not justify the expense (\$8,000 for a one-hour performance).
- E. There was insufficient time to brainstorm on future projects.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: November 3, 2011

MEMBERS PRESENT

- | | |
|---|---|
| <input checked="" type="checkbox"/> Ott, Jonathan – Campus Police | <input checked="" type="checkbox"/> Shenefield, Cheryl – Administrative Svcs. |
| <input checked="" type="checkbox"/> Natividad, Rory – Mgmt/Supervisors | <input checked="" type="checkbox"/> Spor, Arvid – Chair (non-voting) |
| <input checked="" type="checkbox"/> Patel, Dipte – Academic Affairs | <input checked="" type="checkbox"/> Tomoda, Kenji – ASO |
| <input type="checkbox"/> Quinones-Perez, Margaret – ECCFT | <input type="checkbox"/> Turner, Gary – ECCE |
| <input checked="" type="checkbox"/> Reid, Dawn – Student & Community Adv. | <input type="checkbox"/> Widman, Lance – Academic Senate |

OTHERS ATTENDING: Francisco Arce, Larry Currier, Jo Ann Higdon, Derek Moon, Jeanie Nishime, Michael Trevis

Handouts: PBC Evaluation Results Comparison, PBC Planning & Budgeting Calendar, Self-Study Planning Agenda Items, Facilities Steering Committee Minutes

The meeting was called to order at 1:00 p.m.

Emails sent to A. Spor: 1) classified union representatives, G. Turner and L. Mancina, will not participate on PBC for a period of time because of various concerns including perceived lack of collegial consultation and some PBC recommendations not accepted by the president; 2) Academic Senate representatives, L. Widman and E. Rader, will not participate for a period of time due to a perceived lack of collegial consultation on the campus, IBC, winter intersession, and some PBC recommendations not accepted by the president; 3) due to negotiations, ECCFT representatives, M. Quinones-Perez and K. Key, will not participate on PBC for a period of time. A replacement for J. Ott to represent POA will be requested.

Approval of October 20, 2011 Minutes

1. Page 1, Approval of October 6 Minutes, #2: Is 1.75%-1.785% ECC's percentage of share with 72 community college districts? Correct in a typical situation, but with many exceptions. Will explain exceptions later today.
2. No changes were made to the minutes.

Exceptions (J. Higdon)

1. There are caveats to the state funding formula including exempt districts: 1) seven to nine of the smallest districts, and 2) nine to twelve districts that were entitled in the prior year but received approval to have restoration in the current year. Four districts had overlapping exemptions.
2. Triggers were the main topic of discussion at Association of Chief Business Officers (ACBO) meeting. Invisible trigger - between \$5 and \$6 billion in prominent lawsuits against the state of California handled by the state supreme court – decisions will be made by January because of the fiscal urgency. Types of lawsuits included redevelopment, vehicle tax, Medical/Medicaid, and property taxes. No money is set aside in the current state budget for any of these potential losses. In addition, there is a \$1.2 billion hit to the K-12 system already built in the current state budget cuts and the state may not pull this trigger. This could result in additional mid-year cuts, or the next fiscal year budget could start out with an additional deficit. *School Services* newsletter

suggested the state could suffer \$2 - \$4 billion revenue loss this year which would trigger additional cuts compounded by projected deficit for next year. Recovery is not going to be as strong as anticipated according to a Los Angeles Times article.

3. CCLC reiterated the governor's 12-point pension plan.

PBC Evaluation Results Comparison (2 - 4 years)

1. Planning: *Review and assess progress of Accreditation Self-Study, Comprehensive Master Plan and planning agenda items.* The opinion as far back as 2008 was that PBC did not do this. Suggestion was made for PBC to review 2008 accreditation self-study planning agenda items and add this to PBC's Planning and Budgeting Calendar. The current Comprehensive Master Plan planning agenda items are out-of-date (from 2004). Suggestion was made to wait until current comprehensive master plan is finalized to review progress. The bulk of the plans address technology at both Torrance and Compton.
2. Communication: Discussion took place about PBC communicating their recommendations to the president, although recommendations are not always accepted. According to some, there is no collegial consultation if the president does not accept recommendations. The president is asked to explain why recommendations are not used, yet nowhere is it stated (in Title V or other consultation guidelines) that explanations are required or required in writing. PBC has reviewed the preliminary, tentative and final budgets and made recommendations at each level and have discussed planning items.
3. Meetings: Same questions used in this segment for the past four years and positive evaluations have been basically the same.
4. Posting the evaluations, minutes, planning processes, and planning & budgeting calendar shows PBC has had documentable collegial consultation over the past four years.
5. Recommendation was made to review and discuss status of accreditation self-study planning agenda items twice a year in early October and March. Will show items done or not done or are no longer valid.
6. Recommendation was made to review and discuss comprehensive master plan planning agenda items in early January. The comprehensive master plan includes educational, technical, facilities and staffing plans for both college and center. The last master plan was completed in 2004. Suggestion was made to note at the beginning of the new comprehensive master plan that the college continued to operate under the 2004 - 2007 document through 2011, otherwise there is a huge gap. Will also note the same on the Comprehensive Master Plan web page linked from the Institutional Research & Planning web page. The new plan will not have an end date.
7. A. Spor will provide committee members the minutes from future Facilities Steering Committee meetings.

Miscellaneous

1. A request was made to add to the next meeting agenda: validate statements recently made.
2. Derek Moon was introduced as the new ASO representative.
3. A. Spor was thanked for attending the Administrative Services managers meeting and discussing streamlining plans, which was very well received.

The November 17th PBC meeting is cancelled so that members may attend the Classified Service Awards.

The next meeting is scheduled on December 1, 2011.

EL CAMINO COLLEGE
Calendar Committee
Meeting Notes
November 17, 2011

Present: Francisco Arce, Ann Ashcraft, Tom Brown, Rebecca Cobb, Kelly Holt
Chris Jeffries, Bill Mulrooney, Jeanie Nishime, Barbara Perez
Emily Rader, Toni Wasserberger

Also attending: Chris Gold (Academic Senate President), Dillan Horton (ASO), Brook Matson (ASO), and Elizabeth Shadish (AFT President representing Julio Farias)

A scheduled meeting of the El Camino College Calendar Committee convened at 3:30pm in Administration 131.

Introductions

Dillan Horton and Brooke Matson were introduced as representatives from the Associated Student Government (ASO).

Approval of Minutes – October 27, 2011

The Minutes of October 27, 2011 were received as presented.

Notification to Calendar Committee

Emily Rader stated that Julio Farias asked that the committee be informed that he was unable to attend because of the scheduled time of the meeting.

Presentation by Chris Gold, President, Academic Senate

Chris Gold, representing the Academic Senate, thanked the Committee for the opportunity to put forth concerns of the Academic Senate. She spoke in support of the Academic Senate's strong opposition to the elimination of the Winter Intersession from the El Camino College School Calendar. A list of Recommendations regarding Alternative Calendars from the Academic Senate for California Community Colleges was distributed for the committee's consideration. These guidelines govern local senates as well. The Senate's report set forth guidelines of what a campus should do before making calendar changes. The following points were discussed, which also include the state Senate's recommendations:

- The Academic Senate, as well as the ASO, passed resolutions for preservation of the Winter Intersession in the school's calendar
- There has been discussion in the past and there is always a sense of urgency and expediency. Major changes should not be based on expediency, but rather after very careful consideration
- There is a feel that the change is being made to address administration's concerns only

- There needs to be more clarification regarding cost savings. There was a number given last semester of about \$100,000, but there was no breakdown
- It is difficult to balance savings and cost savings when comparing with students
- There seem to be no consideration of the impact on students, students progress, and the lost of students
- The state Senate recommends the following, which the El Camino College Senate agrees with:
 - The collegiality process should be primary to student access and success before administration concerns
 - Administration should work closely with the unions
 - Think and debate pedagogically on advantages and disadvantages
 - Consider services and facilities and the impact on staff and hourly employees
- The Academic Senate recommends the following: 1) leave the calendar as is and future calendars without removing the Winter Intersession, 2) appoint a task force with members from each constituency to look at how such a change would impact the campus and students, and 3) prioritize student learning and success in light of any changes. In support of this, the Chancellor's Office is calling for campuses to make student pathways a way to make it easier for students to move through and out of their individual programs. Winter Intersession helps students to achieve this goal and student success is maintained along with retention.

Discussion

Jeanie Nishime thanked Chris Gold for her presentation and added that as a result of suggestions made from previous calendar forums and committee recommendations, it is recommended that the 2012/2013 school calendar remain with no change and that it be scheduled for consideration by the Board of Trustees at its meeting in December. At previous calendar committee meetings, it was agreed to delay implementation of a calendar without winter intersession for one year. For 2013/2014, a proposal is being submitted to eliminate the Winter Intersession. This delay is designed to provide ample time for students to be informed about the change and to plan accordingly. The proposal includes two back-to-back summer sessions with the spring semester starting in January. Two compressed summers are provided to assist students in reaching their goal. Students can almost go year-round and there is the advantage to start earlier. At least 75% of the student population does not take winter classes and those who do are mostly continuing students. However, it does afford those students who take the classes to get through their program much quicker. Elizabeth Shadish stated that to some degree only a certain percentage does take winter classes, but there is also a reduction in the class offerings.

The following calendar proposals were presented to the committee:

2012/2013 – With Winter Intersession

Fall Semester	August 25, 2012 through December 14, 2012
Winter Intersession	January 2, 2013 through February 5, 2013
Spring Semester	February 9, 2013 through June 14, 2013
Summer Sessions:	
Six weeks	June 24, 2013 through August 1, 2013
Eight weeks	June 24, 2013 through August 15, 2013

2013/2014 – Without Winter Intersession

Fall Semester	August 14, 2013 through December 13, 2013
No Winter Intersession	
Spring Semester	January 18, 2014 through May 16, 2014
Summer Sessions:	
First Six Weeks	May 21, 2014 through July 2, 2014
Second Six Weeks	July 7, 2014 through August 14, 2014
Eight Weeks	May 27, 2014 through July 17, 2014

It was pointed out that it is difficult for a student to complete his/her program within two years without winter or summer classes. Those who do not take winter classes are not planning to transfer in two years. It is important for students who transfer to have the option to take different classes. El Camino College has the highest transfer rate to the UCs. There are concerns with the 2013/2014 calendar in that the Winter Intersession is removed and summer is divided. The budget has been reduced within the last three years and approximately 1,400 sections cut from the class schedule. Additional cuts are expected in the coming year. Francisco Arce stated that during the winter, courses such as business, industry and technology, the sciences and labs and large math classes are not offered because there is not enough time. The summer will give students a more comprehensive schedule.

Chris Jeffries concurred that students do perform better in the winter sessions and in the summer as shown by various studies. However, there is difficulty in students passing courses during the fall. She opposed the elimination of the Winter Session. Student athletes are helped tremendously with the availability of courses to take in winter and moving spring to start earlier will not be beneficial.

Emily Rader expressed appreciation that the Winter Intersession is included on the 2012/2013 school calendar; however, she agreed with the recommendation for additional research and the establishment of a task force. She further stated she believed it advantageous to vote on the calendars separately each year instead of combining them together.

Ann Ashcraft supported the convening of a task force and further stated it would give an opportunity to look at different start dates for summer and what impact this would have on the college's transfer rates.

In response to questions from Brook Matson regarding the number of course sections offered in summer and expected savings, it was explained that the goal is to offer 400 sections in summer 2014, if the same allocation is received from the state. Five hundred seventy-five sections were offered in past summers, but these were cut because of funding. The 400 will be divided into three sessions.

Dillan Horton also concurred that with the current system, students can move along much easier from one session to the next with the Winter Intersession in place. He further stated that the reduced number of students taking advantage of the Winter Intersession is because not enough sections are offered thereby affording the students fewer choices for selection. He further stated concurrently enrolled students will miss the first summer session.

Further discussion continued regarding the pros and cons of assigning a task force to do further research regarding winter intersessions on other campuses. No decision was made to assemble a task force. Barbara Perez explained that when the surveys were done in the past, the campus was split 50/50 with faculty preferring the winter intersession.

The following action is needed:

Calendar Committee recommendations regarding 2012/2013 and 2013/2014 Academic Calendars.

