

Important note:

This file contains the presentation used at the Senate meeting. The president's informal notes have been added in **red**.

These notes have not been reviewed nor have they been approved by the Academic Senate; they were created to provide a prompt (but informal) report about the meeting.

For a comprehensive, official accounting of Senate meetings, please refer to Senate meeting minutes:

<http://www.elcamino.edu/academics/academicSenate/>.

Thank you!



ECC

Academic Senate

December 12, 2017

ECC Academic Senate

Welcome!

December 12, 2017

Please sign in &
pick up a name card



Thank you for being here today!

*We have important business to consider and
need strong attendance from
our senators.*



Agenda

- A. Call to Order
- B. Approval of Minutes – **Senate packet, pages 6-12.**
- C. Officer Reports
- D. Special Committee Reports
- E. Unfinished Business
- F. New Business
- G. Information Items/Discussion
- H. Future Agenda Items
- I. Public Comment
- J. Adjourn

Welcome Division Personnel:

Gloria Miranda, Ph.D.

Dean of Behavioral and Social Sciences

The photo below – on one of Dr. Miranda’s last days as dean – commemorates her first day on the job, 24 years ago. Ricky Richardson was the first person she met and he escorted her to her office. (And they both look just as young as they did in 1993!) Dr. Miranda transitioned to administration from teaching and has never lost her “faculty perspective.” It has been her goal to support the growth and development of her faculty and the programs under her supervision. For example, she has overseen growth in the international grants, the Teacher Education Program, and cultural programs. She sees that the central mission of our college is to serve our diverse community, a community that has grown more diverse during her tenure.

Her focus has been to maintain academic standards (any of her faculty will tell you she is extraordinarily effective in this area!). She will miss the notion of service – that has been a key theme in her career. She looks forward to finding new ways to serve. You will be missed Dr. Miranda!



C. Officer Reports

Senate packet, page 13

a. **President: Kristie Daniel-DiGregorio**

Thank you to the Union for strong, professional coverage of Senate initiatives this semester (“Ask Me” button campaign, Senate business, etc.).

The data on the following slide shows the demographic composition of the May 2017 roster of senators, compared to ECC full-time faculty. This data shows that, compared to the ECC faculty, the senate is underrepresented in women and Hispanic faculty.



C. Officer Reports

	Senate, May 2017	FT Faculty at ECC
Female	46%	55%
Male	54%	45%
African American	8%	8%
American Indian/Alaskan Native	0%	0%
Asian	14%	13%
Hispanic	10%	25%
Pacific Islander	0%	Not Listed
White Non-Hispanic	68%	51%

Senate data from HR, ECC data from 2016-19 EEO Plan. Senate data will be submitted to Campaign for College Opportunity.

C. Officer Reports

b. Vice President, Compton College: Paul Flor. Unable to attend.

