

ACADEMIC SENATE MINUTES

May 6th , 2008

Attendance (X indicates present, exc indicates excused, pre-arranged absence)

Behavioral & Social Sciences

Brown, Maria
Rader, Emily
Widman, Lance X
Wynne, Michael X

Business

Halamka, Dagmar
Saddiqui, Junaid X

Counseling

Beley, Kate X
Gaines, Ken X
Raufman, Lisa/V. Ragfold

Fine Arts

Ahmadpour, Ali X
Davidson, Jason
Wells, Chris X
Crossman, Mark

Health Sciences & Athletics

Hazell, Tom X
Orton, Tory/Victoria (sharing)
Stanbury, Corey
Kim Baily (sharing)
McGinley, Pat (sharing) X
Moon, Mary (sharing)

Humanities

Hong, Lyman X
Marcoux, Pete X
Uyemura, Evelyn X
Kline, Matt X
Adrienne Sharp

Industry & Technology

Gebert, Pat X
Hofmann, Ed
MacPherson, Lee X
Marston, Doug X
Rodriguez, George

Learning Resources Unit

Striepe, Claudia X
Vince Robles X

Mathematical Sciences

Ghyam, Massoud
Kasabian, Judy
Scott, Greg
Tummers, Susan X
Marc Glucksman X

Natural Sciences

Cowell, Chas X
Golestaneh, Kamran
Palos, Teresa X
Vakil, David X

Adjunct Faculty

Kate McLaughlin
Owens, Annette X

ECC CEC Members

Fleming, Art
Hoffman, August
Panski, Saul X
Pratt, Estina
Smith, Darwin

Ex Officio Attendees: Francisco Arce, Jeanie Nashime, Janet Young

Guests and/Other Officers: Barbara Perez, Quajuana Chapman, Alice Grigsby (Dean's Representative), Vincent Armstrong

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

The fifth Academic Senate meeting of the Spring 2008 semester was called to order at 12:35pm.

Approval of last Minutes:

The minutes for the 15th April AS meeting were approved with one change requested by Evelyn Uyemura to change on pg3 of the minutes the word Plagiarism to Copyright, to read: “Dr. Arce requested that EU work on the Student Code of Conduct Policy, and a **Copyright** for Faculty Policy.” The change was noted and accepted.

The minutes for the AS meeting of 1st April were not included in the packet and could therefore not be approved. The minutes for the 1st April meeting will be included for approval in the next packet.

REPORTS OF OFFICERS

President’s report – Pete Marcoux (henceforth PM)

PM reported on **Basic Skills** (pp 5-7 of packet) There is a grassroots campaign co- sponsored by the State Senate to promote basic skills and letters have been sent out asking campuses to spread the word re: basic skills.

PM also provided a **Program Review** summary (pg 8 of packet) from Barbara Jaffe, the Chair of the Program Review Committee. All completed reviews can be accessed via the Program Review web page at http://www.elcamino.edu/administration/vpaa/program_review.asp

Enrollment statistics (pg 9 of packet) provide some good news.

Board Policy 5506 (pp 68- 69) and **Board Policy and Administrative Procedures 5137** (pp 70- 73) have been included in the packets for informational purposes.

PM reported that his wager with Dr. Fallo re; SLO’s was not accepted, and PM noted that there was still a lot of work to do in relation to SLO’s on this campus, and that the Seante E- board was meeting with Jenny Simon and Lars Kjeseth to talk about the role of the Academic Senate in promoting SLO’s. PM announced that the next Academic Senate meeting would be preceded by a free lunch for senators. The lunch will begin at 12:00noon outside the Alondra Room. PM and Tom Hazell will be sponsoring the lunch. The Academic Senate will meet as usual at 12:30pm.

Compton Education Center report - Saul Panski (SP)

SP reported that a **Board of Governors** meeting was scheduled for May 5th and 6th, and that the new Chancellor was due to be appointed at the meeting. An **Academic Senate** meeting of the CEC will be held on May 8th at 1:00pm. The draft agreement between ECCD and the CCCD was due for discussion, but this topic will be pulled until the May 15th meeting. The **Provost’s luncheon** will be held on May 6th from 11:00am – 1:30pm. The **Faculty Development Project Report** is due on May 14th. It is believed to be positive as concerns the CEC faculty. Another **FCMAT** academic visit is due on May 18th – 21st. FCMAT usually concerns itself with matters restricted to the K12 area, so this visit is of concern to community colleges as we do not usually have to comply with their requirements. It seems tht FCMAT has linked their grid to the ACJC standards. SP noted that committees like this are becoming more prescriptive. Ken Gaines congratulated SP on how well the CEC Nursing Program is doing, with an 80% pass rate. SP thanked him and commented on the close working relationship with the ECC Nursing Program. It was noted that the ECC Nursing Board scores have gone down, and that this is a matter for concern.

The CEC will also host an **Academic Awards banquet** on May 18th at 3:00pm. An **ESL Conference** is to be held on May 31st from 9:00am – 2:00pm. There will be 10 busloads of students coming through. THE CEC will have a **RN pinning ceremony** on May 30th, and their **Commencement Ceremonies** are set for June 5th at 5:30pm.

SP noted that the CEC faculty have the feeling of having weathered the worst as they come to the end of the second year of partnership with ECC. Approximately **150 students have applied for graduation**, and it is hoped that the numbers will grow again as enrollment picks up.

Lance Widman asked SP to comment on the Resolution of the El Camino College Compton Center Faculty Council (pp 12- 13 of package) SP reported that this was initiated by a specific faculty member who wanted his feelings to go on record. SP does not expect much to come of it, and it was included for informational purposes only.

Curriculum Committee report – Janet Young (JY)

JY reported that the Curriculum Committee has **reviewed 28 courses** since the report. Lars **Kjeseth has been elected next CCC Chair** and will assume this position in the Fall semester of 2009. The **General Studies Degree has been revised** and may be approved by the end of summer. JY noted that **Curricuware** is constantly improving. There was a question from the Senate re: Curricunet, and JY replied that that was very expensive, and that they had also had some problems. JY advised being patient with Curricuware. Some people have been hired to input information into Curricuware, and the information and contents will soon be posted. Another question came up re: how many students would be affected by the revised Transfer Studies degree. JY said she was not sure, but most would be getting the more common General Studies degree. To a question on linking SLO's to Curriculum, JY replied that she and Lars Kjeseth had decided it was better to not link them directly at this stage, but have the SLO's on another database at this point where they could be easily and quickly retrieved.

Educational Policies Committee report – Evelyn Uyemura (EU)

(pp 16-18 of packet)BP & AP 4250 Board Policy on Probation & Dismissal– this will be the second reading.

(pg19 of packet) contains notes from the last Committee meeting and notes that the Committee is trying to get the Audit Policy through and is working on what is left of BP 4220 – the old Standards of Conduct policy. A question arose about the repetition of W's and EU said the Committee is going to re-look at 2006's BP 4225 Course repetition and see if there is a mechanism therein that will enforce the 4 W's "rule". Students should be prevented from registering after the 4th W – but a teacher enrolling a student does not always know that a student has 4 W's at the time. This could be a Datatel issue. Barbara Perez noted that the State will not pay for a student after 4 W's.

The Ed. Policies Committee will meet on Thursday in Humanities 110 and will finish their work on BP 4220. They are still working on plagiarism, but are rethinking the idea of giving zero for an assignment containing plagiarism, and wording it so that the student gets No Credit or a failing grade for that assignment. PM has a State report on this issue that he will send to EU.

Faculty Development – Dave Vakil (DV)

The following items were sent for inclusion in the minutes but were not discussed at the AS meeting:

- Up to 8 hours Flex credit per semester each
- Written agreement
 - One semester, option to renew
 - Contact 4 times per month, at least 1 face-to-face
 - Brief written summary periodically required
 - Allow flexibility in process to meet individual needs
- Matching process
 - Allow to change if partnership not working
- Long-term goal: campuswide mentorship coordinator (with release time)

- Pilot test: perhaps in Humanities or Math – ask senators!

Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance Widman (LW)

Virtually all of the items contained in the AS packet are informational. **The following items were sent for inclusion in the minutes but were not discussed at the AS meeting:**

- p. 23, 4/17 PBC agenda. See pp. 33-34 for 4/17 PBC Minutes.
- p. 24, 5/1 PBC agenda. Major discussion: The proposed 2008-09 Tentative Budget.
- pp. 25-30, The approved application for the Special Contract funding (\$3M), made possible by the EC/CC Partnership.
- pp. 31-32, 4/3 PBC Minutes, mostly Special Contract Funding discussions.
- pp. 33-34, 4/17 PBC Minutes, a lot of discussion about funding GASB 45 retirement benefits, the status of unspent Special Contract funds (Fund 15).
- pp. 35-36, 4/3 Council of Deans Minutes, IIC, AS report.
- pp. 38-39, 3/2 Council of Deans Minutes, IID, AS report.

PM paused the Officer's reports to move on to

Nominations for President Elect

Claudia Striepe nominated Dave Vakil. This was seconded by Evelyn Uyemura. The term will begin in Fall 08/09 after the elect has shadowed PM for a year. Elections will be held on May 20th. Nominations will be accepted up to the 20th.

UNFINISHED BUSINESS

BP & AP 4250- Probation Policy

(pp 16-17 of packet) This was the second reading of the policy and procedures. It was noted that the college catalog, and the policy do not address the question of incompletes. It was suggested to have incompletes show as iC, or iD etc, (i =incomplete and C =the grade)and if the student does not complete the work by a given date (6 weeks) the grades would revert to being a C or D, etc. Evelyn Uyemura suggested just having the grade without the i, but according to Dr. Nishime Title V states that the i must be present. Title V looks at an i as evidence of lack of progress. Chris Wells noted that the process is not meant to be punitive, and Chas Cowell remarked that the I is intended as an impetus to students. Dr. Nishime noted that a person could be an A student and still be on progress probation and be dismissed for lack of progress. A question was raised as to how i's are factored into the GPA – in fact, i's are not used in grading. Vince Armstrong asked if students can appeal and whether there exists an appeals process. The answer to both questions was in the affirmative. Evelyn Uyemura decided to move ahead with the policy as written. It was remarked that there are no such things as i grades, and Evelyn Uyemura said that for the 6 week period an i grade would exist, then be changed. Dr. Nishime said this was a situation unique to El Camino. An i would only appear on a transcript if the student had come to a special contract arrangement with his professor. Pete Marcoux called for a vote on the Policy and Procedures as written. There were no abstentions and one vote against. The majority were in favour and the motion passed.

Faculty Hiring Procedure

(pp 45- 53 of packet) This marked the second reading of the procedures. Pete Marcoux noted that this issue had garnered a lot of faculty and administration input. Tom Hazell asked if there was any such thing as an “emergency tenure track”, the answer was no, but that there were processes in place for emergency full- time hires. Dr. Nishime had a question regarding point IIC3. She asked why , as positions hired through categorical funds cannot get tenure, this point was made here? Positions hired through categorical funds do not have to wait for the prioritization process. Evelyn Uyemura suggested removing point 3 and making it part of point 2 above. That would make it clear that there are only two ways to hire –via general funds, or via other funds. Barbara Perez was not in favour of doing this. Chris Wells suggested pulling out IIC3 and revisiting the issue. Barbara made a counter proposal to leave it in and approve the Procedure in concept and allow her and Dr. Nishime to work on that point. A straw poll was conducted and it was decided to make a friendly amendment to highlight IIC3 and approve the procedure with the expectation that IIC3 would be changed and brought back for examination at the May 20th Academic Senate meeting. There was a motion to vote, and the motion passed unanimously.

NEW BUSINESS

Temp Full Time Faculty Hiring Procedure (pg 54-60 of packet) This is the first reading of this procedure.

PT Faculty Hiring Procedure (pp 61-66 of packet) This is the first reading of this procedure.

Please address all questions, comments, and concerns pertaining to these two procedures to Barbara Perez bperez@elcamino.edu

VOIP (Voice Over IP) Telephone System Presentation – Satish Warriar Assistant Director of ITS

Mr. Warriar gave a Powerpoint presentation on the upcoming changeover from a regular phone system to a VOIP system

We will all be getting new telephones. They will all be speaker phones, and the phones will use the data network. They will all have unified messaging, so all voice mails will be accessible as voice mail, or from your email inbox. The phones will have emergency broadcast capability. You can group phones by floor or building, select individuals can broadcast from the phones. The phones will have e-fax capabilities, and reminder call-outs to remind people of upcoming appointments. They will have conference capability for video, audio, web conferencing – or a combination thereof, and will have ACD Automated Call Director with statistics reporting features.

As regards implementation Mr. Warriar noted that ALL phones would be replaced and full time faculty would no longer have to share phones. Some people would be getting new numbers. There will not be phones in classrooms at this time. There will be a four digit dial to Compton – like using extensions. Implementation will begin early June through July, and Mr. Warriar has already scheduled meetings with Deans to arrange the timeframes.

As far as phone numbers are concerned, we will be going back to extensions, and the last four digits of your present number will be you extension even if you change buildings. All existing numbers will work until December 8th. Published numbers will remain the same for minimal disruption. There will be a “campus” number, but there will be four campus numbers. There was a question about caller id? If on campus the phone will display the name, if the call is from off- campus, it will also display the name unless there is blocking. Mr. Warriar noted that there were still a few details to work out. There was a question about saved voice mails. They would not disappear, but they would have a life of 180 days like our emails. We WILL have to rerecord our greetings. This system should save the college approx \$12 thousand a month.

Pete Marcoux thanked Mr. Warriar for his presentation and encouraged the senators to spread the word to their colleagues.

The meeting was adjourned at 1:55 pm.

Cs/ecc2008

President's Update

The Update is intended to inform local senates of significant issues. Comments may be sent to the Academic Senate at info@asccc.org. Please copy and distribute this Update to all faculty! Share it with full- and part-time faculty, as well as with your administration and board.

The Budget

There are two parts to the current budget discussions. In the near term, the System is focused on backfilling the \$100m shortfall in expected property tax revenues. This is equivalent to 2% of apportionment revenues, a significant hit to our system, especially this close to the end of the fiscal year. Assembly Bill 2277 (Eng), which would backfill the shortfall, is at this moment under consideration by the Legislature. The System is arguing forcefully with the Legislature and the Governor about the need for this legislation as an issue of fairness. The community colleges joined all other segments in finding cuts to respond to the Governor's call for cuts in this year's budget; they should not be penalized for a miscalculation on the part of the government now.

The second part is the 2008-2009 budget. There is no definitive news to report, and everyone is looking to the May revise, which is due out in the middle of the month. The latest scuttlebutt is that the budget will be ready by September at the earliest, and many in Sacramento don't expect resolution on the budget until November. This delay will create significant challenges for all districts, not to mention public services throughout the state.