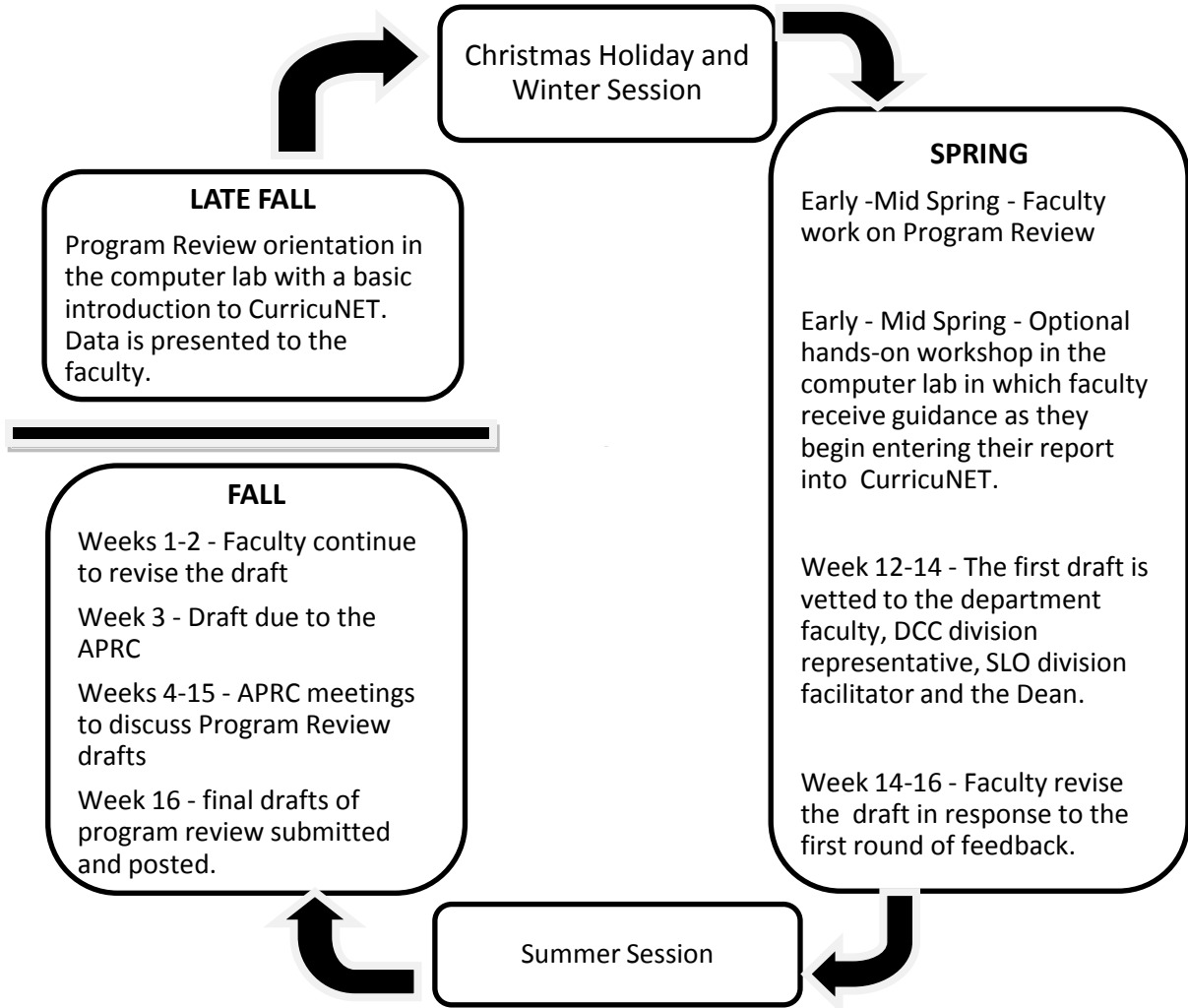
Next Scheduled Meeting

The committee will be notified of the next scheduled meeting.

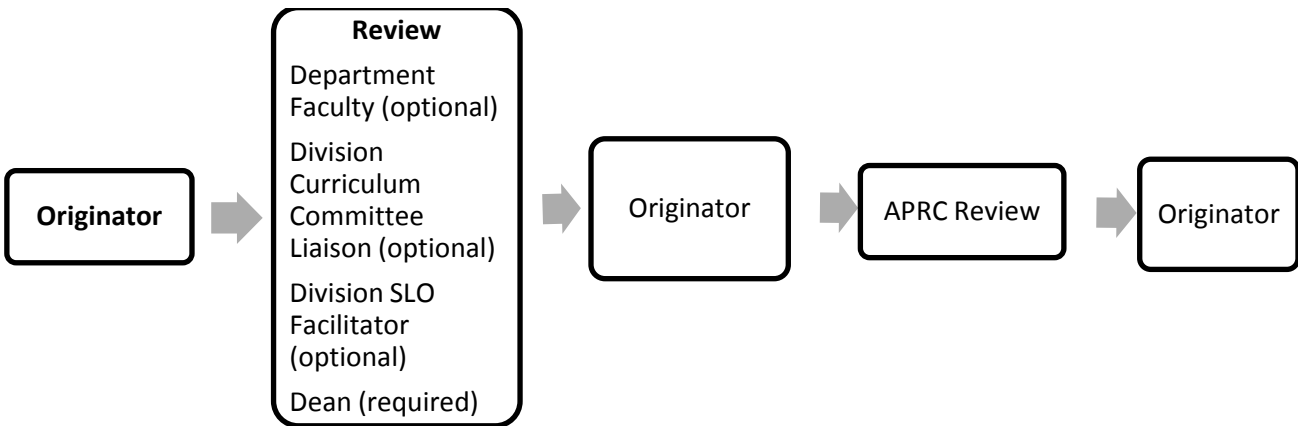
Adjournment

The meeting adjourned at 4:52pm.

PROGRAM REVIEW CYCLE



CurricUNET Review Process



PROGRAM REVIEW TEMPLATE CURRICUNET

Program Overview

Directions: Provide a brief narrative description of the current program, including the program's mission statement, the students it serves and its relationship to the college's mission and strategic initiatives. Describe the degrees or certificates offered by the program.

Describe the status of all active recommendations for the program.

Research Data Analysis

Directions: Analyze the current institutional research data, including course grade distributions, success and retention rates, improvement rates (where applicable), scheduling of courses (day vs. night, days offered, and sequence), and enrollment statistics. Include any other relevant data gathered by the program.

Curriculum

Directions: Review and discuss the curriculum work during the past four years. This may include course and degree modifications, new courses or degrees, articulation issues with colleges/universities, and licensure exams (where applicable). Focus on significant changes, especially those that result from previous program review recommendations. How well are the courses, degrees, or certificates meeting students' transfer or career training need? What curriculum changes are needed?

Provide the program's six year course review cycle.

Assessments of Student Learning (SLOs)

Directions: Review the assessments of student learning reports completed during the preceding four years and describe the most compelling assessment results and the recommended changes made. How well does the assessment process work in the program? Is there broad-based participation? What has been rewarding or useful about the process? What improvements can be made?

Provide the four-year review cycle for all program and course SLOs.

Rate and discuss the program with respect to the ACCJC rubric on SLOs and Assessments.

Facilities and Equipment

Directions: Describe and assess the program's available facilities and equipment and compare these to the program's future facilities and equipment needs. Explain and justify necessary and desired facilities and equipment needs; indicate if it is an immediate (1-2 years) or long-range (2-4+ years) need, provide a cost estimate, and explain how it will help the program better meet its goals.

Technology and Software

Directions: Discuss the program's current and future technology and software resources and needs. Explain and justify necessary and desired technological and software needs; indicate if it is an immediate (1-2 years) or long-range (2-4+ years) need, provide a cost estimate, and explain how it will help the program better meet its goals.

Staffing

Directions: Discuss the program's staffing. Consider how existing and new recommendations for the program will impact staffing. Explain and justify staffing needs in terms of both immediate (1-2 years) and long-range (2-4+ years) needs. Provide a cost estimate and explain how it will help the program better meet its goals.

Direction and Vision

Directions: Explain the direction and vision of the program and how you plan to achieve it. Are there any changes within the academic field/industry that will impact the program in the next four years? How will proposed changes help the college fulfill its mission and meet its strategic initiatives?

Recommendations

Directions: Prioritize the list of recommendations and include the estimated costs. Explain why the list is prioritized in this way.

Career and Technology Education (CTE)

Directions: Answer the following questions.

How strong is the current occupational demand for the program? How has the demand changed in the past 5 years and what is the outlook for the next 5 years?

Explain the district's current need for the program.

Explain the state's current need for the program.

How does the program address needs that are not met by other similar programs in the area?

Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of our graduates?

What are the completion, success and employment rates for the students?

What impact does the advisory board have on the program?

Academic Affairs Program Review Four-Year Cycle			CTE programs need 2 year cycles; other programs need 4 year cycles	
	Department/Program	CTE	Year PR due	Division
1	Anthropology		2012	Behavioral and Social Science
2	Art		2012	Fine Arts
3	Business (Office Administration, Marketing, Accounting, Business Management)	Y	2012	Business
4	CADD	Y	2012	Industry and Technology
5	Cosmetology	Y	2012	Industry and Technology
6	English (literature, creative writing, pre-collegiate composition, transfer-level composition)		2012	Humanities
7	Environmental Horticulture	Y	2012	Natural Sciences
8	Kinesiology Theory		2012	Health Sciences and Athletics
9	Kinesiology Wellness Fitness		2012	Health Sciences and Athletics
10	Kinesiology Recreation		2012	Health Sciences and Athletics
11	Mathematics - Developmental		2012	Mathematical Sciences
12	Photography	Y	2012	Fine Arts
13	Kinesiology Athletics		2012	Health Sciences and Athletics
14	Political Science		2012	Behavioral and Social Science
15	Sign Language/Interpreter Training	Y	2012	Health Sciences and Athletics
16	Sociology		2012	Behavioral and Social Science
17	Welding	Y	2012	Industry and Technology
18	Academic Strategies		2013	Humanities
19	Astronomy		2013	Natural Sciences
20	Automotive Technology	Y	2013	Industry and Technology
21	Chemistry		2013	Natural Sciences
22	Communication Studies		2013	Fine Arts
23	Computer Science	Y	2013	Mathematical Sciences
24	Dance		2013	Fine Arts
25	Earth Sciences (Geology, Geography, Oceanography)		2013	Natural Sciences
26	Economics		2013	Behavioral and Social Science
27	Engineering Technology	Y	2013	Industry and Technology
28	English as a Second Language		2013	Humanities
29	Fashion	Y	2013	Industry and Technology
30	Foreign Language		2013	Humanities
31	Human Development		2013	Behavioral and Social Science
32	Journalism	Y	2013	Humanities
33	Physics		2013	Natural Sciences
34	Pre-Engineering		2013	Mathematical Sciences
35	Psychology		2013	Behavioral and Social Science

36	SRC/Adaptive Physical Education (APE)		2013	Health Sciences and Athletics
37	Theatre		2013	Fine Arts
38	Air Conditioning and Refrigeration	Y	2014	Industry and Technology
39	Construction Technology	Y	2014	Industry and Technology
40	English - Reading		2014	Humanities
41	Machine Tool Technology	Y	2014	Industry and Technology
42	Manufacturing Technology	Y	2014	Industry and Technology
43	Mathematics (for GE and non-science students)		2014	Mathematical Sciences
44	Mathematics (for prospective elementary teachers)		2014	Mathematical Sciences
45	Music		2014	Fine Arts
46	Real Estate	Y	2014	Business
47	Architecture	Y	2015	Industry and Technology
48	Auto Collision Repair/Painting	Y	2015	Industry and Technology
49	Childhood Education		2015	Behavioral and Social Science
50	Computer Information Systems	Y	2015	Business
51	Electronics & Computer Hardware Technology	Y	2015	Industry and Technology
52	Fire and Emergency Technology	Y	2015	Industry and Technology
53	History/Ethnic Studies		2015	Behavioral and Social Science
54	Life Sciences: Health Science		2015	Natural Sciences
55	Life Sciences: Biology		2015	Natural Sciences
56	Philosophy		2015	Behavioral and Social Science
57	Administration of Justice	Y	2015	Industry and Technology
58	Film/Video		2015	Fine Arts
59	Mathematics (for engineering, science & math students)		2015	Mathematical Sciences
	Revised 12/01/2011			

**Two Resolutions in Support of Student Success:
The ECC Academic Senate Response to Faculty Contract Negotiation Proposals
Fall 2011**

Preamble,

Faculty contract negotiation proposals made during fall 2011 and the resulting fact-finding report contain items that fall directly within the purview of and are of particular interest to the Academic Senate. The Academic Senate is concerned that the fact-finding report recommendations and administration proposals regarding winter session and counseling will adversely impact student preparation, learning, retention and success. Administration does not claim an inability to pay in either of these areas and instead bases its arguments on comparable conditions on other CCC campuses without regard to whether or not those campuses adhere to best practices. The fact-finding report and final proposal by the administration do not consider the impact of these changes on students and the Academic Senate has not been appropriately consulted about that impact.

