



ACADEMIC SENATE

AGENDA

Thursday, November 19, 2015 at 1:00 p.m. in the Board room

I. CALL TO ORDER

II. APPROVAL OF AGENDA

III. APPROVAL OF MINUTES

November 5, 2015 Minutes

IV. REPORTS

Senate:

President

Paul M. Flor

Board Representative and External Liaison

Jerome Evans

Accreditation Team Meeting held Nov. 13, 2015

Holly Schumacher

Team member list with meeting dates and locations

Evidence Outline and other Due Dates

V. ACTION ITEMS-UNFINISHED BUSINESS

1. Academic Senate Goals for 2015-16 Second & Final reading

VI. NEW BUSINESS

1. Report of Fall Plenary

Vanessa Haynes

2. Report of Curriculum Regional Meeting

Nikki Williams, Chris Halligan

3. BOG fee waiver changes and their impact on Enrollment Management

Tom Norton, Amber Gillis

Essie French-Preston

Mytha Pascual

VII. INFORMATION-DISCUSSION ITEMS

1. Planning & Budget Committee and Strategic Planning

VIII. Events/Meetings

1. Strategic Planning Summit, November 20 from 8 am to 1 pm

IX. FUTURE AGENDA ITEMS

1. Board Policies 1200 – Mission
2. BP 8200 – Emergency Response Plan
3. Student Equity Plan
4. ECC, Compton Center Water Conservation efforts

X. ADJOURNMENT



**COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES**

BP 2520 Academic Senate

Issued: May 19, 2015

Reference:

Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq
Accreditation Standard IV.A
Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates' organization, membership functions and committee structure shall be developed by the Academic Senate.

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Thursday)

FALL 2015

September 3	Board Room
September 17	Board Room
October 4	Board Room
October 15	Board Room
November 5	Board Room
November 19	Board Room
December 3	Board Room

SPRING 2016

February 4	Board Room
February 18	Board Room
March 3	Board Room
April 7	Board Room
April 21	Board Room
May 5	Board Room

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Tuesdays before ECC Senate, usually)

FALL 2015

September 4	Alondra Room
September 15	Dist. Ed. room 166
October 6	Dist. Ed. room 166
October 20	Dist. Ed. room 166
November 3	Alondra Room
November 17	Alondra Room
December 1	Alondra Room

SPRING 2016

February 2	Alondra Room
February 16	Alondra Room
March 1	Alondra Room
April 5	Alondra Room
April 19	Alondra Room
May 3	Alondra Room

Compton Faculty are encouraged to attend the ECC Academic Senate meetings when possible.

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



ACADEMIC SENATE MINUTES

Thursday, November 5, 2015 1:00 p.m. Board Room

ATTENDANCE

Senators

Visitors

Eyob Wallano
 Jerome Evans
 Kendahl Radcliffe
 Andree Valdry
 Mandeda Uch
 Thomas Norton
 Shirley Thomas
 Nikki Williams
 Paul Flor
 Kent Schwitkis
 Holly Schumacher
 Michael Odanaka
 Annaruth Garcia
 Marcelo Cabral
 Mahbub Khan

Ruth Roach
 Fazal Aasi
 Phillip Humphreys
 Shateo Griffin
 Estina Pratt
 Abiodun Osanyinpeju
 Cassandra Washington

X. CALL TO ORDER – 1:04 p.m.

XI. APPROVAL OF AGENDA – Wallano/Schwitkis - Approved

XII. APPROVAL OF MINUTES – Schwitkis/Valdry – Approved

XIII. REPORTS

President’s Report- Paul Flor reporting.

- **Fall Plenary-** Is currently in session so not all senators are present at this week’s meeting. The body was asked how Chris should vote on the State Chancellor’s resolution. Norton/Williams moved and seconded that we vote in favor of the motion.
- **Senate Goals-** These goals can be found in the packet. These are the goals that we are working on for this year. Goal number 3 was highlighted in which we recognize faculty for innovations that they are using. Eyob Wallano was recognized for spearheading the Microbiology Symposium.
 - Senators are asked to read over the goals in preparation for discussion and voting on them at the next Senate meeting.
 - Barbara Perez stated that she would like to see a curriculum goal added to the Senate goals.
- **2nd Reading of Board Policy 5550-** The proposal for free speech designated areas is on the map on page 8 of the meeting packet. Norton moved that we table the discussion so senators have the opportunity to read the policy and then take action.

Board Representative – Jerome Evans reporting

- **Latino Heritage-** Thanked everyone for their great support through the month- it was extremely successful and well supported. The book fair gave out more than 1,500 books. Evans stated that he will be coming around in March for the debut of Women's History month.

Paul Flor reported: Institutional committee minutes and agendas are included in the Senate packet. The Planning and Budget Committee minutes are included as well.

XIV. ACTION ITEMS-UNFINISHED BUSINESS

XV. NEW BUSINESS

Student Success and Support Program (SSSP) Update- Phillip Humphreys, Elizabeth Martinez, and Shateo Griffin presented.

- What is SSSP- holds California Community Colleges accountable.
- Presented the new funding formula for students- schools will be paid according to successful completion of markers.
 1. Orientation- offered on campus, offsite, and online
 2. Assessment- offered on campus and offsite
 3. Counseling- offered on campus and offsite
 4. Ed Planning- focus on students completing a two semester plan
 5. Follow up- at risk students
- Core services completion
 1. Fall 2014 was very low- we now have benchmarks for achieving 100% completion
 1. 40%- Fall 2015
 2. 70%- Fall 2016
 3. 100%- Fall 2017
 2. \$1.2 million was awarded this year to do this.
- Campus Initiatives
 1. New Student Welcome Day- to highlight services on campus
 2. Ed Plan Campaign- 1,800 students do not have a comprehensive education plan and this is being addressed.
 1. Incentives to get students completing their plans
 3. Probation Student Focus- will work on being proactive and intrusive at different levels.
 4. Student Success Plan- put together at the retreat to ensure all services are working together.

Kahn- Asked where academics are fitting into the plan.

Humphreys- We are establishing an early alert program to work with faculty to track students from the 3rd week of the semester. The early alert system will allow faculty to follow up on at risk students with additional support services.

Martinez- Clarified that SSSP resources are to ensure that students are aware of their resources and specifically geared towards this.

MOTION TO ADJOURN –Norton- Approved – 2:00 p.m.



SHARING THE INFORMATION

Effective faculty leadership is best achieved through teams not heroes.