No one, however, is sitting still in the meanwhile. The three segments of public higher education have joined together for its advocacy efforts, and the CCC, CSU, and UC are speaking with one voice in all venues. In early April, the Intersegmental Committee of Academic Senates (ICAS), consisting of the Senate leadership from the CCC, CSU, and UC, held a legislative day in Sacramento. ICAS spoke to legislators, legislative staffers, consultants, the Secretary of Education, the Legislative Analyst's Office, and the Lieutenant Governor. On April 21, I joined the contingent from City College of San Francisco for the ride up to Sacramento for a student rally. Approximately 1,500 students from all three segments massed at the north entrance to the Capitol to protest the proposed cuts that would reduce access to higher education. On April 28, Chancellor Woodruff, CSU Chancellor Charles Reed, and UC President Robert Dynes jointly went to the state Capitol to urge policymakers to resist deep budget cuts for public higher education. There are numerous advocacy efforts planned for the coming month, and the students have created an online calendar to publicize these. You can access the calendar at www.studentsforcalifornia.org.

Advocacy efforts are on-going, and it will be especially important for all of us to consider how we can participate during the summer months. All colleges and districts are being encouraged to form rapid response teams for calling and letter writing, and I encourage you to tap into your college efforts. In addition, faculty can participate in another significant way. Faculty have the closest relationships to students, and stories about how programs and services directly impact students are extremely compelling. Such stories make for excellent letters to the editor. If faculty can prepare such stories and submit them to newspapers over the course of the summer, these stories will keep the community colleges in the public and legislative eye.

ASCCC 2008-2009 Executive Committee

At the Spring 2008 Plenary Session, the delegates elected two new members to the Executive Committee. At the end of June, the ASCCC will also be losing one of its current Executive Committee members, Greg Granderson (Area B Representative - Santa Rosa Junior College). For your information, here is your Executive Committee for 2008-2009.

President: Mark Wade Lieu, Ohlone College

Vice-President: Jane Patton, Mission College

Secretary: Dan Crump, American River College

Treasurer: Michelle Pilati, Rio Hondo College

Area A Representative: Shaaron Vogel, Butte College

Area B Representative: Barbara Illowsky, DeAnza College

Area C Representative: Lesley Kawaguchi, Santa Monica College

Area D Representative: Wheeler North, San Diego Miramar College

North Representative: Janet Fulks, Bakersfield College

North Representative: Dianna Chiabotti, Napa Valley College

South Representative: Beth Smith, Grossmont College

South Representative: Richard Mahon, Riverside City College

At-large Representative: Phillip Maynard, Mt. San Antonio College

At-large Representative: Cathy Cox, Mission College

Executive Director: Julie Adams

Your (somewhat) new Executive Committee looks forward to interacting with you at the Leadership Institute on June 12-14, 2008, at the Hyatt Hotel in Newport Beach.

Academic Freedom

The ASCCC was honored to have Cary Nelson, President of the American Association of University Professors (AAUP), speak at the 2008 Spring Plenary Session. A small group of us spoke with him after his speech, and one of the things he shared with us is his concern over the vulnerability of the community colleges in California in the area of academic freedom. While the CCC is the only community college system Cary knows of in the nation that has the right to participation in governance enshrined in regulation, he cautions that we should not assume that regulation will automatically protect our academic freedom. The AAUP recently issued a report on the status of universities in New Orleans in the aftermath of Hurricane Katrina, and the fact is that all of them suspended faculty rights under the argument of emergency conditions. We here in California should not forget that under current Title 5 regulation, community college boards are also empowered to take action without consulting faculty under the undefined heading of “organizational” reasons. It is very easy to see how a major earthquake or a devastating series of wildfires could result in a college board declaring an emergency and unilaterally making decisions that impinge on faculty rights, roles, and responsibilities.

Given how easy it could be for us to lose the right to participate effectively in college governance that we so deeply cherish, we all need to be vigilant about efforts to erode the role of faculty in participatory governance. I would also call to your attention the variety of publications available on the topic of academic freedom through the AAUP (www.aaup.org). Topics include freedom of expression, the use of electronic communications, grading policies, and the Student Bill of Rights movement. Any of these publications can serve as a means of stimulating discussion that will strengthen your local senate’s efforts to defend academic freedom.

Minimum Qualifications

Many of you participated in a recent survey on the issue of Minimum Qualifications and Equivalency and the challenges that some colleges are facing in the hiring of faculty. A small working group of faculty and CIOs is now reviewing the survey results and considering the next steps for a broader discussion on the topic. I will be sending you more information on these discussions in the coming months.

In the meanwhile, I think it is important to emphasize that single-course equivalencies are not permitted under current regulation. Equivalency cannot be established for a single course for the simple reason that there are no established minimum qualifications for single courses. At the current time, minimum qualifications are only established for disciplines; therefore, equivalencies can only be established for disciplines.

On a related note, at the Spring 2008 Plenary Session, the body adopted a resolution calling for a change in Title 5 regulation that would allow for the inclusion of *specific* bachelor's and associate degrees and to allow proposals of various combinations of education and work experience in the non-masters list. Currently, the non-masters list requires as minimum qualifications *any* bachelor's degree and two years of experience or *any* associate degree and six years of experience.

Getting Involved on the State Level

With the approach of the end of the academic year, the ASCCC begins work on appointments to its standing committees, to its ad hoc committees, to state advisory groups, and of liaisons to outside groups. Faculty involvement in all of these positions is critical in maintaining the primacy of the faculty in academic and professional matters, and in order to have knowledgeable faculty to appoint, we need to have their names, contact information, and areas of interest.

I direct your attention to the Application to Service on a Senate/State Committee form (available <http://www.asccc.org/ExecCom/Nomin.htm>). We need faculty with all manner of interest and expertise, whether it be agriculture, curriculum, noncredit instruction, proofreading skills, student equity, compressed calendars, or a host of other topics. I encourage you to download the form, fill it out, and send it in. If you already know what committee you are interested in, write it in. If you only know where your personal interests or expertise lie, write that in and we can find a place for you. Appointments to committees, to advisory groups, and as liaisons occur during the month of June, so get those forms in to us before you take a summer break.

In Closing

It has been a rich and rewarding experience serving as your President for this past year, and I am honored that you have seen fit to have me continue for one more year. I look forward to seeing many of you at the Leadership Institute next month and to working with all of you in the coming year. I wish you a satisfying end to the academic year, and I hope all of you are able to take some well-deserved time off over the summer months.

Mark Wade Lieu

President, Academic Senate for California Community Colleges

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting April 28, 2008

Present: Francisco Arce, Vince Armstrong, Sean Donnell, Thomas Fallo, Ann Garten, Pete Marcoux, Jeff Marsee, Jeanie Nishime, Barbara Perez, Susan Pickens, Gary Robertson, Arvid Spor, and Gary Turner.

1. State Budget – A year ago it was announced that the state had a 1% deficit – that deficit is now 2%. There is some hope with AB 2277 – Community College Property Tax Backfill. This bill would provide \$80 million to backfill the current year (2007-08) property tax underestimate which would otherwise result in a 1.5% cut (\$72 per full-time student) to each community college district.
2. The current versions of Procedure/Policy 5137 – Distribution of Posters, Bulletins, Newspapers, Pamphlets, Circulars, Handbills, Broadcast and Electronic Media, and any Promotional Materials on Campus were distributed for review by constituents. These will be brought back on June 2nd. There was a question about where the *Myriad* and *Warrior Life* fit in with the policy and procedure. It was noted that these do not affect the list serve. Jeanie will determine what policy addresses internet use.
3. Core Competencies – There was discussion about including core competencies with our vision and mission statement. Francisco stated that he might consider putting them in the catalog. President Fallo wants to see where the two overlap.
4. Accreditation – We need all areas/organizations on campus to give input on the Accreditation report. Francisco is going to talk with Barbara Beno regarding Compton.
5. Policy 4250 – Probation, Disqualification and Re-Admission, and Policy 4220 – Standards of Student Scholarship are currently being reviewed in Ed Policies Committee. Policy 5138 – Standards of Student Conduct is being reviewed by a task force to address plagiarism. Mary Dowell said faculty do not have right to appeal decision but they can grieve the process.
6. Francisco distributed FTES reports for El Camino and Compton.
7. President Fallo will be at the Board of Governors next week. He is going to propose that the state reimburse Compton for the Special Trustee's decision to pay for major league baseball out of the bond fund.

Agenda for the May 5, 2008 Meeting:

1. Minutes of April 28, 2008
2. Team Reports
3. Procedure/Policy 5137 – Distribution and Exhibition of Posters, Bulletins, Newspapers, Pamphlets, Circulars, Handbills, Broadcast and Electronic Media, and any Promotional Materials on Campus – back on June 2, 2008
4. Policy 5506 – Student Rights and Responsibilities – back on June 2, 2008
5. Schedule Facilities Steering Committee meeting

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting May 5, 2008

Present: Vince Armstrong, Sean Donnell, Pete Marcoux, Jeff Marsee, Jeanie Nishime, Leo Middleton, Barbara Perez, Susan Pickens, Gary Robertson, Luukia Smith, and Arvid Spor.

1. Accreditation Report – Planning Section – Francisco spoke with Barbara Beno and she wants to see items that Compton is working on included in this section. We may use FCMAT report for this.
2. Compton Contract Review
 - a. The Special Trustee, Peter Landsberger, wrote additional language in the contract. He will release the contract to Compton this week. They are planning on taking the contract to the Compton board meeting in June. The contract will come to our board in June or July.
 - b. There had been some discussion about including something in the agreement so that persons with Compton issues would not have to come to our Board. ASB and athletics are El Camino Community College District issues.
 - c. It was noted that student issues need to be spelled out a little more.
 - d. There was a request to add “voluntarily” to item number 22 on page 9.
 - e. The Five-Year section which begins on page 10 will be updated to a Ten-Year section that begins with the second year.
 - f. It was noted that the Budget Development section – item 28 on page 11 – is a process not a procedure.
 - g. There was a suggestion to change the first bullet under item number 33 on page 13.
 - h. College Council members are to share this contract draft with their constituents for input.
3. The Facilities Steering Committee will meet on Tuesday, June 3rd at 2:00 p.m.

Agenda for the May 12, 2008 Meeting:

1. Minutes of May 5, 2008
2. Team Reports
3. Procedure/Policy 5137 – Distribution and Exhibition of Posters, Bulletins, Newspapers, Pamphlets, Circulars, Handbills, Broadcast and Electronic Media, and any Promotional Materials on Campus – back on June 2, 2008
4. Policy 5506 – Student Rights and Responsibilities – back on June 2, 2008

**COMPTON COMMUNITY COLLEGE DISTRICT
ACADEMIC SENATE
MEETING SCHEDULE
FALL 2008**

CCCD Academic Senate Fall Meeting Schedule:

All meetings are held from 1:00 to 2:00 p.m.

Thursday, September 4, 2008	Board Room
Thursday, September 18, 2008	Board Room
Thursday, October 9, 2008	Board Room
Wednesday, October 22, 2008	Board Room
Wednesday, November 5, 2008	Board Room
Thursday, November 20, 2008	Board Room
Thursday, December 4, 2008	Board Room

**EL CAMINO COLLEGE ACADEMIC SENATE
COMPTON CENTER FACULTY COUNCIL
MEETING SCHEDULE
FALL 2008**

Compton Center Faculty Council Fall Meeting Schedule:

All meetings are held from 2:00 to 3:00 p.m., immediately following the Academic Senate Meeting

Thursday, September 4, 2008	Board Room
Thursday, September 18, 2008	Board Room
Thursday, October 9, 2008	Board Room
Wednesday, October 22, 2008	Board Room
Wednesday, November 5, 2008	Board Room
Thursday, November 20, 2008	Board Room
Thursday, December 4, 2008	Board Room

OBSERVATIONS ON THE
FCMAT
FIRST SIX-MONTH PROGRESS REPORT

In January of this year FCMAT submitted its first Six-Month Progress Report. One section of the report was entitled Academic Achievement and provided a summary of their assessment of the instructional programs at the Compton Educational Center. The assessment was primarily based on information collected from their on-site visit from October 29 to October 31, 2007.

While the Faculty Development Project team was assembled for the purpose of collaboratively developing individual faculty development plans, it also seemed to provide a unique opportunity to assess the comments of the Academic Achievement section of the FCMAT report. In fact, there has probably never been such a comprehensive outside examination of a college's instructional program as was provided by the efforts of this project team. As stated earlier, the project team was composed of 24 faculty consultants, all are exemplary faculty members in their own discipline. They in turn met on a one-to-one basis with each of the Compton Center full-time faculty members in their related disciplines. Every Compton Center full-time faculty member was included in the project and the consultants' interactions included document review (program reviews, course outlines and class syllabi), classroom observations and individual meetings. Obviously, this was a much more comprehensive assessment than was possible by the FCMAT team and is the reason that the consultant observations are so important.

As one might expect, there are areas in which the consultants agreed and supported the FCMAT commentary and areas in which the consultants disagreed. For purposes of this report, the areas of disagreement are probably the most important. The most critical disagreement is with the statements in the FCMAT report which directly and indirectly impugn the competency and performance of the Compton Center classroom faculty. These comments are included in the "Status" section with statements like "Still, the center is faced with major problems including the quality of classroom instruction..." and most of the commentary in the "Instructional Strategies" section. It was the consensus of the 24 consultants that these denigrating comments were not valid. Where limitations do exist, it is because of the lack of institutional support for classroom activities (e.g. limited or no technology in many classrooms) but not because of the lack of competency, commitment, performance or dedication of the faculty.

This issue is such a critical part of the institution's assessment that it needs to be underscored by direct quotes from the consultants. While it would probably be possible to quote all 24 of them, here is a representative sampling.

Susan Sterr, English Department Chair, Santa Monica College said, "All in all, I am deeply impressed by these Compton instructors and would be happy to have any one of them on the English faculty at Santa Monica College. They are dedicated to and caring of their students, professional, talented, and remarkably resourceful. In all cases, I found their rapport with students to be excellent and their knowledge and skill in their subject matter superior. In every case, I saw teachers consciously employing active learning strategies, as well as pacing classroom activities and choosing materials to engage students. Syllabi were complete and

thorough in outlining course objectives, classroom procedures and expectations, class calendars and due dates. These are faculty who know what they are doing and love what they do. All of them are fully invested in Compton and believe in its potential to serve the best interests of the community.”

Greg Gilbertson, Art Professor, Pierce College said, “My observation of Wednesday’s April 16th Art History class confirmed that the instructional limitations in this instance are not due faculty instruction but rather to the lack of technological and other material resources. I found the instructor’s lecture and visual slide presentation informative and engaging as students asked relevant questions and made comments confirming their understanding of the material.”

