Academic Senate of El Camino College 2018-19

November 20, 2018

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday November 20, 2018 in Distance Education Room 166

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:
http://www.elcamino.edu/academics/academicsenate/agenda.asp. Hard copies of agendas are posted in the Communications Building.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@elcamino.edu, (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

Academic Senate of El Camino College 2018-19

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Officers & Executive Committee

President	**Kristie Daniel-DiGregorio**	VP Finance & Special Projects	**Josh Troesh**
VP Academic Technology	**Pete Marcoux**	VP Instructional Effectiveness	**Russell Serr**
VP Compton College	**Amber Gillis**	Curriculum Chair	**Janet Young**
VP Educational Policies	**Darcie McClelland**	Secretary	**Traci Granger**
VP Faculty Development	**Stacey Allen**	Parliamentarian	**Pete Marcoux**

Adjunct (One-year terms)

Josh Casper (BSS) [R]	18/19
Karl Striepe (BSS)	18/19

Behavioral & Social Sciences

Stacey Allen	19/20
John Baranski[R]	19/20
Kristie Daniel-DiGregorio	20/21
Renee Galbavy	20/21
Michael Wynne*	20/21

Business

Kurt Hull	18/19
Philip Lau*[R]	18/19
Josh Troesh	18/19

Compton College

Amber Gillis	18/19
Jesse Mills [R]	18/19

Counseling

Seranda Bray	20/21
Anna Brochet*[R]	18/19
Rocio Diaz	19/20

Library Learning Resources

Analu Josephides	18/19
Mary McMillan	18/19
Claudia Striepe*[R]	18/19

Fine Arts

Ali Ahmadpour	18/19
D. Crossman/Joseph Evans	18/19
Joe Hardesty	20/21
Russell McMillin	18/19
Chris Wells*[R]	18/19

Health Sciences & Athletics/Nursing

Andy Alvillar*[R]	19/20
Traci Granger	19/20
Yuko Kawasaki	18/19
Colleen McFaul	20/21
Russell Serr	20/21

Humanities

Sean Donnell	18/19
Ashley Gallagher	18/19
Pete Marcoux*	18/19
Anna Mavromati	18/19
Christina Nagao[R]	18/19

Industry & Technology

Charlene Brewer-Smith[R]	18/19
Ross Durand*	18/19
Dylan Meek[R]	18/19
Renee Newell	18/19
Jack Selph	18/19

Mathematical Sciences

Dominic Fanelli	19/20
Lars Kjeseth	19/20
Le Gui	20/21
Catherine Schult-Roman*[R]	18/19
Oscar Villareal	19/20

Natural Sciences

Sara Di Fiori*[R]	18/19
Darcie McClelland	19/20
Troy Moore	18/19
Shanna Potter	19/20
Anne Valle	18/19

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Associated Students Organization

Wiley Wilson

President/ Superintendent

Dena Maloney

Division Personnel

Debra Breckheimer

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 18/19 = 2018/2019.
*Denotes longest-serving division senator (i.e., the "senior senator"). [R] Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following "10+1" areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

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."

The Academic Senate is committed to supporting the college's Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult ECC Academic Senate Handbook or Local Senates Handbook.

ECC ACADEMIC SENATE MEETINGS:
1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).
FALL 2018: September 4 & 18, October 2 & 16, November 6 & 20, December 4 & 11 (tentative).
SPRING 2019: February 19, March 5 & 19, April 2 & 16, May 7 & 21, June 4 (tentative).

COMPTON COLLEGE ACADEMIC SENATE COMMITTEE MEETINGS:
President: Amber Gillis. 1st and 3rd Thursdays, plus May 30th, 1-2:30 p.m., Compton College Board Room.

SENATE COMMITTEES:
Academic Technology. Chairs: P. Marcoux & V. Rapp. 9/27 in MBA 110. 10/25 & 11/29 in Stadium Room. Time: 12:30-2.
Assessment of Learning. Chairs: Russell Serr & Kevin Degnan. Fall meetings: 9/10, 10/8, 11/19, 2:30-4, Communications 109.
Academic Program Review. Chairs: Russell Serr & Linda Clowers. Meets fall semester only.
College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.
Distance Education Advisory Committee. Chair: Dustin Black. D.E. Liaison: Renee Galbavy. 4th Thurs, 1-2, DE 166.
Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.
Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:
Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.
Board of Trustees. Chair: John Vargas. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, Alondra.
Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.
College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Library 202.
Council of Deans. Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2nd Thurs., 8:30-10:30, Alondra.
ECC Technology Committee. Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.
Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.
Facilities Steering Committee. Chair: Brian Fahnestock. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.
Guided Pathways. Steering Committee: C. Jimenez, C. Mosqueda, J. Pon-Ishikawa, J. Simon, C. Wells. 1st & 3rd Wed, 2-3 DE 166.
Integrated Plan Implementation. Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O'Campo.
Planning & Budgeting (PBC). Chair: Brian Fahnestock. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.
Process Improvement. Chair: Ross Miyashiro. Senate rep: K. Daniel-DiGregorio.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

El Camino College Academic Senate 2018-2019 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

A. **Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)**
   Measures:
   1. Provide leadership for the college on issues related to Senate purview;
   2. Arrange faculty representation on local and statewide senates and on campus committees;
   3. Provide faculty leadership for the effective utilization of academic technology at the college;
   4. In collaboration with the ECC Federation of Teachers, facilitate implementation of flex credit matrix and policies;
   5. In collaboration with Academic Affairs and ECC Federation of Teachers, facilitate the collegial consultation and implementation process for revised faculty evaluation surveys and forms;
   6. Develop a user-friendly and informative resource for minimum qualifications and the equivalency process;
   7. Maintain communication and effective collaboration with ECC Federation of Teachers.

