



OFFICERS & EXECUTIVE COMMITTEE

President	David Vakil	VP Faculty Development	Chris Gold
VP Compton Educational Center	Saul Panski	VP Finance and Special Projects	Lance Widman
Curriculum Chair	Lars Kjeseth	VP Legislative Action	Chris Wells
VP Educational Policies	Chris Jeffries	Secretary	Claudia Striepe

Senate Mailing List

<u>Adjunct</u>		<u>Health Sci & Athletics/Nursing</u>		<u>Natural Sciences</u>	
Michael Mangan - English	09/10	Tom Hazell*	09/10	Miguel Jimenez	11/12
_____ (vacant)		_____ (vacant)		Chuck Herzig	11/12
		_____ (vacant)		Teresa Palos	10/11
<u>Behavior & Social Sciences</u>		Pat McGinley	09/10	David Vakil*	10/11
Randy Firestone	11/12	Kathleen Rosales	11/12	_____ (vacant)	
Christina Gold	10/11			<u>Academic Affairs</u>	
Michelle Moen	11/12	<u>Humanities</u>		Quajuana Chapman	
Lance Widman*	09/10	Brent Isaacs	11/12	Dr. Francisco Arce	
Michael Wynne	11/12	Peter Marcoux	11/12	<u>Associated Students Org.</u>	
<u>Business</u>		Kate McLaughlin	11/12	Joshua Casper	
Philip Lau	11/12	Bruce Peppard	11/12	Begoña Guereca	
Jay Siddiqui*	11/12	Jenny Simon	11/12	Phillip Stokes	
_____ (vacant)		<u>Industry & Technology</u>		<u>President/Superintendent</u>	
<u>Compton Educational Center</u>	(1 yr terms)	Patty Gebert	09/10	Dr. Thomas Fallo	
Saul Panski	09/10	Ed Hofmann		<u>The Union</u>	
Estina Pratt	09/10	Douglas Marston*		Editor	
Tom Norton	09/10	Lee Macpherson	09/10		
Jerome Evans	09/10	_____ (vacant)		<u>Division Personnel</u>	
Darwin Smith	09/10	<u>Learning Resource Unit</u>		Jean Shankweiler	
<u>Counseling</u>		Claudia Striepe*	10/11	Don Goldberg	
Christina Pajo	11/12	Moon Ichinaga	10/11	Tom Lew	
Brenda Jackson*	10/11	<u>Mathematical Sciences</u>		<u>Counseling</u>	
Chris Jeffries	10/11	John Boerger	10/11	Ken Key	
<u>Fine Arts</u>		Greg Fry	10/11	<u>Ex-officio positions</u>	
Ali Ahmadpour	11/12	Marc Glucksman*	09/10	ECCFT President	
Randall Bloomberg	11/12	Susan Taylor	11/12	Elizabeth Shadish	
Patrick Schultz	11/12	Paul Yun	10/11	Curriculum Chair	
Chris Wells*	11/12			Lars Kjeseth	
Mark Crossman	11/12				

Dates after names indicate the last academic year of the senator's three year term, except for Compton senators who serve one-year terms. For 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

<u>FALL 2009</u>		<u>SPRING 2010</u>	
September 15	Communications 104	March 2	Communications 104
October 6	Communications 104	March 16	Communications 104
October 20	Communications 104	April 6	Communications 104
November 3	Communications 104	April 20	?? Compton ??
November 17	Communications 104	May 4	Communications 104
December 1	Communications 104	May 18	Communications 104
December 15	Communications 104	June 1	Communications 104

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS

<u>FALL 2009</u>		<u>SPRING 2010</u>	
September 17	Board Room	March 4	Board Room
October 8	Board Room	March 18	Board Room
October 22	Board Room	April 8	Board Room
November 5	Board Room	April 22	Board Room
November 19	Board Room	May 6	Board Room
December 3	Board Room	May 20	Board Room
		June 3	Board Room



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER		
B. APPROVAL OF MINUTES		5-10
C. REPORTS OF OFFICERS		11-15
	A. President	
	B. VP- Compton Center	
	C. Chair- Curriculum	
	D. VP- Educational Policies	20-25
	E. VP- Faculty Development	
	F. VP- Finance	16-18
	G. VP- Legislative Action	32-51
D. REPORTS OF SPECIAL COMMITTEES		
	Technology report – P. Marcoux	
E. UNFINISHED BUSINESS (1:00pm)		
(second reading)	A. SLO/Core Competency	19
F. NEW BUSINESS		
	B. Copyright Policy	20-25
	C. Campus Climate survey	26-31
	D. Discussion about Area C resolutions	32-51
	E. Program Review Highlight: Journalism – Kate McLaughlin	
G. AGENDA ITEMS FOR FUTURE MEETINGS	None (yet). Possible open forum with the deans – to be discussed if time permits.	
H. PUBLIC COMMENT		
I. ADJOURN		



Committees

<u>Senate</u>	<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
ASSESSMENT OF LEARNING (SLOs)	Jenny Simon		2 nd & 4 th Mon.	2:30-4:00	Library 202
COMPTON FACULTY COUNCIL	Saul Panski		Thursdays	2:00-3:00	CEC Board
CURRICULUM	Lars Kjeseth		2/23, 3/16, 4/6, 5/4, 5/25, 6/1	2:30-4:30	Board Room
EDUCATION POLICIES	Chris Jeffries		2 nd & 4 th Tues.	12:30-2:00	SSC 106
PLANNING & BUDGETING	Arvid Spor		1 st & 3 rd Thur	1:00 – 2:30	Library 202
FACULTY DEVELOPMENT	Chris Gold		2 nd & 4 th Tues	1:00 – 1:50	ADM 127
CALENDAR	Jeanie Nishime		Sep 30	3pm	Board Room
ACADEMIC TECHNOLOGY	Jim Noyes, Virginia Rapp		Sep 24 Nov 12	12:30 – 2:00 pm	Library 202
<u>Campus</u>					
ACCREDITATION	Francisco Arce , Arvid Spor, Evelyn Uyemura				
BOARD OF TRUSTEES	Nate Jackson		Mondays	4:00	Board Room
COLLEGE COUNCIL	Tom Fallo		Mondays	12:00-1:00	Adm. 127
DEAN'S COUNCIL	Francisco Arce		Thursdays	9:00-10:30	
CAMPUS TECHNOLOGY	John Wagstaff		3 rd Weds.	2-3:00 pm	
ENROLLMENT MANAGEMENT	Arvid Spor		Thursdays	9-10:00 am	Library 202

ACADEMIC SENATE ATTENDANCE & MINUTES
2nd March 2010

Attendance (X indicates present, exc indicates excused, pre-arranged absence)

Adjunct Faculty

Mangan, Michael(Hum) X

Behavioral & Social Sciences

Firestone, Randy X

Gold, Christina X

Widman, Lance X

Wynne, Michael X

Moen, Michelle X

Business

Siddiqui, Junaid X

Lau, Philip S X

Counseling

Jackson, Brenda X

Jeffries, Chris X

Key, Ken

Pajo, Christina X

Fine Arts

Ahmadpour, Ali X

Bloomberg, Randall X

Crossman, Mark

Schultz, Patrick X

Wells, Chris X

Health Sciences & Athletics

Hazell, Tom

McGinley, Pat X

Rosales, Kathleen

Humanities

Isaacs, Brent X

Marcoux, Pete X

McLaughlin, Kate X

Peppard, Bruce X

Simon, Jenny X

Industry & Technology

Gebert, Pat X

Hofmann, Ed X

MacPherson, Lee X

Marston, Doug X

Learning Resources Unit

Striepe, Claudia X

Ichinaga, Moon X

Mathematical Sciences

Boerger, John

Fry, Greg

Glucksman, Marc X

Taylor, Susan X

Yun, Paul X

Natural Sciences

Cowell, Chas

Herzig, Chuck EXC

Jimenez, Miguel

Palos Teresa X

Vakil, David X

Academic Affairs

Chapman, Quajuana

ECC CEC Members

Evans, Jerome

Norton, Tom

Panski, Saul X

Pratt, Estina X

Smith, Darwin

Assoc. Students Org.

Casper, Joshua

Safazada, Ana

Stokes, Philip

Begona Guereca

Ex- Officio Positions

Arce, Francisco X

Nishime, Jeanie X

Shadish, Elizabeth X

Kjeseth, Lars X

Guests and/Other Officers: Alice Grigsby (Dean's Rep) Barbara Jaffe, Lars Kjeseth, Irene Graff

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

The first Academic Senate meeting of the Spring 2010 semester was called to order at 12:37pm. A new faculty senator from Child Development, Michelle Newton(?), and a new Student Representative, Begona Guereca, were welcomed.

Approval of last Minutes:

The minutes [pp. 5 -12 of packet] from the 15th December Academic Senate meeting were reviewed. The minutes were approved, with revisions. Ms. Jeffries asked that 2.0 gpa be changed to 1.75 gpa (pg10), and Ms. Graff asked that 2 sentences on pg 12 be amended to better reflect her meaning, and that SESSI be changed to CCSSE.

REPORTS OF OFFICERS

President's report – Dave Vakil (henceforth DV)

- DV requested that the Senators read his written report [see pp.13 - 14 of packet]
- DV commented specifically on the following:
 - The **campus will be moving from Office 2003 to Office 2007**, probably over the Spring break. Mr. Panski asked if Compton was included. DV said he should contact Mr. Wagstaff of ITS. Mr. Marcoux asked if the classroom computers would also be updated, and was referred to Mr. Wagstaff as well.
 - **March 27th will see the Local Area C meeting on the ECC campus** in the Distance Education room. Participants will be discussing items for the Spring Plenary session.
 - The **Disciplines lists** will be under discussion this semester. [see pp 47 – 52 of packet] Ms. Jeffries asked about obtaining copies of the current disciplines lists and Dr. Arce noted that they are available on the VP Academic Affairs website.
 - **SB (Senate Bill) 1440 and AB (Assembly Bill) 440** will be addressed by Mr. Wells later in the meeting. See the handout provided. DV asked for feedback from the senators on these bills. Please email DV your thoughts.
 - As a response to Senate budget cuts, the **ASCCC Foundation**, a non- profit foundation, has been formed. They are looking for directors/members for their Board. Please see the handout provided, and contact DV, if interested.
 - **Faculty grade/success/retention rates are on the portal.** The Senate had discussed this last in December 2009. An email is to be sent to the campus with more details. Ms. Graff noted that students do not have access to the “Areas” section of the portal. The location of the report may be changed so that students can access the information. The change may take a few days to implement.

VP – Compton Center - Saul Panski (SP)

No report.

