



## Academic Senate AGENDA

**Facilitator:** Amber Gillis, President

**Recorder:** Nikki Williams, Secretary

**Date:** March 19, 2020

**Time:** 12:30-2:00 p.m.

**Location:** Canvas Conference

**Vision:**

Compton College will be the leading institution of student learning and success in higher education.

**Mission Statement:**

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

**SENATORS:**

<input type="checkbox"/> Estrada, Harvey	<input type="checkbox"/> Mills, Jesse	<input type="checkbox"/> Schwitkis, Kent
<input type="checkbox"/> Evans, Jerome	<input type="checkbox"/> Moldoveanu, Minodora	<input type="checkbox"/> Sidhu, Rajinder
<input type="checkbox"/> Gillis, Amber	<input type="checkbox"/> Moore, Sean	<input type="checkbox"/> Thomas, Shirley
<input type="checkbox"/> Khan, Mahbub	<input type="checkbox"/> Pham, Hoa	<input type="checkbox"/> Valdry, Andree
<input type="checkbox"/> Kooiman, Brent	<input type="checkbox"/> Richardson, Pamela	<input type="checkbox"/> Villalobos, Jose
<input type="checkbox"/> Maruri, Carlos	<input type="checkbox"/> Roeun, Malinni	<input type="checkbox"/> Williams, Nikki
	<input type="checkbox"/> Schumacher, Holly	

**AGENDA:**

- 1) **Call to Order**
- 2) **Approval of Agenda**
- 3) **Review and Approval of Minutes from March 5, 2019 Meeting**
- 4) **Reports**
  - a) President's Report
  - b) ASB President Report
  - c) Vice President's Report
  - d) Faculty Board Representative Report
  - e) Academic Affairs Report
  - f) Curriculum Report
  - g) Distance Education Report
  - h) Faculty Development Report
- 5) **Unfinished Business/Tabled Business**
  - a) Second Read & Possible Vote: Academic Senate Constitution and Bylaws 2020
  - b) Second Read & Vote: Achieving the Dream Application
  - c) First Read: Integrate EDReady into Canvas DEAC Request
  - d) First Read: Standardized Distance Education Ticket Notes
  - e) First Read: BP4010 – Academic Calendar
  - f) First Read: BP3250 – Institutional Planning
- 6) **Future Agenda Items**
  - a) Administrative Regulation for Academic Rank
  - b) Board Policy and Administrative Regulation for Accreditation
- 7) **Adjournment**

**Next Scheduled Meeting: April 2, 2020 at 12:30pm**  
**Academic Senate Canvas Site**



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

**BP 2520 Academic Senate**

**Issued: May 19, 2015**

Reference:

- Education Code Section 70902(b)(7);
- 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.

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

<u>FALL 2019</u>	<u>LOCATION</u>	<u>SPRING 2020</u>	<u>LOCATION</u>
<del>September 5</del>	<del>Board Room</del>	<del>February 20</del>	<del>Board Room</del>
<del>September 19</del>	<del>Board Room</del>	<del>March 5</del>	<del>Board Room</del>
<del>October 3</del>	<del>Board Room</del>	<del>March 19</del>	<del>Canvas Site</del>
<del>October 17</del>	<del>Board Room</del>	<del>April 2</del>	<del>Canvas Site</del>
<del>November 7</del>	<del>Board Room</del>	<del>April 23</del>	<del>Board Room/TBA</del>
<del>November 21</del>	<del>Staff Lounge</del>	<del>May 7</del>	<del>Board Room/TBA</del>
<del>December 5</del>	<del>Board Room</del>	<del>May 21</del>	<del>Board Room/TBA</del>
		<del>June 4</del>	<del>Board Room/TBA</del>

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

# CCCD Academic Senate Roster

2019-2020 (19 members)

