



**OFFICERS & EXECUTIVE COMMITTEE**

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

**Senate Mailing List**

<u>Adjunct</u>		<u>Health Sci &amp; Athletics/Nursing</u>		<u>Natural Sciences</u>	
<b>Michael Mangan - English</b>	09/10	<b>Tom Hazell*</b>	09/10	<b>Miguel Jimenez</b>	11/12
<b>_____ (vacant)</b>		<b>_____ (vacant)</b>		<b>Chuck Herzig</b>	11/12
		<b>_____ (vacant)</b>		<b>Teresa Palos</b>	10/11
<u>Behavior &amp; Social Sciences</u>		<b>Pat McGinley</b>	09/10	<b>David Vakil*</b>	10/11
<b>Randy Firestone</b>	11/12	<b>Kathleen Rosales</b>	11/12	<b>_____ (vacant)</b>	
<b>Christina Gold</b>	10/11			<u>Academic Affairs</u>	
<b>Angela Mannen</b>	Fall 09	<u>Humanities</u>		<b>Quajuana Chapman</b>	
<b>Lance Widman*</b>	08/09	<b>Brent Isaacs</b>	11/12	<b>Dr. Francisco Arce</b>	
<b>Michael Wynne</b>	08/09	<b>Peter Marcoux*</b>	11/12	<u>Associated Students Org.</u>	
<u>Business</u>		<b>Kate McLaughlin</b>	11/12	<b>Joshua Casper</b>	
<b>(Election pending)</b>	11/12	<b>Bruce Peppard</b>	11/12	<b>Ana Safazada</b>	
<b>Philip Lau</b>	11/12	<b>Jenny Simon</b>	11/12	<b>Phillip Stokes</b>	
<b>Jay Siddiqui*</b>	11/12	<u>Industry &amp; Technology</u>		<u>President/Superintendent</u>	
<u>Compton Educational Center</u>	(1 yr terms)	<b>Patty Gebert</b>	09/10	<b>Dr. Thomas Fallo</b>	
<b>Saul Panski</b>	09/10	<b>Ed Hofmann</b>		<u>The Union</u>	
<b>Estina Pratt</b>	09/10	<b>Douglas Marston*</b>		<b>Editor</b>	
<b>Tom Norton</b>	09/10	<b>Lee Macpherson</b>	09/10		
<b>Jerome Evans</b>	09/10	<b>_____ (vacant)</b>		<u>Division Personnel</u>	
<b>Darwin Smith</b>	09/10	<u>Learning Resource Unit</u>		<b>Jean Shankweiler</b>	
<u>Counseling</u>		<b>Claudia Striepe*</b>	10/11	<b>Don Goldberg</b>	
<b>Christina Pajo</b>	11/12	<b>Moon Ichinaga</b>	10/11	<b>Tom Lew</b>	
<b>Brenda Jackson*</b>	10/11	<u>Mathematical Sciences</u>		<b>Tom Jackson</b>	
<b>Chris Jeffries</b>	10/11	<b>John Boerger</b>	10/11	<u>Counseling</u>	
<u>Fine Arts</u>		<b>Greg Fry</b>	10/11	<b>Ken Key</b>	
<b>Ali Ahmadpour</b>	11/12	<b>Marc Glucksman*</b>	09/10	<u>Natural Science</u>	
<b>Randall Bloomberg</b>	11/12	<b>Susan Taylor</b>	11/12	<b>Chas Cowell</b>	
<b>Patrick Schultz</b>	11/12	<b>Paul Yun</b>	10/11		
<b>Chris Wells*</b>	11/12	<u>Ex-officio positions</u>		<u>ECCFT office</u>	
<b>Mark Crossman</b>	11/12	ECCFT President		<b>Nina Velazquez</b>	
		<b>Elizabeth Shadish</b>			
		Curriculum Chair			
		<b>Lars Kjeseth</b>			

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**

<b><u>FALL 2009</u></b>		<b><u>SPRING 2010</u></b>	
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	Communications 104*
November 17	Communications 104	May 4	Communications 104*
December 1	Communications 104	May 18	Communications 104*
December 15	Communications 104	June 1	Communications 104*

\*One of these meetings will be held at the Compton Education Center, possibly in the Staff Lounge.

**CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS**

<b><u>FALL 2009</u></b>		<b><u>SPRING 2010</u></b>	
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

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<b>B. APPROVAL OF MINUTES</b>	Nov 3 Nov 17	<b>5-11, 12-17</b>
<b>C. REPORTS OF OFFICERS</b>		
	<b>A. President</b>	<b>18-20, 23-24, 41</b>
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	<b>C. Chair- Curriculum</b>	
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	<b>E. VP- Faculty Development</b>	
	<b>F. VP- Finance</b>	
	<b>G. VP- Legislative Action</b>	
<b>D. REPORTS OF SPECIAL COMMITTEES</b>		
	<b>Dean's Council</b>	<b>21-22</b>
<b>E. UNFINISHED BUSINESS</b>		
	<b>Department Chair discussion</b>	<b>25-40</b>
	<b>BP &amp; AP 4050: Articulation</b>	<b>42-43</b>
<b>F. NEW BUSINESS</b>		
	<b>A. Program Review Highlight: Journalism</b>	
	<b>B. Foundation Presentation</b>	
<b>G. AGENDA ITEMS FOR FUTURE MEETINGS</b>	Dec 15 – no agenda items scheduled	
<b>H. PUBLIC COMMENT</b>		
<b>I. ADJOURN</b>		



# 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			
COMPTON FACULTY COUNCIL		Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM		Lars Kjeseth	2 <sup>nd</sup> & 4 <sup>th</sup> Tues.	2:30-4:30	Board Room
EDUCATION POLICIES		Chris Jeffries	2 <sup>nd</sup> & 4 <sup>th</sup> Tues.	12:30-2:00	SSC 106
PLANNING & BUDGETING		Arvid Spor	1 <sup>st</sup> & 3 <sup>rd</sup> Thur	1:00 – 2:30	Library 202
FACULTY DEVELOPMENT		Chris Gold	2 <sup>nd</sup> & 4 <sup>th</sup> 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
<b><u>Campus</u></b>					
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 <sup>rd</sup> Weds.	2-3:00 pm	
ENROLLMENT MANAGEMENT		Arvid Spor	Thursdays	9-10:00 am	Library 202

ACADEMIC SENATE ATTENDANCE & MINUTES  
3<sup>rd</sup> November, 2009

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

Adjunct Faculty

Mangan, Michael(Hum) EXC

Behavioral & Social Sciences

Firestone, Randy X

Gold, Christina X

Widman, Lance X

Wynne, Michael X

Mannen, Angela

Business

Saddiqui, Junaid X

Lau, Philip S

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 EXC

Humanities

Isaacs, Brent X

Marcoux, Pete X

McLaughlin, Kate

Peppard, Bruce X

Simon, Jenny

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 X

Fry, Greg X

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

Pratt, Estina

Smith, Darwin

Assoc. Students Org.

Casper, Joshua

Safazada, Ana

Stokes, Philip X

Ex- Officio Positions

Arce, Francisco X

Nishime, Jeanie X

Shadish, Elizabeth X

Kjeseth, Lars

Guests and/Other Officers: Stephanie Rodriguez (Dean's Rep), Barbara Jaffe, Heather Parnock, Donald Brown

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

The Fourth Academic Senate meeting of the Fall 2009 semester was called to order at 12:37pm

Approval of last Minutes:

Approval of the minutes [pp. 5 -11 of packet] from the 6<sup>th</sup> October Academic Senate meeting. The minutes were approved with the amendment of a date in the President's Report on pg. 6 item E from Oct 2<sup>nd</sup> to Oct 22<sup>nd</sup>.

Approval of Minutes [pp. 12- 18 of packet] from the 20<sup>th</sup> October Academic Senate meeting. *Susan Taylor asked for clarification on a statement within the minutes re: cuts and wondered how adding students cost the college money. Dr. Nishime noted that the State does not pay FTES for students over the cap. Some discussion followed, but no answer to the question was given. Ms. Taylor was asked to bring her question to the PBC if more clarification was required. The minutes were approved.*

**REPORTS OF OFFICERS**

President's report – Dave Vakil (henceforth DV)

DV reported that ECC had just experienced a 3 member **ACCJC team visit re: Accreditation follow-up**. He felt the visit had gone smoothly, and that expectations are positive. We hope that the team will recommend that the college be removed from Warning status, but nothing will be known officially until January, when the Commission will publish its final statement. It appeared that the visiting team focused quite a bit on SLO's, with few questions on the curriculum process, Program Review, and Budget. DV thanked Dr. Arce for his leadership and role in moving the progress report along.

The **Full-time faculty hiring prioritization** [see p 21 of packet] is in process now. Position requests are due in Dr. Arce's office by 4:00pm today. A meeting of Deans and faculty representatives will be called for next week.

The **Assessment of Learning Week** takes place this week, culminating in a mini-conference on Friday. DV encouraged Senators to attend (and encourage their faculty and staff) as many presentations as possible. Dr. Jaffe noted that lunch would be available to the Friday conference attendees. DV noted that assessing learning is healthy for us all and our students!

The **Facilities Plan forums** were held. Final revisions will be made and the plans will go forward. It was noted that the pool, gym, athletics area, student services and shops would likely be relocated.

The **ASCCC Exemplary Program award** [see pp. 22-26 of packet] Currently there is a call for nominations for this State award. It was suggested the First Year Experience program be nominated. The college is in the process of completing the nomination papers and Dr. Nishime was asked to help on this.

A handout was provided on the **Area C & ASCCC resolutions**. Area C is the local branch of the State Academic Senate, and their meetings are held each year just prior to the plenary sessions in November. DV, Mr. Wells, and Mr. Kjeseth attended the Area C meeting. DV asked that the senators look at the handout of the proposed resolutions and provide him with feedback. The votes on the resolutions will take place on November 13<sup>th</sup> and 14<sup>th</sup>, and DV needs guidance on how to vote on the issues. DV quickly ran through the resolutions for the benefit of the senate. With reference to item 7 re: Resolution 13.02, DV noted that data is available on the Institutional Research website. Other data about where students transfer to is at the bottom of the Academic Performance page <http://www.elcamino.edu/administration/ir/acadperformance.asp>

The success and retention rates are also listed on that webpage. DV also emphasized that faculty success and retention rates will be publicized on the institutional research page soon. DV has noted on the handout the resolutions he would like faculty input on. Mr. Stokes asked whether DV would like student input also, and DV said that students had their own venue for giving input, but would be glad to hear from the student government on the issues as well.

