Academic Senate of El Camino College 2017-18

April 17, 2018

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday April 17, 2018 in Distance Education Room 166

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting: http://www.elcamino.edu/academics/academicsenate/agenda.asp. Hard copies of agendas are posted in the Communications Building.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@elcamino.edu, (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

Academic Senate of El Camino College 2017-18

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Officers & Executive Committee

President	**Kristie Daniel-DiGregorio**	VP Finance & Special Projects	**Josh Troesh**
VP Academic Technology	**Pete Marcoux**	VP Instructional Effectiveness	**Russell Serr**
VP Compton College	**Paul Flor**	Curriculum Chair	**Janet Young**
VP Educational Policies	**Darcie McClelland**	Secretary	**Traci Granger**
VP Faculty Development	**Stacey Allen**	Parliamentarian	**Pete Marcoux**

Adjunct (One-year terms)

Josh Casper (BSS)	17/18
Karl Striepe (BSS)	17/18

Behavioral & Social Sciences

Stacey Allen	19/20
John Baranskiᴿ	19/20
Kristie Daniel-DiGregorio	17/18
Renee Galbavy	17/18
Michael Wynne*	17/18

Business

Kurt Hull	18/19
Phillip Lau*ᴿ	18/19
Josh Troesh	18/19

Compton College

Paul Flor	17/18
Chris Halligan	17/18

Counseling

Seranda Bray	17/18
Anna Brochet*ᴿ	18/19
Rocio Diaz	19/20

Library Learning Resources

Analu Josephides	18/19
Mary McMillan	18/19
Claudia Striepe*ᴿ	18/19

Fine Arts

Ali Ahmadpour	18/19
Daniel Berney	17/18
Diana Crossman	18/19
Russell McMillin	18/19
Chris Wells*ᴿ	18/19

Health Sciences & Athletics/Nursing

Andy Alvillar*ᴿ	19/20
Traci Granger	19/20
Yuko Kawasaki	18/19
Colleen McFaul	17/18
Russell Serr	17/18

Humanities

Rose Ann Cerofeciᴿ	18/19
Sean Donnell	18/19
Ashley Gallagher	18/19
Pete Marcoux*	18/19
Christina Nagaoᴿ	18/19

Industry & Technology

Charlene Brewer-Smithᴿ	18/19
Ross Durand*	18/19
Dylan Meekᴿ	18/19
Renee Newell	18/19
Jack Selph	18/19

Mathematical Sciences

Dominic Fanelli	19/20
Lars Kjeseth	19/20
Matthew Mata*ᴿ	17/18
Catherine Schult-Roman	18/19
Oscar Villareal	19/20

Natural Sciences

Sara Di Fiori*ᴿ	18/19
Darcie McClelland	19/20
Troy Moore	18/19
Shanna Potter	19/20
Anne Valle	18/19

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Associated Students Organization

Bryant Odega

President/ Superintendent

Dena Maloney

Division Personnel

Rory Natividad

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 17/18 = 2017/2018.
*Denotes longest-serving division senator (i.e., the "senior senator"). ᴿ Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following "10+1" areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

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."

The Academic Senate is committed to supporting the college's Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult ECC Academic Senate Handbook or Local Senates Handbook.

ECC ACADEMIC SENATE MEETINGS:
1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).
FALL 2017: September 5 & 19, October 3 & 17, November 7 & 21, December 5 & 12 (tentative).
SPRING 2018: February 20, March 6 & 20, April 3 & 17, May 1 & 15, June 5 (tentative).

COMPTON COLLEGE ACADEMIC SENATE COMMITTEE MEETINGS:
1st and 3rd Thursdays 1-2 p.m., Compton College Board Room.

SENATE COMMITTEES:
Academic Technology. Chairs: Pete Marcoux & Virginia Rapp. Meetings arranged as needed.
Assessment of Learning. Chairs: Russell Serr & Jenny Simon. Spring meetings: 3/12, 4/16, 5/14, 2:30-4, Communications 109.
Academic Program Review. Chairs: Russell Serr & Linda Clowers. Meets fall semester only.
College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166/Library 202.
Distance Education Advisory Committee. Chair: Asma Said. D.E. Liaison to the Senate: Renee Galbavy. 4th Thurs, 1-2, DE 166.
Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, DE 166.
Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:
Accreditation. Chair: Jean Shankweiler & Ross Miyashiro. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.
Board of Trustees. Chair: John Vargas. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays (exceptions: 2/26, 3/26, 9/4), 4 pm, Alondra.
Calendar. Chair: Jean Shankweiler. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.
College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Library 202.
Council of Deans. Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2nd Thurs., 8:30-10:30, Alondra.
ECC Technology Committee. Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.
Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.
Facilities Steering Committee. Chair: Brian Fahnestock. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.
Guided Pathways. Chairs: Cesar Jimenez/Chris Wells. Senate Reps: J. Suarez, J. Wolfgram 1st & 3rd Wed, 2-3 DE 166.
Planning & Budgeting (PBC). Chair: Rory Natividad. Senate reps: Josh Troesh & vacant, 1st & 3rd Thurs, 1-2, Library 202.
Process Improvement. Chair: Ross Miyashiro. Senate rep: K. Daniel-DiGregorio.
Student Success Advisory. Chair: Idania Reyes & Cesar Jimenez. Faculty reps: Cynthia Mosqueda, Janice Pon-Ishikawa, 2nd Thurs. 1-2, COM 109.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

El Camino College Academic Senate 2017-2018 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

1. **Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)**

    Measures:
    *   Provide leadership for the college on issues related to Senate purview,
    *   Arrange faculty representation on campus committees and periodic updates,
    *   Recruit and elect executive and committee chairs according to Senate by-laws,
    *   Ensure divisions have required number of senators and that elections are held accordingly,
    *   Review and complete revision of Faculty Handbook,
    *   In collaboration with the ECC Federation of Teachers, review and revise flex credit matrix and policies; bring to Senate for approval,
    *   In collaboration with Academic Affairs and ECC Federation of Teachers, review and revise surveys and reporting forms for faculty evaluation; bring to Senate for approval,
    *   Update Minimum Qualifications and develop a consistent, fair equivalency process,
    *   Maintain communication and effective collaboration with ECC Federation of Teachers.

2. **Strengthen faculty involvement in the activities of the Academic Senate**

    Measures:
    *   Arrange a Senate orientation at the start of the academic year,
    *   Provide regular, ongoing communication with all faculty,
    *   Encourage greater participation of senators in meetings and other activities of Senate,
    *   Continue initiatives to recognize faculty who achieve tenure and seek opportunities to recognize adjunct colleagues with extended service to the college.

3. **Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.**

    Measures:
    *   Support Compton Center's efforts to re-establish independent accreditation through regular Senate/Faculty Council communication and collaboration with faculty leaders,
    *   Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion,
    *   Support Enrollment Management initiatives through ongoing communication and faculty involvement.

Approved 10.3.17

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEP	Student Equity Program
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms from the spring 2016 Planning Summit.

ACADEMIC SENATE ATTENDANCE

Adjunct (1 Year)
☒ Josh Casper
☒ Karl Striepe

Behavioral & Social Sciences
☒ Stacey Allen
☐ John Baranski
☒ Kristie Daniel-DiGregorio
☒ Renee Galbavy
☒ Michael Wynne

Business
☒ Kurt Hull
☒ Phillip Lau
☒ Josh Troesh

Counseling
☒ Seranda Bray
☒ Anna Brochet
☒ Rocio Diaz

Fine Arts
☒ Ali Ahmadpour
☒ Daniel Berney
☐ Diana Crossman
☒ Russell McMillin
☐ Chris Wells

Health Sciences & Athletics
☒ Andrew Alvillar
☒ Traci Granger
☐ Yuko Kawasaki
☐ Colleen McFaul
☒ Russell Serr

Humanities
☒ Rose Ann Cerofeci
☒ Sean Donnell
☐ Ashley Gallagher
☒ Pete Marcoux
☒ Christina Nagao

Industry & Technology
☒ Charlene Brewer-Smith
☒ Ross Durand
☒ Dylan Meek
☐ Renee Newell
☒ Jack Selph

Library Learning Resources
☐ Analu Josephides
☐ Mary McMillan
☒ Claudia Striepe

Mathematical Sciences
☒ Dominic Fanelli
☒ Lars Kjeseth
☐ Matthew Mata
☐ Catherine Schult-Roman
☒ Oscar Villareal

Natural Sciences
☒ Darcie Descalzo
☒ Sara Di Fiori
☒ Troy Moore
☒ Shanna Potter
☒ Ann Valle

President/Superintendent
☐ Dena Maloney

Academic Affairs & SCA
☐ Linda Clowers
☒ Ross Miyashiro
☒ Jean Shankweiler

Assoc. Students Org.
☒ Bryant Odega

Compton College
☐ Paul Flor
☒ Chris Halligan

ECC Federation
☒ Carolee Vakil-Jessop

Curriculum Chair
☐ Janet Young

Dean's Reps.; Guests/Other Officers:
☒ Carolyn Pineda
☒ Rory Natividad
☐

Excused: J. Baranski, A. Josephides, M. Mata, J. Young

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

A.CALL TO ORDER
Senate President Kristie Daniel-DiGregorio called the fourth Academic Senate meeting of the Spring 2018 semester to order on April 3, 2018 at 12:30 p.m.

