Adjunct (1 Year)
☒ Josh Casper
☒ Karl Striepe

Behavioral & Social Sciences
☒ Stacey Allen
☒ Kristie Daniel-DiGregorio
☒ Renee Galbavy
☒ Christina Gold
☒ Michael Wynne

Business
☒ Kurt Hull
☒ Phillip Lau
☒ Josh Troesh

Counseling
☐ Seranda Bray
☐ Anna Brochet
☒ Rocio Diaz

Fine Arts
☒ Ali Ahmadpour
☒ Daniel Berney
☒ Diana Crossman
☐ Russell McMillin
☒ Chris Wells

Health Sciences & Athletics
☒ Andrew Alvillar
☒ Traci Granger
☒ Yuko Kawasaki
☒ Colleen McFaul
☒ Russell Serr

Humanities
☒ Rose Ann Cerofeci
☒ Sean Donnell
☒ Pete Marcoux
☐ Kate McLaughlin
☒ Christina Nagao

Industry & Technology
☒ Bob Diaz
☐ Dylan Meek
☒ Renee Newell
☒ Jack Selph
☒ Charlene Brewer-Smith

Library Learning Resources
☒ Analu Josephides
☒ Mary McMillan
☒ Claudia Striepe
☒ Gary Medina

Mathematical Sciences
☒ Dominic Fanelli
☒ Lars Kjeseth
☒ Matthew Mata
☐ Catherine Schult-Roman
☒ Oscar Villareal

Natural Sciences
☐ Sara Di Fiori
☒ Troy Moore
☒ Shanna Potter
☒ Ryan Turner
☒ Ann Valle

President/Superintendent
☐ Dena Maloney

Academic Affairs & SCA
☐ Linda Clowers
☐ Ross Miyashiro
☒ Jean Shankweiler

Assoc. Students Org.
☒ Bryant Odega

Compton College
☐ Paul Flor
☐ Chris Halligan

ECC Federation
☒ Carolee Vakil-Jessop

Curriculum Chair
☒ Janet Young

Dean's Reps.; Guests/Other Officers:
☒ Carolyn Pineda
☐
☐

Excused: S. Bray, A. Brochet, R. McMillin,
K. McLaughlin, S. Di Fiori, C. Schult-Roman

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 2017 semester to order on November 7, 2017 at 12:31 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-15 of the packet for minutes from the October 17, 2017 meeting.   B. Diaz moved, C. Striepe seconded; a few minor adjustments and there was unanimous approval of minutes.

There was a call to suspend our normal order of business. Motion by L. Kjeseth, seconded by C. Wells. We will start with Special Committee Reports. Linda Clowers will be our Division Personnel for today's meeting.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs (pgs. 16-17)

I haven't been here for a month. I went to the CIO Conference, which is always interesting. The Chancellors Office comes to visit us.   The big topic of discussion is AB 705, and the chancellor indicated that colleges will need to work to meet the ambitious timelines. People are calling and asking "What do we do?" There is no answer and we are still learning. There is a sign-up to attend the Southern Regional Curriculum meeting (ASCCC) to learn more about implementing AB 705. We have a number of people going to that, Janet Young is one.   Hopefully, we will learn how we might proceed on this. The Chancellor spoke at the conference and when asked if we could have more time, he said, "Our students don't have more time." Last week I went to the EDUCAUSE Conference with Art Leible and appreciated having Art's help identifying relevant tools for the many options available at this "huge playground for techies." We participated in something called "Digital Fellows" where I learned about some of the technology that we can use in the classroom. Thank goodness Art was there to tell me "We need this, and we need that." Things we can add to DE and Canvas with syllabi and interesting things. Some things I know we need to be looking at include some kind of program that will help us with curriculum and scheduling.

You know the Faculty Prioritization Process is in play. The results were handed out last week. It has gone to your dean, but it isn't finalized yet, so I'm not sending it out yet. I am working with the President and HR and my office to calculate the Faculty Obligation Number (FON). We are still waiting on some calculations, that is why is hasn't been finalized yet. It will be somewhere between 14-16 positions. Remember, the list you will see is a recommendation to the President, not the final list. Kristie has the list and will show you later.

We are still 3 years away from our accreditation visit in fall 2020. The statewide Academic Senate has an accreditation institute the end of February, so I am working very hard to get my co-chairs for the accreditation process and all the standard chairs in place. I need one more standard chair, then I will publically thank all the people, and start getting everyone signed up for the accreditation institute. If you know someone who will be good for standard #4, (governance), let me know.

