

ACADEMIC SENATE MINUTES

November 4, 2014

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

1. CALL TO ORDER Senate Co-Presidents Jeffries and Striepe called the fifth Academic Senate meeting of the Fall 2014 semester to order on November 4, 2014 at 12:38 p.m.

2. APPROVAL OF MINUTES

See pgs. 6 – 12 of packet for minutes of the October 21 meeting. Minutes Approved as amended.

3. OFFICER REPORTS

A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 13 - 17)

CS: Welcome new members: Traci and Andrew from Athletics. T. Granger: We are happy to be here!
CS: Kim Runkle, our adjunct representative, pulled out for medical issues. We need an emergency fill in.
Dean Garcia asked for volunteers for a hiring committee for the Financial Aid Director. It meets the last week of the semester and over the holidays. Part of the executive committee met with Dr. Arce. The final hiring notice was just revealed beforehand. Also, there's been a rash of incidents with skateboards. Maybe we need an awareness campaign.

Some board members are looking for input from faculty regarding what we want in a president. Some factors are expected, such as Title 5, etc. Start thinking about your input. K. McLaughlin: Does a president need instructional experience? Dr. Nishime: No. President Fallo comes from administrative services. P. Marcoux: Is there a committee or just the board? CS: Mark Crossman said we require a faculty member. Dr. Nishime: It's up to the board. They would probably want a first level screening but its up to them. CS: That's probably why they want input. P. Marcoux: There's an open forum for the final three candidates that the community can follow.

CS: Chris Jeffries is at an out of state conference. At college council, they are looking at evaluation results, as all committees should once a year. They are reviewing all policies and procedures to see if there is a better way to do it. Is there a way to streamline this process? In Council of Deans' minutes, there was an Area C meeting in Santa Barbara. She may have things to share. We have a "Did you know?" series. We incorporate things for newer members so that they understand the purpose of the senate. We want participation and communication.

C. Wells: At the area C meeting, we discussed City College of San Francisco, and also, the baccalaureate degrees under legislation. I asked for clarification. There were discussions about our potential growth mode, AP86 Adult Schools and how to deal with that. There will be more at the plenary next weekend. Please pass on your interests and insights.

B.VP – Compton Education Center – Paul Flor

There are a number of issues at the Center. I left flyers for you. We're hosting Jonathan Lightman (FACCC). Come if you are curious to learn what FACCC can offer us and offer faculty. He'll fill us in Thursday at 1:00. Also, he'll discuss retirement benefits. There's a bond measure (C) at Compton that will provide funds. We will host an Accreditation 101 workshop November 12 for self-evaluation. This is

a friendly reminder for Dr. Arce to lead a workshop in new standards. We've had a lot of new hires (43 in 5 years). We must train them to take on the 6-year process. Veteran faculty are retiring. Finally, the Compton center speech and debate team, under Lisa Rios, took silver October 10 at an Irvine college Debate Tournament against National Champion ECC who took gold. Francesca Bishop shared her support to our debate team. The last item pertains to an early-college High School initiative. B. Perez: Compton Community College District and El Camino College Compton Center want an early college for 9th through 12th grade. They hired Mattie Adams, founder of teacher prep at LA Harbor, an early college model. Compton loses their top students to charter schools and magnet schools around them and wish to keep them in the district. An early college model could recruit around 120 freshmen for this 2015/16 year, and so on, until they have a full class in four years. Initially, I had concerns. I'm not sure high school students always have the right skills. Dr. Bobbi Villalobos at Harbor indicated that it is successful and that the faculty are supportive and enjoy it. Their goal is a STEM early college. But my science classes are already impacted. Maybe in the long run there will be more lab space at their school. This would benefit the center. Our focus would be to offer mixed classes. They will get the college experience and alleviate pressure on faculty. P. Flor: There was an impressive presentation to faculty council. According to Institutional Research, the demographic are getting older, and high school teachers will decrease. We need to bring students to our campus. Faculty council made and passed a motion to approve this collaboration. Additional meetings ensued with the superintendent, Dr. Adams and Dr. Bond. Dr. Curry and Dr. Perez met to set up a schedule for what meetings will occur. By November 15 a memorandum of understanding will be drafted. January 2015 is our target. We'll host a parent/student day, and in February interview students. In March we'll send acceptance letters. Early letters help us compete with alternatives. There's a possibility of new space from CUSD infrastructure. A Compton High School Building was identified, and they'll make the repairs. More discussion is needed regarding marketing, etc. Dr. Perez: The chancellor's website has research under academic affairs with a guide for dual enrollment for historically underserved students with a big push from the Gates Foundation. There is evidence that this is a successful approach for getting students Bachelor's Degrees, good for the economy, and just to get a job. We can assist students with employment. The center can provide an education. 70% of district high school students go to a CC, but only 30% go to Compton. We have a smaller campus environment with more interaction because of it. We hope you will support us. C. Wells: You're losing students to CAMS, King Drew? B. Perez: No district is required for magnets. C. Wells: Is this essentially a magnet? B. Perez: Yes. You will have to apply. You must be reading and writing at college level with the same entrance exam. M. Ichinaga: How is this different from our concurrent enrollment program? B. Perez: That's one-on-one. This is over a four-year period where they get 60 units of college credit. We've not done a concentrated, set program. The goal of early college is an AA degree or close to it. M. Ichinaga: Is there accreditation of such programs? B. Perez: The college and high schools are accredited. They're allowed a minimum day so you can offer college classes earlier. It removes time constraints. The high school allows high school credit for college classes. We'll only offer college credit. C. Wells: There was a discussion about this recently. It's superior to AP courses because it's recognized everywhere.