B. APPROVAL OF MINUTES
See pgs. 6-14 of the packet for minutes from the March 20, 2018 meeting. R. Diaz moved, J. Casper seconded, and there was unanimous approval of minutes.

KDD: That brings us to our welcome for division personnel. We appreciate our deans coming in to represent and stay connected to the Academic Senate. I am pleased to introduce Rory Natividad, come on up! You are our next contestant on the El Camino College Academic Senate. R. Natividad: Good afternoon, my name is Rory Natividad. I am the division dean of Health Sciences and Athletics, so I tend to not need a microphone when I speak. I have been here for almost 18 years. I started in 2000 as a classified staff member, became a faculty member, then a director, and I have been the dean since 2010. To confuse you a little bit more, in the Health Sciences & Athletics department, I have half the programs on the Academic Affairs side of the house. Then I have a number of programs on the Student Services side of the house. I actually report to both of our vice presidents who are sitting here. I oversee Physical Education; which includes Kinesiology, Health, Adapted Physical Education, and Athletics. I also oversee our Nursing program, Respiratory Care, Rad Tech, the Student Health Center, Sign Language, Educational Development, Disabled Students, and I am probably forgetting one. I obviously have dual reporting. I also oversee the Planning and Budgeting Committee, PBC. For those of you who don't know what that is, it is a constituent group underneath the President, where I facilitate a number of different topics throughout the year that involve all of our groups on campus. From campus safety all the way through Academic Senate, faculty association, classified and management. Our main purpose in working through PBC, and I work with Irene Graff. I facilitate a number of discussions about our planning process. Our annual planning process, which starts with program reviews that all of you do, culminates with a plan from your department, and then it goes to your vice president. That is one of our main charges. The other main charge is to facilitate our budget discussions. The tentative budget, which should be starting here in late April or May, goes to the Board in June, and then we start all over again with the final approved budget in August. Those are our main topics of the year, but we do a number of other things. PBC is kind of the checks and balances. We try to have a number of different discussions from Foundation to ASO, not necessarily just the little things that we are spending the budget on, but also broader topics. Are we meeting the needs of the divisions and the strategic initiatives of the college? That is one of the committees I oversee. I will leave it at that. Thank you for having me. KDD: We will hear a bit more about our budget later on.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 15-23)

In your packet, materials start on page 15, including the Senate President's Report. There are a lot of things happening on campus. The Senate is intricately involved in a number of campus-wide initiatives. We don't always have the time for me to bring you up to speed on everything that is happening, so that is the purpose of the President's Report. I am trying to fill you in on some of what's happening. There are a number of campus events coming up, you can see them listed on page 15. Also, I serve as the Senate's representative to the College Council. As I've mentioned, College Council is quite busy this semester because we are working very hard to get all our legally required BP's and AP's in place in preparation for Accreditation. That is quite an undertaking, but I think we are making good progress.

In your packets, you have the minutes from a recent College Council meeting. All of those minutes, because it's a collegial consultation committee are posted on the ECC website; the link is included in the President's Report. So you can always refer to those. Also, I represent the senate at the Board of Trustees meetings. So I try to share some of the highlights, including very exciting news that The Student Health Center will be open this summer. It was approved at the most recent BOT meeting. For a student health fee of $17, this is a terrific opportunity for us to be sure that our students are getting the wraparound services, not just in the Fall and the Spring, but also in the Summer. I am assuming that our

students are very supportive of that new initiative, and have been lobbying tirelessly, no doubt. (This was confirmed by our ASO representative, Bryant Odega.) Thanks for your efforts on behalf of our students.

A number of us from the Senate are also on the Strategic Planning Committee. On page 15, there is a bit of an overview of some of the initial findings from the bridging study, because the survey isn't complete. We are just starting to get information about how El Camino is perceived both externally and internally. We will get a formal report at our Planning Summit that is coming up later this month.

The Guided Pathways work plan came through this body last meeting and was approved at a second reading. The Work Plan was submitted last week. A reminder that our next Senate meeting is right after spring break. Mark your calendars, it is also tax day but it is going to come up really quickly, because it is right after the spring break holiday. We will have some second readings of some important BP's and AP's and we want to be sure we have a quorum. Congratulations to Shanna Potter, one of our senators from Natural Sciences who was selected for the Women's Wall of Fame. Congratulations, Shanna!

b. VP – Compton Education Center – Paul Flor

C. Halligan (reporting for Paul Flor): Paul wanted me to tell you that our latest SLO/PLO report for March is that Compton is doing very well. We have a 91% completion rate for our SLO's. We are 100% for our PLO's. Like us here at ECC, we have been going over our Board Policies: 4444: Library and Learning Support Services; 4045: Textbooks and Instructional Materials; 4055: Academic Accommodations; and 4070: Course Auditing. We have OK'd all of these and we are going to be going through another round of these just like everyone else.

I have a couple of announcements. First of all, we want to congratulate our Welding Instructor, Pamela Richardson. She was honored as Teacher of the Year, by the Welding Association/Welding Society. That is the highest accolade! One of our welding instructors, a very nice lady. We are very proud of her for that.

I have one more announcement and I will be making it again at our meeting after spring break. For those of you who don't know, Jonathan Lightman, Executive Director of the Faculty Association of California Community Colleges, is retiring. We are actually hosting him for a little coffee and cookies with faculty at noon on Thursday, April 19th. We are giving him a board commendation and a Senate commendation. For those of you who don't know, he was very instrumental in helping pass the bill which allowed us to be a college under El Camino's umbrella. Also, with the permission of the FACCC board, he has asked the ACCJC to please suspend their position just this once so he could write a letter of recommendation for us to the commission. We thought that was very helpful, so he has been instrumental in the preservation of our college. Just wanted you to mark your calendars, if you have some time come on out for those commendations.

For those of you who don't know, we are in an election with the FACCC Board. If you can get online, check it out, and check out some people who you might consider voting for, including myself. I am running for one of the 3 at-large positions. I wanted to let you guys know that I brought a number of copies of our brand new FACCCT sheet for 2018. If you know any faculty who are not on FACCC, we would like to have them. It is an excellent organization and very helpful. I lot of people don't know what we do. You can pick up one of these sheets and refresh your own memory and pass it around to people you know and get them on FACCC. Please pick up one of these sheets. They are on the table and you can pick one up on your way out. KDD: Thank you Chris.

c. Chair – Curriculum – Janet Young

Couldn't attend join us today. The minutes from the Curriculum Committee are on the ECC website.

d. VP – Educational Policies – Darcie McClelland Descalzo (pgs. 24-25)

D. McClelland Descalzo: Our minutes are on pages 24 and 25. Everything we discussed will be under New Business, later in the meeting.

e. VP – Faculty Development – Stacey Allen (pgs. 26-27)

KDD: Stacey will be joining us a bit later. Both our Ed Policies and FDC minutes are now posted to the website.

f. VP – Finance – Josh Troesh

J. Troesh: We are going to talk about changes to the budget later in the meeting. That is our biggest issue.

g. VP – Academic Technology – Pete Marcoux

We had a College Technology Committee meeting a couple of weeks ago. We talked about how we are revamping the committee and what we want it to be. The other big thing we are working on is the master calendar software. This addresses how we schedule classes and how we use rooms. There are a lot of other colleges and universities that we able to increase their course offerings 10 - 40%. If you are interested in serving, I will put you in touch with Art Leible who is forming a committee, along with Mr. Natividad. It will be a game changer. I think the way we schedule classes is so antiquated with pencils and paper. It is just not efficient.

