

El Camino College
2006-2007 ACADEMIC SENATE
OFFICERS & EXECUTIVE COMMITTEE – May 1, 2007

Susan Dever , President	Evelyn Uyemura , VP Educational Policies
Peter Marcoux , President-Elect, VP Legislative Action & Academic Technology Committee Liaison	David Vakil , Secretary
Lisa Raufman , VP Faculty Development	Lance Widman , VP Finance and Special Projects
	Janet Young , Curriculum Chair

Senate Mailing List

Behavioral & Social Sciences – Miranda 3735

Elaine Cannon (06-07) Sociology 3574
 Christina Gold (06-07)
 Lance Widman (05-06) Political Sciences 3746
 Michael Wynne (07-08) Psychology 3562
 Janet Young Curriculum Chair 3613 (ex-officio)

Business – Rapp 3442

Jacque Thompson (06-07) CIS 3206
 Tim Miller () Accounting
 Dagmar Halamka () Law

Compton Educational Center

Saul Panski () History 900-1600 x2560

Counseling – Smith 3442

Kate Beley (05-06) Counselor 3251
 Ken Gaines (07-08) Counselor 3690
 Lisa Raufman (07-08) Counselor 3435
 Ken Key

Fine Arts – Back, 3715

Ali Ahmadpour (08-09) Art 3539
 Daniel Berney (06-07) Dance 3657
 Jason Davidson (08-09) Speech 3725
 William Georges (06-07) Theatre 6770
 Chris Wells (08-09) Speech 3723

Health Sciences & Athletics – McCallum 3550

Nick Van Lue (05-06) HSA 3681
 Torey Orton (05-06) Nursing 3285
 Mary Moon (06-07) 3283 (sharing)
 Louis Sinopoli (05-06) Respiratory Care 3248
 Corey Stanbury (06-07) PE 3639

Adjunct Faculty – at large

Carolyn Almos () Theatre
 Gary Robertson () Speech

Humanities – Lew 3316

Debra Breckheimer (06-07) English 3182
 Lyman Hong (06-07) English 6046
 Karen Larsen (07-08) English 3689
 Peter Marcoux (07-08) 6046
 Evelyn Uyemura (07-08) ESL 3166

Industry & Technology – Way 3600

Vic Cafarchia (06-07) Air Conditioning & Refrigeration 3306
 Ed Hofmann (06-07) Machine Tool Technology 3292
 Steve Nothern (06-07) Electronics 3620
 Douglas Marston (07) Electronics 3621, 3611
 George Rodriguez (06-07) Welding 3308

Learning Resources Unit – Grigsby 3526

Susie Dever (08-09) Learning Resources Center 3254, 3514
 Claudia Striepe (07-08) Library 6482

Mathematical Sciences – Goldberg 3200

Susan Tummers (07-08) Math 6390
 Lijun Wang (06-07) Math 3211
 Greg Scott (08-09) Math
 Judy Kasabian (08-09) Math 3310
 Massoud Ghyam (07-08) Math 3900

Natural Sciences – Perez 3343

Chas Cowell (05-06) Chemistry 6152
 Teresa Palos (07-08) Biology 3354
 Kamran Golestaneh (06-09) Chemistry 3243
 David Vakil (07-08) Astronomy & Physics 3134

Note: Year after Senator's name indicates the last academic year of elected service.

Accreditation – Susie Dever & Arvid Spor

Academic Affairs – Ann Collette

Union – Editor

Associated Students President – David Nordel

Public Information – Ann Garten

Campus Police – Mike D'Amico, Chief

Federation Office – Don Brown, & Nina Velasquez

Health Center – Debbie Conover

Admissions & Records – Bill Mulrooney

Human Resources – Marcy Wade

President/Superintendent – Thomas Fallo

VP Academic Affairs – Francisco Arce

VP Administrative Services – Jeff Marsee

VP Student & Community Advancement – Jeanie Nishime

Board of Trustees

Ms. Combs Miss O'Donnell Dr. Jackson

Mr. Beverly Dr. Gen Mr. Peters

Academic Senate Website

www.elcamino.edu/academics/academicsenate/

<http://www.elcamino.edu/cgi-bin/discus/discus.cgi> - ECC Discussion Board

A REMINDER OF SENATE'S REASON FOR EXISTENCE

California Code of Regulations § 53200

Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Academic and professional matters means the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

These academic and professional matters are often called the 10 + 1 items over which the senate faculty have primacy. The intent of the law is to assure effective participation of all relevant parties, and to ensure that the local governing board engages in *collegial consultation* with the Academic Senate on matters that are academic and professional in nature. Consult collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the Academic Senate.
2. The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations. (El Camino's selection)

Education Code §87360 (b) requires that

Hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.¹

**El Camino College
ACADEMIC SENATE
AGENDA**

May 1, 2007

1. <u>CALL TO ORDER</u>		12:30
2. <u>APPROVAL OF MINUTES:</u> Apr. 17, 2006		
3. <u>PRESIDENT’S REPORT AND/OR ANNOUNCEMENTS</u>		
<ul style="list-style-type: none"> • Enrollment Management Workshop • Enrollment Management Reports on the Discussion Board • Planning Summit • State Senate report • Reports from CEC Faculty Council and ECC Exec Board 		
4. <u>VICE PRESIDENTS’ & OTHER REPORTS</u>		
<ul style="list-style-type: none"> a. EDUCATIONAL POLICIES (Evelyn Uyemura) b. FACULTY DEVELOPMENT (Lisa Raufman) c. FINANCE & SPECIAL PROJECTS/IBC (Lance Widman) d. DEANS’ COUNCIL REPORT (Lance Widman) e. LEGISLATIVE ACTION (Pete Marcoux) f. CURRICULUM (Janet Young) g. CEC Faculty Council (Saul Panski) h. STUDENT LEARNING OUTCOMES (Lars Kjeseth, Jenny Simon) i. CALENDAR COMMITTEE (Lyman Hong) j. ACADEMIC TECHNOLOGY COMMITTEE (Pete Marcoux, Michael Wynne) k. ACCREDITATION (Arvid Spor, Susie Dever) l. ENROLLMENT MANAGEMENT (Vice Presidents) – special report by J. Thompson, P. Marcoux, & L. Raufman 		
5. <u>UNFINISHED BUSINESS</u>		
<ul style="list-style-type: none"> • CCC Distance Ed Guidelines and Course Development Procedures – final reading • CEC Faculty Council ByLaws – final reading • Board Policy 4231 – Grade Change (Urgency item) 		
6. <u>NEW BUSINESS</u>		
<ul style="list-style-type: none"> • Nominations for Senate officers • Resolution – Counselors • Discussion on Standardizing Technology in Classrooms 		
7. ANNOUNCEMENTS		
8. GENERAL DISCUSSION – Topics not on agenda		
9. ADJOURN		2:00

**El Camino College
ACADEMIC SENATE**

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Academic Senate Meeting Schedule – 2006-07

1st & 3rd Tuesdays, 12:30pm-2pm, Alondra Room

Fall	Spring
September 19	February 20
October 3, October 17	March 6, March 20
November 7, November 21	April 3, April 17
December 5	May 1, May 15, and May 29 (optional)

ACADEMIC SENATE MINUTES

April 17, 2007

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

Behavioral & Social Sciences

Cannon, Elaine
Gold, Christina X
Widman, Lance X
Wynne, Michael X

Business

Halamka, Dagmar
Miller, Tim
Thompson, Jacquie X

Counseling

Beley, Kate X
Gaines, Ken X
Raufman, Lisa X

Fine Arts

Ahmadpour, Ali X
Berney, Dan exc
Davidson, Jason X
Georges, William
Wells, Chris X

Health Sciences & Athletics

Van Lue, Nick / Hazell, Tom
Orton, Tory (sharing) X
Moon, Mary (sharing)
Sinopoli, Louis / Makaru, Roy
Stanbury, Corey

Humanities

Breckheimer, Debra
Hong, Lyman X
Larsen, Karen X
Marcoux, Pete X
Uyemura, Evelyn exc

Industry & Technology

Cafarchia, Vic
Hofmann, Ed X
Kahan, Walt X
Marston, Doug X
Rodriguez, George

Learning Resources Unit

Dever, Susan X
Striepe, Claudia X

Mathematical Sciences

Ghyam, Massoud
Kasabian, Judy
Scott, Greg
Tummers, Susan exc
Wang, Lijun

Natural Sciences

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

Adjunct Faculty

Almos, Carolyn X
Robertson, Gary X

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

Guests: Ann Collette, Saul Panski, Lars Kjeseth, Jenny Simon, Tom Lew.

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

Summary of events during meeting

1. Nominations for senate officers for the next 2 years will be taken at the next meeting.
2. Some of the senate-adopted proposed curriculum changes were withdrawn from the Board of Trustees agenda by President Fallo.
3. SLOs have been better-received than anticipated

4. Smart classrooms are being discussed by the Academic Technology Committee and equipment needs are being evaluated by the VP-AA office.
5. Constitution changes were approved by senate. They go to the faculty for ratification.
6. Both the Compton Center Faculty Council bylaws and Distance Education Guidelines and Procedures had first readings.
7. ECC's grade challenge process must be revised immediately according to the chancellor's office.

President's report – Susan Dever (henceforth SD)

1. 2 separate handouts were distributed: 1) ECC Compton Educational Center – Faculty Council, and 2) an email from Rocky Bonura and Mike D'Amico about Emergency Planning Guidelines.
2. Julian Peters was introduced and he thanked the senators for all of their hard and useful work.
3. SD is looking for faculty to attend the Enrollment Management workshop on Friday, April 27. There are not enough faculty participating, especially in Math & Computer Science, Industry & Technology, Business, and other vocational programs. There will be mostly faculty and students attending the workshop. There is room for 10-15 more people.
4. Minimum qualifications will be discussed at the next senate meeting. If you know that your division has not acted on examining and revising the minimum qualifications for hiring Full-Time faculty, please contact SD.
5. On page 77 is an outline of the proposed changes to title 5. The entire section on instruction has been revised, and these revisions are summarized.