Perviz Sawoski, Theatre Arts Department Chair, Santa Monica College said, “During my class observation and participation, I found the instruction as good as any professional or college dance studio. The class progressed from warm-ups and basic techniques to movement progressions, to choreographed material in a smooth manner. The students were at different levels, and were attentive and interested.”

Robert Martinez, Math Department Chair (and Academic Senate Vice President of Academic Policy), Pierce College said, “It is my report from what I observed that whatever led to the non-accreditation of Compton College did not have to do with the Math faculty and the learning experience in the classroom, but rather, there must have been problems at the administrative level. So concerning the FCMAT report, I would disagree with the criticism of the faculty and the criticism of the learning environment in the classroom.”

Diane Young, Business Administration Professor Emeritus, Glendale College said, “The four Business Administration faculty I observed were every bit as competent as my colleagues at Glendale College. Each of the four was clear, organized, and engaged students in the learning process. They brought in real business examples and current business events that tied in with the subject and encouraged student questions. Technology was used effectively by three of the four instructors. Given the circumstances at Compton, it is amazing that the faculty have created and preserved such a positive learning environment.”

Donna Accardo, English Department Chair, Pierce College said, “It was a gratifying experience to meet and confer with the faculty at Compton Education Center. Based on my consultations and observations, I found no evidence to confirm the findings of the FCMAT Academic Achievement Report. The fact that there is quality and inspiring instruction at Compton is a tribute to the faculty. These dedicated teachers continually demonstrate their commitment to the school. They are teaching successfully despite woefully inadequate facilities, lack of technology, an inaccurate schedule, new curriculum and little or no shared governance. Despite these challenges, each instructor is deeply involved with the center, committed to professional development, and passionate about student success. They are an inspiration to any teacher, and once their prodigious efforts are both recognized and supported, the goal to re-gain Compton’s accreditation will be possible.”

Jeff Shimizu, Vice President of Academic Affairs (and former Director of Athletics), Santa Monica College said, “Overall, the instructor is an outstanding faculty member. I would hire

him immediately at Santa Monica College. He coached major sports for over 20 years and still has the enthusiasm and passion to motivate his students to succeed. He has internal pride in the College and the Compton community.”

Susan Aminoff, Sociology Professor, Pierce College said, “FCMAT alleges that faculty were on cell phones during class, and that students were inattentive and not displaying behavior consistent with the student role. After spending time with the instructor, and participating in her class, there is nothing to indicate that she is anything but a dedicated instructor, modeling and requiring professionalism of herself and her students.”

Lesley Kawaguchi, Social Sciences Professor (and Academic Senate Past President), Santa Monica College said, “In terms of Instructional Strategies, if FCMAT team members attended classes not only in the community colleges, but also the CSUs and UCs, they would discover that the vast majority of instruction in general education courses is exactly as they found at Compton – the traditional lecture format or lecture with PowerPoint. Some disciplines lend themselves better to small group discussions; others lend themselves better to integration of technology. The vast majority of history and political science courses in California and the United States are taught exactly as I observed them – and the ones at Compton were in fact above average. Overall, my assessment of the Compton College social science faculty and their program is that more community college faculty throughout the state should be looking to them for teaching techniques that serve basic skills students.”

While the aforementioned quotes represent nine of the twenty-four consultants, comparable quotes could be provided from all of them.

The other major area of disagreement between the consultant assessments and the FCMAT Report has to do with the course outlines and the absence of adequate student learning outcomes within the course outlines. When Compton College lost its accreditation and became an educational center of El Camino College, the entire faculty of Compton was required to jettison their own course outlines and teach classes according to El Camino course outlines. Therefore, any inadequacy of those course outlines is the responsibility of El Camino College and is more appropriately addressed by the Accreditation Commission during El Camino’s next reaffirmation of accreditation and is outside the domain of FCMAT’s work with the Compton Center. At most, the faculty are only contributors to necessary changes in the El Camino course outlines and it is clearly outside their designated authority. Therefore, they should not be held accountable for correcting these problems.

The consulting team was fortunate to have as one of its members (Lesley Kawaguchi) a faculty member who is part of the statewide academic senate’s task force on SLOs. For that reason, it is useful to include her analysis of this issue. She said, “With regard to Curriculum, the FCMAT report is misleading. The entire issue regarding student learning outcomes should be placed in context. Because of its relationship with El Camino College, Compton Center is using El Camino College’s course outlines of record and therefore, any SLOs developed need to be worked on mutually by both entities. As a member of the Academic Senate for California Community College’s (ASCCC) ad hoc team, which included Janet Fulks, considered a lead faculty person in the state of California regarding SLOs and assessment, I worked with Compton

faculty to develop their own SLOs and began the discussion on assessment back in 2005. Compton Center's faculty members have not moved appreciably beyond these initial discussions and attempts, not because of any failure on their part, but rather because of subsequent events, including their relationship with El Camino College. If the Compton faculty have not moved forward with assessment measures and data, I would conclude El Camino faculty may not have moved very far either ...”

“In terms of the course outlines of record and course syllabi containing specific information regarding assessment, the statewide Academic Senate Accreditation and Student Learning Outcomes Committee has recommended that it is up to individual colleges to determine how they will house their SLOs (on the course outlines of record or separately) and their assessment results. While course syllabi can state student learning outcomes, the process of instruction, particularly for critical thinking skills which these three disciplines seek to develop in students, is not formulaic. Finally, the FCMAT report misses the larger goal of SLOs and curriculum. The process is iterative – not final. If Compton and El Camino are only beginning the process, the other elements should eventually appear, and then will be reexamined and reevaluated. The Compton faculty do place the course learning objectives into their syllabi, which could then be linked to SLOs and assessment. However, I would like to see the Compton faculty provided with some best practices in the essential elements that should be included in a course syllabus.”

“Finally, in terms of Assessment and Accountability, the FCMAT reliance on the standards, while important in gauging the state of Compton Center faculty and their curriculum, needs to be applied to El Camino as well. I would have recommended professional development in this area, but as long as Compton's faculty are considered part of El Camino, then it is up to El Camino faculty to work with the Compton faculty to establish SLOs, means of assessment, best practices for course syllabi, etc., not the Compton faculty alone. Moreover, the FCMAT conclusion that syllabi ‘revealed little evidence of the use of authentic assessment techniques’ such as journals, portfolios, student presentations, and problem-based projects are not necessarily best practices for students in transfer-level general education courses, such as history, political science, and philosophy, where the typical CSU and UC upper division courses in these disciplines rely on research papers, essays, and in-class midterm and final essay exams.”

“In short, FCMAT used a checklist or template to determine the adequacy of instruction, curriculum, assessment and accountability, not the actual academic and professional work that is typically done in distinct areas of academia.”

While these two areas represent major areas of disagreement with the FCMAT Report, there were also areas of agreement. While many of these areas of agreement are discussed in greater detail within the section of the project report that discusses institutional issues, those areas should still be referenced here. The team agrees with the frustration over the Center's failure to occupy the new library and LRC which has perpetuated problems in both of the old facilities. Furthermore, the team agrees that the part-time bookstore is inadequate. The consultants from vocationally related disciplines also support the FCMAT recommendation to hire a vocational counselor and they will be heartened to learn from the counseling consultants that such a hiring is in process. Hopefully, the implementation of this project's recommendations will resolve the FCMAT concerns over professional development for faculty. However, probably the most

vehement consultant support for the FCMAT recommendations is in the area of technology. As the report cited, "...technological approaches in the teaching and learning process occurred consistently only in those areas where technology was the primary learning tool." There is a serious shortage of technology in the other classrooms. It is not just the necessity to create more "smart classrooms" but even many of the rooms lack rudimentary technology (e.g. an overhead projector and a screen). Unfortunately, because of the consternation created by the FCMAT comments on Compton Center faculty competency and the FCMAT criticism of the course outlines, it was difficult for the institution to hear the areas of agreement with the FCMAT Report.

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
April 22, 2008

Present: J. Davidson, A. Himsel, L. Kjeseth, M. Lipe, V. Lloyd, E. Martinez,
C. Mosqueda, S. Panski, V. Rapp, J. Young

Absent (excused): F. Arce, R. Hughes, C. Somin

Ex-Officio Members Present: V. Armstrong, Q. Chapman, M. Hall, L. Suekawa

Absent (excused): C. Brinkman, R. Smith

Also Present: F. Baker, M. Brown, M. Carteron, R. Elton-Collett, D. Goldberg, T. Jackson,
M. Odanaka, J. Skipper

CALL TO ORDER

Chair Young called the College Curriculum Committee meeting to order at 2:30 p.m.

APPROVAL OF MINUTES

Chair Young confirmed that the minutes from the March 25, 2008 meeting were approved via email. Chair Young asked for a motion to approve the minutes from this meeting, in the event there are any critical curriculum items that should appear on the next board agenda. C. Mosqueda moved, V. Rapp seconded and the motion carried.

CHAIR'S REPORT

Chair Young informed the Committee that she attended the Academic Senate Plenary Sessions and gave a brief overview of her activities. Most sessions focused on the various Title 5 changes. She had the opportunity to attend a workshop lead by Stephanie Low, the Curriculum Specialist at the System Office. Chair Young also attended workshops regarding revisions to the General Studies degrees and the new Transfer Studies Certificate. Degrees and certificates were discussed in the main breakout sessions. Chair Young informed the Committee that she and L. Suekawa, Articulation Officer, are working on the new requirements for both the certificate and degrees that will be submitted to the CCC at the next meeting.

Chair Young advised the Committee that the Humanities proposals included in today's packet were tabled. The proposals are expected to be presented at the May 27th meeting.

CURRICULUM REVIEW

BEHAVIORAL AND SOCIAL SCIENCES PROPOSALS

G. Miranda, Dean of the Behavioral and Social Sciences division, took the podium to present course review proposals for American Studies 7, History 3, History 4, Political Science 2, and Political Science 10. G. Miranda introduced two faculty members from her division, M. Brown and F. Baker. G. Miranda distributed an errata sheet and discussed each section where revisions were made. G. Miranda began her presentation with American Studies 7. A revision was made to the proposal to include the course under CSU GE Area C2. Minor revisions were made on the course outline of record to Sections I, II and III. Section V.B.2. was revised slightly for clarity. Additionally, a proposal to add an American Studies 7 distance education course version was reviewed.

G. Miranda continued her presentation with History 3. The proposal was revised to include the course under CSU GE Area C2. On the course outline, one revision was made to Section IV.A.3. The distance education proposal was submitted to reflect course updates.

The proposal for History 4 was revised to include the course under CSU GE Area C2. Minor corrections were made on the course outline in Sections II, III and IV.B.2. The committee then reviewed the proposal for distance education update. F. Baker, faculty member from the History department, responded to a question from J. Thompson regarding course re-numbering. F. Baker explained that the department was in the process of eliminating courses no longer in demand and incorporating new ones into the system. She also stated that the new course numberings are being organized in a more reasonable manner to allow for growth in the future.

G. Miranda continued the discussion with Political Science 2. Revisions were made to the course outline in Sections III and V.B.1. Following a brief discussion, minor corrections were made to Sections II and V. The proposal for a distance education version to the course was reviewed.

The final course for review was Political Science 10. A revision was made to Section II, and corrections were made to Section V.C. on the course outline. The review concluded with the proposal for a distance education course version.

As there was no further discussion regarding the Behavioral and Social Sciences proposals, Chair Young asked for a motion to approve the proposals. V. Lloyd moved and E. Martinez seconded. The motion carried. Chair Young asked for a motion to approve the conditions of enrollment for the courses. M. Lipe moved and V. Rapp second. The motion carried. Chair Young asked for a motion to approve the distance education course versions (American Studies 7, Political Science 2 and Political Science 10) and the distance education updates (History 140 and History 141). L. Kjeseth moved and V. Lloyd second. The motion carried.

NATURAL SCIENCES PROPOSALS

J. Shankweiler, Interim Dean of the Natural Sciences division, took the podium to present proposals for course review for Chemistry 4, Chemistry 1A and Chemistry 1B. J. Shankweiler distributed an errata sheet and discussed each section where revisions were made. The discussion

CCC MINUTES 4/22/08

began with Chemistry 4. Minor corrections were made in Sections I and II on the course outline. J. Shankweiler also explained revisions to Sections III and V.B.2. A question was raised by L. Suekawa regarding the proper prerequisite type. After a brief discussion and input from L. Kjeseth, it was determined that the outline appeared to be correct as presented.

J. Shankweiler continued with a review of Chemistry 1A. Corrections were made to Sections I, VIII.A.2. and VIII.A.3. J. Shankweiler fielded questions from M. Carteron regarding the prerequisite statement. After a brief discussion, the Committee determined the conditions of enrollment should remain as stated on the errata sheet. J. Shankweiler concluded her presentation with Chemistry 1B and explained the revision to the catalog description.

L. Kjeseth addressed the course units, hours, and workload for the Chemistry proposals. He asked if units and hours seemed reasonable for the type of course and if the courses should be considered as six unit courses. J. Shankweiler explained to the Committee that the Chemistry department has not taken this issue under consideration and she could not speak for the entire department at today's meeting. L. Kjeseth suggested course units, in relation to student work, are areas the college should consider. Chair Young agreed that the interpretation of Title 5 should be taken under consideration in the future. J. Shankweiler concluded her presentation.

Chair Young asked for a motion to approve the Natural Sciences proposals. L. Kjeseth moved and V. Rapp seconded. The motion carried. Chair Young asked for a motion to approve the conditions of enrollment. L. Kjeseth moved and A. Himsel seconded. The motion carried.

MATHEMATICAL SCIENCES PROPOSALS

D. Goldberg, Dean of the Mathematical Sciences division, took the podium to present Math 150 for course review and distance education. D. Goldberg discussed the proposals, which did not warrant an errata sheet. As there were no revisions, Chair Young called for a motion to approve the Math proposals. A. Himsel moved and V. Lloyd second. The motion carried. Chair Young asked for a motion to approve Math 150 as a distance education course version. V. Rapp moved and M. Lipe seconded. The motion carried.

INDUSTRY AND TECHNOLOGY PROPOSALS

Chair Young invited T. Jackson, Associate Dean of Industry and Technology, to the podium to present proposals for Administration of Justice 100, Automotive Technology 1, Computer Aided Design/Drafting 10abcd, Construction Technology 100, Fashion 29ab, and Fire and Emergency Technology 1. Faculty members, Harry Stockwell and John Skipper, were introduced to the Committee.

T. Jackson distributed an errata sheet and began his presentation with Administration of Justice 100. He discussed each section where revisions were made. Revisions were made to Sections I, II, III, V, and VIII on the course outline.