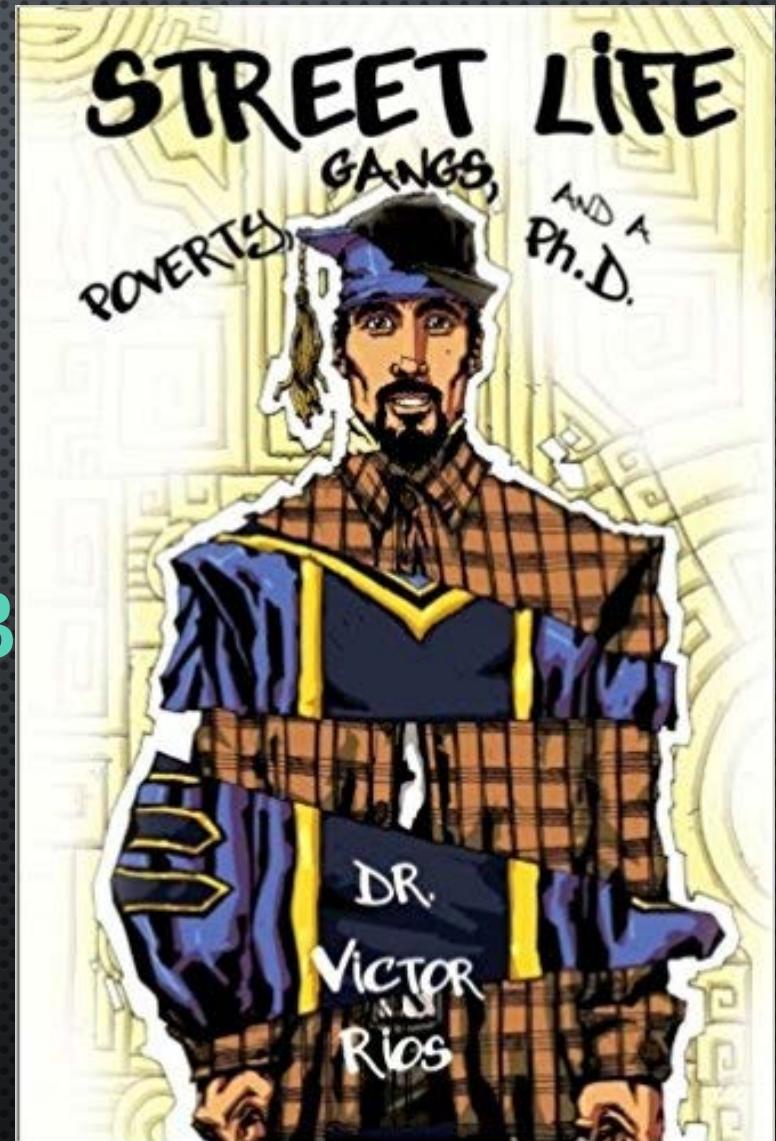
c. Chair, Curriculum Committee: Janet Young: The College Curriculum Committee has reviewed 150 courses and 40 programs this semester! In the spring, we will be upgrading to the new version of CurricUNET (Meta) or to another program. Nursing curriculum will be reviewed in the spring. The team enjoys working with Dr. Shankweiler who is very involved and reads all of the proposals (news what was greeted with gasps of pleasant surprise and applause!)

d. VP Educational Policies: Chris Gold: We will be enjoying the fruits of the labor of the Ed Policies Committee with our old business at today's meeting. We are pleased to announce that Darcie Descalzo has agreed to step in as VP, Educational Policies. She has experience working at the state level on ed policies. We will benefit from her willingness to now come down into "the trenches." Chris and Darcie will be working together during the transition.

e. VP Faculty Development, Stacey Allen: The Faculty Book Club really enjoyed this semester's selection (see next slide). One of the key takeaways is that it's very difficult for those who have been convicted of a crime to work in education. This seems to run counter to our emphasis on equity and to expanding opportunities.

FACULTY
DEVELOPMENT
COMMITTEE

FACULTY BOOK CLUB



C. Officer Reports

VP Faculty Development, Stacey Allen: Please encourage your adjunct colleagues to attend the second workshop in the Getting the Job series: The Faculty Interview (see slide that follows). It's scheduled during winter session, and has had strong attendance in previous years. The goal is to demystify the process and help make the teaching demo a little less scary.

Note that Spring Professional Development Day is **WEDNESDAY**, February 7th. The tenure reception will be held at 12:15 that same day and will celebrate with the 23 faculty who joined the ranks of tenured faculty this academic year. Details are still being arranged for the location for this event.



Getting the Job

Part II: The Faculty Interview Workshop

This workshop provides adjunct faculty with tips about interviewing for full-time faculty positions at ECC, Compton College and other community colleges.

The Faculty Interview Workshop

Friday, January 26, 2018

12:30 – 2:00 p.m.

Distance Education Center

El Camino Campus

(light refreshments will be served)

A panel featuring a dean, former hiring committee members, and recently-hired full-time faculty will discuss and offer advice for conducting a successful interview and teaching demo.

2:00 – 3:00 p.m. Post Session

Mock Interviews

Available to the first 20 to register.
Confirmations will be sent.