Ross was attending another meeting off campus and was unable to attend.

E. UNFINISHED BUSINESS

Recommendation to Enroll in Google for Education: 2nd Reading – Pete Marcoux (pgs. 18-19)

KDD: This is the same information that was in our last packet. This is our second reading, so we need a motion to discuss. C. Wells motioned, L. Kjeseth seconded, so now we can talk about this. P. Marcoux: This requests that ITS enable Google for Education at our campus. We have been purchasing Chrome Book carts that we can check out for the day. If we become a Google for Education Campus, it allows us to easily track the Chrome Books and allow us to track features and products that non-participants can't access. Namely, in the SRC area, there are a lot of add-on tools that are only accessible if we are in Google for Education. ITS is on board and they are willing to do it, we just need to go through the process. In Google for Education you will also be able to get larger storage space. One Drive is a Microsoft product, and you already have access to that. You get one terabyte of storage. Eventually, when you log in to a computer on campus, using your credentials, your One Drive folder should pop up on the desktop. It will be like Drop Box, you will have access to all your files. They are transferring the student email accounts to One Drive this semester as a test. They will get to faculty and staff in winter and spring. One Drive has apps on Apple and android products. The students probably won't notice a big difference. Faculty will notice that they don't have to delete email files anymore.

I am primarily just Google now, it is easy. It was a long haul, because ITS is locked down with Microsoft. We will still be a Microsoft campus. It is better for our students, because we are giving them tools to learn in both environments. Putting that on your resume will look good for a student. Google is easy to use and is commonly used in the K-12 setting. If you are interested, normally we have 35-40 computers in a computer lab. They cost about $1,000/computer. We bought that cart (a picture was shown), with the Chrome Books, for $12,000 and that included a printer, so it will be mobile with all wireless printing. It also included a 3-year service contract. All those in favor? The motion passed unanimously, so we can "flip-the-switch" on campus for Google for Education.

Online Education Initiative Course Exchange Pilot: 2nd Reading – Chris Gold (pgs. 20-31)

KDD: This is a very important topic, thank you for the discussion last meeting. We want to make sure everyone understands the opportunity or down sides for joining the exchange. Chris has provided a lot of information in the packet and we also have slides, but if you want additional information, please visit:

http://opencampus.com/downloads/faculty/OEI_faqs.pdf. C. Gold: We talked about the OEI Consortium at the last 2 meetings. Last time there were quite a few questions about curriculum, so I am going to back up and make sure everyone understands what the exchange is. This is the recommendation that we are looking at to apply to join. We would still have to fill out everything and be chosen. We may decide that we don't want to do this, but we could start the process. The OEI involved about $60 million in grants from the state to the Chancellors Office. The whole point with the Online Education Initiative is about helping students complete their educational goals. We are looking at access, success, completion and quality. All these courses are vetted and are high-quality courses that have met the rubric.

There are different ways to participate in the OEI. There are about 5 colleges that are using OEI resources. Most colleges have adopted Canvas and are using OEI resources. OEI funds a variety of resources. Some of them we use, some we don't. Net Tutor is something we were already using. Proctorio is something we should be using, it is proctoring

software. We use Cranium Café (Counseling), and SmarterMeasures. What we are looking at is moving into the 2nd circle, which would mean using those resources, using Canvas and having access to the course exchange. The decision-making hierarchy for the OEI is granted to the Chancellors Office. It's managed by Foothill, De Anza and Butte Glen Colleges. Decisions come out of the steering committee and consortium colleges. That is what we are looking at joining, the consortium. There are 24 colleges in the consortium. If we were in the consortium, we would agree to offer courses on the exchange. We would send people to the consortium meetings so they could help with decision-making. Our students would have access to the exchange, we would have tech support and faculty would get support. We would have professional development support. Some of the things we are paying for would be free once we were in the consortium.