B. **Strengthen faculty involvement in the activities of the Academic Senate**
   Measures:
   1. Arrange a Senate orientation at the start of the academic year;
   2. Provide regular, ongoing communication with all faculty;
   3. Encourage greater participation of senators in meetings and other activities of Senate, including Senate e-board, subcommittees and task forces;
   4. Continue initiatives to recognize faculty who achieve tenure.

C. **Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.**
   Measures:
   1. Support Compton College's independent accreditation through regular Senate communication, collaboration with faculty leaders, and by updating the ECC Constitution;
   2. Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion, including AB 705 and Guided Pathways;
   3. Support Enrollment Management initiatives through ongoing communication and faculty involvement, including sharing of resources to support student success.

Approved by ECC Academic Senate 9.18.18

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
GP	Guided Pathways
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEP	Student Equity Program
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms.

ACADEMIC SENATE ATTENDANCE

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

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 brining 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 Literary 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 Qualtrex 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, Qualtrex 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 as 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 is 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 met 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 if 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 has 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
TG/ECC Fall 2018

Academic Senate of El Camino College 2018-19

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

President's Report
November 20, 2018

There's a lot happening on our campus and with the Senate this semester. Given the number of important business that comes before the Senate, there isn't always time to share news and updates in our meetings. Please see below for information which may be of interest.

Statewide Senate, Academic Senate for California Community Colleges (ASCCC):

- Fall Plenary: Adopted resolutions can be found here:
  https://asccc.org/sites/default/files/Resolutions%20Packet%20F18%20Adopted%20FINAL.pdf
- Visit https://www.asccc.org/ for resources, excellent professional development programs, and opportunities to get involved.

El Camino College:
Full-Time Faculty Identification Process:

Based on the consultative prioritization process, Dr. Maloney has approved hiring for the following positions for Fall 2019 (listed alphabetically):

1. Accounting
2. Air Conditioning & Refrigeration
3. Anatomy & Physiology
4. Business Management
5. Chemistry
6. Counselor - Career
7. Distance Education – Faculty Coordinator
8. Engineering/Mathematics
9. English
10. Fire Technology/Fire Academy
11. French
12. Kinesiology Instructor/Coach
13. Mathematics
14. Mathematics/Non-Credit Instr/Math Tutoring Supervisor
15. Music
16. Nursing
17. Philosophy
18. Political Science

Collegial Consultation Evaluation

Plans are underway to review our college governance process (described in *Making Decisions at El Camino College*). The last time consultation was evaluated was 2015. The *Making Decisions at El Camino College* document is reviewed annually by consultation committees, including the Academic Senate. The evaluation, which will be overseen by Institutional Research and Planning, will assess familiarity with the *Making Decision at El Camino College* document, understanding of the decision-making process, satisfaction with the aspects of collegial consultation and decision-making at El Camino College, and any areas needing improvement. Participants include members of Academic Senate, Calendar Committee, College Council, Facilities Steering Committee, Planning and Budget Committee, and Technology Committee. Please see pages that follow for proposed survey questions; provide input to Kristie Daniel-DiGregorio (kdaniel@elcamino.edu) by December 3, 2018.

Facilities:

Thank you to Claudia Striepe, Senate representative to the Facilities Steering Committee. Recently she reported that Facilities Director Jorge Gutierrez and his team are very eager to be seen as approachable and responsive, while still asking that folks adhere to protocol when requesting assistance. Work order requests should be submitted through your division, keeping in mind that we need to rely on the expertise of our colleagues in Facilities and not jump to conclusions (e.g., that an issue presents an urgent health hazard). Facilities serves a campus that is large and complex, so patience is encouraged. Facilities is committed to providing a clean, safe campus and working space for all.

Compton College:

- Housing and Food Scarcity: The conference "Real #114 Housing and Food Insecurities" will be offered at Compton College December 7th, 2018, 8 am – 4 pm. Registration is $150/person or $600 for a team of up to 5 people. Registration link: https://www.ccleague.org/node/551/validate.

Thank you to faculty who have agreed to represent their colleagues:

- Enrollment Management Subcommittee on Waitlists:
  - o Sara Di Fiori, Natural Sciences
  - o Dana Crotwell, Humanities
  - o Shanna Potter, Natural Sciences
- Faculty Evaluation Committee: Laurie Houske, BSS
- Academic Senate for California Community Colleges (ASCCC)
  - o Julie Land, Basic Needs Advisory Group,
  - o Chris Wells, Legislative Liaison
  - o Matt Kline, Noncredit Liaison
  - o Janice Pon-Ishikawa and Jenny Simon, Guided Pathways Liaisons

11.14.18

El Camino College
Consultation Survey 2015

The College is conducting a survey of consultation committees to evaluate satisfaction with and understanding of current decision-making processes, as described in BP/AP 2510 and the document, Making Decisions at El Camino College. Please complete the following survey to help improve our processes.

1. Of which consultation committee are you a member?

○ College Council ○ Academic Senate
○ Planning and Budget ○ Technology Committee
○ Facilities Steering ○ Calendar Committee

2. On this committee, I represent ...

○ Faculty ○ Classified
○ Student ○ Other
○ Management ○ None; I serve a supporting role.

3. I communicate with my constituents primarily via

○ Email
○ Scheduled meetings
○ Personal communication
○ In written correspondence (minutes, summary notes, flyers, etc.)
○ Other

4. Have you read the "Making Decisions" document? How much of it?

○ All or most of it
○ A little of it
○ None of it

5. How would you rate your understanding of the decision-making process at ECC?

○ Fully Understand
○ Some understanding
○ Dont understand at all

6. Please rate your satisfaction with the following aspects of the decision-making process at ECC.

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
a. Issues brought to meetings for discussion and recommendation (relevant to this committee's purpose)	○	○	○	○
b. Discussion periods that afford ample opportunity for comments from all constituents	○	○	○	○
c. Time allowed to seek feedback or share information with my constituents	○	○	○	○
d. Committee recommendations received and acknowledged (acted upon if appropriate) by the President and/or Board of Trustees	○	○	○	○
e. Collegial consultation process for THIS COMMITTEE	○	○	○	○
f. OVERALL collegial consultation process at ECC	○	○	○	○

7. How would you change or improve the collegial consultation process at ECC?

Thank you for your input!
Overall results will be shared back with each consultation committee for discussion before the end of the academic year.