I have also asked for this room to be a model classroom. They have projectors that are wireless now. Faculty will have a password that you can give to students if you want them to project from their device onto the projector's device. So there is a lot of new stuff. I thought it would be nice to have it showcased here. Then we can go out and spread the word. A lot of us are writing grants or have grant money to spend, and people are contacting me to learn more about what are some of the latest and greatest tools. The other tool I found fascinating, is they have 71" TV screens that are touch-screen computers. You can hang it on a write board, they are like a tablet. I saw one that was a desk and students were doing digital dissections, which was very cool.   The picture is very clear and crisp. KDD: Let the minutes show that, if Senate is going to start showcasing new technology, Pete volunteered for tech support! It can be a steep learning curve. Thank you, Pete!

h. VP – Instructional Effectiveness/ALC/SLO's Update – R. Serr

The PowerPoint noted that the ALC will meet Monday, 4.16 at 2:30 in Communications 109. For 2018 program reviews, student surveys should be created and submitted this semester. The first drafts of program review documents are due September 7th. SLO/PLO status for reporting for Fall 2017: PLOs, 22/36, 67%; SLOs, 401/462, 92%. Please enter any missing assessments into Nuventive as scheduled assessments are posted on the ECC website.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

I don't have a lot to report. The Guided Pathways work plan was submitted, after two readings by the Senate. The ACCJC Annual Report was submitted. There was some slight verbiage refinement. Annual Planning is coming up, so we are working on that.

Ross Miyashiro – VP of Student Services

We were awarded a small grant from the California Community Foundation. We have 3 things that we wrote in the grant. The highest priority is to make sure we support faculty members interfacing into our ECC Connect. That will help you get help for your students if they need it. It is a very simple pulldown menu. You can say things like; student not completing homework, student not attending, not reading the book, students not doing well on tests. Any of those can be submitted and then we'll have a response team who will contact the student. You will be informed right away when they get help. It helps you help your student. The majority of the grant will go towards this interface to help your students. The other two parts are; we are putting on a first generation conference. It is meant for first generation students, faculty, and classified staff. The conference is mostly meant for first generation faculty. That means that everyone can attend if you want to know more about first generation students and the other barriers they go through to attain higher education. If you have seen the statistics, if you are a 2.0 student in high school, but you come from a college-going family with a higher income, you have an 80% chance of graduating from college. If you are a 4.0 student in high school and you come from a lower socioeconomic, first-generation family, you have about a 20% chance of graduating from college. These are the statistics we need to get out to everybody to show how we can get our first generation students successful.   The third

component of the grant will help with the pathways. (There was a question about the conference.) It is here, on our website. Go to First Year Experience, First Gen, then you can RSVP and it is free to El Camino people. We will probably charge non-El Camino people. The date of the conference is Friday, April 27th, it is a morning to early afternoon conference. They will serve breakfast and lunch. KDD: Thank you Ross.

Distance Education Advisory Committee

KDD: The Distance Education Advisory Committee is also one of our special committees. We won't hear from them every meeting. Right now they are working on the Canvas certification and waiver process. We will hear from Renee Galbavy, our Distance Education Liaison, when that is ready to bring to the Senate. Stay tuned for more details.

E. UNFINISHED BUSINESS

None

F. NEW BUSINESS

BP/AP 4226 Multiple & Overlapping Enrollments: 1st Reading – D. McClelland Descalzo (pgs. 31-35)

KDD: Darcie is representing the Senate next week at our spring plenary. Thank you Darcie for being willing to devote part of your spring break to representing the Senate!

D. McClelland Descalzo: We are going to start with BP/AP 4226. We brought this about a month ago and there were a lot of questions and confusion about the wording. A group of us sat down to clarify the wording. Some of the questions were more than just the wording and they seemed to come from the issue of, "could we have an exception policy if a student has a five-minute overlap in their classes?" Our committee took your questions very seriously and we did a lot of research on this. We looked at the exceptions, did some research, and consulted with several campus experts, including the Federation and Lillian Justice, our new Registrar in Admissions and Records. The notes in the packet explain why the Ed Policies Committee recommends not including an exception policy at this time. Title 5 stipulations require a significant amount of coordination and record-keeping for exceptions. The Federation recommended against exceptions because part-time faculty aren't available to make up the missed class time. Changes would need to go through negotiations. In addition, this presents a potential equity issue for our students who have part-time instructors. J. Shankweiler: There are other work-arounds for conflicting class times. For example, in Natural Sciences, meeting times for Math 270 and Physics were changed to avoid overlap. R. Miyashiro: I was the dean at Long Beach, you have to meet with the faculty member and assign the work and turn something in and it is an equity issue. It is rarely ever used.

D. McClelland Descalzo: Since this is short, I am going to read through it. I'm going to start with the BP. The Superintendent/President shall establish procedures to insure that students do not enroll in multiple sections of the same course at any given time during the semester or courses where meeting times overlap. Students may enroll in two or more sections of the same credit course, during the same term, only if the length of the course provides that the student is not enrolled in more than one section at any given time during the term. El Camino College district does not permit enrollment in two or more classes or sections where the meeting times overlap. An overlap occurs when any part of the meeting time for two or more sections occur on the same day at the same time.

KDD: Another question that came from this body, was that it was really confusing. We were addressing multiple and overlapping and we weren't sure what paragraph was referring to which. So the changes, that intro paragraph is addressing multiple and overlapping, the second paragraph was addressing multiple enrollments, and the third is looking at overlapping enrollments. So hopefully, it is a little bit clearer with the editorial changes.

D. McClelland Descalzo: Now for the associated AP. A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time. A student may not enroll in two or more classes where the meeting times for the classes overlap. Students violating this policy will be notified and directed to drop all but one section of the course if enrolled in multiple sections or all but one of the overlapping courses. If the student fails to comply, Admissions & Records will drop the student at their discretion. R. Miyashiro: Please change the wording to "administratively dropped" that is a legal term. We don't want anyone personally liable. L. Kjeseth: The last sentence isn't clear, it should say in all but one of the

overlapping courses at the discretion of A&R. D. McClelland Descalzo: OK, We'll change that to "from all but one." KDD: This is our first reading, so you will have a chance to digest and take a look at it. (There was some discussion about credit courses and noncredit courses at this point) P. Marcoux: We have to read it from the point of view like a student is trying to bend the rules. KDD: We will think about it and come back to this at our next meeting. We have learned on the Ed Policies Committee that sometimes we need to accept that the language in policies and procedures is awkward because of the legal terminology that needs to be included. D. McClelland Descalzo: The language here is straight out of the CCLC template.

AP 7211 Faculty Service Areas, Minimum Quals & Equivalencies: 1st Reading – D. McClelland Descalzo (pgs. 36-44)

D. McClelland Descalzo: Before we start discussing this, I just want to remind everyone that this AP was approved by our body back in December. From there it went to Council of Deans and College Council. It has come back from College Council with a few revisions. I am just going through revisions today, because everything else was already approved. The first few were trivial, for instance, instead of ECC, they wrote out El Camino College. They put in the acronym for ECCFT. On page 36, they inserted the BOT. Under equivalencies, a sentence was added, that says all equivalencies require approval by the BOT. It was implied, but we needed to spell it out. Then in the last paragraph on the first page, instead of minimum qualifications, it will say local minimum qualifications.   Moving on to page 37, local minimum qualifications again. Then instead of ECC, they spelled it out. P. Marcoux: Why is Associates capitalized but Bachelors isn't? KDD: We googled it. (There was much discussion and laughter at this point) J. Shankweiler: How about the M on Master's degree on page 37? P. Marcoux: I want consistency. D. McClelland Descalzo: We will capitalize Bachelors, Masters, and Associates. Then under B, non-formal education, we took out the apostrophes. Under equivalencies for work experience, we took out the work program, so it just reads other training. We want to be inclusive for our students who may have prior military service. Military service is not a program but it is training. Under determination of equivalency during this screening process, this is where the majority of changes come in. The purpose of these changes was to make sure that we have some consistency across campus for determining equivalency. What had been happening, was that each screening committee was deciding on their own, and there was no campus body that was overseeing all equivalencies. So we just want to be consistent across campus. The screening committees are going to do an initial equivalency, and then there is going to be an equivalency committee that will determine final equivalency. KDD: We want the selection committee to still be empowered. So that someone isn't disadvantaged if they are applying with an equivalency. We want the candidates to be considered fairly. What we realized was that emergency hires were going through the equivalency committee, but full-time hires were going through the selection committee, and the selection committees may or may not be well informed about how equivalencies are determined. We want to be consistent across all processes without undermining the authority of the selection committees. So that is the balance we are trying to walk here.