It is hard to conceptually see this because students swirl. They don't just stay at ECC, they go to SMC or Harbor also. The exchange isn't a place. It is more a cluster of services that help students find classes on other campuses. The exchange helps them with financial aid, admissions, and enrolling in courses. It would help our students find places where they could take these classes. They could go to Lake Tahoe and their students would come to us. Then they become ECC students. We are the teaching college, and our policies and procedure would apply to them. It is more of a service that helps connect students. The advantages are flexibility, and it would help enrollment management. It might help if students were leaving to take some classes elsewhere. That might tell us that we need to up our game here at ECC. It can help us understand what students want and where they are going. In terms of faculty, it gives us access to all the resources. They are looking into some new accessibility software called Ally. It embeds into Canvas and it can rate the accessibility of the course. It not only points out needed changes, it also makes suggestions on how to fix those areas.

The questions from the last meeting had a lot to do with what kinds of classes would be offered online, and how much control we would have over our curriculum. The courses offered right now are very narrow, they are still working things out and making decisions. The courses on the exchange need a CID designation. They need a certain identifier across campuses. You need to have prerequisites that aligns with the course. Right now, all the courses offered on the exchange are all part of an Associate Degree for Transfer. Only transfer-level Math and English and ESL. They have to be fully online but there can be proctored exams. Yes, our local enrollment caps do apply. Our local board policies and procedures still apply to our courses and us. We can not limit what courses our student take on the exchange. Students have to be enrolled in an ECC class before they can be in the exchange. They can only take 2 exchange classes per semester. If we have students from somewhere else taking a class here at ECC, we get credit for that student, as well as their home college. We would be applying to join the consortium. There are no guarantees that we would get selected. We wanted to get Senate approval. We do have the approval from DEAC. Students have to have completed an Ed Plan before they can get into the exchange. P. Marcoux: I think we should do this. We have a chance to back out later if we want. There are still a lot of unanswered questions, but this is a good opportunity for us to be early adopters. KDD: Are there any other questions? C. Gold: The application packets haven't even gone out yet. It is supposedly a 16-20 week implementation process. My best guess is the earliest we would be able to offer classes in the exchange would be spring 2019. KDD: The recommendation to join the exchange passed unanimously. Thank you Chris for all the research and legwork.

F. NEW BUSINESS

Call for Elections – Pete Marcoux

P. Marcoux: You are lucky you are in the room. We need to have an election for president-elect. We have a vote this semester to elect a new president starting fall of 2018. What will happen in the spring, is this president will shadow the outgoing president. It is like job training for a semester. I have been put in charge of the election, "voluntold" more like it. I am opening the floor for nominations. Would anyone like to nominate a President-elect? C. Gold: I would like to nominate Kristie Daniel-DiGregorio. She has been wonderful for the Senate, she has done a remarkable job. She works smoothly with the administration. We would be so lucky to have her back. P. Marcoux: Do you accept the nomination? KDD: I should have my head examined. But because we have such a great team, I will say yes. It has really been a privilege to serve the college and all of you. Lars inquired how she would shadow herself (there was much laughter at this point). Someone volunteered to make a cut-out board for her. P. Marcoux: Are there any other nominations? This is important, don't miss a meeting or you will be nominated. We will be accepting nominations at the next meeting. If you want to nominate someone please send me an email.

P. Marcoux: The second election is for secretary. C. Striepe: I nominate Traci Granger (T. Granger: I'm sure this was a rigged election). Yes, T. Granger accepted. P. Marcoux: We do always need new blood on the e-board. If you are even a smidgen interested in serving, please let one of us know.

KDD: There is the opportunity to participate in the Faculty Leadership Institute in June. You can learn about the senate state-wide. We are always looking to cultivate new Senate leadership.

G. INFORMATION ITEMS –DISCUSSION

Survey of Entering Student Engagement (SENSE) – Marci Myers, Institutional Research (pgs. 32-33)

KDD: Marci has been waiting patiently. She was on the agenda the last meeting and we ran out of time. She updated her slides -- thank you Marci. M. Myers: Hi, I am here to present the results from the SENSE survey, which is the Survey for Entering Student Engagement. We did this in fall 2016, a year ago. We got the results back in spring, so this is our earliest chance to present them. This is a study out of the University of Texas, which was a national survey where we can benchmark ourselves against other colleges across the nation. This is done in the 4th or 5th week of the semester, and we surveyed Math and English classes. The ones which likely had first-time students. This is a summary of students that were surveyed. The last time we did this was 2014. 51% of students surveyed indicated that neither parent had any college experience. 33% indicated that English was not their first language. 94% of first time students indicated that they wanted to transfer. There are themes of questions in these surveys so you can set benchmarks. They average the scores and you can track your progress against a national cohort. We had improvement in all the measures. In most themes, we were below the national survey. In two of the themes, we are above the national standards. We want to do this again in 2018, so we can track our progress.