## Officers:

President/Chairperson	Amber Gillis (18-20)
President-Elect/Chairperson-Elect	Minodora Moldoveanu (19-20)
Vice President/Vice Chairperson	Jesse Mills (19-21)
Secretary/Secretary	Nikki Williams (19-21)
Curriculum/Curriculum Representative	Sean Moore (17-20)
Adjunct Representative	Mahbub Khan (19-21)
Board Representative	Jerome Evans (19-21)

## Members:

### **Career and Technical Education (2)**

Brent Kooiman (19-20)  
Pamela Richardson (20-21)

### **Health and Human Services (2)**

Shirley Thomas (19-21)  
Hoa Pham (19-20)

### **Humanities (2)**

Minodora Moldoveanu (20-21)  
Nikki Williams (19-20) Secretary

### **Social Sciences and Fine Arts (2)**

Jesse Mills (20-21)  
Harvey Estrada (19-20)

### **Mathematics (2)**

Malinni Roeun (19-20)  
Jose Villalobos (19-21)

### **Science (2)**

Kent Schwitkis (19-21)  
Rajinder Sidhu (19-20)

### **Library and Learning Resource Unit (1)**

Andree Valdry (20-21)

### **Counseling (2)**

Holly Schumacher (20-21)  
Carlos Maruri (19-21)

### **At-Large (2)**

Jerome Evans (19-21)  
Amber Gillis (19-21)

### **Adjunct Representatives (2)**

Mahbub Khan (19-21), Adjunct Representative  
Vacant (19-21)



## Academic Senate Minutes

**Facilitator:** Amber Gillis, President

**Recorder:** Nikki Williams, Secretary

**Date:** March 5, 2019

**Time:** 12:30-2:00 p.m.

**Location:** Boardroom

**Vision:**

Compton College will be the leading institution of student learning and success in higher education.

**Mission Statement:**

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

**ATTENDEES:**

Estrada, Harvey  
 Evans, Jerome  
 Gillis, Amber  
 Khan, Mahbub  
 Kooiman, Brent  
 Maruri, Carlos  
 Moore, Sean

Mills, Jesse  
 Moldoveanu, Minodora  
 Pham, Hoa  
 Richardson, Pamela  
 Roeun, Malinni  
 Schumacher, Holly

Schwitkis, Kent  
 Sidhu, Rajinder  
 Thomas, Shirley  
 Valdry, Andree  
 Villalobos, Jose  
 Williams, Nikki

**AGENDA:**

- 1) **Call to Order-** 1:05pm Amber Gillis
- 2) **Approval of Agenda-**

Amend agenda to include additional Board Policies and informational items- Moldoveanu/Evans

- 3) **Review and Approval of Minutes from December 5, 2019 Meeting-** Mills/Moldoveanu

**4) Reports**

- a) **President's Report-** Amber Gillis

Last week's weekly meeting with Dr. Curry I asked for our Program Area plan to be put into Nuventive. I put in requests such as an increase in release time, fund membership to ASCCC, continue funding Plenary and the Curriculum Institute, increase funding for the Tenure Reception, fund the Faculty Development Book Club books, and additional funds for food for Senate and its subcommittees. I asked Dr. Curry and the District to bring forward the new CCLC templates for BP 3725 and AR 3725. All of the laws are changing and I would like to start that conversation about what accessibility looks like. I also asked about introducing the Academic Rank AR and we got a go-ahead and a BP and AR for accreditation. We need to start these conversations as well.

- b) **Vice President's Report-** Jesse Mills

Program Reviews have not come in at the rate that they should. All of the 2019 CTE reviews except for 2 are still outstanding. There are a few older ones that are still outstanding. This is something that the IEC is concerned about. 2017 Business program review not revised, 2018 Administration of Justice not turned in. In addition, the Student Services Program Reviews are behind. There's a couple dozen program reviews that are past due and these need to get done. There need to be repercussions from above. I do not have the resources to track all these people down and make them do them. A. Gillis- Have you had this conversation with Academic Affairs? I can draft a formal letter to academics because this is important. Discussion followed.