T. Jackson proceeded with the review of Automotive Technology 1. Revisions were made to Sections I, III, V.A., and VII on the course outline. As there were no questions from the

Committee, he continued with Computer Aided Design/Drafting 10abcd. Transfer Status was added to the course proposal and the recommended preparation was removed. Revisions were made to Sections I, II, III, V.B. on the course outline.

The presentation continued with Construction Technology 100. Corrections were made to Sections II, III and V.B.1. on the course outline. Fashion 29ab was presented with revisions to Sections I, II and III. T. Jackson fielded questions from the Committee about Section VII on the outline, and the course textbook. He explained that the course currently does not have a textbook. The Committee recommended citing the software's manual. T. Jackson accepted the recommendation. Chair Young will follow up with the division regarding Section VII.B.

T. Jackson's presentation concluded with Fire and Emergency Technology 1. Revisions were made to Sections I, II, III, and V. Chair Young asked for a motion to approve the Industry and Technology proposals. V. Rapp moved and V. Lloyd seconded. The motion carried. Chair Young asked for a motion to approve the conditions of enrollment. V. Rapp moved and V. Lloyd seconded. The motion carried. Chair Young asked for a motion to approve the distance education course version for AJ 100. L. Kjeseth moved and A. Himsel seconded. The motion carried.

PRESENTATION

Committee member L. Kjeseth, from the Math department, took the floor to give a presentation on the math sequence. L. Kjeseth outlined the current sequence and the proposed sequence, which would take effect Fall 2009 for A.A./A.S. degrees. L. Kjeseth explained, as a result of program review, faculty determined that Math 12 and Math 23 should be proposed as three unit courses. The department is modifying Math 41A and Math 41B and proposing "Extended Elementary Algebra" courses, Math 33 and Math 43. L. Kjeseth informed the Committee that Intermediate Algebra will be geared toward two types of students. Math 80 will be designed for students in science, technology, engineering, and math (STEM) studies. Math 73 is the new course being proposed that will be designed for general education. At the conclusion of the presentation, Chair Young commended the Math department for their time and effort on the proposed sequence.

ANNOUNCEMENTS

S. Panski took the opportunity to introduce Michael Odanaka, Counselor at the Compton Center. Chair Young stated that the Committee should consider having a Compton Center Counselor as an Ex-Officio member. The topic would be revisited at a later meeting.

Chair Young asked for a motion to adjourn the meeting. V. Lloyd moved, E. Martinez seconded, and the motion carried. The meeting was adjourned at 4:35 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
April 22, 2008**

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT; COURSE REVIEW FOR CURRENCY WITH TITLE 5 REQUIREMENTS

Current Status/Proposed Change

1. American Studies 7 – ~~Introduction to~~ History of American Popular Culture
 This ~~is a survey of American contemporary~~ interdisciplinary course examines how popular culture. ~~This course examines the mirror of~~ contributes to the search for meaning in everyday American life. ~~– Various forms of popular culture. From regional leisure traditions to sophisticated, national technologies, we will search for how Americans have organized and added meaning to their lives through forms of~~ including music, film, television, advertising, sports, fashion, design, toys, magazines, comic books, and cyber culture will be analyzed. Students will assess how American popular expression. ~~Utilizing an interdisciplinary approach, popular culture will be examined in relation to~~ reveals historical, ~~political, social and cultural determinants~~ forces at work that influence ~~thought, values and behavior in society with particular emphasis on local culture~~ our lives.
 CSU General Education Requirement – Area C – Arts, Literature, Philosophy and Foreign Languages, 2. Humanities, and Area D – Social, Political and Economic Institutions and Behavior; Historical Background, 7. Interdisciplinary Social/Behavioral Science

Recommendation:

American Studies 7 –History of American Popular Culture

This interdisciplinary course examines how popular culture contributes to the search for meaning in everyday American life. Various forms of popular culture—including music, film, television, advertising, sports, fashion, design, toys, magazines, comic books, and cyber culture will be analyzed. Students will assess how American popular culture reveals historical forces at work that influence our lives.

CSU General Education Requirement – Area C – Arts, Literature, Philosophy and Foreign Languages, 2. Humanities, and Area D – Social, Political and Economic Institutions and Behavior; Historical Background, 7. Interdisciplinary Social/Behavioral Science

CHANGES IN NUMBER, DESCRIPTIVE TITLE, CATALOG DESCRIPTION, CSU AND IGETC GENERAL EDUCATION REQUIREMENT; COURSE REVIEW FOR CURRENCY WITH TITLE 5 REQUIREMENTS

Current Status/Proposed Change

1. History ~~3~~ 140 – History of Early Civilizations

This course is a survey of the political, economic, and social, survey of the and cultural development of World eCivilizations from the origins of civilization these complex cultures in the Neolithic Revolution era to the emergence of the West in the mid-fifteenth century. Topics include the early civilizations of the Near East, Egypt, India, China, the Americas, Greece, and Rome.

CSU General Education Requirement – Area C – Arts, Literature, Philosophy and Foreign Languages, 2. Humanities, and Area D – Social, Political and Economic Institutions and Behavior; Historical Background, 6. History

IGETC General Education Requirement – Area 3: Arts and Humanities,

B. Humanities and Area 4: Social and Behavioral Sciences

Recommendation:

History 140 – History of Early Civilizations

This course is a survey of the political, economic, social, and cultural development of World Civilizations from the origins of these complex cultures in the Neolithic era to the emergence of the West in the fifteenth century. Topics include the early civilizations of the Near East, Egypt, India, China, the Americas, Greece, and Rome.

CSU General Education Requirement – Area C – Arts, Literature, Philosophy and Foreign Languages, 2. Humanities, and Area D – Social, Political and Economic Institutions and Behavior; Historical Background, 6. History

IGETC General Education Requirement - Area 3: Arts and Humanities,

B. Humanities and Area 4: Social and Behavioral Sciences

Current Status/Proposed Change

2. History ~~4~~ 141 – History of Modern Civilizations

This course is a survey of the political, economic, and social, and survey of the cultural development of world civilizations from the rise of the West in the mid-fifteenth century to the advent of the Global Age in the present day. Topics include the European voyages of exploration and expansion, Africa and the transatlantic slave trade, Protestant and Catholic Reformations, the Islamic empires, China and Japan in the age of global expansion, French and industrial revolutions, World War I and II, the Cold War, and globalization.

CSU General Education Requirement – Area C – Arts, Literature, Philosophy and Foreign Languages, 2. Humanities, and Area D – Social, Political and Economic Institutions and Behavior; Historical Background, 6. History

IGETC General Education Requirement – Area 3: Arts and Humanities,

B. Humanities and Area 4: Social and Behavioral Sciences

Recommendation:

History 141 – History of Modern Civilizations

This course is a survey of the political, economic, social, and cultural development of world civilizations from the rise of the West in the mid-fifteenth century to the present day. Topics include the European voyages of exploration and expansion, Africa and the transatlantic slave trade, Protestant and Catholic Reformations, the Islamic empires, China and Japan in the age of global expansion, French and industrial revolutions, World War I and II, the Cold War, and globalization.

CSU General Education Requirement – Area C – Arts, Literature, Philosophy and Foreign Languages, 2. Humanities, and Area D – Social, Political and Economic Institutions and Behavior; Historical Background, 6. History

IGETC General Education Requirement – Area 3: Arts and Humanities,

B. Humanities and Area 4: Social and Behavioral Sciences

CHANGE IN DESCRIPTIVE TITLE; COURSE REVIEW FOR CURRENCY WITH TITLE 5 REQUIREMENTS

Current Status/Proposed Change

1. Political Science 2 – Introduction to Comparative Politics

Recommendation:

Political Science 2 – Introduction to Comparative Politics

COURSE REVIEW FOR CURRENCY WITH TITLE 5 REQUIREMENTS

1. Political Science 10 – Introduction to International Relations

NEW DISTANCE EDUCATION COURSE VERSIONS FOR EXISTING COURSES

1. American Studies 7 –History of American Popular Culture (Online)
2. Political Science 2 – Introduction to Comparative Politics (Online)
3. Political Science 10 – Introduction to International Relations (Online)

DISTANCE EDUCATION COURSE VERSION UPDATES

1. History 140 – History of Early Civilizations (Online)
2. History 141 – History of Modern Civilizations (Online)

INDUSTRY AND TECHNOLOGY DIVISION**COURSE REVIEW FOR CURRENCY WITH TITLE 5 REQUIREMENTS**

1. Administration of Justice 100 – Introduction to Administration of Justice
2. Automotive Technology 1 – Introduction to Automotive Service
3. Construction Technology 100 – Building Fundamentals

NEW DISTANCE EDUCATION COURSE VERSION FOR EXISTING COURSE

1. Administration of Justice 100 – Introduction to Administration of Justice (Online)

CHANGE IN TRANSFER STATUS; COURSE REVIEW FOR CURRENCY WITH TITLE 5 REQUIREMENTS

1. Computer Aided Design/Drafting 10abcd – Introduction to Mechanical Computer Aided Design/Drafting
Current Status/Proposed Change
 Transfer CSU
~~No Transfer UC~~ Proposed Transfer UC

Recommendation:

Transfer CSU
 Proposed Transfer UC

CHANGE IN CATALOG DESCRIPTION; COURSE REVIEW FOR CURRENCY WITH TITLE 5 REQUIREMENTS

1. Fashion 29ab – Computer Pattern Design/Patternmaking
Current Status/Proposed Change
 This course covers the application of computer pattern aided design “~~PAD System~~” Gerber AccuMark software. ~~Using the tools of the PAD system s~~Students will draft and manipulate basic blocks and garment styles. Students will work in teams to simulate the work environment.

Recommendation:

This course covers the application of computer pattern aided design Gerber AccuMark software. Students will draft and manipulate basic blocks and garment styles. Students will work in teams to simulate the work environment.

2. Fire and Emergency Technology 1 – Fire Protection Organization

Current Status/Proposed Change

This course provides an introduction to fire protection; career opportunities in fire protection, and related fields; philosophy and history of fire protection; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; and introduction to fire strategy and tactics.

Recommendation:

This course provides an introduction to fire protection; career opportunities in fire protection, and related fields; philosophy and history of fire protection; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; and introduction to fire strategy and tactics.

MATHEMATICAL SCIENCES DIVISION**COURSE REVIEW FOR CURRENCY WITH TITLE 5 REQUIREMENTS**

1. Mathematics 150 – Elementary Probability and Statistics

NEW DISTANCE EDUCATION COURSE VERSION FOR EXISTING COURSE

1. Mathematics 150 – Elementary Probability and Statistics (Online)

NATURAL SCIENCES DIVISION**CHANGE IN CATALOG DESCRIPTION; COURSE REVIEW FOR CURRENCY WITH TITLE 5 REQUIREMENTS**

1. Chemistry 4 – Beginning Chemistry

Current Status/Proposed Change

This course introduces the principles of chemistry, modern concepts of atomic structure and periodicity as a basis for ~~the~~ understanding of bonding, chemical formulas, chemical equations and chemical reactions, states of matter, important elements and their compounds, solutions, acid-base theories and reactions, net ionic equations, and oxidation-reduction. ~~It includes an introduction to kinetics and chemical equilibrium. Emphasis in lecture is on~~ chemical nomenclature and calculations. In the laboratory, ~~emphasis will be~~ is on observations, measurements, and elementary quantitative experiments with an introduction to qualitative analysis.

Recommendation:

This course introduces the principles of chemistry, modern concepts of atomic structure and periodicity as a basis for understanding bonding, chemical formulas, chemical equations and chemical reactions, states of matter, important elements and their compounds, solutions, acid-base theories and reactions, net ionic equations, oxidation-

reduction, kinetics and chemical equilibrium, chemical nomenclature and calculations. In the laboratory, emphasis is on observations, measurements, and elementary quantitative experiments with an introduction to qualitative analysis.

2. Chemistry 1B - General Chemistry II

Current Status/Proposed Change

This course details the chemistry of elements and their compounds in periodic groupings, transition metal complexes, chemical equilibrium, chemical thermodynamics, kinetics, ~~atomic and molecular structure~~, aqueous solutions, net ionic equations, oxidation – reduction equations, electrochemistry and nuclear processes. In the laboratory, qualitative analysis of common metallic and nonmetallic ions will be performed, as well as additional experiments on selected lecture topics.

Recommendation:

This course details the chemistry of elements and their compounds in periodic groupings, transition metal complexes, chemical equilibrium, chemical thermodynamics, kinetics, aqueous solutions, net ionic equations, oxidation – reduction equations, electrochemistry and nuclear processes. In the laboratory, qualitative analysis of common metallic and nonmetallic ions will be performed, as well as additional experiments on selected lecture topics.

CHANGE IN CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation); COURSE REVIEW FOR CURRENCY WITH TITLE 5 REQUIREMENTS

1. Chemistry 1A – General Chemistry I

Current Status/Proposed Change

Prerequisite: (1) Chemistry 4 with a minimum grade of C or 1 year of high school chemistry and qualification by testing (El Camino College Chemistry Placement Test) and assessment; (2) eligibility for Mathematics 170

Recommendation:

Prerequisite: (1) Chemistry 4 with a minimum grade of C or 1 year of high school chemistry and qualification by testing (El Camino College Chemistry Placement Test) and assessment; (2) eligibility for Mathematics 170

**EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: May 1, 2008**

MEMBERS PRESENT:

- | | |
|---|--|
| <input type="checkbox"/> Alario, Miriam – ECCE | <input checked="" type="checkbox"/> Spor, Arvid – Chair |
| <input type="checkbox"/> Jack, Christina – ASO | <input checked="" type="checkbox"/> Taylor, Susan – ECCFT |
| <input checked="" type="checkbox"/> Jackson, Tom – Academic Affairs | <input checked="" type="checkbox"/> Tyler, Harold – Management/Supervisors |
| <input type="checkbox"/> Reid, Dawn – Student & Community Adv. | <input checked="" type="checkbox"/> Widman, Lance – Academic Senate |
| <input checked="" type="checkbox"/> Shenefield, Cheryl – Administrative Svcs. | |

OTHERS ATTENDING: Janice Ely, Luis Mancia, Jeff Marsee, Barbara Perez

Handouts:

- Memorandum – Student Health Fee Increase
- Resident Credit FTES 2007-2008
- Proposal to Build 2008-09 Budget Assuming \$5.8 Million Shortfall
- 2008-2009 Tentative Budget

The meeting was called to order at 1:07 p.m.

Approval of April 17, 2008 Minutes

1. Is the college required to have GASB 45 built as a line item on the budget? No, just required to set aside funds each year – funds could be allocated during the year.
2. The April 17, 2008 meeting minutes were approved with no changes made.

