

Adjunct (1 Year)

- Josh Casper
- Karl Striepe

Behavioral & Social Sciences

- Stacey Allen
- John Baranski
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Josh Troesh

Compton College

- Amber Gillis
- Jesse Mills

Counseling

- Seranda Bray
- Anna Brochet
- Rocio Diaz

Fine Arts

- Ali Ahmadpour
- Joseph Evans
- Joe Hardesty
- Russell McMillin
- Chris Wells

Health Sciences & Athletics

- Andrew Alvillar
- Traci Granger
- Yuko Kawasaki
- Colleen McFaul
- Russell Serr

Humanities

- Sean Donnell
- Ashley Gallagher
- Pete Marcoux
- Anna Mavromati
- Christina Nagao

Industry & Technology

- Charlene Brewer-Smith
- Ross Durand
- Dylan Meek
- Renee Newell
- Jack Selph

Library Learning Resources

- Analu Josephides
- Mary McMillan
- Claudia Striepe

Mathematical Sciences

- Dominic Fanelli
- Lars Kjeseth
- Le Gui
- Catherine Schult-Roman
- Oscar Villareal

Natural Sciences

- Darcie Descalzo
- Sara Di Fiori
- Troy Moore
- Shanna Potter
- Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

Assoc. Students Org.

- Wiley Wilson

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Institutional Research

- Carolyn Pineda

Dean's Reps/Guests/Other Officers:

- Cesar Jimenez
- Joshua Rosales
-

Excused: A. Gillis, J. Mills, Y. Kawasaki, C. McFaul, C. Nagao, C. Brewer-Smith

ACADEMIC SENATE MINUTES

November 6, 2018

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

A. CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the fifth Academic Senate meeting of the fall 2018 semester to order on November 6, 2018 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-16 of the packet for minutes from the October 16th meeting. P. Marcoux moved, C. Wells seconded, and the minutes were approved as presented.

KDD: This brings us to our welcome for our Division Personnel. We are welcoming Cesar Jimenez to today's meeting and invite him up to introduce himself. C. Jimenez: My name is Cesar and I work with Dipte and our counseling team and they are amazing and awesome. Some tidbits about me; I was born and raised in Chicago. I have been in California for a little over a year and a half now. I am new to the California Community College system. I am very grateful to be here at El Camino, we have an amazing group of folks. I have a twin brother back in Chicago, he is not as handsome as me. Make sure you put that in the minutes. KDD: What are some of the things you are working on as our Associate Dean for Counseling? C. Jimenez: One of the biggest things we are doing now in Counseling, is we are moving into a new appointment management system. How many of you are familiar with our current appointment management system? So we are going to have a brand new appointment management system. It will be a lot more user-friendly for our students. Mobile-friendly, it will have email and text message reminders the day they have appointments, 24 hours prior to the appointment, 1 hour prior to the appointment. We hope that will remove some of the bottlenecks we currently have. We are having web browser issues with our current appointment management system. We are going to completely rip the band aid off and put in the new system come January 2019. Our new appointment system will be language friendly so they know what appointments they are making. We also have ECC Connect, Opportunity Project, and FYE. So the biggest piece right now is the new appointment management system. I am on the Guided Pathways steering committee. Recently we collaborated with East LA College, Long Beach City, and Santa Monica, and we put together a *Men of Color* Conference. It was free of cost for students. It was at Santa Monica and next year we are hosting it here at El Camino. We had over 100 students. Yes, I am co-facilitator for the Faculty Book club. I have been working with a group and that has been amazing! We are working on *How to Teach Men of Color at the Community College*. That has been awesome!

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

I am going to make my report short so Darcie can talk about Plenary, since she was our delegate this past weekend. Please mark your calendars for our December 11th meeting. It was tentative, we are going to need that meeting to get through the Ed Policies that we have coming up. So we will have Outstanding Adjunct Faculty award December 4th. Then we will wrap up our business on December 11th.

You have at your table some materials. This is a great time to help nudge your students to getting the help that they need so that they can finish strong this semester. Thanks to our Student Services colleagues for these terrific resources.

Of course they are all going to need to be updated when the big move happens. In the meantime, you have the blue handout which tells you about the academic resources and support services. The green one is an excellent map, so it's not just giving you a listing of where the tutoring services are, but it helps your students locate on the campus where they can find that help. Post this, announce this, and use this in your office hours. Anything you can do to help our students get connected. Obviously, our ECC Connect is another great resource for doing that. When I send the notes out, I will have links to these resources. That way you will also have an electronic version.

Coming soon, we will be evaluating our governance process. The last time we did this, it was 2015. Next meeting I am going to show you our evaluation tool, our survey, just to get your input to see if there are any additional questions you want to add. And then we will be surveying our collegial consultation committees. That is something that is going to be happening this semester and next. Stay tuned!