In support of student preparation, learning, retention and success the attached resolutions of the ECC Academic Senate recommend that the ECC Board of Trustees decline the proposal to shift counselors from 12- to 10-month contracts and that the Board oppose the proposal to change the contract language regarding calendar development. The Academic Senate urges the Board to give full and collegial consideration to faculty concerns about the detrimental impact of these changes on students.

RESOLUTION #1: STUDENT SUCCESS AND WINTER SESSION

Whereas, Best practices dictate that the academic calendar and schedule development should be based primarily on student need and should be directed by evidence of student learning and success;¹ and

Whereas, The administration's repeated proposal to eliminate winter is primarily based on arguments that involve the easing of the administrative functioning of the college; and

Whereas, Winter session success and retention rates are higher than any other term; and

Whereas, Pedagogical studies are increasingly acknowledging the effectiveness of intensive learning; and

Whereas, Winter session coursework can be used by students for fall transfer to a 4-year university; and

Whereas, The ECC Academic Senate and the Associated Students Organization have strongly advocated for the retention of winter session and have passed one joint and two independent related resolutions over the past year (including an Academic Senate "Resolution of No Confidence in the 2011/12 Proposed Calendar Revision and Schedule"); and

Whereas, The proposed new contract language, which reads "the District has the option to not offer or modify the length of winter or summer sessions commencing with summer session 2012" contradicts Board Policy 4010 which reads "the Superintendent/President shall, in consultation with the appropriate groups, develop and submit to the Board for approval an academic calendar"; and

Whereas, The fact-finding report argues that comparable colleges are reducing or eliminating winter session but does not give consideration as to whether or not those colleges are adhering to best practices in regards to calendar development, enrollment and scheduling²; and

Whereas, Administration's repeated proposals to eliminate winter session have not identified and itemized a specific cost savings for eliminating winter and the fact-finding report indicates that administration is not making a related inability to pay argument;

RESOLVED, The ECC Academic Senate advises the ECC Board of Trustees to oppose the proposal to alter the language regarding calendar development and to support the continued use of the existing statement that "the calendar shall include an academic year consisting of fall and spring semesters, summer and winter sessions, and other academic sessions as may be developed in the future" so that student learning, success and transfer may continue to be supported by winter session; and

RESOLVED, The ECC Academic Senate urges the Board of Trustees to advise administration to implement and adhere to the following Academic Senate for California Community Colleges recommendations: "Local academic senates should consult collegially and take a leading role in developing the process to determine calendar changes, including, but not limited to the formulation of criteria for selection to which all models will be subjected. Clearly such criteria will give primacy to student access and student academic success before desires to increase enrollment or serve other administrative ends."³

¹ The Chancellor's Office Student Success Task Force draft recommendations assert a variety of ways in which student need should guide scheduling and the distribution of classes throughout the school year. The ASCCC states that "faculty must... ensure that changes in calendar offer improved academic offerings to students and provide a coherent program that will genuinely serve their educational pursuits" (ASCCC, "Alternative Calendars: An Update", 2009. <http://www.asccc.org/node/176551>).

² In winter intersession 2012, Pasadena City College is offering a robust winter session of 396 sections and Santa Monica College is offering approximately 200 winter session sections.

³ Academic Senate for California Community Colleges, "Alternative Calendars: Recommendations and a Progress Report," 2000.

RESOLUTION #2: COUNSELING FOR STUDENT PREPARATION AND SUCCESS

Whereas, ECC Strategic Initiative B asserts the need to “strengthen quality educational and support services to promote student success” and the ECC Master Plan recognizes the growing importance of counseling to student success⁴; and

Whereas, The Chancellor’s Office Student Success Task Force draft recommendations recognize the vital and growing importance of counseling to student retention and success and to creating efficient pathways to the completion of certificates, degrees and transfer⁵; and

Whereas The Academic Senate for California Community Colleges recommends a ratio of one counselor per 370 students and the 2008 ratio of ECC counselors to students was approximately one to 2,305⁶; and

Whereas, The 2011-12 Student Services Area Plan requests the hiring of additional counselors with the singular rationale that “new students, in particular, need the services of a counselor before registering for their first semester” and the 2011-12 Counseling and Student Services Unit Plan states that a shortage of counselors means that they “are currently still unable to service our student population adequately;” and

Whereas, ECC students have expressed grave dissatisfaction with the availability of counseling appointments and the proposed reduction of full-time counselors’ schedules from 12 to 10 months will exacerbate the problem⁷; and

Whereas, Summer-time counseling is essential to incoming and continuing students, and full-time counselors attempt to meet this need with individual counseling appointments and the coordination and operation of New Student Welcome day, student orientations, matriculation workshops, career workshops and transfer workshops; and

Whereas, Despite their insufficient numbers ECC counselors have played an important role in improving retention, success and transfer rates; and

Whereas, Administration has not presented any academic justification for the reduction in counseling and has not presented any plan for compensating for the loss of student access to vital counseling services during the summer months; and

Whereas, The fact-finding report supports the administrative proposal to reduce counseling contracts from 12 to 10 months based on the argument that comparable colleges have 10-month contracts and does not give consideration as to whether those comparable colleges are engaging in best practices; and

Whereas, The college does not claim inability to pay as a reason to reduce full-time counselors’ availability to students from 12 months to 10 months;

RESOLVED, That the Academic Senate advises the Board of Trustees to support student preparation, success and transfer by maintaining 12-month full-time counselors’ contracts, ensuring that students have year-round access to counseling regarding transfer, career, financial aid, disabilities, probation, matriculation, assessment, and graduation initiatives; and

RESOLVED, That the Academic Senate encourages the Counseling Division to continue to research and implement best practices and to develop a plan to optimize counselor resources to meet growing student needs.

⁴ ECC Master Plan, p. 15.

⁵ SSTF draft recommendations call for a strengthening of support for entering students that will require a considerable increase in counseling services. SSTF, *Refocusing California Community Colleges Toward Student Success: Draft Recommendations*, Chapter 2.

⁶ ASCCC, “Consultation Council Task Force on Counseling,” p. 22. The SSTF draft recommendations state that across the CCC system, counselor to student ratios range from 1 to 800 to 1 to 1000+.

⁷ Counseling Program Review, 2006-07.

Success Statistics

	Winter	Spring	Summer	Fall
2011	83%	66%		
2010	84%	67%	75%	67%
2009	79%	65%	73%	66%
2008	76%	63%	72.5%	63%

Source: Chancellor's Office website, Data Mart.

Retention Statistics

	Winter	Spring	Summer	Fall
2011	91%	81%		
2010	92%	81%	87%	81%
2009	89%	82%	85%	82%
2008	87%	79%	84.5%	80.5%

Source: Chancellor's Office website, Data Mart.

ECC Institutional Research, "El Camino College Winter Intersession Research: Recent Findings," November 2010.

- ECC students who enrolled in all four terms (summer, fall, winter and spring) perform better than other students in general and also experience their highest level of success in winter.
- ECC students taking a basic skills course for the first time perform best in winter session (see the chart below).
- Winter session students are of similar ethnic diversity to fall students, but include more F1 visa international students.
- Compared to fall, winter session services a younger, continuing population who are more likely to be transfer directed (63% v 55% in fall).
- "Fall to Spring persistence was found to be dramatically higher among fall students who enrolled in winter vs. students who skipped the intersession."

ECC Basic Skills Success and Retention Rates, Summer 2009-Spring 2010

	Summer 2009		Fall 2009		Winter 2010		Spring 2010	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total of all Basic Skills Courses	57%	81%	55%	79%	79%	92%	50%	75%

Source: ECC Institutional Research, "ECC Winter Intersession Research: Recent Findings," November 2010.

Santa Monica College Office of Institutional Research, “The Influence of Term Length on Student Success,” April 2001.

This in-depth, 53 page statistical report concludes that:

“Students have a higher success level in short-term courses,
Students have a higher average grade in short-term courses,
Students withdraw less from short-term courses.”

Furthermore, the report asserts that “the evidence appears to indicate that students of all levels of ability appear to succeed better in short-term sessions. We have found no evidence to support the claim of some faculty members that poor students should avoid inter-sessions.” In addition “students tend to increase their grade point averages in the inter-session compared to a prior full-term session.” Finally, research determined that those who complete a course in a short-term do better than in a long-term and they perform at the same level in subsequent sequenced series of courses.

Academic Senate for California Community Colleges, “Recommendations Regarding Alternative Calendars.”

- “1. Local academic senates should consult collegially and take a leading role in developing the process to determine calendar changes, including, but not limited to the formulation of criteria for selection to which all models will be subjected. Clearly such criteria will **give primacy to student access and student academic success before desires to increase enrollment or to serve other administrative ends.**
2. Local academic senates must ensure that the quality of educational programs and curricular offerings are not diminished by any change; rather, the desire is to improve both.
3. Local academic senates must work closely with their bargaining units to identify issues of concern and clarify appropriate provenances for decision-making as it affects faculty. Such decisions, within the shared governance process, will ensure respect for the delegated authority of the senates and the statutory and locally-negotiated responsibilities of the bargaining units.
4. Faculty should debate within and between disciplines the academic and pedagogical advantages and disadvantages of any proposed calendar...
6. Local academic senates, working with students as shared governance participants, should identify those populations of students most likely to be negatively impacted by changes and to identify their concerns...
11. Finally, the **local academic senates must insist on mechanisms to retain shared governance and resist any efforts inadvertent or intentional to silence the voice of faculty** by making significant decisions when faculty are not present on campus.”

Bibliography of Resources

ASCCC, “Enrollment Management Revisited,” 2009.

ASCCC, “Alternative Calendars: Recommendations and a Progress Report,” 2000.

ASCCC, “Alternative Calendars: An Update,” <http://www.asccc.org/node/176551>, 2001.

ECC, Institutional Research Office, “El Camino College Winter Intercession Research: Recent Findings,” 11/3/2010.

Chancellor’s Office, Student Success Task Force, “Refocusing California Community Colleges Toward Student Success: Draft Recommendations,” October 2011.

Logan, Ruth and Geltner, Peter. “The Influence of Term Length on Student Success.” Santa Monica College, Office of Institutional Research. April 2001.

General Counseling

What general counseling services are provided to students during the winter and summer sessions? El

Camino College counselors provide an array of services for students enrolled in both winter and summer sessions. The campus enrolls 6,195 new students each academic year making up 25% of the overall college population. Counselors provide the following duties:

- Registration
- Individual educational plans
- Express counseling
- Class visitations
- Virtual counseling
- Personal counseling
- Probation counseling
- Transfer counseling
- Early alert counseling
- Group counseling
- Coordinating and presenting at “New Student Welcome Day.”
- Preparing student contracts for probation level 2 and dismissed students.
- Majors drop in (counselors specialize in majors ranging from nursing to business and are experts in certain majors).

Transfer Coordinator/Counselor

What counseling services are provided to students during the winter and summer sessions that our Transfer Coordinator/Counselor oversee?

The transfer coordinator’s duties are critical to the success of the current increase in transfer rates to the UC system. The coordinator oversees not just fall admissions but winter and spring admission as well. The application-filing period for Winter UC transfer occurs from July 1st thru July 31st every academic year. The application filling period for Spring CSU transfers occurs from August 1st thru August 31st therefore it is imperative that counselors be on hand to assist students with this process. Further, the coordinator assists new students with TAG (Transfer Admission Guarantee) eligibility, reviews eligibility for selective majors, and is responsible for conducting TAG workshops in the summer session. Further, the transfer counselors, articulation officer, and transfer coordinator conduct four Transfer Alliance Program (TAP) workshops with the purpose of filling out the TAP certification forms. The entire team is responsible for reviewing and evaluating each TAP student for priority admission guarantee to the University of California Los Angeles. This work occurs during the winter session in order to meet the mid-March deadline.