**The next Area C meeting, Saturday, March 27, tentatively held here at ECC.**

Volunteers and attendees encouraged! Mr. Ahmadpour noted that he often volunteered time, and then never heard back from the organizers. DV noted that Mr. Ahmadpour was volunteering to help and promised he would get back to him.

DV reported on **UCLA transfer statistics** as supplied by Sue Oda- Omori. The statistics show that while ECC had lowest number of applications, we still performed very well

- 3rd in the number of admits
- Highest percentage of admits of 7 colleges
- Testament to our well-prepared students

<u>College</u>	<u>Applications</u>	<u>Admits</u>	<u>Admit Rate</u>
Santa Monica	1785	732	41.01%
Pasadena	766	276	36.03%
De Anza	727	188	25.86%
Orange Coast	583	183	31.39%
Diablo Valley	503	170	33.80%
Glendale	482	189	39.21%
<b>El Camino</b>	451	<b>212</b>	<b>47.01%</b>

Ms. McGinley asked which programs the students had been accepted into. DV said we would need to ask Ms. Oda- Omori that question. Mr. Wells asked which other schools ECC schools had been accepted into and Dr. Nishime advised looking at the Institutional Research website. Mr. Wells reported that there had been some discussion on the issues of Program Suspension and Program Discontinuance. Some schools are developing policies to handle this matter whereby Programs can be temporarily suspended and easily reinstated when circumstances dictate, as opposed to being discontinued and the red tape navigated involved in bringing the programs back. DV wanted to remind senators that information is available at the bottom of the Academic Performance page here: <http://www.elcamino.edu/administration/ir/acadperformance.asp>  
The success and retention rates are also listed on that webpage.

VP – Compton Center - Saul Panski (SP)

No report. All members from Compton were engaged with the FCMAT visit.

Curriculum Committee – Lars Kjeseth (LK)

No report. Mr. Kjeseth is at Compton re: the FCMAT visit.

VP - Educational Policies – Chris Jeffries (CJ)

No report. See later Unfinished Business for the second reading of BP & AP 4020. [See pp. 32-33 of packet]

VP - Faculty Development – Chris Gold (CG)

CG introduced and welcomed the **new ECC Staff Trainer, Francine Vasilomanolakis**. CG noted that Ms. Vasilomanolakis has had years of experience in the classroom, as well as in

training faculty. She has an MA in Science in Education with an emphasis on computers in education and has taught at Chapman U and Cal. State U. Long Beach. She will be hosting a PowerPoint demonstration on December 3<sup>rd</sup>.

The **Mentorship Program** continues with 19 partnerships currently, mainly in the Maths area.

The **Book Club** has met several times and has generated good discussion.

CG gave a vote of thanks to all those involved with the **Munch ‘n’ Mingle**. DV noted that over \$1000. had been raised for cancer research.

The **Faculty Development Committee** continues to work on their goals and objectives, and are especially busy on the following:

- Distinguished Faculty Awards – including a part- time faculty award.
- The Faculty handbook issues has generated fresh discussion
- A series of **On-line best practices workshops** with presenters: Eduardo Munoz, Jason Suarez, Christina Gold will take place on Thursday, November 19, 1-1:50 in the West Library Basement and will feature approaches and innovative on-line teaching tools. Faculty are encouraged to share creative ideas as we work together to help students succeed in our on-line courses. There will be a follow-up to the September workshop about success and retention statistics and the discussion of the mechanics of enrollment. A brief report and advice about enrollment procedures will be given.
- “You Want it? You Got it!”** In spring 2009, a **needs assessment survey** identified the professional development topics that most interest ECC faculty. The “You Want It! You Got It!” flex workshops are a series of five workshops dealing with the most popular topics as follows:
  - FALL 2009**
  - Motivating Students: Matt Kline**
    - Wednesday, November 11, 9:00-9:50 - West Library Basement
  - Effective Use of PowerPoint: Francine V.**
    - Thursday, December 3, 1-1:50 - West Library Basement
  - SPRING 2010**
  - Identifying and Maximizing Your Teaching Style: Rose Ann Cerofeci**
    - Thursday, March 4, 1-1:50 - West Library Basement
  - Collaborative and Active Learning: Best Practices**
  - Classroom Assessment Techniques and Writing Effective Tests: Best Practices and Peer Consultation**

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

[See pp. 27-30 of packet] PBC minutes & agenda of Oct. 1<sup>st</sup>, 2009.

LW noted that the next PBC meeting would be held this Thursday in Library 202.

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

No meeting since last Senate meeting.

VP – Legislative Action – Chris Wells (CW)

See earlier discussion in the President’s Report re: Program Suspension/Discontinuance.

## **REPORTS OF SPECAIL COMMITTEES**

Academic Technology – Pete Marcoux (PM)



[See p. 31 of packet] Faculty laptops: memo from PM regarding aging laptops and the necessity to back up all materials/data. PM noted that many machines are past warranty, and that faculty were beginning to lose information.

Dr. Arce said that Dr. Fallo had asked for an inventory of faculty laptops, and some attempt would be made to replace the oldest machines. PM asked whether this would be put into the Technology Plan, and Dr. Arce replied in the affirmative.

Mr. Ahmadpour requested permission at this juncture to speak about the Pacific Coast Council on Latin American Studies Annual Conference to be held November 6-7, 2009 at El Camino College. The theme this year is Latin America: Change and visions of Hope. The conference will be a magnet for many colleges and universities. The locale is the Humanities Building. Mr. Ahmadpour stressed that the panel discussions could be used by all disciplines, and that the conference would be free to all ECC students and faculty. Mr. Ahmadpour distributed some handouts on the conference.

### **UNFINISHED BUSINESS**

#### BP & AP 4020 – Program, Course, Curriculum Development – Chris Jeffries (CJ)

[See pp. 32- 33 of packet] CJ reported that the Committee had accepted the recommendation to keep the Procedure segment to a brief statement, noting that full procedures are to be found in the Curriculum Handbook. CJ thanked Dr. Arce and Ms. Perez for their help in developing the procedures. Hearing no questions or request for discussion, there was a motion to vote and the motion passes with all in favor.

#### Advanced Placement (AP) exam unit limitations – 2<sup>nd</sup> Reading – Lori Suekawa (LS)

[See pp. 34-39 of packet] This went through a first reading in Spring. LS stepped the senators through the materials, noting that pg.34 shows the Resolution for consideration (with new “resolved” at the end), and that pp.35-36 contain the supplemental reading from Spring, and pp. 37-39 contain the PowerPoint from a Spring 2009 presentation to the senate. LS spoke of the need to approve the template [pg.35 of packet], and that this template mirrors what is already done for IGETC. LS noted that 29 out of 109 community colleges have already adopted the template and others are expected to follow suit.

Discussion followed. LS emphasized that scores of 3,4, and 5 earn Gen Ed. credits, but student would still have to meet with counselors to ensure they were fulfilling requirements for majors. Ms. Jeffries noted that adopting the template would help counselors with AA degrees. Ms. Taylor noted that there were different types of General Education sets. LS said that the template would satisfy requirements for all types. Mr. Wells asked if the resolution would then become policy. LS said no, the template would just be included in the catalog. Not all resolutions require policies, sometimes a procedure will suffice.

The motion passed with all in favor.

### **NEW BUSINESS**

#### BP & AP 3750: Copyright Policy & Procedures. 1<sup>st</sup> Reading – Heather Parnock (HP) and Donald Brown (DB)

[See pp 40-43 of packet] Alice Grigsby and HP were scheduled to talk about this item, Ms. Grigsby could not attend and sent DB in her place.

HP noted that this is a continuation of an older, proposed BP that had never been finalized, and was now being updated. The Policy would pertain to all faculty, staff, students, in fact, all in the ECC community. DB noted a concern that certain issues (for instance electronic reserves, regular reserves) had not been included and felt that more discussion was needed. It was felt that other sections could be added by the next Academic Senate meeting. DV asked that he be notified

before the next meeting whether he could include an updated draft in the next packet, or whether the issue should be tabled.

Discussion followed. Dr. Arce noted that the outline format was non- standard and needed to be cleaned up. The CCLC template is to be used for all college policies.

It was noted that Public Domain referred to works published before 1923, and for “fair use” purposes most government documents fall into the Public Domain category also. Faculty also hoped that the Copyright Committee would take the lead promoting an educational campaign on the topic/issues of copyright. DV mentioned that there had been a webinar on the topic the day before, and thought it might be offered again.

There were some questions about the amount of material that could be used under “Fair Use”. Dr. Gold had always used the 10% option rather than the 1000 words.

Ms. Ichinaga noted that the issue is complex and full of “grey areas”, and that institutions were mainly engaged in “risk management” with regards to copyright issues. It has been the ECC library’s ERes policy to err on the side of caution in the matter of copyright permissions. MI noted that the ERes site (<http://eres.elcamino.edu/>) has a section on copyright and has referring links to more information.

Ms. Striepe had a question about the use of online resources like “You Tube” videos, noting that the policy seemed to favor print materials. HP noted that “you Tube” would be covered under a section on peer to peer filesharing, as would electronic reserves. Mr. Ahmadpour opined that more forums and discussions on the matter were needed as he has heard conflicting information. HP said that the aim is to simplify matters and make things clear. It was noted that there was also a sometimes substantial cost associated with getting permissions. Ms. Ichinaga noted that universities usually have funds put aside for this purpose, which was not the case for community colleges, and posed a problem. Dr. Arce asked that the Ed. Policies Committee also look at the Policy. Ms. Jeffries, said they could but that the Ed. Policies Committee desperately needed more new members.

Dr. Arce said that any finished Policy and Procedure would be sent on for legal advice via Rocky Bonura.

#### Program Review Highlights: Nursing – Pat McGinley (PM)

PM shared highlights of the Nursing Program Review.

#### **What is worth sharing about our department?**

The department has 400 students between 3 campuses; 13 full time faculty Crenshaw, 7 or 8 on Compton campus; Dr. Kim Baily is the director.