Minutes approved as written

Educational Policies Report – Kate Beley (temporarily replacing Evelyn Uyemura)

No report.

Faculty Development – Lisa Raufman

Handouts about the 2-day On Course workshop were available on April 27-28 from 8-4pm. During the next meeting, the committee will discuss the Great Teachers Seminar, August's flex day, and how to spend available funding.

Finance and Special Projects – Lance Widman

Deans Council

Pages 20-21 are the minutes of the March 15 Deans' Council. Item A, electronic rosters, has been the subject of recent discussion; a pilot project will begin this summer. Lance brought up having ECC & Compton folks meet together; videoconferences were suggested.

Page 22-24 contain PBC minutes of March 15. Technology report is on pages 22-23. ECC is trying to provide sufficient funding for hardware, software, computer replacements, and computers in new buildings. There will be further discussions about funding.

Pages 25-26 are the PBC minutes of March 22, discussing the preliminary 2007-2008 budget and the assumptions used to develop it. Contingencies and funding for them, such as salary changes (perhaps as a result of future arbitration), were discussed at length during this meeting. No funding is currently set aside for such contingencies.

Legislative Action – Pete Marcoux

Nominations for senate officers for the next 2 years will be taken at the next meeting.

There is a statewide senate meeting on Wed, Thursday, and Friday of this week. Money is available if you wish to attend.

There is a leadership conference in June the week after spring term ends and there is another conference in July. See also the senate web page. Attending meetings like this is very rewarding, not just for what you learn but also because of who you meet. You also get suggestions relevant to local problems. SD strongly recommends that people attend.

Resolutions on pages 52-76 will be discussed at the state senate meeting. There are a number of vocational issues in these resolutions.

Curriculum Committee – Janet Young

The 12-unit CSU certification requirement has been approved. This means 12 out of the 39 units must be completed at ECC. We were informed by Dr. Arce that Board approval was not necessary. Janet reported that this terminology will appear in the 07-08 catalog.

On the Wednesday of Spring break, Dr. Fallo expressed concerns with nine curriculum proposals that had been placed on the Board agenda. He questioned the term "For the Older Adult" in the course description. It was explained that previous courses with this title had been approved and that the language was consistent with Title 5 regulations. Dr. Fallo agreed to keep the courses on the Board agenda. Dr. Nishime mentioned that the Board also questioned this term at the Board meeting, but that courses were ultimately approved. President Fallo also questioned some on the language in the catalog descriptions of three other courses. In order to address his concerns, these course needed to be pulled from the Board agenda so they could be returned to the faculty for review. Janet explained, that since the courses had previously been approved by the CCC, any changes had to be approved by the discipline faculty, DCC, and CCC and then be placed back on next month's agenda. During the senate meeting, P. Marcoux said it was his understanding that a formal written response must be given by the President if he has concerns about curriculum proposals.

Dr. Arce stated that there had been a misunderstanding regarding the courses and the he will discuss the issue with Janet.

Compton Center report – Saul Panski

On pages 18-19 is a resolution passed by the Compton Senate (not the Faculty Council). They are still looking for an explanation for how programs were chosen for elimination. The Compton senate wants to ensure that processes are followed.

The Compton faculty union has reached an agreement with the Compton district. Compton will get full COLA raises along with significant raises to hourly and overload pay. Fringe benefits are also being increased. Two articles in the contract are relevant to ECC: faculty/tenure review and faculty evaluation committees. There will be a ratification vote later this week.

Student Learning Outcomes – Lars Kjeseth & Jenny Simon

Progress update on SLOs: 47 SLO proposals exist and will be assessed this semester. More are being developed for next semester. Subcommittees on the “assessment of learning” have been formed, such as publicity, documentation, general education. Publicity will take a high priority to alleviate problems with misinformation and lack of information. Online tools are also being developed for the SLO cycle. Binders are being distributed to divisions for SLO cycles, proposals, etc. These binders will also be put online at a later date.

Because the response to SLOs has been greater than anticipated, there is a rush to set up the infrastructure. Last Friday, there was a meeting for SLO coordinators in southern California and over 60 people attended (many of them were “new” in their role as SLO coordinators). Based on what was seen at this meeting, ECC is in the middle of the pack in terms of progress made with SLOs.

The ACCJC has added a report and a form on SLOs and assessment. This form will be used by accrediting commissions as evidence related to SLOs.

At a future statewide senate meeting, a resolution will appear that will mandate SLOs be written in the official course outline of record. Those in support of this change hope this will force people to comply with SLO projects; those opposed believe this will not help teachers improve.

Calendar Committee – Lyman Hong

No report.

Academic Technology Committee – Pete Marcoux, Michael Wynne

Minutes for the last meeting appear on page 12-14. The ATC spent time discussing “smart” classrooms, so that all classes contain certain equipment, such as an LCD projector, a computer, and a podium. Humanities classrooms will use several things: stackable student seating, computer charging station, VCR/VHS, and the equipment costs about \$13k per room.** See the other ** below; different numbers were reported.

Query: will all instructors using a room be able to use the equipment in a room? The technology is changing that will alleviate some of the problems that currently exist.

A room inventory has been completed by people in the VP-AA office for computer labs and all classrooms. However setting standards for technology still needs to be done. John Wagstaff and Don Treat are working to develop these standards. Technology modules cost \$17k each**; other options being explored.

Some smart classroom materials may be made available by Howard Story.

The ATC also discussed the Etudes transition, and there is a meeting on April 26 to discuss this with a wider audience. At least 4 faculty currently using Etudes will attend, as will many people who will be using Etudes next semester.

Accreditation – Arvid Spor & Susan Dever

Today, a team from the Accreditation commission is visiting to perform a “progress visit” in order to determine if we are making sufficient progress in 3 areas: program review, linking planning to budgets, and classified staff evaluation processes. The team has been interviewing a variety of people on campus. Our 2008 accreditation self study report is a separate matter.

SD and Arvid Spor are meeting and/or have met with the accreditation standard co-chairs to determine where we are with the 2008 self study. Public comments will be solicited on the first drafts starting on May 14.

Enrollment Management – Francisco Arce & Jeanie Nishime

No report.

Unfinished Business

Constitution changes

Final reading appears on page 31-33. Marcoux/Wells moved to approve. Motion passed unanimously. The faculty must now ratify.

Bylaws for the Compton Center Faculty Council

On pages 34-45 are bylaws for the Compton Faculty Council, which is a sub-body of the ECC senate. Correction on page 43, delete item #2, “Transfer Collaborative.” This is a first reading, and a second reading will only occur after the Compton faculty approve the bylaws.

Suggested changes: “El Camino Curriculum Committee” to “El Camino College Curriculum Committee” and “councilperson” to “councilmember.” Most of these bylaws are taken from the Compton senate constitution, as revised based on discussions and the partnership with ECC.

Query: why reimburse Compton faculty for mileage reimbursement when traveling to ECC but not vice versa? We do reimburse for travel from ECC to Compton.

This will be brought back for a 2nd reading at a future meeting.

Probation policy

Students are currently dismissed if their GPA is below 1.75; students are put on probation if their GPA falls below 2.00. The reason this is on the agenda for senate is to explore if we need to create or amend the policies with these two GPA thresholds. Approximately 1200 students fall between 1.75 & 2.00, and there are a total of 4000 students on probation (i.e. below 2.0). Most colleges dismiss students if their GPA is below 2.00. Incorporating this dismissal policy would encourage students to visit counselors early.

Students on probation get a letter notifying them of their probation and they are encouraged to visit counselors and are given tips about how to be more successful. Students are not subject to

dismissal until the spring after they've been on probation for two semesters. Dismissed students are banned for one semester, although they have petition rights. There is currently no limitation on the maximum number of units a student can take after re-admitting after dismissal.

Suggestion: strengthen the actions taken when students are put on probation rather than increasing the GPA requirement for dismissal (to 2.0).

New Business

Distance Education Guidelines and Course Development Procedures

On pages 29-30 are the guidelines. Under "instructor contact" we need to add discussion boards, and under "Class size" on page 29, the 2nd sentence should read "Class size for other distance education courses ~~versions using formats such as online~~ is the same as traditional ~~classroom~~ courses." (Note: underline = addition, strikethrough = deletion)

Primary purpose of the changes in the process/procedure is to streamline future distance education curriculum changes.

This will appear on the next agenda for 2nd reading and approval.

Announcements

Last week, ECC received a letter from the chancellor's office regarding our grade challenge process; this letter noted that we are deficient in this area. Our policy only indicates one reason for grade changes (i.e. a clerical error). Title 5 requires that 4 areas be addressed. By April 30, we must rewrite our schedules and catalog language, and by June 30 we must change the policy.

Regarding the Emergency Planning Guidelines, Doug Marston suggested that the policies should be rehearsed in addition to being written and distributed. SD noted that each building has a building captain. However, it was noted that not all building captains were trained recently enough to remember how to respond.

Meeting was adjourned at 1:58pm.

Academic Technology Committee Meeting Minutes

25 April 2007

Library 202, 2:30 p.m. – 4:00 p.m.

Draft

In attendance: **???** **Ask Virginia for names**

Jim Noyes, Virginia Rapp, Donna Post, Ralph Taylor, John Wagstaff, Robin Valle, Pete Marcoux, Don Treat, Francis Baylen, Dwayne Hayden

The minutes of the 4 April 2007 meeting of the Academic Technology Committee (ATC) were approved.

Online Rosters:

Jim Noyes encouraged committee members to view the “draft” online rosters website at <http://infonet.elcamino.edu/temp/test.htm> and to contact Satish Singhal at Information Technology Services (ITS) with comments.

Software:

Dipte Patel asked for a “software inventory” so that she could purchase multi-user licenses for access-related software. Pete Marcoux said that he would send her an old copy of the software list compiled by the Academic Technology Committee (ATC) prior to ITS taking control of the software prioritization list. The committee discussed how access-related software is purchased. An additional 10% is added to the purchase price of software to procure additional software to insure access to all students. However, the committee needs to make sure that this software is purchased in “bulk” rather than piecemeal (this will minimize costs to the college).