Second and final reading:

Goals for the Senate for 15-16 to include AS and faculty input in areas like Student Success, enrollment, retention, graduation...and so on.

- Ensure faculty representation on Senate. Measure: ensure full and Part-time faculty in all divisions have Senate representatives and that elections are held as needed.
- Ensure Senate Executive and Committee Chair communication. Measure: ensure faculty serving as chairs on institutional committees report information and share documentation to Academic Senate to distribute to entire campus community.
- Build and promote professional excellence. Measure: Arrange for “positive” presentations showcasing faculty success and innovations.
- To foster awareness and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention, and completion. Measure: monitor faculty participation.
- Initiate Curriculum Committee group at the Compton Center with Dr. Essie French Preston who is ECC Curriculum Committee representative to serve as lead faculty.

Attachments: Consultative Council Meeting agenda & minutes



**El Camino College
Compton Center**

**FACULTY COUNCIL Agenda
Thursday, November 19, 2:00 p.m. in the Board room
(or immediately following the Council meeting)**

I. CALL TO ORDER

II. APPROVAL OF AGENDA

III. APPROVAL OF MINUTES

November 5, 2015 Minutes

IV. REPORTS

Faculty Council:

Chairperson

Paul Flor

Vice Chairperson

Chris Halligan

ECC Curriculum Committee

Essie French-Preston

ECC Education Policies Committee

Vanessa Haynes

Student Learning Outcomes

Kendahl Radcliffe

Student Success Committee

Vacant

V. ACTION ITEMS-UNFINISHED BUSINESS

1. Report on El Camino College Academic Senate meeting
2. Report on Institutional Effectiveness Partnership Initiative (IEPI)

VI. NEW BUSINESS

1. Update on Accreditation Taskforce

VII. INFORMATION-DISCUSSION ITEMS

1. ECC
2. C-ID

VIII. EVENTS/MEETINGS

IX. FUTURE AGENDA ITEMS

ADJOURNMENT

CCCD Academic Senate and *ECC-CEC Faculty Council Roster*

2014-2015 (19 members)

Officers:

President/ <i>Chairperson</i>	Paul M. Flor (15-16)
Past President/ <i>Past Chairperson</i>	Michael Odanaka
President-Elect/ <i>Chairperson-Elect</i>	Paul M. Flor
Vice President/ <i>Vice Chairperson</i>	Chris Halligan (16-17)
Secretary/ <i>Secretary</i>	Nikki Williams (16-17)
Curriculum/ <i>Curriculum Representative</i>	Essie French-Preston (16-17)
<i>Adjunct Representative</i>	Marcelo Cabral (16-17)
Board Representative	Jerome Evans (16-17)

Members:

Career and Technical Education (2)

Annaruth Garcia (16-17)
Phillip Yaghamai (17-18)

Health and Human Services (2)

Shirley Thomas (15-16)
Pamella West (16-17)

Humanities (2)

Chris Halligan (17-18), Vice President/*Vice Chairperson*
Nikki Williams (16-17) Secretary/*Secretary*

Social Sciences and Fine Arts (2)

Kendhal Radcliff (17-18)
Mandeda Uch (16-17)

Mathematics (2)

Abigail Tatlilioglu (16-17)
Jose Villalobos (15-16)

Science (2)

Kent Schwitkis (15-16)
Eyob Wallano (16-17)

Library and Learning Resource Unit (1)

Andree Valdry (17-18)

Counseling (2)

Essie French Preston (17-18), Curriculum/*Curriculum Representative*
Holly Schumacher (15-16)
Michael Odanaka, Past President/*Past Chairperson*

At-Large (2)

Jerome Evans (17-18), Board Representative
Tom Norton (15-16)

Adjunct Representatives (2)

Mahbub Khan (15-16)
Marcelo Cabral (17-18), *Adjunct Representative*



El Camino College Compton Center

FACULTY COUNCIL MEETING Thursday, November 5, 2015 2:00 p.m. Board Room Minutes

ATTENDANCE

Eyob Wallano

Jerome Evans

Kendahl Radcliffe

Andree Valdry

Mandeda Uch

Thomas Norton

Shirley Thomas

Nikki Williams

Paul Flor

Kent Schwitkis

Holly Schumacher

Michael Odanaka

Annaruth Garcia

Marcelo Cabral

Mahbub Khan

Ruth Roach

Fazal Aasi

Phillip Humphreys

Shateo Griffin

Estina Pratt

Abiodun Osanyinpeju

Cassandra Washington

Call to Order – 2:00p.m.

Agenda – Schwitkis/Wallano- Approved

Minutes – Wallano /Schwitkis - Approved

Reports:

Chairperson – Paul Flor reporting.

- New local minimum qualifications have changed and included in the packet.

ECC Curriculum Committee- Essie French-Preston.

- Every course that is taught has to be approved by the state. Faculty need to participate in the review process and need to participate with divisions during course review. All divisions should send representatives to El Camino.

Student Learning Outcomes- Kendahl Radcliffe reporting.

- **Current SLO completion**- Two weeks ago we were at 33% completion and now we are at 84% completion. PLOs are at 40% completion.

IEPI- Paul Flor reporting.

- Two representatives from the IEPI were introduced and the meeting adjourned to discuss faculty concerns.

ADJOURNED – Norton/ Wallano - 2:25 p.m.

ASCCC Events and Meetings 2015-2016

2016 CTE Curriculum Academy, **January 14 - 15, 2016 @ Napa Valley Marriott**

Sponsored by the Chancellor's Office through Perkins Leadership Funds, the California Community College Association of Occupational Educators (CCCAOE) and the Academic Senate will again host the CTE Curriculum Academy titled *Doing What Matters for CTE Students: A Collaboration of CTE Faculty with EWD and Regional Leaders*.

New and Exciting Event for 2016! 2016 Instructional Design and Innovation, **January 20 - 22, 2016 @ Riverside Convention Center**

The Academic Senate for California Community Colleges is pleased to announce the first annual Instructional Design and Innovation Institute. This new institute will focus on strategies to improve student success and build more effective college programs.

2016 Accreditation Institute, **February 19 - 20, 2016 @ Marriott, Mission Valley San Diego**

Whether your college is gathering evidence, writing the self-evaluation, or preparing for a site visit in spring, the Academic Senate for California Community College's Accreditation Institute will provide guidance and support no matter where you are in the cycle of accreditation.