Curriculum Committee – Lars Kjeseth (LK)

LK said that minutes for the last meetings were in the packet [see pp 26 – 30 of packet] however some pages in the packet had the wrong version and LK provided an extra handout with the correct information. LK had looked at the catalog and had not been able to get a “big picture” of how the courses fit together. LK had formulated a table to show the overlaps, and had sent it to Lori Suekawa who agreed that this was a worthwhile project to keep up. LK and the Curriculum Committee have therefore come up with a CCC GE Proposal to better align ECC GE courses with

CSUGE/IGETC courses. The Proposal states that, **where appropriate**, CSUGE/IGETC courses will be added to the ECC GE pattern. The Curriculum Committee had its first reading of the proposal on February 23rd. CCC reps have been asked to take the proposal back to their Divisions for feedback, and the CCC will have its second reading of the proposal on March 16th. If all are in agreement a blanket change will be made, otherwise further changes will be made and the CCC will have a third reading.

It is hoped that the work will be completed in time to get the information into next Fall's catalog. In relation to a question from Mr. Wells, LK said that this is NOT related to the question of transfer degrees. Ms. Jeffries asked whether the curriculum forms could not be streamlined to make it automatic? LK said no, but the CCC IS trying to make the process easier and more transparent.

A future proposal will recommend the Academic Senate look at the relationship between ECC GE Area5 and CSU GE AreaE. DV recommended asking the opinion of the counselors. Ms. Jeffries said that the AA degree taskforce is looking at this. Dr. Arce noted that this taskforce had met this past week. Ms. Jeffries felt it would be better to preserve the integrity of the different areas.

VP - Educational Policies – Chris Jeffries (CJ)

CJ noted that the Ed Policies Committee had received a list of Board Policies [see pp 36- 37 of packet] from Dr. Arce's office that had either not been revised in 6 years, or had never had an official policy formulated. CJ has prioritized the list for future action. **The first item that will be tackled is BP 4010 Graduation Requirements Degrees and Certificates.** A representative from Mr. Mulrooney's office will attend the next Ed. Policies Committee meeting to talk to this. A policy, even if just an outline on how we award degrees, will be ready for the next Academic Senate meeting. CJ repeated that all are welcome to attend the meetings.

Other items to be tackled soon will be **Program Discontinuance, and Copyright Policy.**

Mr. Marcoux said that the Calendar issue will come into play with the Winter session. CJ said that this was more of a Procedure, and that it was possible to have modified calendars. Mr. Marcoux said he assumed that since we were over cap the Winter session would be looked at. Dr. Arce assured the Senate that we would have a Winter session and that 150 sessions had been allocated. Mr. Panski asked if this was part of the enrollment strategy at Compton, and Dr. Arce said yes.

Ms. McGinley agreed to work with CJ on **BP 4106** as it concerns Nursing.

VP - Faculty Development – Chris Gold (CG)

CG reported that the Committee had been working on the **Distinguished Faculty Award** and was now looking at introducing an **Outstanding Adjunct Faculty Award**. CG asked whether the Senate is interested in offering/collecting money for this award? Even if no money were to be had, CG felt that a token like a plaque and/or a parking space could be awarded. Parking spots might be especially meaningful to/welcomed by part- time faculty.

Mr. Marcoux asked how the Senate was supposed to raise money, and CG said that this had not been investigated in any detail and that the Committee was just gauging opinion. Ideas were to "pass the hat", and approach the Foundation/Ms. Gleason. Even if the Foundation could not help, Ms. Gleason might have other contacts. There seemed to be no objection to a Senate sponsored Adjunct Faculty Award. Mr. Ahmadpour said that the award recipient selection sub-committee would be more democratic if it had student representation as well as fellow faculty. CG agreed. Mr. Marcoux noted that it was often difficult to find students to participate.

CG also reported that the **Faculty Bookclub** was starting up again this semester under the chairmanship of Kate McLaughlin. The book is titled "And Still We Rise" Free copies of the book will be given to the first 15 faculty who register with Staff Development at X 3868.

Additionally, CG reported that a **Hiring Workshop** will be held again this semester.

VP - Finance & Special Projects/Planning & Budgeting Committee (PBC)– Lance Widman (LW)

LW reported briefly on the last three PBC meetings

[See pp. 38-40 of packet] PBC 12/17/2009 Minutes:

- 5-year Budget Assumption and Projection Update: This actually sounds a lot more official and certain than it really is. In one of the College Council minutes contained in this packet it was referred to an “educated estimate.” In reality it is largely a shot in the dark, a “best guess” based on the reading of tea leaves. However, it appears to be required by Accreditation (who else), whose members’ institutions probably have no more of a clue as to their financial futures beyond 2009-10 than we do.
- Clarus Recommendations: This group came on campus a while back to investigate how we can be more efficient when scheduling the use of our facilities, especially classrooms as this may relate to curriculum decisions. The upshot, however, is that it was left largely uncertain where these recommendations go, who is responsible for follow up, and when final recommendations/action plans are to be developed.

LW asked at the meeting about recommendation follow- up. Dr. Arce noted that the report is complex and needs study, and that is why we have not yet acted on it. LW asked that the executive summary be again distributed.

[See pp. 41-43 of packet],PBC 1/21/2010 Minutes:

- Reviewed 2009 Planning Summit action items as a precursor to the March, 2010 Planning Summit. How well have those recommendations been carried out?
- Reviewed the Governor’s 2010-2011 Proposed Budget, not heartily embraced by virtually anyone (the Legislature) in Sacramento.

[See pp. 44-46 of packet] PBC 2/4/2010 Minutes:

- Reviewed the letter from the Accreditation Commission.
- Discussed the draft of revised PBC responsibilities that are included in the Final Budget. This discussion is long overdue and goes to the very core of exactly what the PBC should be doing on behalf of the institution and its constituencies.

LW reported that the Committee will be meeting with Dr. Fallo to clarify expectations. Dr. Nishime confirmed that Dr. Fallo would be at the meeting in Library 202 this Thursday.

Council of Dean’s Meeting Report –Moon Ichinaga (MI)

[See separate handout provided] MI reported that **Dean Curry had given an update on the Compton Education Center.** A survey indicated that the name “Compton College” is not reassuring, but the college safety record is good, and the association with ECC is seen in a positive light. It was concluded that a marketing outreach is needed to sustain growth.

There was also a discussion of **enrollment reports.** Dr. Nishime had alluded to a Chancellor’s Office press release which quoted a state-wide enrollment drop of 1%, or 21,000 students. Certain classes were felt to be too recreational in nature, and thus a misallocation of funds. Classes cited as examples included physical education, art, music, and theatre classes – and these will come under scrutiny.

Dr. Spor had requested that **Unit Plans** were to be submitted by February 28th, and will be followed up in with a March 19th Planning Summit.

O the issue of **Accreditation**, it was noted that we are still under the microscope, and have another follow up meeting in October. We need to address the issue of self evaluating, and creating a culture of evidence.

MI noted, in the interests of time, that she would continue to produce the handout for Senators, but would only report on the most timely issues during the meeting.

Dr. Nishime asked whether the Senate was intending to send representatives to the State Senate Accreditation Institute. The dates are the 19/20th of March, which conflicts with the ECC

Planning Summit. DV asked whether anyone was interested. Mr. Panski noted that a delegate from Compton would be going. It was also noted that Drs. Simon and Jaffe would be attending the SLO Coordinators meeting, to be held just prior to this. Messrs. Wells and Marcoux urged the Senate to send a representative. Please contact DV if interested. Dr. Arce said it was his wish to set up training workshops for faculty, as it is his belief that the faculty needs training in Accreditation Standards. The College needs to think about building up records and evidence to support out statements.

VP – Legislative Action – Chris Wells (CW)

[See separate handout] CW noted that SB 1440 and AB 440 are essentially the same. Concern has been expressed that these Bills would legislate conditions for a transfer degree and take away some local control. Many feel this to be a “heavy-handed” approach. The State Senate believes Community Colleges would no longer have a transfer studies vehicle, and the State Senate approves of local control and is concerned about mandating on curriculum issues. Legislators may be voting on this soon, so CW urged the Senators to study the handout contact DV with ideas. CW noted that historically Community Colleges were distinguished from Junior Colleges, with the latter being seen as transfer organizations. There are some who would like to get rid of the idea of Community Colleges and turn them all into Junior Colleges, and it is feared that legislation would increase the pressure.

Ms. Jeffries noted that it did not seem fair to do all the work for transfer and then not get a transfer studies degree. DV asked what he should do or say at the State Academic Senate meeting? It was noted that the reason for getting rid of the transfer studies degree in the first place was that it did not fit the Title V description of what a degree should be – a integrated body of knowledge. Most degrees at ECC have a strong majors component, but this is not true through the State. We have a general studies degree which replaces the transfer studies degree, but it is too soon to tell how well it is working.

REPORTS OF SPECIAL COMMITTEES

Student Learning Outcomes – Jenny Simon (JS)

JS reported that last December was the deadline for courses to have SLOs, and we were at 88% compliance. JS asked the Senators to look at the Division SLO statements and plan for SLO assessment.

JS note that 6 facilitators have been selected to help her organize the SLO initiative on campus, and to help faculty reach compliance. The facilitators are Christina Gold, Ray Lewis, Karen Whitney, Kelly Holt, Jim Noyes and Julie Soden. Shelby (?) has been elected to help out at Compton, and more help is needed on the Compton campus.

El Camino has 5 core competencies which were approved in March 2007. The ALC would like to add a sixth core competency. This sixth competency was included on the core competency list for the Flex Day mapping , but it was marked “pending approval” JS asked for ratification of the new competency. It was noted that it needed to be on the agenda. It was agreed to let this discussion constitute the first reading, and DV would include it on the agenda for the second reading for the next meeting.

Mr. Kjeseth asked whether these core competencies had ever been taken to the Board. JS said not, but felt this needed to be done. All the core competencies should align with the College mission. JS said that once the 6th competency has been added/ratified, she would take them to the Board. Dr. Arce noted that he had shared the core competencies with the Board, but they did need official approval before the College moved too far ahead.

Mr. Panski asked whether there was a timetable in the different Divisions about when assessments would take place. JS agreed that this was important but said that we currently lack a database, and so it was hard to plan. The alternative was for her to physically go through 1,500

forms to get the expected dates of assessment. JS agreed that we needed to get tighter with the timelines.