D. McClelland Descalzo: In the first paragraph, it should say, initial determination. Second paragraph, again. I will go ahead and read the last paragraph, because that is where the meat of the changes occur. An applicant's initial equivalency must be confirmed by the equivalency committee prior to an interview with the superintendent/president or presentation to Human Resources. Justification for initial equivalency shall be sent to the co-chairs of the equivalency committee and the office of Human Resources. After making its determination, the equivalency committee shall provide HR with documentation that supports its determination. KDD: So what's happening there is the selection is sending their justification for why they approved this person for equivalency. It goes to the equivalency committee to see if they confirm that. But it only happens if someone is being advanced for a presidential interview. HR has to be part of the process. Pete: Is this realistic, because a lot of these come on the first week of classes? KDD: We are already doing that. I think the emergency hires are the ones that are most challenging, because they come hours before classes start. The more we work together, and once we go paperless, hopefully it will feel more manageable.

D. McClelland Descalzo: Under equivalency committee, we crossed out some of the language because it wasn't needed. Under determination for full-time faculty, we crossed off the vice president. Under review and revision, equivalency procedures are subject to review and revision by the Academic Senate or the VP of Academic Affairs. The effectiveness of this process shall be reviewed every 3 years.   KDD: We will bring this back at the next meeting. T. Moore: Is there already a procedure to review this every 3 years? KDD: I don't know, but our Ed Policies are scheduled to be reviewed routinely anyway. Any changes would need to go through the consultation process anyway. It could start at the Council of Deans and then come to us, or it could start at Ed Policies. I don't know if we need to necessarily be more specific than that. L. Kjeseth: Piggybacking, I think the one thing that might improve this, which is a really clear procedure, is adjust

the review and revision to include the word consistency of application. Instead of just looking at the effectiveness of the program, look also at consistency of application. To me, that is the potentially scary part. If we are applying things inconsistently within a discipline, in the review, that's the most important thing. That this is being applied consistently and fairly. Effectiveness seems vague. KDD: Thanks everyone and Darcie and the Ed Policies Committee and all your hard work.

G. INFORMATION ITEMS –DISCUSSION

Proposed Funding Formula for CA Community Colleges – B. Fahnestock & J. Troesh

Welcome to Brian and Josh who are going share what they know about the proposed funding formula. J. Troesh: We have talked about this a couple of times before. The state is basically trying to change how they are going to fund colleges. Traditionally, the way colleges are funded is how many butts do we have warming seats? The state is trying to figure out a way to change all that. I am going to let Brian discuss what it is all about. B. Fahnestock: Good afternoon, I am Brian Fahnestock, Vice President for Administrative Services, and I've been here for about 6 months. Thank you for having me. The Governor's budget says that 50% of our budget will be the same as how we have historically been funded, through FTES. We get about $5,700 per student. With categorical funds, we get about $8500 per student. In the original January proposal, 50% of our budget would come from a headcount or FTES, 25% would be funded by measures of our success (graduation rates and certificates), and 25% by the number of needy students.

This sounds interesting, until you think about how it would work, then it doesn't work at all. The Department of Finance sent out a simulation. It didn't match in any shape or form the Governor's budget. No one knew what it meant. Then a guy from the Chancellor's office said he would come and explain it to me. It is unexplainable, it doesn't make sense. A week later, they sent out another stimulation that was $700 million different. There was still no explanation and it still didn't answer any questions.

We looked at other options, maybe 50% based on student success, and it still didn't make sense. If you look at student success, the worst colleges do is about 25% and the best is 40%. So if we look at a range of 15%, that's a $2.5 billion difference. If you were to say that 75% is the mean and everyone above that will get a big raise, everyone below it will get a big cut, we're talking about hundreds of millions of dollars. That won't work for the ones below that. Even at the 25% range, it doesn't make sense. However, if 2-5% of the budget was based on student success, you could make sense of that. You could reward certain behaviors that way.

To summarize, going into April the budget development process, there are still many questions. I think our college does pretty well with all the measures. There are colleges who are struggling right now. In my experience, if you don't grow and have COLA, it is tough. It only takes 2-3 years until you are really feeling it. I can't imagine these 25% variables they are discussing. None of this makes sense to me. C. Halligan: Is this a done deal, the 50, 25, 25? Or is it still in the discussion phase? B. Fahnestock: That's not clear. This is a cultural change, fundamental differences in how we're funded.

R. Natividad: What about Fund 14 or 15? B. Fahnestock: That is a unique one for us. When we took on Compton, we took on $4-5 million for having them under our wing. Some of that money is devoted to our assistance with that. A lot goes to our Fund 15, which for 10 years has bought our technology. Some of that went to computers, some to software. We have asked to have that taken from us slowly so we can learn to live without it. R. Natividad: Some of the categorical programs that are funded out of that are FYE and Special Resource Center. They are interested in what is going to happen with that funding. B. Fahnestock: It will be a learning experience for us.

J. Troesh: To wrap up, we don't know exactly what is going to happen. The details are going to change. Student success and outcomes are someway going to be tied to our income. Incentives drive behavior. There are going to be curriculum issues, certificate and degree issues. The easiest way to increase our income is to give everyone A's. Students drive through the drive up window, and order their degree, and get one. We need to think about how we will counterbalance those financial incentives. In reality, when we deal with budget issues, it does start to color and change the way things are viewed. We need to start thinking, how we will address those issues? Especially the things that we deal with, certificates, grading policies, degrees. A Brochet: This will have a huge impact on equity, if the playing field isn't level. If we push students out of college, it will look like we are doing better. There are winners and losers. J. Troesh: We have to think

about these types of issues. We will have influence throughout the state as the Academic Senate. Ultimately, the state is going to do what it is going to do.

P. Marcoux: Another consideration is that, even if you don't teach basic skills, you will be. AB 705 will really change the landscape. You will have a different type of student in your class starting Fall 2019. In English we are getting really concerned. We have students who are currently testing into 8th grade reading level, and they will be placed into English 1A. C. Brewer Smith: Our timeframe, what are we going to do? We need to have plans in place. R. Miyashiro: That is what ECC Connect will do. We set it up 1 ½ years ago. I will disagree with the comment about AB 705. I think it will produce more certificates and degrees. All the data shows that if students are placed in that, they will have success rates near rates if they were placed two levels below. There is no difference in success rates. Most reading programs only teach 10th grade level reading. Most high school students graduate at 8th grade reading level, whether they are an A or a C student. KDD: We will continue to bring folks back so we can stay abreast of these developments. S. Donnell: Does this still have to go through the state legislature? B. Fahnestock: Right now they are doing all their conference work. This is a drastic change, I have never seen anything like it. A group worked on a funding formula for two years and he completely ignored it. He wants to make a big, bold statement. We may end up coming back to something more modest. The governor is used to getting what he wants. KDD: Thanks to Brian for coming to help us understand an idea that sounds like it was drawn up on a cocktail napkin somewhere. Thank you!

Campus Food Service Information & Updates – Brian Fahnestock

KDD: I know Brian is also here to talk about our campus food services. We have about five minutes for this topic. We discussed concerns at a previous meeting and all of the feedback was passed along to Brian and the committee. You can scour the 10+1 and nowhere on there is food service; it is not part of our purview. So we are especially grateful to Brian for agreeing to come join us today! B. Fahnestock: Our contract with our current food vendor ends at the end of June. Everyone agrees they are wonderful (lots of laughter), so we decided to form a committee to try to find a vendor. Trying to find a vendor, for a campus like this is not what you would think. Look at McDonalds across the street, they have probably been there for 30 years, they have an extended lease, probably for another 30 years. They have people who drive up to their window 20 hours a day. They can make a long-term investment and they are open every day of the year. Here, we give them a 3 year contract, no investment in the facility, and we are open 200 days a year. The difference in what you think we can do and what we can actually do, are really different. However, there are companies out there who can do it.