You know, I am your college council representative. The link to the minutes is here in our notes.

b. VP Compton College – Amber Gillis

Amber isn't able to join us today. She has a meeting and when I tell you all the things they have been doing over at Compton, you will understand why she wasn't able to join us. They are sure busy over there as always! They had the state-wide senate Area C meeting at Compton. Also the FACCC Adjunct Symposium; and both of those went well. There are still spaces available for the Food & Housing Insecurities training coming up in December. We got information about that at the last meeting. Last Thursday they hosted Chancellor Oakley along with Deputy Chancellor Daisy Gonzales and Vice Chancellor Laura Hope. They had lunch with their version of the College Council and then they attended Academic Senate, an ASB meeting, and a Town Hall meeting. Chancellor Oakley reviewed his vision for success, the funding formula, and answered questions. I imagine they are sleeping well over at Compton, wearing themselves out!

c. Chair, Curriculum – Janet Young

We are continuing with course review. Our transition to the new catalog is complete. We showed it to the College Curriculum Committee last week. We are doing the final clean up for that. We are considering a spring launch for that. I would love to show it to you at another meeting when we have time. We are scheduled to begin our work on Curriculog. We are having a meeting today at 2:30 and you are all welcome to stay. Aside from Curriculum Review, we are going to be looking at the first draft of the revision to our Distance Education addendum. We have come a long way and we think that we can change some of the verbiage. The CCC will be coming to the divisions to talk to those who teach online and asking for recommendations. The recommendations that we already got are from the Distance Ed Committee. We have made some changes and we are sending it out, so this is our first reading. We have 2 more meetings for this semester, today and 2 more. At our final meeting of the semester on December 4th, we will be looking at the new Math support courses that are coming to us based on AB 705.

d. VP Educational Policies –Darcie McClelland

I went to Plenary Thursday, Friday and Saturday for statewide senate. This year they focused on themes that they are working on. The themes are AB 705, the funding formula, and they are also looking at faculty diversity and how we can increase faculty diversity across the campuses. That way faculty will resemble our students a little bit more. I can tell you more about AB 705 or the funding formula. There isn't a whole lot that is new coming out. They are rehashing a lot of the same information. It seems to be a lot of speculation and not a lot of data at this point.

They are now talking about faculty diversity. We discussed having the people who write our job descriptions write them in a way that invites a diverse pool of applicants. Where we are advertising our jobs? Are people from a diverse pool going to see these job descriptions? There was talk about how we can work with our local universities to use mentoring

programs to bring faculty in to community colleges. I am a relatively new hire and it was actually hard for me to figure out what it took to be qualified for this job. A lot of people echoed that same thing. We tried to look at a first generation college student who doesn't have a lot of experience in the education system and getting a job that required a lot of education. How can we be mentoring them? There were a lot of robust discussions on how we can increase the diversity in our pools. How we can adjust in departments that have a tendency to keep doing the same thing we've been doing. We hire people that make us comfortable. We need to go into that space a little less comfortable.

Also there was a discussion talking about equivalency for CTE Faculty. Looking to see if there was such a thing as equivalence to the AA Degree for our CTE Faculty. What does that look like? That discussion was in its infancy. They broke us into groups, showed us the GE Areas, and we had to come up with job or life experiences that might be equivalent. Some of the examples were really good and some not so much. I think there will be more information coming on that. The senate is co-sponsoring a Faculty Diversity Conference in Los Angeles in February. So that is coming up as well.

I spent a lot of the afternoon sessions on resolutions because I am on the resolutions committee for the statewide senate. I know Kristie sent out a link to the resolutions packet. All of the resolutions passed, not all of the amendments passed. If you specifically want to know what was amended, we are as a resolutions committee going to be finalizing that by tomorrow afternoon. Then it will be posted to the statewide senate site so you can go in and look at all those new resolutions that have been adopted. If there is anything that is of particular interest to you, or you want to know more about let me know. We can talk about it in more detail at a later date.

KDD: Do you want to tell us about the resolution that grew out of the effort to have a vote of no confidence in the Chancellor? D. McClelland: There was a resolution that passed that expresses the statewide senate's concerns about Chancellor Oakley. It was not a vote of no confidence. It was a resolution that asked the statewide senate leadership to come back in the spring with more information. A lot of people have heard a lot of different things, but it is a lot of rumors. No one has a full picture. Our statewide leaders are saying they kind of do, but they haven't necessarily been openly sharing. They felt like it needed to come from the body, not from themselves. The resolution that passed asked them to prepare a report for Spring Plenary that would highlight concerns in where the Chancellors Office has been less than collegial with their consultation. Looking into those things, and then to report back so the body can make an informed decision about whether a vote of no confidence is appropriate or not. So more information is forthcoming. They will prepare a report for Plenary, I assume in a publication.

e. VP Faculty Development – Stacey Allen (pgs. 17-18)

Our minutes are on pages 17 & 18 for our October 23rd meeting. We had invited some of our colleagues from the SRC to come and help us plan Spring Professional Development Day. We had a very engaging conversation and exchanged quite a few ideas. We are leaning towards a theme centered on meeting the needs of diverse learners and ensuring academic access. You can see a couple of titles that we played around with. We are leaning towards *Embracing Diverse Learners through Universal Design*. We are excited about Spring Professional Development Day, so the planning will continue. That took up most of our meeting. We had a couple of minutes left to talk about sample syllabus statements. We are still working on that. We only have 2 meetings left in the semester, and we really want to have a sample ADA statement to the Senate. We are going to work on that next week. Informed & Inspired was a huge success. I would like to thank fellow senator Anna Brochet, and Lori Suekawa and Monica Lanier. It was probably the fullest house we've had for an Informed & Inspired. It was fantastic. Thank you very much, Anna. Stay tuned for the next one at the end of November.