Dr. Jaffe noted that there was a inventory set up for each Division, that she would send to Mr. Panski, but it needed updating. Dr. Jaffe said it would be good to reflect all this work in the next Accreditation follow- up report. Dr. Arce said that faculty have until the 2012 deadline to become proficient, and that the college was trying to expedite matters by having the new facilitators to help Drs.Simon and Jaffe. Mr. Panski said that the faculty work was inconsistent without a plan and timetable to work to. Dr. Arce noted that a change from a individualistic approach to a Department/Division run approach was needed. JS noted that the Core Competencies assessment was part of getting to that approach. Dr. Jaffe agreed, saying that the infrastructure is getting there. Many Divisions have set up a grid and mapped the work out. Mr. Kjeseth said that the Deans seemed to have a good understanding of what was happening with SLOs in their area, and that the problem seemed more getting a grasp of the “big picture”, he said that there would also always be “holdouts”. It was hoped that CurricuNet would bring more simplification of the process. JS noted that re: the core competencies, there were three types of data to collect: a Survey, which Ms. Graff would tack onto the Campus Climate Survey, Course Grades, id’s of students would be tied to course grades which would be tied to core competencies, and Assessment Ratings, faculty would be asked to rate how well students did on assessments and these results would be averaged out.

Technology Committees – Pete Marcoux (PM)

PM postponed his report until the next Senate meeting.

FUTURE AGENDA ITEMS

Program Review highlight: Journalism - to be presented by Kate McLaughlin in the Spring semester.

March 16th Irene Graff on the Campus Climate Survey.

ARCC report.

PUBLIC COMMENT.

None

The Academic Senate meeting was adjourned at 1:55pm
Cs/ecc2009

Senate President Report, March 16, 2010

Statewide Senate (ASCCC) Spring 2010 resolutions

Please see pages 32-51 of the packet for the resolutions that will be considered by the ASCCC at our Spring Plenary session, held during Spring Break. I will be asked to vote on each of these resolutions and any potential amendments to them. We will be examining these resolutions in detail at the Area C meeting on Saturday, March 27, in ECC's Distance Education Conference room. You're invited, welcome, and encouraged to attend the Area C meeting.

Evaluating the Academic Senate

One of my goals as president is to evaluate the Senate. To that end, I am seeking your help in developing an evaluation tool. What topics should we consider when trying to evaluate our own effectiveness? My first pass at this was to solicit answers to the 3 questions below:

1. Is the Academic Senate successful? How do you know this?
2. In your opinion, what should the Academic Senate be doing that it is not currently doing?
3. In your opinion, are there things the Academic Senate is doing that it does not need to do?

I would also like to assess the usefulness of the specific materials in the senate packet (e.g. various committee minutes) and the various activities (e.g. officer reports, Program Review presentations) and other presentations done during the senate meetings.

PLEASE send me any thoughts you have about how we should evaluate the senate and which questions/topics we should explore. All comments from all people are welcome.

REMINDER: Area C meeting of the ASCCC (statewide senate)

The Area C meeting, which is the regional prelude to the Spring plenary session of the ASCCC, will be March 27 at ECC in the Distance Education conference room. Let me know if you would like to help set up for, break down after, or attend the meeting. It will run from approximately 10am-3pm, plus set-up and breakdown for us locals.

REMINDER: Discipline's List revisions

The Disciplines list is beginning its cyclical review process, and relevant information can be found on pages 47-52 of the previous packet. If there are any disciplines that have minimum qualifications that your department believes could or should be changed, or if you think a new discipline should be created, please examine the information on these pages.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting March 1, 2010

Present: Francisco Arce, Josh Casper, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Jeanie Nishime, Susan Pickens, Elizabeth Shadish, Arvid Spor, Lynn Solomita, Gary Robertson, and David Vakil.

1. Francisco – The fall schedule is being finalized. Accreditation - Work is being done on the substantive change for Distance Education, October 2010 progress report, and Accreditation time-line for Compton.
2. Josh – There were a number of appointments one of which was Director of Academic Affairs. There will be a special election for the Student Trustee on March 10 and 11, there are two candidates. Students will attend the American Association of Community Colleges and the March in March. This week is club rush. There will be a dance and casino night fundraiser on April 2.
3. David – Board Policy 4100 – Graduation Requirements will be ready soon. There will be a second “Getting the Job Workshop” for part-time faculty interested in getting full-time jobs. Work is being done to help ECC access current course offerings with a focus on general education requirements. Success and retention rates will be posted. There have been discussions about setting up a system that would notify faculty when students are added. Satish thinks this will be ready by summer. There is a concern about sending out too many emails. There was a suggestion to explore other places for people to post information that is non-announcement in nature. Another option would be to create a listserv. Ann Garten will follow-up on that.
4. Elizabeth – The Union is revising the Constitution to clarify powers and responsibility for each officer. The advocacy portions of CFT and CTA associations will be merging. Work is being done to redo student evaluations for faculty.
5. Gary – Parking has alleviated more quickly than the past. There have been 7 to 9 people arrested in the bookstore in the last couple of weeks. The Union Constitutional By-Laws have changed. Gary has been re-elected for another year.
6. Jeanie – The fee drop went well. There were only two students that were dropped due to a technical problem. They had fee credits and the system did not take that into consideration and they were dropped. We have a graduation speaker. This will be announced through the President’s Newsletter. Financial aid debit cards are doing well at both locations. Checks are now mailed and there are no more pick-ups.
7. Lynn – We continue to accept applications for faculty and administrative positions.
8. Irene – Our final enrollment update for spring 2010 will be tomorrow. We will have our estimate of our census snapshot tomorrow. Irene distributed the ECC Campus Climate Survey, Spring 2010 Survey plan, ECC and Compton ARCC Self-Assessment Response 2010. Final comments are due March 4th.
9. Jo Ann – The Legislative Analyst has recommended a \$40 student fee. We have been notified that we are not getting a March payment. This is a deferral on top of a deferral.

Agenda for the March 8, 2010 Meeting:

1. Minutes of March 1, 2010
2. Team Reports
3. Faculty/Staff Opinion/Climate Survey
4. BP 5401 – On Campus Student Organizations
5. BP 5405.1 – Student Political Organizations
6. AP 5405.1 – Student Political Organizations

Policies completed 2009-10

- 3430 – Prohibition of Sexual and Other Forms of Harassment Adopted 11/16/09
4050 – Articulation – First Reading – 2/16/10
4250 – Probation, Dismissal and Readmission – Adopted 2/16/10
5310 – Student Grievance deleted 1/19/10
5500 – Academic Honesty & Standards of Conduct Adopted 12/21/09
AP 5520 – Student Discipline & Due Process Procedure 11/16/09
AP 5530 – Student Rights and Grievances 1/19/10

College Council Goals 2009-2010

1. Improve internal college communications.
2. Communicate fiscal issues facing the College and Center throughout the year.
3. Review – El Camino Community College District – Vision Statement, Mission Statement, Statement of Values. Recommend revisions, as appropriate, to Guiding Principles & Strategic Goals for new 2010-2013 document.
4. Support, review, and discuss results of a Campus Climate survey.
5. Complete 10 + 1 policies and accompanying procedures.
6. Continue to build a sense of community.
7. Increase the amount of recognition for work well done.
8. Incorporate evidence-based decision making.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting March 8, 2010

Present: Francisco Arce, Josh Casper, Irene Graff, Jo Ann Higdon, Jeanie Nishime, Michael Odanaka, Susan Pickens, Arvid Spor, Luukia Smith, Lynn Solomita, Gary Robertson, and David Vakil.

1. Campus Climate Survey, Spring 2010 – Survey Plan. The purpose of the survey is to access the campus climate at El Camino College and Compton Center among students, faculty and staff. Feedback on perceptions of inter-school relations also will be sought. Faculty and Staff Opinion Survey 2010 – Irene would like feedback by Friday on any areas missing. The survey will be sent out at the end of March. The survey may be completed on paper or on the web. Paper surveys will be available in division offices. Do not print the on-line survey, it will not scan and your responses will be excluded from the survey results. The student survey will be ready in a week or so and will be reviewed at College Council.
2. Policies/Procedure – will be taken back for correction.
 - a. Board Policy – 5401 – On Campus Student Organizations. There was a question as to why there is a number “I” when there is no “II.”
 - b. Administrative Procedure – 5405.1 – Student Political Organizations. Administrative “Policy” will be changed to Administrative “Procedure.” The Board Policy number notation should be “5405.1” instead of “5401.” It was noted that the discrimination statement (last paragraph) did not include “sexual origin” and is not an all inclusive statement as written.
3. The power outage last week was caused by a blown transformer in Lawndale. The Police Department did an excellent job covering the campus and helping people to get out. We did not pull alarms because they are for specific events such as fire and earthquakes. There was a debriefing the next day and we learned some things, but overall it went very well. It was organized and there was no panic.
4. The Cherry Blossom festival is tomorrow, March 9th at 1:00 p.m.

Agenda for the March 15, 2010 Meeting:

1. Minutes of March 8, 2010
2. Board Agenda
3. BP 5401 – On Campus Student Organizations
4. BP 5405.1 – Student Political Organizations
5. AP 5405.1 – Student Political Organizations

Policies completed 2009-10

3430 – Prohibition of Sexual and Other Forms of Harassment Adopted 11/16/09
4050 – Articulation – First Reading – 2/16/10

4250 – Probation, Dismissal and Readmission – Adopted 2/16/10
5310 – Student Grievance deleted 1/19/10
5500 – Academic Honesty & Standards of Conduct Adopted 12/21/09
AP 5520 – Student Discipline & Due Process Procedure 11/16/09
AP 5530 – Student Rights and Grievances 1/19/10

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EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: February 18, 2010

MEMBERS PRESENT

- | | |
|---|---|
| <input type="checkbox"/> Jackson, Tom – Academic Affairs | <input checked="" type="checkbox"/> Shenefield, Cheryl – Administrative Svcs. |
| <input checked="" type="checkbox"/> Lopez, Jessica – ASO | <input type="checkbox"/> Spor, Arvid – Chair (non-voting) |
| <input checked="" type="checkbox"/> Ott, Jonathan – Campus Police | <input type="checkbox"/> Turner, Gary – ECCE |
| <input checked="" type="checkbox"/> Quinones-Perez, Margaret – ECCFT | <input checked="" type="checkbox"/> Tyler, Harold – Management/Supervisors |
| <input checked="" type="checkbox"/> Reid, Dawn – Student & Community Adv. | <input checked="" type="checkbox"/> Widman, Lance – Academic Senate |

OTHERS ATTENDING: Janice Ely, Bob, Gann, Jo Ann Higdon, Luis Mancia, Bill Mulrooney, Emily Rader, Regina Smith, Lynn Solomita

Handouts: CCC Sound Fiscal Management Self-Assessment Checklist
PBC Planning and Budgeting Calendar

The meeting was called to order at 1:05 p.m. and facilitated by Harold Tyler and Lance Widman.