Hi, I'm Andy Nasatir, Assistant Director of the bookstore. For those of you who were here 15-20 years ago, we used to run the food service. Ten years ago, we made a chance so that we no longer ran the food service. We formed a committee because we want to put ourselves in a position to sign a contract by July 1, so we could get the process rolling. We selected four companies that have experience with community colleges. Of those 200 days Brian talked about, there are really only 80 days that are good, and it is only four hours of the day. Those companies that are successful at community colleges, are meeting on Thursday and we hope to have a name to Brian by early May. Ten years ago, we went through this process and we were adding a facility. Now, ten years later, we are taking facilities down. Common Ground will be coming down in the next year and a half. We asked the vendors what they would do in this space and thinking outside the box. C. Brewer Smith: Will we ever have a cafeteria again? B. Fahnestock: Eventually, where the Communications Building is now, we will put in a Student Activities Center. It will have food of some sort. That will be eight years from now. J. Troesh: One of the things that solves this problem is mobile food trucks. They aren't investing in our campus, they aren't stuck here, they can be here only when needed. KDD: Thank you so much for coming!

ECC Federation of Teachers: Information & Updates – Carolee Vakil-Jessop

KDD: This is the week we are wearing red for solidarity. We are wearing red for our members-to-members drive. Thanks to our Federation for being flexible in the order of our topics. Chris Jeffries may join us. C. Vakil-Jessop: Thank you for having us. I am Carolee Vakil-Jessop and the Executive Director at the Federation of Teachers. I want to talk about some things that are important and some things that are coming up. I am going to turn this over to Josh. J. Casper: I am Josh Casper, and I serve as the Legislative Chair for the Federation. (Josh provided an update on the Janus case currently being considered by the Supreme Court. Note that handouts from the Federation presentation are available in the PowerPoint notes from this meeting: http://www.elcamino.edu/academics/academicsenate/Senate%20Meeting%204%203%2018.pdf) It's expected that agency fees will be eliminated. This has the potential to cripple the California Federation of Teachers and the American Federation of Teachers. As a result, it's anticipated that, with less funding, unions will also have less

political influence. Funding for ECCFT will be cut if agency fees are eliminated. Please consider joining the Federation if you're not currently a member or re-signing if you are.

C. Vakil-Jessop: This isn't just public sector unions. Whatever happens to us will eventually happen to them; the teamsters, dockworkers, etc. This is problematic because it will cut funding. For a local like ours, we have about 60% membership, and 40% non-membership. Most of our part-timers are non-members. We have about 80% membership for our full-timers. We have been out to talk to people this week. Lots of our part-timers don't know that they aren't members. We want to find out what your issues are and your concerns. We are looking at negotiations in 2019. We need to get out and talk to you this semester. In the fall, we will talk about what is wrong with the contract, we will be doing more outreach. We can't fix it if we don't know. We know salary and benefits, but there is so much more in the contract. We invite you to come to some of our upcoming events and we will talk about the CA Federation of Teachers convention. The CFT wants to kill the entire budget plan from the Governor. The CFO's know if doesn't work and the budgeting office knows it won't work. Also his plan for the online-only college, the CFT is also working to kill. There are so many issues, we need to let our students know what is available. Not a single legislator is on board with the online college. Most are against the plan for funding from the Governor.

There are a few vacancies for officers in the Federation. We will be running elections for officers. You can nominate yourself or someone else. We have some great people on board right now. We have some new people we have trained. We are excited for our membership drive. We are proposing language changes for our constitution for officers. We are changing from a one-year term to a two-year term. We don't want our whole executive board up for re-election the same year. We will go to odd/even years.

Last thing is a schedule of events, but there have been a few revisions. We are doing union representative training. Know your rights, they are really important to you. Yesterday, I dealt with a faculty member whose rights were violated. I met with those involved and we got it taken care of. It is important. I am not going to tell you what they are because I want you to come to training. We are going to do some "What's in my contract?" workshops for the second half of the semester. What does it mean? If you are interested, please come.

This Janus decision will be a big change in how we function. This Supreme Court decision is really important. If we don't not survive financially, there will be no union. If you like your pay scale and those kinds of things, we need your help. We need help with contract negotiations. This decision will affect you personally. When faculty are no longer paying this representation fee, they will get the contract. Anything that comes out of an arbitration or a portion of the contract, and any grievance handling. A grievance is a breach of contract. This is personal and it is important. We won't have the resources and we won't be getting the representation fees to send people out to do these things. We are changing at the Federation. We are trying to communicate and let you know what is going on. We have been terrible getting this out to you. We hope that you'll join us. We have to be active. We can't sit back on our laurels, the landscape is changing. We need to do something about it. This performance-based stuff hasn't worked in K-12, and it won't work for us.

J. Casper: I have one thing to note, Carolee has been with us a little over a year, working hard every day for faculty. She was here on Easter. She works on holidays and lives 2 hours away. We need to help her!

H. FUTURE AGENDA ITEMS
AP 7160 Professional Development; AP 5500 Standards of Student Conduct
Noncredit Courses
South Bay Promise Program
Planning and Budgeting
Zero Cost and Low Cost Textbooks

I. PUBLIC COMMENT

R. Diaz: Chris are running for the FACCC Board of Directors. Please vote for us and you have to be a member to vote. It is worth your $21 a month. Thank you!!

J. ADJOURN
The meeting adjourned at 2:00 pm
TG/ECC Spring 18

Faculty Development Committee Meeting
Minutes for Tuesday, March 27, 2018
Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm

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

Name	Abbreviation	Division
Stacey Allen* (Present)	(SA)	Behavioral & Social Sciences
Alireza Ahmadpour (Present)	(AA)	Fine Arts
Dustin Black (Excused)	(DB)	Behavioral & Social Sciences
Anna Brochet (Present)	(AB)	Counseling
Briita Halonen (Present)	(BH)	Humanities
Analu Josephides (Present)	(AJ)	Library & Learning Resources
Sheryl Kunisaki (Present)	(SK)	Library & Learning Resources
David McPatchell (Present)	(DM)	Compton College
Sumino Otsuji (Present)	(SO)	Humanities
Polly Parks (Present)	(PP)	Natural Sciences
Margaret Steinberg (Present)	(MS)	Natural Sciences
Claudia Striepe (Present)	(CS)	Library & Learning Resources
Lisa Mednick Takami (Present)	(LMT)	Professional Development
Evelyn Uyemura (Excused)	(EU)	Humanities
Carolee Vakil-Jessop (Excused)	(CVJ)	Federation

*Committee Chair

Fall 2017 Meetings: September 12 & 26, October 10 & ~~24~~, November 14 & 28, ~~December 12 (if needed)~~
Spring 2018 Meetings: ~~February~~ ~~27~~, March 13 & 27, April 24, May 8 & 22 (if needed)

1. Welcome
The FDC welcomed our newest member, Polly Parks, Assistant Professor of Biology. Polly began teaching at ECC last fall and currently teaches BIO 10 – Fundamentals of Biology (for non-biology majors) and MICR 33- General Microbiology (for pre-nursing majors). Polly enjoyed serving on a professional development committee at another college and is excited to join the FDC. We're thrilled to have her!

2. Informed and Inspired (I&I): Lunchtime Faculty Development Series
In collaboration with the Student Equity Advisory Council (SEAC), the FDC hosted two Informed & Inspired sessions in March. (SA) thanked, (SK), (CS), and (CJ) for helping to facilitate the sessions on 3/1 and 3/15 focused on Muslims in America. (AA) and (SA) attended the 3/15 meeting and noted that these sessions have provided an opportunity for meaningful dialogue between faculty and students. (AJ) commended the insightful student presenters and the opportunity to hear different perspectives.

The SEAC is scheduled to host two additional student dialogue sessions this semester – Women of Color in April and Latinx in May. The FDC has voted to hold one I&I session per month paralleling these themes. (SA) will confer with the SEAC to determine dates in April and May for I&I.

3. Flex Matrix Revisions
(SA) reported that the FDC flex subcommittee has met regularly since early fall 2017 to revise the current flex matrix. FDC members were provided with the proposal to review. (CS) noted it will be a live document, one that can be revised as needed. The FDC recommended the proposal be sent to the Senate for review. (SA) noted that challenges with PD Reporter could delay the implementation of the revised matrix; however, replacement software is currently being explored. (LMT) thanked the subcommittee for its work on the matrix, noting the language is much more accessible and will be welcomed by faculty.

4. Flex Reporting Software

LMT provided an update on replacing PD Reporter noting that updating and acquiring support for the current software has been challenging. Ideally, new software would include a calendar option, the ability to upload documents, and the capability for digital signatures.