Student Health Fee Increase:

1. Effective Summer 2008, community colleges can charge a maximum fee of \$17 per semester (\$14 for summer session) for student health fees. The state will not fully fund the reimbursement if the maximum fee is not charged.
2. Every student pays the health fee with the exception of BOG-A students.
3. Mandated Cost Plan – cost of operating the Health Center. After audit, the state disallowed a large portion of costs claimed because the college did not charge students the maximum allowable amount. \$17 per student fee is not enough to fully fund the Health Center.
4. The health fee change could go into effect as early as Fall 2008. Admissions and Records raised the issue that the \$14 health fee was published in the fall literature. Some students may have already paid their Fall 2008 fees early and would have to be re-billed.
5. The suggestion was made to recommend that Cabinet revisit offering Health Center services year round. The Health Center has prepared a proposal to operate the center year round; Cabinet wants to wait to see what develops with the budget.
6. PBC endorses raising the student health fees to \$17 per semester per student, to go into affect as early as possible.

2008-2009 Tentative Budget:

Proposal to Build 2008-09 Budget Assuming \$5.8 Million Shortfall – the preliminary budget in February identified \$5.8 million less this year for department allocations.

1. Proposed adjustments:
 - a. Use fund balance for 50% of funding gap

- b. Reduction in hourly instructional funds
 - c. Unused funds in Funds 14 and 15 – up to \$1 million projected
 - d. \$300,000 for positions budgeted for 2007-08 but not filled – decision was made to remove positions from 2008-09 budget.
 - e. After adjustments, projected \$1.1 million shortfall for 2008-09.
2. Options for closing \$1.1 million unfunded gap
 - a. Option #1 – reduce department budgets by 10%
 - b. Option #2 (selected by Cabinet) – use fund balance
 - c. Option #3 (selected by Cabinet) – reduce discretionary department operational budgets by 5%.
 - d. Option #4 – freeze all positions budgeted and vacant at this time and projected to be vacant next year.
 3. \$1.6 million of unused funds projected from all hourly instructional budgets (1300 accounts). \$1 million will be necessary to offset sections taught in 2008-09 to cover 3% growth. Reduced hourly instructional budget by \$500,000.
 4. The VPs reviewed classified vacant positions that totaled \$1 million. Decided that \$300,000 of classified vacant positions was not critical to the operation of the college. This includes a handful of positions vacant for a full year because departments never submitted a request to refill the positions.
 5. “Vacant” are positions being recruited and filled; “vacant hold” is a term to identify positions that is written out of budget because requests to refill were never submitted. Vacant hold positions may be re-examined.
 6. Definition clarification:
 - a. ‘Shortfall’ refers to the amount of department monies available this fiscal year relative to previous fiscal year – comparison of one expenditure budget to another.
 - b. “Fund balance” – accumulation of all prior years of unused funds.
 7. Options #2 and #3 were used to develop the 2008-09 tentative budget.
 8. This year, the loss of property tax revenue was more than the state anticipated resulting in a \$1.5 million cut in apportionment.

2008-2009 Tentative Budget

1. Page 1 – line item A (Principal Apportionment), 3rd column (Revised Final Budget 2007-08): \$95,522,396 is the amount ECC will receive for 2007-08. This is \$940,000 less than projected.
2. Page 2 – Total revenue for 2007-08 is \$105,883,204 and total revenue for 2008-09 projected to be \$106,574,187.
3. Page 3 – account number 1200 (Non-Instructional Salaries, Certificated) total includes both Fund 11 and Fund 12.
4. Account number 3500 (Unemployment insurance) – the state increased the rate from .005% to .03%, increasing the total from \$36,857 to \$220,321.
5. Total institutional expenditures for 2008-09 are approximately \$100 million. With revenues approximately \$106 million, only \$6 million would be left for departmental expenditures. Cabinet agreed to allocate 95% of what departments will spend in 2007-08. Therefore, \$10,825,014 is budgeted (page 4) for operational expenditures for 2008-09. A \$10,697,481 ending balance/reserve is expected for 2007-08. At the end of 2008-09, reductions in the ending balance/reserve by \$4 million will leave a 2008-09 ending balance of \$6,515,200 or 5.882% remaining in reserves.

6. A suggestion was made to create an option #5 to use 2008-09 Fund 15 monies to fill budget gap.
7. A concern was voiced about not filling vacant classified staff positions.
8. Page 3 – account number 5100 (hardware and software maintenance) is an estimate at \$800,000 has not been audited to see if the amount should be changed.
9. Interfund transfer – requesting waiver for matching funds for maintenance block grant for 2007-08.
10. First reading of the 2008-09 budget will be presented at the next board meeting.
11. PBC understands the 2008-09 budget information as presented and recommends using options #2 and #3 and possibly creating an option #5 (consider using Fund 15 to close additional budget gaps). PBC would like the President and Board to be aware of PBC concerns attached to this recommendation:
 1. GASB 45 funding
 2. Reinstate unfilled classified positions
 3. Not reduce hourly instruction

Resident Credit FTES 2008-09

1. The difference in percentage of growth allocated is due to changes made by the Chancellor's Office.
2. Earned 1,770 FTES in Summer 2007. Borrowed 1,053 FTES from Summer 2007 to reach 19,300 FTES for 2006-07 resulting in 717 FTES for Summer 2007.
3. Paramedic and Affiliate Training Program FTES are included in the subtotal.

The next meeting is scheduled on May 15, 2008.

The meeting adjourned at 2:34 p.m.

Note taker: Lucy Nelson

BOARD POLICY 5030.1 Student Health Services Fee

In accordance with the California Education Code, Section 76355 ~~72246~~, the Governing Board of El Camino Community College District shall require, ~~commencing with the Fall 1993 Semester~~, students to pay *the amount allowed by law* ~~ten dollars (\$10.00)~~ for each semester, and *the amount allowed by law* ~~seven dollars (\$7.00)~~ for summer school for the operation, supervision, programs, and services of Student Health Services.

The Governing Board of El Camino College shall exempt the students under the conditions listed below. These students are, however, eligible for services from Student Health Services.

1. Students receiving financial aid pursuant to Section 72252.1 (Financial Aid).
2. Low-income students who meet the Board of Governors Grant criteria (pursuant to Section 72252) as demonstrated by appropriate support documentation of AFDC eligibility (Aid to Families with Dependent Children); SSI eligibility (Social Security Income); or GA eligibility (General Assistance/General Relief); Veterans Affairs Dependent Fee Waiver Certification; Agency Certification (Untaxed Income Form); or Income Tax Form as they relate to Qualifying Income Levels; or a combination of the above and unmet student need as determined by the Financial Aid Office.

The following students are also exempt. However, they are only eligible for emergency care services on campus from Student Health Services.

3. Students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization.
4. Students enrolled only in classes held off campus, instructional television classes only, non-credit classes only, or work-site classes, high school students, or students enrolled in contract classes will not be required to pay the health services fee.

All fees collected pursuant to this section shall be deposited in the fund of the District designated by the California Community Colleges Budget and Accounting Manual and shall be expended only to provide health services.

Refund

Students who withdraw from all courses prior to the close of the second week of the term will be eligible for a refund of the Health Services Fee. Forms to request a refund of the fee may be obtained at the El Camino College Cashier's Office.

Previous Board Policy Number: 5123 Renumbered: 4/18/05

El Camino College

Adopted: 6/13/83

Amended: 8/22/83, 3/26/90, 6/25/90, 12/10/90, 1/25/93

76355. (a) (1) The governing board of a district maintaining a community college may require community college students to pay a fee in the total amount of not more than ten dollars (\$10) for each semester, seven dollars (\$7) for summer school, seven dollars (\$7) for each intersession of at least four weeks, or seven dollars (\$7) for each quarter for health supervision and services, including direct or indirect medical and hospitalization services, or the operation of a student health center or centers, or both.

(2) The governing board of each community college district may increase this fee by the same percentage increase as the Implicit Price Deflator for State and Local Government Purchase of Goods and Services. Whenever that calculation produces an increase of one dollar (\$1) above the existing fee, the fee may be increased by one dollar (\$1).

(b) If, pursuant to this section, a fee is required, the governing board of the district shall decide the amount of the fee, if any, that a part-time student is required to pay. The governing board may decide whether the fee shall be mandatory or optional.

(c) The governing board of a district maintaining a community college shall adopt rules and regulations that exempt the following students from any fee required pursuant to subdivision (a):

(1) Students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization.

(2) Students who are attending a community college under an approved apprenticeship training program.

(d) (1) All fees collected pursuant to this section shall be deposited in the fund of the district designated by the California Community Colleges Budget and Accounting Manual. These fees shall be expended only to provide health services as specified in regulations adopted by the board of governors.

(2) Authorized expenditures shall not include, among other things, athletic trainers' salaries, athletic insurance, medical supplies for athletics, physical examinations for intercollegiate athletics, ambulance services, the salaries of health professionals for athletic events, any deductible portion of accident claims filed for athletic team members, or any other expense that is not available to all students. No student shall be denied a service supported by student health fees on account of participation in athletic programs.

(e) Any community college district that provided health services in the 1986-87 fiscal year shall maintain health services, at the level provided during the 1986-87 fiscal year, and each fiscal year thereafter. If the cost to maintain that level of service exceeds the limits specified in subdivision (a), the excess cost shall be borne by the district.

(f) A district that begins charging a health fee may use funds for startup costs from other district funds, and may recover all or part of those funds from health fees collected within the first five years following the commencement of charging the fee.

(g) The board of governors shall adopt regulations that generally describe the types of health services included in the health service program.



EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS
17 APRIL 2008

Present: K. Curry, S. Dever, I. Drew, A. Garten, D. Goldberg, A. Grigsby, T. Jackson, B. Jaffe, C. Lee, T. Lew, G. Miranda, R. Natividad, J. Nishime, D. Patel, V. Rapp, S. Rodriguez, J. Schwartz, J. Shankweiler, R. Smith, A. Spor, J. Wagstaff, S. Zareski

I. INFORMATION ITEMS

- A. Notes of 4/3/08: Distributed with the following corrections:
- IIA. Dr. Smith and Dr. Drew met with the following staff...Ms. Patel, Mr. Marcoux, Mr. Mulrooney, **Dr. Jaffe and Dr. Rodriguez.**
 - IIA. Creating a culture of service that must be a practiced value.

II. DISCUSSION/ACTION

A. Board Policies: The Board Policies/Administrative Procedures were reviewed with the following recommendations:

- BP/AP 4070 Audit of Courses: need to check with B. Mulrooney regarding Administrative Procedure 4070 #2 -- there is a lot of paperwork to process – is it all necessary? Is there a limit of how many times a student can audit? Should there be a limit on the times a student get audit the same course? Who handles the record keeping for audits?
- **BP 4220 Standard of Scholarship**: The change for this policy is the new Title 5 regulations of doing away with credit/no credit notation and moving to pass/no pass. Correction: Semester Unit of Credit – A unit is the value placed on the equivalent of three hours...~~thus~~, for example, one unit...
 6. XW – define this term as beyond three withdraws in a class.
 7. Definition of an Academic Week – (need to check wording if information came from Title 5.)
- **BP 4250 Probation, Dismissal & Readmission**: Remove underline in #7 (Appeal of Probation or Dismissal)
- **BP 5020 Nonresident Tuition**: Change roman numerals to numeric. J. Nishime will forward the issue of Collection of Fees in Advance to Cabinet and College Council. It was suggested a deadline date be provided for not only nonresident but resident students as well.
- **BP/AP 5137 Distribution & Exhibition of Posters**: Policy will be presented at College Council on 4/21.

Correction: 4. Authorized student activities may be publicized and advertised on **campus in a timely manner**.

7. The distribution or exhibition of materials....authorized by the Directors of Student Development and/or Community Relations **or designee**. Additionally, representative of employer groups...authorized by the Dean of Counseling and Student Services for display **of materials** on the campus.

Comment [ECC1]: Will go to Academic Senate for first reading

Comment [ECC2]: In Academic Senate for second reading

Comment [ECC3]: Needs to be reviewed by Bill Mulrooney before coming to College Council

Comment [ECC4]: Reviewed by CC on 4/28 – first reading

- **BP 5138 Standards of Student Conduct:**
 Corrections: Cheating or Plagiarism: When there is evidence of cheating or plagiarism in any academic work, the ~~student~~ instructor may ~~receive~~ **assign** a ~~θ~~ **failing grade** for that piece of work or ~~may be suspended from all classes for that term and the following term if deemed appropriate~~ **and/or suspend student for that class**.
 Examples of Cheating or Plagiarism are: Obtaining copies of *instructor's* notes, exams or exam questions by any means other than from the instructor.
 Consequences for Cheating or Plagiarism: 1. The instructor may assign a grade of ~~θ~~ **F** to an examination or assignment.... The instructor should document the evidence used to determine that cheating or plagiarism occurred. 2. The instructor may dismiss the student from the class or activity for the ~~present~~ **current** and/or following class session(s)... 4. In any case in which an instructor removes a student from a class and/or assigns a grade of ~~θ~~ **F** based on academic dishonesty, the instructor...
 - **BP 5506 Student Rights & Responsibilities:**
 Corrections: Throughout the board policy, change Title V to **Title 5**.
 1. ~~To~~ **Enroll** in any course, subject to space availability....
 10. Promote and support a positive learning environment...and ~~college-level~~ **appropriate** behavior in all areas of the campus.
- B. **Chancellor's Letter:** A letter from the Chancellor's Office regarding cheating by students was distributed. It is a legal opinion which can be used for arbitration regarding this subject.
- C. **Academic Senate:** Will be discussed at the next meeting.

Comment [ECC5]: Still in Ed Policies and H. Tyler's task force

Comment [ECC6]: Reviewed by CC on 4/28 – first reading

III. OTHER

- A. **READ Poster:** The unveiling of the READ poster will be held on April 17.
- B. **Onizuka Science Day:** One thousand students signed up for the event which will be held on April 19.
- C. **Renovation:** All rooms on the second floor of the Bookstore/Cafeteria, including the Alondra Room and dining area will be renovated beginning fall 2008. Meetings normally held in the Alondra Room will need to be scheduled elsewhere.
- D. **Students' Past Conduct:** A letter from the Chancellor's Office regarding students' past conduct was distributed. J. Nishime briefly summarized the legal opinion:
 - Colleges may disclose information, including disciplinary, in connection with a health or safety emergency to protect others.
 - Disciplinary records and education records can be shared with another college where the student intends to enroll.
 - Disciplinary action against students with mental disabilities must be looked at on a case-by-case basis.
 - A community college district cannot deny admission to a student based on discipline.
 - Students are not required to disclose criminal record.