All nursing faculty are licensed by the state board of nursing (BRN) and hold certification in their specialty area. recertification is every 5 to 7 years depending on specialty. Nurse Practitioners require clinical practice, scholarly activities and mentoring for certification renewal. Licensure is renewed every 2 years with the BRN and the board is now requiring LIVE SCANNING for relicensure.

Clinical groups have 10-12 students each with 2-3 patients so an instructor has not only the students but the patients as well. Clinical labs are minimum of 8 hours on a floor plus pre and post conference so typical clinical day is 10-12 hours. Clinicals are held days, evenings, nights and weekends.

Ella Rose Madden state of the art simulation lab-all students have a minimum of one clinical day in the simulation lab each clinical course; safe environment to learn without causing harm. Have 22 simulation scenarios including birthing mother

92% & 97% pass rate on NCLEX for first time takers on the Crenshaw and LCMH campus the last two quarters

67% & 64% on Compton campus-looked at the graduates who took exam; 75% of the failures were LVN to RN students. Typically our LVN to RN students do very poorly on our entrance course and throughout the program.

### **Things all faculty should know about.**

Our department recently received 8 year accreditation by State Board of Registered Nursing; The nursing program has its NLNAC accreditation in 2011; starting to gather our data now (which is ongoing);

We developed a new Systematic Program Evaluation Plan then implemented it this fall to gather data continuously making the self-study a bit easier than the last minute rush a few months before the report is due; each of our faculty committees has been assigned a standard to review, collect data and report on at a faculty meeting, also write up the results so all can be compiled easier for accreditation visit

NLNAC impromptu visit since merger with ECC & CEC because CEC was not nationally accredited; the site visitor gave suggestions and requirements for continued approval in regards to what they are looking for! All one program; program still has some issues/inconsistencies since NCLEX rate is only 67%/64% at CEC; prompted a letter from the BRN which required a written statement with action plan for remedying the situation.

### **What can other departments do to help the nursing department?**

**Weak math skills-practice!!** Precise answers are required for medication dosage calculation; a range is not acceptable as it could be the difference between a safe vs lethal dose!

**ESL students**-very difficult for them to go through the program due to the level of comprehension from textbooks, clinical, poor communication skills with patients and health care professionals even though they have taken all the ESL classes. Students need to be able to communicate with their patients face to face and in writing.

**Weak A&P knowledge**-remind students they need to learn the material not solely to pass the course but to use immediately upon entry to the program.

**Reading comprehension**-students must be able to read complicated technical nursing books. Need to increase the reading level for all students.

**Study skills very poor!** PM encouraged faculty to hold students responsible for high standard work.

PM called for questions. PM was not sure when the next Nursing Dept. Open House would be, but emphasized that faculty were welcome to visit the simulation lab at any time. The Nursing Dept. DOES have an admissions test, and students have to hit a certain benchmark as the Program is held to State standards. Mr. Yun noted that the Math department gave partial credit for reasoning, even if the correct answer was not achieved and PM said that nurses HAD to get the answer 100% correct as it might be a life or death affair if dosages were calculated incorrectly.

### Department Chairs – Faculty Opinion.

In the interests of time, DV postponed further discussion on this topic.

### **FUTURE AGENDA ITEMS**

#### ■ For Nov 17

- 2nd reading – copyright policy & procedure – postponed until ready.
- Program Review highlight: Business – postponed until notified.
- ECC Foundation presentation – Katie Gleason
- Basic Skills proposal presentation.

#### ■ December

- Program Review highlight: Journalism
- Presentation: Campus Climate Survey by I. Graff

The Academic Senate meeting was adjourned at 2:00pm  
Cs/ecc2009

ACADEMIC SENATE ATTENDANCE & MINUTES  
17<sup>TH</sup> NOVEMBER, 2009

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

Adjunct Faculty

Mangan, Michael(Hum) X

Behavioral & Social Sciences

Firestone, Randy

Gold, Christina X

Widman, Lance X

Wynne, Michael X

Mannen, Angela

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

Wells, Chris X

Health Sciences & Athletics

Hazell, Tom

McGinley, Pat X

Rosales, Kathleen X

Humanities

Isaacs, Brent

Marcoux, Pete EXC

McLaughlin, Kate X

Peppard, Bruce X

Simon, Jenny

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 X

Glucksman, Marc X

Taylor, Susan X

Yun, Paul X

Natural Sciences

Cowell, Chas

Herzig, Chuck X

Jimenez, Miguel X

Palos Teresa X

Vakil, David X

Academic Affairs

Chapman, Quajuana

ECC CEC Members

Evans, Jerome

Norton, Tom

Panski, Saul X

Pratt, Estina

Smith, Darwin

Assoc. Students Org.

Casper, Joshua

Safazada, Ana X

Stokes, Philip

Ex- Officio Positions

Arce, Francisco

Nishime, Jeanie X

Shadish, Elizabeth X

Kjeseth, Lars X

Guests and/Other Officers: Kim Bailey (Dean's Rep), Barbara Jaffe, Lori Suekawa, Art Martinez

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

The fifth Academic Senate meeting of the Fall 2009 semester was called to order at 12:33pm

Approval of last Minutes:

Approval of the minutes [pp. 5 -11 of packet] from the 3<sup>rd</sup> November Academic Senate meeting was delayed as Ms. Taylor had a concern with the accuracy of a statement as written. The Senate voted to wait and see the amended minutes before approval.

**REPORTS OF OFFICERS**

President's report – Dave Vakil (henceforth DV)

DV asked the Senate whether he should **create a campus-wide wiki to discuss the potential impact of faculty adding extra students above cap**. DV asked whether the senators were interested, and if they would participate? The likelihood of participation was discussed. DV said he would set up a link and people could edit the document. Ms. Taylor noted that she was not sure what information or results DV could hope to achieve, and DV said that he aimed for fostering an informed, campus-wide discussion and exchange of ideas. Ms. Ichinaga felt that the wiki might suffer the same fate as discussions via e-mail, which were not necessarily constructive as there was no true dialogue, just a statement of opinions. Ms. Ichinaga also noted, however, that sometimes actions resulted from these seemingly non-fruitful discussions, citing the Faculty Development Committee's "Hot Topics" program that was a result of faculty desire for a forum to share ideas. Mr. Ahmadpour stated he felt that ECC faculty did not pay enough attention to what was happening elsewhere. For instance, he noted that in Northern California some campuses were banding together to protest issues of concern. Mr. Peppard noted that the wiki seemed like a good idea, but suggested having someone act as a moderator. Please send ideas and views to DV.

DV would like to **seek faculty-wide ratification of two constitutional amendments to create two new VP positions: a VP-Tech**, to start as soon as ratified and election is held, and a VP-Effectiveness to start in Fall. The start dates were not specified in the amendments. DV noted that the Senate had ratified both positions, but these had not yet been taken to the faculty at large, and asked the Senate's permission to send out a notice with the desired start dates. There were no objections from the Senate. It was noted that the position of VP Effectiveness deserves reassigned time. Ms. Jeffries noted that the duties for each position should be noted., and DV agreed to include these in the next packet.

DV reported that **individual faculty success & retention rates will soon be published** on an ECC web page – and maybe grade distributions too. Ms. Rosales asked why this was being done. The reply was that this was information students should have access to. Also the publication of these rates might lead to interesting faculty peer discussions. Grades will be aggregated. It was noted that this is similar to information already available on a site "Pick-A-Professor."

DV announced that he would like to **hold regular senate officer meetings**, similar to those currently held with the officers and VPs Arce & Nishime.

It was noted that the **full-time Faculty hiring prioritized** list would be revealed at 2pm. DV will include the final list in the next packet.

With reference to Planning, DV asked the Senate to think about possibly having a **"Faculty Planning Summit"** before the ECC Planning Summit, in spring?

DV drew attention to **the summary of the senate officers' meeting** with VPs Arce & Nishime. [see pp 12- 14 of packet], noting in particular the good discussion on Distance

Education and thanking Ms. Gold for her email on the topic, and the registration deadlines for Spring with the expectation that faculty will have to print their own first- week rosters.

With reference to the **Plenary session**, [see pp 12- 14 of packet] DV is seeking input on “no equivalency to Assoc. degree”. It was noted that the next local meeting will be held at ECC on March 27, 2010, and Mr. Ahmadpour and Ms. Suekawa would be attending and helping out.

VP – Compton Center - Saul Panski (SP)

No report.

Curriculum Committee – Lars Kjeseth (LK)

LK noted that abridged minutes from Oct 27 meeting were available [see pp. 18-20 of packet], and a full version, including curriculum updates, available on MyECC.

VP - Educational Policies – Chris Jeffries (CJ)

No report. [See pp 31-32 of packet for BP & AP 4050 to be have first reading later this meeting]. CJ noted that the committee is considering revisions to Academic Probation policy, based in part on recommendations from the Enrollment Management Committee. CJ will be attending a Policies and Procedures workshop.

VP - Faculty Development – Chris Gold (CG)

CG noted that the minutes for the last three meetings were in the packet [see pp. 21- 24 of packet] and reminded the Senate of the On-Line Retention and Success workshops coming up. Faculty can learn about the approaches and innovative on-line teaching tools used by several colleagues with high retention and success rates. Creative ideas can be shared to help students succeed in on-line courses.

This “Hot Topics” workshop is a follow-up to the September workshop about success and retention statistics and the discussion of the mechanics of enrollment. A brief report and advice about enrollment procedures will be given.

Presenters: Eduardo Munoz, Jason Suarez, Christina Gold Thursday, November 19, 1-1:50 West Library Basement.

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

[See pp. 25-29 of packet] and [see pp. 26-29 of packet] for Oct. 15 PBC Minutes, where the major item for discussion was the major funding cuts incurred by categorical programs this year (09-10) and likely to continue over the next few years, no relief in sight from the State. Several hundred thousand dollars would have to be taken from reserves to keep programs and services thus funded. Mr. Ahmadpour asked why ECC was not more active in responding to the issue of cuts? He noted that the LA Community Colleges had had a meeting to come up with responses and solutions, and believed that we should take action and join with other colleges, or risk sending the wrong message. Mr. Ahmadpour urged for taking action as moral leaders of our community, and as a responsibility to our students.