New Student Day Welcome Day

What summer orientation programs are coordinated through the counseling division?

The Division of Counseling oversees, coordinates, and executes the New Student Welcome Day event on campus. Counselors not only serve on committees to plan the event but they also present many of the workshops planned throughout the day. The duties consists of the following: coordinate online registration, select presenters, recruit new students, edit materials, coordinate with major divisions across campus, order supplies, work with ECC vendors, work closely with the Office of School Relations on campus and order student planners and supplies for the event. The majority of planning to help make this program a success occurs during the summer months of July and August because the event targets incoming students for the fall academic year. Over 850 students participated in the New Student Welcome Day program on campus.

EOP & S

What counseling services are provided to students during the winter and summer sessions in special programs? Counselors designated to work with the EOP&S program are responsible for assessing students' academic eligibility for fall semesters, updating educational plans, determining eligibility for services, reviewing book voucher issues with students, and reviewing files for 70 units based on Title V guidelines.

Financial Aid

What financial aid counseling services are provided to students during the winter and summer sessions? Over 40% of students at El Camino College receive financial aid in a form of a fee waiver, grant, and or federal work-study. Financial aid counselors assist students in the winter session with manual calculations in order to meet the March 2nd Cal Grant deadline. Over 33% (10,540) of financial aid recipients are currently not meeting satisfactory academic progress and financial aid counselors are required to meet with students to formulate an educational plan to help students return to satisfactory academic progress. All financial aid appeals are required to have an attached educational plan completed prior to submission.

Counseling Intersession Statistics

How many students are served during the Winter Intersession?

During the periods of winter intersession for 2011 3,577 students utilized express counseling services.

How many students are served during the Summer Intersession?

During the periods of summer intersession for 2011 4,692 students utilized express counseling. Further, there were a total of 663 drop-in contacts, 129 counseling appointments, 58 extra contacts, and 216 new contacts during the summer session.

How many students were served in the Special Resource Center?

The SRC had a total of 663 drop in contracts, 129 counseling appointments, 58 extra contacts, and served 216 new students during the summer intersession.

Summer Matriculation Statistics

Matriculation is a four-step process to help students obtain academic success and achieve their educational goals. The components of matriculation are: Admissions, Orientation, Assessment, and Counseling.

How many students during the summer intersession participated in matriculation programs (such as workshops, online orientations, and New Student Welcome Day events)? Over 30 matriculation workshops were provided for incoming students. Approximately 255 students attended and completed a matriculation workshop and another 1, 211 students completed an online orientation through their MYECC account.

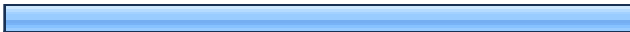

Student Enhancement Program (SEP)

The Student Enhancement Program (SEP) is designed to teach students about probation policies and provide solutions to common problems, and students have an opportunity to meet with a counselor to design an educational plan to best meet their needs.

How many students participated in SEP workshops and programs during the summer intersession?



The Division of Counseling conducted a total of 29 workshops during the summer session which 559 students attended. Over 327 student petitions were reviewed and processed for students who were dismissed from the college. Counselors processed another 390 level II probation contracts during the summer intersession.

1. Please indicate whether you approve, disapprove or abstain from supporting the following preamble to "Two Resolutions in Support of Student Success: The ECC Academic Senate Response to Faculty Contract Negotiation Proposals," Fall 2011. "Faculty contract negotiation proposals made during fall 2011 and the resulting fact-finding report contain items that fall directly within the purview of and are of particular interest to the Academic Senate. The Academic Senate is concerned that the fact-finding report recommendations and administration proposals regarding winter session and counseling will adversely impact student preparation, learning, retention and success. Administration does not claim an inability to pay in either of these areas and instead bases its arguments on comparable conditions on other CCC campuses without regard to whether or not those campuses adhere to best practices. The fact-finding report and final proposal by the administration do not consider the impact of these changes on students and the Academic Senate has not been appropriately consulted about that impact. In support of student preparation, learning, retention and success the attached resolutions of the ECC Academic Senate recommend that the ECC Board of Trustees decline the proposal to shift counselors from 12- to 10-month contracts and that the Board oppose the proposal to change the contract language regarding calendar development. The Academic Senate urges the Board to give full and collegial consideration to faculty concerns about the detrimental impact of these changes on students."



		Response Percent	Response Count
Approve		94.3%	33
Disapprove		0.0%	0
Abstain		5.7%	2
answered question			35
skipped question			0

2. Please indicate whether you approve, disapprove or abstain from supporting the following resolution: "RESOLUTION #1: STUDENT SUCCESS AND WINTER SESSION

Whereas, Best practices dictate that the academic calendar and schedule development should be based primarily on student need and should be directed by evidence of student learning and success; and Whereas, The administration's repeated proposal to eliminate winter is primarily based on arguments that involve the easing of the administrative functioning of the college; and Whereas, Winter session success and retention rates are higher than any other term; and Whereas, Pedagogical studies are increasingly acknowledging the effectiveness of intensive learning; and Whereas, Winter session coursework can be used by students for fall transfer to a 4-year university; and Whereas, The ECC Academic Senate and the Associated Students Organization have strongly advocated for the retention of winter session and have passed one joint and two independent related resolutions over the past year (including an Academic Senate "Resolution of No Confidence in the 2011/12 Proposed Calendar Revision and Schedule"); and Whereas, The proposed new contract language, which reads "the District has the option to not offer or modify the length of winter or summer sessions commencing with summer session 2012" contradicts Board Policy 4010 which reads "the Superintendent/President shall, in consultation with the appropriate groups, develop and submit to the Board for approval an academic calendar"; and Whereas, The fact-finding report argues that comparable colleges are reducing or eliminating winter session but does not give consideration as to whether or not those colleges are adhering to best practices in regards to calendar development, enrollment and scheduling ; and Whereas, Administration's repeated proposals to eliminate winter session have not identified and itemized a specific cost savings for eliminating winter and the fact-finding report indicates that administration is not making a related inability to pay argument; RESOLVED, The ECC Academic Senate advises the ECC Board of Trustees to oppose the proposal to alter the language regarding calendar development and to support the continued use of the existing statement that "the calendar shall include an academic year consisting of fall and spring semesters, summer and winter sessions, and other academic sessions as may be developed in the future" so that student learning, success and transfer may continue to be supported by winter session; and RESOLVED, The ECC Academic Senate urges the Board of Trustees to advise administration to implement and adhere to the following Academic Senate for California Community Colleges recommendations: "Local academic senates should consult collegially and take a leading role in developing the process to determine calendar changes, including, but not limited to the formulation of criteria for selection to which all models will be subjected. Clearly such criteria will give primacy to student access and student academic success before desires to increase enrollment or serve other administrative ends."

		Response Percent	Response Count
Approve		93.9%	31
Disapprove		0.0%	0
Abstain		6.1%	2
answered question			33
skipped question			2

3. Please indicate whether you approve, disapprove or abstain from supporting the following resolution: "RESOLUTION #2: COUNSELING FOR STUDENT PREPARATION AND SUCCESS Whereas, ECC Strategic Initiative B asserts the need to "strengthen quality educational and support services to promote student success" and the ECC Master Plan recognizes the growing importance of counseling to student success ; and Whereas, The Chancellor's Office Student Success Task Force draft recommendations recognize the vital and growing importance of counseling to student retention and success and to creating efficient pathways to the completion of certificates, degrees and transfer ; and Whereas The Academic Senate for California Community Colleges recommends a ratio of one counselor per 370 students and the 2008 ratio of ECC counselors to students was approximately one to 2,305 ; and Whereas, The 2011-12 Student Services Area Plan requests the hiring of additional counselors with the singular rationale that "new students, in particular, need the services of a counselor before registering for their first semester" and the 2011-12 Counseling and Student Services Unit Plan states that a shortage of counselors means that they "are currently still unable to service our student population adequately;" and Whereas, ECC students have expressed grave dissatisfaction with the availability of counseling appointments and the proposed of reduction of full-time counselors' schedules from 12 to 10 months will exacerbate the problem ; and Whereas, Summer-time counseling is essential to incoming and continuing students, and full-time counselors attempt to meet this need with individual counseling appointments and the coordination and operation of New Student Welcome day, student orientations, matriculation workshops, career workshops and transfer workshops; and Whereas, Despite their insufficient numbers ECC counselors have played an important role in improving retention, success and transfer rates; and Whereas, Administration has not presented any academic justification for the reduction in counseling and has not presented any plan for compensating for the loss of student access to vital counseling services during the summer months; and Whereas, The fact-finding report supports the administrative proposal to reduce counseling contracts from 12 to 10 months based on the argument that comparable colleges have 10-month contracts, and does not give consideration as to whether those comparable colleges are engaging in best practices; and Whereas, The college does not claim inability to pay as a reason to reduce full-time counselors' availability to students from 12 months to 10 months; RESOLVED, That the Academic Senate advises the Board of Trustees to support student preparation, success and transfer by maintaining 12-month full-time counselors' contracts, ensuring that students have year-round access to counseling regarding transfer, career, financial aid, disabilities, probation, matriculation, assessment, and graduation initiatives; and RESOLVED, That the Academic Senate encourages the Counseling Division to continue to research and implement best practices and to develop a plan to optimize counselor resources to meet growing student needs."

		Response Percent	Response Count
Approve		94.3%	33
Disapprove		0.0%	0
Abstain		5.7%	2
answered question			35
skipped question			0

El Camino College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The College's associate degree requirements lead students through patterns of learning experiences designed to develop the following competencies through general education and sufficient depth in a specific field of knowledge:

- Content Knowledge
- Critical, Creative, and Analytical Thinking
- Communication and Comprehension
- Professional and Personal Growth
- Community and Collaboration
- Information and Technology Literacy

In emphasizing these core competencies, the College strives to stimulate greater individual knowledge and creativity, personal and social responsibility, and technological awareness.

El Camino College recognizes the need to provide a multi-dimensional, multicultural, and integrative general education curriculum as the core of the associate degree. With this objective in mind, El Camino College pledges to promote these core competencies. General education curriculum will enhance understanding of the scientific method and the relationships between science and other human activities. It will also provide instruction in methods of inquiry regarding human behavior, how societies and social groups operate, and world arts and cultures

[OPTION ONE]

The President/Superintendant shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate and College Curriculum Committee involvement.

[OPTION TWO]

The President/Superindant shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards used in this policy. These procedures are developed through a collegial consultation process between the Academic Senate and the designee of the President/Superintendent, the Vice President of Academic Affairs.

Comment [t1]: At the first reading of BP4025, the Senate asked that the Educational Policies Committee reconsider this language used to describe President/Superintendent's participation in policy development that appears in many of the Board Policies in the 4000 series. In addition to this one, two other options have been presented for consideration. Senators expressed concern that this language is not an accurate description of what actually occurs in the development of the procedures and that it does not acknowledge the requirement for collegial consultation and participation by the Senate in the development and revision of policies in the 4000 series.

[OPTION THREE]

Procedures to assure that courses used to meet general education and associate degree requirements meet the standards used in this policy will be created through a collegial consultation process of mutual agreement between the Academic Senate and the designees of the Board.

References:

Title 5 Section 55061

Accreditation Standard II.A.3

El Camino College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The College's associate degree requirements lead students through patterns of learning experiences designed to develop the following competencies through general education and sufficient depth in a specific field of knowledge:

- Content Knowledge
- Critical, Creative, and Analytical Thinking
- Communication and Comprehension
- Professional and Personal Growth
- Community and Collaboration
- Information and Technology Literacy

In emphasizing these core competencies, the College strives to stimulate greater individual knowledge and creativity, personal and social responsibility, and technological awareness.

Deleted: of the individual to

Deleted: The College, through the awarding of an associate degree, strives to create an environment which stimulates greater individual creativity and achievement, personal and social responsibility, as well as ethical and technological awareness.

Deleted: degree

Deleted: certain capabilities

Deleted: and insights

El Camino College recognizes the need to provide a multi-dimensional, multicultural, and integrative general education curriculum as the core of the associate degree. With this objective in mind, El Camino College pledges to promote these core competencies. General education curriculum will enhance understanding of the scientific method and the relationships between science and other human activities. It will also provide instruction in methods of inquiry regarding human behavior, how societies and social groups operate, and world arts and cultures.