2016 Academic Academy, **March 17 - 19, 2016 @ Sheraton Sacramento**

Equity and diversity are primary values of the community college system. The 2015 Academic Academy focused on the Student Success and Support Program and Student Equity Plans. This year's institute will again explore issues of equity and diversity, this time including not only further development of student equity plans and programs but also on broader issues such as faculty hiring and professional development.

2016 Spring Plenary Session, **April 20 - 23, 2016 @ Sacramento Convention Center**

This year, the Academic Senate will collaborate with other constituents in hosting the Spring Plenary Session. Today's current higher education environment will require a close collaboration with all college constituents to address issues of common concern.

2016 Career Technical Education Institute, **May 6 - 7, 2016 @ DoubleTree Hilton Anaheim/Orange**

This year will bring an intense focus on career and technical education at the federal, state, and local level. This event will provide CTE faculty with the opportunity to engage in key policy conversations through their interaction with representatives of the task force, by learning about the implications of policy decisions on local programs and courses, and in participating in breakout sessions to better understand the college processes including topics on leadership, curriculum design, course repetition, and effective program advocacy.

2016 Faculty Leadership Institute, **June 9 - 11, 2016 @ Mission Inn - Riverside**

The Faculty Leadership Institute is the cornerstone of the Academic Senate's governance training. Created to assist new senate leaders navigate the complexity of local governance as well as become versed in state issues, the Faculty Leadership Institute brings seasoned leaders together to share tips and tools for new leaders to successfully lead their senate and influence their college policies. New and experienced leadership are encouraged to join to learn about basic college governance and upcoming state issues.

2016 Curriculum Institute, **July 7 - 9, 2016 @ DoubleTree Hilton Anaheim**

The Curriculum Institute is designed to bring together administrators, faculty, and classified staff working on curriculum to provide a platform for interactive learning by all attendees. Informational presentations, direct training and guidance, and interaction with Chancellor's Office staff make this Institute the most popular of the Academic Senate events. Attendees receive updates on important current curriculum topics and to learn ways to improve and develop local curriculum processes.

The Fall 2015 Plenary Session
ADOPTED RESOLUTIONS

2.0_ ACCREDITATION

2.01_ F15 Adopt the ASCCC Paper Effective Practices in Accreditation

2.02_ F15 Endorse the CCCCCO Task Force on Accreditation Report

7.0_ CONSULTATION WITH CHANCELLOR'S OFFICE

7.01_ F15 LGBT MIS Data Collection and Dissemination

7.02_ F15 Support for Authorization Reciprocity Agreements

7.03_ F15 Ensuring Accurate Information in the California Virtual Campus Catalog

7.04_ F15 Economic Workforce Development (EWD) Program Evaluation

9.0_ CURRICULUM

9.01_ F15 Creation of Local Online Education Rubrics

9.02_ F15 Defining the Parameters of the California Community College Baccalaureate Degree in Title 5

9.03_ F15 Baccalaureate Level General Education at the California Community Colleges

9.04_ F15 Limitations on Enrollment and Admission Criteria for Baccalaureate Programs

9.05_ F15 Upper Division General Education Curriculum for Baccalaureate Pilot Programs

9.06_ F15 Support for Baccalaureate Pilot Programs

9.07_ F15 Definition of Regular, Effective, and Substantive Contact

9.08_ F15 Evaluation of the Effectiveness of Local Curriculum Processes

9.09_ F15 Revisit the Title 5 Definition of the Credit Hour

9.10_ F15 Professional Guidelines and Effective Practices for Using Publisher Generated Course Materials

9.11_ F15 Oppose External Honors Programs

9.12_ F15 Support Local Development of Curricular Pathways

9.13_ F15 Develop Descriptors for Alternative Prerequisites for Statistics

9.14_ F15 Resolution in Support of Credit ESL

10.0_ DISCIPLINES LIST

10.01_ F15 Minimum Qualifications for Instruction of Upper Division Courses at the California Community Colleges

12.0_ FACULTY DEVELOPMENT

12.01_ F15 Hiring Culturally Aware Faculty

13.0_ GENERAL CONCERNS

13.01_ F15 Addition of Course Identification Numbers (C-ID) to College Catalogs and Student Transcripts

13.02_ F15 Update System Guidance for Noncredit Curriculum

13.03_ F15 Opposition to Compensation for Adoption of Open Educational Resources

13.04_ F15 Faculty Participation and Leadership in CTE Regional Consortia

13.05_ F15 Condolences for Colleges and Universities Affected By Violence

15.0_ INTERSEGMENTAL

15.01_ F15 Adoption of Statement on Competencies in the Natural Sciences

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – November 9, 2015

College Council Purpose Statement: To facilitate communication and serve as a forum to exchange information that affects the college community.

El Camino College Strategic Initiatives: Student Learning, Student Success & Support, Collaboration, Community Responsiveness, Institutional Effectiveness, and Modernization.

Present: Linda Beam, Cindy Constantino, Tom Fallo, Paul Flor, Ann Garten, Irene Graff, Vishu Gupta, Jo Ann Higdon, Chris Jeffries, David McPatchell, Jeanie Nishime, Susana Prieto, Jean Shankweiler

1. Minutes – November 2, 2015 minutes were approved as presented.
2. Accreditation: President Fallo reported that he received a draft of the final report and was very pleased with it. He thanked everyone for their participation in this effort.
3. Policies and Procedures: Outstanding Board Policies and Procedures in Academic Affairs and Human Resources were distributed for review.
4. Meeting with IEPI Group at Compton: The IEPI group addressed various questions regarding accreditation and self-evaluation. IEPI will forward a report in the next couple weeks. A follow-up meeting will be scheduled after this time.
5. Committee Minutes and Notes: Strategic Initiatives should be included on all minutes and notes.

Agenda November 16, 2015

1. Minutes – November 9, 2015
2. Board Agenda Review

2015-16 College Council Goals

1. Update and Review Board Policies and Administrative Procedures.
2. Have all Consultation Committees revise and post minutes, agendas, purpose and goals to their specific Committee webpage, and have a link to these pages from a central Administrative page.
3. Review and endorse the Master Plan.
4. Support initiatives of the CEC to train staff/faculty/committees in preparation for accreditation through quarterly reports and discussion.
5. Develop plans and procedures to orient new members to consultation committee.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – November 2, 2015

College Council Purpose Statement: To facilitate communication and serve as a forum to exchange information that affects the college community.