FACCCorner

Rocio Diaz, FACCC Governor-At-Large
ECC Senator, Counseling
rodiaz@elcamino.edu

- In this week's issue of The Weekly: Moorpark Community College Student Among Victims at Thousand Oaks Shooting, Pro-Faculty Candidates Successful in midterm elections, and more.
- 2019 Advocacy and Policy Conference, March 3-4, 2019: Discuss policy and advocate faculty priorities in the State Capitol!
- Interested in learning more about FACCC, or becoming a member? Let me know! Anyone who signs up will receive **free** membership for this academic year.

Faculty Development Committee Meeting
Minutes for Tuesday, November 13, 2018
Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm

Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
	Alireza Ahmadpour	(AA)	Fine Arts
	Dustin Black	(DB)	Behavioral & Social Sciences
	Briita Halonen	(BH)	Humanities
	Amy Herrschaft	(AH)	Counseling
X	Sheryl Kunisaki	(SK)	Library & Learning Resources
X	David McPatchell	(DM)	Compton College
	Polly Parks	(PP)	Natural Sciences
X	Margaret Steinberg	(MS)	Natural Sciences
X	Claudia Striepe	(CS)	Library & Learning Resources
X	Lisa Mednick Takami	(LMT)	Professional Development
	Evelyn Uyemura	(EU)	Humanities

*Committee Chair

__Mission Statement__: The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.

Fall 2018 Meetings: September 11 & 25, October 9 & 23, November 13 & 27
Spring 2019 Meetings: February 26, March 12 & 26, April 23, May 14 & 28, June 11

Informed & Inspired (I&I)
SA reported that "Preparing for Generation Z: Teaching and Engaging a New Generation of College Students" by Anna Brochet, Monica Lanier, and Lori Suekawa on October 25th was very well-attended. The informative and engaging session included a PowerPoint presentation and useful handouts.

LMT inquired if the I&I sessions are open to all ECC employees noting this is a topic of particular interest across the campus and that learning about Generation Z helps all of us to better serve our students. CS noted that faculty often have other obligations that prevent them from attending these sessions during the college hour and recommended they be recorded and available on the ECC website; MS has made similar suggestions in the past and suggested that presenters share their PowerPoint presentations and/or handouts for those who are unable to attend. SA suggested we develop a webpage devoted specifically to Faculty Development to house such documents. LMT noted that CCC ConferZoom might be something to consider as a way of making the presentations more accessible to a wider audience. The committee discussed the need for closed captioning software for faculty use. MS noted more faculty would be inclined to produce videos if the software was easily accessible. LMT suggested contacting the SRC for assistance or her department who works with a vendor that can usually provide the service within 24 hours. MS noted the need for voice recognition software as well.

SA announced that Elice Hennessee will present "Learning across the Curriculum: Diverse & Inclusive Cross Curricular Course Content & Student Engagement" on November 29th, 1:00-1:50 in the Library West Basement. Announcements will be sent to the listservs soon.

Outstanding Adjunct Faculty Award (OAFA)
SA announced that nominees for this year's OAFA included: Joshua Casper (Political Science), Janice Jefferis (Childhood Education), Richard Ewing (Art), Michael McDermit (English), Elizabeth Russell (Art), Fariba Sadeghi-Tabrizi (Communication Studies), and Sue Ellen Warren (Nutrition). Elizabeth Russell, who was nominated by AA and five of her colleagues in the Art Department, was selected as this year's OAFA recipient. The selection committee included: Stacey Allen, Suzanne Gates (English), Scott Kushigemachi (Interim Associate Dean, Humanities), Sarah Leinen, (English), and Jenebrith Pastran (ASO Senator, Fine Arts). SA encouraged the FDC to attend the OAFA award ceremony at the December 4th meeting of the Academic Senate.

Getting the Job (GTJ), Part I: The Application Process
SA announced that GTJ, Part I will take place on Friday, November 30th, 12:30-3:00. Debra Breckheimer (Dean of Humanities), Martha Lopez (Human Resources), Cynthia Cervantes (Childhood Education), and Chelsea Henson (English) have agreed to serve on the panel. SA is looking to recruit one additional panelist and asked for suggestions from the FDC; she is currently waiting to hear back from colleagues in the Mathematics Department.

Cornerstone Update
LMT provided an update on the Cornerstone implementation noting that despite numerous challenges, the software is scheduled to be in place for the spring 2019 semester. Cornerstone training is scheduled to begin for faculty at the end of this month and will continue throughout the coming months, including a breakout session on Spring PD Day.

MS inquired about the need to have more opportunities to earn flex credit on Spring PD Day. LMT noted we increased the number of sessions last spring. SA expressed concern about offering too many sessions this year that would compete with Laura Schulkind's session on 504 compliance. The committee discussed the possibility of offering two days of professional development beginning spring 2020. SA suggested moving the tenure reception to the second day of PD and providing an opportunity to showcase faculty scholarship including research, books, art, and sabbatical projects.