Deleted: develop and maintain a general education curriculum that promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health and self-understanding

Deleted: appreciation and

Deleted: develop an understanding of

Deleted: foster an appreciation of

Deleted: develop awareness of the ways people throughout the ages have responded to themselves and the world around them in artistic and cultural creations.

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Comment [t1]: At its first reading the Seante asked that the Educational Policies Committee reconsider this language used to describe President/Superintendent's participation in policy development. In addition to this one, two other options have been presented for consideration. Senators expressed concern that this language is not an accurate description of what actually occurs in the development of the procedures and that it does not acknowledge the requirement for collegial consultation and participation by the Senate in the development and revision of policies in the 4000 series..

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[OPTION THREE]

Procedures to assure that courses used to meet general education and associate degree requirements meet the standards used in this policy will be created through a collegial

consultation process of mutual agreement between the Academic Senate and the designees of the Board.

Approved by the College Curriculum Committee: March 27, 2001

Approved by the Academic Senate: May 15, 2001

Reference:

Title 5, Section ~~55805~~ 55061

Accreditation Standard II.A.3

Replaces Board Policy 6121

Adopted: 4/15/02

AP4025

Philosophy for Associate Degree & General Education

The programs of El Camino Community College (ECC) are consistent with the institutional mission, purposes, demographics and economics of our community. The processes for program review shall be included in the Curriculum Handbook.

The philosophy for Associate Degree and General Education shall be published in the College Catalog. In addition, each Associate Degree offered by the College shall be published in the College Catalog with an explanation of the purpose of the degrees and their requirements. Each degree will contain a pattern of general education and major courses. Through patterns of learning, student will develop capabilities and insights, including the ECC core competencies of content knowledge; critical, creative, and analytical thinking; communication and comprehension; professional and personal growth; community and collaboration; and information and technology literacy.

General Education is designed to introduce students to the variety of means through which people comprehend the world. Students who earn their degrees must possess certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. They must also be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding.

Courses approved by the Curriculum Committee for inclusion into the general education requirements shall be evaluated by the Curriculum Committee as meeting this philosophy.

References:

Title 5, Section 55061
Accreditation Standard II.A.3

Notes:

Began with meeting of Christina Gold, Merriel Winfree, Leah Pate and Claudia Striepe Oct. 12, 2011 Discussed by Educational Policies Committee. Edited and sent on to the Senate.

Nov. 1, 2011 First reading of the Senate
Dec. 6 2011 Second reading of the Senate

Comment [t1]: This is a new Administrative Procedure. According to the CCLC template, this procedure is legally required and local practice should be inserted. ECC does not currently have an AP4025.

Comment [t2]: According to the CCLC template, this statement is required.

Comment [t3]: This statement from the CCLC template references the Board of Governors associate degree policy.

So, You're Thinking about a Vote of No Confidence: 10+ Questions to Ask

Academic Senate of California Community Colleges
Rostrum. October 2003

Author: Jane Patton, Area B Representative

Has your local senate considered taking a vote of no confidence on an administrator? At some colleges, there have been ongoing issues with long-standing administrators. At other colleges, new problems have arisen as a result of the budgetary constraints in the last year. At times of fiscal hardship, typically there are more instances in which local senates find their rights and responsibilities have been curtailed, so the discussions about a no-confidence vote have increased. For example, it is easier and faster for some administrators to make decisions alone about budget processes or curricular offerings and bypass a college's normal shared-governance processes. Before local senates decide to take a no-confidence vote on an administrator to their local board of trustees, senate members must carefully consider the justification and potential effects of such a vote. Below are some questions to stimulate local senate discussions about whether or not to take such an important vote of no confidence.

1. What is your goal or purpose? What do you want accomplished by this vote? Consider whether or not you expect a specific action to be taken after the vote. From whom do you expect an action and by when? How will you know when the action is completed? After a vote is taken, what will occur during the next six months or year?

2. What might be the overall results of such a vote? Sometimes the effects are right on target; sometimes there can be unexpected consequences. Effects may be immediate, or it may take time to see a change. Explore all the pros/cons; examine the advantages and disadvantages of any proposed action. Consider how different groups may react: other administrators, trustees, staff, the community, etc.

3. Are your concerns about academic issues (as opposed to union issues)? Refer to the 10+1 areas of local senate responsibilities, to other areas of responsibility in the law, as well as to local board policies that are relevant in your situation.

4. Are the issues compelling enough? Have other avenues of recourse been exhausted? Keep in mind that the Board of Trustees hired this administrator and therefore will be inclined to support him or her. A vote of no confidence probably should be done as a last resort.

5. Is it best to take a vote as the senate? As the union? Both? A vote of all faculty, if you have a representative senate? You could do all or any of these and the sequence could be varied. What are the pros and cons of each choice? What's the union-senate relationship? Are the bodies in accord? In opposition? Will the action of one group divide the faculty or unite them?

6. In a multi-college district, consider the ramifications of one college's unilateral action. Should discussions or a vote be conducted by your district senate, if you have one? What consultation has occurred with the other colleges' senates?

7. Discuss the issues widely across the campus, and consider first adopting a resolution laying out the concerns and calling for a vote. Where is there resistance? Have you explored the opposition's perspective? Might they be right? You could do a temperature check in advance of a vote, to see where people stand. Is there widespread concern or buy-in? Will the faculty as a whole support the senate?

8. What is the perspective of the classified staff? What's their position? Should you work with them, either formally or informally? Can you incorporate their concerns into a statement of your own, demonstrating the administrator's failure, for example, to adhere to principles of participatory governance?

9. Are all discussions professional and focused on issues and behaviors and not on personalities?

10. Who else would be affected by a vote? Will other relationships the faculty have be damaged? How will the community react?

A primary role of the local academic senate in the case of a "no confidence" vote is the same as its role the rest of the time: ensuring that the laws, regulations and policies established by the state and by local boards relative to the senate are upheld. When those are violated, the local senate needs to take action, making certain its own actions are above reproach.

SB 55 (Lowenthal) Creating a Uniform Response to Academic Senate Motions of No Confidence

ASCCC, *Rostrum*

Published: November 2005

Author: Lightman, Jonathan, Executive Director, Faculty Association of California Community Colleges

One of my greatest challenges as a legislative consultant in the State Capitol-oh so many years ago (I believe it was during the Mesozoic Era, but my memory eludes me)-was describing the working conditions for staff. Although the Legislature had to follow basic parameters, each assembly member and senator ran his or her own office as a small shop. There was no such employer as The Legislature, Inc., which would ensure that the employees were all being treated fairly and legally.

Although not an exact parallel, there's a roughly equivalent situation for faculty members in the community colleges. The System Office has almost no ability to assure that the best, or even good practices for that matter, are met. So we're left with 72 ma and pa shops (districts), each invariably sweet or sour depending upon their moods.

Now it's not that I have anything against small family businesses-after all, Polly's Decorators was a Lightman family business in the Bronx for nearly 60 years-but running large public agencies, like community college districts requires a different level of commitment.

Management cannot pick and choose which laws to follow, and which to ignore. Local board members cannot abandon their fiduciary responsibilities to the public by hiding behind information provided to them by campus or district administrators. A breakdown of these simple principles can devastate a campus environment.

For over a decade, faculty members from across the state have justifiably complained that their districts have been summarily ignoring the prescriptions contained in Title 5 53200-the regulation defining local academic senates, and obligating boards to "consult collegially" with them through primary reliance or mutual agreement.

How can a local academic senate fulfill its legally mandated duties if it's summarily shut out of participatory governance process? The answer is that it can't. Period.

Now that the obvious has been established, what's to be done with a campus or district environment whose management-faculty relations have deteriorated? This is the tricky part, because there is no clear answer. Academic senates, while maintaining their duties to represent faculty, are also protective of the campus environment. They have no interest in declaring war when communication can solve the problem.

And here's the rub: The very academic senates that have complained about being shut out of the participatory governance process, have also been foreclosed the opportunity to resolve tensions through further discussion. It's a classic scenario-one side offers to talk, while the other states that "when I want your opinion, I'll give it to you."

Frankly, that's untenable, and it's not what the community college-the great paradigm of democratic educational values-is about. A motion of no confidence may be the only option on the table.

According to a Community College League of California study, between January 1994 and August 2003, there were at least 35 no confidence votes across the state. About 40% of these votes occurred because faculty did not have an appropriate voice in the decision making process.

A poll conducted by the Academic Senate for California Community Colleges revealed similar numbers. Of the 116 respondents, 25 indicated that a motion of no confidence had occurred in the past five years, while 32 expressed that consideration was given to such a motion, but none was taken. The Academic Senate's poll further revealed that 73 percent of the no-confidence motions conducted in the past five years were undertaken by local senates. What's occurring is painfully obvious. AB 1725 [(Vasconcellos) of 1988)] established clearly defined functions for local academic senates in the context of a complex higher education governance structure.

While the mandates on the local senates are clear, the remedies for a district's non-compliance don't exist. A complaint at a public or private meeting is only as good as the audience receiving the message. Going to court might compel a district to act, but it requires a lot of money and could be risky. The no confidence motion may be the only option.

That leads us to the most challenging question-once the motion of no confidence has been approved, now what?

Here's where follow-up correspondence with local academic senate leaders confirmed basic intuition. There's no progress with the underlying problem that triggered the motion unless the local governing board gets engaged....

California Community College Trustees Board Chair Handbook 2011

[Excerpt from p. 36]

Votes of No Confidence

Rarely, faculty and/or staff members will vote “no confidence” in the chief executive and/or governing board. The votes are often related to contract negotiations or issues of power in the shared governance process. Further information on responding to votes of no confidence is available from the Community College League.

The board chair coordinates the board response, if any. Possible responses include:

- no response from the board.
- acknowledging the expression of their concerns and take no further action.
- explore with the CEO the situation leading up to the vote, whether the vote is a negotiating tactic, and which, if any, issues might be addressed. The discussion takes place in closed session if it relates to CEO evaluation, providing direction to the district’s negotiator, or other legal issues.
- Making a vote of confidence in the CEO, if the board deems it necessary to make a public statement.

Shared Governance in the California Community Colleges

American Association of University Professors, *Academe*, July-Aug. 2002

Despite recent legislation that promises them a bigger role in the state's two-year colleges, California faculty continue to face obstacles to shared governance.

By Linda Collins

California's community colleges make up the largest system of higher education in the world. With 2.5 million students at 108 colleges, the system's mission is complex: we offer general education and the two-year associate degree, prepare students who plan to transfer to four-year colleges or universities, and serve students seeking occupational education and certification, a single class to upgrade a skill, or simply enrichment. Among those 2.5 million students are many who need to do further precollegiate work and a large contingent—one in five—who are recent immigrants or English-language learners...√

The California community colleges underwent a massive and comprehensive reform with the passage of legislation in the late 1980s. A remarkable achievement, the legislation defined the multiple missions of the colleges, their place within the state's *Master Plan for Higher Education*, and the centrality of these institutions to the overall quality of life in California.

The reform (often referred to by its legislative designation, "AB1725") was wide-ranging, affecting everything from funding formulas to system governance. It moved the colleges away from their K-12 roots, raised minimum qualifications for faculty, extended probation for new faculty members from two to four years, strengthened faculty evaluation through mandated peer review, and established expectations and funding streams for faculty professional development and curricular innovation. The results of the reform include increased confidence among businesses, the public, and transfer institutions in the integrity of our educational offerings, certificates, and degrees.

Faculty Voice

The framers of the bill understood the link between educational excellence and the historical role of faculty in higher education. AB1725 recognized local academic senates at each college as the bodies through which faculty would participate in governance, and it mandated that local boards of trustees consult collegially with these local senates. Borrowing heavily from the university model, especially the policy statements of the AAUP, subsequent system regulations identified the main areas in which colleges were to delegate responsibility to faculty. For the first time in the history of California's community colleges, collegial governance was defined, mandated, and established as a minimum condition for receipt of state funds.

The legislation gave the Academic Senate for California Community Colleges (which represents the senates from all 108 colleges) a formal role in supporting the local senates and in providing academic recommendations at the system level. It also called for enhanced cooperation among the state's three public systems of higher education—the community colleges, the University of California, and the California State University.

The advent of AB1725 sparked a decade of experimentation and reform and loosed enormous creative energy among faculty and administrators. New personnel policies gave faculty responsibility for hiring, evaluation, tenure review, and professional development and established an orderly system for layoffs. And policies that gave local academic senates primary responsibility in academic and professional matters—including oversight of degree and certificate requirements, grading policies, curricula, and educational programs—replaced the old "meet-and-confer" model.