Deans and/or committee members need to contact ITS with their division’s software needs for the fall semester.

Committee members reported on their experience with the new software purchase system in which ITS handles purchasing and distributing software. Several members reported experiences in which the licenses for software needed for their courses was nearly cancelled, and only extraordinary, last-minute intervention prevented cancellation. Members described multiple instances in which software for several sites around campus was sent to one person.

Overall, Committee members identified 3 majors areas that need to be improved:

- 1) ITS needs to respond (and respond promptly) to requests for information and reminders. ITS needs to inform relevant parties when steps are taken (or problems encountered) to purchase software. At the very least, providing a purchase order number to requesting divisions would allow them to monitor the status of their software.
- 2) ITS needs to know where to send software once it arrives. The master software list should contain contact information for personnel in all divisions who use and/or maintain each piece of software.

- 3) On multiple occasions, ITS attempted to purchase software, but found that the funds in the accounts that they were suppose to draw on had “disappeared” overnight, delaying the purchase of software. Funds need to be available when promised, or delays in purchasing software could severely affect courses.

Classroom Technology:

The committee discussed classroom technology standards for the campus. Specifically, the committee discussed the equipment that each classroom on campus should be equipped with and the steps that need to be taken to maintain the technology and support instructors’ use of the technology.

A request was made for a list describing the technology available in each classroom. Not only could instructors use the list to plan their courses, but the list could help with planning for maintenance and replacement (or upgrades).

The committee felt that the campus would benefit from a uniform technology environment in all classrooms. Instructors could walk into any classroom on campus and be confident about the technology that would be available to them and how to use it. If all classrooms were to meet the standard, instructors could be confident that the technology would be available to them no matter where they were assigned to teach, and therefore could plan to take full advantage of the technology in the courses. (No one will re-design their course to take advantage of new technology unless they are confident that it will be available.) Moreover, a uniform environment would make it easier to technology support personnel to maintain and update classroom technology (e.g., only one system to know and buy spare parts for), and would also make it easier for staff development to teach users to use it. Over the long term, uniformity is likely to save both money and time (so fewer personnel are needed to maintain the technology).

The following motion was passed unanimously by the ATC:

“The list below constitutes the standard configuration for technology in ECC campus classrooms. Every classroom on campus should have this technology within 5 years.”

The following list of technology is almost identical to the classroom technology that is already in use in renovated natural science and mathematics classrooms. Many instructors are already using the technology, like it, and described how they have used it to improve their courses during the meeting.

Technology	Justification
Control Console	Needed to control each device without bending over or searching for a specific device’s controls. Also used to switch the technology being projected (e.g., PC, laptop, VCR, DVD).
PC Computer & Monitor	Needed to access the internet and run presentation software like PowerPoint. (Instructors can bring in the presentations on memory sticks, disks, etc.)

Hook-up for Notebook Computer	Instructors using specialized software can bring it from classroom to classroom using their laptop. (Advantage: The college can purchase fewer specialized software licenses, and it does not have to be installed and maintained on as many computers.)
VCR/DVD Player	For multimedia presentations.
Ceiling-mounted LCD Projector	Needed for multimedia presentations so that all students can clearly view the screen wherever they are sitting in the classroom. (Note: The newest LCD projectors have chips which provide captioning for hearing-impaired students.)
Document Camera	The primary advantage of document cameras is the ability to show 3-dimensional images and demonstrations that all students can clearly see. For example, nursing can use document cameras to show body parts and organs (e.g., heart), math to show polygons and cross-sections, science to show experiments and models, automotive technology to show parts and how they join together, and so forth.
Audio Amplifier & Speakers	There should be an easy-to-access plug for a microphone or other device for amplifying an instructor's voice (if necessary).

Consideration also needs to be given basic needs when designing classrooms. For example, lighting controls need to be placed near the front of the classroom where the professor can easily access them and sufficient electrical outlets have to be available.

The committee felt that a percentage of bond money should be set aside for purchasing classroom technology. In addition, the committee **strongly** recommends that maintaining, replacing (upgrading), and supporting (e.g., training, innovation center) classroom technology becomes a regular (annual) budget item. Classroom technology is not something that the college can purchase once and expect to last forever. Instead, it is like the lights, heating, electricity, plumbing, and so forth in the buildings housing our classrooms: it is a "utility" that needs to be maintained. Otherwise, the classroom technology will unevenly degrade across the campus over time, and a lot of it will go to waste, because instructors will not be confident that they will have reliable access to the classroom technology that they need each semester.

It is worth noting that classroom technology is an issue that affects recruitment and retention. More and more technologically-savvy students are coming to expect information to be presented in a multimedia format. They may choose other institutions which use technology to help them learn over El Camino College if classroom technology is not improved and maintained.

Submitted by Jim Noyes

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of April 16, 2007

Present: Ms. Amezcua, Dr. Arce, Mr. Brown, Dr. Fallo, Dr. Marsee, Mr. Middleton, Dr. Nishime, Ms. Smith, and Ms. Pickens.

1. Three representatives are coming tomorrow and will probably going to be doing program review type questions. Francisco will be notified who they want to meet with. Our Substantive Report will be accepted by the Accrediting Commission.
2. There will be another FCMAT report for Compton released this Wednesday that is much more detailed and includes Accreditation Standards.
3. Board Agenda
 - a. Joanna Nacheff will bring some ECC Choral members who performed at Carnegie Hall. There will only be four Board members at the meeting tonight.
 - b. Compton Center Summer Calendar – Compton has always had a five week sessions. They had a very successful five week summer session last year. Compton retains their FTES this year.
 - c. We are hiring a contractor to provide consulting services for Human Resources. Barbara Perez will be the acting Associate Vice President of Human Resources.
 - d. An updated Measure “E” Bond Fund Categories and Project Summary report will be developed and presented within the next six months.
 - e. It was noted that some of the job functions for the Director of Nursing have changed. The working conditions have been deleted.
 - f. The Director of Institutional Research position is being reinstated. The previous person in this position was at Range 10 and the proposed range for this position is range 12.
4. We need to accomplish our goals and finish getting policies through. The Mission and Vision at the Planning Summit this Wednesday and Thursday. At our next meeting we will review the Committee listing. A decision needs to be made about how to receive and process information from other committees/groups. The committee will review the updated student section of Collegial Consultation Procedure 2510.

Agenda for the April 23, 2007 Meeting:

1. Minutes of April 16, 2007
 2. El Camino College Committee Listing on Portal
 3. Review process of recommendations from other committees.
 4. Collegial Consultation Procedure 2510
1. 2006-2007 Goals and Timelines
 - a. Define Collegial Consultation and Shared Governance – and communicate to campus community. Dr. Baker assignment.
 - b. Resolve how to get information out and responses back to College Council. Discussion is on-going.

- c. Review Procedure 2510 – Collegial Consultation. Dr. Baker assignment.
 - d. Build a sense of community.
 - e. Review process of recommendations from other committees.
2. El Camino College Committee Listings – on Portal

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of April 23, 2007

Present: Ms. Amezcua, Dr. Arce, Mr. Brown, Dr. Dever, Dr. Fallo, Mr. Middleton, Dr. Nishime, Mr. Robertson, Ms. Smith, Dr. Spor, and Ms. Pickens.

1. The Accreditation site visit on April 17th went well. The team will make a positive recommendation to the Accrediting Commission.
2. The Compton Center FCMAT report that includes the Accreditation Standards is now available at the FCMAT website. We will be using this report as a plan and will have a check list and timelines for everything listed. FCMAT will be visiting every six months. Part of the \$30 million loan pays for these types of visits.
3. There was great participation at the Planning Summit last week. There will be only one Mission Statement for both El Camino and Compton Center.
4. There was a lengthy discussion about campus safety and where to send students who are exhibiting problems. Ann Garten will do some investigative research and include something in the President's Newsletter. It was recommended that we re-communicate the new policy that was developed to address student disciplinary actions/procedures.
5. Committee listing on portal – the following committee assignments were given.
 - a. Academic Senate & Curriculum Committees – Susie Dever will follow-up with Jeff Marsee to find out why these are not available on the portal.
 - b. Faculty Position Identification Process – Francisco Arce will post minutes and membership.
 - c. Council of Deans – Francisco Arce will update.
 - d. Insurance Benefits – only met once this year – will ask Barbara if minutes are up to date.
 - e. ASO Student Finance Committee – Vivian Amezcua will have Janice Watanabe post minutes.
 - f. Academic Technology – Susie Dever will get the membership listed.
 - g. Area Council – Student & Community Advancement – this committee meets monthly. Jeanie Nishime will have Mattie post minutes.
 - h. Area Council – VP Academic Affairs – this committee met in February. Francisco Arce will have minutes posted.
 - i. Calendar Committee – this committee met last month. Will post minutes as soon as Jeff Marsee delegates a person to up date.
 - j. Division Council – Campus Police Services – this committee has not met for over a year. It was reported that some issues discussed are related to tactics, and strategies. Jeff Marsee will discuss with Campus Police whether minutes should be posted or not.
 - k. Division Council – Community Advancement – this committee disbanded. Jeanie Nishime will direct them to meet.

- l. Division Council – Counseling Division – Jeanie Nishime will have minutes posted.
 - m. Division Council – Enrollment Services - Jeanie Nishime will have minutes posted.
 - n. Division Council – Facilities Planning & Svc. Day & Night Shifts – still need to find out if they are meeting – Jeff Marsee to follow-up.
 - o. Division Council – Fine Arts – Dr. Arce says they do meet and he will follow up on the posting of the minutes.
 - p. Division Council – Fiscal Services – this committee does meet monthly. Jeff Marsee is to follow-up.
 - q. Division Council – Human Resources – minutes need to be posted. Jeff Marsee to follow-up.
 - r. Division Council – Information Tech Services – minutes need to be posted. Jeff Marsee to follow-up.
 - s. Division Council – Instructional Services – it was reported that this should be changed to “Learning Resources Unit.” It was also mentioned that there is another name that has been proposed for this Division. Francisco Arce needs to make a recommendation on name. Don Brown will make sure minutes are posted.
 - t. Division Council – Purchasing & Business Services – Jeff Marsee is to follow-up on the correct name for this division and also have minutes posted.
6. The remainder of the committees on the portal listing will be discussed next week.
 7. College Council members decided to direct all division councils to hold regular meetings.