Lynn Solomita was introduced as ECC's Acting Vice President of Human Resources.

Approval of February 4, 2010 Minutes:

Clarifications/Changes:

1. Page 3, #7e – change statement to: “Suggestion was made to show specifically how PBC will report its activities to the College community.”

Comments:

2. Page 2, #4 – don't know status of Dr. Fallo's attendance at next meeting for PBC to present and discuss revised PBC responsibilities.
3. Page 3, #8 – question was asked if decision was made to delete Budget Development Criteria page 31 from budget book. No decision made and discussion is tabled for future meeting.
4. The minutes were approved as amended.

CCCCO Fiscal Checklist:

1. Checklist focuses on four areas of fiscal soundness: ending balances, deficit spending, unusual activities on audit reports, and other oddities. Format follows FCMAT requirements. More districts with fiscal concerns are using this checklist. A document similar in format may be developed within the next few months to support the 311 quarterly financial reports and used to document processes, share information, and show transparency.
2. Is checklist required? It is required for K-12s not for ECC, but good practice to use.
3. Draft format will be shared with PBC and may be shared on an annual basis.
4. #2 – who determines what is an acceptable fund balance? Each district or Board could determine own policy (i.e. nothing less than 10%; districts in 5% range signal warning flag to Chancellor's office).
5. A recommendation was made to compare a list of ECC's audit criteria with FCMAT requirements. Difference between checklist and audits: fiscal checklist covers overall sound fiscal management and how the College is positioned for the future; annual audits ensure

financial statements are fair representation of College's business practices. Audits also show that constituent group dialogue/ participation and decisions took place. Important for PBC to review the Accreditation Commission's final report; visiting team findings showed the College should complete full documentation process to show that dialog and full participation took place. Comment was made of the perception that communication "unravels" once it get to the VP level – lack explanation why some decisions were made.

6. What are requirements of 50% law? At least 50% of expended funds must be spent on direct classroom instruction (i.e. instructor salaries, supplies, instructional aides, etc.). Explanation on page 48 of budget book.
7. How will checklist report be used? Most likely will be an addendum to the 311 quarterly reports.

PBC Planning & Budgeting Timeline:

1. Has PBC started on #2 of January-February timeline (*Begin assessment of key budget issues – including the funding of high priority planning initiatives*)? No, and no insight as to why not.
2. Difficult to get a total picture of budget decisions made in each division. Each department submits their budget on a worksheet listed by line items to their divisions which are sent to their vice presidents. Reports are well over a few hundred pages and not easy to send online, but could be printed from Datatel for anyone who is interested.
3. The suggestion was made to use final budget assumptions on pages 71, 72, and 73 as a template, using constants from 2010-11 budget and noting changes from 2009-10 to 2010-11 (tracking history). Using budget assumptions as a template would identify planning for next year's budget.
4. Committee can let J. Ely know format it needs or access summary reports through *My Budget* on the Portal. Trying to capture a snapshot for particular areas. Helpful to hear details from VP's reports on their area budget decisions.
5. Is this timeline realistic or are groups waiting on others and missing deadlines? The end of February is the key time to submit prioritized unit plans for the next fiscal year – A. Spor is the one who can tell us if this was done or close to being done.
6. Suggestion was made to show what PBC will be doing when they are not responsible for timeline activities. For example, look at prioritized unit plans as they are posted, or invite discussion and reporting from other areas for better understanding of plans. That sounds like PBC would be doing the work of others – PBC is a steering committee and decisions should be made at other levels. PBC does not have time or expertise to review unit plans.
7. Learned more when VPs explained their area plans; presentations should be done by end of March. Suggestion was made to focus and improve on similar presentation format, but augment with more time. Previous presentations lacked description of the broad process used to arrive at decisions. Suggestion was made to split up VP presentations over several meetings. VPs may not be ready by the second meeting in March; some departments still need time to prioritize and review unit plans. PBC could meet three or four times in April (one week is spring break) if extra meetings are needed.
8. Recommendation: April timeline box: 1) Two VP area presentations, 2) Two VP area presentations, 3) Proposed tentative budget is reviewed and discussed for endorsement, and 4) Initial planning and budget assumptions are finalized. When are initial planning and budget assumptions presented? How is tentative budget information related to April 15th initial planning and budget assumptions?
9. Decision was made to revise timeline for current planning by deleting #2 in October-December, add the word 'initial' and add to the *End of February* box, "2. Identify initial planning and budget assumptions." Presentation of plan recommendations will reflect initial planning and budget assumptions.

The next meeting is scheduled on March 4, 2010. The meeting ended at 2:20 p.m.



PLANNING & BUDGETING COMMITTEE

March 4, 2010

1:00 - 2:30pm

Location: Library 202

Facilitators: Arvid Spor

Note Taker: Lucy Nelson

STATEMENT OF PURPOSE

The Planning and Budgeting Committee serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the college. The PBC makes recommendations to the President on all planning and budgeting issues and reports all committee activities to the campus community.

Members

- Arvid Spor, Chair (non-voting)
- Thomas Jackson, Academic Affairs
- Jessica Lopez, ASO
- Jonathan Ott, Campus Police
- Margaret Quinones-Perez, ECCFT

- Dawn Reid, Student & Community Adv.
- Cheryl Shenefield, Administrative Services
- Gary Turner, ECCE
- Harold Tyler, Management/Supervisors
- Lance Widman, Academic Senate

Attendees

- Rocky Bonura – Alt., Adm. Serv.
- Ken Key – Alt., ECCFT
- Tom Lew – Alt., Ac. Affairs
- Luis Mancía – Alt., ECCE
- Bo Morton – Alt., Mgmt/Sup.

- Emily Rader – Alt., Acad. Sen.
- Regina Smith – Alt., SCA
- _____ - Alt ASO
- Francisco Arce – Support
- Janice Ely – Support

- Jo Ann Higdon – Support
- Jeanie Nishime – Support
- David Vakil – Support
- John Wagstaff – Support

AGENDA

1. Minutes 2/18/10 ----- All PBC participants ----- 1:00 p.m.
2. Responsibilities Recommendation ----- Spor/PBC Members ----- 1:10 p.m.
3. State Budget Update ----- Higdon ----- 1:40 p.m.
4. Planning Update ----- Spor ----- 2:00 p.m.
5. Adjournment ----- 2:30 p.m.

The first five core competencies were approved by the Academic Senate in Spring 2007. A sixth core competency has recently been added by the Assessment of Learning Committee and needs to be approved by the Academic Senate.

El Camino College Core Competencies:

Students completing a course of study at El Camino College will achieve the following core competencies:

- I. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
- II. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
- III. **Communication and Comprehension:** Students effectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
- IV. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
- V. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.
- VI. **Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use. (Pending Academic Senate approval.)

From: Grigsby, Alice
Sent: Thursday, March 11, 2010 11:37 AM
To: Vakil, David
Cc: Hairston, Wilma
Subject: Draft Copyright Policy and Administrative Procedures



AP 3750 - Use of
Copyrighted M...

David,

The Administrative Procedures above have been changed to reflect some of the stated concerns:

1. Traditional outline format is now used
2. Additional section/paragraph that includes library reserves
3. Verification that the number of words, etc that are cited for fair use are correct.
4. Additional statement recommended by the Ed Policies Committee regarding location of forms

The policy statement below has not been changed.



Board Policy 3750
- Use of Cop...

DRAFT

Board Policy 3750

Use of Copyrighted Materials

The Board of Trustees of El Camino College requires compliance with the provisions of the U.S. Copyright law (Title 17); Digital Millennium Copyright Act; Technology Education and Copyright harmonization Act (TEACH Act); laws governing Peer-to-Peer file sharing (P2P) and all other legislation governing the maintenance of the highest ethical standards in the use of copyrighted material. The President/Superintendent or designee shall establish procedures for compliance and provide informational and training programs to help faculty and staff comply with copyright laws. All members of the ECC community are prohibited from copying or disseminating materials not specifically allowed by the copyright laws, fair use guidelines, licenses, contractual agreements, district procedures, or other permissions.

Draft by the Copyright Committee

10/12/09

DRAFT

References:

U. S. Code Title 17, Copyright Act of 1976; Education Code Sections 32360, 67302

Employees and students shall not reproduce copyrighted materials without prior permission of the copyright owner, except as allowed by the “fair use” doctrine.

FAIR USE

Reference:

Copyright Act, Section 107.

The “fair use” doctrine permits limited use of copyrighted materials in certain situations, including teaching and scholarship. In some instances, copyright permissions may be required for works that fall within “fair use.”

A. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

1. A chapter from a book
2. An article from a periodical or newspaper
3. A short story, short essay or short poem, whether or not from a collective work
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper

B. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion provided that:

1. The copying meets the tests of brevity and spontaneity as defined below; and
2. Meets the cumulative effect test as defined below; and
3. Each copy includes a notice of copyright

Definitions:

1. Brevity:

- a) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.
- b) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. (Each of the numerical limits stated in “A” and “B” above

may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

- c) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
 - a. "Special" works: Certain works in poetry, prose, or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "B.1(b)" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.

2. Spontaneity

- a) The copying is at the instance and inspiration of the individual teacher
- b) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

3. Cumulative Effect

- a) The copying of the material is for only one course in the school in which the copies are made.
- b) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- c) There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated in "B.2 and B.3" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals).

4. Prohibitions

Notwithstanding any of the above, the following shall be prohibited:

- a) Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or are reproduced and used separately.
- b) There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- c) Copying shall not:
 - 1. Substitute for the purchase of books, publisher's reprints or periodicals
 - 2. Be directed by higher authority

3. Be repeated with respect to the same item by the same teacher from term to term.
- d). No charge shall be made to the student beyond the actual cost of the photocopying.

Compilations

Reference:

Basic Books, Inc. vs. Kinko's Graphics Corp. (S.D.N.Y. 1991) 758 F.Supp. 1522; and Princeton University Press v. Michigan Document Services, Inc. (6th Cir. 1996) F.3d 1381.

Permission from the copyright owner should be obtained when using excerpts of copyrighted work to create anthologies or “coursepacks,” even if the excerpts fall under the definitions in the “fair use” doctrine.