While attending the recent California Community College Council for Staff and Organizational Development (4CSD) conference, (LMT) learned that the Chancellor's Office is beginning a new pilot program with Cornerstone, a flex reporting software program that had been under review by PD. She has requested that ECC be considered for the pilot program. (LMT) expressed uncertainty about implementing training for the new software and the ability for Cornerstone to integrate with Colleague.

(LMT) noted that LeBaron Woodyard, Dean of Educational Programs and Professional Development at the Chancellor's Office, presented at the 4CSD conference and expressed the importance of providing documentation for flex activities. As a result, (LMT) noted we need to be more conscientious about our efforts to verify and document flex activities in accordance with Title 5.

5. Great Teachers Seminar (GTS)

(SA) and (LMT) reported that because much of La Casa De Maria was destroyed in the recent Santa Barbara mudslides, the Great Teachers Seminar will be held in Monterey this year. The relocation will require additional travel time by air and car as well as additional funding. The college typically provides funding for three faculty members to attend GTS, but due to the added costs this year, alternative conferences are being considered. In addition, because the Faculty Association of California Community Colleges (FACCC) is celebrating the 40th anniversary of GTS, they are strongly encouraging alumni to attend. This poses another challenge considering we typically send faculty to GTS who have never attended. (BH) and (SO) have attended GTS and reported that it is an incredible opportunity to share best practices with colleagues from various disciplines in a relaxing, retreat-like setting.

6. ECC PRIDE Leadership Academy

(SA) reported that the application deadline for ECC PRIDE is April 16, 2018. She encouraged FDC members to apply and to encourage colleagues in their division to apply as well. (LMT) noted that she and (AB), a PRIDE alumni, conducted a presentation along with Dr. Maloney at the 4CSD conference on the PRIDE leadership academy. (LMT) explained that PRIDE was initiated by Dr. Maloney in the fall of 2016 as a way to build leadership across the campus and to encourage a culture of change and innovation. (SA) noted that Dr. Maloney's motto for PRIDE has been to "lead from where you are," signifying that we can all be leaders regardless of our position at ECC. (AB) expressed that PRIDE was a very valuable experience. She explained that the academy includes four Friday meetings that provide numerous learning opportunities, a way to meet others from across the campus, and opportunities to learn about the college as well as the California community college system as a whole. (LMT) noted that PRIDE is open to faculty, staff, and managers and that faculty earn flex credit for attending PRIDE meetings.

7. Additional

(CS) reminded the FDC that the Student Equity Program is no longer able to fund the Faculty Book Club and inquired if PD could resume that responsibility. (SA) noted for the sake of time, the FDC would table this item until our next meeting on April 24, 2018.

Adjourned at 1:54

SA/4.10.18

NEW POLICY

Board Policy 4226 4266   **Multiple and Overlapping Enrollments**

The Superintendent/President shall establish procedures to ensure that students do not enroll in multiple sections of the same course at any given time during the term or courses where the meeting times overlap.

Students may only enroll in two or more sections of the same credit course during the same term only if the length of the course provides that the student is not enrolled in more than one section at any given time during the term.

The El Camino Community College District does not permit enrollment in two or more classes or sections when the meeting times overlap. An overlap occurs when any part of the meeting time or two or more sections occurs occur on the same day at the same time.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

Reference: Title 5 Section 55007

Council of Deans: 11/9/17, 2/8/18
Educational Policies: 2/27/2018, 3/9/2018, 3/27/2018
Academic Senate: 3/6/18
College Council:
Board Approval:

NEW PROCEDURE

Administrative Procedure 4226 4266   **Multiple and Overlapping Enrollments**

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

A student may not enroll in two or more ~~courses~~ classes when the meeting times for the ~~courses~~ classes overlap.

Students violating this policy will be notified and directed to drop all but one section of the course if enrolled in multiple sections or all but one of the overlapping courses. If the student fails to comply, Admissions and Records will administratively drop the student from all but one of the sections or all but one of the overlapping courses at the discretion of admissions and records. ~~Students violating this policy will be dropped from one section of the course.~~

~~Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.~~

Reference: Title 5 ~~Sections~~ Section 55007

Council of Deans: 11/9/17, 2/8/18
Educational Policies: 2/27/2018, 3/9/2018, 3/27/2018
Academic Senate: 3/6/18
College Council:
Board Approval:

Administrative Procedure 7211 **Faculty Service Areas, Minimum Qualifications and Equivalencies**

Faculty Service Areas

Faculty Service Areas (FSAs) shall be established by the Board of Trustees after negotiation with the ~~ECC~~El Camino College Federation of Teachers (ECCFT) and consultation with the Academic Senate as required by law. FSAs determine the order by which faculty may be laid off and reassigned if ECC faces a reduction in workforce. Faculty members are assigned to an FSA when hired and may apply to be classified under additional FSAs, using the procedures outlined in Article 6 Section 3 of the collective bargaining agreement.

Minimum Qualifications

Faculty members shall meet minimum qualifications for the discipline or shall possess qualifications that are at least equivalent to the ECC minimum qualifications. ECC minimum qualifications shall be equivalent to or exceed the minimum qualifications set out in the regulations of the California Community Colleges Board of Governors.

The ECC minimum qualifications for faculty hiring will be developed by discipline faculty and undergo consultation and approval by the Academic Senate and Board of Trustees. The list will be posted on the ECC website, and the Academic Senate will conduct an annual review of the local minimum qualifications based on updates to the minimum qualifications handbook published by the California Community Colleges Chancellor's office. Updates may also be initiated by discipline faculty.

Equivalencies

This procedure adheres to Education Code section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the ~~Governing Board~~ Board of Trustees relies primarily upon the advice and judgement of the Academic Senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors." All equivalencies require approval by the Board of Trustees.

The following procedure is to be used to determine when an applicant for a faculty position, although lacking the exact degree or experience specified in the ECC Local Minimum Qualifications ~~List~~, nonetheless does possess qualifications that are at least equivalent to those required. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications.

All faculty position announcements will state the required qualifications as specified by the ECC Local Minimum Qualifications List, including the possibility of meeting the equivalent of the required degree or experience.

District application forms for faculty positions will ask applicants to state whether they meet the minimum qualifications or whether they believe they meet the equivalent. Those claiming equivalency will then be asked to state their reasons and to present evidence of equivalency. It will be the responsibility of the applicant to supply conclusive evidence and documentation for the claim of equivalency at the time of application. The conclusive evidence must be as clear and reliable as college transcripts being submitted by other candidates.

Examples of conclusive evidence of equivalency include, but are not limited to:

1. A transcript showing that appropriate courses were successfully completed at an accredited college or through an appropriate non-US/foreign institution.

2. Scholarly publications that show a command of the discipline in question, the general education of the candidate, or writing skill.

3. Other work products that show a command of the discipline or occupation in question. This may include an interview of the applicant to determine qualifications in the discipline.

4. Verifiable resume, employer statement, other chronological listing or evidence of appropriate work experience.

Criteria for Equivalency

All non-US/foreign degrees will be evaluated by a foreign evaluation service that is approved by ECCCDthe District.

All courses being used for equivalency must be earned at an accredited institution. Candidates are responsible for demonstrating that courses taken through continuing education or extension are applicable to the approved degree listed in the discipline minimum qualification.

The following criteria will be used to determine a candidate's eligibility for equivalency:

A. Formal Education Equivalencies to the Degree

1. Formal education equivalent to the Mmaster's degree: Any Mmaster's degree with a minimum of 18 semester graduate units in the discipline, OR any bachelor's degree and a combination of 30 semester graduate units with a minimum of 18 semester graduate units in the discipline.

2. Formal education equivalent to the Bbachelor's degree: At least 120 approved units, including general education and 40 units in the discipline of which 24 units are upper division or graduate.

3. Formal education equivalent to the aAssociate's degree: At least 60 approved units, including 18 semester units of general education, as defined in either the El Camino College Catalog; or "The Guide to the Evaluation of Educational Experience in the Armed Services" published by the American Council of Education; or the California Registered Nurses Licensure Qualifications for Persons Serving in Medical Corps of Armed Services established by the Board of Registered Nursing.

B. Non-Formal Education Equivalencies to the Degree

All non-formal education equivalencies to the degree must demonstrate the acquisition of the knowledge and skills learned through the computation and communication general education requirements of the relevant degree.