Agenda for the April 30, 2007 Meeting:

1. Minutes of April 23, 2007
 2. El Camino College Committee Listing on Portal
 3. Review process of recommendations from other committees.
 4. Collegial Consultation Procedure 2510
1. 2006-2007 Goals and Timelines
 - a. Define Collegial Consultation and Shared Governance – and communicate to campus community. Dr. Baker assignment.
 - b. Resolve how to get information out and responses back to College Council. Discussion is on-going.
 - c. Review Procedure 2510 – Collegial Consultation. Dr. Baker assignment.
 - d. Build a sense of community.
 - e. Review process of recommendations from other committees.
 2. El Camino College Committee Listings – on Portal

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE
DISTANCE EDUCATION GUIDELINES AND
COURSE DEVELOPMENT PROCEDURES**

Distance Education Guidelines

DEFINITION:

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

COURSE QUALITY STANDARDS:

The same standards of course quality are applied to distance education courses as are applied to traditional classroom courses. Determinations and judgments about the quality and design of distance education courses shall be made with the full involvement of faculty.

INSTRUCTOR CONTACT:

All approved courses offered as distance education shall include regular effective contact between instructor and students through such avenues as group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, chat rooms, discussion boards, correspondence, and voice mail and e-mail messages.

FACULTY SELECTION AND COURSE SCHEDULING:

Instructors of sections delivered via distance education technology are to be selected by the same procedures used to determine all instructional assignments. Each instructor shall possess the minimum qualifications for the discipline assigned to the course.

Prior to being scheduled to teach a distance education course, faculty will be required to complete the Distance Education Training Program or demonstrate proficiency in the utilization of technology and techniques necessary for the particular course delivery method to the Distance Education Office.

Each semester, an instructor who has met the requirements for teaching a distance education course will submit a Distance Education Schedule Request to the division dean. The division dean will evaluate the request based on such factors as instructor load, department needs, and potential for enrollment. If the request is approved, it will be forwarded to the Director of Learning Resources. The Distance Education Office, in conjunction with the Director of Learning Resources, will prepare a distance education schedule based on such criteria as the courses submitted by the division deans, facilities, available technology, and license agreements.

CLASS SIZE:

Class size for telecourses is 125 students. Class size for other distance education courses is the same as traditional classroom courses. If an adjustment is deemed necessary, then the academic dean must receive approval for the adjustment from the Vice President of Academic Affairs. For those courses which have no traditional course counterpart, standard college procedures will be used to determine class size.

Distance Education Course Development Procedures

COURSE DEVELOPMENT:

Any faculty member who wishes to propose a distance education version of an existing course or a new distance education course must follow standard division procedures for course development. In general, the proposal is first reviewed by the department and then reviewed and approved by the Division Curriculum Committee (DCC)*. The proposal is then reviewed and approved by the College Curriculum Committee (CCC) before being forwarded to the Board of Trustees for its approval.

**If a DCC's membership does not include a representative currently teaching a distance education course, then a member of the Distance Education Advisory Committee (DEAC) must be involved in the review and approval of a distance education course.*

PROPOSAL FOR A DISTANCE EDUCATION VERSION OF AN EXISTING COURSE:

Before a distance education version can be developed, the course outline of record for the existing course must meet current Title 5 regulations and have been reviewed by the CCC within the past six years.

If an existing course has a distance education version and is undergoing course review, then the distance education version must be updated as part of the course review process. If an existing course does not have a distance education version and is undergoing course review, faculty are encouraged to consider the feasibility of establishing a distance education version.

A proposal for creating a distance education version of an existing course must include the following:

- Proposal for Course Revision – CCC Form 3, 4/2002
- Distance Education Addendum – CCC Form 11, 5/2005
- Course Outline of Record for existing course - CCC Form 1, 5/2006
- Content Review Documentation – CCC Forms A, B, C, D (as appropriate)
- Transfer Status Documentation (if appropriate)

PROPOSAL FOR A NEW DISTANCE EDUCATION COURSE:

A proposal for a new distance education course is identical to a proposal for a traditional new course and must include the following:

- Proposal for New Course – CCC Form 2, 4/2001
- Course Outline of Record – CCC Form 1, 5/2006
- Distance Education Addendum – CCC Form 11, 5/2005
- Content Review Documentation – CCC Forms A, B, C, D (as appropriate)
- Credit Mode Worksheets – CCC Forms 6, 7, 8 (as appropriate)
- Transfer Status Documentation (if appropriate)

Adopted by the College Curriculum Committee: March 27, 2007

Adopted by the Academic Senate:

BYLAWS OF THE EL CAMINO ACADEMIC SENATE COMPTON CENTER FACULTY COUNCIL

PREAMBLE

We, the faculty of the El Camino Compton Education Center, having been authorized by the El Camino College Academic Senate (Constitution of the El Camino Academic Senate Article 1.2) to establish a standing subcommittee to discuss issues of academic and professional concern as they pertain to the Center, do hereby establish, subject to the limitations set forth by the EL CAMINO COLLEGE ACADEMIC SENATE, these bylaws for a Faculty Council, effective after ratification by the El Camino Academic Senate and by two-thirds of the full-time Center faculty voting in said ratification referendum.

ARTICLE I: NAME

The name of this organization shall be the COMPTON CENTER FACULTY COUNCIL.

ARTICLE II: PURPOSE AND MISSION

It is the primary purpose of the Compton Center Faculty Council to serve as the principal voice for faculty participation in the academic and professional operation of the Center and , as a standing committee of the El Camino Academic Senate, to communicate concerns to the full Senate for its due consideration and action, as deemed appropriate. The Council remains a constituent committee of the El Camino Academic Senate and shall not affiliate with any professional association, organization or group, except as authorized by the El Camino Senate.

ARTICLE III: EXPRESS DUTIES

It is hereby reaffirmed that the principal duties of the Compton Center Faculty Council are:

- 1) To establish and maintain a consistent communication process, both formal and informal, between itself, as the voice of faculty, and the Compton Center Administration Such communication is crucial, for an informed faculty is a participatory faculty.

- 2) To accept the responsibility for equal partnership in the collegial operation of the Center particularly in matters relating to academic issues and faculty professionalism.
- 3) To make timely, compelling recommendations to the Administration of the Center, regarding academic growth, development, and improvement of the Center.
- 4) To regularly inform Compton Center faculty on all matters of relevance.
- 5) To act as campus lobbyist, advocate, and articulator of Compton Center faculty views and interests, with the Administration and the full El Camino Academic Senate .
- 6) To raise faculty integrity, professionalism, and respectability, and to monitor faculty adherence to those standards and defend the faculty against any who seek to weaken those standards.
- 7) To adhere to a proactive, progressive, and winning stance in all matters that pertain to the growth and development of the Compton Center.
- 8) To communicate the concerns of Center faculty to the El Camino Academic Senate and to select voting representatives to serve on the Senate as set forth in the Senate's bylaws, in order to further the growth, development, and improvement of the El Camino College District and its constituent center(s).

ARTICLE IV: COMPOSITION

SECTION 1. ELECTORATE

- a. The full-time Electorate (hereinafter referred to as the full-time faculty) shall be limited to those non-management certificated persons who are employed on at least a ten-month contract (Code, 53200(a) to work at the Compton Center under the auspices of the El Camino College District. The full-time faculty shall elect divisional, non-divisional, and Council Members at-large.
- b. The part-time Electorate (hereinafter referred to as the Adjunct Faculty) shall be limited to those non-management persons who are employed less than sixty percent over the ten-month academic year (Code 53200 (a) to work at the Compton Center under the auspices of the El Camino College District. The Adjunct Faculty shall elect the Adjunct Council Members.

- c. For purposes of eligibility, nomination, and voting in individual elections for the Council, a faculty member with assignment in two or more divisions shall vote in the division in which he/she performs the major part of work. A faculty member may vote only in this division.
- d. The immediate Past-Chairperson of the Council shall sit as a voting member of the Council until a new Chairperson is elected, thus making the current Chairperson the Past-Chairperson.
- e. If the immediate Past-Chairperson is unable or declines to serve in this capacity, any previous Past-Chairperson appointed by the Chairperson may fill the void position until elections make the current Chairperson the Past-Chairperson.

SECTION 2. ORGANIZATION

- a. There shall be two Council Members from each division, a division being defined as a faculty unit represented by a Division Chairperson, selected by faculty, approved by the Provost/CEO of the Compton Center and ratified in contract.
- b. There shall be one Council Member from each group of non-teaching faculty who are not formally represented by a Division Chairperson, such as Librarians and Counselors.
- c. There shall be two Council Members elected at large by the full-time faculty.
- d. Council Members representing divisions, non-teaching faculty, and the faculty at large shall be tenured members of the faculty; in the event that no tenured members of the faculty are willing to serve from a specific division or group (which must be documented in writing), non-tenured full-time faculty shall be considered eligible.
- e. There shall be two Adjunct Council Members elected at large by the part-time faculty.
- f. The immediate Past-Chairperson of the Council shall sit as a voting member of the Council until a new Chairperson is elected, thus making the current Chairperson Past-Chairperson.

ARTICLE V: ELECTION

SECTION 1. DIVISIONAL AND NON-DIVISIONAL REPRESENTATIVES

- a. Each division and non-divisional faculty group shall be responsible for the election in April each year of representatives to the Faculty Council, who shall assume their responsibilities at the last regular General Meeting in May. These Council Members will serve a one year term.

- b. When a Division's or non-divisional group's Representative has been elected Chairperson of the Faculty Council, that Division or group shall be invited to elect a replacement Council Member, whose term of office shall coincide with the term of the newly elected Chairperson.
- c. If at any time the seat of a representative is vacated before a term expires, the Nominations Committee shall conduct a special nomination and election process to replace that representative.