Present: Linda Beam, Cindy Constantino, Paul Flor, Ann Garten, Irene Graff, Vishu Gupta, Jo Ann Higdon, Chris Jeffries, David McPatchell, Jeanie Nishime, Jean Shankweiler, Claudia Striepe

1. Minutes – October 26, 2015 minutes were approved as presented.
2. Policies and Procedures: Ms. Beam will present HR policies and procedures at the next meeting.
3. Accreditation: Dr. Nishime reported that the follow-up visit went well and thanked those who were able to meet with the team member last Thursday. Ms. Higdon felt that her meeting with Dr. Curry, Mr. Lopez and an accreditation team member regarding the Compton portion also went very well.
4. New Superintendent/President – Dr. Dena Maloney: The Board action will be presented at the November meeting. It is anticipated that Dr. Maloney will attend that meeting. Her start date will be February 1, 2016.
5. Faculty Hires: New faculty positions have been identified and Human Resources is in the process of posting all those positions. Ms. Ishikawa is conducting a training session for additional EER representatives.
6. Other:
 - a) Meeting with IEPI Group: The first visit will take place on November 5 at 8:00 a.m. and will address various questions regarding accreditation and self-evaluation.
 - b) Student Activities:
 - Vegan Day on Monday, November 9 – Food from the Veggie Grill will be available in front of Library lawn.
 - Poetry Slam auditions will be held on November 10 and 11.

Collective Comments Received by the California Community Colleges Chancellor's Office
Pertaining to Chancellor's Accreditation Task Force from Organizations

Letters in Support of the Chancellor's Task Force on Accreditation

Academic Senate for California Community Colleges Executive Board [endorsement]
Three California Community Colleges Chief Instructional Officers (CIOs) [endorsement]
California Community College Independents (CCCI) [endorsement]
California School Employees Association (CSEA) Chapter 167 [endorsement]
California Federation of Teachers [endorsement]
Community College Council of the California Federation of Teachers [endorsement]
American Federation of Teachers Guild, Local 1931 C San Diego and Grossmont-Cuyamaca Community Colleges [endorsement]
Community College Association (CCA) of California [endorsement]
Community College League of California CCCT [endorsement]
Community College League of California CEOCCC [endorsement]
Faculty Association of California Community Colleges (FACCC) [endorsement]
Student Senate for California Community Colleges [endorsement]
Thomas Hamilton, President of Long Beach Council of Classified Employees AFT Local 6108

Letters of No Position on the Chancellor's Task Force on Accreditation

Association of Chief Business Officials (ACBO) [no position]
California Community Colleges Chief Student Services Administrators Association (CCCCSSAA) [no position]

Examples of Letters Received

California Federation of Teachers

The following organizations support the Chancellor's Accreditation Task Force Report and urge the Board of Governors to move forward with the recommendations contained in the report: California Federation of Teachers, Community College Council of the California Federation of Teachers, American Federation of Teachers Guild, Local 1931 C San Diego and Grossmont-Cuyamaca Community Colleges

Academic Senate for California Community Colleges

October 9, 2015

Dear Chancellor Harris,

I am writing to inform you that the Executive Committee of the Academic Senate for California Community Colleges unanimously supports the report of the Chancellor's Office 2015 Task Force on Accreditation and the recommendations contained within that report.

At its regular meeting on September 11, 2015, the Executive Committee of the ASCCC engaged in an extensive and thoughtful discussion of the task force report. Various issues were raised regarding the potential impact of the report, but the tenor of the discussion was clearly supportive of the report's conclusions.

At its following meeting on October 2, 2015, the Executive Committee took a formal vote regarding support for the task force report. The motion passed with one abstention and with no votes against.

David Morse,
President Academic Senate of the California Community Colleges

CALIFORNIA COMMUNITY COLLEGES CHIEF INSTRUCTIONAL OFFICERS

October 29, 2015

Dear Chancellor Harris,

The California Community College Chief Instructional Officers met in San Diego on October 29 for its Fall 2015 Conference. At that meeting the organization voted overwhelmingly to support the recommendations of the Chancellor's Office Accreditation Task Force.

Respectfully,

Dr. Irene Malmgren
President CCCCIO

California Community College Independents (CCCI)

Representing faculty at the following colleges: Allan Hancock, Contra Costa, Chabot-Las Positas, Foothill-De Anza, MiraCosta, Ohlone, Pasadena, Rancho Santiago, Redwoods, Santa Barbara, Santa Monica, Santa Rosa. Yosemite

November 2, 2015

Dear Chancellor Harris:

At its Fall 2015 Conference, on Saturday, October 24, 2015, the California Community College Independents (CCCI) voted unanimously to endorse the 2015 Accreditation Task Force Report and its recommendations.

CCCI looks forward to working with the Chancellor and the California Community College Board of Governors to address the continuing problems with the accreditation process under the Accreditation Commission for Community and Junior Colleges (ACCJC).

Sincerely,
Richard Hansen, CCCI President

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

28 October 2015

Dear Chancellor Harris:

On the important matter of the future of accreditation of California's 113 Community Colleges, and in direct response to the work of the California Community Colleges Chancellor's Office

Accreditation Task Force, both the Trustee and CEO Boards of the Community College League of California have unanimously endorsed the following motions.

At its meeting on September 11 & 12, 2015, the California Community College Trustees (CCCT) Board unanimously adopted the following motion:

"...to endorse the report of the Chancellor's Task Force on Accreditation...and noted that the board endorses the report and its focus on continuing a statewide dialogue. The board's priority is to have an accreditation process that functions to support student success and is consistent with the standards of four-year universities.

At its meeting on October 23, 2015, the Chief Executive Officers of the California Community Colleges (CEOCCC) Board unanimously adopted the following motion:

"Move to endorse and support the Task Force report to explore any and all options, including a recasting of the current accrediting agency, to result in an improvement of the accrediting process. This body [CEOCCC Board] and the CEOs we represent commit to supporting the process to seek this new model of accreditation.

Respectfully submitted,
Larry Galizio, Ph.D.
President/CEO, Community College League of California

COMMUNITY COLLEGE ASSOCIATION

October 27, 2015

Dear Chancellor Harris,

The Community College Association is composed of 42 chapters made up of faculty teaching at community college districts in California. Our statewide governance body, the Community College Association Council, met on October 18 and discussed the recommendations of the 2015 Accreditation Task Force. Our members unanimously endorsed the recommendations of the Task Force, either to join with the Western Association of Schools and Colleges Senior College and University Division or to explore affiliation with another regional accrediting agency.