- c) Faculty Board Representative Report- Jerome Evans  
No report
- d) Academic Affairs Report  
No report
- e) Curriculum Report- A. Gillis  
Reminder that there is a Curriculum workshop tomorrow March 6, 2020.
- f) Distance Education Report

Announcements from DE. I want to commend our faculty who are going through their Canvas demonstrations. We have 8 POCRS and 36 faculty that are going through their demos this semester. This is a very positive experience to give feedback to faculty. This is a completely separate process from your evaluation. The DE Addendum has been going through the process of being revamped and revised as well as the process. Barb has helped us because moving forward we will have a process in order. Discussion followed. The OEI rubric is being negotiated into our contract. We are offering training on using the OEI rubric and aligning your course to the rubric. The rubric is being revised which will make things easier for faculty. I would like faculty to go to the OTC training which is June 17-19<sup>th</sup>. We have earmarked money to reimburse faculty for any courses they take through @One. We will be offering our own trainings to certify our faculty to teach online because the @One courses are full, so that we can meet that need. We are working on an orientation video and trying to simplify it. Discussion followed. I am working on revamping the website. I would like to start a discussion in Senate OOS- Out of state. If you take a class as an out of state student and we are not part of that agreement we can get a fine. The state has paid for us to be part of this agreement but we need to have a policy to be part of this. Discussion followed. Can Senate write some type of resolution that we would like an Accessibility Committee on campus? A. Gillis- A template was given during the Senate retreat for resolution writing, so anyone can write one. I asked E. Martinez to place DE into the Enrollment Management Plan. I spoke with her about the Health and Wellness module that I have and including that with Student Services. 3C Media funding is not gone entirely. It will be back at the start of the next fiscal year. We can turn in material that needs to be captioned to Alister Caddy and this will be able to be done through the DEACT Grant. Discussion followed about the Consortium. Finish Faster- I am stressing the importance to the Dean of Counseling that our students should utilize this.

- g) Faculty Development Report  
No report

**5. Actionable and Discussion Items**

- a. First Read on Academic Senate Constitution and By-laws 2020. Motion to open discussion- Mills/Valdry. N. Williams- We are asking that you read the entire document. Some of the major changes are to the organization structure of faculty representation per division. We have included designation for ex-officio voting and non-voting members. J. Mills- We really cleaned up the election section to be clear. This is all negotiable. We placed in here that we would have a campus-wide election and this is worth having a discussion about. We clearly delineated the duties of the officers. Discussion followed. If you have feedback for us please get it to us by March 12. Motion to close discussion- Mills/Valdry.
- b. Motion to amend the agenda to table First Read Integrated EdReady, First Read Subsidized DE Ticket Notes, First Read BP Academic Calendar and BP Institutional Planning- Moldoveanu/Mills Moldoveanu.
- c. First Read Achieving the Dream Application. Motion to open discussion Mills/Moldoveanu. A. Gillis- After the conference, Dr. Curry would like us to apply to this. It is primarily how to use data to make improvements on our campus. I want to make sure that everyone gets a copy and scrutinizes it so that we can give feedback. The application is due at the end of March. Please send any questions, comments, or concerns to myself or M. Moldoveanu. Motion to close discussion- Moldoveanu/Mills.

**6. Information Items**

- a. BP 3280- Grants
- b. BP 3503- Emergency Response Plan
- c. BP 3500- Campus Safety
- d. BP 3530- Weapons on Campus
- e. AR 3530- Weapons on Campus

**7. Announcements**

- a. 2020 Commencement- Friday, June 12, 2020 @ 11:0am

**8. Future Agenda Items**

- a. Administrative Regulation for Academic Rank

b. Academic Senate Mace

c. Compton College "Committee Rush"