SECTION 2. MEMBERS-AT-LARGE

- a. The Nominations Committee solicits candidates from the full-time faculty to hold an election to determine who shall serve as Council Members-at-large. All members of the full-time faculty shall be apprised of vacant positions in this process.
- b. Council Members-at-large shall be elected from a list of interested candidates referred to the Nominations Committee.
- c. Council Members-at large shall be elected for three-year terms in April and shall assume their responsibilities at the last regular General Meeting in May. The two top vote-getters will be elected automatically.
- d. If at any time the seat of a Council Member-at-large is vacated before that term expires, the Nominations Committee shall conduct a special nomination and election process to replace that Council Member.

SECTION 3. ADJUNCT COUNCIL MEMBERS

- a. The Nominations Committee solicits candidates from the adjunct faculty to hold an election to determine who shall serve as Adjunct Council Members.
- b. The Adjunct Council Members shall be elected from a list of interested candidates referred to the Nominations Committee.
- c. Adjunct Council Members shall be elected for a one-year term in April and shall assume their responsibilities at the last regular General Meeting in May.
- d. If at any time the seat of an Adjunct Council Member is vacated before that term expires, the Nominations Committee shall conduct a special nomination and election process to replace that Senator.

ARTICLE VI: OFFICERS

SECTION 1.

The Faculty Council shall choose its Chairperson, Vice Chairperson, Secretary, and Curriculum Representative from among the members of the Faculty Council. All Council officers must be tenured members of the full-time faculty.

SECTION 2.

Election shall be by secret ballot at the last regular General Meeting in May. Nominations for each office shall be followed by election before proceeding to the nomination and election of a subsequent office. The order of election of offices shall be Chairperson, Vice-Chairperson, Secretary, and Curriculum Representative. Notice of election of these officers will be duly communicated to the President of the El Camino Academic Senate by the Council Secretary.

- a. The Nominations Committee shall solicit and conduct all election procedures at the last meeting in May; candidates eligible to be nominated as officers shall consist of divisional representatives.
- b. Nominations for office are made from the floor by Council Members.
- c. At the time of nomination, the nominees must indicate whether they wish to be considered for the position nominated.
- d. To be elected, a candidate must receive a vote from a majority of those Council Members present and voting.
- e. In the event no candidate for a position receives a majority, the run-off will be limited to the top two candidates with the largest number of votes.
- f. Newly elected officers shall assume their responsibilities immediately upon election.

SECTION 3.

Officers shall assume their responsibilities immediately upon election. The Vice Chairperson shall conduct subsequent elections.

SECTION 4.

The term of office shall be for one year. This shall not preclude an individual holding a given office at another point in time. Officers may also be elected to subsequent one year terms by the Electorate.

SECTION 5. DUTIES OF THE CHAIRPERSON

- a. The Chairperson shall serve as a Vice President of Educational Center of the El Camino Academic Senate, in accordance with Article 4.3.5 of the Constitution of the El Camino Academic Senate. (Officers)
- b. The Chairperson shall serve as a member of the Executive Committee of the El Camino Academic Senate, in accordance with Article 6.1 of the Constitution of the El Camino Academic Senate. (Executive Committee: Voting Members)
- c. The Chairperson will serve as one of the Center's duly allotted representatives to the El Camino Academic Senate, in accordance with Article 3.1 of the Constitution of the El Camino Academic Senate (Senate Membership: Senators)
- d. The Chairperson may appoint a parliamentarian.
- e. The Chairperson shall preside over meetings.
- f. The Chairperson or a designee, shall, upon invitation, attend meetings of the Provost's Cabinet and/or other appropriate Center and El Camino meetings.
- g. Except in matters that call for a secret ballot in tie votes, unless otherwise expressly set forth in this document, the Chairperson shall not vote on regular issues before the Faculty Council, but shall act as a facilitator and mediator on such issues.
- h. The Chairperson shall perform other duties as authorized by the Faculty Council.

SECTION 6. DUTIES OF THE VICE CHAIRPERSON

- a. The Vice Chairperson will serve as one of the Center's duly allotted representatives to the El Camino Academic Senate, in accordance with Article 3.1 of the Constitution of the El Camino Academic Senate (Senate Membership: Senators)
- b. The Vice Chairperson shall preside over meetings in the absence of the Chairperson.
- c. The Vice Chairperson shall conduct all elections and appoint the Nominating Committee.

- d. The Vice Chairperson shall perform other duties as authorized by the Chairperson to assist in carrying out the purposes and policies of the Faculty Council. These duties may include, but are not limited to, chairing the Flex Day Committee, the Commencement Committee, and other special event committees
- e. The Vice Chairperson succeeds to the Chairmanship in the event of the vacancy of that office.

SECTION 7. DUTIES OF THE SECRETARY

- a. The Secretary will serve as one of the Center's duly allotted representatives to the El Camino Academic Senate, in accordance with Article 3.1 of the Constitution of the El Camino Academic Senate (Senate Membership: Senators)
- b. The Secretary shall keep a record of the proceedings of all meetings, which shall be distributed to the faculty, to administration, and to the President of the El Camino Academic Senate.
- c. The Secretary shall be responsible for all official Council correspondence.
- d. The Secretary shall perform other duties as authorized by the Faculty Council.

SECTION 8 DUTIES OF THE CURRICULUM REPRESENTATIVE

- a. The Curriculum Representative will serve as one of the Center's duly allotted representatives to the El Camino Academic Senate, in accordance with Article 3.1 of the Constitution of the El Camino Academic Senate (Senate Membership: Senators)
- b. The Curriculum Representative will serve as a voting member of the El Camino Curriculum Committee and shall be expected to attend all meetings of that committee on the El Camino campus.
- c. The Curriculum Representative shall serve as a support person for Center faculty developing courses or proposing new programs ,and as a liaison between Center faculty and Divisional Curriculum Committees.
- d. The Curriculum Representative shall keep the Council and Center faculty aware of all matters related to curriculum as discussed by the El Camino Curriculum Committee

SECTION 9. DUTIES OF THE PAST-CHAIRPERSON

The immediate past-Chairperson of the Council shall be considered an ex-officio officer of the Council.. The past-Chairperson’s duties shall be to advise the Chairperson of the Council and to serve as a voting member of the Executive Committee of the Council.

SECTION 10. MEMBERSHIP OF THE EXECUTIVE COMMITTEE

- a. All officers, the Past-Chairperson, and one of the Adjunct Council Members shall constitute the Executive Committee.

SECTION 11. RECALL OF OFFICERS

Any officer of the Council may be recalled for cause, as set forth by a member of the Council and approved by a 2/3 vote of the Council membership

ARTICLE VII: MEETINGS

- a. Regular meetings of the Faculty Council shall be held at least twice a month during the academic year, on the first and third Thursdays therein. The Chairperson shall establish a calendar of meeting dates and shall distribute same to all Council Members.
- b. Special meetings of the Faculty Council shall be held as deemed necessary by a majority of the Council members or by the Chairperson of the Council.
- c. All meetings of the Faculty Council shall be open to any member of the faculty and, upon request to the Chairperson of the Faculty Council, to any other interested parties as well.
- d. The agenda of the Faculty Council shall be established by its members.
- e. The agenda will contain a place for Report from the El Camino Academic Senate, reserved for the ECC Senate President of his/her designee.
- f. Actions of the Faculty Council shall be in the form of motions or resolutions approved by a majority of a quorum of the membership present.
- g. No proxy voting will be allowed.
- h. The Chairperson may place the Council into executive session as prescribed in Robert’s Rules of Order (latest rev. ed.).

- i. Absence from three consecutive Council meetings without excuse, said absence recorded by the Secretary, shall be construed as resignation.
- i. A quorum of the Council Members may adjourn any Council meeting to meet again at a stated day and hour. Notice of the time and place of holding an adjourned meeting shall be given to absent Council Members, either in writing or electronically. In the absence of a quorum, a majority of the Council Members present at any Council meeting, either regular or special, may adjourn until the time fixed for the next regular meeting of the Council.
- j. The Chairperson, Vice Chairperson or, in their absence, any Council Member elected by the Council Members present, shall preside at meetings of the Council. The Secretary of the Council or, if absent, any person appointed by the presiding officer shall act as Secretary of the Council meeting. Except as otherwise provided, Robert's Rules of Order (Latest rev. ed.) shall govern the conduct of all meetings.
- k. The agenda for all meetings shall be prepared by the Executive Committee, distributed to all faculty members, and posted electronically at least three school days prior to regular meetings of the Council. A motion to approve the agenda shall be called for as the first order of business, at which time any motions to amend the agenda or order of items shall be considered.
- l. Members of the faculty may refer inquiries and recommendations to the Council through any Council Member or through any officer of the Council, and any such referrals shall come before the Council, be acted upon, and shall result in a report by the Council to the referring member.
- m. Any recommendation referred to the faculty which shall be approved by a majority of those voting shall become official policy of the Council and shall be forwarded to the Administration and the President of the El Camino Academic Senate as the recommendation of the Council.
- n. The Executive Committee of the Faculty Council shall meet at least twice a month. The Chairperson shall establish a calendar of meeting dates to be distributed to all Executive Committee members.

ARTICLE VIII: COMMITTEES

SECTION 1.

The Council shall have the power to create standing or temporary committees as it deems necessary, subject to consultation with and approval of the El Camino Academic Senate. Such committees shall be known as "Faculty Council Committees." Faculty Council Committee members shall be appointed by the Council Chairperson. The membership of any Faculty Council Committee may be changed by majority vote of the Council.