Sample Syllabus Statements
The committee reviewed sample ADA syllabus statements and agreed that it would be prudent to consult AP 4055 (Academic Accommodations for Students with Disabilities) before proceeding. Several concerns were raised. MS asked if students are required to notify the SRC of a disability in order to receive accommodations or perhaps they could report to the Dean of Student Support Services. SK inquired if the disability must be documented. LMT noted the strength of the sample statements provides guidance for students who may require accommodations. DM suggested partnering with the SRC to draft a statement. SA noted the sample statement should be encouraging and supportive yet outline the student's responsibilities for making arrangements for accommodations. Contact information for the SRC should also be included. SA will forward AP 4055 to the FDC.

Adjourned: 1:50

SA/11.15.18

EL CAMINO COLLEGE
MINUTES OF THE ACADEMIC TECHNOLOGY COMMITTEE MEETING
SEPTEMBER 27, 2018

> The Academic Technology Committee is a sub-committee of the College Technology Committee and the Academic Senate that focuses on the academic technology needs of the college.

Members Present: Virginia Rapp, Pete Marcoux, Thurman Brown, Lyn Clemons, Tiffanie Lau, Crystle Martin, Mary McMillan, Kristine Numrich, Richard Perkins, Janice Pon-Ishikawa, Claudio Vilchis, Michael Wynne

Members Absent: Ryan Carey, Joyce Dallal, Lisa Mednick, Jessica Padilla, Soshanna Potter

Recorder: Laurie Linka

The Academic Technology Committee meeting was called to order at 12:36 p.m.

Welcome and Introductions
Co-Chair V. Rapp welcomed the new and continuing members, and stated that the Academic Technology Committee consults with the College Technology Committee (CTC). The members introduced themselves.

New Responsibilities of the Academic Technology Committee
Co-Chair P. Marcoux stated that he and V. Rapp had previously met with VPAA J. Shankweiler regarding the role and purpose of the ATC. The main focus is on funding – this committee makes recommendations as to what areas of campus should receive funding. Determining factors include:
- How technology funds are spent
- Focus is on academics
- Looking at software

Funding has decreased due to the separation of ECC and Compton. This committee will give their input in regards to how the money is distributed. Funding is not just allocated for computers. Any area with technology is on the distribution list. For example, Health Sciences and Athletics utilize computerized treadmills. CTE requires funding for programs, equipment and computers. There needs to be a focus on new technology for the future. Case in point: Projector bulbs are quite costly, but new technology eliminates the need for changing out the bulbs, thus saving money.

There was discussion about Open Educational Resources (OER), which are freely accessible, openly licensed text, media, and other digital assets that are useful for teaching, learning, and assessing as well as for research purposes. The college is encouraging faculty to utilize OER. This may be a good subject for a breakout session at the Technology Conference.

Team Site is being replaced by Canvas, and faculty are encouraged to utilize Canvas for their classes. Team Site is easy to use but maintenance is cumbersome. Canvas allows you to do much more than you can with a Team Site. Microsoft 365 is now available to everyone, and training is being offered. Students have migrated to 365. Google for Education, which offers programs and resources for both students and teachers, is a work in process that is not yet fully implemented. Information is forthcoming regarding completion.

Bring Your Own Devices to Offset Lifecycle Costs
It was noted that a good use of funding is to introduce Chromebook carts, an inexpensive way to create computer labs in regular classrooms. The carts are rolled into the classroom, and can charge up to 35 Chromebooks. Bringing your own device may work for some students. In order to support students without devices, some departments have used their funding to purchase technology like computers or Chromebooks. This helps to increase student access and success, which is the goal of the Student Success and Support Program (SSSP). [Sidebar: the SSSP is now the Student Equity Achievement Program (SEAP)]. El Camino College offers a Computer Loan Program for faculty, and a similar program is available for students through the Student Equity Plan.

The future of smart classrooms includes:
- Connectability of own devices
- New technology – built into projector
  - Not completely wireless
  - Projector will be laser
  - Lower cost
  - Better picture
  - No bulb changing

Ideas for an innovation center will be discussed at future meetings.

Student Survey Questions for Technology Survey
The last technology survey was conducted in 2013. The members will develop questions to be included in a new survey. Subjects should include:
- Test protocol
- How faculty are teaching
- Online testing and restrictions
- Test proctoring

The Online Education Initiative (OEI) was discussed. The OEI is a collaborative effort among California Community Colleges to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. We need to be competitive with online colleges – California Virtual Campus (CVC) offers fully online classes. Test proctoring for online classes needs to be addressed. Proctoring software is available, and there is a network of libraries with test-taking facilities. There is a new program called Canvas Exchange, which allows the student to take an online class somewhere other than their home campus, and the home campus will get the credit for the student success. The idea is for the student to finish their education pathway faster. It was noted that teaching completely online is a lot of work (more than classroom teaching), and there is no compensation for the additional work. Initially, it is more work to prepare, but once your class is created on Canvas, faculty can modify for other classes. Some faculty prefer to teach online. In some areas, success is not as great for online classes as it is for on-campus classes. Students need to be dedicated and self-motivated. Hybrid classes seem to have better success.

Spring 2018 Technology Conference and Vendor Fair
It is now time to begin organizing the Technology Conference and Vendor Fair for spring 2019. Referrals and recommendations are being requested for vendors, equipment, presentations, keynote

speaker, workshops. Dates were discussed – it was decided to hold the conference prior to spring break. March 22 or March 29 would be ideal. Room availability will be a determining factor. Former Keynote speaker, Corinne Hoisington, maybe asked to return. The committee members were asked to email ideas to V. Rapp and P. Marcoux.

The committee members were also requested to advise V. Rapp and P. Marcoux of any future agenda items they would like discussed.

The meeting adjourned at 2:00 p.m.

3

EL CAMINO COLLEGE
MINUTES OF THE ACADEMIC TECHNOLOGY COMMITTEE MEETING
OCTOBER 25, 2018

> The Academic Technology Committee is a sub-committee of the College Technology Committee and the Academic Senate that focuses on the academic technology needs of the college.