**9. Adjournment-** 2:04pm

**Next Scheduled Meeting: March 19, 2020 at 12:30pm**

**Online**



**CONSTITUTION AND  
BYLAWS OF THE  
ACADEMIC SENATE OF THE  
COMPTON COMMUNITY  
COLLEGE DISTRICT**

**CONSTITUTION**

**PREAMBLE**

We, the faculty of the COMPTON COMMUNITY COLLEGE DISTRICT, in order to promote formal and effective procedures for participating in the formation of district policies on academic and professional matters; to develop faculty participation in the formulation of district policies; and to require a clearly defined organizational structure for such participation, do hereby establish, subject to the limitations set forth by the COMPTON COMMUNITY COLLEGE DISTRICT Board of Trustees and the Legislature of the State of California, this Constitution, replacing all past constitutions and effective after ratification by two-thirds of the faculty voting in said ratification referendum.

**ARTICLE I: NAME**

The name of this organization shall be THE ACADEMIC SENATE OF THE COMPTON COMMUNITY COLLEGE DISTRICT (HEREAFTER REFERRED TO AS “ACADEMIC SENATE”).

**ARTICLE II: PURPOSE AND MISSION**

It is hereby reaffirmed that it is the primary purpose of the Academic Senate to be the principal vehicle for faculty participation in the academic and professional governance of this district. As such, the Academic Senate recognizes itself, in accordance with Title V of Subchapter 2, Sections 53200–53206 *California Code of Regulations*, and with the statewide Academic Senate process. The Academic Senate defines itself as the primary representative of the Compton College faculty, concerned with making recommendations to the Compton Community College District administration and Board of Trustees in all matters related to the improvement and maintenance of academic standards and faculty professional responsibilities that are under the 10+1 purview of the District.

The “10+1” purview includes the following:

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;
- (2) degree and certificate requirements;

- (3) grading policies;
- (4) educational program development;
- (5) standards or policies regarding student preparation and success;
- (6) district and college governance structures, as related to faculty roles;
- (7) faculty roles and involvement in accreditation processes, 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 are mutually agreed upon between the governing board and the academic senate.

The Senate shall not engage in collective bargaining activities nor affiliate with any professional association, organization or group, except associations of other Senates; however, nothing in this Constitution shall be construed to discourage members of the faculty from freely associating with other groups and organizations, and through such association independently expressing their views to the Administration and the Board of Trustees.

### **ARTICLE III: EXPRESS DUTIES**

It is hereby reaffirmed that the principal duties of the Academic Senate are:

- 1) To establish and maintain a consistent communication process, both formal and informal, between itself, as the voice of faculty, and the Compton Community College District Administration and Board of Trustees. Such communication is crucial, for an informed faculty is a participatory faculty.
- 2) To accept the responsibility for equal partnership in the collaborative governance of this District, particularly in matters relating to academic issues and faculty professionalism.
- 3) To make timely, compelling recommendations to the Administration, the Board, and the State, regarding academic growth, development, and improvement of the District.
- 4) To regularly inform Compton Community College District faculty on all matters of its deliberations.
- 5) To act as campus lobbyist, advocate, and articulator of Compton Community College District faculty views and interests, with the administration, the public, and other concerned parties.
- 6) To establish a standard of professional conduct (*Code of Ethics*) for Compton Community College District faculty, to monitor faculty adherence to such a standard, and to hear complaints regarding alleged breaches of said standard.

- 7) 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.
- 8) To be responsible for staff development of district faculty.
- 9) To adhere to a proactive, progressive, and winning stance in all matters that pertain to the growth and development of the Compton Community College District.

#### **ARTICLE IV: Civility Statement**

The operation and conduct of the Academic Senate, its committees and its officers will adhere to the Compton College Statement of Civility and Mutual Respect.

The manner in which we interact with one another is critical to cultivating and maintaining a meaningful and effective intellectual environment.

- Compton College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. As such, we will cultivate an environment of mutual respect and responsibility.
  - a. Compton College encourages a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences; deliberately seeks multiple perspectives; and supports the free and open exchange of ideas and civil discourse.
- Compton College uses contributions of the community to promote diversity, creativity, accountability, and transparency. Through Collaborative Governance, all constituent groups work together, in good faith, to make decisions related to policies, procedures, and practices for the benefit of the students and community that we serve.