f. VP Finance – Josh Troesh

I mentioned this last semester when we got some new information about the new funding formula. The funding formula will change how we earn money as a college. It has a potential for changing how we do things as a college. One of the things that we had a conversation about in PBC this last time, and we'll probably have it again and it will be an ongoing conversation: How do we make sure that the changes that we make are things that are going to benefit student's success for college? One of the things that will be helpful for PBC, and also myself for representing the senate on PBC, is in your programs and your disciplines and classrooms. If you are starting to see things, not necessarily that the college is doing wrong, but things where it might be causing issues with students being able to be successful. Not necessarily here, but also when students they transfer. Please bring it here, so I can take it to PBC and we can talk about how to mitigate those things. It is not the intent of the college to set students up for failure. We have a lot of change coming on, and obviously change comes with expected consequences. We need to be able to adjust for that. KDD: Should we also be thinking about as we are trying to facilitate students' completion we should also be mindful about how to maintain academic standards. J. Troesh: Yes, that is part of it. What I mean by student success is when they get out of here, are they prepared for real life? Students who get "A's", but are then going to fail at a Bachelors program. I would consider that to be a failure on our part. That is a good clarification. Are we doing what we are saying that we are doing, even under this new funding formula? We want to identify when those consequences come up, so as a college we can address them and figure out how to respond. W. Wilson: It is possible for anyone to create a survey for students? Can we do the same thing with a different set of questions? Are students aware of that? J. Troesh: There are definitely possibilities for it. I don't want to talk for you guys. IR does a lot of surveys on campus. They do surveys of students within each program. If there is something specific to a program, and if your body decides something is really important, bring it to the dean and the faculty of that department, and say you want something incorporated into the survey. Then they could go to IR and be able to incorporate the key things. C. Pineda: We can work with you and see what you are interested in.

g. VP Academic Technology – Pete Marcoux

We have a tentative date for our Spring Technology Conference, March 29. Probably 8 or 9 until 1 or 2. Once again, we have penciled in Corrine Housington, who is a Microsoft Certified Trainer. She has been with us many times and she is very energetic. She usually offers a lot of tools that faculty can use in the classroom. We are also going to have breakout sessions. We don't know what those are, yet. We will have a meeting later in November where we will focus on themes. We are probably going to focus on Canvas and Microsoft.

In terms of campus-wide stuff, Fund 15 is really causing havoc in IT. Our days of requesting technology and getting it are behind us. For example, in the MBA Building, their classroom computers are out of warranty. There is no money to replace them. There are other buildings, Natural Sciences are next in line and Humanities are after that. The Cabinet has some pencil sharpening to do I think, to figure out how to rob Peter to pay Paul, so to speak. J. Shankweiler: We can't even figure out how much money we are getting this year. P. Marcoux: Sometimes those meetings aren't too happy. KDD: It can't work like it does at my house where if you still have checks you have money? P. Marcoux: No. We are also looking at other alternatives. Chromebooks as a replacement; that is a big contender. As is, I have been asked to lead a taskforce. We are looking into students bringing their own devices. We are not talking about anytime soon. We are looking at the challenges and some of the benefits of that. Once again, it is a crystal ball, next year something may happen to completely change everything. IT is doing a good job of trying to stay on top of things.

h. VP Instructional Effectiveness/ALC/SLO's Update – R. Serr (pgs. 19-24)

In the packet you have ALC minutes. ALC is working on cleaning up the Information Literacy ILO. We are planning for the Communication ILO for next semester. Some of you may be contacted to use the rubric that we used last time to assess the assignment that you had in class. We are finalizing forms for changing SLO's, PLO's, and collaborating with curriculum for processes for getting the right SLO's in the correct places. I think it is going well. There is going to be an

SLO survey coming out to assess our assessment process. It is not only for accreditation purposes, it is good to get feedback and ideas for faculty. So please fill that out. With the new Qualtrix survey tool that we have, we can include some different things that we can analyze some responses that would be a nice addition to what we are doing.

The training schedule for Nuventive is here. Bring your data with you and when you leave you are done.

There is Program Review planning, and this one is the important one. If you have Program Review due in 2019, I hate to say mandatory, but this is really important orientation. Institutional Research will be there, Qualtrix and other data analysis will be displayed in the template. It will help you get things in on time. It is a really information-rich orientation for program review. We are still missing a few, but we have communicated with the deans and some faculty. I think we will get them all. The quality has been great. The recurring theme is the need for technology. Either replacement of computer labs, or computer carts. To add to Pete's report, it is coming up almost every day. For instance, nursing doesn't have a computer lab. Others are using carts. It is a big issue from a lot of the Program Reviews. If you have done your program review for 2018, bring it to this session and you can put it into Nuventive. There is a workshop to put it into program planning.