LW reported that there was an anticipated deficit of \$7 billion, with another \$7.5 billion anticipated for the next fiscal year 2010/2011.

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

[See pg. 30 of packet] MI reported that she came away from the meeting with a sense of a change of direction, in that more data is being presented at the meetings. MI opined that whether the data supports the decisions and recommendations the Deans’ arrive at is open to opinion. For instance, Dr. Spor presented some data on retention, and said the aim was to use data to determine which classes to cut. Dr. Arce said the Deans were given a free hand in determining which classes to

cut, but Dr. Spor noted that data is a determining factor. Dr. Spor asked whether some of the low-level basic skills classes, which also have low retention rates, should be cut and the students redirected to Adult Education classes? No consensus on the issue was reached. Another area of discussion was the increasing academic probation rates. Data was presented showing a 5 year trend. It was recommended that instead of assessing and making decisions on academic probation once a year, this be done twice a year. Ms. Jeffries will also be discussing this issue at an Ed. Policies Meeting. Mr. Wells asked whether the courses ECC offers at high schools were discussed as he had heard there were also bad retention rates there. MI said that that had not been discussed.

Mr. Panski was of the opinion that it seemed like social engineering to cut classes for the most vulnerable populations. He had been shocked to read the statistics for Basic Skills reaching into the 40 and 60 percents. But if these classes were cut, they would also cut out entire communities from education. He asked why Administration and not Faculty were discussing this issue. Ms. Taylor noted that scheduling of classes was in the domain of Administration, not Faculty. Mr. Vakil noted that faculty can make recommendations to Administration. Mr. Kjeseth said that currently people read the College Mission as a prioritized list, but in reality the chief mission is to keep the doors of the college open to all, and that perhaps there was a need to re-examine the Ed. Code. Mr. Vakil agreed, noting that statewide Academic Senate President Jane Patton had suggested revisiting priorities, and that some schools had made ‘local’ interpretations of documents. Dr. Jaffe noted that Chancellor Scott had said that the included in the mission of the California Community Colleges were the goals of transfer and providing basic skills.

#### VP – Legislative Action – Chris Wells (CW)

No report.

### **REPORTS OF SPECAIL COMMITTEES**

#### Academic Technology

DV noted that it was likely that critical laptop replacements will be forthcoming. Ms. Taylor said that she had heard there was a plan and asked if the Senate could see it. DV will ask Mr. Wagstaff about that. Mr. Wells asked about non- laptop computers and DV said faculty would have to approach ITS re: those issues.

### **UNFINISHED BUSINESS**

None

### **NEW BUSINESS**

#### Board Policy (BP) 4050 -Articulation

[See pp.31-32 of packet] It was noted that this constituted the first reading of the policy. This is a policy that needed updating. It was under Student Services, and is now moving back to Academic Affairs. Hearing no questions on the item, the next meeting will see the second reading of the policy.

#### Program Review Highlight – Business Division – Jay Siddiqui (JS)

JS noted that the Business Division is the second largest division on campus. The Division sees a lot of transfer students and working adults, and they focus on teaching sellable skills that can go onto a resume.

Why is the program beneficial? No matter what field or profession a person is in, nowadays everyone will need some type of computer skills. The Business Division offer, for instance CIS13, an introduction to computers.

What is interesting or important about the Business Program? There is a focus on books and texts, but also on real- life issues like business ethics, identity theft and so on. The Business faculty take the lead in exploring these issues. It is also a very hands-on program, with classes having a lab. component. They have “help- desk” classes, classes in accounting, and other skills that are in high demand.

Some things faculty should know about the program are that the classes meet the State of California requirements for computer literacy, and no matter what field people are in, they could use or will need their classes.

#### Basic Skills Presentation – Trudy Meyer (TM) and Sara Blake (SB)

Handout were provided during the presentation.

SB gave some background on the history of Basic Skills at ECC. The need for Basic Skills was established in the Ed. Code. The meaning of the term Basic Skills shift between two documents – the ARCC Report which notes Basic Skills as being 2 levels below transfer level, and the Poppy Copy, which has Basic Skills as 1 level below transfer level aka college-prep, or pre- collegiate. Generating data on Basic Skills has been embraced, but the data can be suspect, and care must be taken not to unintentionally harm a group. There has been a shift from statistics on retention to statistics on success, but these do not include the pre- collegiate level. There is also no “floor” to these scores. No-one is refused admission to the lowest classes. With the emphasis on Success, there has been much research done, and the Basic Skills Initiative has been given funds to study success factors. The funds will end soon, but the data from the studies can be used to see how we can institutionalize practices that work.

TM spoke to these practices, including having mandatory orientations to college, integrating counseling into the Basic Skills program, noting the Basic Skills students do not do optional work, instituting a “learning communities” component into Basic Skills, and providing trained tutors at learning centers. These should be highly qualified and trained, even if it meant having fewer tutors.

It was noted that many colleges had coded their college courses differently, and this might have been corrected, but the funding has ceased.

Mr. Vakil asked how ECC Basic Skills compares with others? TM said this was difficult to answer given the aforementioned coding issue. Mr. Kjeseth said that one area we are ahead in is intervention, but there is room for growth especially with non- credit classes. Mr. Panski noted that the bias for non- credit classes is strong. Mr. Panski noted that in dealing with some of the issues, we should bear in mind the mission of the college. Ms. Taylor asked whether SB and TM had given this presentation to the administration. TM said no, but they intended to do so.

Mr. Vakil asked what the Senate could do. SB said could draft a position statement in support of Basic Skills. DV asked for volunteers to work on this and Mr. Ahmadpour volunteered to help. SB offered to draft something and let the Academic Senate see and discuss it. Mr. Kjeseth pointed out a misspelling of Trudy Meyer’s name [Miller} on the handout.

#### Department Chairs – Faculty Opinion.

DV noted that this discussion had been started a month ago.

Mr. Wells mentioned a court case re: department chairs, noting that the information was interesting, but not necessarily relevant. Originally, it was implied that the case suggested the Academic Senate does not have standing on the issue, but upon further reflection by Mr. Wells, the case was not relevant to the issue at ECC. Ms. Taylor noted that the math department had had a discussion on the topic and that it was observed that different departments have different needs. Math, for instance, has many students, but not many courses, so a course coordinator would be more valuable to the department than a department chair. Ms. Taylor asked whether there was a structure in place that would allow for different positions according to department need?



Mr. Panski asked what the difference is between a department chair and a faculty coordinator, and what the duties of each would be? Mr. Wells said that the position/duties of a faculty coordinator are described in the faculty contract, and that faculty contract language should be included in a future Senate packet. Ms. Ichinaga said she assumed there would be salary repercussions for a faculty coordinator, and what about a salary for department chairs? The reply was that it might be a reassignment issue. It was noted that Santa Monica College has extra pay for faculty coordinators AND department chairs. DV said that compensation was a Union issue, so that issue might have to wait and get Union input.

Mr. Wells noted that this discussion always comes at the end of the meeting, allowing scant time, and that perhaps a specific meeting should be set up to devote to the topic. Mr. Vakil asked if Senate should devote the next meeting to the topic or hold a separate meeting. The next Senate meetings are scheduled for the 1<sup>st</sup> and 15<sup>th</sup> December. The meeting of the 1<sup>st</sup> December should contain a presentation on the Campus Climate survey, and the 2<sup>nd</sup> reading of BP 4050 (Articulation). It was decided to make the discussion re: department Chairs the first item on the agenda, rather than devote the entire meeting to the issue. It was requested that a list of the programs that requested department chairs be made available.

#### **FUTURE AGENDA ITEMS**

- December 1
  - Program Review highlight: Journalism
  - Presentation: Campus Climate Survey by I. Graff
- December 15
  - ECC Foundation presentation – Katie Gleason
  -

#### **PUBLIC COMMENT.**

None

The Academic Senate meeting was adjourned at 2:00pm  
Cs/ecc2009

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting November 16, 2009

Present: Francisco Arce, Bree Bond, Thomas Fallo, Ann Garten, Jo Ann Higdon, Bo Morton, Jeanie Nishime, Michael Odanaka, Barbara Perez, Susan Pickens, Gary Robertson, Elizabeth Shadish, Luukia Smith, Arvid Spor, and David Vakil.

1. Board Agenda

- a. Academic Affairs, page 8. Certain Center for the Arts presentations are being cancelled due to budget cuts. This provides \$100,000 in savings. This is part of the \$5.2 million budget reduction.
  - b. Student and Community Advancement, page 10 item B. Grant Information. This is a grant application proposed by Industry & Technology faculty. This grant seeks to develop a resource for the construction building programs.
  - c. Administrative Services, page 41 item A.7. Contract with Palos Verdes Peninsula Unified School District. This is to provide Engineering Technology courses in High School to prepare them to move on. This is for credit and generates FTES.
2. Financial aid is one of the most discussed issues in Washington. There was talk in Washington last week on how to go to direct loans. Loans are increasing. 91% of Compton students applied for financial aid. Approximately 50-60% of El Camino students applied for financial aid.
  3. Supplemental Board Information page 11, Pass Through Payments. This is the amount of money the Inglewood Redevelopment Agency is transmitting a payment to El Camino College. This has to go into the Capital Outlay fund.
  4. People are starting to talk about graduation rates. We will tell you ours once we determine how to calculate that.
  5. Barbara distributed the procedures to go with Board Policy 3430 – Prohibition of Sexual and Other Forms of Harassment. This is for College Council only to look at so she can refine and then circulate. This will be brought back in two weeks.

Agenda for the November 23, 2009 Meeting:

1. Minutes of November 16, 2009
2. Facilities
3. Vice Presidents' policy listings
4. College Council member responsibilities

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 November 23, 2009

Present: Josh Casper, Bob Gann, Ann Garten, Bruce Hoerning, Jo Ann Higdon, Tom Lew, Bo Morton, Michael Odanaka, Barbara Perez, Susan Pickens, Gary Robertson, Luukia Smith, David Vakil, and Nina Velasquez.