Our community can only continue to thrive when we approach each interaction and conversation with an open mind and when each member can contribute fully. Civility facilitates professional growth and achievement and promotes an environment where each person can reach his or her full potential.

*Approved by the Academic Senate on December 5, 2019.*

*Approved by the Compton Community College District Board of Trustees on December 10, 2019.*

## **BYLAWS**

#### **ARTICLE V: COMPOSITION**

## **SECTION 1. ELECTORATE**

- a. The full-time Electorate (herein after 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). The full-time faculty shall elect divisional and non- divisional Senators.
- 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-seven percent, or as specified by state law, over the ten-month academic year (Code 53200 (a). The Adjunct Faculty shall elect the Adjunct Senators.
- c. For purposes of eligibility, nomination, and voting in individual elections for the Academic Senate, 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.

## **SECTION 2. ORGANIZATION**

- a. The senators shall be elected from the faculty in each division. Counseling shall be treated as a division.
- b. The composition of the Senate shall be as follows:
  - Fine Arts, Communications and Humanities- 5 senators (1 of the 5 shall be elected from Library Sciences)
  - Science, Technology, Engineering and Math (STEM)- 5 senators
  - Counseling- 5 senators
  - Social Sciences- 3 senators
  - Business and Industrial Studies- 3 senators
  - Health and Public Services- 3 senators
  - Adjunct faculty- 2 senators
- c. Senators representing divisions, teaching or non-teaching faculty not represented by a Division Chairperson, and the faculty at large shall be tenured members of the faculty or full-time faculty in at least their second contract year.

## **SECTION 3. EX-OFFICIO SENATE MEMBERS**

The term “ex-officio member” shall mean a voting or non-voting member of the Senate who may be invited by the Senate president to serve as a resource person, advisor, and/or communication link with other campus decision-making bodies.

- a. Ex-Officio Senate Members-Voting
  - Curriculum Chair
  - Distance Education Faculty Coordinator
  - Faculty Development Chair
  - Union President

#### **SECTION 4. DUTIES OF THE CURRICULUM CHAIR/REPRESENTATIVE**

- a. The Curriculum Chair/ Representative shall:
  - i. Chair the Curriculum Committee.
  - ii. Serve as a support person for Compton College faculty developing courses or proposing new programs and as a liaison between the College faculty and Divisional Curriculum Committees at partnering institutions.
  - iii. Serve as an Ex-officio voting member.
  - iv. Bring matters from the Curriculum Committee that require voting approval from the Academic Senate.
  - v. Keep the Academic Senate and the College faculty aware of all matters related to curriculum as discussed by the Compton College Curriculum Committee.

#### **SECTION 5. DUTIES OF THE DISTANCE EDUCATION FACULTY COORDINATOR**

- a. The Distance Education Faculty Coordinator shall:
  - i. Chair the Distance Education Advisory Committee.
  - ii. Maintain records and report to the Academic Senate all actions taken, policies and procedures created by the Distance Education Committee and responses thereto.
  - iii. Serve as an Ex-officio voting member.
  - iv. Bring matters from the Distance Education Advisory Committee that require voting approval from the Academic Senate.
  - v. Perform such other tasks as the Senate may assign.

#### **SECTION 6. DUTIES OF THE FACULTY DEVELOPMENT CHAIR**

- a. The Faculty Development Chair shall:
  - i. Chair the Faculty Development Committee.
  - ii. Maintain records and report to the Academic Senate all actions taken by the Faculty Development Committee and responses thereto.
  - iii. Bring matters from the Faculty Development Committee that require voting approval from the Academic Senate.
  - iv. Serve as an Ex-officio voting member.
  - v. In coordination with the Vice President of Academic Affairs and the Professional Development Committee, shall investigate, monitor and propose policies and programs for faculty professional development, and present proposals for use of faculty development funds to the Senate.
  - vi. Perform such other tasks as the Senate may assign.