Our SLO Assessments, we are at 93% plus, because we had a few stragglers. That is a really good completion rate. We are getting closer to 100%. The quality has been good. For the Fall, it is going to change a little bit. We are going to follow the curriculum method for having facilitators. The facilitators will get flex credit, they will no longer get paid. It is a necessity, we need to get some facilitators. We need to make it a high priority. Now the campus is sort of in a routine for SLO assessments. It is just something we do, so now the facilitators will be getting flex credit. But we still need facilitators. It is sort of aligned with what curriculum does.

KDD: That wraps up our officer reports. Thanks so much to all of you who took the time to complete our senate evaluation. We will leave the evaluation open through Monday. But, we promised you a raffle, and with some assistance from IR and Planning, we will take the names. The first winner is Amber Gillis (Amazon gift card), second winner is Claudia Striepe (Subway), third to Dylan Meek (Subway) and finally Rocio Diaz (Subway). Thanks for much everybody!

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

I was checking attendance, and I thought we could have awards today. Behavioral & Social Science, Business, Counseling, Library Learning Resources and Natural Sciences has all their senators here today.

I just want to follow up what Darcie has said about equity and hiring. We finished the faculty identification process so your dean should have notified you of what positions have been approved. When we had the final meeting we did invite Jane Miyashiro and Jaynie Ishikawa to come and talk to us about that process of taking into account equity gaps we have in the faculty. We distributed demographics that show the composition of our departments compared to the overall population of our students. We have some work to do there. Jane and Jaynie gave tips to the deans on how they could help make it an equity minded-process as we go through the hiring process. That included where we give the job announcements. If you are on a hiring panel, you will be asked what places you know that we could disseminate these job announcements. For instance, Mathematics was awarded an Engineering/Math position, so maybe we should send the job announcement to a listserv for the Society for Hispanic Engineers. In other words, not placing all the responsibility onto HR, but taking some of it in the committees. That also includes looking at the job announcements that we are sending out and making sure that they are attractive to all potential candidates. We did approve 18 positions, it was very hard to figure out how many to hire. Our Faculty Obligation Number (FON) from the state for Fall 2019 is 357 full time faculty. Our calculation of how many we actually have is due to the state not until the end of

November. We can count heads, we know what our head count is, but the calculation involves more than that. Our head count is 337, a difference of 20, but because of other things we are allowed to count, the number is not 337, it is something else.

I have also been working on Guided Pathways a lot. Janice Pon-Ishikawa and Jenny Simon are doing a marvelous job with that. They had a program mapping activity with all of our facilitators on Friday. Caesar sent me a picture of everyone working at the tables while I was at the Strategic Planning Committee. That was really exciting.

We have also been approved for the purchase of the College Net Series 25. I know nobody knows what that is, it is a calendaring/scheduling software. One of the modules allows all the activities to be put into this calendaring program so you don't have conflicting events. Not classes, it is events like athletics, and so forth. I was in a Community Ed class on Saturday and another class came in during the middle and said "Hey, we have this room." So it will help avoid things like that. The other module will give us schedule optimization. So it will help us plan out 2 years in advance, all the courses we want to offer. It will help deans who want to add one more class. Using the schedule optimizer, you can set parameters, M/W/F, 3 times/week. Along with that, we should look at our scheduling grid as we are doing this. This is very timely that we are getting this purchase made. We are getting finished with Acalog; implementing Curriculog; getting rid of CurricuNet; not getting rid of CurricuJanet. (Lots of laughter) P. Marcoux: Don't they have to look at our schedule and do that sort of consultation? J. Shankweiler: No, you have to buy it first. We are doing a classroom asset inventory right now. So all the deans are supposed to be looking at all the classrooms; what is the capacity; what is in there in terms of projectors; does it have an ADA compliant table? There are supposed to be doing that now so when the team gets here, we will be ready and have some data.

A. Ahmadpour: I have a question not in regards to the report that you gave us. Recently we were asked by our dean to cut some classes for Winter and Spring. We asked for a reason and no reason has been given. What exactly is the justification for cutting the classes? Are we the only division? J. Shankweiler: Here is what is going on. The whole campus is being asked to make some adjustments. We actually do not have a balanced college budget. We put a line in there that says, anticipated cost savings, \$3 million. That means we are out of balance by 3 million dollars. We are guessing that we are not going to spend \$3 million somewhere. We have a new accounting department, and a new administrative services VP, they don't like that. They tried really hard not to do that, we ran out of time, and put that line back in. But what they really want to do is to make sure that we are balanced. You guys never see the budget, but basically we don't put money into accounts until the end of the year, in the past. That is not a very good budgeting practice. We want to fill all of our accounts that have budgets with dollars, so that people don't overspend. Everybody is being asked to make cuts in order to meet that \$3 million anticipated savings. Most of the time, that is money that you don't spend. That's where it came from, we would make that \$3 million savings. But we want to have a balanced budget. Allocations were given to everybody to make some budget cuts. I didn't say it had to be classes. That is the only way some people can make those cuts. At the same time, I have been looking at productivity or efficiency in our class scheduling. Our efficiency metrics are pretty low, we are inefficient. Because for the past 4 years, we have been chasing FTES. The deans say, "Can I add a class?" and I say, sure. Now we can't keep doing that, we need to be more efficient in our scheduling. We are going to have to reduce in this fiscal year so we are not overspending. I have asked for recommendations from the deans on how to make those cuts. Each dean make recommendations to me, I showed them to Dr. Maloney this morning, and Cabinet meeting is Monday. Because some of those will be classroom efficiencies, and we don't want to mess up our FTES, with this funding formula, I don't want them to be drastic cuts. But I do want us to be more efficient. That is where this is coming from. C. Wells: Will the scheduling software help with that? J. Shankweiler: If we can feed in degree planner, so we know what to effectively offer. If we can figure out the affects from AB 705, and that will take a year or so, yes, hopefully. R. McMillan: Aer you going to expect that we will have 3 million to spend? J. Shankweiler: No, because we have tons of technology to pay for. I don't know. A. Ahmadpour: Do we need more discussions on this issue across campus? I went to other schools and they aren't doing