C. Chair – Curriculum – Mark Lipe (pgs. 18 - 28)

The October 14 minutes are included in the packet. Twenty courses were reviewed. We've included changes and noted and underlined new words. One new thing coming up at November 25 meeting, we'll have a big agenda. It's the last time to propose new courses to catalogue. There is a tight deadline. We anticipate cooperative career education and independent study due to removal of repeatability. If a student wants to repeat a course they must petition. With independent study there is no repetition. The Behavioral and Natural Sciences did some renumbering. Some are doing a little bit at a time. A. Ahmadpour: How open ended is the challenge for repetitions? M. Lipe: Title 5 allows, with eight criteria, for students to petition. How many times varies. Occupation or career training, licensure standards, for example, first aid certification are some exceptions. A. Ahmadpour: It's in the hand of the teacher? M.

Lipe: The admissions office, Bill Mulrooney. C. Wells: There are specific criteria. M. Lipe: They're in the catalogue under course repetition. C. Wells; We have an Ed policy that spells it out.

D. VP – Faculty Development – Kristie Daniel –DiGregorio

We talked about contributing to campus safety. The issues were mostly about awareness. There's room for awareness about what policies exist for student. They had a number of suggestions including raising awareness at division level. Student development and Student Health should visit divisions to equip faculty. I mentioned it at a campus forum. FDC would like to host an afternoon session at flex to let faculty explore the AIMS team, incidence reports, student health, etc. Our spring speaker is Kathleen Gabriel, author of the faculty book club selection "Teaching Underprepared Students. We're in conversation with her. Some flex day follow-ups include a Chinese delegation visit, and selection of outstanding adjunct faculty. We held two forums for safety. We had 80+ attendees at the second meeting. (The first meeting had low attendance, but it was held during the World Series.) One instructor wanted us to have twelve earthquake drills a year and phones in every classroom. Some teachers won't allow phones in classroom. Over all the comments went well. I looked at the last two safety events. Active shooter events have had over 230 attendees. The training on distressing behavior has had over 80 attendees. And there've been dozens of small group meetings, including some to reach classified. Dr. Higdon: On October 16 the statement was that the phone call wasn't responded to. (Dr. Higdon then read the following prepared statement from the cadet in question: It came to my attention that a statement may have been made at an Academic Senate Meeting that a call to 911 was made by an instructor and the police either failed to respond or responded very late. I wanted to provide factual information on that call: At 9:07 and 37 seconds am, Stephanie called to report a white male adult, 6 feet tall, wearing a blue t-shirt was opening doors to several classrooms on the first floor of Humanities building. An Officer was dispatched to this call at 9:07 and 51 seconds am. The Officer arrived at 9:10 and 23 seconds am. The Officer entered the building and looked into four classrooms but no one said anything to him. He said that there were a number of people throughout the first floor hallway and he got their attention by asking them if they saw anyone that matched who he was looking for. He said that several students pointed towards the east doors and told him the person had already left out those doors. He said he walked out the east doors and asked several people who were standing outside the same question. They told him they saw this person walk on Crenshaw towards Manhattan Beach Blvd. The Officer returned to his patrol car and drove to the area of Crenshaw and Manhattan Beach Blvd but could not locate the person. The Officer then resumed normal patrol. It appears the Officer did not contact the reporting party. Chief Trevis has reminded the Officer as well as all our officers to contact the reporting parties on all calls when possible. K. McLaughlin: The officer did not check-in even though it was the Lemus week. Dr. Higdon: In La Mirada, once or twice a year, I call 911. Recently I though I heard a bomb, but we rarely get a follow-up. We have an Administrative Justice instructor here. M. Fields: We are in reactive mode. I'm not familiar with campus law enforcement. In the real world we are short handed. K. McLaughlin: I understand every situation is different, but we just waited for them to arrive. Why ask students? I followed the guy. That week especially, it was alarming. Dr. Higdon: It would be unwise for anyone not in law enforcement to follow anyone. Keep yourself and students from harm's way.

E. VP – Finance – Lance Widman

There are no minutes. We're still in planning and evaluating mode. You have 6 hours left to vote. I'll help you with that if you like.

F. VP – Academic Technology – Pete Marcoux

I'll send a save-the-date for Friday, February 13, the morning of our technology fair. The committee talked about getting grants to pay for these cool ideas. If you can recommend anyone let us know. We'll have samples of faculty laptops and we will consult with you.

G. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO's Update – Karen Whitney (29 - 35)

There are a few things in the packet that are not goals but warrant attention. One thing that came up is procedure for changing SLO or PLO statement. Things are changed without agreement. Let's error on side of less restriction, but we need a process to prevent this. We will recommend changing SLO or PLO statements after contacting all relevant faculty and agreeing. A draft of the new statement should go to department meeting to be approved, and minutes can be taken to the facilitator and Isabelle Pena. She'll make changes on Trackdat for full agreement. At the next curriculum review it would be inserted. That way everyone is involved. J. Troesh: Assuming an SLO is updated in Trackdat but is reviewed two years later? K. Whitney: Put the one in Trackdat on syllabi. J. Troesh: How do we make sure everyone knows that? K. Whitney: There are samples available. M. Lipe: When a person does a course review through curriculum they can go on the website for the most current statements. Go on the course outline of record. Some are not reviewed over the six-year process. The point is taken that you should just look at Curricunet, go to Trackdat or website. K. Whitney: They should all agree when the process is followed. B. Perez: I have concerns for adjunct faculty. They need to be given the course outline of record. M. Lipe: There is no direct communication between Curricunet and Trackdat. B. Perez: I think that we open ourselves to course outlines of record on syllabi with the wrong SLO's on them. I foresee problems. K. Whitney: We're aware of this. It's a communication issue. CS: Please bring it back to ALC. K. Whitney: It could be fixed with a packet for adjuncts covering those bases. M. Lipe: I'll bring kit up to Quajuana Chapman and Bob Klier.

4. SPECIAL COMMITTEE REPORTS

A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime

Dr. Nishime: I want to thank Karen and ALC for great work on SLO's and assessments. We have a preliminary confidential report with high praise from the Accreditation Team for ALC. We've achieved sustainability.

5. UNFINISHED BUSINESS

A. BP/AP 4050 – Articulation – Chris Jeffries/Claudia Striepe (pgs. 36 - 38)

CS: This BP/AP describes and updates the articulation process. This is the second reading. We may vote. C. Wells: Vote to approve. P. Marcoux: seconded the motion. CS: Chris Jeffries thinks it looks good. Any concerns before we vote? C. Wells: Motion to accept. P. Marcoux: So moved. There were no nays are abstentions. Please see November 4 roster for supporting votes.

6. NEW BUSINESS

There was no new business.

7. INFORMATION ITEMS –DISCUSSION

A. A presentation from 20 Million Minds.

M. Lombera (Director of partnerships and Program Development): Our aim is to make higher education more affordable using open textbooks. Pearson funded a survey with the Hewlett Foundation to see if faculty are open to this. Most faculty don't know what it is, but many people use them. This is an alternative to costly textbooks. We're focusing on an adoption campaign for California. We're on a mission to enlist faculty to share them with students. We're launching an ambassador program that includes institutional stipends to colleges who wish to launch. And we can get data to support them. We have faculty stipends and awards for colleges. We're hoping El Camino College will participate. We have ten textbooks, and will have thirteen more titles by 2017. We've saved students 30 million dollars over three semesters. The learning outcomes have not been compromised. Our textbooks aren't better, they're on par, and have high quality and alignment. Students can access them before financial aid comes in, etc. It increases access and gives students a head start. It's part of a larger movement. Our founder visited Santa Ana College, and was inspired to start the 20 Million Minds Foundation to build a competitive library that is free. For ECC, this initiative serves a lot of students below the poverty line, students that are on financial aid, which doesn't even cover textbooks. We hope that ECC will join us with this process. K. Whitney: What are the future books? M. Lombera: They're in STEM: history, calculus, etc. M. Winfree: How about Administration of Justice? M. Lombera. No plans as of yet. But we do have nursing textbooks. A. Ahmadpour: What's the process of adopting a book? M. Lombera: It's called a creative commons by-license. You can do whatever you want with it as long as you attribute it to Open Stacks College. A. Ahmadpour: Who pays for this? M. Lombera: Our Foundation pays for it and these listed foundations too (she referred to a PowerPoint slide), have contributed millions. It's a nonprofit with a sustainability model. You can post whatever you want. The license is open for faculty to use. M. Ichinaga: Is this is an arrangement with individual faculty? Or is it institutional? M. Lombera: We hope the institution will support this. Print editions are available, but only the digital editions are free. M. Ichinaga: Can you make an arrangement with the library? M. Lombera: We would love to display them at the library. C. Wells: What about other open source books? M. Lombera: Lumen learning and us work together, and vetting is ongoing. J. Ng: Is there online homework for mathematics? M. Lombera: We already offer it. There are great tools but many are expensive. P. Marcoux: If you send it to me I'll send it along. The college and senate should pursue this.

8. FUTURE AGENDA ITEMS

A. Articulation and CIDs – Lori Suekawa - November 18th

No first readings this week.

9. PUBLIC COMMENT

Dr. Nishime: Remember, Veteran's Day is Tuesday.

10. ADJOURN

The meeting adjourned at 1:55.

SD/ECCFall14