I am going to talk about 3 themes today. 82% agree/strongly agree that instructors at ECC wanted them to succeed. 83% say are prepared to succeed in college academically. 80% of those students were in a basic skills course. This is a 2-year comparison. Students never turn in assignments late. This is from the 4th week of class, so maybe they haven't had to turn in any assignments as of yet. Engaged learning: Students ask questions or participate in class 2-3 times by the 4th or 5th week. Work with other students on projects in class by the 4th or 5th week. Most had never used an electronic device to communicate with their instructor. Most students did get prompt feedback from their instructor. By the 4th or 5th week, students said at least one instructor knew their name. Two-thirds said that instructors clearly explained academic and student support services available.   The full report is on the website, and it has a lot more content in it. We also have the ability to disaggregate the data, so please let us know if you need any other information. There were

other suggestions from the Senate concerning possible questions for the next SENSE survey. We track the trends of the survey to see where we are going. If you would like to see the complete results, log onto ECC's website and go to Institutional Research. KDD: Thank you Marci!

Center for Urban Education Institute: Strategies for Equity-Minded Hiring Practices – Jaynie Ishikawa, Linda Clowers, Scott Kushigemachi, Jane Miyashiro

J. Miyashiro: We wanted to bring back the EEO Plan to all of you, and it has gone through the consultation process. We are now implementing a lot of portions of it. We wanted to talk about some of the subcommittees that have been developed from the EEO Plan, what is coming and where you can participate and provide your feedback. J. Ishikawa: For those who don't know me, I am the Director of Staff and Student Diversity. I was here over a year ago to talk about the EEO Plans. I am going to provide a brief recap. We are required by California state law to do a couple of things. Community Colleges are required to have a workforce that is continually responsive to the needs of a diverse student population. We are required to make sure that every person receives an equal opportunity to apply for employment and for promotion. We are required as a California Community College to have an EEO plan. It provides instruction to the school to address and foster diversity in our workforce. We have an EEO plan, it came out last year. Part of the plan was to create a committee that consists of a cross-section of employees. This whole plan is representing diversity in the workforce. Basically, our committee is divided into six subcommittees. Each subcommittee represents a large and substantial portion of our EEO Plan. I am going to walk through them fairly quickly.

The first is Climate Survey. At the end of spring semester, we sent out an employee survey. We need to be surveying our employees on an ongoing basis on different aspects and workplace issues as it relates to diversity. That is from recruitment and outreach, from the hiring process itself, to when you are hired and how it is to be an employee here. That is the first subcommittee which provides basic information that lets us know how employees feel. As a committee, what do we do with that information? What are the next questions we want to ask?

The 2nd subcommittee is on recruitment practices here at ECC. The ones targeted are our minoritized populations. To see what do we do and what can we do to reach out and increase the pool of qualified applicants that apply for our jobs. Whether we go to conferences or job fairs, what publications do we reach out to and looking at targeted practices and are we using them?

The 3rd is Committee Trainings. Currently, all screening committees for full-time positions require the participation of an EER. To make sure the process is fair and unbiased. EER's are required to have training once every 12 months to make sure they are abreast of all requirements. The requirements are that every person on a hiring committee needs training. That training is what we cover in this subcommittee to make sure it is adequate and makes sense. We hope to start this in spring 2018.

The 4th subcommittee is addressing campus-wide training. This will develop trainings with all employees. In September, my office hosted two, 3 ½ hour workshops that were open to all employees. It was sponsored through EEO funds. The justification for the training came from the EEO survey. 70% of people surveyed said it was important as a district to have the training. We had the opportunity to send 10 participants to the "CUE Institute" at USC's Center for Urban Education. The conference addressed equity in community colleges. Two of the people who attended the institute will address the last 2 committees.