1. Non-Formal Education Equivalencies to the Master's Degree

   a. Substantial artistic experience and/or accomplishments equivalent to the degree, e.g., performances, shows, exhibitions, compositions, or books.

2. Non-Formal Education Equivalencies to the Bachelor's and Associate's Degrees

   a. At least five (5) years of work experience in the discipline that led to the acquisition of the knowledge and skills required for the degree, e.g. in computers, engineering, or journalism.

   b. Substantial artistic experience and/or accomplishments equivalent to the degree, e.g., performances, shows, exhibitions, compositions, or books.

C. Equivalencies to Work Experience

Equivalencies to required experience could include appropriate collegiate education or other training programs that indicate a mastery of the skills of the discipline and knowledge of the working environment of the discipline.

Determination of Equivalency During the Screening Process

Initial dDetermination of equivalency to the minimum qualifications for hire shall be decided during the screening process by the screening committee, using the standards set forth in this policy. The screening committee will be provided with a copy of this procedure to inform their determination and to help ensure consistency in equivalency decision-making across divisions. If the screening committee is unable to agree about a candidate's initial equivalency, the Vice President of Academic Affairs or the Vice President of Student Services and the President of the

Academic Senate shall be consulted. If after being consulted, they are unable to agree about whether the candidate has equivalent qualifications, the decision~~s~~ shall be referred to the Equivalency Committee.

The granting of initial equivalency to the minimum qualifications shall not be construed as a determination that a candidate will or will not be hired.   Such a candidate shall be placed in a pool of qualified applicants, any number of whom may be interviewed for the given position.

~~If a~~An applicant's initial equivalency must be ~~is granted equivalency~~confirmed by the Equivalency Committee prior to ~~and selected for~~ an interview with the Superintendent/President or presentation to Human Resources. ~~, justification~~ Justification for initial equivalency shall be sent to the ~~Academic Senate President~~co-chairs of the equivalency committee and~~,~~ the Office of Human Resources~~, and the Office of the Vice President of Academic Affairs (or Vice President of Student Services)~~. ~~This report~~ After making its determination, ~~T~~the Equivalency Committee shall provide Human Resources with documentation that supports its determination~~decision~~~~include a complete description of the committee's reasons for determining that a candidate has the equivalent qualifications~~.

Equivalency Committee

The Academic Senate shall establish an Equivalency Committee to make decisions on matters of equivalency to the minimum standards for hiring of faculty. The Equivalency Committee shall make the final determination of equivalency ~~in emergency hires and in the event that the screening committee is unable to come to agreement or if the Vice President of Academic Affairs or the Vice President of Student Services, the Vice President of Human Resources, and the Academic Senate President disagrees with the screening committee's determination~~.

The Equivalency Committee also will oversee the equivalency procedure as it is conducted across campus to ensure that, as far as disciplines allow, the same standards are applied in each case uniformly. The committee will determine whether equivalency decisions are being made in accordance with this procedure~~;~~ and whether the screening committees are following the criteria for evidence of equivalency stated in this procedure~~, and whether discipline equivalency decisions are similar to earlier decisions in the discipline and similar disciplines~~.

The Equivalency Committee shall consist of:

1. President of the Academic Senate, who will co-chair the committee.

2. Vice President of Academic Affairs, or designee, who will co-chair the committee.

3. Academic Senate Vice President of Educational Policies, or when not available, a member of the Academic Senate Executive Committee as appointed by the President.

4. Two faculty representatives of the discipline (or, if not possible, a closely related discipline)

5. Vice President of Human Resources, or designee.

6. President of the ECC Federation of Teachers, or designee.

Determination of Equivalency for Full-Time Faculty

In the event that an existing faculty member wishes to assert equivalency in another discipline, the faculty member may do so by submitting a completed equivalency application together with the documentation supporting the request to the Human Resources Office.

On receipt of the application, the Vice President of Human Resources will contact the President of the Academic Senate. The Equivalency Committee, will be convened to review the material submitted by the applicant and to decide whether or not the equivalency should be granted. If the committee decides the equivalency should be granted, the decision will be submitted to the Board of Trustees for approval.

If it is determined that equivalency should not be granted, the faculty member will be notified of the decision by the Office of Human Resources. The letter should also notify the faculty member of his/her the faculty member's right to file a grievance in accordance with collective bargaining agreement Article 22.

All deliberations of the screening committees and the Equivalency Committee and all records involved in the proceedings shall be confidential.

The granting of equivalency is on a case-by-case basis and does not set precedence for other equivalency decisions, however the Equivalency Committee will require consistency of application within a discipline.

Review and Revision

Equivalency procedures are subject to review and revision at the request of the Academic Senate or the Vice President of Academic Affairs. or the Board of Trustees although its The effectiveness of this process and consistency of its application should be reviewed at a minimum of every three years. Changes in these procedures require the mutual agreement of the Academic Senate and the Board of Trustees Vice President of Academic Affairs. Until there is mutual agreement, these procedures will remain in effect.

References
Education Code Sections 87001, 87003, 87355-87359.5, 87538, and 87743.2
Title 5 Sections 53400 et seq.
ACCJC Accreditation Standard III.A.2-4

El Camino College
Adopted:

Consultation
 EPC: passed Nov. 2017
 Dean's Council: approved Jan. 12, 2018
 Academic Senate: first reading Dec. 5, 2017; passed Dec. 12, 2017
 College Council: 3/9/2018, back to EPC and Dean's Council

El Camino College
Withdraw Survey
Research and Proposal
Spring 2018

Survey Justification/Research Overview

El Camino College (ECC) is dedicated to collecting data that informs institutional planning and supports student success. Collecting data related to students withdrawing from courses supports enrollment management and provides data for improving retention. Of particular concern is when students withdraw from courses after the official Add/Drop deadline. The "Student Withdraw Survey" elicits responses on academic and non-academic factors that contribute to students receiving a "W" grade.

Survey responses will provide data on why students withdraw and if withdraws negatively influences continuous student enrollment (institutional retention). Data on withdraws will support enrollment management, early alerts (ECC Connect), and Counseling Services. The Student Withdraw Survey will provide data that allows ECC to reasonable address factors that contribute to course withdraws. Results from the Student Withdraw Survey will also provide data to support improved course retention.

Student Population

The Student Withdraw Survey will elicit responses from ECC students who withdraw from a course after the add/drop deadline. Ideally, students will cycle through different retention services prior to withdrawing from a course (i.e. ECC Connect, Counseling Services, and faculty office hours).

Technology and Delivery Process

Technology needed for disturbing the survey include: Colleague, Communication Manager, and survey systems/software. Survey delivery includes the following five step process:

1) Student submit the appropriate paperwork to officially withdraw from a course. Course withdraw is processed by Admission & Records.
2) Information Technology runs a nightly automated query of students who withdrew in the past 24 hours (time xx:xx through time xx:xx).
3) Nightly query provides a list of students who will be e-mailed a message for the Withdraw Survey.
4) E-mail provides students with a link to online survey created IRP (survey software TBD).
5) Online survey system collects and stores student responses.

Additional delivery methods for consideration include: Text messaging, paper surveys, and phone calling.

Survey Development

Collaboration on the development of survey questions will begin with Enrollment Management and extend to additional campus constituents. Survey development includes identifying themes, creating sample questions, and drafting a sample email.

Question Themes Development:

1. Financial Aid
2. Access to Technology
3. Student Preparation
4. Duplicate Enrollment
5. Participation in ECC Connect.

Sample Survey Questions

Initial design of the withdraw survey recommends a multi-selection question that includes between 5-8 options. Figure 1 is an example of a multi-selection question for the withdraw survey.

Figure 1. Draft Survey Questions

SELECT ALL THAT APPLY

- ☐ I am enrolled in the same or similar course at another college.
- ☐ I had personal/family events that prevented me from regularly attending this course.
- ☐ I will enroll into this course again in a different semester.
- ☐ I did not feel prepared for this course (academic/college).
- ☐ I loss/did not have access to financial aid.
- ☐ ECC Connect: Access to academic support.
- ☐ I did not have access to the required technology.

Questions presented in Figure 1 represent several questions that connect to themes associated to student withdraws.

Sample Email

Initial design recommends that the survey email confirms e-mail sent to primary and secondary e-mail

Figure 2. Draft Email Correspondence.

Greetings First_Name,

This email is to confirm recent actively on your ECC account. Our records indicate that you recently withdrew from the following course(s).