This legislation came none too soon. Over the past decade, California's demographics and economy have changed enormously, requiring constant responses from the colleges. In the last five years, curricular changes have been especially dramatic, partly because of the influence of computers and information technology, but also because of increasingly varied levels of student preparation. Faculty have risen to this challenge by tailoring curricula, teaching styles, and support services in novel ways, such as experimenting with programs that can bridge traditional disciplines, create learning communities, and respond to rapidly changing community circumstances. The incredible diversity of our students requires ongoing attention to the makeup of the faculty, the content of the curriculum, the climate on campus, and the success rates of *all* the students admitted to our historically open-access institutions.

Tools for Citizenship

These challenges cannot be met without an engaged, empowered, and responsible faculty. Shared governance is the means to foster such a faculty. Professionals are at their best when they are treated as such; centralized command-and-control approaches simply have not worked well in higher education. The best results have evolved from the power of reason and persuasion, rather than from the power of authority. Shared governance is also the best mechanism to translate faculty experience with students in the classroom and counseling offices into college decision making.

Faculty have always felt the duty to advocate for the best interests of students—to insist that attention to the broad span of their lives inform every interaction, every college offering, every college policy. Students must be prepared for careers, not just jobs. In community colleges, raising students' aspirations is critical to helping them secure viable futures. Growing commercial pressures on the community colleges make this task more urgent than ever...

The ideas that flow from collegial governance structures make available to students and the community one of the most precious traditions of a free society: the practice of fearless inquiry—without which students cannot experience the freedom to think, question, and make their own choices. Academic freedom for both faculty and students is essential if we are to nurture independence of thought and provide the tools for active citizenship.

Obstacles to Progress

Governance reform has not come easily, or without cost. A predictable backlash occurred on many campuses as older, more autocratic structures and governance models were challenged. And locally elected lay boards have not always followed the laws and regulations of shared governance, nor has the state chancellor's office enforced them.

AB1725 called for increased investment in the community colleges, but such investment did not materialize. Little money has been available for professional development for faculty or administrators. Little or no reassigned time has been on offer for faculty to do curriculum development or governance work. Administrators have been stretched thin, and many are increasingly preoccupied with efficiency and productivity, often at the expense of educational discourse and classroom concerns.

Like other systems and institutions of higher education, we have come to rely increasingly on part-time faculty, in spite of the AB1725 mandate that 75 percent of all credit instruction be delivered by full-time faculty. Few part-time faculty members are paid for office hours, and fewer still receive compensation for governance activities or extracurricular work with students. Increasingly, part-time students are taught by part-time faculty, decreasing both groups' sense of institutional connection.

Moreover, part-time faculty without the benefits of due process or tenure are vulnerable to institutional pressures and retaliation when they participate in governance work. Overreliance on part-time faculty has placed increased burdens on full-time faculty, adding to already heavy workloads and straining the ability of full-time faculty to carry out governance responsibilities.¹

While some administrators welcomed the opportunities afforded by AB1725 and joined with faculty to make the new approach work, many were unprepared for this shift in governance. Faculty and administrators alike had to learn from the bottom up—and are still learning. The skills needed to engage in collegial governance have not been systematically developed in either group. Underprepared administrators often turn to gimmicks, controlling behaviors, simplistic techniques, or even fits of pique. These actions cover a deep, and sometimes shocking, ignorance of the values and traditions of higher education, which is particularly marked in general education and the liberal arts. Such actions also reflect a dwindling commitment to the core values of the academy on the part of certain administrative leaders.

Many community colleges have successfully negotiated the transition. But in many others, local senates have found themselves ignored or—worse—targeted for asserting their governance rights and academic primacy. Autocratic administrative cultures that insist on conformity, loyalty, and safety above all else place progressive administrators in untenable positions and have driven some from the profession.

As I mentioned earlier, the state chancellor's office has provided little enforcement of relevant statutes, and no coherent response to ongoing conflicts over governance and threats to academic freedom at the local colleges. In some districts, these conflicts have caught the attention of the media or spilled over into the courts. In the South Orange Community College district, for example, district officials stripped the local senates of reassigned time, then attempted to install an administrator as chair of the curriculum committee. In response to vocal opposition, the district proposed restrictions on student and faculty speech. Parts of the proposed speech policy were eventually ruled unconstitutional by a U.S. district court, while other provisions were withdrawn by the district prior to the court ruling. In another case, a faculty member won his suit after the college district reprimanded him for publishing a newsletter critical of the administration. This district continues to be embroiled in controversy.

These issues prompted the Academic Senate for California Community Colleges to enter into a formal partnership with the AAUP, which was designed partly to bring the AAUP's expertise to bear in protecting academic freedom and faculty governance rights in the community colleges, particularly in the most egregious cases.

Market Model

Nationwide, attacks on public education have been accompanied by the rise of new managerial ideologies that devalue the academy and promote corporate models. AB1725 reforms were implemented at the same time that these larger counterforces were gathering momentum. In *Management Fads in Higher Education: Where They Come From, What They Do, Why They Fail*, Robert Birnbaum, a professor of higher education and former university administrator, identifies fads such as management by objective (MBO), total quality management (TQM), continuous quality improvement (CQI), and business process re-engineering (BPR), all of which have been visited upon community colleges.

It is not an accident that these corporate-style reforms have taken square aim at faculty governance—a form of power sharing that is not available to faculty at most private proprietary institutions. Many people agree that the reformers intend to dismantle faculty governance. As Terry O'Banion, one of the chief gurus of the "change" movement puts it, we need to overthrow the "traditional architecture of higher education." After all, once we replace concern for "process" with a focus on "product," the means to achieving the desired product no longer really matter. If it can be made without investing in the deliberative processes of governance, so much the better.

Even more objectionable than the movement's disregard for faculty governance is its devaluation of the educational experience. If the aim is to produce "student learning outcomes," the process of inquiry, the joys of discovery, and the relationships between faculty members and students are not of much consequence in their own right. In the end, O'Banion and his supporters offer an instrumentalist (and reductionist) approach to knowledge.

Other like-minded reformers clamor for "accountability" and insist that we educators shift our attention from "inputs" to "outputs." Looking at the actual achievements of our students is vital to measuring educational success, but inattention to so-called inputs is simply bad policy. The reformers' disregard for the baseline resources required for education is a thinly veiled attempt to change the subject. They do not want to talk about the increasingly inadequate investment in public education in California, nor do they want to address the fact that our students today are the most diverse in the history of the state.

Certainly, these students deserve the same level of investment in their education as previous generations enjoyed.

Across the nation, accrediting commissions, bowing to pressure from the federal government and from private proprietary institutions seeking accreditation, have moved to refocus standards on "measurable learning outcomes." In the western region, the Accrediting Commission for Community and Junior Colleges (ACCJC), which is under the authority of the Western Association of Schools and Colleges, recently proposed a radical restructuring of the basis of accreditation.

The ACCJC would like to move away from multiple measures of institutional excellence, dropping assessment of the quality of faculty, the soundness of policy and governance structures, the functionality of academic senates, the sufficiency of fiscal and physical resources, and the level of community involvement. Instead, the commission proposes to base institutional accreditation primarily upon whether an institution has a "systematic cycle of evaluation, integrated planning, [and] implementation and re-evaluation to verify effectiveness." This "standard" would be applied as an evaluative tool across an institution—to instruction, student services, and governance itself. The ACCJC further proposes that faculty be evaluated for their "effectiveness in producing student learning outcomes." The Academic Senate for California Community Colleges strongly opposes this move, and has been joined by representatives of the AAUP, the Community College Council of the California Federation of Teachers, and other faculty and administrative groups.

While the commission has backed off on some of the more egregious changes—such as replacing the current standard on governance with one entitled "Leadership and Vested Authority"—the basic character of the proposal remains unaltered. The new standards would weaken the academic senates and the faculty role in governance and underscore the authority of the CEO to an extent not seen in previous accrediting standards.

Exacerbating these attacks on governance is the growing affinity of governing boards with what AAUP general secretary Mary Burgan has called the "cult of the CEO." The Association of Governing Boards and the Community College League of California (which represents CEOs and trustees) have asserted that the CEO is the *only* employee of a governing board—undercutting faculty participation in the selection of the college president or chancellor and underscoring board loyalty to the CEO rather than to the broad institution, the community, the faculty, and the students.

Organizational structures featuring exaggerated hierarchies and an unprecedented number of management positions have become increasingly common in California's community colleges. Management reorganizations have undermined shared governance in the name of efficiency. In college after college, faculty-elected division and department chairs have been replaced by full-time managers, who claim, remarkably, that this new structure will make colleges more "student centered."

Faculty have opposed these measures, often futilely. In a more successful recent battle, 91 percent of the faculty at Diablo Valley College registered a no-confidence vote in a college president who, amid an institutional restructuring, proceeded on academic and professional issues without formal consultation with the local senate.

A decade after passage of AB1725, we have yet to create structures and cultures that support and nurture the practice of shared governance throughout the state's community colleges. We have made heady progress in some areas, and we have witnessed heartbreaking conflicts in others. But because we have learned that it is possible to do the job right, we have hope for tomorrow.

Note

1. The history and current status of part-time faculty in California's community college system is detailed in a paper adopted by the Academic Senate for California Community Colleges, "Part-Time Faculty: A Principled Perspective," forthcoming at <www.academicssenate.cc.ca.us>.

Linda Collins is professor of sociology at Los Medanos College and past president of the Academic Senate for California Community Colleges. This article is based on an address delivered at the AAUP's 2001 conference on shared governance.

SAMPLE SITUATION

Faculty votes No Confidence in Chopra

The Sun, Southwestern College

By Sean Campbell

Published: Tuesday, May 19, 2009

After slapping the president with a stern warning last year, the faculty of Southwestern College has overwhelmingly voted No Confidence in Superintendent Dr. Raj K. Chopra after he allegedly left them out of the loop on a plan that reorganized the college.

SWC's Academic Senate, which represents all SWC faculty, voted 26-1 for a resolution of No Confidence in Chopra at its April 28 meeting. While the vote does not directly impact the president's standing at the college, it sends a clear message to the community and stands at the forefront of a campus-wide uprising after Chopra laid off five staff members April 15 and reorganized some of the college's schools. Senate leaders said Chopra broke a promise to allow faculty meaningful feedback.

Moments after the No Confidence vote took place, Academic Senators unanimously passed a resolution accusing Chopra of disregarding a California state law that requires community college administration to work "collegially" with faculty in decision making.

These two votes represent the third and fourth statements critical of the president by the Academic Senate since Chopra's start at the college in August 2007, "a feat unprecedented," according to one Senate member.

The question of what "shared governance" means has been a long-running debate between administrators and faculty at SWC and other colleges since Assembly Bill 1725 passed in 1988. The bill states that college administrators and faculty will "consult collegially" and gave rise to what is now commonly called "shared governance."

According to SWC Governing Board Policy 2510, "the goal of shared governance is to include, within the decision-making process, representatives of all college constituencies affected by these decisions."

Patricia Flores-Charter, a member of the Senate executive board, said Chopra and his cabinet had come to them for input and agreed to allow the Senate to give additional feedback once the first draft of the reorganization was complete. This never happened, she said, and the next

time the Academic Senate executives saw the reorganization plan, it was on the agenda for the board's April meeting.

Valerie Goodwin-Colbert, president of the Academic Senate, addressed the board before its vote. "Because our new cabinet members are new and learning our campus culture," she said, "I am considering that the reorganization plan is a really rough draft that is being presented to you tonight as a work in progress. Now that a plan has emerged, step two in a healthy shared governance process is input by the stakeholders on potential impact. We as faculty welcome the opportunity to be part of the solution."

During that board meeting, faculty, staff and students spoke to the board about their concerns with the reorganization plan. Even Associated Student Organization President Leticia Diaz, who is usually very quiet at board meetings, questioned the board about whether staff input had been taken. SWC Trustee Yolanda Salcido pointed to two past consultants who had been hired to gather information from all areas of campus and the surrounding community during previous reorganizations. Chopra did not answer many of the questions raised by the public during the meeting and has refused repeated interview requests from The Sun. His office staff directed questions concerning the reorganization to Vice President for Human Resources Michael Kerns. Kerns said valuable input was collected from campus stakeholders during meetings with each group. He said the input was valuable and important to the cabinet's five-month long discussion of reorganization. But, he said, there was no agreement to allow the Academic Senate to give feedback on the cabinet's first draft of the reorganization plan. "That was never promised," he said. "Never insinuated by any means. But we definitely went and asked for their input. They did a great job providing it. It was never implied ... the intent was never that we would bring (it) back to them for their approval, to any group ... all groups were treated the same."