1. Facilities Update – There is a lot of work happening on campus. A lot of trees are going to be removed. We are replanting more trees than we are taking out. Bob Gann pointed out the trees that will be removed for the MBA building and for infrastructure project. There will be landscape changes between the Administration and MBA buildings. There will be new walkways enhanced for wheelchair access. There will be a wheelchair ramp up to the Administration building. One significant change about the MBA building is the entrance will be on the west side. All existing walkways are not laid out in design to facilitate entrance. The landscape to the western side of Music building will be enhanced so we can rearrange walkway to facilitate entrance into that building.
2. Vice President Policy listings – VP's are not ready at this time.
3. Federal Stimulus monies – We are figuring out how to use. The money is required to go into our unrestricted fund. We will then have to look at matching expenditures in categorical and bring those expenditures into unrestricted.
4. State Budget – We will send out and share with PBC the latest updates. The Governor had reported a \$9 billion shortfall and then went up to \$12 billion. The Legislative Analyst believes the next 18 months will show a \$35 – 38 billion shortfall in California. The biggest concern is State cash flow.
5. College Council Responsibilities was approved.

Agenda for the November 30, 2009 Meeting:

1. Minutes of November 23, 2009
2. Vice Presidents' policy listing

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.

**Report on the November 19, 2009 Council of Deans Meeting**  
**By Moon Ichinaga**  
**November 25, 2009**

**I. Fee Payment/No shows/Rosters—J. Nishime**

**A. Guidelines will be developed for handling situations in which students think they are enrolled in certain classes but have been dropped for non-payment of fees. These guidelines will be available by Flex Day, spring 2010.**

- **Dr. Nishime also recommended that students have until February 8 to pay for spring classes so that the faculty will have accurate class rosters by Saturday, February 13.**
- **All instructors must take roll during the first week and follow through on “dropping” students. If there are no “no-shows, instructors must verify this through the portal. These responsibilities fall under the category of “keeping accurate records” in faculty evaluations.**
- **Once dropped, students must go through the “add” process to enroll in desired classes.**
- **Special populations such as veterans, students on financial aid, and international students are exempt.**

**B. There was a lengthy discussion of practical problems that may develop.**

- **There were a number of meeting attendees that questioned why the college is not requiring students to pay in order to register in the first place. There was no ITS representation at the meeting when this point was raised, but an opinion was expressed that this would require custom Datatel programming.**
- **There was a consensus of opinion that lists of dropped students due to payment issues should be sent to the deans.**
- **Concern was expressed about the additional load that implementation of the policy will place on the portal and on campus entities such as the Library that provide portal access. John Wagstaff indicated that the portal has been able to support significantly increased numbers of users over time, but that services are constrained by the lack of funding.**

**II. Full-Time Faculty Obligation – F. Arce**

The recent Chancellor's Office report on fall 2009 and fall 2010 full-time faculty requirements indicates that ECC is projected to have at least 7 vacant positions to fill.

**III. Compton Education Center (CEC)– J. Harmon/K. Curry**

**A. Some successes to report**

- 20 faculty evaluations have been completed, thanks in part to ECC faculty volunteers.
- Planning for 2010-11 is in process. There is a campus steering committee that is reviewing the recommendations of an externally produced Basic Skills report as part of a focus on how to help under-prepared CEC students.
- There is an effort underway to promote a greater awareness of the Dean's List to help motivate students.
- A new assessment center with 20 stations is slated to open at the end of the month.
- The coach of the new girls' soccer team has received special conference recognition.

# SENATE CONSTITUTION AMENDMENTS

## **New Amendment:**

### **ADD**

Article IV,

4.1.3 Vice Presidents: add Vice President of Instructional Effectiveness

### **REPLACE**

4.3.2 - **delete entire VP of legislative action**. Replace with the following new position:

4.3.2 Vice President of Instructional Effectiveness shall monitor and report on the actions of, shall represent senate on, and shall be the senate's voting member for all of the following campus-wide and/or district-wide committees and task forces: Student Learning Outcomes (SLO) and Assessment of Learning Committee (ALC), Academic Program Review Committee, instruction-related accreditation standards, and any campuswide committees devoted to faculty evaluation processes or procedures.

### **DELETE**

4.3.1 - delete "processes for program review and accreditation" from the VP Ed Policies duties.

### **Statement of purpose for this amendment**

Information related to legislative action is now readily available and widely communicated in electronic forums. The need for this position has been minimal for several years, and the duties performed by several recent VPs for Legislative Action have also been minimal.

Student Learning Outcomes, SLO assessment, and Program Review have become a much more important function on this campus in terms of cyclical planning and budgeting. While accreditation issues are currently handled by the VP of Educational Policies, the duties of the proposed VP include SLOs, their assessment, and Program Review. These duties place the newly proposed VP in a more informed and better prepared position to handle accreditation.

Currently, no official VP position is currently in charge of any proposed changes to faculty evaluations. However, since "Standards ... regarding student ... success" is the 5<sup>th</sup> of the "10+1" items under Academic Senate's purview, evaluations would be an item that should be brought to senate for discussion, as part of the collegial consultation process.

**If approved, this amendment will be sent to the faculty at large. The revised constitution will incorporate both this amendment and the one previously approved, shown on the next page. Both amendments would need to be submitted to the faculty-at-large for ratification, potentially as separate votes.**

## **Previously senate-approved amendment:**

NOTE: This amendment below was approved by senate on April 18, 2006. However it has not been ratified by the faculty at large.

### ***Previously approved additions:***

ARTICLE IV:

Section 4.1.3- Vice President of Academic Technology

Section 4.3.5 Vice President of Academic Technology shall be the Senate's voting member at the College Technology Committee and the Academic Technology Committee; report on the actions of the CTC and ATC; represent the senate position; monitor and propose action for academic technology; handle special projects as assigned by the senate president.

ARTICLE VII

Section 7.1.1

f) Academic Technology Committee

### ***Previously approved deletions:***

ARTICLE VII

**Section 1.4- Standing Committee**

**a) ~~Academic Technology Committee~~ (and adjust others accordingly)**

## **Statement of Purpose of the amendment:**

Currently there is no formal link between the Academic Senate and the Academic Technology Committee. Unofficially, members of both would report under "Campus Wide Committees" during Senate meetings. However, since technology has become such an important economic, pedagogical, and political force on campus, a formal link **MUST** be made in order that faculty concerns are heard and acted upon.

## **Effect of the Proposed Amendment:**

Briefly, the ATC came about because in the past many believed that the College Technology Committee (CTC) did not focus enough attention on academic issues. Currently, the administration does not officially recognize the Academic Technology Committee; however, interestingly enough, administrators have charged this committee to perform important functions in terms of academic technology (faculty laptops issue, software prioritization, learning management systems issue, etc). Because of this identity crisis, the administration and the CTC does not always recognize the work and importance of this truly campus-wide committee and often threatens its existence Making this an official part of the Academic Senate will ensure that faculty voices regarding technology are heard and will continue to be heard in the future.



# Faculty Coordinator – ECCFT contract

Contract downloaded from:

<http://www.elcamino.edu/administration/hr/agreements.asp> and, in particular, this link:  
<http://www.elcamino.edu/administration/hr/docs/FEDERATION%20AGREEMENT%202007-2010%20FINAL%20VERSION%20-%20May%2029%202008%20-%20USE%20THIS%20ONE.pdf>

[p. 35 according to contract page number, but it is found on page 46 of the PDF file at the link above]

## ARTICLE 8, HOURS AND WORKING CONDITIONS, Section 17. Coordinators

(a) Faculty Coordinators on the Fiscal Salary Schedule will be employed for a basic work week of forty (40) scheduled hours of professional services. The basic work week under the 16-week compressed calendar shall be expanded by 12.5% (45 hours per week) for those Faculty Coordinators hired on an academic year basis.

(b) Coordinators are entitled to all professional privileges afforded to teaching faculty, such as professional development activities.

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[p. 138 according to the contract page numbers, but found on page 149 of the PDF]

### **APPENDIX A**

#### **Position Description - Faculty Coordinator**

Under the direction of the assigned administrator, the Faculty Coordinator is responsible for the overall coordination of a project(s)/program(s) which requires knowledge of business, instructional and/or student support services. Each Faculty Coordinator will attempt to discharge the following responsibilities at an optimum level of proficiency:

1. To oversee, direct and coordinate the day to day functions of the project(s)/program(s) as assigned.
2. To maintain current knowledge and understanding of curriculum, support services, policies, laws, and regulations as mandated by State and Federal laws for the project/program.
3. To provide leadership.
4. To be responsible for maintaining records and assisting in preparing budget as may be required for such project(s)/program(s).
5. To evaluate support personnel and make staffing recommendations to the assigned administrator.
6. To assess and evaluate in a timely manner the progress and benefit of such project(s)/program(s).
7. To perform assigned committee work, including participation in program review of the accreditation process, and, to attend meetings called by the District, as long as such obligations are considered reasonable.
8. To participate in the assigned Division program review process.

A detailed list of duties is to be formulated by the Dean in conjunction with the Faculty Coordinator. This list of duties is to be reviewed on a yearly basis with both parties. The student contact duties should generally take precedence over coordinator duties.

# Possible Department Chairs Responsibilities

The duties listed below were all compiled from Academic Program Reviews and grouped by topic.