EL CAMINO COLLEGE FULL-TIME TEMPORARY FACULTY HIRING PROCEDURES

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NOTE: The Superintendent/President is responsible for the implementation of the hiring procedures as jointly agreed upon by the Academic Senate and the Board of Trustees in accordance with the Education Code, Section 87360.

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I. Definition of Terms

A. "VP" is vice president.

B. "VPAA" is Vice President of Academic Affairs

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C. "Position(s)" refers to both new and replacement position(s).

D. "AS" is the Academic Senate.

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E. "EEO" is Equal Employment Opportunity Officer

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F. "EER" is Equal Employment Opportunity Representative

Deleted: "AAO" is affirmative action officer.

Deleted: AAR" is affirmative action representative.

II. Position Identification Process

- A. Full-time temporary positions are identified on the basis of a vacancy due to special circumstances.
- B. Upon consultation and agreement with the faculty of the discipline, the division dean will request approval from the appropriate VP for a full-time temporary faculty position.
- C. The VP will respond to the request within 6 working days. If the request is denied, the VP will provide written justification to the dean and faculty.
- D. If the VP approves the position, the full-time faculty of the discipline in consultation with the dean can select a candidate from within the current adjunct faculty.

III. Screening Committee

A. Selection

The division dean or designee will be initially responsible for identifying the members of the screening committee in compliance with Section III-B.

B. Composition

- 1. Division dean or designee.
- 2. Where there is a director with specific program responsibility over the position to be hired, the director will either be the dean's designee or a voting member of the committee.
- 3. Three (3) or more full-time faculty members from the discipline, one of whom must be tenured. or If not enough full-time faculty from the discipline are available, the

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dean and Division Council may recruit additional committee members. Such recruits may come from the division full-time faculty, retired faculty, adjunct faculty, or a neighboring college. At least two committee members should be or have been instructors in the discipline. These committee members shall be approved by a majority of the tenured faculty in the discipline.

4. One (1) full-time faculty member from outside the division approved by the committee and the division dean is recommended
5. One(1) full-time faculty member from the Compton Education Center is recommended.
6. At the discretion of the faculty in the discipline, non-faculty may be appointed with voting or non-voting status.
7. One (1) non-voting EER appointed by the EEO in consultation with committee members and the division dean. Every attempt will be made to have a faculty EER serve on every faculty screening committee. However, in the event no faculty member is available, either a representative from management or classified staff will be appointed.
8. The division dean or designee will normally serve as the committee chair subject to the approval of the committee. The committee may select an alternate chair in consultation with the appropriate VP. The responsibilities of the chair include, but are not limited to, the following:
 - a. Follow procedures specifically outlined in the Federation contract and the Education Code, Section 87360 Hiring Procedures.
 - b. Forward to Human Resources the names of the committee members and the chair.
 - c. Work with committee members' schedules to call timely meetings and accommodate faculty teaching schedules where possible.
 - d. Review committee members' responsibilities, screening procedures, equal employment opportunity guidelines and conditions of privacy and confidentiality.
 - e. Arrange for training in screening procedures and equal employment opportunity for any committee member who has not received it recently.
 - f. Assure that the paper screening, preliminary interviews and final interview calendar are completed and forwarded to Human Resources in a timely manner.
 - g. Coordinate the committee's development of the interview questions and activities (if appropriate) and paper screening criteria and forward the results to Human Resources.
 - h. Secure applicant packets from Human Resources in a timely manner.
 - i. Review Human Resources procedures enclosed with the applicant packets.
 - j. After candidates are selected for interviews, develop interview schedule and send follow-up confirmation letters.
 - k. Complete reference checks, coordinate with Human Resources to verify qualifications and salary placement, notify interviewees of final selection status and prepare appropriate documents for the final interview.
 - l. Upon completion of the interview process and agreement with the Superintendent/President on the selection of the candidate, the chair and/or

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dean will extend an offer to the selected candidate and apprise the committee and Human Resources of the outcome and reconvene the committee if necessary.

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- m. Notify interviewees not selected.
- n. Return applicant packets with all completed forms and committee members' notes to Human Resources no later than 2 weeks after the final interviews are completed.
- o. Appropriate clerical support will be provided to the designated chair by the division.

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- 9. A Statement of Confidentiality and Conflict of Interest (Appendix A) will be read by either the chair or EER to the screening committee members whose names will be listed on back of the statement and placed as a record in the recruitment file. A presentation on screening and hiring practices will also be made to committee members. Screening and interviewing are confidential processes and all related actions are subject to laws and regulations of equal and fair employment. Committee members are required to maintain the highest degree of confidentiality and to remain unbiased throughout the process.

Deleted: At the discretion of the faculty in the discipline, non-faculty may be appointed with voting or non-voting status.¶
 <#>The majority of the committee members shall be tenured faculty from the discipline or from then division, if not enough faculty are available from the discipline.¶
 The requirement for faculty to be tenured may be waived when deemed necessary by a majority of tenured faculty in the discipline or in the division if no tenured faculty are available from the discipline.

IV. Job Announcement

- A. Job announcements will:
 - 1. be developed by the faculty of the discipline and the division dean or designee. A standardized form provided by Human Resources will meet all legal requirements.
 - 2. include sufficient detail so as to clarify:
 - a. minimum qualifications
 - b. desirable qualifications
 - c. departmental needs
 - d. type of activity (if appropriate) required during the interview
 - e. tentative interview week(s), if possible
 - f. the interview expenses the college may pay
 - 3. be released within 20 working days after positions are approved by the VP.

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 <#>paper screening criteria. In addition to qualifications stated on the job announcement, paper screening criteria may include:¶
 a. training and/or work experience.¶
 b. recency of training and/or work experience.¶
 c. evidence of updating of skills.¶
 e. teaching experience.¶
 f. continued professional growth. ¶
 <#>tentative interview week(s).¶

V. Application Period

- A. Announced positions will be actively advertised for a minimum of 40 days prior to the screening committee's selection of candidates to interview; however, the position may remain open until filled.
- B. A database of applicants will be maintained for 18 months, and applicants will be notified of part-time and other full-time openings in their respective disciplines.
- C. During the application period, the screening committee will:
 - 1. Discuss college hiring practices regarding non-discrimination, conflict of interest, and confidentiality.

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Deleted: Applications of candidates determined to be qualified, once filed, are valid for an opening in the discipline for two academic years starting with the one in which the position is filled. Implementation of this item is subject to adequate resources and staff. At such time procedures will be developed jointly with all appropriate constituencies.

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- 2. Determine paper screening criteria. In addition to qualifications stated on the job announcement, paper screening criteria may include:
 - a. Training and/or work experience
 - b. Recency of training and/or work experience
 - c. Evidence of updating of skills
 - d. Teaching experience
 - e. Continued professional growth
- 3. Identify tentative interview dates.
- 4. Develop preliminary interview questions.
- 5. Develop a description of the activity (if appropriate) to be requested of each interviewee. A teaching demonstration is required for all teaching positions.

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D. The questions and activities will be forwarded to the Vice President of Human Resources for review.

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E. Applications will be released to the screening committee following submission of the preliminary interview questions.

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VI. Screening Process

A. Prescreening

- 1. Every attempt will be made by the AAO and Personnel to obtain a diverse applicant pool.
- 2. Human Resources will screen for all required materials, which include the application form, the applicable degree transcripts, and the resume. The office will also prescreen the applications for all minimum qualifications, contingent upon funding and staffing. Human Resources will notify the chair that the completed applications packets on individual applicants who meet the minimum qualifications are available for screening.
- 3. EEO or designee will analyze the composition of the applicant pool to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures. If the EEO identifies problems with the recruitment process that result in an adverse impact, the EEO will meet with the screening committee and the Vice President of Human Resources and shall take effective steps to address them.

Deleted: Contingent upon funding, Personnel will prescreen the applications for all minimum qualifications. Personnel will also screen for all required materials, which include the application form, the highest degree transcripts, and the resume. Personnel will notify the chair that the completed application packets on individual applicants who meet the minimum qualifications are available for screening.

B. Timelines for Review of Applications

- 1. Human Resources will normally forward applicant pools to the EEO or designee within 7 working days of the end of the advertising period.
- 2. The EEO will have 5 working days to review the diversity of the applicant pool and, if approved, forward the applications to the screening committee. In the absence of the EEO, the Vice President of Human Resources will make the determination.
- 3. All committee members must review the applications before the meeting to select the interviewees.
- 4. The committee will agree as to which candidates to interview and schedule interviews (according to the job announcement) in a timely manner not to exceed 1 month after the applications become available for review.

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5. The chair or representative will contact the candidates to be interviewed. Inquiry shall be made to determine if the candidate requires accommodations related to a disability. If necessary, consultation regarding accommodation arrangements may be made with the Special Resource Center. Examples of accommodations may include wheelchair access, American Sign Language interpreter, access technology, or materials in an alternate print format.

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C. Evaluation of Candidates

1. Screening committee members must be present for all interviews to participate in the committee decision.
2. Committee members will document the screening/interview/evaluation process as specified by Human Resources.
3. Evaluation of the candidates may be based on:
 - a. knowledge of subject area
 - b. communication ability (written and verbal as applicable)
 - c. ability to stimulate interest in the discipline among community college students
 - d. teaching ability
 - e. ability to work with students of widely diverse backgrounds and abilities
 - f. experience
 - g. ability and willingness to contribute to the college community
4. The screening committee will select candidates to be sent to the final selection committee. If fewer than 3 acceptable candidates are identified, justification must be provided by the screening committee. The screening committee, at its option, may rank the candidates.
5. The screening committee will determine how references of the top candidates will be checked and the reference checks will be done prior to the final interview. The following information will be submitted to the Superintendent/President by noon the day before the final interview is scheduled:
 - a Job specification for the position
 - b List of questions asked during the initial interview process and any other written materials associated with that process.
 - c Names of participants in pre-screening interview and names of participants for the finals.
 - d Entire applicant file for each applicant scheduled for interview.
 - e Written summary of the ethnic and gender diversity of the applicant pool, applicant pool identified for interview, and candidate pool selected for final.
 - f Summary of current full-time faculty or staff, whichever is applicable to the vacant position in the area by gender and ethnicity.
 - g Documentation that summarizes reference check feedback and any othr relevant personnel information.
6. Candidates interviewed for a full-time position but not hired may, at the discretion of the screening committee, be hired for an adjunct or full-time temporary faculty position based on the interview for the full-time position.

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VII. Final Selection Process

At the discretion of the Superintendent/President, a final selection process may occur.

A. Composition of Final Selection Committee

1. President
2. 1 or 2 vice presidents
3. Dean or designee or director (whichever served on the screening committee) as determined by the screening committee.
4. 2 faculty members from the screening committee, selected by the screening committee
5. 1 equal employment opportunity representative

B. Selection of Final Candidate(s)

1. During an open and collaborative assessment of each candidate, the screening committee's ranking of the candidates will be reviewed.
2. Following this assessment, each committee member will rank the candidates. In the event the Superintendent/President does not support the majority, further discussion will occur.
3. Following adequate discussion, the Superintendent/President will select the candidate(s) to recommend to the Board of Trustees.
4. In the event no selection is made, a meeting will be held between the Superintendent/President or designee and the screening committee to inform them of the results and to discuss the alternatives.

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VIII. Equal Employment Opportunity

A. The procedures detailed in this document include steps required for compliance with the District's Equal Employment Opportunity Plan.

B. Responsibilities (not included above) of the EEO as they pertain to the faculty hiring procedures are:

1. To serve as a resource regarding legal aspects to the EERs and the screening committees.
2. To validate that each member of the screening committee has completed the specified in-service training in compliance with the District's Equal Employment Opportunity Plan.
3. To review and validate the hiring process with the EER.
4. To certify the applicant pool.

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Deleted: Provide the AAR and the screening committee with general ethnic and gender statistics of the applicant, interview, and final selection pools. No information will be provided by individual applicant name

C. The responsibilities (not included above) of the EER are:

1. To monitor the process, record, and take notes.
2. To serve as a resource to the screening committee regarding appropriate methods of screening and interviewing.
3. To advise the screening committee of inconsistencies or inappropriate screening or interviewing activities.
4. To consult with the EEO regarding unresolved problems relating to potential violations.

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- D. In the event the EEO determines that there is a violation of equal employment opportunity procedures in the screening or interview process:
 - 1. The EEO will meet with the appropriate VP and in writing notify the committee members of the violation and that the process will be temporarily stopped.
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 - Deleted: screening
 - 2. Within 5 working days a meeting will be held to review the alleged violation.
 - 3. The Superintendent/President, with the recommendation of the EEO, will make the final determination regarding the continuation, revision, or termination of the process.
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 - 4. Justification for terminating or altering the process will be given to the committee members.
 - Deleted: screening

IX. Review and Revision

- A. Any exceptions to the procedures stated in this document require mutual agreement among the AS, the Federation, and the administration.
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- B. Resolution of a unique situation not covered by the procedures will require joint agreement among the AS, the Federation, and the administration.
 - Deleted: C
- C. Review and revision will be done at the request of the AS, the Federation, or the administration.
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- D. Revisions must be mutually agreed upon by all parties, until such agreement is reached, the current procedures will remain in effect.
- E. If any committee member feels that the process has been compromised, he/she should report the concern to either the Vice President of Human Resources or the Director of Staff and Student Diversity.
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- F. The President of the AS, the President of the Federation, and/or the District, in consultation with the Superintendent/President, may temporarily suspend the hiring process. Immediately upon suspension of the process a joint committee of the AS, the Federation, and the administration will be formed to review any allegations and make a recommendation to the Superintendent/ President. The Superintendent/President, with the recommendation of the committee, will make the final determination regarding the continuation, revision, or termination of the process. Justification for terminating or altering the process will be given to the screening committee.
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EL CAMINO COLLEGE ADJUNCT FACULTY HIRING PROCEDURES

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NOTE: The Superintendent/President is responsible for the implementation of the hiring procedures as jointly agreed upon by the Academic Senate and the Board of Trustees in accordance with the Education Code, Section 87360.

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I. Definition of Terms

A. "VP" is vice president.

B. "VPAA" is Vice President of Academic Affairs

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C. "Position(s)" refers to both new and replacement position(s).

D. "AS" is the Academic Senate.

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E. "EEO" is Equal Employment Opportunity Officer

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F. "EER" is Equal Employment Opportunity Representative

Deleted: "AAO" is affirmative action officer.

Deleted: AAR" is affirmative action representative.

II. Position Identification Process

A. Full-time faculty within the discipline shall be given the opportunity to meet with the Dean and/or Associate Dean to discuss anticipated positions and desired numbers of sections of each course. During this discussion availability of overload assignments for full-time faculty will also be discussed. Based on this discussion a list of positions recommended for announcement will be forwarded to Human Resources for announcement.

Deleted: the Vice President for approval. These procedures are to augment and clarify procedures delineated in the AFT contract - not supersede it.