C. Officer Reports

Senate packet, pages 14-15

f. VP Finance & Special Projects: Josh Troesh -- No report.

g. VP Academic Technology: Pete Marcoux: Pete yielded his time to our Interim Coordinator for Distance Education, Dr. Christina Gold, for an update on Canvas. Dr. Gold explained that the integration tool – allowing Canvas and Colleague to “talk to each other” still hasn’t been completed. So, Gema Perez is still our human integration system! So please be patient if you’re waiting for a shell – much of the work is painstaking! Team sites are still offered but faculty are encouraged to migrate to Canvas as soon as possible. Training is being offered in January – stay tuned for details.

h. VP Instructional Effectiveness: Russell Serr

- SLO/PLO assessments for Fall 2017 are due in TracDat by Friday, March 2. **Because this deadline occurs early in the semester – the third Friday of spring! – faculty are encouraged to enter their assessments as early as possible!**
- The final TracDat Program Review/Program Planning workshop is Wednesday 12-13 3:00 PM-4:00 PM in the library basement training room.

D. Special Committee Reports:

a. **ECC VP of Academic Affairs – Jean Shankweiler:** The Guided Pathways Self-Assessment will be submitted December 23rd; it's on the board agenda for next week. We still need a work plan. Faculty, staff, and students are encouraged to attend the Guided Pathways Summit on January 18th – register now on Professional Development Reporter! There will be a number of helpful speakers at this event, including representatives from the statewide senate. Faculty can choose either flex credit or a stipend. We continue to make progress on accreditation; we are now looking for committee members. Please consider serving if you are approached. The more of us on campus who understand accreditation, the better.

D. Special Committee Reports:

a. **ECC VP of Academic Affairs – Jean Shankweiler:** The Student Discipline Procedures Task Force met and will begin by establishing what our campus philosophy is regarding discipline. The next step is to make sure our BP/APs reflect that philosophy. The BP currently focuses on academic integrity so there is a need to also address behavioral issues. Mary McMillan is coordinating the college's OER efforts. Please let her know if you are using OERs so we can note that on the website and, eventually, in our schedule of classes. There will be a workshop on OER on Spring Professional Development Day.

b. **ECC VP of Student Services – Ross Miyashiro (Unable to attend.)**

D. Special Committee Reports:

c. **Distance Education Advisory Committee – Renee Galbavy, Distance Education Liaison** Thank you to Renee for agreeing to serve in this important role! She will liaise between the Academic Senate and DEAC, which was added as a Senate subcommittee in the spring semester. She did a great job bringing the DE Plan to Senate last year and attended the ASCCC Faculty Leadership Institute this summer. Thank you for your leadership, Renee!

E. Unfinished Business:

Senate packet, pages 27-53

a. **El Camino College Local Minimum Qualifications: 2nd Reading – Chris Gold**

As explained at the previous meeting, the local MQs list has been reviewed to improve clarity, consistency, and to ensure that all MQs meet or exceed state MQs. The goal is to make this information more accessible (i.e., by posting to the website). Any questions or proposed changes to department MQs were taken to department faculty for consultation.

There was discussion of the need to balance high standards for faculty qualifications with the need to have robust applicant pools. When MQs are too narrowly defined, positions can remain unfilled.

E. Unfinished Business:

Senate packet, pages 27-53

El Camino College Local Minimum Qualifications: 2nd Reading – Chris Gold

Faculty interested in changing their department's MQs are encouraged to discuss as a department (ideally, publishing notes of the discussions), then bring their proposed changes to the Ed Policies Committee and, ultimately, to the Senate.

Suggestions were made to further clarify the MQs for departments listed under interdisciplinary studies, specifying in which “constituent disciplines” applicants should have additional units.

E. Unfinished Business:

Senate packet, pages 16-26

b. AP 7211 Faculty Service Areas, Minimum Qualifications & Equivalencies: 2nd Reading – Chris Gold

There was also discussion of the notation that continuing education and extension courses must be shown to be applicable to the relevant degree. It was suggested that all courses – not just continuing education and extension – be required to apply to the degree. Concern was expressed that this might limit applicant pools. And that there is a particular need to clarify the rigor of continuing education and extension courses because some of these offerings focus on general interests rather than postgraduate preparation.