#### **SECTION 7. DUTIES OF THE UNION PRESIDENT**

- a. The Union President shall:

- i. Provide clarification and consultation where there is overlap between the faculty contract and Academic Senate policies.
- ii. Serve as an Ex-officio voting member.
- iii. Perform such other tasks as the Senate may assign.
- iv. Work with the Senate President on committee appointments. The Academic Senate and CCCFE shall have the right to appoint representatives as part of the faculty component of all campus committees as listed in Administrative Regulation 2511 and to any new committees (including hiring committees and evaluation committees), which may additionally be established to which a faculty member may lawfully be appointed.

b. Ex-Officio Senate Members- Non-Voting

- Vice-President of Academic Affairs
- The president of the Associated Student Organization or designee
- Vice President of Student Services or designee.
- One member of the Compton College Board of Trustees, to be designated by the Senate.

## **ARTICLE V: ELECTION**

### **SECTION 1. DIVISIONAL AND NON-DIVISIONAL REPRESENTATIVES**

- a. Each division and non-divisional faculty group shall be responsible for the election of representatives to the Academic Senate.
- b. The Division Chair or a Senate designated representative will announce elections before the March division meeting. Academic Senate Representatives shall be elected during the March Division meeting.
- c. Any faculty member that is in their second contract year is eligible to serve.
- d. Elections shall be held by secret ballot and winners must receive a plurality of the votes. Winners should be forwarded to the Academic Senate Vice-President immediately upon election to be announced at the first meeting in April.
- e. Senators will serve a three-year term.
- f. When a Division's or non-divisional group's Representative has been elected President or President-Elect of the Academic Senate, that Division or group shall be invited to elect a replacement Senator whose term of office shall coincide with the term of the newly elected President or President-Elect. Election to replace the representative shall take place within the Division or non-divisional group.
- g. If at any time the seat of a representative is vacated before a term expires, the Division or non-divisional group shall conduct a special nomination and election process to replace that representative.

## **SECTION 2. ADJUNCT SENATORS**

- a. The Vice President solicits candidates from the adjunct faculty to hold an election to determine who shall serve as Adjunct Senators during the first Senate meeting in April. The election will be held in the first meeting of May.
- b. Adjunct Senators shall be elected for a three-year term and shall assume their responsibilities at the first regular General Meeting in May.
- c. If at any time, the seat of an Adjunct Senator is vacated before that term expires, the Senate shall conduct a special nomination and election process to replace that Senator.

## **SECTION 3. DUTIES OF A SENATOR**

Senators shall:

1. Regularly attend meetings of the Academic Senate and vote on issues to represent the interests of the divisions/areas that elected them;
2. Bring issues from their divisions/areas to the Academic Senate;
3. Solicit input from their division/area faculty on issues before the Senate.

Senators shall adhere to duties set forth in BP 2520 Academic Senate.

# **ARTICLE VI: OFFICERS**

## **SECTION 1.**

The Academic Senate shall choose its President, Vice President, President-Elect, Secretary, Board Representative, and Treasurer from among the members of the Academic Senate. All Senate officers must be tenured members of the full-time faculty when they take office.

## **SECTION 2.**

**Nominations:** At the second meeting in April, the Vice President shall issue a call for nominations. The Vice President is responsible for processing nominations and for verifying the eligibility of each nominee. Nominees must be members of the Senate. Nominations for office are made from the floor by Senators. At the time of nomination, the nominees must indicate whether they wish to be considered for the position nominated. The order of nomination of offices shall be President, President-Elect when applicable, Vice President, Secretary, Treasurer, and Board Representative.

**Presentation of Candidates:** At the first meeting in May, the nominees shall be presented to the Senate. A statement of candidacy shall be distributed.

**Elections:** The Vice President shall be responsible for conducting the election by secret ballot vote in the library the following week with all faculty voting. To be elected, a candidate must receive a vote from a plurality of those faculty voting.