this? J. Shankweiler: It is not their issue, it is our issue. It is an El Camino issue, it is a change in accounting practices. Thank you.

Ross Miyashiro – VP of Student Services

Unable to attend.

Distance Education Advisory Committee – Renee Galbavy, DE Liaison (pgs. 25-27)

The meeting minutes you have are from our September meeting. Just a couple of quick updates. Our OEI course exchange pilot is under way. This is kind of a pre-pilot. We will have another group next semester. We have 7 or 8 classes that are going through the process. We may have 1 or 2 in Winter, Dustin might be ready. The others will be in Spring. That is moving forward. On page 27, there is the list of OEI-subsidized software and services that we are getting because we are in the exchange. This has fluctuated, a lot of things have changed within the context of the OEI. We are still trying to get ahold of Ally, which is the software for 504 compliance software. We are working on that. You can look at the timelines on page 27, and see what software we have available. I think that Jean or Kristie may have mentioned this. The Canvas link is now on the front page of our website. So it is literally by My ECC. That was a task, thank you to Ann O'Brien and the Marketing and Communications team. We are really grateful to have that up there. We send our thanks. The Canvas/My ECC glitch that we have in terms of populating our rosters is an ongoing problem. We don't know when that will be resolved. If you have problems and your rosters don't match, please send Gema the names and ID numbers and she will make sure they match.

The 2018 Distance Ed Survey, is completed in terms of what they are going to have on it. They are going to complete that this semester. IR will report on the findings hopefully by February.

E. UNFINISHED BUSINESS

AP 4022 Course Approval: 2nd Reading – D. McClelland (pgs. 28-30)

KDD: I need a motion to approve this so we can discuss it. P. Marcoux moved, S. Bray seconded. D. McClelland: On page 28 of your packet. This is a new administrative procedure, on course approval. We went through this last time, it seemed pretty smooth. Does anybody have any questions or concerns today? KDD: Let's call for the question. All those in favor? Yes, that was a world record!!

F. NEW BUSINESS

Proposed Change to Astronomy MQ's: 1st Reading – Shimonee Kadikia (pg. 31)

KDD: This brings us to our first item of new business. As you know our minimum qualifications are the credentials that are required to be considered to teach in a discipline on our campus. Typically, this is a Masters in a discipline or it's a Bachelors in a discipline plus a Masters in a related discipline. It varies by department. Through the consultation process, the Chancellor's office establishes these. So we have state level minimum qualifications. Then what happens at the local level is we must meet those min quals that are set by the state but we can also exceed them. We can set the bar a little bit higher if we would like to. What we have here today is a situation where a department would like to change their min quals. Theirs are currently higher than the state standard. Shimonee is going to talk to us about their reasoning behind that. The process is that we start with the department, and if they want to make a change to their MQ's, if they agree, it goes to Ed Policies. It has gone through our Ed Policies, now it comes back to the Senate. This body will make the final determination on whether or not to approve the changes to the MQ's. This is our first reading and we will hear from Shimonee and then she will be back for the next reading for our vote. I also wanted to show you, thanks to Jean. On her website, we have the link to both the Chancellors Office MQ's. So Darcie was talking about how