1. Student-centered issues:
  - Examine trends that may affect student success
  - Encourage and promote student organizations
  - Facilitate internships and service learning
  - Scholarship Advisor (Make sure our students receive the scholarships they deserve)
  - Major and/or Certificate Advisor
  - Oversee student publications
  - Coordinate student (and employee) recognition ceremonies
  - Track alumni
  - Respond to student needs and grievances
2. Curriculum issues:
  - Review student placement processes (e.g. math, English, chemistry)
  - Monitor student learning outcomes (SLOs) development, assessment and recommendations.
  - Monitor curriculum and course outlines (Title 5 updates, Need for new courses, Articulation agreements, etc.)
  - Develop new certificate programs
  - Monitor syllabus (Consistency with course outline of record, Objectives, SLOs, etc.)
  - Coordinate textbook choices, maintain records of textbooks
3. Communication and liaison:
  - Act as liaison with the Library to obtain the library resources that our students need
  - Act as liaison with professional associations
  - Act as liaison with other colleges (especially the ones our students most often transfer to)
  - Act as liaison for outside offices, committees, clubs, organizations, and suppliers
  - Act as a liaison with the laboratory technical support staff
  - Communicate administrative philosophies to department
  - Facilitate an Advisory Board

[continued]

4. Department coordination:
  - Run department meetings
  - Monitor department website
  - Coordinate and delegate department projects
  - Coordinate community events
  - Policy/Procedure manuals
  - Monitor reports (No show – active enrollment, etc.)
  - Maintains department’s memberships in professional and educational organizations
5. Planning, facilities, and budgeting:
  - Facilitate Program Review and Plan Builder
  - Monitor facilities, equipment, technology, (Make sure we have what we need and make sure everything works)
  - Coordinate program’s computer labs
  - Overseeing department budget
  - Pursue grants and other alternate funding sources
6. Personnel issues and professional development:
  - Select appropriate Part-Time faculty for teaching assignments
  - Coordinate, with division office, hiring and evaluations of Part-Time Faculty
  - Coordinate, with division office, hiring and evaluations of Full-Time Faculty
  - Coordinate, with division office, hiring of lab staff
  - Assist division office in supervising lab staff
  - Mentor recently-hired and Part-Time Faculty
  - Providing orientation to adjuncts, especially new hires.
  - Encourage professional development
  - Help integrate technology into instruction and classrooms
  - Encourage faculty participation on campuswide committees
  - Act as initial arbitrator or mediator for issues involving faculty
7. Schedule classes:
  - Schedule classes to meet the needs of Students
  - Schedule classes to meet the desires of Full-Time Faculty
  - NOT course scheduling; keep at the Dean level (for Math, at least)

## Department Chair requests in Program Reviews

Between 2004 and fall 2009, 60 Academic Program Reviews were completed. Fourteen programs spanning six divisions in Academic Affairs (i.e. all divisions except math and business) made an unsolicited request to have department chairs. Unlike for faculty mentorships, there was no specific question in the Program Review template document to determine if programs would benefit from a department chair. Therefore, it is reasonable to assume that **at least** 14 programs desire department chairs and 14 programs listed below have the strongest need and/or desire for department chairs as a means to improve their program. The programs that specifically requested department chairs were:

<u>Division</u>	<u>Program</u>
Behavior & Social Science	Childhood Education
Behavior & Social Science	History
Behavior & Social Science	Human Development
Behavior & Social Science	Sociology
Fine Arts	Art
Fine Arts	Communications Studies
Health Science & Athletics	Kinesiology
Health Science & Athletics	Radiologic Technology*
Humanities	English
Humanities	Journalism
Industry & Technology	Automotive Technology
Industry & Technology	Electronic & Computer hardware
Industry & Technology	Fashion
Natural Science	Chemistry (*currently has a paid program director)

\*Also note that Respiratory Care in the HS&A division has a program director.

Counseling also has a “lead counselor” that performs many duties similar to a department chair.

## Excerpts from Program Reviews asking for Department Chairs

The complete Program Review documents can be found here:

[http://www.elcamino.edu/administration/vpaa/program\\_review.asp](http://www.elcamino.edu/administration/vpaa/program_review.asp)

The excerpts below are **printed in decreasing order of detail** given in the Program Reviews regarding discussions about creation of and/or the role of potential department chairs. These passages are taken verbatim, with minimal reformatting to make this document easier to read. These excerpts may not be the only relevant passages in the Program Reviews; only one person created this document, so it's possible some relevant passages were overlooked.

### ***Fine Arts - Communications Studies (Program Review submitted draft; dept chair = top priority)***

[p 29 and beyond] We believe it is in the best interest of the Communication Studies Department and the college to hire and rehire the most competent / qualified part -time faculty. ... We need to earn that loyalty. A department chair would facilitate this.

We did an in service training for the counselors last year where we talked about our new articulation agreements and who we thought would best be served by our courses. We have also given them a flyer explaining all of our courses. We will be happy to meet with them at every opportunity. This could be one of the responsibilities of a Department Chair.

We are considering hosting a mini conference for Communication Studies Instructors and Graduate Students based upon the popular National Communication Association G.I.F.T.S. Program: Great Ideas For Teaching Speech. It would be similar to the successful Inland Empire Communication Conference that has been held for the last few years and would be underwritten by publishers. This is more likely to happen if we are allowed to have a Department Chair.

As far back at the program review done in 1992-1993 the department has seen the need for a department chair.

In 2009 we need a Department Chair now more than ever. This is our number one priority. The 1992 – 1993 Program Review States:

There are a number of potential advantages to the department chair. First, the chair serves as an advocate and organizer of department business. The chair would be in charge of hiring part-time faculty members. There is some advantage to having a full-time speech faculty member in charge of part – time hiring process. Speech faculty are more likely to be aware of the types of abilities that each of the courses require. While faculty currently have input into this process,

they do not govern it. In addition, the department chair could act as a liaison between the various professional Speech organizations and the department. Finally, the department chair could act as an initial arbitrator in grievances involving Speech Faculty. The creation of department chairs would require a mandate from the President's office.

The things said in the 1992 – 1993 are still true and there are additional reasons for a Department Chair. There is a push to increase student's success and retention. Related to that, we would like to get to a position that we would be eligible for "American Communication Association Program Accreditation." To reach that standard there are several parts of our program that would need to be improved that would be facilitated by having a Department Chair.

Some of the Criteria Considered in American Communication Association Accreditation that we would improve upon if we had a Department Chair:

### **Criteria Considered in ACA Accreditation**

**GOVERNANCE:** The chief administrative officer of the Unit should provide the leadership to advance the cause of the Unit. Faculty control over basic educational policy is imperative. The chief administrative officer of the Unit must have the expressed confidence of both the faculty and the higher levels of administration in the institution. Students should be represented in governance within the policy and philosophy of the institution.

**CURRICULUM:** Students should be well served by the Unit curriculum. A model curriculum should clearly reflect an understanding of both the humanistic and the social science dimensions of the field of communication. At a minimum, students should take coursework in communication history, research, theory, criticism, as well as law and ethics. No student should be graduated without coursework in presentational skills, both written and oral.

**INSTRUCTION:** Quality instruction is crucial to effective education and should be encouraged in every way possible. A regular program of teaching evaluation should be in place. Teaching loads in the Unit should be consistent with the institutional balance of emphasis on research and service.

**FACULTY:** Faculty should be academically qualified for their responsibilities in the Unit. All full-time faculty should hold at least Master's degrees in a communication discipline. Full-time faculty must have primary responsibility for teaching, research, and service.

**FACILITIES AND EQUIPMENT:** The Unit must have equipment and facilities of sufficient quality and quantity to complete its mission. Faculty offices should have privacy, ample space, and in-office access to the internet and World Wide Web. Students must have access to the internet and WWW, and have sufficient

technical support and available hours for access. Units with courses in technical or scientific areas of the field (e.g., media production, psycho-physiological measures, etc.) must support these curricula with adequate equipment, studios, and labs.

**LIBRARY:** Library budget and holdings should be adequate to support the Unit's mission. Journal holdings should reflect the mainstream interests of the discipline as well as the specific expertise of the faculty of the Unit.

**FACULTY SCHOLARSHIP, RESEARCH, AND PROFESSIONAL ACTIVITIES:** Communication educators have a responsibility that extends beyond the limits of the classroom. This obligation includes scholarship and professional activities. These activities should be institutionally supported through such resources as computer facilities, release time, travel support, direct or in-kind support of research costs, laboratory space, and mentoring.

**PUBLIC SERVICE:** The unit should be able to show evidence of service to the general public and the community. This service should take the form of pro bono faculty contributions to the community in their various fields of expertise.

**ALUMNI:** The Unit should track its graduates, utilizing their feedback in the assessment process.

**FACULTY EVALUATION, TENURE, AND PROMOTION:** Detailed standards developed by the faculty should be published and readily available to the evaluation team. Faculty evaluations should occur at regular published intervals, but not less frequently than annually. Appeal processes should be in place.

**MENTORING:** The ACA strongly supports a program in which senior faculty serve as mentors for their junior colleagues. This is especially important in encouraging women and minorities. Faculty mentoring of students is also strongly encouraged, again particularly in the case of women and minorities as an effective means of increasing the diversity of the applicant pool in the communication disciplines. Peer mentoring of fellow undergraduates by senior communication majors is also encouraged.

**DUE PROCESS:** The Unit must have procedures in place for dealing with complaints and grievances of students, faculty, staff, and administrators. Such procedures may include, but are not limited to grade appeals committees, tenure and promotion committees, appeals of annual faculty evaluations, etc. Such procedures must comply with the principles of due process.

**STUDENT ORGANIZATIONS:** Units are encouraged to promote student organizations in the various interest areas reflected by the unit. Examples are Lambda Pi Eta National Undergraduate Communication Honor Society, Pi Kappa

Delta Honorary Forensics Society, Public Relations Student Society of America (PRSSA), and Women in Communication, Inc. (WICI).

**BUDGET:** The Unit's budget should be sufficient to meet its mission, including support for student financial assistance, faculty research and travel, office and lab space, technical and secretarial support, and other such services.

**STUDENT ADVISING:** Quality of student advising is extremely important and should receive appropriate weight in the faculty evaluation process. All regular tenure-track faculty should be involved in student advising.

We could do this on a cost neutral basis. In the Fine Arts Division we currently have a Department Coordinator this position could be replaced with a number of Department Chairs costing the college nothing and improving all of our programs and consequently student success.

[p 36]

### **Possible Department Chair's Responsibilities**

- Run Department meetings
- Schedule Classes to meet the needs of Students
- Schedule Classes to meet the desires of Full-Time Faculty
- Select Appropriate Part-Time faculty for teaching assignments
- Facilitate Program Review, Plan Builder and SLO assessment
- Monitor reports (No show – active enrollment, etc.)
- Monitor syllabus (Consistency with course outline of record, Objectives, SLOs, etc.)
- Monitor Curriculum (Title 5 updates, Need for new courses, Articulation agreements, etc.)
- Monitor Facilities, Equipment, Technology, (Make sure we have what we need and make sure every thing works)
- Hire and Evaluate Part-Time Faculty
- Mentor: Junior and Part-Time Faculty
- Act as a liaison with the Library to make sure they have the resources that our students need
- Scholarship Advisor (Make sure our students receive the scholarships they deserve)
- Major and/or Certificate Advisor
- Track Alumni
- Encourage and Promote Student Organizations
- Encourage Professional Development
- Act as liaison with Professional Associations
- Act as liaison with other colleges (especially the ones our students most often transfer to)
- Act as initial arbitrator or mediator for issues involving faculty



- Facilitate an Advisory Board
- Facilitate Internships and Service Learning
- Monitor Department Website

We believe that many of these responsibilities are not being done or are being done by an administrator when they fall under the faculty's responsibilities. If the goal is "Student Success" we need to do more than just teach our courses and serve on committees. It is unreasonable to expect that this be accomplished without some form of compensation. It is above and beyond the contractual obligation of faculty members.