- o Course 1
- o Course 2
- o Course 3

Supporting your education goals is the first priority for our faculty and staff. Completing the survey verifies your account activity and helps us improve future education experiences.

Survey Link

Additionally, Counseling Services is available to provide additional support. Schedule an appointment.

In service to the community,

Salutation

Initial Research

Fall 2017 was used as the baseline for research into ECC student withdraws. Research into withdraws included the "W" grades per student and the number of "W" grades per division.

Table 1. Fall 2017 Withdraws.

Number of "W"	Students FALL 2017
1	6,833
2	1,889
3	637
4	235
5	34
6	5
7	2
8	2
Total	**9,637**

Table 1 shows that 9,637 students received a "W" during fall 2017. There were 6,833 students who received a "W" in only one course. There were 1,889 students who received a "W" in two courses. There were 872 students who received a "W" in 3 or 4 courses. There were 43 students who received a "W" in 5 or more courses.

Table 2. Withdraws by ECC Division

ECC Division	Number of "W"
Behavioral and Social Sciences	2,518
Business	753
Fine Arts	1,481
Health Sciences & Athletics	1,040
Humanities	2,667
Industry & Technology	695
Mathematical Sciences	2,997
Natural Sciences	1,541
Grand Total	**13,692**

Table 2 shows that 13,692 withdraw grades were processed during fall 2017. Mathematical Science, Humanities, as well as Behavioral and Social Sciences each processed over 2,000 "W" grades. Natural Sciences, Fine Arts, as well as Health Sciences & Athletics each processed over 1,000 "W" grades. Industry & Technology as well as Business each processed less than 1,000 "W" grades.

Future Reporting

ECC's Office of Institutional Research and Planning (IRP) will provide the following reports in support of enrollment management and institutional planning:

- Annual: Reasons for withdraw disaggregated by division/department.
- 2nd year: Two-year comparison report.
- 3rd year: Prediction of which responses significantly predict withdraw behavior. Conduct review of survey questions.
    - Review Questions
    - Review Delivery Method

Summary

Development of a Student Withdraw Survey will provided data that supports enrollment management. Data collected from students will provide insight into why ECC students withdraw from courses after the official Add/Drop deadline. Implement of the Student Withdraw Survey will include feedback from the Enrollment Management Committee and additional campus constituents. Reports provided by IRP will support future planning in enrollment management and refine the early alert system (ECC Connect).

El Camino College Flexible Calendar Program
Flex Credit Activities
Proposed by the Faculty Development Committee, Spring 2018

The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to "staff, student, and instructional improvement" (Title 5, Section 55720) in lieu of regular instruction. The preparation required to teach or perform services on a day-to-day basis – such as grading of student papers, preparing class lectures, attending regularly scheduled department, division, or committee meetings – are a part of an individual's professional obligation, and consequently, do not meet the purpose of the flexible calendar program.

Flex credit may only be earned during non-duty hours (up to 6 hours maximum in one day). In addition, faculty may not earn flex credit for activities in which they receive other forms of compensation, such as payments for publications, stipends, or reassigned time.

Participation in flex activities will be noted via sign-in sheets at on-campus events. For off-campus flex activities, please consult with your dean prior to completing an activity for flex credit. In some cases, deans may request documentation upon completion of an activity.

In accordance with Title 5, Section 55724, the following is a list of suggested professional development activities that fulfill faculty flex obligations. These activities align with the mission and strategic initiatives of El Camino College and are intended to provide continued instructional and institutional improvement to support student learning and success.

Faculty/Instructional Improvement	Student Improvement	Institutional Improvement
Activities include those that enhance knowledge in discipline/subject matter and/or improve pedagogical practices such as:	**Activities include those that support student success such as:**	**Activities include those that foster program, departmental, and/or institutional effectiveness such as:**
- Attending on-campus workshops/trainings/orientations to improve instruction such as Informed & Inspired, brown bags, New Faculty Learning Academy (NFLA) - Attending conferences/workshops/trainings related to your discipline - Reading discipline-related books intended to enhance knowledge in your subject area - Listening to podcasts related to your discipline and/or teaching methodology - Completing webinars relevant to your discipline and/or teaching methodology - Completing online learning modules such as Lynda.com, MOOCs, @ONE	- Evaluating scholarship applications - Meeting with faculty and staff to improve services to students - Serving as student club advisor - Attending workshops on mentoring students - Serving as a student mentor - Participating in New Student Welcome Day - Participating in student orientation programs - Facilitating or attending student campus events/activities (Black History Month, Fine Arts Open House, etc.) - Facilitating or attending student off-campus events/activities (field trips, student conferences, competitions)	- Participating in the ECC PRIDE Leadership Academy - Serving on College Curriculum Committee (voting reps) - Serving as Annual Program Plan Review Leader - Serving as Program Review Chair Person - Attending SLO workshops/training - Attending SLO, PLO, and/or ILO post-assessment meetings to address institutional improvement - Attending meetings to address areas of curriculum or program review - Developing new programs, courses, or curriculum

• Evaluating materials to consider for use in major course revision • Participating in a teaching-focused book club • Reading professional books on teaching methodology • Learning a second language to better communicate with a diverse student population • Preparing exhibitions of art, science, or other materials beyond the scope of your typical day-to-day instruction • Training to teach online, re-training for a new course management system • Attending literary readings, debates, sporting events, or lectures relevant to your discipline • Attending/viewing gallery or museum exhibits, films, or plays relevant to your discipline • Mentoring new or prospective faculty, or being mentored yourself • Writing and publishing scholarly material (unpaid)	• Conducting workshops for students (non-duty hours) • Serving at on-campus information table (Career Day, etc.) • Visiting/recruiting at area high schools or in the community • Writing grants aimed to improve services to students	• Modifying an existing course to comply with changing institutional or discipline requirements • Completing course conversion (face-to-face to online) • Creating a website to support a course or program • Conducting institutional research to improve service to students • Making presentations related to your discipline/ program or the college to community groups • Conducting community outreach such as judging school competitions, college information booths, collaboration with other colleges on curriculum and instruction, etc. • Serving on hiring committee during summer or winter sessions or other non-contract period (unpaid) • Training in disaster preparedness, such as CERT, active shooter, mental health first aid, etc. • Participating in training on affirmative action, implicit bias, cultural sensitivity, or equity issues • Training in issues related to harassment, gender, or other mandated programs (i.e. EEOR, FERPA, etc.)

Other
• Participating in campus-sponsored wellness activities

El Camino College
Proposed Changes to Flex Matrix ~ FDC Flex Subcommittee
Spring 2018

The primary goal of any flex activity must be professional growth in the following areas:	Alignment with Title 5 and ECC Strategic Initiatives:	
Professional Development Areas	**Title 5**	**ECC Strategic Initiatives**
Faculty/Instructional Improvement	A, B	A, B
Activities include those that enhance knowledge in discipline/subject matter and/or improve pedagogical practices.		
Student Improvement	D, E, F	A, B, D
Activities include those that support student success.		
Institutional Improvement	C, G, H	C, D, E, F
Activities include those that foster program, departmental, and/or institutional effectiveness.		
Other	I	

Excerpt from Title 5
§ 55724. Request for Approval.

(a) The governing board of a district wishing to conduct a flexible calendar pursuant to this article shall obtain the advance approval of the Chancellor. The request for approval shall be on a form provided by the Chancellor, and shall address at least the following:

(4) The activities which college personnel will be engaged in during their designated staff, student and instructional improvement days. Activities for college personnel may also include, but need not be limited to, the following:

     (A) course instruction and evaluation;
     (B) staff development, in-service training and instructional improvement.
     (C) program and course curriculum or learning resource development and evaluation;
     (D) student personnel services;
     (E) learning resource services;
     (F) related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;
     (G) departmental or division meetings, conferences and workshops, and institutional research;
     (H) other duties as assigned by the district;
     (I) the necessary supporting activities for the above;

ECC STRATEGIC INITIATIVES for 2015-2020

A	**STUDENT LEARNING**	Support student learning using a variety of effective instructional methods, educational technologies, and college resources.
B	**STUDENT SUCCESS & SUPPORT**	Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.
C	**COLLABORATION**	Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.
D	**COMMUNITY RESPONSIVENESS**	Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.
E	**INSTITUTIONAL EFFECTIVENESS**	Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.
F	**MODERNIZATION**	Modernize infrastructure and technological resources to facilitate a positive learning and working environment.