The Faculty Council shall have primary responsibility for the operation of the following Center committees, in consultation with the El Camino Senate:

1. Curriculum (this committee will convene on an as-needed basis to discuss curricular programs and courses needed at the Center, and will communicate proposals to the appropriate El Camino College Division Curriculum Committees through the Council's elected Curriculum Representative to the El Camino College Curriculum Committee.
2. Transfer Collaborative
3. Distance Education (this committee will discuss distance education needs at the Center and will work in conjunction with the ECC Distance Learning Committee and Center representatives on that committee)
4. Campus Events (e.g., Black History, Convocation, Commencement, etc)

ARTICLE IX: REPRESENTATIVES ON EL CAMINO SENATE

Section 1: ELECTIONS

The Faculty Council will coordinate and conduct the election of Center faculty members to the El Camino Academic Senate, in accordance with Article 3: Section 1 of the Constitution of the El Camino Academic Senate (Senate membership: Senators). Only an elected Council Member may serve as a Center representative to the El Camino Senate.

Section 2: COUNCIL OFFICERS AS SENATORS

The elected Chairperson, Vice Chairperson, Secretary, and Curriculum Representative shall be duly designated as voting representatives to the El Camino Academic Senate. All remaining allotted seats will be open to election at the last regular General Meeting in May. Should one person serve in two official capacities, an additional representative will be selected.

Section 3: REIMBURSEMENT FOR MILEAGE

All Center faculty serving as voting members of the El Camino Academic Senate shall be entitled to mileage reimbursement at the established rate, and both for regular Senate and Senate-related meetings on the El Camino Campus.

Section 4: REMOVAL

Absence from three consecutive El Camino Academic Senate meetings without excuse, as recorded by the ECC Senate Secretary, shall be construed as resignation, and a replacement Senate representative will be duly elected at the next meeting of the Council.

ARTICLE X SENATE REPRESENTATIVES ON COUNCIL

The President of the El Camino Academic Senate shall have the right to appoint representatives to the Faculty Council in accordance with Article 4.4.1 (Duties of Officers and Other).

ARTICLE XI: AMENDMENT TO BYLAWS

SECTION 1. ADMENDMENT PROCESS

- a. Amendments to these bylaws may be adopted in one of two ways:
 - (1) By recommendation of 2/3 vote of the Council membership and ratification by 2/3 of those full-time Center faculty members voting or
 - (2) By recommendation of 10% or more of the full-time Center faculty and approval of 2/3 of the full-time Center faculty members voting.
- b. All amendments adopted by Center faculty must be formally approved by the El Camino Senate.
- c. The amendment procedure may be used to substitute a new set of regulations for the organization.
- c. The Secretary of the Council shall conduct all voting concerning amendments; voting being held not earlier than five school days after publication of proposed amendments.
- d. All voting shall be by secret ballot and a notice of all ratified changes shall be sent to the El Camino Academic Senate President. Voting may be conducted electronically, as authorized by the Council.

ARTICLE XII OPERATING PROCEDURES

SECTION 1.

In order to implement its purposes, the Council may request information from or meet with (a) the Provost, (b) Administrative officers of the Center or (c) any Compton Center office or its representatives.

SECTION 2.

Notwithstanding anything in this document to the contrary, if the Council, by a two-thirds vote of its membership, finds that there are compelling reasons not to hold an election for Council members in April of a given academic year, or not to hold an election for Council officers in May of a given academic year, the Council may postpone the election or elections until the fall semester. In any action taken to postpone an election pursuant to this section, the Council shall also set a new date for the election which shall be no sooner than two and no later than four weeks after the beginning of the fall semester.

Adopted 4/07

BP 4231 Grade Change

Education Code Section 76224(a) and Title 5, Section 55760(a)

It is the policy of El Camino College that the instructor of the course shall determine the grade to be awarded to each student. The instructor's determination of grades is final except in cases of mistake, fraud, bad faith, or incompetence.

In case of mistake, the removal or change of an incorrect grade from a student's record shall be done by the instructor of the course if the instructor is still employed by the college; otherwise, it may be done by the Division Dean.

The Request for Grade Change form shall be available to students in the Records Office of Admissions & Records. An instructor who discovers a mistake in grading must file an instructor generated Grade Change Request to the Records Office of Admissions and Records. Documentation of the reason for the grade change must be provided, whether the grade change request originates with the instructor or the student.

In cases in which a student believes that there was fraud, bad faith, or incompetence, the student may present his or her Request for Grade Change to the division Dean, and the Dean or Dean's designee will review the Request for Grade Change form and make a judgment.

The student Request for Grade Change must be made within two calendar years of the final day of the course.

If a student is not satisfied with the results of a Request for Grade Change made to the instructor or to the division Dean, he or she may file an appeal in the Office of the Vice-President of Academic Affairs within 60 calendar days of receipt of Denial of Grade Change Notification.

See Administrative Procedures AP 4231 for details of the procedures related to this policy.



ADMISSIONS & RECORDS MEMORANDUM

TO: All A&R Staff
FROM: Bill Mulrooney
DATE: April 24, 2007
RE: Notification to Administrative Personnel

This is to inform all of you that we are in the process of updating our policy, procedure, and forms for "grade changes" to conform to Ed Code and Title 5. The Academic Policy Committee of the Academic Senate is developing the policy and procedure for Board approval. Changes to our policy and procedure are being made at an accelerated pace due to a directive from the Chancellor's Office of the California Community Colleges.

Fundamental to these changes is a full disclosure and a full understanding of the grounds in which grade changes can be made. It is important that each of you understand two very important areas of law as presented below.

Education Code, section 76224

When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

Title 5, section 55760

In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student in accordance with section 55758 of this chapter. The determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency. Procedures for the correction of grades given in error shall include expunging the incorrect grade from the record.

As indicated, challenges to grades can be made for mistakes (error on the part of the instructor, error in posting, missing assignment, etc.). But, a student may also challenge a grade if he/she believes the grade received was the product of fraud, bad faith, or incompetency.

Revised forms and procedures will be distributed to you upon approval by the Board of Trustees.

The following description, which is representative of a counselor's job, was included in the Academic Senate paper on the Role of the counselor in California Community Colleges:

For example, it is not uncommon for a request for transfer information to evolve into a session about handling intense parental pressure or doubts about career direction. Student disclosures of substance abuse or sexual abuse may occur in sessions ostensibly dealing with career decision-making. And sessions about academic difficulties may uncover learning disabilities. These examples illustrate the complex needs students bring to counselors in the community colleges. These problems require counseling faculty to respond with an array of professional skills, sensitivities, and counseling techniques, all grounded in an understanding of human development. The fact is that most interactions with students regarding academic matters require sensitive counseling evaluations and are not, as some believe, simply the provision of curriculum information

RESOLUTION REGARDING CONSTRUCTION OF COUNSELORS' OFFICES IN NEW STUDENT SERVICES BUILDING

***FROM COUNSELING DEPARTMENT April 25, 2007
(Regarding new Student Services Building proposed with high walled cubicles with doors for counselors)***

Whereas, confidentiality forms the basis for trust which reinforces the effective student/counselor relationship;

Whereas, student confidentiality is a **top** counseling priority and the cornerstone of our profession;

Whereas, confidentiality and respect for student privacy is necessary in order to create an appropriate counseling office environment;

Whereas, the "Standards of Practice in California Community Colleges Counseling Programs" (Spring 1997) states that all full time faculty members should be allowed use of sound proofed offices when they are counseling students;

Whereas, the Administration has proposed "sound proofed cubicles" for counselors but has not indicated where such cubicles exist while counselors at other colleges have, in fact, stated that cubicles are not "sound proof" and do not provide for privacy; nor do they provide an appropriate counseling environment

Whereas, the data indicates a significant and increasing percentage of students continue to struggle with personal, mental health and career-decision making issues including anxiety, lack of focus, and insecurity which require sensitivity and privacy to develop a rapport and to make appropriate referrals;

Whereas, the most effective student-counseling is preventative rather than reactive;

Whereas, the sanctity of the Counselor's office is analogous to the sanctity of the Faculty member's classroom;

Whereas, the Academic Freedom of the Counselor's office is analogous to the Academic Freedom of the Faculty member's classroom;

Whereas, Counselors and the institution are subject to litigation if student rights and a set of ethical principles and procedures are not followed;

Whereas, the Counselor's ability to work with students is jeopardized by lack of privacy and confidentiality which affects our contractual workload

Be it resolved that the new Student Services Building contain traditional enclosed office space for all full time counselors to ensure the privacy and confidentiality of the counseling relationship with the student.

References: Ed Code, Academic Standards for California Community College Counseling Programs, Family Educational Rights and Privacy Act, ECC-AFT Contract

Reports from CEC Faculty Council & ECCAS Exec Board

Following are reports for your information that have been cc'd to me. This sequence begins with a cover message I sent to the Exec Boards. In follow up, Lance suggested that we put these out for Senate review & comment.

Susie

E -Board members -

I'm going to forward you several msgs Saul cc'd me re budget, planning, & on-going operations at Compton. They are mostly reports of various CEC meetings and recommendations that he and perhaps others have worked up for the administration.

To give a bit of context, VP Marsee met with the CEC folks early last week (I think) to present them with their budget for next year. I don't know if it is a preliminary budget like the EC one PBC is reviewing now, but as you can see, the CEC faculty have raised some concerns. I also don't know what the next step is - maybe Saul can help.

I think we may want to discuss if and how the Senate might want to respond to this. We may need a meeting or two over the summer also if it turns out we need to do something quickly.

Susie

From: saulp@aol.com [mailto:saulp@aol.com]

Sent: Fri 4/27/2007 4:19 PM

To: Givens, Doris

Cc: Ayala, John; agrisby@elcamino.edu; Dever, Susan; Callahan, Mary; Marsee, Jeffrey; rmur48@aol.com; Flemming, Arthur; henry_t@compton.edu; p.landsberger@yahoo.com; Fallo, Thomas; twasserberger@peoplepc.com

Subject: [Possible Spam] RECOMMENDATION FOR 2007-2008 COMPTON CENTER BUDGET: FUNDS FOR LIBRARY COLLECTION DEVELOPMENT

While I have yet to review the FCMAT Comprehensive Review in detail, I was struck by one point which needs to be addressed in the 2007-2008 budget

Executive Summary p.22 states "The library has not aggressively addressed the quality criteria for college libraries specified by the ACCJC for accreditation."