## ***Natural Science - Chemistry***

[p 3 – assessing previous goals] We need a department chair to coordinate all the activities of the department and to provide proactive leadership as the department plans for the future. Incomplete

[p 8] Mentoring is always a challenge to do on a consistent basis since there is no one in charge of it (such as a department chair).

[p 13-14]

### **C. Department Chair**

The Chemistry Department seriously needs a department chair. We need one clearly responsible person to take a leadership role on a timely and consistent basis. As it is we are all responsible so no one is actually responsible. Maintaining a high quality program and making changes, updates and improvements are not easy; they take a great deal of time, often more time than professional responsibility reasonably requires. It is too easy for even the most professional of us to let problems ride until they become too severe to ignore. We get very busy during the semester and no one of us has the individual responsibility to deal with a given departmental problem.

The dean should provide leadership at the divisional level but at the department level a dean does not have the time to deal with all the issues. A dean may not be aware of all department level issues. A dean cannot be expected to have sufficient expertise in all the disciplines in his/her division to provide the leadership necessary.

To maintain as high a quality of education as possible, we want to have departments running as smoothly as possible and morale to be as high as possible. We want to improve the coordination between faculty and laboratory technicians. Department chairs would provide the missing leadership.

The Chemistry Department has a history where, generally, everyone pulls his/her weight. Nevertheless, we usually are really busy so that problems may languish until they are bad enough that something must be done. We tend to have phases where we respond (or at least partially respond) to problems and other phases where problems are let go far too long. This occurs because no one is in charge except a dean who may not be aware of all the issues and is not in a good position to provide departmental leadership.

We have seen deans who try to help tend to departmental issues. We have also seen deans who pay little or no attention to department problems, at least beyond talking to faculty who come to them. They completely rely on faculty to deal with their own department even though no one within the department is actually responsible. This is a recipe for letting nagging issues fester and only dealing with the major thorns.

The work required to maintain a chemistry program is substantial. The Chemistry Department has special needs that are not being met sufficiently under the current organizational structure. The battle to keep (become) up to date in technology and facilities is never ending. The divisional dean's efforts are necessarily split among many related departments so the attention to each area is diluted. Chemistry needs a great deal of attention from people who understand science and science laboratories. Additional leadership from department chairs is needed.

The department chair would be a leader, a champion, within the department. His/her duties and responsibilities could include:

1. schedule and chair department meetings.
2. collect and keep department policies, records and wish lists.
3. coordinate department projects and intradepartmental communications.
4. see that department documents such as course outlines are updated when appropriate.
5. oversee laboratory operations and equipment maintenance.
6. monitor student learning outcomes (SLOs) development, assessment and recommendations.
7. serve as a resource person for adjunct faculty.
8. coordinate an effective mentoring program for all new full-time and adjunct faculty.
9. serve as a contact person for outside offices, committees, clubs, organizations, and suppliers.
10. be a liaison with the laboratory technical support staff.
11. respond to student needs and grievances.
12. with the division office, coordinate the development and use of the department budget.
13. with the division office, coordinate faculty evaluations.
14. with the division office, coordinate hiring of faculty and technicians.
15. with the division office, coordinate class scheduling and cancellation.

[p 15] To most effectively plan out the future of our department and to ensure that a quality education is being provided our faculty need to know enough about future budgets, deadlines and philosophies of the administration so that we can plan for future equipment, courses, support staff and faculty. Effective planning and coordinating between the administration and our department would be greatly facilitated by having a department chair. Having a department chair would establish a direct line of communication between the administration and our faculty. Additional functions of the department chair would be to organize department meetings, hire part-time instructors,

delegate responsibilities and oversee the general functioning of the chemistry department. Currently, many people contribute many hours to the tasks which need to be done for the good of the department. A great deal of good will is exhibited by the faculty toward the maintenance and improvement of the program. Having a department chair to coordinate and assign responsibilities within the department would be very beneficial to us all.

[p 15 again] With enough full-time faculty and a department chair to coordinate, it will be possible to adequately support and mentor our part-time faculty.

[p 17] The items below are in priority order as well as can be reasonably decided at this point in time.

1. We need a department chair to coordinate all the activities of the department and to provide proactive leadership. Efforts to maintain excellence within the Chemistry Department are fragmented under the current system. History has shown that many of the item listed below will not be done well and on a regular basis without a department chair.

*Estimated Cost:* \$40,000 for 50% release time

## ***Humanities - English***

[page 27] It is recommended that the department consider the appointment of an English Department Coordinator—or at the very least, a Composition Coordinator, given the size and diversity of the programs involved.

[p 29] Additionally, the English faculty feel that, given the size of the department, there is a need for more coordination of programs and courses, more oversight of program integrity, and better communication among department members. In fact, 64.62% of English faculty surveyed favor the appointment of an English Department Chair or English Program Coordinators (Composition Program, Literature Program, Creative Writing Program, etc.) from within the faculty to report to the Dean and/or Associate Dean on a regular basis.

[p 29] It is recommended that the department consider the appointment of individual Program Coordinators, an English Department Coordinator, or at the very least, a Composition Coordinator. This type of department support staffing would free up the Dean and Associate Dean by troubleshooting small issues within the various programs, assisting with scheduling, overseeing the standardization of part-time faculty's course materials, and centralizing communication within each program.

[p 33] Given the number of part-time composition faculty in the English Department, many of whom work without much contact with the Full-Time faculty, the establishment of a Part- Time Faculty Coordinator is recommended. This coordinator should be an experienced, tenured, Full-Time English composition instructor who is compensated either in salary or reassigned time for the extra work load. Alternately, this function could be delegated to an English Department or Composition Program Coordinator who would assume this duty in addition to others.

[p 34]It is recommended that the department appoint an English Department Coordinator or Composition Program Coordinator to oversee coordination of full and part-time instruction, integration of technology in the composition classroom, staff development in areas of technology, basic skills and special needs.

[pp. 35-36] Prioritized Recommendations: 1) Establish English Department Coordinator Position: Given the facts that the English Department is larger than all *divisions* on campus, that the department relies consistently on high numbers of part-time instructors, and that the department offers key prerequisites for courses campus wide, it is recommended that a 50% reassigned time English Department Coordinator position be established.

A. Responsibilities of the English Department Coordinator would include the following:

- 1) Oversee the composition program
- 2) Chair a committee to review the English placement process
- 3) Chair the literature committee
- 4) Constitute and chair the creative writing program committee
- 5) Assist with hiring of part-time instructors
- 6) Coordinate the mentor program for part-time instructors
- 7) Review the effectiveness of online offerings
- 8) Coordinate English Department Brown Bags
- 9) Oversee the revision of Course Outlines for English A, B, and 1A
- 10) Review and periodically update the list of approved texts for each course
- 11) Coordinate computer labs (software, technical assistance, class assignments) in the new Humanities building in conjunction with the Dean and Associate Dean, technical services and the Writing Center.
- 12) Oversee and coordinate the implementation of departmental Student Learning Outcomes (SLOs).

B. Estimated Cost for 50% reassigned time replacement: \$13,552 (adjunct lecturer at Step 6) \$41,593 (full-time faculty at Class 4, Step 6 plus benefits).

## ***Humanities - Journalism***

[pp. 4-5] Her duties include, but are not limited, to the following:

She oversees the department's budget and makes sure all money is spent appropriately and within the spending deadlines of the college. She writes all purchase orders and orders all supplies, equipment and everything else needed to run the department. She maintains an inventory of purchased equipment and supplies. She loans students equipment needed to complete journalistic assignments and makes sure it is returned in the same condition in which it was loaned out. She maintains communication with the printers of the publications, supervises delivery of the publications and oversees distribution on campus. She hires, trains, supports and evaluates adjunct faculty. She maintains the Journalism Department's Journalism Center and makes sure that everyone using its equipment and facilities is authorized to do so. She teaches and monitors students using the equipment and software. She advises the student publications and

oversees the editorial boards for these publications. These advising duties include, but are not limited to, counseling students with personal problems; maintaining a positive newsroom atmosphere; advising students about publication content, design, libel and ethics; teaching leadership and group communication skills to editorial board members; attending twice weekly editorial board meetings; critiquing the publications; evaluating student work, and advising reporters, photographers, editors, page designers on a daily basis. She trains and oversees the student advertising/business manager and makes sure all time sheets for this student worker are filled in properly. She accompanies students to off-campus professional and educational conferences. She recruits high school and other students into the program. She develops curriculum. She creates and oversees the implementation of SLOs. She prepares for monthly Journalism Department meetings with Humanities Division Dean Tom Lew. She writes CTEA grant proposals. She requests Humanities Division Block Grant and other funds and then orders any equipment awarded. She meets each semester with the Journalism Department's Vocational Education Advisory Board to get input and recommendations from these professionals about the future of journalism and the program. She answers all on-campus and off-campus mail and telephone requests regarding the department. She maintains the department's memberships in professional and educational journalism organizations. She enters the publications and individual articles from the publications into national, regional and state community college newspaper, magazine and online contests. She keeps abreast of all relevant changes in the journalism profession. She communicates regularly with community college journalism instructors from across the region, state and country via e-mail and luncheon meetings. She coordinates an Awards Luncheon for the Union and Warrior Life staffs at the end of each semester and makes sure that trophies, certificates and awards for this luncheon are created. She continues her professional education in the technology needed for the program as well as in media law, ethics and media trends. She teaches classes. All of this continues throughout the semester and from semester-to-semester.

[p 30] The department would also like to recommend that the college consider providing a chair for the department with a release time of at least 25 percent. As has been previously noted, it takes a great deal of non-teaching time to run this department and to run it well. A dedicated department chair position with a dedicated amount of release time would mean that the chairperson would have more time to dedicate to running the department efficiently.

[p 36] Create a Journalism Department Chair position with at least a dedicated 20 percent release time for handling departmental work.