We hope that our support furthers the goal of returning to the collegial and supportive accreditation process enjoyed by the rest of the nation.

Sincerely,
Dr. Lynette Nyaggah
President, Community College Association of California
An affiliate of the California Teachers Association and the National Education Association

California School Employees Association

October 30, 2015

Dear Chancellor Harris,

We have read the Report of the 2015 Accreditation Task Force and we wholeheartedly endorse the Recommendations of the Task Force, specifically to either join with the Western

Association of Schools and Colleges Senior College and University Division or to explore affiliation with another regional accrediting agency.

Classified employees play a vital role in the success of any college. A successful accrediting agency should seek to collaborate with classified employees and ensure that they are equitably included throughout the accreditation process. This has not been our experience with ACCJC.

Sincerely,
Rodney Lusch
President, Chapter 167, California School Employees Association

Resolution in Support of the Recommendations of the Chancellor's Accreditation Task Force 2015

Whereas: The U.S. system of regional accreditation continues a long tradition of providing essential guarantees of quality in America's post-secondary institutions; a spirit of collaboration and mutual respect between the regional commissions and their member institutions is essential to the success of the system of accreditation; and a shared focus on the needs and interests of students is primary and vital to preserve, and

Whereas: Over the last decade, the relationship in the Western Region between the Accrediting Commission for Community and Junior Colleges (ACCJC) and California's 112 community colleges has changed from one of constructive collegiality to one in which the member colleges increasingly report antagonism, intimidation and fear, and

Whereas: The ACCJC levels sanctions against California community colleges at a rate that is 400% of the sanction levels seen in other regions and in four-year California institutions,

Whereas: Concerns about the changed nature of the relationship between the ACCJC and many of its member institutions have been documented by resolutions, articles and complaints prepared and approved by leading statewide organizations of professional educators, including the Community College Council of the California Federation of Teachers (CCC-CFT), the Community College Association of the California Teachers Association (CCA-CTA), the California Community College Independents (CCCI), the Faculty Association of the California Community Colleges (FACCC) and the Academic Senate for the California Community Colleges (ASCCC),

Whereas: Many Administrative, Trustee, Support Staff and Student Groups have joined faculty in expressing concern about the actions of the ACCJC,

Whereas: The growing concerns regarding the ACCJC have led to a review of the ACCJC's financial impact on community colleges by the CA Legislature's Joint Legislative Audit Committee, creation of three separate Task Forces by the California State Chancellor's office, filing of three lawsuits against the ACCJC, and multiple public statements of concern from members of California's Congressional delegation as well as state legislators, and

Whereas: The ACCJC's frequent sanctions based on the legitimate activities of trustees of Community College District Boards have raised serious concerns regarding the free speech rights of elected officials and the rights of voters to representation by duly elected officials, and

Whereas: Areas of non-compliance found during the ACCJC's regular review by the U.S. Department of Education prompted the DOE to continue its recognition of the ACCJC as an accrediting body for only a one-year period C in which it must demonstrate compliance C instead of the standard five-year period for renewal of recognition, and

Whereas: The 2015 Chancellor's Accreditation Task Force Report has researched and reported on the actions of the ACCJC and has recommended unanimously that the Chancellor either pursue joining the Western Association of Schools and Colleges Senior College and University Commission or affiliating with another regional accreditor,

Therefore, Be it Resolved: That California School Employees Association Chapter 167 hereby joins with our colleagues throughout the state to express deep concern over the adversarial relationships fostered by the ACCJC, which pose a threat to fair accreditation and access to public higher education in California, and

Be it Further Resolved: That this body stands in strong support of the recommendations made by the Chancellor's 2015 Accreditation Task Force Report and endorses a new model for accreditation, including options such as forming a combined single accrediting commission with community colleges joining WASC Senior College and University Commission, in keeping with the prevalent model for regional accreditation, or identifying other regional accreditors that could serve the California Community Colleges.

October 30, 2015

FACULTY ASSOCIATION OF THE CALIFORNIA COMMUNITY COLLEGES (FACCC)

October 6, 2015

Re: Task Force Report on Accreditation

Position: Support

Dear Chancellor Harris:

This letter confirms the support of the Faculty Association of California Community Colleges for the recently concluded report of the Task Force on Accreditation. We appreciate your leadership in this arena and look forward to working together with you on implementation of the recommendations in the report.

Sincerely,
Jonathan Lightman
Sharon Vogel, President

STUDENT SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Dear Elected Officials and Representatives,

On behalf of the Student Senate for California Community Colleges (SSCCC) and the 2.3 million students within our system we would like to fully endorse the Chancellor's Office Task Force on Accreditation report.

We not only support the findings and recommendations within the report but we also consider it a momentous victory for our students. The ACCJC has engaged in arbitrary, punitive and wasteful "evaluation" processes that have done more harm to the very schools it's supposed to be assisting. This is the very agency that has crushed City College of San Francisco, forcing the sale of CCSF property, driving students away from the system, demoralizing workers and suppressing wages, and even using the accreditation process to attack CCSF elected trustees who dared speak out publicly. Virtually every college in the state has wasted countless hours and dollars preparing to defend itself against the ACCJC onslaught, hoping to avoid being what happened to CCSF.

That is why we would like to take this moment to celebrate and congratulate the hard work of the Chancellor's Office that will allow our system to move into a more independent and autonomous accreditation system.

Regards,
Dahlia Salem
SSCCC President 2015-2016

ASSOCIATION OF CHIEF BUSINESS OFFICIALS

October 30, 2015

Dear Chancellor Harris:

In response to your request at the October 8 Consultation Council meeting that constituency representatives submit its position on the recently released Accreditation Task Force Report and its recommendations, the Board of the Association of Chief Business Officials (ACBO) has reviewed and discussed the findings and recommendations contained in the report and provide this letter as its collective response to your request. As is the case throughout the system, the ACBO Board's opinions on whether or not to support the recommendations is very mixed. However, the one common thread that connects all thirteen ACBO Board members is that the accreditation process, as it has existed, is fraught with inconsistencies.

The ACBO Board collectively agrees that the events leading up to the formation of the task force redirected resources, both human and financial, at all of our community colleges; from a focus on improvement to one of survival by whatever means possible. The ACCJC's actions greatly impacted the resources of our system during one of the most severe financial and budgetary times in the history of our state and the California community colleges.