B. Sections not assigned to full-time or current part-time faculty are to be identified and announced be for the semester in a timely manner.

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C. Disciplines which have a high demand for adjunct faculty will establish a candidate pool from which emergency hires can take place.

III. Screening Committee

A. Selection of Committee

The division dean or designee will be initially responsible for identifying the members of the screening committee in compliance with Section III-B.

B. Composition

1. Division dean or designee.

2. Where there is a director with specific program responsibility over the position to be hired, the director will either be the dean's designee or a voting member of the committee.

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3. Tenured faculty from the discipline shall determine the faculty representation on the screening committee. The screening committee shall have at least one faculty member from the discipline or from the division if not enough faculty are available from the discipline.

4. The division dean or designee will normally serve as the committee chair subject to the approval of the committee. The committee may select an alternate chair in consultation with the appropriate VP. The responsibilities of the chair include, but are not limited to, the following:

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a. Follow procedures specifically outlined in the Federation contract and the Education Code, Section 87360 Hiring Procedures.

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b. Forward to Human Resources the names of the committee members and the chair.

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c. Work with committee members' schedules to call timely meetings and accommodate faculty teaching schedules where possible.

d. Review committee members' responsibilities, screening procedures, equal employment opportunity guidelines and conditions of privacy and confidentiality.

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e. Arrange for training in screening procedures and equal employment opportunity for any committee member who has not received it recently.

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f. Assure that the paper screening, preliminary interviews and final interview calendar are completed and forwarded to Human Resources in a timely manner.

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g. Coordinate the committee's development of the interview questions and activities (if appropriate) and paper screening criteria and forward the results to Human Resources.

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h. Secure applicant packets from Human Resources in a timely manner.

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i. Review Human Resources procedures enclosed with the applicant packets.

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j. After candidates are selected for interviews, develop interview schedule and send follow-up confirmation letters.

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k. Complete reference checks, coordinate with Human Resources to verify qualifications and salary placement, notify interviewees of final selection status and prepare appropriate documents for the final interview.

Deleted: and share appropriate procedures with committee

Deleted: coordinate initial phone contacts with potential candidates, send follow-up confirmation letters and

l. Upon completion of the interview process and agreement with the Superintendent/President on the selection of the candidate, the chair and/or dean will extend an offer to the selected candidate and apprise the committee and Human Resources of the outcome and reconvene the committee if necessary.

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m. Notify interviewees not selected.

n. Return applicant packets with all completed forms and committee members' notes to Human Resources no later than 2 weeks after the final interviews are completed.

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5. A Statement of Confidentiality and Conflict of Interest (Appendix A) will be read by either the chair or EER to the screening committee members whose names will be listed on back of the statement and placed as a record in the recruitment file. A

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presentation on screening and hiring practices will also be made to committee members. Screening and interviewing are confidential processes and all related actions are subject to laws and regulations of equal and fair employment. Committee members are required to maintain the highest degree of confidentiality and to remain unbiased throughout the process.

Deleted: At the discretion of the faculty in the discipline, non-faculty may be appointed with voting or non-voting status.¶
<#>The majority of the committee members shall be tenured faculty from the discipline or from then division, if not enough faculty are available from the discipline.¶
The requirement for faculty to be tenured may be waived when deemed necessary by a majority of tenured faculty in the discipline or in the division if no tenured faculty are available from the discipline.

IV. Job Announcement

A. Job announcements will:

1. be developed by the faculty of the discipline and the division dean or designee. A standardized form provided by Human Resources will meet all legal requirements.
2. include sufficient detail so as to clarify:
 - a. minimum qualifications
 - b. desirable qualifications
 - c. departmental needs
 - d. type of activity (if appropriate) required during the interview

Deleted: in consultation with the Director of Personnel and/or the AAO

Deleted: Personnel will be used, with blanks for areas which may vary depending on the nature of the position

V. Application Period

A. Announced positions will be actively advertised for a minimum of 20 days prior to the screening committee's selection of candidates to interview; however, the position may remain open until filled.

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B. A database of applicants will be maintained for 18 months, and applicants will be notified of part-time and other full-time openings in their respective disciplines.

Deleted: Applications of candidates determined to be qualified, once filed, are valid for an opening in the discipline for two academic years starting with the one in which the position is filled. Implementation of this item is subject to adequate resources and staff. At such time procedures will be developed jointly with all appropriate constituencies.

C. During the application period, the screening committee will:

1. Discuss college hiring practices regarding non-discrimination, conflict of interest, and confidentiality.
2. Determine paper screening criteria. In addition to qualifications stated on the job announcement, paper screening criteria may include:
 - a. Training and/or work experience
 - b. Recency of training and/or work experience
 - c. Evidence of updating of skills
 - d. Teaching experience
 - e. Continued professional growth
3. Identify tentative interview dates.
4. Develop preliminary interview questions.
5. Develop a description of the activity (if appropriate) to be requested of each interviewee. A teaching demonstration is required for all teaching positions.

Deleted: Develop interview questions.

Deleted: Develop a description of the activity (if appropriate) to be requested of each interviewee. A teaching demonstration is required for all teaching positions.

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D. The questions and activities will be forwarded to the Vice President of Human Resources for review.

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E. Applications will be released to the screening committee following submission of the preliminary interview questions.

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VI. Screening Process

A. Prescreening

1. Every attempt will be made by the AAO and Personnel to obtain a diverse applicant pool.
2. Human Resources will screen for all required materials, which include the application form, the applicable degree transcripts, and the resume. The office will also prescreen the applications for all minimum qualifications, contingent upon funding and staffing. Human Resources will notify the chair that the completed applications packets on individual applicants who meet the minimum qualifications are available for screening.
3. EEO or designee will analyze the composition of the applicant pool to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures. If the EEO identifies problems with the recruitment process that result in an adverse impact, the EEO will meet with the screening committee and the Vice President of Human Resources and shall take effective steps to address them.

Deleted: Contingent upon funding. Personnel will prescreen the applications for all minimum qualifications. Personnel will also screen for all required materials, which include the application form, the highest degree transcripts, and the resume. Personnel will notify the chair that the completed application packets on individual applicants who meet the minimum qualifications are available for screening.

B. Timelines for Review of Applications

1. Human Resources will normally forward applicant pools to the EEO or designee within 7 working days of the end of the advertising period.
2. The EEO will have 5 working days to review the diversity of the applicant pool and, if approved, forward the applications to the screening committee. In the absence of the EEO, the Vice President of Human Resources will make the determination.
3. All committee members must review the applications before the meeting to select the interviewees.
4. The committee will agree as to which candidates to interview and schedule interviews (according to the job announcement) in a timely manner not to exceed 1 month after the applications become available for review.
5. The chair or representative will contact the candidates to be interviewed. Inquiry shall be made to determine if the candidate requires accommodations related to a disability. If necessary, consultation regarding accommodation arrangements may be made with the Special Resource Center. Examples of accommodations may include wheelchair access, American Sign Language interpreter, access technology, or materials in an alternate print format.

Deleted: Applications are to be forwarded by Personnel to the AAO within 7 working days of the end of the advertising period.

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Deleted: and will have a minimum of 5 and a maximum of 7 working days in which to do so. If over 60 applications are received the screening committee may elect to extend the screening period a maximum of an additional 7 working days

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C. Evaluation of Candidates

1. Screening committee members must be present for all interviews to participate in the committee decision.
2. Committee members will document the screening/interview/evaluation process as specified by Human Resources.
3. Evaluation of the candidates may be based on:
 - a. knowledge of subject area
 - b. communication ability (written and verbal as applicable)
 - c. ability to stimulate interest in the discipline among community college students
 - d. teaching ability

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- e. ability to work with students of widely diverse backgrounds and abilities
- f. experience
- g. ability and willingness to contribute to the college community

D. Selection of Final Candidate(s)

1. After an open and collaborative assessment of each candidate, the committee will select the candidate(s) to be recommended to the Board of Trustees by the Superintendent/President.
2. The dean or designee will check the references of the top candidates(s) prior to recommendation to the Board of Trustees.

VII. Equal Employment Opportunity

Deleted: Affirmative Action

A. The procedures detailed in this document include steps required for compliance with the District's Equal Employment Opportunity Plan.

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B. Responsibilities (not included above) of the EEO as they pertain to the faculty hiring procedures are:

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1. To serve as a resource regarding legal aspects to the EERs and the screening committees.
2. To validate that each member of the screening committee has completed the specified in-service training in compliance with the District's Equal Employment Opportunity Plan.
3. To review and validate the hiring process with the EER.
4. To certify the applicant pool.

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C. The responsibilities (not included above) of the EER are:

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1. To monitor the process, record, and take notes.
2. To serve as a resource to the screening committee regarding appropriate methods of screening and interviewing.
3. To advise the screening committee of inconsistencies or inappropriate screening or interviewing activities.
4. To consult with the EEO regarding unresolved problems relating to potential violations.

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D. In the event the EEO determines that there is a violation of equal employment opportunity procedures in the screening or interview process:

1. The EEO will meet with the appropriate VP and in writing notify the committee members of the violation and that the process will be temporarily stopped.
2. Within 5 working days a meeting will be held to review the alleged violation.
3. The Superintendent/President, with the recommendation of the EEO, will make the final determination regarding the continuation, revision, or termination of the process.
4. Justification for terminating or altering the process will be given to the committee members.

VIII. Emergency Hires

- A. When there is insufficient time for the ordinary hiring process, an emergency hire may be done according to procedures established by the faculty of the discipline in consultation with the dean.
- B. In the event of an emergency hire, regular adjunct faculty hiring procedures must be accomplished for the following semester.

IX. Review and Revision

- A. Any exceptions to the procedures stated in this document require mutual agreement among the AS, the Federation, and the administration.
- B. Resolution of a unique situation not covered by the procedures will require joint agreement among the AS, the Federation, and the administration.
- C. Review and revision will be done at the request of the AS, the Federation, or the administration.
- D. Revisions must be mutually agreed upon by all parties, until such agreement is reached, the current procedures will remain in effect.

E. If any committee member feels that the process has been compromised, he/she should report the concern to either the Vice President of Human Resources or the Director of Staff and Student Diversity.

F. The President of the AS, the President of the Federation, and/or the District, in consultation with the Superintendent/President, may temporarily suspend the hiring process. Immediately upon suspension of the process a joint committee of the AS, the Federation, and the administration will be formed to review any allegations and make a recommendation to the Superintendent/ President. The Superintendent/President, with the recommendation of the committee, will make the final determination regarding the continuation, revision, or termination of the process. Justification for terminating or altering the process will be given to the screening committee.

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**ASSISTANCE TO ASSURE EFFECTIVE PARTICIPATION
IN DISTRICT AND COLLEGE GOVERNANCE**
(A Joint Program of the Academic Senate and Community College League)

The Academic Senate of the California Community Colleges and the Community College League of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any the parties involved in the local decision-making process.

The jointly-sponsored program does not replace the individual services offered by the League to trustees and chief executive officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the League and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance.

The program includes four distinct services that are available. Local college and district CEOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the League and Academic Senate may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of participation in governance.

The president of the Academic Senate and executive director of the League are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and local academic senate president.

This joint program is coordinated and implemented by the Executive Director of the League and President of the Academic Senate under policies established by their respective boards.

Each district or college using the service is expected to reimburse the travel expenses for the assistance team members.

The following provides a summary of the four services available within the assistance program: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

INFORMATION PRESENTATION

The **informational presentation** service is intended to provide a basic overview of the state law, state regulations and guidelines concerning shared governance. The presentation is done by a representative of the League and Academic Senate and takes approximately two hours. Handouts are provided, good practices highlighted and questions answered.

This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

ADVISORY ASSISTANCE

The **advisory assistance** service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.

The service is conducted by one to two representatives of the Academic Senate and League over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the trustees and administration.

A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team in its visit, makes recommendations for addressing the issues and suggests who might be responsible for embarking on the solutions.

ISSUE RESOLUTION

The purpose of the **issue resolution** service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the local board, chief executive officer and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team.

Prior to the six to eight hour visit of one to two representatives from the League and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue to be resolved and the approach to be used. During the visit there will be focused interviews with individuals and groups.

A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition a follow-up training session to provide guidance on implementing the recommendations will be provided if requested.

SPECIAL WORKSHOPS AND PRESENTATIONS

The fourth service involves **special workshops and presentations** on topics that help local personnel better understand particular issues and various aspects of effective decision-making processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the Executive Director of the League, working with local college representatives.

**AB1725 Implementation
ASSISTANCE REQUEST
(Academic and Professional Concerns)**

This form is intended to provide faculty and administrators in California community colleges with a way to request the initiation of a process which may assist colleges in resolving perceived problems in the implementation of AB1725 mandates. It is hoped the form will be filed jointly by the Chief Executive Officer, on behalf of the local governing board, and the local academic senate president. However, a request form submitted by one will be sufficient to initiate the process.

Name(s) **Peter M. Marcoux**

Title(s) **President, Academic Senate**

College **El Camino College**

College Phone 310-660-3254

Email Address
pmarcoux@elcamino.edu

Best time to Call **afternoons**

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Areas of Concern (Check appropriate area):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Shared Governance | <input type="checkbox"/> Budget Process |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Disciplines |
| <input type="checkbox"/> Minimum Qualifications | <input type="checkbox"/> Hiring |
| <input type="checkbox"/> Equivalence | <input type="checkbox"/> Tenure |
| <input type="checkbox"/> Peer Review | <input type="checkbox"/> Evaluation of Administrator |
| <input type="checkbox"/> Administrative Retreat Rights | <input type="checkbox"/> Other (please specify) |

Request for Actions: On a separate page briefly explain the nature of the problem, how you have tried to solve it, and the individual(s) involved.

Please mail or fax this form to:

Community College League of California or
2017 O Street
Sacramento, CA 95814
Fax: (916) 444-2954
Email: cclc@ix.netcom.com

Academic Senate for California
Community Colleges
910 K Street, Suite 300
Sacramento, CA 95814
Fax: (916) 323-9867 Email: asccc@ix.netcom.com

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May 16, 2008

Request for Technical Assistance

The Academic Senate of El Camino College would like to request Technical Assistance from the State Academic Senate and the League of California Community Colleges. Specifically we are looking for Advisory Assistance in regards to El Camino’s Board Policy 2510: *Participation in Local Decision Making* and guidance in regards to shared governance. The faculty believe that language of the policy is not consistent with the Section 53200, California Administrative Code, and that in some instances the administration is reluctant to adhere not only to the language but also to the spirit of Section 53200 of the California Administrative Code.

First, the central issue of the strained relations between faculty leadership and Administration at El Camino is the language of El Camino’s Board Policy 2510: *Participation in Local Decision Making*.