The last subcommittees deal with underrepresentation. You are probably aware that our student population is very diverse. We have a lot of Hispanic students. Are our faculty hiring practices relative to the faculty who are eventually hired? We are not necessarily looking for parity between our faculty demographic distribution to our students. Are the

faculty we eventually hire looking at our campus and realizing that our student population in the classroom is going to be diverse? We are looking at the selection percentage of hires. Is it an 80% rule or less? The other big area we are looking at is job announcements. This is where you can actively get involved. We are getting ready in HR to start posting as soon as we get the green light. We are going to really look at job announcements and find faculty who are going to be successful here at the college. And help the students be successful. S. Kushigemachi: The institute we attended a few months ago was research-oriented and very practical. They gave us specific tools that we were supposed to use to try and start thinking about some of these concerns. One practical thing they had us do is to look at our job announcements. Do we think of equity? Do we value equity? What kind of candidates do we attract? We want to attract equity-minded faculty. A couple of different job announcements were displayed. It is very basic about who ECC is and our institution. We would like to get more meaningful information about our campus and what we value with regard to equity. We may want to talk about student demographics. We want to talk about our racially and socioeconomic diverse student population. These are just examples of what a subcommittee can work on – they haven't yet been through the consultation process.

J. Ishikawa: Our real purpose today is to recruit as many people as possible to consider joining our EEO subcommittees to help get things moving along. We would like your insights and input on how to move this plan along. K. Hull asked about training and if it was going to be offered digitally. J. Ishikawa: We'd like to have you join a subcommittee on training! We want faculty participation. This affects everyone. We want suggestions and as much feedback as we can get. We are rolling out this training in spring. We want to address all the topics that might come up. Input is necessary. Training is huge and we want to make this as efficient and effective as possible. We want to reach people, how do we get the best of the best? If you aren't sure if you want to be on a subcommittee? Email me.

New ECC Website Redesign – Heather Parnock, Amy Hanoa, Brad Seng

H. Parnock: We are introducing the new website. The number one goal was to make it mobile friendly. If you haven't had a chance to look at it on your mobile phone or iPad with smaller screens, that is the #1 reason for redesigning the website. Even the content resizes. Functions like phone numbers and emails are usable links now on the website. We worked with a website taskforce, made up of faculty and staff and students. We went through a process over a year ago where we asked for feedback. We went to other college websites. Did the task force like it? What did they like about it? What didn't they like? Did they like the navigation and templates? We ranked the sites and picked out the pieces we all liked. There was a process, PR and the OU campus users. We asked everyone to clean up their pages. We had over 7,000 webpages in the site. We are down to 6700 pages now which is huge. We still need help cleaning things up. If you see anything that isn't used anymore, please tell us. If there are broken links, please let us know and we will fix it. The site map was revised. The navigation is user-centered, versus organizational chart-centered like it was for quite some time.

We contracted with an outside vendor for the programming and design. We are still doing ongoing maintenance and clean-up. The web task force will be meeting again and turned into a working group. We will meet, and work on the site to make improvement live. We do analytics on the site. We have the top 20 pages visited on the site. All these pages have now been added to the homepage. There are direct links to every one of these from the home page. The site index moved. The new design cleaned up the contrast and visibility. We simplified the navigation. There are 4 ways to navigate the site, 5 if you count the search bar.

If you don't know the person behind the "Webmaster email," here is Brad Seng. Now you all have a face that goes with the email. Also, Amy Hanoa, who is our Digital Media Communication Coordinator. She helps with the digital newsletters, the website, and she is the backup for the webmaster. (We were given a demonstration on how to

navigate through the website.) Please test things out, and let us know if there are any questions. The site is ADA compliant. There are quick links across the middle. We have an events calendar. Our footer has access to everything. At the bottom is the A-Z search. We need users to use this and give us recommendations and feedback. We haven't put any videos up because they need to be closed captioned, so we are working on that. It is very time-consuming. There were a few suggestions from senators for the re-designed website. ECC has a Flicker account with thousands of pictures. If you need anything specific email Heather or Brad. Heather Parnock – Publications Supervisor, [hparnock@elcamino.edu.](mailto:hparnock@elcamino.edu) Amy Hanoa – Digital Media & Communications Coordinator, ahanoa@elcamino.edu. Brad Seng – Web Master, bseng@elcamino.edu

C. OFFICER REPORTS

Given the variety and depth of presentations at today's meeting, there was no time for Officer Reports. Please view the slides for Officer Reports when the notes are sent to the listserv and posted to the website.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies; AP

7160 Professional Development; AP 5500 Standards of
Student Conduct

Ask Me Button Campaign – Evaluation and
Recommended Next Steps

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 1:58 pm

TG/ECC Fall 17