The ACBO Board appreciates the thorough work of the task force and what we suspect were thoughtful deliberations and analysis to arrive at its recommendations. The task force consisted of trustees, CEOs, instructional, student services and faculty representatives, however, no CBO representative was included on the task force. Therefore, without the benefit of participation in the process, the ACBO Board is unable to provide a position regarding the recommendations identified in the task force's final report.

However, the ACBO Board, as an interested body external to the taskforce's deliberations, respectfully requests that an accreditation process for our community colleges be one that is focused on improvement not punishment; on the need for colleges to be fiscally sound and viable going concerns today and in the future; and most importantly, has as its central core a commitment to a peer process that is not politically motivated but rather a partnership of the accreditation agency and its membership colleges to assist our colleges in doing what they do best, which is support and educate our local citizens so they can achieve their educational or career goals and become self-supporting and contributing taxpayers.

The ACBO Board appreciates the efforts you, as system Chancellor, and your staff have expended throughout the process. This Board remains committed to working with all parties to develop and provide effective training programs related to accreditation standards as they relate to the resources of our colleges, including, human, facilities, technology and financial resources; to serve on visiting teams in order to evaluate and recommend improvements that help to ensure that every community college in California continues as a going concern for the sake of its students, faculty, staff, administrators and taxpayers; and that resources support the mission, goals and objectives of our colleges and our great system of higher education.

Sincerely,
Andrew Suleski, President
Association of Chief Business Officials

California Community Colleges Chief Student Services Administrators Association
Dear Chancellor Harris,

The CCCSSAA Executive Board has consulted with the respective regions regarding the recommendations set forth in the 2015 Taskforce Report on Accreditation. After much thought and deliberation among the various regions, and consequently by the Executive Board, we have concluded that we are unable to take a position that accurately reflects the voice of the membership.

If you have any questions, please feel free to contact me. Thank you!

Sincerely,
Angelica L. Suarez, Ph.D. President, CCCSSAA 2015-2016

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
October 13, 2015

CALL TO ORDER

Meeting called to order at 2:35 p.m. by Chair Carr.

Members:

Present: S. Bartiromo, S. Bosfield, W. Brownlee, T. Bui, A. Carr, A. Cornelio, E. French-Preston, A. Hockman, L. Houske, K. Iino, V. Nemie, D. Pahl, J. Shankweiler, A. Sharp

Absent: S. Rodriguez

Ex-Officio Members:

Present: Q. Chapman, P. McDermott, A. Osanyinpeju, L. Suekawa, K. Whitney, L. Young

Absent: M. Lipe

Guests: K. Daniel-DiGregorio, M. Fields, F. Hatten, G. Miranda, J. Soden, P. Sorunke

APPROVAL OF MINUTES

The committee approved the minutes of the College Curriculum Committee of September 22, 2015.

VICE PRESIDENT'S REPORT

Vice President Academic Affairs – Dr. Shankweiler – No Report

CURRICULUM REVIEW

A. Full Program Review

The committee reviewed the following program proposals, which are ready for final action:

1. Business Administration AS-T Degree
2. Construction Technology Option A.S. Degree
3. Construction Technology Certificate of Achievement
4. Engineering Technician Option A.S. Degree
5. Engineering Technician Certificate of Achievement
6. Engineering Technology Option A.S. Degree
7. Engineering Technology Certificate of Achievement
8. English as a Second Language Certificate of Accomplishment
9. French A.A Degree
10. Japanese A.A. Degree
11. Spanish A.A. Degree

B. Full Course Review

The committee reviewed the following courses, which are ready for final action:

1. Automotive Collision Repair/Painting 2C (ACRP 2C)
2. Administration of Justice 133 (AJ 133)
3. English 12 (ENGL 12)
4. English 28 (ENGL 28)
5. Human Development 101 (formerly HDEV 8)
6. Human Development 105 (formerly HDEV 5)
7. Human Development 107 (formerly HDEV 20)

C. Standard Review/Consent Agenda Proposals

The committee reviewed the following courses, which are ready for final action:

1. Anatomy 32 (ANAT 32)
2. Anthropology 4 (ANTH 4)
3. Anthropology 6 (ANTH 6)
4. Anthropology 9 (ANTH 9)
5. Anthropology 11 (ANTH 11)
6. Anthropology 12 (ANTH 12)
7. Biology 10 (BIOL 10)
8. Biology 15 (BIOL 15)
9. Communication Studies 100 (formerly COMS 1)
10. Communication Studies 120 (formerly COMS 4)
11. Communication Studies 130 (formerly COMS 12)
12. Communication Studies 140 (formerly COMS 3)
13. Communication Studies 250 (formerly COMS 8)
14. Communication Studies 260 (formerly COMS 14)
15. Communication Studies 265 (formerly COMS 5)
16. Communication Studies 270 (formerly COMS 11)
17. Communication Studies 292abcd (formerly COMS 22abcd)
18. Economics 5 (ECON 5)
19. History 162 (HIST 162)
20. History 163 (HIST 163)
21. History 176 (HIST 176)
22. Human Development 110 (formerly HDEV 10)
23. Political Science 3 (POLI 3)
24. Political Science 6 (POLI 6)

The committee reviewed the following course inactivations, which and are ready for final action:

1. Computer Science 50 (CSCI 50)
2. English 50RWA (ENGL 50RWA)
3. Human Development 12 (HDEV 12)
4. Mathematics 50 (MATH 50)
5. Spanish 50 (SPAN 50)

CURRICULUM DISCUSSION

A. Full Program Review

Business Division

It was moved by A. Hockman, seconded by D. Pahl, that the committee approve program revision proposal for Business Administration AS-T Degree. Motion carried.

Humanities Division

It was moved by A. Hockman, seconded by E. French-Preston, that the committee approve program revision proposals for French A.A. Degree, Japanese A.A. Degree, Spanish A.A. Degree, and new English as a Second Language Certificate of Accomplishment. Motion carried.

Industry and Technology Division

It was moved by V. Nemie, seconded by L. Houske, that the committee approve program revision proposals for Engineering Technology A.S. Degree and Certificate of Achievement; Construction Technology A.S. Degree and Certificate of Achievement; Engineering Technician A.S. Degree and Certificate of Achievement. Motion carried.

B. Full Course Review

Behavioral and Social Sciences Division

It was moved by E. French-Preston, seconded by S. Bartiromo, that the committee approve the course review proposals and conditions of enrollment changes for Human Development 101, 105, and 107. Motion carried.