hard it was to find information about applying for jobs. It is getting better, we are improving. Then our local El Camino min quals. Remember, we spent a lot of time on this last year. These used to reside in someone's filing cabinet in the back of someone's office. Now they are on the website, so we are really proud. That was great work by the Senate. Please come up here, Shimonee and tell us a little bit of the reasoning behind this. Page 31, here is the changes being requested by the department. It has been well documented. The faculty have all signed off, it shows the current min quals for Astronomy and then the Chancellor's min quals for Physics and Astronomy. If you want to see what is different, look at the very bottom. That is where you have the mark-up showing the changes. S. Kadikia: Basically, what happened is we wanted to hire some part timers over the summer to teach some summer classes. There are some courses that aren't filled by we full timers. We sent out the job opening, about 5 people applied, but none of them met the minimum qualifications of having a Masters in Astronomy. They all had some Masters or even PhD's in Physics, but that is not our minimum qualifications. We couldn't even go forward with any of them. It turns out that some of them have been teaching Astronomy at other community colleges for years. But we still couldn't even get them in the door here. So we had to cancel our summer course. So that is why we started discussing that we should change our min quals. That way we can at least get people in the door to interview them. One of the big concerns is that maybe they don't have enough Astronomy to teach Astronomy. During the interview process is where we can figure that out if they have enough or not. At least we can get them in the door. Getting a Masters in Astronomy is not the easiest thing to get in California because most colleges offer degrees in Physics, not Astronomy. It would be a specialization. If someone really wants to do Astronomy, they could go to a school and take courses but their actual degree will still say Physics. That is really the main idea. We need to get more people in so we can at least interview them. We can't even do that at this point. C. Wells: Did you look at equivalency? S. Kadikia: Yes, even our equivalency, I think the amount of units for Astronomy are quite high for someone who would have a Physics degree. C. Wells: Would you change the equivalency also? KDD: The equivalency is applied across campus. It is 18 units. C. Wells: Would this affect equivalency if you change it? S. Kadikia: I don't think it would, we are just broadening it. We are still keeping Masters in Astronomy, but we are saying a Masters in Physics as well. R. McMillin: So if they teach somewhere else, that doesn't count for here? S. Kadikia: No, there was someone else who had been teaching for years and we couldn't even get them in the door here. KDD: The MQ is about professional preparation, not your experience. S. Donnell: So will this affect full-time employment too? KDD: Not the current full-time employed faculty. S. Donnell: I mean anyone hired from here on out. KDD: It's not rather than, it is in addition or. We are just widening the net. It was just Astronomy, now it is Physics or Astronomy. Any questions or comments? Thank you Shimonee.

BP/AP 4226 Multiple and Overlapping Enrollments: 1st Reading – D. McClelland (pgs. 32-35)

KDD: This is our first reading. D. McClelland: We talked about this back in the Spring. We actually brought it through this body twice because a lot of us were confused by the language in this. It turns out it wasn't just us. It turns out it went to the Board over the summer and they were really confused about the wording, so they sent it back to us for additional clarification. I want to stress that the content of this policy and procedure hasn't changed from what we approved in the Spring. The only thing that changed is I have different headings so helpfully this time it is very clear what part of it is Multiple Enrollments and what part deals with Overlapping Enrollments and what the definitions of those are. It is just an improvement for clarity and hopefully when we present it to the Board this time, they can read it and understand it. Then we can actually get it done. KDD: This has gone through Ed Policies. Darcie: Yes, we took the version back from the Board, took their feedback about the muddy places. Ed Policies went through it and re-wrote it. Now it comes from Ed Policies with revisions. You can see that we have numbered 1 and 2. What a Multiple Enrollment is, #1. What an Overlapping Enrollment is, #2. We have put heading in there. Multiple Enrollments, and then it tells you what the policy for that is. If you flip to the procedure, it is very similar. Multiple Enrollments, there is the procedure for that. Overlapping Enrollments, there is the procedure for that. Then the consequences for the violation for either of them. KDD: Comments or questions? C. Striepe: On page 32, it should begin with #1 so students don't get confused. KDD: Thank you. C. Striepe: On page 33, I don't understand consequences of the discretion. What consequences

could they possibly have? Unless we include something like on page 14. Where it says students provide a valid justification. The procedure doesn't seem to allow that. D. McClelland: Discretion, timing-wise. When it will occur during the semester. Normally during the first 2 weeks of the semester. But they didn't want to be handcuffed to do it within 5 days. J. Shankweiler: I thought the discretion would also be which course would be dropped? When they are contacted, if there is no answer, admissions will drop them. KDD: Good point. Yes. T. Moore: Does this include waitlist? KDD: No, waitlist isn't enrolled. L. Kjeseth: I read the reference where it says that local practice should include the following. One is to apply for the process for making exceptions. I don't see that in the procedures. D. McClelland: We looked into that in Spring, and what we figured out is it becomes an equity issue. Because in order to be able to provide that legally, the faculty member has to be able to meet with the student outside of the class time and make up every single minute that the overlap occurs. Amongst other equity issues, we cannot require a part time faculty member to do that. Then we consulted with our Registrar, Lillian Justice, who has been working in that field for 10 years. In her 10 years, she has only approved 1 exception. It is not something that happens. KDD: The other thing we talked about is if you had students in a major, who have to have a class, and it conflicts with another, we could make adjustments with the class time. We could make an exception. L. Kjeseth: I don't think we can just disregard this. J. Shankweiler: Look at the template, that is what you are looking at. It says the practice must include procedures. J. Troesh: What if we make the language vague and extremely limiting? Maybe put extraordinary circumstances, then identify the person who would make that decision. L. Kjeseth: I do think of people who could be delayed for a semester in their transfer or completion. Because the only courses that are available overlap, because we haven't done the job that we should be doing. Making sure we have Guided Pathways. It seems to me those types of exceptions are required. P. Marcoux: Should we copy that into the procedure? J. Troesh: One of the things that I do with my students who are absent is I tell them they know what other classes I have. They can attend another class. D. McClelland: That works for you but where it gets sticky, is if you are a part-time faculty member who only teaches one class. For full timers it does work. KDD: I have a question. These 3 bullets in the CCLC template, we have to meet all 3 of these criteria, Correct? D. McClelland: Yes, for the student to be able to have an exception. KDD: Our escape clause is the appropriate district official approves the schedule. That's how we limit the availability. That is part of what Lillian is saying. She rarely if ever sees a reason that justifies going to this length. Maybe we add an and, and make it clear that it is all 3. P. Marcoux: That language has to be in the procedure. KDD: If we add the ands it is setting the bar really high, so if we do have someone with extenuating circumstances, fine. But it can't be something like my sitter can't come today. J. Troesh: This language doesn't say that just because a student wants to sit down with an adjunct faculty member to make up the 6 minutes a weeks, that faculty member has to. It can say at the discretion of the faculty member. J. Shankweiler: No it can't. KDD: That can be at the discretion of the appropriate district official. That is something Lillian can take into account. J. Troesh: I'm not reading it as the faculty member must do this. This bullet point says the student cannot enroll in 2 classes, unless these 3 things happen. That doesn't mean that we have to do all 3 of these things. It just means that the student doesn't have the option to do it unless these 3 happen. This doesn't say the faculty member has to do all 3 of these things. The student has to figure this out. J. Young: Does this supervision mean that the instructor is sitting with the student going over the 10 minutes of missing information? Or here is an outside assignment to cover what you missed. KDD: No, you have to document what the time was. Where those 6 minutes were made up. If I were signing that I would want the student there with me. That is what we looked at before and that was our understanding. It also has to be in the same week. We can definitely look at it again. We will come back to this.