C. Online Courses

Reference:

The TEACH (Technology, Education and Copyright Harmonization) Act, USC 17, Copyright Act, Sections 110(2) and 112

The Teach Act provides instructors’ greater flexibility to use third party copyrighted works in online courses. An individual assessment will be required to determine whether a given use is protected under the Act. The following criteria are generally required:

1. The online instruction is mediated by an instructor.
2. The transmission of the material is limited to receipt by students enrolled in the course.
3. Technical safeguards are used to prevent retention of the transmission for longer than the class session.
4. The performance is either of a non-dramatic work or a “reasonable and limited portion” of any other work that is comparable to that displayed in a live classroom session.
5. The work is not a textbook, course pack, or other material typically purchased or acquired by students for their independent use and retention, including commercial works that are sold or licensed for the purposes of digital distance education.
6. The district does not know, or have reason to know, that the copy of the work was not lawfully made or acquired.
7. The district notifies students that the works may be subject to copyright protection and that they may not violate the legal rights of the copyright holder.

D. Library Reserves

All materials placed on print and electronic reserve within the Library will be at the initiative of faculty for the non-commercial, educational use of students. All Reserves will be provided in a manner that respects current copyright law, the rights of copyright holders and Fair Use rights.

E. Obtaining Permission to Use Copyrighted Material

1. It is the responsibility of the individual faculty member or other person requesting copies to obtain permission to use copyrighted material. The college will not knowingly duplicate copies of copyrighted materials.
2. Employees with questions regarding copyright law will be directed to the U.S. Copyright Office's Web site at <http://www.loc.gov/copyright> and the ECC Copyright page for other references including links to operating procedures related to copyright. Forms will also be available in the bookstore and the copy center.

Reference:

AP 3720 Computer and Network Use

March 10, 2010

El Camino College

Campus Climate Survey, Spring 2010

SURVEY PLAN

Purpose:

To assess the campus climate at El Camino College and Compton Center among students, faculty and staff. Feedback on perceptions of inter-school relations also will be sought.

Target Audience:

Faculty, Staff and Students at ECC's Torrance campus and Compton Center

Sampling of each group:

Faculty/Staff at ECC and Compton – Entire population

Students at Compton – Random sample

Students at Torrance campus – Random sample

Survey mode:

Online survey – notification via email invitation and publication in MyECC portal

Paper survey – available as an alternative mode in Division offices

Collegial Consultation Plan:

Compton's Senate and Faculty Council (pre-notice) – Thursday, December 3, 2009

ECC's Academic Senate (pre-notice) – Tuesday, December 15

Feedback on Survey Development – Fall 2009, Winter 2010

Management Forum (Faculty/Staff Survey) – February 2010

College Council – February 2010

ECC's Academic Senate – Survey Draft/Administration – March 16, 2010

Compton's Senate and Faculty Council – Survey Draft/Administration – March 18

Compton's Associated Student Body – Spring 2010

ECC ASO's Student Senate – Spring 2010

ECC Federation of Teachers Leadership – March 15

ECCE Leadership – Spring 2010

Division meetings (as appropriate) – Spring 2010

Final version to Cabinet for approval – March 29

Survey Publicity:

Consultation with Public Relations – Fall 2009, Winter and Spring 2010

Press release to Union Newspaper – Spring 2010

Data Collection Period:

Final version of survey posted/paper surveys mailed – March 30

Email invitations – March 31

Reminder emails – April 5, 9, 23

Survey closes – April 30

Survey Result Reporting:

Data download and analysis –May 2010

Data report out to campus and constituents: May/June 2010

El Camino College Employee Opinion Survey 2010

We would like to hear your thoughts about your work life at El Camino College Compton Center. Results from this survey will be used to support accreditation for our college but, more importantly, to gain feedback about working at the College/Center for use in future planning.

Your opinion is valued! You may complete this survey on paper or via the web; however, please complete the survey only once. To complete a paper survey, see your Division Dean. Do not print the online survey—it will not scan and your responses will be excluded from the survey results.

Please take a few minutes to complete the following survey. For paper surveys, ***please fill in the circles completely.***

All responses are completely anonymous. Your written comments also are welcomed!

Please return your completed survey by Friday, April 30.

A. Employee Group

Faculty
Staff
Student Employee
Manager/Administrator/Supervisor

B. Location

Compton Educational Center
ECC Main Campus (Torrance)
Other

C1. Administrative Division

Academic Affairs
Administrative Services
Student and Community Advancement
Other

C2. Academic Division (If applicable)

Behavioral & Social Sciences
Business
Cooperative Career Education
Fine Arts
Health Sciences & Athletics
Humanities
Instructional Services
Industry & Technology
Mathematical Sciences
Natural Sciences

D. Years employed at your location

- Less than 1 year.
- 1 to 5 years
- More than 5, but less than 16 years.
- 16 years or more.

D. Employment Status

- Full Time
- Part Time
- Temporary

E. Please indicate how often you check your ECC email account.

- Daily
- Weekly
- Every two weeks or less often
- Rarely
- Never

F. Gender

- Female
- Male
- Other
- Decline to State

G. Ethnicity

- African-American
- American Indian/Alaskan Native
- Asian-American
- Latino
- Pacific Islander, Filipino or Hawaiian Native
- White
- More than one race or ethnicity
- Other
- Decline to state

In this survey, you will read a series of statements that relate to campus mission and climate, communication and student service.

For each statement, please indicate your level of agreement or disagreement. Please also indicate how *important* the statement is to you.

If you have *no opinion* or the statement does not apply to you, please indicate "N/A."

Scales:

- | | |
|-------------------|------------------|
| Strongly Agree | Very Important |
| Agree | Important |
| Disagree | Unimportant |
| Strongly Disagree | Very Unimportant |
| N/A | N/A |

CAMPUS MISSION

"El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community."

1. I was familiar with ECC's mission statement before completing this survey.
2. ECC currently fulfills its mission.
3. ECC ensures the educational success of students in our diverse community.
5. ECC offers quality, comprehensive educational programs and services.
6. All members of ECC share a common language that supports and reinforces the college mission.
7. El Camino College is planning for the future.
8. All members of ECC contribute to meeting its mission.

CAMPUS CLIMATE

9. ECC is a welcoming environment for faculty and staff.
10. The campus climate is respectful of religious, ethnic and other differences.
11. A strong climate for innovation and change is present on the campus.
12. Faculty and staff appreciation events bring the campus together.
13. Improvements are made to most programs and services following an evaluation process.
14. Employees take pride in working for ECC.
15. Employees at ECC are given meaningful feedback concerning their performance.
16. ECC embraces a spirit of teamwork.
17. Morale on campus is high among faculty and staff.
18. ECC supervisors, managers and administrators leads by example.
19. Employees are part of a wider ECC community.

COMMUNICATION

20. ECC communicates openly and honestly with employees at all levels.
21. Employees at ECC are well informed.
22. ECC disseminates information in a timely manner.
23. The majority of our employees feel that they can talk to management about their concerns.
23. Faculty and staff treat each other with respect when services are requested.
24. Opportunities for career growth are available.
25. Most employees understand how the college is funded.
26. I have access to reliable information about the College's programs and services used to improve student achievement and student learning.
27. The College encourages faculty, staff and managers to engage in dialogue regarding planning, program review and SLO processes.
28. I read [President's/CEO's Newsletter, ECC matters, the Union student newspaper, (other publications?)] (by) [every issue, some issues, rarely, never, never heard of it]

STUDENT SERVICE

27. ECC is a welcoming environment for students.
28. The college has done all it can to improve processes for students.
29. Service provided to students is adequate.
30. Campus evaluation processes incorporate feedback from students.
31. Services to students are sufficient regardless of the day of the week or time of day.
32. The ethnic mix of the faculty and staff reflects the diversity of the student body.
33. Services to students have improved over the past 5 years ago.

Please list one survey question not on this survey that you would recommend we ask on the next survey.

1. _____

YOUR COMMENTS!

Please complete the following section if you have additional thoughts not covered in the survey.

THANK YOU FOR YOUR TIME AND INPUT!

Results will be compiled, grouped and reported later this semester. Employees will be notified when results are distributed.

42nd SPRING SESSION RESOLUTIONS
FOR DISCUSSION AT AREA MEETINGS

March 27 – 28, 2010



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

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1.0 ACADEMIC SENATE

1.01 S10 Bylaws Changes to Establish Caucuses

Julie Bruno, Sierra College, Standards & Practices Committee

Whereas, Resolution S09 1.05 called for the establishment of Academic Senate diversity caucuses to represent matters of equity and diversity, and a follow-up resolution (1.06 F09) was adopted calling to expand the potential application of caucus formation around “issues of interest and importance to all faculty”;

Whereas, The purpose for the caucuses is to serve as forums in which faculty with particular interests may meet to address concerns vital to faculty and the success of students (i.e., African American, Latinos, part-time, LGBT, noncredit); and

Whereas, By promoting dialog on issues of interest to faculty in all California community colleges, the caucuses strive to strengthen relations between faculty and the Senate, promote solutions for areas of concern, enhance communication, and improve the overall relationships of all faculty on our campuses by giving voice to many faculty in a variety of forums;

Resolved, That the Academic Senate for California Community Colleges add to its bylaws a new Article I. J. Caucus to read as follows: “A group which serves as a forum in which faculty may address academic and professional concerns vital to the interest of the faculty forming the caucus”;

Resolved, That the Academic Senate for California Community Colleges add to its bylaws a new Article VI. Caucus to read as follows:

Any group of at least ten members from at least four different colleges and at least two districts with common goals and/or interest may form a caucus by sending a letter to the Senate President, including its name, statement of purpose, and list of members. Recognition as a caucus shall be achieved by verification by the Executive Committee that the caucus goals and purpose are related to academic and professional matters and notification to the body through normal communication channels. Each May, caucuses will inform the president of their intent to remain active and provide a current list of membership. If a caucus fails to alert the Senate President of the desire to stay active, the caucus shall be disbanded and a new letter of intent will need to be created to re-establish a new caucus. The intent is to have caucuses that are active and represent current faculty in California community colleges. Caucus chairs should be elected annually at the first fall meeting of the caucus and submit meeting minutes to the Senate Office.

Resolved, That the Academic Senate for California Community renumber current Articles VI, VII, and VIII of its bylaws; and

Resolved, That the Academic Senate for California Community develop procedures and processes as needed to effectively implement the formation and maintenance of Academic Senate caucuses.