Humanities Division

It was moved by E. French-Preston, seconded by V. Nemie, that the committee approve the course review proposals and conditions of enrollment changes for English 12 and English 28. Motion carried.

Industry and Technology Division

The committee made the following recommendation to the course outline of records (CORs):

1. Automotive Collision Repair Painting 2C – Automotive Refinishing Applications

Edit Outline of Subject Matter in the Course Checklist: Add main headings for each major topic. Action: P. Fairchild

It was moved by W. Brownlee, seconded by A. Cornelio, that the committee approve the course proposal. Motion carried.

2. Administration of Justice 133 – Fingerprint Classification and Investigation

Edit Evaluation Methods and Assignments in the Course Checklist: Remove the statement “students will” listed in the college-level critical thinking assignments section of the COR. Action: M. Fields

It was moved by K. Iino, seconded by W. Brownlee, that the committee approve the course proposal and conditions of enrollment changes for Administration of Justice 133. Motion carried.

C. Standard Review/Consent Agenda Proposals

It was moved by A. Hockman, seconded by W. Brownlee, that the committee approve the twenty-nine standard review/consent agenda proposals including changes to the conditions of enrollment for Biology 15. Motion carried.

GENERAL EDUCATION AND ARTICULATION TIMELINES

Articulation Officer L. Suekawa gave a presentation on general education and articulation timelines. The committee reviewed the C-ID results for courses submitted to the Chancellor’s Office for C-ID approval. The committee was advised to review courses with “conditional” and “not approved” status and send their rationale to L. Suekawa. A copy of the results will be emailed to the divisions next month.

CHAIR’S REPORT

College Curriculum Committee Chair – A. Carr

It was recommended the committee inform their DCC members that Chair Carr is available to answer questions pertaining to curriculum.

CURRICULUM ADVISOR REPORT

Curriculum Advisor – Q. Chapman

There are numerous proposals that need to be reviewed by the Standard Technical Review Committee prior to the next college curriculum meeting. These proposals originated from the following divisions: Health Sciences and Athletics, Business, Fine Arts, and Mathematical Sciences.

ANNOUNCEMENTS – No Report

ADJOURNMENT -

ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE

MINUTES

Tuesday, Nov 10

1:00-2:00 Admin 127

Fall Meetings: 1-2:00 in Admin 127. Sept. 8 & 22; Oct. 13 & 27; Nov. 10 & 24

Members: Christina Gold (Chair - absent), Mark Fields, Connie Fitzsimons, Vanessa Haynes (absent), Chris Jeffries (Interim Chair), Alice Martinez, Karl Striepe, Lori Suekawa, and Susan Taylor.

Visitors: Don Brown (Music Librarian/Copyright Committee member)

I) AP 5070 – Academic Calendar – this is the third time the committee has reviewed this procedure. The following are some areas of concern:

- On page 1 of the procedure under area I. Academic Calendar, there still is concern that we are using Title 5 language and not what is actually being done at ECC. The majority of us feel that since this is our procedure, then we should clearly be explaining what ECC does for Flexible Time Activities. Specifically that we have a mandatory 9 hour obligation (6 in the fall and 3 in the spring) with an additional 15 hours to be completed during the academic year. Not sure how we want to word it, but the contract does include some of that language. Chris J. went over and talked to David Wussaw about it and he said he would consult with Jean Shankweiler to work on the language.
- Under II – Student Enrollment, Attendance, and Disenrollment, there was a question as to what was meant by “disenrollment?” It seems it is used to mean a) disenrollment, b) withdrawal, c) drop. All three of these terms are used throughout, but should be consistent. Nobody really cared for the word “disenrollment” so maybe use one of the other terms instead, but be consistent with it.
- Also under this area, there is the question as to why attendance has to be kept past the census date since technically a student cannot request a no notation after that date if he/she claims they never attended the class. Obviously if the student had been in class and had been attending anytime during that first 2 weeks then they cannot petition for a no notation, so why keep attendance past that date? It was suggested that a statement could be added saying something like, “if an instructor chooses to drop the student for lack of attendance, it is the instructor’s responsibility to keep accurate attendance records.”
- On page 2, under A. Course Enrollment Documentation, there was a question of what is meant by “comprehensive report including student’s programs????, dates of withdrawals, adds, reinstates, and final grades to the Admissions and Records Office.” First of all, what is meant by programs???? That one confused us. Second is there really a “comprehensive” list that is required because faculty thought it was just attendance rosters, grade reports with final grade and 3 supporting grades, and maybe date of withdrawal. The main question is what is really required for documentation.
- Susan Taylor would really like to know why we are required to do a no show report, but other members on the committee after she left felt that it was explained why on page 4 where it talks about keeping students on the roster in cases of fraud, so I think we are okay with that.

II) BP/AP 3750 – Use of Copyrighted Materials

- The Board Policy was reviewed and the standard phrase of collegial consultation with the Senate was added.
- The Academic Procedure was reviewed and some formatting changes were suggested regarding semicolons and periods. Don gave an explanation of how the Fair Use Checklist will only be required for copyrighted materials. It was suggested a reference be made in the procedure towards the appendix that explains the Checklist.
- Mark made a motion for approval with changes and Lori seconded it; both the policy and procedure were approved and can move on to the Academic Senate.

III) BP/AP 3710 – Securing Copyright

- This is a new policy and procedure that was brought forth by the Copyright Committee.
- Don provided us with an alternate BP that he found among Alice Grigsby's materials, but the committee felt the one drafted by Chris Gold was sufficient and more in line with the CLCC template. Alice made a motion to accept the policy as written, Mark seconded it and the policy was passed and will move on for Senate approval.
- The administrative procedure is also new and was discussed. Simple formatting suggestions were made along with some clarification of wording. Connie made a motion for approval with changes, Alice seconded and the procedure was approved and will also move on to the Senate.