The current policy has subtle differences that weaken the rights and the effectiveness of the Faculty.

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Education Code dictates that the Board will “rely primarily upon the advice and judgment of the academic senate.” In contrast, El Camino’s policy states that the Board “will normally accept the recommendations of the Academic Senate on academic and professional matters (emphasis added)”.

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Although these two statements appear to be similar, the subtle differences seem to allow administration to sidestep or even ignore the recommendations of the Senate and cause a sense of mistrust between major stakeholders on the campus.

Because of this verbal shell game by administration, there are examples showing that neither the language nor the spirit of Section 53200 in the California Administration Code are being adhered to at El Camino College.

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The clearest example of this is, ironically enough, the recent revision and Board approval of Board Policy 2510: *Participation in Local Decision Making* in the fall of 2007, not only without consent of the Academic Senate but also willfully ignoring the written resolution of the Senate which asked the Board not to pass that policy because it did not go through the proper channels (i.e. senate) and did not take into consideration of the faculty’s rights in the important policy. As of this writing, neither the Board nor Administration has yet to respond to the recommendation in the form of the resolution.

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There have also been instances where courses were stopped by the President from being presented to the Board without providing written explanation or following the colleges own Board Policies.

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Additionally, the Senate in the past four years has passed recommendations in the form of resolutions to the Board/Administration regarding matters the Senate believe fall within the ten plus one items. For the most part, these recommendations have been ignored and rare have been shared with the Board of Trustees. Only on two occasions, both in October 2007, have any written responses to a senate resolution been provided. Even for these two occasions, the written responses did not result in mutual agreement or resolution to the problems, as is prescribed by Board Policy.

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The Senate would like to express that for the most part El Camino College succeeds at striving for shared governance. However, there are instances, as noted above, where we have failed. These failures have festered and have caused problems between administration and faculty. We have tried to work with administration to solve these problems but administration has refused to believe that problems even exist, despite the admonitions of all of the past four senate presidents. This is best supported by the fact that they refuse to jointly request assistance. It is the belief of the Senate that fixing these problems now will help avoid larger, more serious problems in the future.

**Proposed 2009-2010 Calendar
For Discussion**

JULY 2009							JANUARY 2010													
<i>sun</i>	<i>mon</i>	<i>tue</i>	<i>wed</i>	<i>thur</i>	<i>fri</i>	<i>sat</i>	<i>sun</i>	<i>mon</i>	<i>tue</i>	<i>wed</i>	<i>thur</i>	<i>fri</i>	<i>sat</i>							
			1-Jul	2-Jul	3-Jul	4-Jul						1-Jan	2-Jan							
5-Jul	6-Jul	7-Jul	8-Jul	9-Jul	10-Jul	11-Jul	3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan							
12-Jul	13-Jul	14-Jul	15-Jul	16-Jul	17-Jul	18-Jul	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan							
19-Jul	20-Jul	21-Jul	22-Jul	23-Jul	24-Jul	25-Jul	17-Jan	18-Jan	19-Jan	20-Jan	21-Jan	22-Jan	23-Jan							
26-Jul	27-Jul	28-Jul	29-Jul	30-Jul	31-Jul		24-Jan	25-Jan	26-Jan	27-Jan	28-Jan	29-Jan	30-Jan							
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27-Sep	28-Sep	29-Sep	30-Sep					28-Mar	29-Mar	30-Mar	31-Mar									
OCTOBER							APRIL													
												1-Apr	2-Apr	3-Apr						
				1-Oct	2-Oct	3-Oct		4-Apr	5-Apr	6-Apr	7-Apr	8-Apr	9-Apr	10-Apr						
4-Oct	5-Oct	6-Oct	7-Oct	8-Oct	9-Oct	10-Oct		11-Apr	12-Apr	13-Apr	14-Apr	15-Apr	16-Apr	17-Apr						
11-Oct	12-Oct	13-Oct	14-Oct	15-Oct	16-Oct	17-Oct		18-Apr	19-Apr	20-Apr	21-Apr	22-Apr	23-Apr	24-Apr						
18-Oct	19-Oct	20-Oct	21-Oct	22-Oct	23-Oct	24-Oct		25-Apr	26-Apr	27-Apr	28-Apr	29-Apr	30-Apr							
25-Oct	26-Oct	27-Oct	28-Oct	29-Oct	30-Oct	31-Oct														
NOVEMBER							MAY													
														1-May						
1-Nov	2-Nov	3-Nov	4-Nov	5-Nov	6-Nov	7-Nov		2-May	3-May	4-May	5-May	6-May	7-May	8-May						
8-Nov	9-Nov	10-Nov	11-Nov	12-Nov	13-Nov	14-Nov		9-May	10-May	11-May	12-May	13-May	14-May	15-May						
15-Nov	16-Nov	17-Nov	18-Nov	19-Nov	20-Nov	21-Nov		16-May	17-May	18-May	19-May	20-May	21-May	22-May						
22-Nov	23-Nov	24-Nov	25-Nov	26-Nov	27-Nov	28-Nov		23-May	24-May	25-May	26-May	27-May	28-May	29-May						
29-Nov	30-Nov							30-May	31-May											
DECEMBER							JUNE													
														1-Jun	2-Jun	3-Jun	4-Jun	5-Jun		
			1-Dec	2-Dec	3-Dec	4-Dec	5-Dec							6-Jun	7-Jun	8-Jun	9-Jun	10-Jun	11-Jun	12-Jun
6-Dec	7-Dec	8-Dec	9-Dec	10-Dec	11-Dec	12-Dec								13-Jun	14-Jun	15-Jun	16-Jun	17-Jun	18-Jun	19-Jun
13-Dec	14-Dec	15-Dec	16-Dec	17-Dec	18-Dec	19-Dec								20-Jun	21-Jun	22-Jun	23-Jun	24-Jun	25-Jun	26-Jun
20-Dec	21-Dec	22-Dec	23-Dec	24-Dec	25-Dec	26-Dec								27-Jun	28-Jun	29-Jun	30-Jun			
27-Dec	28-Dec	29-Dec	30-Dec	31-Dec																

FLEX DAYS **Holidays**
 Campus closed Fall
 Campus open classes not in session Spring

Winter
Summer

Spring Break - April 10 through April 16

Proposed ECC Senate Meeting Schedule

Fall 2008		Spring 2009	
	Sept 2		Feb 17 (1 st week back?)
	Sept 16		March 3
	Oct 7		March 17 (there are 5 Tues in March)
	Oct		April 7
	Nov		April 21 (right after Sp. Br.)
	Nov		May 5
	Dec		May 19
			June 2

DRAFT

Distance Ed Class Load Policy Proposal (4-17-08) Approved by DEAC 5-15-08

The El Camino College Distance Education Committee (DEAC) supports faculty assignment of more than two sections of Distance Education Courses provided that course standards and quality is maintained:

- To meet student demand for curriculum in non-traditional delivery methods.
- To meet the institutions goal to grow and expand the DE program
- To provide greater flexibility for Division Deans and faculty

Faculty will have the same contractual obligations, including student contact hours and professional obligations, such as committee assignments, flex requirements, and attendance at departmental meetings.

All areas (training, evaluation instruments & procedures, student & faculty support, etc.) will need review and clarification.

Note: The committee solicited and received input from faculty on the policy developed by Chris Wells and presented to the Academic Senate for review. A number of instructors that responded felt that Distance Education course load should be treated the same way as assignment procedures for face to face courses and not have any limitations.

**EL CAMINO COLLEGE
CALENDAR COMMITTEE
PROPOSED CALENDAR DATES FOR 2009/10 THROUGH 2011/2012**

	2009/2010	2010/2011	2011/2012
<i>Fall</i>			
Flex Days	August 27, 28	August 26, 27	August 25, 26
Weekend Classes Begin	August 29	August 28	August 27
Classes Begin	August 31	August 30	August 29
Labor Day	September 7	September 6	September 5
Veteran's Day	November 13	November 12	November 11
Turkey Day	November 26-29	November 25-28	November 24-27
Term Ends	December 18	December 17	December 16
<i>Winter Break</i>	Dec 24 – Jan 1	December 23 – Jan 1	Dec 23 – Jan 2
Winter			
Classes Begin	January 6	January 5	January 4
MLK Day	January 18	January 17	January 16
Term Ends	February 9	February 8	February 7
<i>Spring</i>			
Flex Days	February 10, 11	February 9, 10	February 8, 9
Lincoln Day	February 12	February 11	February 10
Weekend Classes Begin	February 13	February 12	February 11
Classes Begin	February 16	February 14	February 13
Washington's Day	February 15	February 21	February 20
Spring Break	April 10-16	April 9-15	April 7-13
Easter	April 4	April 24	April 8
Memorial Day	May 31	May 30	May 28
Term Ends	June 11	June 10	June 8
<i>Summer</i>	June 14 – Aug 20	June 13 – Aug 19	June 11 – Aug 17

April 23, 2008

**EL CAMINO COLLEGE
Calendar Committee
Minutes
April 23, 2008**

DRAFT

Members Present

Ann Ashcraft, Tom Brown, Carolee Casper, June Curtis, Irv Drew
Lyman Hong, Bill Mulrooney, Jeanie Nishime, Dean Paily
Barbara Perez, Emily Rader, Harold Tyler, Toni Wasserberger

The meeting convened at 3:09 p.m., in the Stadium Room

Approval of the Minutes of October 30, 2007

The minutes were approved with necessary corrections.

Credit FTES Summary

The Calendar Committee discussed the Credit FTES Summary for 2001/02 through 2007/08, specifically noting the Winter Intersession terms. The table shows FTES per term for each year. The purpose of the report is to determine whether or not the Winter Intersession is taking student FTES away from the spring session. Even though the Winter Intersession FTES has increased, the Spring FTES has increased as well. The impact is shown in individual divisions where classes are offered. If course offerings are increased for the spring, spring enrollment is impacted. In 2005, we had very healthy winter and spring sessions. Traditionally, there has been a decline from fall to winter. During 2001/2002, there was a decline in FTES. This may have occurred due to the budget situation. During 2002/2003, the college discontinued the PE high school program, which was a great contributor to the increased FTES. Efforts are being made to raise FTES back to that level.

Another issue needing clarification by research data is whether or not conducting summer and fall registration at the same time has any direct impact on summer enrollment – first come, first served. Issues to consider:

1. Students trying to register for a class and nothing is available
2. Perhaps not enough courses were offered for the second summer session for high school students.

Irene Graff will prepare another report and address the concerns raised by the committee.

Discussion – Three-Year Calendar

The Calendar Committee discussed the following calendar configurations for a three-year calendar - 2009/2010, 2010/2011, and 2011/2012.

The data from Research will be incorporated into the discussion of the three-year calendar:

PROPOSED CALENDAR DATES FOR 2009/10 THROUGH 2011/2012

	2009/2010	2010/2011	2011/2012
<i>Fall</i>			
Flex Days	August 27, 28	August 26, 27	August 25, 26
Weekend Classes Begin	August 29	August 28	August 27
Classes Begin	August 31	August 30	August 29
Labor Day	September 7	September 6	September 5
Veteran's Day	November 13	November 12	November 11
Turkey Day	November 26-29	November 25-28	November 24-27
Term Ends	December 18	December 17	December 16
<i>Winter Break</i>	Dec 24 – Jan 1	December 23 – Jan 1	Dec 23 – Jan 2
Winter			
Classes Begin	January 6	January 5	January 4
MLK Day	January 18	January 17	January 16
Term Ends	February 9	February 8	February 7
<i>Spring</i>			
Flex Days	February 10, 11	February 9, 10	February 8, 9
Lincoln Day	February 12	February 11	February 10
Weekend Classes Begin	February 13	February 12	February 11
Classes Begin	February 16	February 14	February 13
Washington's Day	February 15	February 21	February 20
Spring Break	April 10-16	April 9-15	April 7-13
Easter	April 4	April 24	April 8
Memorial Day	May 31	May 30	May 28
Term Ends	June 11	June 10	June 8
<i>Summer</i>	June 14 – Aug 20	June 13 – Aug 19	June 11 – Aug 17

The summer sessions are designed to include the summer sessions for El Camino College as well as Compton. El Camino College has the option of offering a summer session schedule any time during this period of time.

The proposed three-year calendars are shown as attachments.

Cesar Chavez Holiday

The Calendar Committee discussed the inclusion of Cesar Chavez birthday as an approved holiday on the college calendar. Previous discussion about this day was whether or not it could be recommended as a legal holiday. Title 5 states, "a community college may close on March 31 known as "Cesar Chavez Day" if the governing board, pursuant to a memorandum of understanding, reached pursuant to Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code, agrees to close the community college for that purpose." In previous Calendar Committee discussions, it was found as a result of surveying various colleges that the day is observed in the following ways:

1. The day was observed as a holiday
2. The day was observed by special activities

The Calendar Committee previously recommended that the day be observed the first Monday during the Spring Break, thereby having the least impact on instruction. The day has been observed in this manner. It was noted that the day is included in the ECCE contract and that observances be done on the first Monday of Spring Break. It is understood that Board approval is required before the day becomes a legal holiday. Following further discussion, the Calendar Committee noted the following issues which must be taken into consideration:

1. Another day of instruction is removed from the calendar thereby requiring the calendar to be adjusted
2. Fiscal impact

The Calendar Committee agreed that it would be appropriate at this time to refer the three-year calendar and the Cesar Chavez Day issue to the Academic Senate for review before a recommendation is sent forward from the Calendar Committee. The Senate's response will be brought back to the Calendar Committee at the next scheduled meeting.

Next Scheduled Meeting

The following dates were suggested for the next meeting, May 14 at 2 p.m. or May 28 at 3 p.m. Committee members will be notified after the date has been confirmed.

Agenda Development

Review of Academic Senate's response to the proposed three-year calendar and Cesar Chavez Day

Presentation by Irene Graff – Student Registration - Impact of summer/fall registration

Adjournment

The meeting adjourned at 4:05pm.

Thank You!

Thank You!

Thank You!

**FACULTY & STAFF
APPRECIATION DAY
RECEPTION**

THURSDAY, MAY 22, 2008

1:00 ~ 2:00 PM

(PROGRAM ~ 1:15)

**EAST DINING AREA
CAFETERIA**

**PLEASE JOIN US FOR A RECEPTION HONORING
EL CAMINO COLLEGE EMPLOYEES FOR THEIR OUTSTANDING
SERVICE TO THE COLLEGE AND TO CONGRATULATE
THIS YEAR'S DISTINGUISHED FACULTY AND STAFF
RECIPIENTS:**

**MERCEDES THOMPSON, FACULTY MEMBER
PATRICIA WITHERALL, STAFF MEMBER**

LIGHT REFRESHMENTS WILL BE SERVED.