Caree Lesh, secretary for the Senate, said she had taken notes when Chopra and his cabinet visited the Senate's executive board Feb. 26. She said, that according to her notes, a continuing dialogue was expected. "We were fully expecting that Chopra and his cabinet were coming back to discuss their plan," Lesh said. Flores-Charter, was also at the meeting.

"We heard we would have input (to the reorganization draft)," she said. "That is what I heard. That is what others on the executive board heard."

Flores-Charter said dialogue between the district and faculty has been slowly deteriorating for about a year when governing board members began not responding to faculty concerns. Lines of communications continued to deteriorate when Chopra cancelled a standing meeting between himself and the Senate's president during the fall, Flores-Charter said. The Academic Senate now reports to the VP for Academic Affairs instead of directly to the superintendent. "The bottom line is, there's been no opportunity for meaningful dialogue," said Flores-Charter. The purpose of the Senate resolution is to re-open lines of communication, Flores-Charter said. It asks for the governing board to intervene and re-open dialogue on campus by June 15. She said the goal is to restore shared governance at SWC.

Chopra's prior reorganization of the college was met with a similar fury after he met with leaders from each constituency on a Friday for what many said was "15 minutes," then presented the plan to the governing board at a special meeting the next Monday. Shortly thereafter, the Academic Senate voted for a resolution that urged the district to comply with AB 1725. The Senate voted to send the resolution along with a six-year history of various SWC "governance problems" to the California Community College Chancellor's Office.

Former Vice President for Academic Affairs Ron Dyste defended Chopra's leadership style in 2008 and asked for the resolution to be rescinded. He pointed to a 1997 legal opinion of a former general counsel for California community colleges, Ralph Black, who answered a list of questions concerning AB 1725.

These answers are considered guidelines for how the state will apply AB 1725, according to Dyste. Black said administrators did not have to consult collegially while reorganizing the college's administrative chart.

SAMPLE RESOLUTION OF NO CONFIDENCE

Modesto Junior College

Academic Senate

Resolution: FL07-D

No Confidence in the Current President of Modesto Junior College

Proposed by: Senate Executive Board

Whereas, the Modesto Junior College (MJC) President, Dr. Richard D. Rose, is obligated by law to comply with shared governance statutes mandated by the State of California; and

Whereas, the MJC President has failed to rely primarily on or mutually agree with shared governance representative bodies in decisions relating to budget, enrollment management, and faculty scheduling where they impact academic programs; and

Whereas, the MJC President has in effect stated that there is an importance of transparency in campus business while operating “behind closed doors” in making decisions that impact students, academic programs, and faculty; and

Whereas, the MJC President has stated publicly at the MJC College Council that “I am changing the culture at MJC to match my leadership style;” and

Whereas, the MJC President mandated arbitrary reductions in sections of 10% for Summer 2007 and 5% for Fall 2007 across all divisions regardless of productivity, impact on enrollment, impact on academic programs, or impact on workload; and

Whereas, the MJC President has implemented committees such as Enrollment Management, Budget, and Part-Time/Overload and publicly disregards the recommendations and advice of such committees; and

Whereas, the MJC President has implemented arbitrary caps on faculty overload without consulting faculty, division deans, and academic programs and with no consideration to the negative impact on enrollment, the negative impact on academic programs, or the difficulty in finding qualified adjunct faculty; and

Whereas, the MJC President implemented a Facility Master Plan Committee that did not represent the constituents of the campus including students and academic programs; and

Whereas, the MJC President disbanded the Measure E Coordinating Committee and lost the collected wisdom of campus members who are dedicated to the overall success of Measure E and the campus as a whole; and

Whereas, the Modesto Junior College Academic Senate and other representative bodies of this college have repeatedly put forth alternatives that address issues such as budget, enrollment management, and parttime/ overload concerns which were not considered; and

Whereas, the MJC President has failed to engage, effectively utilize, and support the problem-solving capabilities of faculty and shared governance; and

Whereas, there is widespread consensus that the MJC President has repeatedly shown contempt for the faculty at large and for its elected representatives collectively and individually; and

Whereas, the shared governance constituent bodies of the college have consistently acted in good faith and made every effort to raise their grave concerns to the MJC President and have been ignored or treated with disdain; and

Whereas, the MJC President has presided over an alarming erosion of the consultative checks and balances necessary to protect the interests of students, faculty, staff, academic programs, and the community in the mission of the campus; and

Whereas, decisions made by the MJC President have and continue to result in damage to the mission of this college and have harmed student access to education as a result of decisions made outside the scope of shared governance.

Therefore, Be It Resolved, that the Academic Senate of Modesto Junior College and the constituents it represents have no confidence in the ability of the current President, Dr. Richard D. Rose, to serve and further the mission of this college.

First Reading: November 29, 2007

Final Action: December 11, 2007

Disposition: Presented to the YCCD Board of Trustees on December 12, 2007

Votes of No Confidence

California Community Colleges

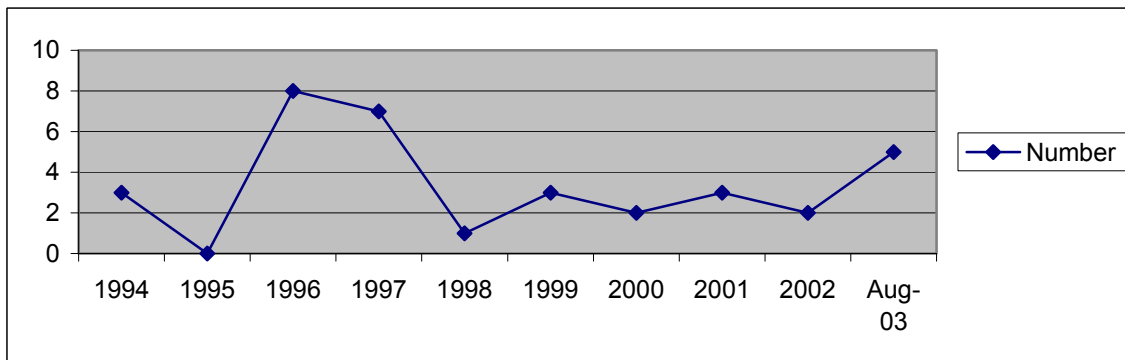
Over 30 votes of no confidence have occurred in California community colleges in the past ten years. The practice of no confidence votes may have originated in parliamentary governments, where they are used to call for elections for new prime ministers and other government officials. In education, no confidence votes express dissatisfaction with or censure the decisions and/or leadership of the chief executive, board, and other college leaders.

This paper has two purposes: first, to provide an overview of the votes of no confidence in California, with data on those targeted by the votes, the reasons cited and the responses to the vote. The overview is based on news media reports and information provided by district personnel over the years. Second, the paper explores some lessons from the overview and highlights the issues involved in responding to such votes.

Part 1: OVERVIEW OF THE VOTES

The following charts show the number of votes by calendar year. Between January 1994 and August 2003, there were 35 no confidence votes reported to the League. They were initiated by academic senates and/or faculty unions, although classified senates and unions have added their voices in a few instances.

1994	1995	1996	1997	1998	1999	2000	2001	2002	Jan – Aug 2003
3	0	8	7	1	3	2	3	2	5



It is interesting that the most votes occurred in 1996 and 1997, a time when the colleges received significant increases in funding after many years of budget constraints. Many demands competed for the increases, including salaries, benefits, technology, facility

maintenance and other capital outlay. The competition for resources involved significant disagreements about budget allocations and likely triggered votes of no confidence. The increased funds may have created unrealistic expectations about the ability to restore items that had been cut. In addition, faculty and other groups may have been angry over budget cuts made in the first half of the decade, but waited until the fiscal crisis had passed before calling for leadership changes.

Another factor in the high number of votes in 1996 and 1997 may be that during the early to mid-1990's, the leadership of the state Academic Senate for California Community Colleges focused on defining and strengthening the power of academic senates at the college level. The leadership promoted the primacy of the faculty in decision-making and encouraged local senates to assume strong leadership roles. Votes by local senates may have reflected their push to have a strong faculty voice in local decision-making.

No confidence votes again increased in 2003 over previous years. Early in 2003, colleges experienced significant cuts in state funds, and more reductions were anticipated for the 2003-2004. Colleges had to prepare for major cutbacks. Four of the five no confidence votes that occurred in the first half of 2003 cited as reasons threatened employee layoffs and/or changes or reductions in programs. Disagreements about resource allocations, this time related to decreases in funds, once again appeared to be a factor.

Position

No confidence votes most frequently target the chief executive officer of a district or college. The board has also been mentioned in the vote in a few cases, particularly when the vote was related to collective bargaining. In two instances in the past ten years, the vote included a vice president.

Position	Number of CEOs targeted	% of no confidence votes
Chancellor	10	28.6
Superintendent/President	17	48.6
College President	8	22.8

Note: Through August 2003, there were 34 votes with 35 CEOs targeted. One vote targeted both a chancellor and college president.

Chancellors of multi-college districts are somewhat more likely to be the target of no-confidence votes than other CEO positions. Chancellor positions are 15.6% of the chief executive officer positions in the state; however, they received 28.6% of the no confidence votes. Reasons for the disproportionate number of votes may be:

- When collective bargaining issues are behind a no confidence vote, the chancellor is the obvious target, since that person represents the district position.

- Chancellors, by the nature of their positions, are not as directly engaged in college consultation processes; that responsibility is delegated to the college presidents. Therefore, chancellors may be perceived as more “distant” and therefore may be easier to target in a no confidence vote.
- In a few cases, faculty and/or staff in one of the colleges in a multi-college district voted no confidence in the district chancellor citing how their college was treated compared to other colleges in the district.

Superintendent/presidents of single-college districts comprise 40.6% of the CEO positions and received 48.6% of the votes. College presidents in multi-college districts comprise 43.8% of the CEO positions, but received 22.8% of the votes. The latter are less likely to be the target of a no confidence vote; perhaps they are perceived as having less influence over collective bargaining and budget allocations.

Colleges and Districts

There is no one type of college or district where a no confidence vote in the CEO is more likely to happen. Such votes have occurred in all types of institutions—large, small, rural, urban, suburban, fiscally strong, and those with fiscal problems. It is interesting to note, however, that in the last ten years, two districts have each had two votes of no confidence (one district had two different CEOs), and another college held three votes in seven years—one for the college president and two for two different chancellors of its multi-college district. Reports indicate that second and third votes, even when targeting different people, are less likely to be considered seriously by boards of trustees.

Demographics

Male CEOs may be somewhat more likely to be the target of a no confidence vote: the proportion of male CEOs has ranged from about 70% in 1995 to 58% in 2002. Over the past 10 years, males have received 71.4% of the votes.

CEOs of color may be more likely to be the target of a no confidence vote. In 1995, about 67% of CEOs were white/Anglo, dropping to about 58% in 2002. Over the past 10 years, white/Anglo CEOs received 45.7% of the votes.

Reasons for the Votes

No confidence votes usually occur when faculty and other groups have serious disagreements with college or district direction. They often reflect significant concern, anger, frustration, and dismay over administrative directions or positions.

Votes usually cite more than one reason for the lack of confidence. The reasons can be grouped into the following five general categories.

Collective Bargaining: The vote was attributed to disagreements over contract offers from the board and CEO and/or the process of collective bargaining. About 40% of the no confidence votes cited collective bargaining issues. Votes stated that

the union(s) would not accept what was offered, expressed frustration with extended negotiations, or charged that the board and CEO were intransigent and unfair.

Organizational or Administrative Change: The votes in this category cited opposition to proposed or implemented changes in organizational structure, programs, administrative or faculty positions, and/or significant changes in college operations. Examples included: not filling full-time faculty positions in times of budget cutbacks; combining or realigning departments into different organizational structures; eliminating programs; and adding administrative staff. About one-third of all no confidence votes included reasons in this category. In most of these cases, the votes also cited a lack of faculty involvement in the decision-making process.

Participation in Decision-Making: About 40% of the no confidence votes state that faculty did not have an appropriate role in the college's decision-making process. This reason was not cited as a sole factor in the votes; it was listed in conjunction with either disagreements about organizational or administrative change or concerns that the chief executive had an authoritarian, non-inclusive leadership style.