Packet Materials

Agenda

- 5070 AP Attendance (Revisions)
- 5070 AP CCLC Template
- 5070 Relevant Ed Code
- 3750 BP Use of Copyrighted Materials (2011 policy with no changes – no CCLC template)
- 3750 AP (Revisions)
- 3710 AP Securing of Copyright (New)
- 3710 AP CCLC Template
- 3710 BP Securing of Copyright (New)
- 3710 BP CCLC Template

Faculty Development Committee Meeting
Minutes for Tuesday, November 11, 2015, in Teaching and Learning Center,
Library Basement, 1-1:50 pm

Name	Abbreviation	Division
Florence Baker (present)	(FB)	Behavioral & Social Sciences
Dustin Black (present)	(DB)	Behavioral & Social Sciences
Rose Ann Cerofeci (present)	(RC)	Humanities
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand (present)	(RD)	Industry & Technology
Briita Halonen (present)	(BH)	Humanities
Sheryl Kunisaki (present)	(SK)	Learning Resources
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (present)	(MS)	Natural Sciences
Lisa Mednick Takami (excused)	(LMT)	Professional Development
Evelyn Uyemura (present)	(EU)	Humanities
Andree Valdry (present)	(AV)	Learning Resources/Compton Center

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

Fall 2015 Meetings: September 8 & 22, October 13 & 27, November 10 & 24, December 8 (if needed).

Spring 2016 Meetings: January 26, February 9 & 23, March 8, April 12 & 26, May 10 (if needed).

AGENDA

Brief Status Reports on Fall FDC/PD Initiatives

Outstanding Adjunct Faculty Award: (DB) was commended for nominating Kim Nguyen, Adjunct Assistant Professor of Psychology, who was selected for this year's award. Presentations will occur Tuesday December 1st 1 p.m. in the Alondra Room. (KDD) encouraged the FDC team to attend to lend support. She reported that six faculty will be recognized with Achievement Awards for Distinguished teaching, including (DB) who will be receiving his second award in two years.

Getting the Job, Part I: The Application Process: (KDD) reported strong attendance, with 35 people at the event. The panelists -- Constance Fitzsimons, Xocoyotzin Herrera, Roxanne McCoy, Chris Page, and Ambika Silva -- were insightful and very helpful. The event was filmed and will be available on the Professional Development website, along with links to articles and resources which were provided to attendees. (SK) reported that what she learned about cover letters at the workshops organized by (BH) were key in her obtaining her current position. For Part II: The Interview, the panelists include representatives of departments hiring for 2015-2016: Yun Chu (HDEV), Rhea Lewitzki (English), and Danielle Roman (Kinesiology). Professor Roman credits the workshop series with her success obtaining a full-time position. A dean will be added to the panel and the event is scheduled for January 29, 12:30-3 in the Alondra Room.

Distance Education Institute: (KDD) asked the team to help promote the event which will be Friday, November 20, 8:00 am – 3:00 pm in the East Dining Room. She clarified that the event is appropriate for online and face-to-face instructors and shared a copy of the updated agenda.

Making Decisions at El Camino College: Follow-Up: The team reviewed an overview of the collegial consultation process which was developed by (KDD), with input from Academic Senate leadership. Questions and comments that arose regarding collegial consultation and the functioning of the Faculty Development Committee, included:

- The importance of revising the Professional Development Committee organizational chart to clarify that the FDC represents faculty as a subcommittee of the Academic Senate and does not report to the administration.
- Faculty acknowledged the need for clarification regarding appropriate flex activities (e.g., cooking classes should not be approved for those outside the discipline of culinary arts). However, decision-making and messaging should reflect the fact that most faculty comply and are committed to professional learning.
- To maximize faculty cooperation and buy-in, efforts to administer the flexible calendar should demonstrate flexibility in managing faculty and the process.
- Questions were raised about the source of planning and decision-making for Professional Development Days. Practical considerations (i.e., faculty are off campus during the intensive summer planning process) should be balanced with faculty consultation and involvement in planning. External (state-level) mandates can be

necessary topics for PD Day topics, however it's important to balance these with faculty interests in topics related to classroom management and other practical aspects of teaching and learning.

- The team underscored the importance of faculty leadership and direction for the Faculty Development Committee.

Flexible Calendar and Faculty Contracts: Questions arose regarding the need and purpose of faculty contracts. (KDD) explained that, in anticipation of increased professional development funding, the administration is eager to comply with flexible calendar guidelines from the Chancellor's Office which note, "Each faculty member is responsible for the development of his or her individual plan for professional and/or personal growth for the purpose of instructional improvement" (p. 22). http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex_Calendar_Guidelines_04-07.docx.pdf

The team reviewed three examples, the first two of which appeared to be flex hours reports rather than contracts. The team expressed surprise that the College of the Canyons example included six hours of flex for discussing getting involved in committees. The third example, which appeared to be from PD Reporter, seemed most appropriate as a contract. The team raised the following questions about implementing contracts:

- Might this be perceived as another administrative task that doesn't benefit the individual instructor?
- Faculty value flexibility – some members of the team reported that having to plan ahead can be impractical (as some opportunities don't arise until mid-year), restrictive, and demotivating.
- Will faculty know what on-campus professional development is going to be offered before the deadline to develop a plan?
- What happens if faculty want/need to change their plans? Will they be penalized for not attending events they planned to attend?
- The sample document closes with, "will result in the docking of my pay." How can we ensure the process remains focused on learning and growth and not compliance and punitive measures?
- Will faculty have to plan for the year and also submit plans for individual proposals? How can we avoid redundancy?
- What are the differences between instructional improvement, staff improvement and student improvement? Aren't instructional improvement and student improvement the same thing?

The team agreed to serve as a test group to pilot plans so plans can be refined before rolling out campus-wide. Key qualities to include:

- Plans that are broad and open-ended. For example, ask faculty to approximate hours in each of the overarching flex activities (instructional improvement, staff improvement, student improvement). A drop-down menu could provide sample topics in these categories, including "miscellaneous" and/or "other." (Include text box for faculty to briefly describe what other activities faculty have in mind?)
- Allow space for faculty to indicate if they are willing to present and, if so, on what topics.
- A focus on generating excitement and enthusiasm regarding flex activities rather than compliance.
- Plans should assist faculty in the quantities of mandatory and faculty-selected activities they will complete each year. For example, Fall PD Day = 6 hours, Spring PD Day = 3 hours. Remaining hours = 15.
- Consider sending periodic reminders (not just in late spring) for faculty to monitor flex credit balance, with links to possible activities. (This approach is used with success in Industry and Technology. Those who have completed hours simply disregard the reminders.)

(DB) reported that Rio Hondo's system is user-friendly and seems effective: faculty receive email at the start of the semester, they select activities in approved categories (which also includes a miscellaneous category) and report at the end of the process.

Proposed Title IX Syllabus Statement: Discussions of proposed syllabus statements, including notation regarding reporting requirements for Title IX will be discussed at the next FDC meeting on November 24th.

Meeting was adjourned at 1:55 pm.