Members Present: Virginia Rapp, Pete Marcoux, Thurman Brown, Lyn Clemons, Joyce Dallal, Tiffanie Lau, Crystle Martin, Mary McMillan, Claudio Vilchis, Michael Wynne

Members Absent: Ryan Carey, Lisa Mednick, Kristine Numrich, Jessica Padilla, Richard Perkins, Janice Pon-Ishikawa, Soshanna Potter

Recorder: Laurie Linka

The Academic Technology Committee meeting was called to order at 12:37 p.m.

Bring-Your-Own-Devices to Offset Lifecycle Costs
P. Marcoux informed the members that the College Technology Committee was interested in the Bring-Your-Own-Device concept that he presented to them after the last Academic Technology Committee meeting. Although the concept is in the early stages of planning, and the launching of this program is quite some time away, the sub-committee, which P. Marcoux is co-chair of, will be focusing on the benefits and challenges of the program. There will be discussion about maintaining and supporting some computer labs; however, Bring-Your-Own-Device will eventually become a requirement. Some ideas/concerns include:
- Students will be required to update their software
- How to resolve tech issues
- Privacy issues
- Financial support if students are required to bring their own device
- Financial Aid for Chromebooks if sold through the Bookstore

There was an inquiry as to whether any California Community Colleges currently require their students to bring their own devices. P. Marcoux will investigate and advise.

Spring 2019 Technology Conference
The Spring 2019 Technology Conference is scheduled for Friday, March 29, 2019. It will be held in the East Dining Room, the Decathlon Room and the Stadium Room. The smaller rooms will be utilized for breakout sessions, and the dining room will host the keynote speaker, vendors and refreshments. P. Marcoux announced that Corinne Hoisington would be returning as the keynote speaker. There have been no lunch funds designated yet. It was stated that if we include one or two OER (Open Educational Resources) sessions, we might be able to utilize OER funds for that purpose. There were suggestions of breakout sessions with OER elements. Is it possible to obtain some OER vendors? P. Marcoux will be contacting vendors, and also check out products some vendors may display (i.e. Smartboards). There are usually between 60 and 90 attendees, and the vendors have sponsored a continental breakfast in the past. V. Rapp indicated there might be funds available from the Strong Workforce program. As in the past, HP and Dell are being considered as

vendors. A vendor raffle has also been suggested. A theme possibility was 'Collaboration through Technology'. A good idea would be to advertise the conference during Professional Development Day. Some possible subjects to present included:

- Windows 10
  - OneDrive
- Microsoft Office 365
- Canvas accessibility
- Conferencing tools in Canvas
- Updates on Online Education Initiative (OEI)
- Outlook presentation
- Email etiquette
- Security

IT Update
Upgrades are continuing throughout campus. Individuals should contact the Help Desk with issues and/or requests for updates. Beginning in January 2019, the IT staff will be rotated to different departments and divisions. In order to ensure an easy transition for the IT staff and their new assignments, this will take place once all areas on campus are updated.

C. Vilchis recommended that we begin the process of changing our passwords in advance of the November 17 deadline. We were also advised to be clever when updating our password (i.e. insert a number in the middle).

Although the computers in the MBA building are out of warranty, there is no funding at this time to upgrade. This is due to the elimination of Fund 15. The software budget has also been cut. The Academic Technology Committee will make recommendations in regards to where available moneys will be distributed.

Recap
V. Rapp and P. Marcoux will announce the theme for the Technology Conference at the next meeting, along with additional information regarding vendors and breakout sessions. Vendors will be stationed at tables in the East Dining Room.

The next Academic Technology Committee meeting will be November 29, 2018.

The meeting adjourned at 1:44 p.m.

2

El Camino College

Student Learning Outcomes

Fall 2018

Program Review/Planning Training Schedule:

Entering 2018 Program Review into Nuventive

Tuesday, November 27

1:00-2:00

MBA 220

To register for a training log into: http://elcamino.flexreporter.com
Any questions, please contact
Russell Serr (rserr@elcamino.edu) or
Linda Clowers (lclowers@elcamino.edu)

Fall 2018 SLO Training Schedule:

Entering Fall 2018 Assessments: working workshop.

Wednesday, December 5, 2:30-3:30PM

All Fall 2018 reports should be entered into Nuventive (formerly TracDat) by Friday, March 1!

All trainings will be in the Library West Basement (ECC Campus).
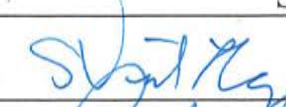
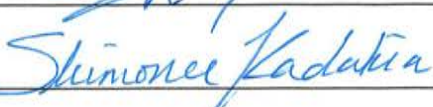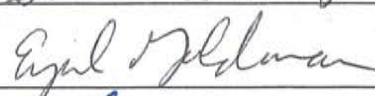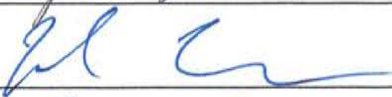**To register for a training log into:** http://elcamino.flexreporter.com
Any questions, please contact
Russell Serr (rserr@elcamino.edu) or
Kevin Degnan (kdegnan@elcamino.edu)

October 16, 2018

Physics and Astronomy Faculty

"I am in favor of changing the minimum qualifications for astronomy to the minimum qualifications for physics faculty as permitted in the 2017 Handbook, California Community College Chancellor's Office Minimum Qualifications for Faculty and Administrators."

Current Minimum Qualifications for Astronomy	Chancellor's Minimum Qualifications for Physics/Astronomy
Master's in astronomy or astrophysics OR Bachelor's in either of the above AND Master's in physics, math, geophysics, engineering OR the equivalent.	Master's in physics, astronomy or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology or geophysics OR the equivalent.