Findings, p. 28 explicitly states that "Instruction related materials housed in the Compton Center Library are not adequate to foster high levels of student learning. Instead, many of the materials are outdated and incomplete for a college level collection."

Consider these clear criticisms and the fact that we are about to move into a new LRC facility this fall. Yet, the tentative budget outlined to Compton Center staff last week contains only \$5,000 for library books. This simply does not make pedagogical sense.

I strongly recommend that the District make a commitment over the next five years--starting in 2007-2008--to provide the Library with a minimum of \$50,000 per year for collection development and database acquisitions. Part of these monies could also be utilized to maintain what has been our successful textbook reserve collection, which

has had a tangible impact on retention, allowing students who delay in buying texts or who can not afford to buy texts to keep up with course work and pass their courses.

As Head Librarian at the Compton Center for ten years and as a librarian at the Center for eighteen years, I am simply amazed at the lack of support of what has always been and will most assuredly even more so be the most important instructional support facility on our campus.

I urge an augmentation of funding for the Library and a long-range commitment to maintain that augmentation.

Saul Panski

From: Saul Panski [mailto:panski_s@compton.edu]

Sent: Fri 4/27/2007 4:36 PM

To: Givens, Doris

Cc: Marsee, Jeffrey; Thomas Henry; P.LANDSBERGER@YAHOO.COM; Fallo, Thomas; Subramaniam, Chelvi; Cortez-Perez, Aurora; TWASSERBERGER@PEOPLEPC.COM; Armstrong, Myeshia; NORMAPARKERESPINOSA@MSN.COM; Dever, Susan

Subject: BUDGET REQUEST 2007-2008 PERMANENT INSTRUCTIONAL ASSOCIATES (3) FOR WRITING AND LANGUAGE LAB AND TRANSFER COLLABORATIVE

I understand that departments are being asked to submit operational budgets for review and justification by May 9th, for incorporation into the Tentative Budget for 2007-2008.

While I am not in charge of a department, I want to formally express the strong support of the faculty for the institutionalization of three instructional support positions, two of which have been funded on a limited term basis and one which has been promised but not funded to date.

These are Instructional Associates (3), two to staff the Writing and Language Lab, and one to support the work of the Transfer Collaborative in the Transfer Center

It should be added that with this support staff in place, certificated faculty can also work in these instructional support facilities on a part-time basis to generate FTES under the rubric of Academic Strategies 100 and English 100. In effect, FTES generated should, in a short period of time, cover all staffing costs.

In making this request we will also be providing supervised learning reinforcement for our basic skills and transfer-capable students, with a positive impact on student persistence and success.

Clearly, if additional information is needed to justify these requests, Professors Subramaniam, Cortez-Perez, and Wasserberger can provide it.

Saul Panski

-----Original Message-----

From: saulp@aol.com [mailto:saulp@aol.com]

Sent: Fri 4/27/2007 6:22 PM

To: Doris P. Givens

Cc: Thomas Henry; p.landsberger@yahoo.com; tfallo@elcamino.edu; JMARSEE@ELCAMINO.EDU; FMARCE@ELCAMINO.EDU; SDever@elcamino.edu; RMur48@aol.com; twasserberger@peoplepc.com; Arthur H. Flemming; Reuben James III; amrstrong_m@compton.edu

Subject: COMPTON CENTER BUDGET PLANNING SUPPOSITIONS FOR 2007-2008

Dr. Givens:

(I must preface this email by stating that it is in response to the meeting of the Budget Advisory Committee, held earlier this week, a meeting which I did not attend because it conflicted with the ECC Curriculum Committee meeting. However, I have received copies of the documents handed out at that meeting and have exchanged correspondence with faculty members serving on that committee.)

In looking at the projected tentative budget for 2007-2008, as outlined at the recent meeting of the Budget Advisory Committee, I was startled to see that while the goal of the Center--expressed in meeting after meeting-- is to significantly increase FTES next year, expenditures for instruction are scheduled to be reduced by more than 9%. This would require a miracle of truly biblical proportions.

Now it is understood that our funding support is sliding down each year, from 90% funding of 6400 FTES to 80% next year. Yet, faculty members at the BAC meeting informed me that ECC/CEC fiscal affairs personnel assume that our actual FTES next year will only be around 3400, very close to where it will end this year. This would leave us at 53% of our former funding level, guaranteeing that next year funding goes down even further, to 70%. And indeed this is reflected in the listed Preliminary Budget for 2008-2009.

This is hardly a budget dedicated to significant growth.

In the Budget meeting at the beginning of this academic year, VP Marsee stressed that 2006-2007 would witness very low enrollment but that 2007-2008 would be the crucial, year of decision. It would appear that we have already preordained the outcome.

Now, please understand that this memorandum is not generated as a response to the proposed layoffs but it has to be stressed that faculty were often told that although there would be reductions in some areas, there would be additional faculty hired in other areas. Yet, at this same meeting the faculty members were told that our total faculty will be reduced by 7 FTES next year. So, let's see... our full time faculty is being reduced, our adjunct instructor funding remains the same, and we hope to significantly grow. ????????

I am told that we have only 450 sections in the fall schedule and if each of these classes is filled, we will not generate more than 1300 FTES. The recent Institutional Planning Summit was dedicated to growth for both ECC and CEC. Yet the underpinnings of this budget will only marginally allow for this to occur at Compton.

I urge the leadership at both campuses to re-examine the suppositions behind this budget, as it is discussed in the next few weeks. On the one hand, some people would say that restoring Compton to half of its former enrollment in two years is a great accomplishment. AND IT WILL BE. But we need to restore our enrollment to a significantly higher level, and the sooner the better for future funding and stability.

If you don't spend revenue, you won't generate revenue.

Saul

From: Arthur H. Flemming [mailto:Flemming_A@Compton.edu]

Sent: Fri 4/27/2007 9:10 PM

To: saulp@aol.com; Givens, Doris

Cc: Thomas Henry; p.landsberger@yahoo.com; Fallo, Thomas; Marsee, Jeffrey; Arce, Francisco; Dever, Susan; RMur48@aol.com; twasserberger@peoplepc.com; James, Reuben; amrstrong_m@compton.edu

Subject: RE: COMPTON CENTER BUDGET PLANNING SUPPOSITIONS FOR 2007-2008

To Anyone Who May be Concerned:

I wish to add some additional detail to Prof. Panski's message.

We were advised in the BAC meeting Tuesday that the CCCD had a certified negative ending balance for FY 05-006 of \$5.1 million. Since we began that year with an \$800K reserve, the District ran an operating deficit of almost \$6 million for the year (roughly 20% of total expenditures) - after projecting, in its Annual Report, an operating surplus of \$800K and an ending balance of \$1.6 million. That was doubtless the worst financial performance in California Community College history; but I will let it go.

In the preliminary budget for FY07-08, Dr. Marsee projects a beginning balance (which is equivalent to the ending balance for this year) of a negative \$800K. There is only one way to achieve that outcome, and that is to direct \$4.3 million of unspent revenue - the difference between a negative \$5.1 million and the negative \$800K - to the district reserve. In short, we will show an operating surplus for the year of over \$4 million.

Dr. Marsee also included in the preliminary budget a debt service expenditure of \$632K for a \$7.8 million draw-down from the emergency line of credit. He explained that that would include a payoff of the negative balance from FY05-06. Asked why that much would be necessary if the operating surplus for this year could cover most of it, he replied that the district has a choice: It may either repay with the operating surplus or with a draw-down, the latter, of course, carrying the \$632K price tag. His budget projection assumes the latter. But that raises the question: What do we then plan to do with the surplus?

That is the \$64 financial question for next year. (Please do not think that we have to protect against underfunding in FY 07-08. The preliminary budget ALSO projects a POSITIVE ending balance for FY07-08 of \$1.2 million (WITH the debt service included) and thus an operating surplus of an ADDITIONAL \$2 million for the year.) In short, if the district elects to draw down a portion of the line of credit, as I believe it should, it will be sitting on over \$6 million in unspent revenue. Just what are we going to do with those funds? (We certainly do not need to spend it all on the reserve, since a 5% reserve on next year's total expenditures of roughly \$24 million is only \$1.2 million, the actual projection for the year.)

Enter the enrollment problem. Is there anyone among us who would dare to say that Compton has done one blessed thing about enrollment this year? Is there someone among us who thinks that enrollment is not a problem at Compton? If there is, I would be happy to take you on a tour of the campus any Thursday afternoon or Friday morning - or for that matter, on a Monday or Tuesday morning, or on a Wednesday evening. Is there someone among us, as I am afraid there is, who thinks that Compton never had the enrollment claimed for past years? (I am amused by those - the authors of the fictional fraud audit included - who were not here 3 years ago, but who tell me that I did not really have the 150% greater enrollment than I now have in my courses. Was I lying to my wife then, when I said that I had to grade all those papers? Were the rest of my colleagues all party to this deception? Did those agents of fraud targeted on p.17 of the audit really invent the 13 "fictitious" student names in a slab of 1-unit counseling courses for the sole purpose of generating an additional 1/2 of a single FTES, among 6000 reported? If you believe that one, I have a bridge in Brooklyn....)

Enrollment calls for a different set of numbers. There is a helpful ratio - between sections offered and first census FTES - that can be used to project enrollment. At ECC, census FTES comes in consistently over the years at a multiple of about 3.3 to sections offered. This year at Compton that ratio was 2.2. Before you say, correctly, that that leaves a lot of room for growth at Compton without increasing sections, keep this in mind. Historically, even going back to the halcyon years before the state intervention set the downward spiral in motion, the ratio at Compton never exceeded 3. It averaged around 2.5 to 2.75. Unless we wish to dream with our eyes open, we can safely assume that the ratio next year will not exceed 3. Now consider the sections to be offered at Compton for the Fall 07 term. I looked at the searchable schedule and counted 504. This year, in each of the regular terms, 15% of the classes initially offered were canceled. If we assume the same for next year - it may be higher if higher class minima are enforced - that would give us 429 sections at census. Now multiply that by 3. The probable MAXIMUM FTES generated by that number of sections would be 1287 - a bit more than 200 over the 1067 officially reported for this past fall. Who in a sober moment would be satisfied with "performance" of that kind?