1.02 S10 Plan to Infuse Cultural Competence
Julius Thomas, Rio Hondo College, Equity and Diversity Action Committee

Whereas, Cultural competence is a skill set that makes one effective in working in diverse environments and teaching diverse students, and faculty who make progress toward becoming culturally competent should positively affect the success of students;

Whereas, Ongoing professional development helps faculty recognize that becoming culturally competent is a continual learning process;

Whereas, An effective community college education prepares students to learn about working and living in a diverse world as global citizens, and as faculty we should hold ourselves to the same standard to which we hold our students; and

Whereas, Singular faculty development activities on cultural competence are insufficient for faculty to fully understand and address the needs of diverse student populations;

Resolved, That the Academic Senate for California Community Colleges create a plan for infusing best practices regarding cultural competence into professional development, work, goals, and other aspects of the work of the Senate and produce the plan as a model for local senates by the Spring 2011 Plenary Session.

1.03 S10 Noncredit Standing Committee
Marsha Elliott, North Orange CCD, Noncredit Ad Hoc Committee

Whereas, The Ad Hoc Noncredit Committee has been an effective and important committee of the Academic Senate for California Community Colleges for the last three years, making enormous progress in noncredit;

Whereas, Noncredit education is a vital part of the mission of California community colleges and plays an important role in bridging to credit higher education, employment, citizenship and many other aspects essential to California's economic health, welfare, and citizenship;

Whereas, Noncredit education is essential for addressing equitable outcomes, yet noncredit is currently a target of disproportionate budget cuts; and

Whereas, Even including noncredit faculty on other committees does not provide the voice, empowerment, and support that noncredit faculty require;

Resolved, That the Academic Senate for California Community Colleges change its Rules to add Noncredit Committee as a standing committee of the Academic Senate.

See Appendix A.

**1.04 S10 Increasing the Pool of Faculty for Academic Senate Service
Renee Tuller, Grossmont College, Nominations Committee**

Whereas, The Academic Senate for California Community Colleges' bylaws specify that "All candidates for election to the Executive Committee shall meet at least one of these criteria: 1) is a Delegate or a local senate president 2) has within the last three years immediately preceding the election been a local senate president or an Executive Committee member or officer or 3) has been nominated by a resolution of a Member Senate";

Whereas, The Academic Senate for California Community Colleges' Diversity Policy states that it "recognizes the benefits to students, faculty, and the community college system that are gained by a variety of personal experiences, values, and views that derive from individuals from diverse backgrounds" and recognizes that diversity includes not only race, ethnicity, gender/sex, and other personal attributes, but also full- and part-time status; and

Whereas, Some faculty perceive the existence of barriers to involvement in the Academic Senate for California Community Colleges and its committees and may not volunteer for service due to mistaken beliefs about who should and should not seek to serve at the state level;

Resolved, That the Academic Senate for California Community Colleges explore and, potentially propose a bylaws change that would expand the pool of faculty eligible to run for positions on the Academic Senate for California Community Colleges Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges continue its ongoing efforts to increase the pool of faculty seeking to serve on Academic Senate for California Community Colleges committees, identifying new ways to recruit all faculty and to address misperceptions that discourage faculty from seeking to serve at both the local and state levels.

2.0 ACCREDITATION STANDARDS

**2.01 S10 Paper Defining Roles of Faculty and Researchers
Carlotta Campbell, College of Alameda, Accreditation and SLO Committee**

Whereas, The Academic Senate for California Community Colleges has consistently advocated for faculty primacy in crafting student learning outcomes, selecting the means of assessing these outcomes, and interpreting these assessment results to improve teaching and learning, such as in its 2007 paper *Agents of Change: Examining the Role of Student Learning Outcomes and Assessment Coordinators in California Community Colleges*, which emphasizes faculty's central role "to create and assess outcomes (utilizing both quantitative and qualitative measures) and analyze that evidence to improve student learning and teaching";

Whereas, Researchers have expertise in determining research protocols, data analysis, and research parameters and therefore have a role in assisting faculty in determining legitimate assessment techniques for student learning outcomes; and

Whereas, Faculty have expressed growing concerns that some researchers are increasingly determining the means of assessment of student learning outcomes;

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Resolved, That the Academic Senate for California Community Colleges, in collaboration with the Research and Planning Group, develop a document that distinguishes the proper roles that faculty and researchers play in Student Learning Outcomes assessment.

2.02 S10 Making ACCJC Correspondence and Recommendations Public Joe Safdie, San Diego Mesa College, Accreditation and SLO Committee

Whereas, Faculty members are concerned about the accreditation process and recent accreditation outcomes related to meeting the 2002 Accreditation Standards and the viability of their colleges;

Whereas, Every member of a college community has a stake in a successful outcome based on meeting the 2002 Accreditation Standards and a responsibility to assist in addressing any recommendations, particularly if those recommendations place the college on sanction;

Whereas, the Accrediting Commission for Community and Junior Colleges (ACCJC) sends its reports and recommendations only to chancellors and superintendents/presidents of individual California community colleges, who then choose when and how to share the information with their constituents (faculty, staff, and administrators) and the public; and

Whereas, ACCJC does not release its decisions immediately, on the assumption that chancellors and superintendent/presidents will inform their community in a timely fashion, and there have been instances when the information was not provided immediately to the campus community;

Resolved, That the Academic Senate for California Community Colleges urge local senates to promote local board policies requiring that accreditation documents be made available to the college community within 48 hours of receipt.

3.0 EQUITY AND DIVERSITY

3.01 S10 Adopt the *Student Equity: From Dialog and Access to Action* Paper David Clay, Cañada College, Equity and Diversity Action Committee

Whereas, Student equity remains an important goal for California community colleges as students become more diverse, and the state needs more educated citizens to assure economic growth and social well being for everyone; and

Whereas, The Academic Senate was directed in resolutions 3.01 F05 and 3.02 S07 to update the 2002 paper *Student Equity: Guidelines for Developing a Plan* and integrate student equity data into program review;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Student Equity: From Dialog and Access to Action*.

See Appendix B.

**3.02 S10 Adopt the *Practices that Promote Equity in Basic Skills in California Community Colleges Paper*
Joan Cordova, Orange Coast College, Basic Skills Committee**

Whereas, Credit and noncredit basic skills and English as a Second Language (ESL) serve the most diverse student population in higher education in the world;

Whereas, Equity should include not merely equitable access but also equitable support and equitable outcomes;

Whereas, As cited in the paper *Practices that Promote Equity in Basic Skills in California Community Colleges*, current research shows that basic skills and ESL work in California community colleges does not typically have equitable outcomes; and

Whereas, Resolution 3.05 S07 requested that the Academic Senate create a paper about effective practices in basic skills with regards to equity;

Resolved, That the Academic Senate for California community colleges adopt the paper *Practices that Promote Equity in Basic Skills in California Community Colleges*.

See Appendix C

4.0 TRANSFER AND ARTICULATION

Note: Resolutions 4.01, 4.02, and 4.03 all address the issue of transfer degrees, and two of them had been referred from the Fall 2009 Plenary Session. These three resolutions conflict with each other but are all presented here in order to offer the Academic Senate delegates a variety of options for dealing with this controversial issue. Please note also that some of these resolutions may ask the Academic Senate to overturn previously established positions, a matter that can be raised and considered during resolution discussions and voting.

**4.01 S10 Transfer Degree
Paul Setziol, De Anza College**

Whereas, State legislators have proposed statewide transfer degrees;

Whereas, The Academic Senate for California Community Colleges maintains that the purview of establishing degree definitions in legislation goes against basic higher education principles;

Whereas, The faculty should maintain the right and responsibility to determine graduation degree requirements as specified in Title 5; and

Whereas, Title 5 currently makes no reference to transfer associate degrees;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to seek a change to Title 5 requiring colleges to offer a transfer associate degree that consists of a minimum of 18 semester units in a major or area of emphasis as locally

defined, a transfer general education pattern (e.g., IGETC or CSU GE), and a minimum of 60 transferable semester units; and

Resolved, That the Academic Senate for California Community Colleges include in Title 5 language the provision that any local requirements for the degree are to be governed by existing Title 5 language on graduation requirements.

Note: This resolution was referred to the Executive Committee (see Resolution 4.04 R F09) to collect further information and return in Spring 2010.

**4.02 S10 Response to SB 1440: “Transfer Degree”
Stephanie Dumont, Golden West College, Executive Committee**

Whereas, Senate Bill 1440 (Padilla) as of March 1, 2010 would authorize a community college to award an associate degree in a major or area of emphasis designated “for transfer” to students who complete a minimum of 60 transferable semester units consisting of an approved transfer general education program (e.g., IGETC or CSU GE) and a major or area of emphasis as locally defined and requires colleges that do so to refrain from requiring additional local requirements that are not included in the GE package or the major/area of emphasis;

Whereas, A great deal of support exists in the Legislature and public for the concept of a “transfer degree,” raising the possibility that a bill will move forward that would put California community college degrees in statute rather than in Title 5, and such a bill could require degree standards that could be inconsistent with the Academic Senate positions; and

Whereas, Placing any degree in statute is inappropriate and could effectively lead to legislative curriculum dictates, but making a change in Title 5 regulations would retain control of degrees within the California Community Colleges and codify degrees that many colleges are already awarding;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to change Title 5 regulations such that colleges would be permitted to award an associate degree in a major or area of emphasis “for transfer” (e.g., “Psychology for Transfer”) to students who complete at least 60 transferable semester units including a minimum of 18 semester units in a major or area of emphasis that meet the requirements of transfer institutions and a transfer general education pattern, and require the colleges that choose to offer such a degree do not impose any additional local graduation requirements.

Note: This resolution was referred to the Executive Committee (see Resolution 4.03 R F09) to collect further information and return in Spring 2010.

**4.03 S10 Title 5 Changes Defining a Transfer Associate Degree
Elizabeth Atondo, Counseling, Los Angeles Pierce College, Transfer and
Articulation Committee**

Whereas, The California community colleges have multiple missions, one of which is to prepare our students for transfer, and do an exemplary job of providing transfer students with their lower-division baccalaureate education;

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Whereas, Transfer students who complete a minimum of 60 baccalaureate units, including general education and major preparation coursework, are experiencing a delay in reaching their educational goals due to the competitiveness for university admission as well as the disproportionate and excessive fee increases, making a bachelor's degree out of reach for many California community college students;

Whereas, The coursework necessary for upper-division transfer to the California State University and the University of California systems, while including the most rigorous courses offered at the California community colleges, differs from the coursework needed to earn an associate degree, and as a result many transfer students leave the community college system not eligible for an associate degree; and

Whereas, Students, community colleges, universities, legislators and the general public share a desire to minimize unnecessary classes and units and maximize efficiency and wise use of taxpayer resources;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to enact changes to Title 5 that would define distinct associate degree requirements for students who are attending a California community college preparing to transfer to a UC or CSU campus, and these requirements would include a minimum of 60 baccalaureate units, full certification of the IGETC or CSU GE Plan, and articulated major preparation coursework based on the upper-division transfer admission requirements of the receiving institution; and

Resolved, That the Academic Senate for California Community Colleges recommend a policy to local senates to align the courses and units required for Associate Degree transfer majors so as not to exceed the lower-division major requirements at the universities and to refrain from adding any additional local graduation requirements.