AP 3050 Institutional Code of Ethics: 1st Reading – KDD & D. McClelland (pgs. 36-40)

KDD: Just a little bit of background on this one. Accreditation requires that we have a written ethics policy. That is one of the things we need to change on this. We need to reference the new standards. We must uphold a written code of professional code of ethics for all of our personnel, including consequences for violations. The Senate is not debating

whether or not to have an institutional code of ethics, we are simply debating what form it takes. Only the AP is required. The CCLC is included in your packet because it's not very useful. It says, local practice may be inserted here. All it does is reference the accreditation standard. In Spring, ethics came to the senate in the form of a BP. The senate sent it back to the task force asking the task force to have another look at it to revise it. Over the Summer, the task force developed a new AP 3050. The determination was made that because the AP is required and not the BP, that is a better route for us to take for our institutional code of ethics. Then this semester it has been reviewed and approved by the Educational Policies Committee and the Council of Deans. The ethics task force includes a number of current senators, Josh Casper, Troy Moore and Anna Brochet, thank you for your service. As well as classified staff, other faculty, deans, and managers. Our Making Decisions document in the Senate handbook will help guide our approach to our discussion about ethics today. Among the philosophy and practices for decision making at El Camino includes inclusiveness and communication. With participation comes responsibility to keep an open mind, respect opinions, strive for consensus, and support the final outcome. So what can we do? My suggestion is that we focus on allowing others to be heard not just ourselves. Listen to understand. We need to be open and flexible as we hear other perspectives. If I had a concern I would offer a solution or a suggestion. We want to make sure our concerns are productive and help us make progress. I will turn it over to Darcie now. D. McClelland: A lot of the concerns last time when we looked at the BP we felt it was overly vague and didn't spell things out. This document is much more expansive. It is divided into sections. There is an intro section. A definition of ethics section. Rational for why we have this. The limitations for this procedure. Then it talks about responsibilities to the college, colleagues, students and others. If you do have a concern, if you could frame it in a way of suggesting how to make it better, we appreciate it. It is not an option to sit here and not let this go through. I still want a job after accreditation comes through and so do you. Please give us constructive things, because I am more than willing to go back and work on this. But I need constructive feedback. KDD: The other caveat is that while this is more specific than the BP that come through in the Spring, you will see from the limitations that it is not possible to provide comprehensive guidelines for ethical issues in education. We are trying to be specific, but we are still going to have to use some general language because this is an aspirational AP. It is not telling you when the deadline is to request for an accommodation. That we can quantify. This gets squishier when we talk about ethics. KDD: Discussions? T. Moore: I worked on the Summer task force and I have a few issues with this. One is consequences and violations; there is no outlined procedure for who levels an accusation, who investigates it, who prosecutes it, who arbitrates it? The other issue is more of a philosophical one. We have 3 times the number of ethical points that the policy that governs the Board does. Three times the numbers telling us to be ethical than the Board does and ours are much more specified. Theirs just follow the laws. Their consequences are specified as well. I am wondering if that was smoothed over or discussed. D. McClelland: In Ed Policies we discussed that for the violations that you would refer to the appropriate part of the bargaining agreement. Chris Jeffries sits on the Ed Policies Committee and her input on this was that is someone was deemed to be in violation that you would refer to procedures in the collective bargaining agreement. T. Moore: Those don't exist according to our collective bargaining agreement. For faculty, the worst thing that can happen is that a dean can put a letter in your file. For a classified staff or for part time faculty, the outcome is different because they don't have the same protections. Is that something intentional? KDD: Isn't that something that needs to be managed through the negotiations process for the classified staff? T. Moore: It could be. But this has to have prescriptive consequences. KDD: Does this have to have proscriptive consequences? This applies to all employees. I know it is technical. I don't know the outcome for different types of employees. C. Striepe: There should be a time frame or this could drag out. KDD: That would mean a tremendous amount of coordination. The contracts would need to also align with whatever we put in there. J. Shankweiler: It's like the chicken and the egg. If we go and try to negotiate the contract with consequences. Say there is no policy setting forth what the violations are. We have to start somewhere. Negotiations are coming up. T. Moore: Maybe we should specify a person who would arbitrate this. J. Shankweiler: Direct to HR for all employee groups. KDD: Refer to the VP of HR. A. Ahmadpour: I was assigned to evaluate a teacher a long time ago. I followed every procedure. The Associate Dean in my division was 100% in agreement with me. It was a time where campus had many lawsuits. The teacher that