Print Name		Signature	
S. Vincent Lloyd	Subject(s) you teach: physics/astronomy		Subject(s) you teach: physics/astronomy
Perry Hacking	Subject(s) you teach: physics/astronomy		Subject(s) you teach: physics/astronomy
Shimonee Kadakia	Subject(s) you teach: physics/astronomy	Shimonee Kadakia	Subject(s) you teach: physics/astronomy
Susan Stolovy	Subject(s) you teach: physics/astronomy	Susan Stolovy	Subject(s) you teach: physics/astronomy
Eyal Goldmann	Subject(s) you teach: physics/astronomy	Eyal Goldman	Subject(s) you teach: physics/astronomy
John Coroneus	Subject(s) you teach: physics/astronomy		Subject(s) you teach: physics/astronomy
Zeke Murdock	Subject(s) you teach: physics/astronomy		Subject(s) you teach: physics/astronomy

AB 1725 HIRING COMMITTEE—MINIMUM QUALIFICATIONS SUBCOMMITTEE
LOCAL QUALIFICATIONS FOR FACULTY HIRES   Effective: July 1, 1990

Astronomy: Master's in physics, astronomy or astrophysics OR Bachelor's in ~~either of the above~~ physics or astronomy AND Master's in ~~physics,~~ mathematics, geophysics, engineering or meteorology OR the equivalent.

NEW POLICY

Board Policy 4226 4266   **Multiple and Overlapping Enrollments**

The Superintendent/President shall establish procedures to ensure that students

    1) do not enroll in multiple sections of the same course at any given time during the term or
    2) do not enroll in courses where the meeting times overlap.

Multiple Enrollments

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

Overlapping Enrollments

The El Camino Community College District does not permit enrollment A student may not enroll in two or more classes or sections when the meeting times overlap.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

Reference: Title 5 Section 55007

Council of Deans: 11/9/17, 2/8/18
Educational Policies: 2/27/2018, 10/23/18
Academic Senate: 3/6/18, 11/6/18
College Council:
Board Approval:

NEW PROCEDURE

Administrative Procedure 4226 4266   **Multiple and Overlapping Enrollments**

Multiple Enrollments
A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

Overlapping Enrollments
A student may not enroll in two or more classes or sections when the meeting times overlap. An overlap occurs when any part of the meeting time or two or more sections ~~occurs~~ occur on the same day at the same time.

Students may request an exception to this procedure only if the following conditions are met:

> • The student provides a valid justification, other than scheduling convenience, of the need for an overlapping schedule.
>
> and
>
> • The registrar approves the schedule.
>
> and
>
> • The student makes up the overlapping hours at some other time during the same week under the supervision of the instructor of the course.

Consequences of Violations
Students violating this policy will be notified and directed to drop all but one section of the course if enrolled in multiple sections or all but one of the overlapping courses. If the student fails to comply, Admissions and Records will drop the student at its discretion. ~~Students violating this policy will be dropped from one section of the course.~~

Reference: Title 5 ~~Sections~~ Section 55007

Council of Deans: 11/9/17, 2/8/18
Educational Policies: 2/27/2018, 10/23/18
Academic Senate: 3/6/18, 11/6/18
College Council:
Board Approval:

AP 4226 Multiple and Overlapping Enrollments

Reference:
   Title 5 Sections 55007

Note: *Insert local practice, which **must include** procedures that ensure the following :*

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

A student may not enroll in two or more courses where the meeting times for the courses overlap, unless:

- The student provides a valid justification, other than scheduling convenience, of the need for an overlapping schedule.
- An appropriate district official **[*designate*]** approves the schedule.
- The student makes up the overlapping hours at some other time during the same week under the supervision of the instructor of the course.

New 8/07

NEW ADMINISTRATIVE PROCEDURE

Administrative Procedure 3050   **Institutional Code of Ethics**

A. Preamble

El Camino College is comprised of professionals who are dedicated to promoting a climate that enhances the worth, dignity, potential, and uniqueness of each individual within the college community. Although employees work in various settings and positions they are committed to protecting human rights and pursuing academic excellence. While demanding for themselves freedom of inquiry and communication, they accept the responsibility these freedoms require: competency; objectivity in the application of skills; concern for the best interest of students, colleagues, and the college community; and avoidance of conflicts of interest and the appearance of impropriety.

B. Definition of Ethics

Ethical behavior is often defined as "right" or "good" behavior as measured against commonly accepted rules of conduct for a society or profession. The ethical person is often described as one who is fair, honest, straightforward, trustworthy, objective, moral, and unprejudiced. The consistent exercise of integrity is the cornerstone of ethical behavior.

C. Rationale

The specifications of ethical standards enable the district to clarify the nature of common ethical responsibilities not only for present and future employees, but also for students. As a means of supporting these commitments and responsibilities, members of the El Camino College Board of Trustees, administration, faculty, and classified staff subscribe to the following standards of ethical and professional behavior. For purposes of this policy "employees" refers to individuals approved, hired and/or paid by the district, including members of the Board of Trustees, full and part-time employees, student employees, and volunteers.

D. Limitations

The following policy is not an attempt to provide comprehensive guidelines regarding ethical issues in education. Nor does it supersede more specific federal or state laws, board policies, administrative procedures, or collective bargaining or other contracts affecting ethical considerations. It is intended to provide general guidelines and expectations for the conduct of individuals at El Camino College as they work toward maintaining ethical standards. Employees are also guided by ethical standards established by professional organizations in their fields., for example:

The American Association of University Professors, American College Personnel Association, Association of California Community College Administrators, and so on.

> **Commented [DD1]:** Nor does it supersede more specific law board policies or collective bargaining or other contracts affecting ethical considerations.
>
> Insert here.