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S10 Opposition to Expansion of the Community College Mission

Patricia Marquez, Antelope Valley, Educational Policies Committee

Whereas, A memo dated January 22, 2010 with the subject "Avocational, Recreational, and Personal Development Courses ... Some Suggestions" was distributed by the California Community Colleges Chancellor's Office and sought to offer guidance to colleges seeking to comply with language in the 2009-10 Budget Act, directing that community colleges, to "the greatest extent possible, shall implement any necessary workload reductions in areas other than basic skills, workforce training, and transfer";

Whereas, At a time when California community colleges are being asked to focus on select components of their mission, proposed legislation (AB 2400, Anderson and Block and Hill) is attempting to expand on the mission of the California community colleges by authorizing selected districts to offer baccalaureate degrees in specific areas;

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Whereas, The current funding cuts have resulted in dramatic decreases in course offerings, while demand for California community college courses is great, thus rendering the colleges less able to fulfill their existing mission, even when focusing on the three areas identified in the 2009-2010 Budget Act; and

Whereas, Expanding the mission of the California Community Colleges would place an undue burden on a system that is already under-funded and unable to perform its current statutory missions as fully and efficiently as would be desirable;

Resolved, That the Academic Senate for California Community Colleges oppose any expansion of its mission as proposed in AB2400 (March 1, 2010); and

Resolved, That the Academic Senate for California Community Colleges assist local senates in educating the Legislature and the general public about the impact of budget cuts more generally and the impact of expanding its mission specifically.

6.02 S10 BSI Funding and Flexibility **Janet Fulks, Bakersfield College, Executive Committee**

Whereas, The Basic Skills Initiative (BSI) supplemental funding supports a higher proportion of diversity, such as students that are typically underserved, from lower socioeconomic populations, and students of color;

Whereas, Current statewide evidence indicates that California community colleges have inadequate sections of basic skills courses and that strategies supported and promoted by the Basic Skills Initiative, such as First Year Experience, summer basic skills courses to catch students up to college level, summer acceleration programs, and numerous noncredit basic skills courses, have been cut to a great extent; and

Whereas, “Flexibility” of basic skills funding will most likely contribute to the current loss of basic skills courses, support, and success;

Resolved, That the Academic Senate for California Community Colleges strongly oppose the suggestion to make basic skills funding flexible and encourage local senates to do the same.

6.03 S10 Further Research on the 50% Law **Michelle Grimes-Hillman, Mount San Antonio College, Educational Policies Committee**

Whereas, What is known as the “50% Law” is a reference to California Education Code §84362(d), which states that “There shall be expended during each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district's current expense of education”;

Whereas, At the Fall 2009 Plenary Session numerous resolutions seeking to modify the 50% law were proposed, prompted lively debate, and were ultimately “Referred to the Executive

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Committee to research the data, craft a new resolution that considers the ideas included in all of the referred resolutions and our previous position in Resolution 8.04 S01 and bring back to the Spring 2010 Plenary Session.”

Whereas, The 50% law is often cited as a disincentive to the hiring of faculty who provide vital support services for students, such as counseling and library faculty; and

Whereas, Adopted Academic Senate for California Community Colleges documents have identified a specific recommended ratio for counseling faculty to students that represent effective practices but the principles are not being practiced by most community colleges and Resolution 8.04 S01 directs the Academic Senate to work to “amend California Education Code §84362(d) such that the minimum percentage of any district's apportionment spent on classroom, library, and counseling faculty salaries increases from the present standard of 50% to a percentage that is commensurate with the inclusion of counseling and library faculty members”;

Resolved, That the Academic Senate for California Community Colleges recommend that the 50% law be left unchanged until such time as a more appropriate percentage can be identified and appropriately justified that seeks to accomplish the goals delineated in past resolutions and as determining an appropriate percentage that would be inclusive of all faculty would not remove the existing disincentives associated with the hiring of instructional support and student services faculty; and

Resolved, That the Academic Senate for California Community Colleges explore and potentially advocate for Title 5 changes that integrate minimum faculty to student ratios for counseling, library, and other instructional and student support faculty.

Note: Several resolutions were referred to the Executive Committee (see Resolutions 6.02, 6.03, 6.04, and 6.05 R F09) to research the data, craft a new resolution that considers the ideas included in all of the referred resolutions and our previous position in resolution 8.04 S01 and bring back to the Spring 2010 plenary session.

7.0 CONSULTATION WITH THE CHANCELLOR

7.01 S10 MOU with Kaplan University

Michelle Grimes-Hillman, Mount San Antonio College, Educational Policies Committee

Whereas, The current consultative process as described in AB 1725 has served the California Community College System, its colleges, and its students by providing well-informed and deliberative quality education;

Whereas, The recent signing of a memorandum of understanding (MOU) with Kaplan University (December 2009) establishing a relationship between California community colleges and Kaplan was made outside of the consultative process, lacking input regarding potential problems with these types of agreements, particularly issues of accreditation;

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Whereas, The System MOU with Kaplan has been incorrectly interpreted by some to imply a commitment on behalf of individual community colleges to enter into articulation agreements but in fact does not mandate that local colleges articulate any courses with Kaplan; and

Whereas, The articulation of courses is an academic and professional matter, and ultimate authority with respect to determining whether or not a course should be offered or accepted for articulation lies with the discipline faculty of the college, guided by the articulation officer;

Resolved, That the Academic Senate for California Community Colleges inform local senates and curriculum committees that they are not required to articulate with Kaplan University unless initiated by discipline faculty;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to examine the potential outcomes of this MOU with regard to accreditation, increased student costs, decreased student outcomes, and other considerations vital to ensuring a quality education; and

Resolved, That the Academic Senate for California Community Colleges have a robust discussion about coordination, consultation, and collaboration precedents that protect and promote quality education in the California.

8.0 COUNSELING

8.01 S10 Commitment to Established Principles and Guidelines Regarding Use of Paraprofessionals Joseph Bielanski, Berkeley City College, Counseling and Library Faculty Issues Committee

Whereas, The Academic Senate for California Community Colleges has adopted numerous resolutions which addressed the distinction between counseling faculty and paraprofessionals (including 8.01 S98; 8.02 S99; 8.01 S01), beginning with Resolution 15.1 in Fall 1993, which affirmed the distinct professional role and function of counseling faculty, who meet minimum qualifications leading to counseling knowledge, competencies, and skills, and affirmed that the role and function of counseling faculty is distinct from paraprofessionals;

Whereas, In an effort to continue to emphasize the unique professional role and function of counseling faculty, the Academic Senate, in Fall 1994 (Resolution 8.01), adopted the paper *The Role of Counseling Faculty in the California Community Colleges*, which affirmed the relationship of counseling to “student success and preparation” and again noted the distinction between counseling faculty and paraprofessionals, as well as citing specific functions for which paraprofessionals appropriately could be assigned;

Whereas, In an effort to set forth specific standards for how counseling roles should be performed, the Academic Senate, in Spring 1997 (Resolution 8.01), adopted the paper *Standards and Practice of California Community Counseling Faculty and Programs* and further adopted revisions and updates to the paper in Fall 2008 (Resolution 8.01), which delineated the “core functions” of counseling faculty to include academic counseling, career counseling, personal

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counseling, crisis intervention, outreach, and efforts to constantly improve counseling programs and services; and

Whereas, *Basic Skills as a Foundation for Student Success in California Community Colleges* (Center for Student Success, 2007) stressed the role of counseling as a necessary program component (B.3) for the success of basic skills students, such that “Counseling support provided [be] substantial, accessible, and integrated with academic courses/programs” (p. 28), and the Academic Senate in Spring 2009 (Resolution 9.08) acknowledged and approved the effective practices in the basic skills document;

Resolved, That the Academic Senate for California Community Colleges strongly encourage institutions to adhere to the research principles and guidelines set forth in the *The Role of Counseling Faculty in the California Community Colleges, Standards and Practice of California Community Counseling Faculty and Programs*, and *Basic Skills as a Foundation for Student Success in California Community Colleges* regarding the professional role, function, and purpose of counseling; and

Resolved, The Academic Senate for California Community Colleges urge college administrators not to substitute paraprofessionals for trained counselors and in so doing disregard the knowledge, competencies, and skills that professional counseling faculty provide to ensure student success;

Resolved, That the Academic Senate for California Community Colleges prepare a one page briefing document clarifying the role of paraprofessionals in counseling services, summarizing relevant points to make available for distribution to policy makers and other interested parties.

8.02 S10 Title 5 Changes to Include Counselor to Student Ratio Stephanie Dumont, Golden West College, Counseling and Library Faculty Issues Committee

Whereas, The significant role counseling faculty play in the success of students has been reinforced in numerous research based documents such as *Basic Skills as a Foundation for Student Success in California Community Colleges* (Center for Student Success, 2007), *Facilitating Community College Transfer: A Master Plan Mandate*, (Intersegmental Committee of Academic Senates, Spring 2009), *Community College Transfer Task Force: Findings and Recommendations Aimed at Strengthening the Community College Transfer Process* (Intersegmental Task Force, September 2009), *California Community College Transfer: Recommended Guidelines* (California Community College Chancellor’s Office and California Community College Transfer Center Directors Association, 2006), and *Crafting a Student-Centered Transfer Process in California: Lessons From Other States* (Institute of Higher Education Leadership and Policy, August 2009);

Whereas, While counseling services directly support instruction, counseling faculty are not considered an instructional expense for purposes of the 50% law, and, as a result, colleges are incentivized to limit expenditures on counseling activities, including hiring;

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Whereas, Growth funding should be used to support all needs created by an increase in enrollment, including adding sections and commensurate student support services;

Whereas, Title 5 §58724, Minimum Standards for Libraries and Media Centers, defines the minimum number of library faculty required based on college size, but Title 5 includes no corresponding guidelines for counseling faculty;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to change Title 5 to define the minimum number of counseling faculty required based on the recommended counselor to student ratio cited in the Academic Senate adopted paper *Consultation Council Task Force on Counseling* (2003).