I evaluated started to harass. The dean of my division forced the Associate Dean to change my evaluation. They dumped my evaluation, then went to HR without consulting with me. Then he hired a group and they found it to be irrelevant. My colleagues and I thought the dean violated the ethics of the campus. Where was I to go to complain? KDD: I think the VP of Human Resources. This policy is trying to address this. A. Ahmadpour: This refers to academic freedom. This is about us and not anyone else. S. Potter: I see something about health and safety. Should we have something about responsibility about our colleagues? Our health and safety? El Camino faculty and staff is also looking out for each other? P. Marcoux: Just to touch on what Troy brought up. If the VP of HR determines there is a direct violation of this procedure. J. Shankweiler: Josh said why don't we say president or designee? P. Marcoux: We want to be consistent with the language. KDD: Then the rest stays the same. J. Troesh: The first is an appeals process is important. So it's not up to a single individual. The next, D limitations. The next will be E6. Nor does it supersede more specific in addition to board policy we should include laws and regulations. Obviously this can't supersede law. C. Jeffries: I think we had that listed at the end. J. Troesh: If there is a law that says you should do this, and someone says you shouldn't. Then the law should override this policy. KDD: We are adding federal and state laws under D. Then we are going to add a summary statement under the preamble. We can reword some of it later. J. Troesh: For E6, to avoid conflicts of interest between contractual obligations to the district and private business or personal commitments. That is not possible to avoid all conflicts of interest. If a faculty member gets a call that their kid has been rushed to the hospital, and they cancel class. They have a contractual obligation to teach that class. I don't think any of us would think that is unethical if they cancelled class because they had to go to the hospital. I think we need to adjust that. KDD: Strive to avoid? J. Troesh: I own a business. In my business there are going to be potential conflicts of interest. That doesn't mean I am doing anything unethical. During my office hour, if I have students in my office, if I respond to a business email. I don't like the fact that it is all. KDD: Maybe we need to change the personal commitments that seems too broad. J. Troesh: I think private business feels too broad. A lot of faculty own businesses. I'll give you a perfect example. I talk about businesses that I have owned and that I do own all the time. I teach an entrepreneur class. So a person could argue that I am promoting my business in some way. P. Marcoux: Your textbook? You are making money off your choice. J. Troesh: It is dangerous, or just say strive to avoid. KDD: At the end of the day, is someone going to call you up on ethics charges because you answered an email about your business during office hours? J. Troesh: I hope not, but I don't want the policy to allow that. D. McClelland: If you have something specific that you want changed, email me. Include us in the loop. A. Ahmadpour: Last night I was up until 3:00 in the morning. I looked at international associations and universities who actually have a code of ethics. Most universities have a very precise definition. It applies to universities that do research. Here, we are looking at something that is very specific. I don't think any other places have that. Mira Costa has one page and it is very open ended. D. McClelland: When we had something that was short and open ended people had issues with it. They were concerned that it wasn't spelled out enough. They were concerned what they weren't supposed to do and what they were supposed to do. We were asked to bring something much more detailed and specific. Franklin White: This is Rio Hondo's, correct? We defanged a lot of what theirs had done. Theirs was much harsher and had more specific language. R. McMillin: For G7, can we say something like throughout the college campus? R. Diaz: What if we take that out completely. R. McMillan: Outside the classroom or on the campus. KDD: What if we said throughout the college? S. Donnell: The College. F. White: It was thought it would be something if a website was done on your own time. If you are promoting something off campus, it always comes back to campus. KDD: Why are we discussing classrooms? KDD: We do need to move on. Please give Darcie and I feedback. We are coming back to this.

G. INFORMATION ITEMS –DISCUSSION

First-Gen Awareness Week: Seranda Bray

KDD: This is Rocio, not Seranda: R. Diaz: First Gen awareness week is this week. We had a rally today and you should have received a flyer with a list of events that are going on. We encourage you to visit the website that has a lot of first

gen resources. If you identify as a first generation faculty member, please wear the pin that is available in the division offices. There is snapchat please feel free to use it. They also have hashtags. KDD: Is there something for allies also? R. Diaz: Yes, there is something for students.

A. Ahmadpour returned to the previous agenda item on AP 3050. KDD reminded him that the business of the meeting had moved on to a new agenda item. She informed him he was out of order.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7160 Professional Development, BP/AP 5500 Standards of Student Conduct, AP 5520 Student Discipline Procedures

Institutional Research and Planning: Governance Review Process

AB 705

Guided Pathways

South Bay Public Safety Center

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 2:10 pm

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