1

E. General Responsibilities to the College Community

Recognizing their responsibility to El Camino College, employees will:

1. Model ethically responsible behavior for students and colleagues and expect ethical behavior from others at all times. When the employee and the college encounter disagreements or conflicts concerning ethical behavior, personal values, performance or conduct, both the employee and the college have the responsibility directly and constructively to seek resolution of the conflicts.

2. Have responsibilities to the institution and to individuals they serve. Therefore, employees support the values and the mission of the College.

3. Address issues and work with people without prejudice and therefore refrain from discriminating do not discriminate unjustly against or in favor of any student or employee or visitor.

4. Avoid inappropriate personal relationships with parties under their your supervision or authority.

5. Accurately represent college goals, services, programs, and policies.

6. Strive to Aavoid conflicts of interest between their contractual obligations to the district and private business or personal commitments.

7. Avoid forcing personal values, beliefs, and behaviors on others.

8. Recognize that the shift to an information society gives them access to increasing amounts of data, much of it automated; exercise the privilege of using such data with care and integrity, and actively guard the privacy of individuals.

9. Use sound and defensible methodology when engaged in research. and are knowledgeable and skilled in research technique. Conduct and report investigations in a manner that minimizes the possibility that results will be misleading, inaccurate, and/or deceptively incomplete.

10. Accurately represent their experience and credentials, competencies, and limitations to all concerned.

F. Responsibilities to Colleagues

In the interest of maintaining effective working relationships with their colleagues and promoting an environment of collegiality, employees will:

> **Commented [DD2]:** Add something about health and safety

1. Facilitate a climate of trust and mutual support through relationships focused on respect for reason, freedom of expression, and the right to dissent.

2. Avoid intentionally disclosing confidential information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

3. Avoid knowingly making false or malicious statements about colleagues.

4. Make a reasonable effort to protect the students from conditions harmful to learning or to health and safety.

5. 4. In supervisory, management and administrative roles, treat those they supervise with respect and integrity and value the well-being of employees as they make decisions about the needs of the institution. Employees will use the power inherent in their positions wisely and with serious regard for individual worth and personal and professional growth.

5. Foster openness by encouraging and maintaining two-way communication, characterized by honesty and integrity.

G. Responsibility to the Students

In fulfillment of their obligation to the students, employees will:

1. Promote freedom of inquiry and expression in the pursuit of learning.

2. Avoid intentionally suppressing or distorting subject matter relevant to the students' progress.

3. Foster a culture where the students haves access to accurate and diverse points of view.

4. Make a reasonable effort to protect the students from conditions harmful to learning or to health and safety.

5. Avoid intentionally disparaging the students.

6. Avoid disclosing information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law and in compliance with the Family Educational Rights and Privacy Act (FERPA).

7. Strive to be sensitive to issues of diversity at the college. both inside and outside of the classroom.

H. Consequences of Violations

3

If the Superintendent/President or designee determines that conduct is in ~~Conduct that is determined to be in~~ direct violation of this procedure the individual found to be in violation may be subject to disciplinary action in accordance with applicable regulations, board policies, administrative procedures, working conditions manuals, and collective bargaining agreements.

> **Commented [DD3]:** Add language about VP HR handling violations and how will be done.

References:
ACCJC Accreditation Standard III.A.~~1.d.~~13
American Association of University Professors
American College Personnel Association
Association of California Community College Administrators
Family Educational Rights and Privacy Act (FERPA)
National Education Association
Board Policy 2715, Code of Ethics

Intersegmental Committee: 8/29/18
Ed Policies Committee: 10/9/18, 10/23/18
Academic Senate: 11/6/18
Council of Deans:
College Council:
Board Approval:

4

AP 3050 Institutional Code of Ethics

Reference:
  ACCJC Accreditation Standard III.A.13 (*formerly III.A.1.d*)

> ***NOTE:*** *The Accreditation Standard requires districts to uphold a written code of professional ethics for all of its personnel, including consequences for violation. Local practice may be inserted here.*

New 2/03, Revised 11/14

AUXILIARY SERVICES BOARD
MEMORANDUM

TO: Recipients of Auxiliary Services Funds (Fund 79)

FROM: Dr. Gregory J. Toya, Auxiliary Services Board Chair

DATE: October 29, 2018

SUBJECT: Consultation on the proposition to Transfer student activities fee from Auxiliary Services Board to the Associated Student Organization

This memo's purpose is to start the discussion of having the optional student activities fee revenue go directly to the Associated Student Organization (ASO). This matter was first identified in Spring 2018 by the ASO when it researched a potential fee increase and practices at other community colleges.

The California Education Code, Title 3, Division 7, Part 47, Chapter 1, Article 4, section 76063, states,
> "The funds shall be expended subject to procedures that may be established by the student body organization subject to the approval of each of the following three persons; which will be obtained each time before any of the funds may be expanded; an employee or official of the community college district designated by the governing board, the certificated employee who is the designated adviser of the particular student body organization, and a representative of the particular student body organization."

After careful review of the California Education Code and the Student Fee Handbook, there is interest in determining if El Camino College's present structure meets the spirit of California Education Code 76063 or if an alternative structure should be considered. In the next few months, I will be presenting information to the consultation groups at El Camino College (Academic Senate, College Council, Associated Student Organization, etc.) and other stakeholder groups such as the Forensics Team, Music Department, Athletics and more. As the current process is outlined in Board Policy and Administrative Procedure 5032,Student Activities Fees, collegial consultation is both necessary and desired in considering any change to this Board Policy and Administrative Procedure.

The presentations for stakeholders receiving funds will be Monday, November 19, 2018, at 1:00 p.m. in the East Dining Room and Tuesday, November 27, 2018 at 1:00 p.m. at East Dining Room. Please plan on attending and/or sending a proxy to attend the presentation. You may also attend the other presentations listed on the Consultation Calendar.