9.0 CURRICULUM

9.01 S10 International Baccalaureate (IB) Exam Applicability to Associate Degree General Education Requirements Robin Arie-Donch, Solano College, Transfer and Articulation Committee

Whereas, Title 5 §55063, Minimum Requirements for the Associate Degree, outlines specific general education requirements that each college must include for the associate degree;

Whereas, The only way for a California community college student to receive associate degree general education credit for an IB exam is if equivalency for a course or an associate degree general education area has been locally established;

Whereas, Many students attend more than one California community college, and IB course equivalencies may not exist or may vary greatly among the California community colleges; and

Whereas, IB general education subject area applicability exists system-wide for students completing IGETC or CSU GE Breadth;

Resolved, That the Academic Senate for California Community Colleges develop a suggested system-wide policy template regarding the use of International Baccalaureate exams for meeting Associate Degree general education requirements and encourage local senates to consider this policy template for local adoption.

9.02 S10 General Education Reciprocity Among California Community Colleges Kenneth Matsuura, Cerritos College, Transfer and Articulation Committee

Whereas, Title 5 §55063, Minimum Requirements for the Associate Degree, outlines and defines four general education subject areas that each college must include for the associate degree;

Whereas, Many students attend more than one California community college, and the courses that are locally approved for a particular GE area vary among the California community colleges (i.e., comparable courses may be approved for different areas and/or a given college may approve a course for a GE area for which there is no comparable course at another college);

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Whereas, Honoring the GE courses a student has completed from other colleges prevents a student from having to repeat a GE course, thereby accruing unnecessary units; and

Whereas, Local control of a college's curricular offerings and of mechanisms for determining the GE applicability of courses is not violated when a college opts to honor the determinations made by another community college;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to honor GE courses from any California community college, including local colleges within a district, and engage in Associate Degree GE reciprocity among the 112 colleges as a means of facilitating student achievement.

See Appendix D.

9.03 S10 Granting of Early Childhood Education AA/AS Degrees and Course Credit Dianna Chiabotti, Occupational Education Committee

Whereas, The Academic Senate for California Community Colleges has passed resolutions that call on the California Department of Education to “rely primarily upon the expertise and knowledge of the Early Childhood Education/Child Development faculty of the California community colleges in matters pertaining to the development of an early learning credential, preschool learning standards, and education of a workforce for a universal preschool” (19.04 S06), to “rely upon the expertise of the Early Childhood Education/Child Development faculty of the California community colleges in the development of the early learning credential,” and to “strongly urge the California Department of Education to deploy newly created funds for program development, student support, and institutional support in direct proportion to the number of Early Childhood Education/Child Development students served by each of the CCC, CSU, and UC systems” (19.05 S06);

Whereas, The Early Learning Quality Improvement System (EL QIS) Advisory Committee, which was formed in response to the passage of SB1629, has been charged with developing the policy and implementation plan for California's Early Learning Quality Improvement System, including a workforce development plan; and

Whereas, California community colleges are the entity designated with the authority to grant certificates and AA/AS degrees, and California Community Colleges Early Childhood Education/Child Development programs have been proactive in creating curricular alignment with four-year colleges through participation in the C-ID and Career Pathways projects and have been instrumental in helping increase early childhood program quality through collaboration with the Child Development Training Consortium, the California Mentor Teacher Program, and Baccalaureate Pathways in Early Care and Education;

Resolved, That the Academic Senate for California Community Colleges strongly oppose any attempt by any state agency other than existing, accredited institutions of higher education to offer unit-bearing courses toward child development permits and degrees; and

Resolved, That the Academic Senate for California Community Colleges work to ensure that California community colleges continue to be the only public higher education entity to grant AA/AS degrees for the State of California and that the California Community Colleges remain the premier workforce pathway for early childhood teachers in this State.

9.04 S10 Defense of Physical Education Programs
Beth Smith, Grossmont College, Executive Committee

Whereas, Physical education courses have been evaluated and approved by college curriculum committees, meet all requirements for academic rigor in compliance with Title 5, and are not “recreational” or “superfluous” courses;

Whereas, Because many California community college degrees require physical education as a locally determined graduation requirement, the drastic reductions or eliminations of physical education course offerings dramatically impede students’ abilities to achieve their educational goals;

Whereas, Proposed cuts to physical education courses undermine physical education programs’ viability, upon which intercollegiate student athletics and student scholarships depend; and

Whereas, Physical education courses are central to some career majors, such as public safety professionals (Police, Fire, Lifeguard), kinesiology, physical therapy, and other allied health programs;

Resolved, That the Academic Senate for California Community Colleges work with faculty in physical education/exercise science to develop responses and action plans for addressing criticisms and concerns from the Legislature and others about the quality and necessity of these courses and later convene other faculty discipline groups that feel an equal threat from the legislature or other groups.

10.0 DISCIPLINES LIST

10.01 S10 Noncredit Minimum Qualifications
Reynaldo Ortiz, College of the Desert, Noncredit Committee

Whereas, Noncredit education is an integral component of the California community colleges and is essential to the colleges’ mission and role in serving California;

Whereas, The allowed noncredit offerings in the California community colleges serve areas such as access, equity, adult educational advancement, vocational training, citizenship, and the health and well being of many communities, including the disabled, new parents and older adults, and immigrants;

Whereas, Noncredit and credit programs should ensure educational rigor, processes, and high standards of quality in a manner consistent with public higher education in California; and

Whereas, Currently, noncredit disciplines, areas of instruction, and minimum qualifications for noncredit faculty are not contained in the Disciplines List because they were instead directly

included into Title 5, reflecting outdated K-12 regulations, and are consequently more difficult to maintain in a manner that best meets community needs and legislated expectations, particularly with regard to recent SB361 regulatory changes such as Career Development College Preparation;

Resolved, That the Academic Senate for California Community Colleges establish a task force of noncredit faculty to examine existing noncredit faculty minimum qualification regulations in consultation with the appropriate constituents for the potential purpose of placing the qualifications in the Disciplines List, thereby implementing the same processes that are currently used for all other disciplines, faculty, and administrators; and

Resolved, That Academic Senate for California Community Colleges recommend the noncredit minimum qualifications be removed from Title 5 §53412.

See Appendix E.

**10.02 S09 No Equivalent to the Associate Degree for Minimum Qualifications
Yolanda Bellisimo, College of Marin, Standards and Practices
Committee**

Whereas, Section 53410 of Title 5 requires that disciplines in which a master's degree is not generally expected or available have, as minimum qualifications, a bachelor's degree and two years of experience or an associate degree and six years of experience;

Whereas, Section 87359 of California Education Code states that no one may be hired unless the governing board "determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications" and that the governing board relies primarily upon the advice and judgment of the academic senate in determining equivalency to the minimum qualifications;

Whereas, Faculty members, in order to assist and counsel students on program and course requirements, maintain accurate course and student records, fulfill duties required in a faculty handbook, and perform work outside the classroom, including development and assessment of Student Learning Outcomes, program review, and preparation of the Course Outline of Record and class syllabi, all of which require knowledge, skills, and abilities equal to or greater than the associate degree level; and

Whereas, A primary role of faculty members is to foster a professional college environment and a respect for academic achievement;

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors that there is no equivalent to the associate degree for disciplines in which a master's degree is not generally expected or available and that an associate degree is the minimum educational qualification required for all faculty members in these disciplines.

See Appendix F

Note: This resolution was referred to the Executive Committee (see Resolution 10.11 R S09) to conduct more research on the pros and cons of such a position and to bring back information in Fall 2009.

13.0 GENERAL CONCERNS

13.01 S10 Acknowledgement of Current California Community College Reform Efforts Marilyn Eng, Citrus College, Educational Policies Committee

Whereas, Statewide Career Pathways: Facilitating School to College Articulation and the Course Identification Numbering System (C-ID) are faculty-led initiatives that facilitate student advancement, provide faculty with a forum to discuss curriculum, and are working to address other system-level needs;

Whereas, The faculty of the California community colleges have been working actively on improving the quality of their colleges' degrees by raising the mathematics and English levels required for graduation, improving the general understanding of their degrees by proposing standardized definitions of the AA and AS degrees, and working with the California State University (CSU) to employ the Early Assessment Program as an early messaging mechanism to increase student preparedness for college-level work;

Whereas, The faculty of the California community colleges are seeking to increase the appropriate application of prerequisites to courses to improve student success and are working with the Chancellor's Office to explore the identification of a centralized assessment system that would simplify assessment and make mandatory assessment economically feasible; and

Whereas, The numerous positive changes that have happened within the California Community College System in recent years and are currently in progress are often overlooked as simple low-cost or no-cost solutions to real or imagined problems sought by individuals and entities external to the California community colleges;

Resolved, That the Academic Senate for California Community Colleges provide leadership to local senates to help them effectively communicate with local Boards of Trustees and elected officials regarding the current faculty-led initiatives that seek to improve the quality of a California community college education and students' achievement of their goals; and

Resolved, That the Academic Senate for California Community Colleges continue to work with the Chancellor's Office and its transfer partners to develop system-level solutions and options that do not impinge upon local control.

13.02 S10 Understanding "Excess Units" Marilyn Eng, Citrus College, Educational Policies Committee

Whereas, Both the California Legislative Analyst's Office and the Chancellor for California Community Colleges have lamented the "excess units" that the state pays for as students work to earn a bachelor's degree (e.g., CCCCO Press Release, January 29, 2010), yet have offered no research-based evidence for why a student might accrue "excess units";

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Whereas, The many possible explanations for “excess units” are complex and ever-changing, including but not limited to students engaging in appropriate and necessary educational exploration, changing majors, making misguided course selections, and finding themselves unable to obtain a seat in a necessary course while still needing units for financial aid, insurance, or some other benefit requiring enrollment in a minimum number of units; and

Whereas, While all educational experiences are valuable, students may sometimes take courses for reasons other than an interest in learning or as means of achieving a goal;

Resolved, That the Academic Senate for California Community Colleges work with other community colleges constituencies to research and develop an understanding of the causes of student accumulation of “excess units” for the determination of ways that such unit accumulation can be appropriately minimized.

13.03 S10 Research and Publish CCC Districts’ Current Expense for Administration Michelle Grimes-Hillman, Mount San Antonio College, Educational Policies Committee

Whereas, The Academic Senate for California Community Colleges has not researched nor published administrator to faculty ratios;

Whereas, The Academic Senate for California Community Colleges has not researched nor published CCC districts’ current expense for administration; and

Whereas, There is no legislation or regulation that mandates the amount or percent of a district’s current expenses that can or should be spent on administration;

Resolved, That the Academic Senate for California Community Colleges work with its faculty union partners to research and publish faculty to administrator ratios and current expenses for administrators of California community college (CCC) districts; and

Resolved, That Academic Senate for California Community investigate and determine if a need exists to propose Title 5 mandates on faculty to administration ratios or a cap on CCC districts’ current expense for administration by percent.