Leadership: The reasons in this category reflected a lack of confidence in the person's general ability to lead the institution. Examples included dissatisfaction with financial and educational decisions, a "dictatorial" style, or inability to make decisions that benefit the college and students. This general reason was cited in approximately one-third of the no confidence votes.

Other: These votes were in response to a specific decision or situation, and reflected about 15% of the votes. Examples include a significant problem with technology, CEO compensation, the termination of a specific position or person, or perceptions of financial improprieties.

The reasons listed above reflect those cited in the votes; however, other dynamics may be at work. The sponsors of the vote may feel that taking a vote of no confidence is the last resort in a series of attempts to call attention to failings of the leadership of the institution. In other situations, it may be a tactic to call attention to the sponsors' positions on issues. Sponsors may take advantage of perceived differences between individual trustees and the CEO to question the CEO's leadership: a conflicted board/CEO relationship may exacerbate conditions that lead to a no confidence vote.

Responses to the Vote

The responses of the board, CEO, and others to no confidence votes have depended on the situation. When the district CEO was the target, usually the board and CEO discussed the reasons for, and ramifications of, the no confidence votes. In the case of college presidents in multi-college districts, the board were not necessarily directly involved in the response—the chancellor may have played the primary role.

The responses to the votes in the past ten years fall into the following general categories.

No response. The board and CEO essentially ignored the vote. This response occurred three times out of the 35 votes, twice when the vote cited collective bargaining issues, and once when the vote was the third one by a college in seven years and occurred during contract negotiations.

Statement of support. The board (and/or district chancellor in the case of a college president) publicly expressed support for the chief executive and the decisions or actions referenced in the vote in over half the votes, and was the sole response in approximately one-fourth of the votes. The vote produced little or no change in district, board, and/or CEO decisions, positions, or actions. Where public statements of support were made, CEOs stayed in their position for at least a year after the vote, with one exception (in this exception, the CEO resigned despite the board support). Examples of support have been:

- The board stated its support for the CEO in a public meeting, affirming that the CEO was implementing the board's direction.
- Press releases or other responses to media stressed the positive accomplishments of the district and the board's support for the CEO.
- Management and other groups on campus expressed their support for the CEO, sometimes taking a "confidence" vote.

CEO addresses the issues raised. In at least half the cases, the CEO, often in conjunction with the board of trustees, identified strategies to address the issues raised by those taking the vote. In a few cases, the board set specific expectations for the CEO. In most situations the board also made a public statement of support for the CEO. Specific examples of responses include:

- The CEO held an open meeting to respond to the issues raised. In some cases, board members attended the meeting in support of the CEO.
- The CEO met with leaders of the group(s) that took the vote to further clarify the reasons and identify appropriate strategies. In some instances, board members joined the CEO in the meeting with these leaders.
- The reasons for board and CEO decisions or actions were clarified and widely communicated.
- CEOs engaged in more frequent communication, redesigned the decision-making process, and/or established committees to address specific concerns.
- Consultants, mediators and/or or technical assistance teams were brought in to gather key players to discuss and help resolve the issues in contention. Using outside experts has ranged from a single session on local decision-making processes or collective bargaining issues, to ongoing work with mediators to resolve conflict and build trust over time.

- CEOs sought and received “coaching” to address issues related to style.
- When the vote was related to the collective bargaining process, the board and the CEO may have reviewed the district position, but usually made no changes in the position.

Independent board intervention. In limited cases, board members met on their own with leaders of the group(s) that took the vote to discuss the issues raised in the vote. In part, trustees wished to determine whether they should or could support the CEO.

Impact on CEO Tenure

Votes of no confidence have been purported to be the last resort of a faculty to send a signal that relations and decisions are so bad that the CEO should no longer lead the institution. However, the votes in California over the last ten years have not meant that the CEO’s job is in jeopardy. About two-thirds of the CEOs receiving such votes remained in their position for 2-7 years after the vote: many are still serving in their position.

However, in about one-third of the cases, the CEO left the position within or just over a year after the vote, usually by finding a new position (previously announced retirements and serious illness are not counted in this number). In the majority of these cases, “leadership style” was cited as a primary reason for the vote. Collective bargaining was cited as a reason in only one instance where the person left. It appears more difficult to survive a vote when it results from dissatisfaction with a CEO’s overall leadership rather than specific stances, decisions or actions.

Of the eleven CEOs who left their positions, five were college presidents in multi-college districts—63% of the eight college presidents who received such a vote. Campus presidents are less likely to retain their positions after a negative vote than either superintendent/presidents or chancellors. (On the other hand, two college presidents who received no confidence votes were later promoted to district chancellor positions, including one within the same district.)

Part 2: LESSONS AND RECOMMENDATIONS

Analyzing the Vote

Votes of no confidence cite the reasons for the vote, but understanding the dynamics of and rationale for the vote may require additional analysis by the board and CEO. Discussions of no confidence votes may take place in a closed session of the board (as an evaluation of the CEO). Questions about the vote may include:

Is the vote a negotiation tactic designed to embarrass the CEO and board?

Is the vote a “two-by-four” that the faculty and other groups are using to gain the attention of the board and CEO when other approaches have failed?

How deep and endemic is the dissatisfaction? Are the situations or decisions identified in the vote as problems the most recent in a series of issues that faculty have with the leadership, or are they isolated problems? Can or should the problems and situations be addressed?

How serious is it if the vote calls for the resignation or termination of the CEO? Is it a tactic (which might be ignored), an expression of frustration and anger over disagreements (which might be ameliorated), or has the CEO’s ability to lead been compromised to the extent that the institution would benefit from new leadership?

Analyzing the underlying reasons and situations that led to the vote will help the board and CEO (or chancellor and college president in multi-college districts) determine the appropriate response.

Effective Board and CEO Responses

Planning a response strategy and continuing to lead require that the board and CEO (or chancellor and college president in multi-college districts) maintain ongoing communication and exhibit a strong partnership after the vote.

Board support for the CEO is extremely important, especially when the CEO has been implementing board direction. Public support for the CEO reinforces the authority and responsibility of the chief to lead the district.

In most cases (with the exception of some collective bargaining disputes), meeting with the sponsors of the no confidence vote, as well as other faculty and staff, will help CEOs understand and address the issues that led to the vote. CEOs report that it is not easy to meet with those who have voted no confidence, but that it is essential to continuing the work of the district. Board members are often included in these sessions, thus showing both support for the CEO and their concern about the issues. Trustees have also discussed the reasons for the vote with faculty and staff members without the CEO present to gain a better understanding. These interventions can be helpful if they are part of an overall, pre-determined strategy to reinforce the CEO’s leadership.

However, faculty members may request to meet with board members to advocate the termination of the person or a shift in direction. Separate meetings with faculty and others can and does send a message that the board is willing to take independent action and lacks confidence in the CEO’s leadership. Care should be taken so that meeting without the CEO is not viewed as a lack of trust in the CEO’s ability to address the issues. Boards should insure that individual trustees, however well-intentioned, do not undermine support for the CEO through independent interactions with faculty and other leaders.

Consultants and mediators have been used to help foster productive discussions of the issues, and often provide a safe, neutral environment for all parties to explore the

differences and find common ground. Consultants and mediators are most effective when trusted and recommended by all parties.

Handling Conflict

It is interesting to note that the most votes of no confidence occurred in years of significant increases in state funding. This finding is contrary to what many assume: that votes of no confidence are more likely in tough budget times.

It may be that conflict over more money leads to greater disagreements (and therefore a more fertile environment for no confidence votes) than conflict over less money. When faculty and staff members understand that resources are limited, it can be possible to develop a common response to budget cutbacks and to “attack” external agencies for lack of support instead of attacking each other.

At the time this report was written (2003), boards and CEOs were responding to major cuts in state funds, which will have a significant impact on programs, faculty and staff positions, and union contracts. The first half of the year saw five no confidence votes—it remains to be seen whether or not the level of no confidence votes in 2003 and 2004 will rise to eight and seven that occurred in 1996 and 1997, respectively.

Whether or not it is more or less money that causes the most conflict, those who are affected by the budget will often disagree on how the money should be spent. When funding levels shift dramatically, CEOs and boards should expect and prepare for major conflict: it is not “business as usual.” Proposing major changes in the organization and not meeting salary and benefit demands can and does create negative reactions. Faculty and staff members perceive the proposed changes and unmet demands for resources as potential losses and threats to programs and positions; they may react with denial, fear and anger over the perceived disrespect for their values and contributions.

Recognizing that these emotions and reactions are not uncommon may lead to productive responses. Extra attention to conflict management strategies and skills will help, such as increasing the amount of information provided, building alliances, identifying sources of conflict, anticipating problems, actively seeking input, clarifying the differing values of different groups, emphasizing common values, focusing on issues and solutions, and dealing with conflict rather than trying to avoid it.

Communicate, Communicate, Communicate

Many of the no confidence votes cited lack of consultation with faculty leadership. On one hand, “lack of consultation” may mean that that even though the faculty leaders were consulted, they did not receive what they wanted and decided to express their dissatisfaction through a no confidence vote. Consultation does not always mean that the faculty position will prevail. Similarly, votes related to collective bargaining may reflect dissatisfaction with the outcome.

On the other hand, some CEOs targeted by no confidence votes have stated that, in hindsight, they could have engaged in much more proactive communication prior to

making and implementing certain decisions, particularly those related to organizational change. They stated that extra vigilance on their part might have been helpful to ensure they were aware of potential problems and pitfalls. The time spent to solicit ideas, sincerely engage in discussion, and consider alternatives might have prevented a no confidence vote. One person noted that even though relationships with faculty had been good in the past, extra efforts to communicate were needed in times of change and stress.

There are times, however, when ample communication and consultation will not prevent a no confidence vote. The board and CEO (or chancellor and college president in multi-college districts) may determine that, despite opposing views from faculty and other groups, a certain course of action is necessary or a contract offer is final. Faculty and staff groups may express their disagreement through a no confidence vote. The board and CEO then decide on the appropriate response, knowing they had engaged in appropriate consultation.

Media Relations

Media publicity about votes of no confidence is highly dependent on the general visibility of the college in the community. A no confidence vote is more likely to be investigated and reported by community, as opposed to regional, newspapers.

Media response to votes over the past ten years has varied. Some news articles have been very supportive of the board and president, particularly when the vote is seen as an adversarial bargaining tactic to increase faculty salaries and benefits. However, votes also have been reported as a major problem in the institution, and the reasons for the vote explored and faculty leaders interviewed.

Prior positive relations with the media will ensure that the issues involved are reported fairly. Board members, the CEO, and others may be contacted for statements; it is helpful if the board and CEO have identified a spokesperson to handle such contacts. The college may also wish to release statements of support for the CEO and other information to provide additional background and rationale related to the issues cited in the vote.

Effect on the CEO

In addition to the harm caused to the institution by no confidence votes, the effects on the chief executive officer as an individual are significant. Faculty groups have stated that such votes are “not personal;” however, votes are an attack on the CEO’s leadership and are often personally devastating. No confidence votes may also create a climate for other negative attacks—threats and hostile e-mails, mail, and phone calls may increase. Such actions certainly add to the already significant stress of the CEO position and must be acknowledged and addressed.

CEOs report a variety of reactions, including anger, depression, increased illness, difficulty sleeping, defensiveness, and a loss of trust and respect for faculty leaders. Extra efforts to monitor and address these reactions are important to ensure that negative reactions do not impede responding to the vote in a productive manner.

Strong support from the board (and from the chancellor, for presidents in multi-college districts) is essential to mitigate the stress of the vote. CEOs who have and use personal and professional support systems are more likely to successfully cope with the vote. Family, friends, religious and spiritual connections, other CEOs, colleagues, the League, exercise, and good nutrition are important resources.

Some CEOs have reported that the votes have caused them to reflect on their leadership skills and styles and make some improvements. The dynamics that led to the vote provided important lessons for anticipating dissension, dealing with organizational change, and improving systems.

No confidence votes have also reinforced the courage, integrity, and leadership of the CEO due to his or her willingness to take a stand that was unpopular with certain groups.

Closing Thoughts

There are many forces behind no confidence votes and many possible responses to and results from the vote. Responding to such votes requires thoughtful analysis, courage, and integrity on the part of the CEO, the board of trustees, and those who sponsored the vote; it takes much hard work and good faith by all parties involved.

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