During the Spring Semester I would like the Auxiliary Services Board to discuss the potential impact to a change to Board Policy and Administrative Procedure 5032. I will develop the ASB agendas to provide time for these important discussions.

If you have any questions, please feel free to contact me at (310) 660-3593 ext. 3500 or gtoya@elcamino.edu.

El Camino College
Student Activities Fee Revenue - Consultation Calendar

Fall 2018

Committee	Date(s)	Presenter	Note
Auxiliary Services Board (ASB)	October 29	Greg Toya Joey Mardesich	Introduction/background; planning implications; discussion; Support
Inter-Club Council (ICC) Cabinet	October 31	Mari Baquir, Wiley Wilson	Background; discussion; Support
Associated Students Organization (ASO) Committees	October 31-November 2	Mari Baquir, Chris Dela Cruz, ASO Committee Chairs (various)	Committees: Sustainability, Policy/Advocacy, Activities, Publicity, Initiatives, Cabinet Background; discussion; Support
ICC General Meeting	November 5	Mari Baquir, Chris Dela Cruz, Chinua Taylor-Pearce	Background; discussion; Support
ASO Senate	November 8	Mari Baquir, Chris Dela Cruz, Chinua Taylor-Pearce	Background; discussion; Support
Planning & Budget Committee (PBC)	November 15	Greg Toya, Chinua Taylor-Pearce	Background; discussion; Support
ASB Funded Programs	November 19	Greg Toya, Joey Mardesich	Background; planning implications; discussion; Support
Academic Senate	*November 20 or December 4 - Tentative*	Idania Reyes, Wiley Wilson	Background; discussion; Support
ASB Funded Programs	November 27	Greg Toya, Chinua Taylor-Pearce, Joey Mardesich	Background; planning implications; discussion; Support
College Council	December 3	Greg Toya, Idania Reyes, Joey Mardesich	Background; discussion; Support
Executive Cabinet	December 3 or 10	Ross Miyashiro, Marilyn Valdez	Background; discussion; Support
Board of Trustees	December 17	Ross Miyashiro, Marilyn Valdez	Background; discussion; Support

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The Superintendent/President shall establish procedures for disciplining students in accordance with the requirements for due process of the federal and state laws and regulations.

El Camino College is dedicated to maintaining an optimal learning environment and ~~by~~ supporting the physical safety and emotional well-being of all members of the college community, including but not limited to students, employees, volunteers and visitors. The College ~~insists upon~~ requires academic honesty and adherence to standards of student conduct. ~~To uphold the academic integrity,~~Students and other ~~all~~ members of the ~~academic~~college community shall assume responsibility for providing an educational environment of the highest standard characterized by academic honesty. It is the responsibility of all members of the ~~academic~~ college community to encourage learning, promote honesty, and act with fairness and consistency.

Student conduct at El Camino College must conform to federal and state laws and District policies and procedures. El Camino College will develop and maintain Standards of Student Conduct. Standards of student conduct will apply to all students on District-owned facilities or controlled property or at District-sponsored or supervised functions or electronic media. Students are expected to adhere to the standards of student conduct. The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions including, but not limited to, the removal, suspension, or expulsion of a student. The procedures shall be made widely available to students through the College catalog and other means including electronic communications.

~~The Board shall consider any recommendation from the Superintendent/President for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.~~

~~El Camino College is dedicated to maintaining an optimal learning environment and insists upon academic honesty and adherence to standards of student conduct.~~
~~To uphold the academic integrity, all members of the academic community shall assume responsibility for providing an educational environment of the highest standard characterized by academic honesty. It is the responsibility of all members of the academic community to encourage learning, promote honesty, and act with fairness.~~
~~Student conduct at El Camino College must conform to federal and state laws and District policies and procedures. El Camino College personnel are dedicated to maintaining a positive learning environment. Optimal standards of student conduct are essential to the maintenance of a quality college environment.~~

~~El Camino College will develop and maintain Standards of Student Conduct. The procedures shall be made widely available to students through the College catalog, and other means including electronic communications.~~

The Board shall consider any recommendation from the Superintendent/President for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

See Administrative Procedure 5500 Standards of Student Conduct and Administrative Procedure 5520 Student Discipline Procedures.

References:
Education Code Sections 66300 and 66301; Accreditation Standards I.C.8 and 10

El Camino College
Adopted: 9/7/78
Amended: 8/21/89, 6/22/92, 5/16/94, 12/21/09, 6/15/15

Revisions: 12/12/17, 1/16/18 (Student Discipline Task Force), COD 3/21/18

BP 5500 Standards of Student Conduct

References:
 Education Code Sections 66300 and 66301;
 ACCJC Accreditation Standards I.C.8 and 10 (*formerly II.A.7.b*)

NOTE: *This policy is **legally required**.*

The **[CEO]** shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student.

The Board of Trustees shall consider any recommendation from the **[CEO]** for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the college catalog and other means.

NOTE: *Although the establishment of actual standards of student conduct can be delegated to the CEO, it is **legally advised** that the Board itself do so by policy.   The following language is provided as an example.*

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student:

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the college president.
- Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.

- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to District property or to private property on campus.
- Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
- Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.
- Sexual assault or sexual exploitation regardless of the victim's affiliation with the District.
- Committing sexual harassment as defined by law or by District policies and procedures.
- Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law.
- Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.
- Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
- Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.
- Dishonesty, forgery, alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the District.
- Unauthorized entry upon or use of college facilities.
- Lewd, indecent, or obscene conduct on District-owned or controlled property or at District-sponsored or supervised functions.
- Engaging in expression which is obscene; libelous, or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.
- Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
- Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.

Revised 9/01, 8/03, 2/07, 3/12, 11/14, 4/16