F. New Business:

None.

G. Information Items - Discussion

a. First Generation Conference – Seranda Bray & Stacey Allen. See slide that follows. Ms. Bray is a counselor for the First Year Experience and is helping coordinate ECC's First Generation Institute. Please help by responding to a **very brief** faculty survey (only three questions!), designed to assess how many of our faculty were First Generation students. This is defined as neither parent has a college degree from the U.S. The institute is for ALL faculty and staff and will focus on how to improve our services for the approximately 51% of our students who will be the first in their families to earn a college degree.



Save The Date!

Friday April 27th

ECC First-Generation
Institute



Resolution of Appreciation

- Christina Gold, Ph.D., VP Educational Policies
- Former:
 - President
 - VP, Faculty Development
 - Chair, Program Review
 - Chair, DEAC



Resolution of Appreciation: Chris Gold

- **Whereas**, Dr. Christina Gold has served with distinction in nearly every leadership role in the Academic Senate, including President, VP for Educational Policies, VP Faculty Development, Program Review Chair, Chair of the Distance Education Advisory Committee, and chair of countless task forces;
- **Whereas**, the college has benefitted tremendously from Dr. Gold's self-proclaimed status as a nerd whose enthusiasm for research provides context, data, and best practices to inform decision-making; few on our campus grasp and can clearly discuss complex processes and information like accreditation, legislation, Ed Code and Title 5 like Chris, "The Nerd," Gold;

Resolution of Appreciation: Chris Gold

- **Whereas**, Dr. Christina Gold deftly manages the often contradictory goals of progress and consultation, coordinating input from a mind-boggling array of student, faculty and staff stakeholders in order to update policies that are central to the functioning of the institution;
- **Whereas** Dr. Christina Gold's strengths include her extraordinary interpersonal skills, evidenced by the fact that she is highly respected for her helpful, collegial approach; her ability to broker decisions among disparate groups; her strengths developing effective solutions to seemingly intractable problems; her willingness to convey unpopular messages; and her gift for disagreeing without being disagreeable;

Resolution of Appreciation: Chris Gold

- **Whereas**, Dr. Christina Gold's leadership has made El Camino College a better place to work and learn illustrated by her role as key author for the college's "Making Decisions" document which was developed in response to significant concerns about the consultation process; her tenacity, her belief that the college could and must do better, and her enthusiasm for collaboration has resulted in a model approach to consultation and accolades from the ACCJC,
- **Whereas**, Dr. Christina Gold, recipient of the 2016 Distinguished Faculty Award, is first and foremost an educator and scholar who is known for her innovations in teaching, her investment in the learning and development of students and colleagues, her significant leadership roles in statewide senate and in a national organization in her discipline;

Resolution of Appreciation: Chris Gold

- **Resolved** that the El Camino College Academic Senate expresses deep gratitude for Dr. Christina Gold's tireless service and leadership on behalf of the students, staff and faculty of El Camino College, congratulates her on her selection as Dean of Behavioral and Social Sciences, looks forward to her unique potential to make the "dark side" of administration a little bit brighter, and reminds her that should she ever wish to return to the faculty ranks she would be welcomed with enthusiasm.
- *Unanimously Passed December 12th, 2017, El Camino College Academic Senate.*

Resolution of Appreciation: Chris Gold

- In addition to the resolution, Dr. Gold received an El Camino College bell to commemorate the indelible legacy she leaves on the Academic Senate. It reads:

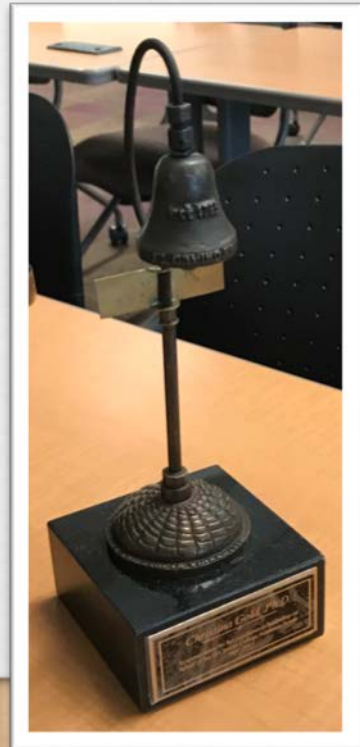
Christina Gold, Ph.D.