Astonishingly, some of us seem to be. I was told yesterday that the Fall 07 schedule cannot now be touched. It is

riddled with miscalculations and hopelessly devoid of ambition. But here we are, in April, stuck with it. And we are stuck with it while sitting on \$4 million of unspent money. It would be difficult to dignify this development by calling it a plan; but if it is one, it is a plan to place a ceiling on enrollment at Compton - for no good reason.

The enrollment problem has two dimensions - a supply side and a demand side. Supply is the number and kind of courses offered, the cost of which is the staffing needed to support them. We are REDUCING our staffing expenditures next year alongside section offerings that will run 30% below Fall 05 levels and roughly half of Fall 04 offerings. On the demand side, we have the students enrolled. How to increase demand? No one among the current leadership, at Compton or ECC, has the faintest idea. One thing we can say for certain. If spending on recruitment and marketing remains at this year's levels, nothing will happen.

I for one plan to introduce a motion at the next budget meeting: First, that the district add \$1.5 million to the hourly/overload (1300) budget for next year (to deal with the supply issue); and second, that the district set aside \$800,000 for an activity account dedicated to enrollment development (to deal with the demand issue). I am not saying that we have to spend it until we have a reasonable belief that it will produce results. I am saying, first, that, if we repeat this year's performance, in which we did not even allocate the funds, then we guarantee a repetition of this year's performance, and second, that we still have more than sufficient time to plan for growth... if we have the will.

There seems to be a shared illusion among many that we can cruise through 07-08 and put the pedal to the metal in 08-09. If we allow the current enrollment levels to persist for a second year, then the laws of inertia will make it immeasurably more difficult to accelerate thereafter. The time to act is now.

Art Flemming

From: Saul Panski [mailto:panski_s@compton.edu]
Sent: Sat 4/28/2007 3:50 PM
To: Thomas Henry; p.landsberger@yahoo.com
Cc: Givens, Doris; Callahan, Mary; Jackson, Tom; Curry, Keith; Dever, Susan; Fallo, Thomas; Arce, Francisco; rmur48@aol.com; Aguilar, Carmela; anhoff@aol.com; Pratt, Estina; Sandvik, Carol; dleons@msn.com; drpjvn@compton.edu; senseimaruyanma@mac.com
Subject: SALIENT POINTS OF FCMAT COMPREHENSIVE REVIEW RE: FACULTY, STANDARDS 1 AND 2

Mr. Henry/ Mr. Landsberger:

I have plodded to mid-way through Standard III of the FCMAT Comprehensive Review and--unlike the "Extraordinary" Audit--I have found it to be temperate in language and, to the degree I have knowledge, quite accurate. I also believe that it sets forth a clear blueprint on how to bring back Compton and--at the same time--strengthen the partnership and El Camino. The wealth of data put forth in the document is quite staggering but appears to be quite comprehensive.

One thing that has struck me so far is the fact that the FCMAT team has pinpointed virtually all of the same issues that faculty has been continuously stressing as requiring urgent attention. These include:

- * The lack of a Compton public information office and poor internal and external communications
- * The lack of a comprehensive marketing or recruitment plan
- * The need to ensure that all institutional committees are operational, especially the Institutional Effectiveness Committee and the Budget and Planning Committee
- * The lack of any Compton institutional research capability

- * The need to hire or provide reassigned to someone to coordinate Professional Development and the need to allocate adequate funds for development activities
- * The need to increase evening offerings (only 25% of total offerings, fall 2006)
- * The need to hire an internal auditor and designate other staff to monitor categorical programs and ongoing fiscal operations.
- * The need to insure that Compton has adequate learning resources.

It is important to point out that although in both Standard I and II the FCMAT Team has a great deal to say about what it perceives to be deficiencies in course outlines and SLOs, these matters are under the purview of the ECC Curriculum and SLO committees. While Compton faculty can and should participate in the work addressing such matters, operational decisions will be made at ECC.

Some of the many points stressed in the Review in Standards I and II are of direct concern to the faculty. These include:

STANDARD ONE:

- 1) The need to make the Institutional Effectiveness Committee operational and the need to establish a joint committee to determine what components of existing CCCD planning documents remain viable.
- 2) The need to integrate CEC faculty into all ECC committees whose deliberations have an impact on the Center.
- 3) The need to ensure that adequate resources are allocated to labs, basic skills instruction, and other services that enhance student success.
- 4) The need for a comprehensive professional development program for faculty.
- 5) The need to revise syllabi to demonstrate application of various methodologies and assessment measures.

STANDARD TWO:

- 1) The need to train Center staff in curriculum development and management procedures
- 2) The need to assess and update the LRC collection of instructional materials.
- 3) The need to ensure adequate resources for educational technology and to ensure its use by instructors and students.
- 4) The need to promote various educational methodologies, especially linked classes such as those which form part of the High School and Transfer Collaborative programs.
- 5) The need to significantly enhance transfer center programs, targeting CSU, UC, and private institutions.
- 6) The need to align student conduct policies between the two institutions.
- 7) The importance of developing a Compton Center Faculty Handbook
- 8) The need to refine placement assessment tools for English learners (ESL students) and implement a system to track their transition to basic skills, credit and transfer courses
- 9) Importance of upgrading Career Center materials
- 10) Importance of developing a plan to systematically upgrade and maintain lab computers and equipment

I don't think that there is a single faculty member who would disagree with any of these points and I, for one, am very pleased to see them emphasized in this document.

One final point. Considering that the FCMAT Review comprises a snapshot taken several months ago, it is staggering how much progress has been made in key areas since that time. I think it is safe to say that the first six month update will show progress in a wide variety of areas. It's going to be a long, hard slog but I believe that Compton has already tangibly begun to move in the right direction.

Saul Panski

From: Saul Panski [mailto:panski_s@compton.edu]
Sent: Sat 4/28/2007 4:20 PM
To: Givens, Doris
Cc: Thomas Henry; P.LANDSBERGER@YAHOO.COM; roryliving@aol.com; Fallo, Thomas; rmur48@aol.com; twaserberger@peoplepc.com; ahoff@aol.com; Pratt, Estina; jmarsee@rlcamino.edu; Dever, Susan; halligan151@yahoo.com
Subject: UPGRADING OF CAMPUS LIGHTING

Dr. Givens:

When I was VP of Administrative Affairs at Compton (up until Fall 2003) we had received a significant amount of money to upgrade campus lighting as part of our scheduled maintenance program. To my knowledge not a cent of these monies was ever spent for this purpose. My question is whether we have been forced to revert these monies to the Systems Office or whether they are still in our possession. The "tentative" budget provided to staff last week covered only the unrestricted fund, which would not include these monies.

The reason that I ask is that time and time again concern has been expressed about the poor condition of campus lighting and now, once again, the FCMAT Report refers to this in its assessment of Standard 3: "exterior lighting was inconsistent" and "the Police Chief thought the lighting could be better." I know that some time ago you and Dr. Fallo walked the campus and observed the status of lighting, and you have also made reference to preparing a plan to improve campus lighting.

My question is when this upgrading will take place and do we still have categorical funds on hand to pay the cost? If not, we should reapply to the Systems Office to utilize monies for this purpose.

Following is a series of 3 messages started by D. Vakil on Department Chairs. Read from bottom up.

Susie

The Division Chairs at Compton (we will have 5 next year) work extremely well. They are faculty members and thus are sensitive to the needs of instruction and of the faculty. This last year their workload has been prodigious but they have hung in there through thick and thin. They are the faculty's interface with administration and ensure that administrative dicta are effectively communicated. They help prepare schedules, make sure textbook orders are properly placed, room assignments are correct, evaluations are conducted, and a host of other tasks which would take quite some time to enumerate. At Compton this is clearly a union issue and is specifically delineated in our collective bargaining agreement. After all, we are talking about assigning faculty to non-teaching duties. Starting next year our DCs will get \$12,000 per annum and 20% release time during the fall and spring semesters. They used to have more release time (40%) and less compensation (\$7,000 I think) but it is my understanding that ECC wants all of our people to be teaching as many classes as possible, probably because of our reduced faculty size.

Deans are great but Division Chairs (or Department Chairs) are in much closer contact with faculty and

serve as an invaluable buffer between the faculty member on the front line and managers who may have been out of the classroom for many years.

Also, unlike managers, faculty can *recall* Chairs who are deemed ineffective or non-responsive to their needs.

Saul Panski

-----Original Message-----

From: sdever@elcamino.edu

To: dvakil@elcamino.edu; pmarcoux@elcamino.edu

Cc: lwidman@elcamino.edu; dvakil@elcamino.edu; DBrown@elcamino.edu; lraufman@elcamino.edu; sdever@elcamino.edu; euyemura@elcamino.edu; pmarcoux@elcamino.edu; jyoung@elcamino.edu; saulp@aol.com

Sent: Sun, 29 Apr 2007 8:41 PM

Subject: dept chairs

Pete & Dave,

I haven't put this on the agenda so far since they've been chock-full the last few times. Am thinking that you might want to talk with Saul re how well the Div chairs work there. And maybe do some research on other colleges. And to what degree is this a Senate issue vs an AFT issue? Seems like I mentioned this to Francisco once and he thought it was a union issue. However, I've argued the relevance to Senate with him re other topics.

Also, I'm pretty sure that ASCCC has published one of their papers on this. Check their website.

Your thoughts?

Susie

From: David Vakil [<mailto:dvakil@elcamino.edu>]

Sent: Sunday, April 01, 2007 9:19 AM

To: Dever, Susan; Marcoux, Peter

Subject: department chairs

What do you guys think about putting Department Chairs on the senate agenda sometime as a discussion item? I don't think we're ready for a resolution/vote, because a budget would probably need to be drawn up. But Dan Berney mentioned it during the meeting with the KH consulting (or whomever is doing planning) and it seems like now is a good time to pilot test it. There's plenty of money for the next 8-10 years (despite administration's claim to the contrary), so that can't be a solid objection right now.

Dave