[ p 37] The cost of a dedicated Journalism Department chair position with a 25 percent release time would likely mean that a part-time person would take on one class a semester. Therefore, the cost would depend upon the salary paid to the adjunct instructor.

## ***Health Science & Athletics - Kinesiology***

Kinesiology Department Chair or Director. The Kinesiology Department is the only department in the HSA division without a Chair or Director. There is a need for specific

professional leadership in the Kinesiology department that would foster growth in the department's direction, academic offerings, faculty involvement, student enrollment, and community partnerships. In addition, the Kinesiology department's facilities are the largest on campus and present significant challenges in use, maintenance, and scheduling. A department Chair or Director could ease this burden from the dean who is also managing five additional departments within the division.

[Page 65] The Chair/Director would also assume responsibilities for managing SLOs, curriculum development, faculty participation in committee work, and provide experienced, professional guidance in these areas. There has been little in the way of such leadership for many years due to the shared vice president and dean responsibilities of our former dean, his ultimate retirement, and subsequent replacement, save for one year, with managers having no background in the Kinesiology discipline. While this has not been essential for fulfilling the managerial role of the HSA dean, it has led to stagnation in growth and improvement in Kinesiology. Future directions of our department include increasing the academic rigor of Kinesiology course offerings, mentoring and monitoring programs for faculty, especially adjunct faculty, programs, development of certificate programs such as a Personal Trainer Certificate. The addition of a Kinesiology Department Chair or Director would increase the growth and productivity of the Kinesiology Department exponentially and is strongly recommended.

### ***Industry & Technology - Fashion***

[p 11] Department Chairs should have access to the grading justification (course assignments) of each course. When there is data that suggests trends that may affect success rates, the data can be looked at more carefully to see if there is any correlation to certain assignments.

[p 23] Vera Bruce is the full time instructor who teaches a full load and is also responsible for administrative and department chair duties which include writing plan builders, program reviews, sponsoring community events, staffing, interaction with students as an administrator , supervising over 10 part-time instructors per year, putting on the yearly fashion shows, etc. Performing a full time teaching load and the additional administrative responsibilities cannot be performed adequately without an assistant.

[p 26] Department Chairs should have access to the grading justification (course assignments) of each course. When there is data that suggests trends that may affect success rates, the data can be looked at more carefully to see if there is any correlation to certain assignments.

[p 28] 5. Having a person designated as a dept chair is recommended. I am the full time instructor who has the full duties and responsibilities of what most schools designate as a department chair. Our counterpart, the Compton Center has department chairs. I do not have the title or the salary of a department chair even though I am carrying out all the duties of such including 9 to 10 part time instructors. Compensation in either salary and/or release time to perform those duties would be sufficient.

## ***BSS - Childhood Education***

(page 20 – hiring 2 full-time faculty members was the first priority. Second priority was department chairs, as follows) 2. Department Chair – As a growing vocational program, a rotating Department Chair position should be instituted with 40% released time in order to oversee the implementation of the recommendations set forth in this report.

## ***BSS - History***

(page 23) b. Creation of a Department Chair who functions as an intermediary between the Division Dean and the Department. In order to avoid the bureaucratization of such a position, it should be rotated on an annual basis between tenured Department members, who would receive 20% release time for such service.

## ***BSS - Human Development***

[page 22, with a similar excerpt on page 24] The program also needs a Department Chair position in order to provide continuity and sustained leadership for the department's extensive curriculum, professional development and program growth initiatives.

### **Recommendation 2: Create a Department Chair position**

[page 25 – the first recommendation was to hire another full-time faculty member] In order to provide sustained leadership for the department's extensive curriculum, professional development and program growth initiatives, the program recommends creating a Department Chair position. Additional budget needed: \$16,000 (20% release time)

## ***Fine Arts - Art***

[Page 30] Planning is also hindered by the lack of a department chair or coordinator, the volume of day-to-day administrative tasks, the deluge of internal spam emails and duplicated communications disseminated in both print and electronic formats, and the numerous requests for completing administrative assignments within an unrealistic time frame.

[Page 34] Providing release time for a department chair or coordinator (IV.C.).

## ***BSS - Sociology***

[page 18] Appoint a full-time faculty member to act as Department Chair to take care of Department business. ... Release time for faculty to act as Department Chair.

### ***Industry & Technology - Automotive Technology***

[p 3] At the very least, it is prudent to establish several I&T division group leaders responsible for several departments and be given release time.

[p 9] In summary, the department has identified in the planning process to 1. Improve the almost 30 year old facility, which includes but is not limited to modernizing the lab and providing “smart classrooms” with built-in overhead video projectors and sound, 2. Develop green technology as evidenced by the recent collaborative submission of a Hybrid and Electric Vehicle grant, 3. Form stronger partnerships with industry and articulate with 4-year institutions, regional occupational centers and high schools, 4. Continue to seek training for faculty, 5. Complete requirements for National Automotive Technicians Education Foundation (NATEF) certifications. These achievable goals will bring the ECC Automotive Technology Department to the forefront of automotive technology education.

### ***Industry & Technology - Electronic & Computer hardware***

[p 22] 4. Department Chair or “Cluster Leader” [some possible duties appeared elsewhere in Program Review, although they weren’t specified for a “Department Chair”]

### ***Health Science & Athletics - Radiologic Technology***

Review the effectiveness of the “stipend” arrangement for the program directors position verses release time.



Full-time Faculty Hiring Priority Voting Summary: Fall 2009

#	Department	Kline	Thompson	Striipe	Fitzsimons	Berney	Miranda	Young	Goldberg	Westberg	Schwartz	Hazell	Shankweiler	Palos	Mosqueda	Smith	Grigsby	Lew	Rapp	Meza	Rodriguez	Total	
1	Counselor - Financial	2	5	6	6	2	2	1	3	6	8	8	3	5	1	2	4	7	9	10	1	91	
2	Computer Information	15	1	14	9	6	1	4	7	8	2	3	6	7	7	7	6	2	1	7	3	116	
3	Anatomy/Physiology	9	3	13	2	10	7	9	5	4	4	6	5	4	5	5	1	4	2	13	12	123	
4	Mathematics #1	3	10	4	3	9	4	13	1	1	10	15	2	3	8	8	3	6	13	5	4	125	
5	Faculty Coord - LR	5	4	3	5	1	11	2	21	24	3	4	4	1	2	1	2	15	5	8	13	134	
6	English Composition	1	9	9	4	8	3	3	15	13	9	14	1	2	13	13	8	3	4	6	21	159	
7	Art - Advertising D	14	6	5	1	5	20	8	6	3	11	18	7	6	16	14	5	1	10	4	5	165	
8	Accounting #1	17	2	8	16	16	5	6	10	9	17	9	13	13	9	9	10	10	3	9	7	198	
9	PE/Kin - Baseball	20	14	15	7	7	6	12	14	12	1	1	8	15	15	15	7	5	8	12	10	204	
10	Construction	11	11	7	12	4	24	10	8	10	14	12	9	17	6	6	9	22	11	1	2	206	
11	Mathematics #2	6	21	12	10	18	12	16	2	2	13	17	11	9	11	11	14	13	19	16	14	247	
12	Communication St	13	12	18	8	11	23	11	19	20	7	7	15	11	12	12	13	12	15	14	6	259	
13	Welding	16	15	10	24	19	9	15	4	5	16	11	18	12	10	10	12	24	20	2	9	261	
14	English - Reading	4	16	2	14	22	19	14	23	17	19	21	16	8	4	3	22	11	14	15	11	275	
15	Counselor - Financial	7	20	19	20	3	17	5	13	18	18	13	12	19	3	4	20	20	22	21	8	282	
16	Music - Jazz	23	8	11	17	15	15	20	18	16	6	5	20	22	14	16	17	14	7	3	19	286	
17	English Composition	10	13	20	11	17	14	7	20	21	12	16	10	18	17	17	15	8	18	22	23	309	
18	Counselor - Reten	12	17	1	21	12	8	23	9	15	22	20	19	10	24	23	11	23	17	11	17	315	
19	PE/Kin - Basketba	24	18	22	15	14	16	18	22	23	5	2	14	23	21	21	16	9	16	20	15	334	
20	Management	22	7	23	19	13	13	17	16	14	24	22	22	14	18	18	18	16	6	17	16	335	
21	Mathematics #3	8	23	16	13	21	18	19	11	7	20	23	17	16	20	20	19	17	21	18	22	349	
22	Accounting #2	18	22	21	22	23	10	22	17	19	23	19	24	20	19	19	21	18	12	19	20	388	
23	Mathematics #4	19	24	17	18	24	22	24	12	11	21	24	21	21	22	22	24	21	24	23	18	412	
24	PE/Kin - DC Foota	21	19	24	23	20	21	21	24	22	15	10	23	24	23	24	23	19	23	24	24	427	
		300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	

## Board Policy 4050

## Articulation

### **~~Board Policy 5045 Articulation~~**

~~The District will articulate baccalaureate level courses and programs with colleges and universities in its transfer region. It will also establish appropriate articulation for courses with area high schools and occupational centers.~~

~~Because of the size, complexity, and diversity of secondary and postsecondary education in California, articulation procedures will be used to enable students to achieve a seamless transfer. For articulation with colleges and universities, El Camino College follows the latest version of the Handbook of California Articulation Policies and Procedures. For articulation of courses with high schools and the Regional Occupational Centers (ROC), it follows procedures established by the College Curriculum Committee.~~

The President/Superintendent or his/her designee (i.e. Articulation Officer) will assure appropriate articulation of the District's baccalaureate level courses and programs with four year universities and where appropriate, establish articulation with local area high schools and occupational centers to enable students to achieve a seamless transfer.

Reference:

Title 5, Section 51022(b) ; Education Code section 66720-66744

Replaces Board Policy 6201.

(Renumbered from 4050 to 5045 and renumbered back to 4050)

El Camino

## Administrative Procedures 4050

## Articulation

El Camino College follows the Handbook of California Articulation Policies and Procedures (developed by the California Intersegmental Articulation Council) and the procedures established by the College Curriculum Committee for articulation with local high schools and occupational centers. The Curriculum Handbook is housed in the Office of Academic Affairs, division offices and the College website.

Reference:

**Title 5, Section 51022(b); Accreditation Standard II.A.6.a; Education Code section 66720-66744.**