In appreciation for excellence in leadership

on behalf of the El Camino College Academic Senate.

2009-2017

- You will be missed, Chris!



G. Information Items - Discussion

b. Multiple Measures Assessment and Placement & AB 705 – Lars Kjeseth & Scott Kushigemachi.

Indubitably, the Senate is grateful to Lars and Scott for their efforts to help the Senate learn about AB 705 and MMAP. The slides that follow provide an excellent overview of these “game changing” initiatives.

Among the changes:

- Historically, approximately 35% of students placed into English 1A; with Multiple Measures it's expected to increase to 70%.
- In math approximately 10% placed in transfer Math; with Multiple Measures it's approximately 50%.

G. Information Items - Discussion

b. Multiple Measures Assessment and Placement & AB 705 – Lars Kjeseth & Scott Kushigemachi.

Implications for faculty include: if 1A is a co-requisite or pre-requisite for your course, there will be more students signing up for your courses.

There will be more information about the decision rules for MMAP in spring. These are not in AB 705 but are up to us. Currently, we consider time from students' last math class. In the pilot, students must have taken math within the last year.

MMAP does require a larger time investment by counselors. Counselors may need to schedule longer appointments with students. Some institutions are allowing students to self-report. Data sharing with the high schools could also expedite the assessment process.

G. Information Items - Discussion

b. Multiple Measures Assessment and Placement & AB 705 – Lars Kjeseth & Scott Kushigemachi.

The co-requisite course that's been developed by English is credit, Pass/No Pass. Counselors pointed out that unit-heavy courses present a risk to students' financial aid; if they do not pass 67% of their course load, they will lose their financial aid. At 2 units for the co-requisites, this is more “student friendly” than some developmental courses.

The Senate would like to learn more about non-credit efforts on campus. If we expand non-credit offerings, we need to examine how those courses are factored in faculty loads. This may require an MOU between the college and the union. Please keep reading for an excellent overview of AB 705 and MMAP.

What is AB 705?

Lars Kjeseth

Scott Kushigemachi



AB 705 was signed by Governor Brown on October 13, 2017, and it will take effect on January 1, 2018, with full implementation required by Fall 2019.

AB 705 requires that community colleges maximize the probability a student will enter and complete transfer-level coursework in math and English in a one-year timeframe.

How will we
meet the goal
of
AB 705?

AB 705 language encourages changes in two areas:

1. **Curriculum**: how we handle remediation in math and English
2. **Assessment and Placement**: how we assess student readiness in math and English

What was there before AB 705?

AB 705 changes the Education Code and will result in strengthening two existing Title 5 Regulations:

- 1. Requisite Courses:** cannot be required unless a student is highly unlikely to succeed in higher-level courses without them.*
- 2. Multiple Measures:** course placement must be determined using more than one measure.

* We must provide evidence, in the form of course content review and statistics.

What's new with AB 705?

- 1. Requisite Courses:** we must now ensure students are not placed into remedial courses that delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course.*
- 2. Multiple Measures:** we must now use high school performance in assessment decisions.

*The burden of proof is on the college.

What are we already doing (or considering)?

- 1. Requisite Courses:** The bill leaves much room for concurrent support, and English just proposed an ENGL 1A co-requisite course. *
- 2. Multiple Measures:** We are currently in Year 2 of our MMAP Pilot. We anticipate that using high school performance will significantly increase placements into transfer-level Math and English courses.

* These courses are cohort courses – so students in the co-requisite course would all take the same section of English 1A.



*For a gift card, be the first to email KDD and answer this question:
how many hands are in this photo?*

Agenda

H. Future Agenda Items:

- Ed Policies: AP 7160 Professional Development; AP 5500 Standards of Student Conduct.
- Guided Pathways
- Legislative Updates
- South Bay Promise Program

I. Public Comment

J. Adjourn