Announcement of Election Results: The Vice President shall report the election results to the Senate president immediately and to the body of the Senate at the next scheduled meeting.

### **SECTION 3.**

Officers shall assume their responsibilities immediately upon announcement of the election results. The Vice President shall conduct subsequent elections.

### **SECTION 4.**

The term of each officer shall be for two years, with the exception of the President-Elect, who will serve for one year as President elect and 2 years as President which is cumulatively 3 years. This shall not preclude an individual holding a given office at another point in time. Officers may be elected to subsequent terms. The President may be elected to a subsequent term with a term limit of 2 terms consecutively. The President may run again following 2 consecutive terms after there is a minimum of a 1 term break.

### **SECTION 5.**

If the president cannot or does not complete the term of office, the Vice President shall serve as president. The Executive Board shall meet to determine if an election needs to be held.

If an officer, other than the president, cannot or does not complete the term of office, the Executive Board may appoint a replacement for the remainder of the term.

### **SECTION 6. DUTIES OF THE PRESIDENT**

- a. The President shall:
  - i. Preside over meetings.
  - ii. Approve expenditures of all funds in consultation with the Executive Committee.
  - iii. Upon invitation, attend meetings of the CEO's Cabinet and/or other appropriate District meetings.
  - iv. Recommend the agenda for all Academic Senate Board meetings in consultation with the Executive Board.
  - v. Co-chair Consultative Council.
  - vi. Prepare the agenda for Executive Committee meetings.
  - vii. Recommend for the Academic Senate's approval a candidate for the position of Parliamentarian. The Parliamentarian shall have thorough knowledge of the Academic Senate Bylaws and Constitution as well as the most current edition of Robert's Rules of Order and the Ralph M. Brown Act.
  - viii. Perform all functions that are normally thought to be within the realm of the presiding officer which are not denied by the Bylaws, Senate Rules, or



Procedures

- ix. Chair the Executive Board; represent the Senate to the administration, the Board of Trustees, and the Academic Senate for the California Community Colleges (ASCCC); ensure full representation of faculty on Senate, Executive Committee, and campus committees.
  - x. By the close of the president's term, the president shall prepare a summary report for the incoming president that includes accomplishments and pending business.
  - xi. Work with the Union President on committee appointments. The Academic Senate and CCCFE shall have the right to appoint representatives as part of the faculty component of all campus committees as listed in Administrative Regulation 2511 and to any new committees (including hiring committees and evaluation committees), which may additionally be established to which a faculty member may lawfully be appointed.
- b. Except in matters that call for a secret ballot in tie votes, unless otherwise expressly set forth in this document, the President shall not vote on regular issues before the Academic Senate, but shall act as a facilitator and mediator on such issues.

**SECTION 8. DUTIES OF THE VICE PRESIDENT**

- a. The Vice President shall:
- i. Preside over meetings in the absence of the President.
  - ii. Assist the Senate President in carrying out the business of the Academic Senate.
  - iii. Attend college and district meetings in the absence of the Senate President.
  - iv. Conduct all elections.
  - v. Chair ad hoc Professional Relations Committee.
  - vi. Chair Educational Policies Committee. In coordination with the Vice President of Academic Affairs and the division deans, shall investigate, monitor and propose matters concerning educational policies, such as degree and certificate requirements, grading policies and standards, policies regarding student preparation and success, and minimum qualifications.
  - vii. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

**SECTION 9. DUTIES OF THE PRESIDENT-ELECT**

- a. The President-Elect shall:
- i. Become familiar with the duties of the Senate president; learn pertinent parliamentary procedure; become familiar with the Compton Community College governance structures; and learn the functions of the ASCCC. The President-Elect is encouraged to attend ASCCC Area C meetings and the plenary sessions.
- b. The President-Elect may also hold another office in the Senate until beginning his/her term of office as President.

- c. The President-Elect shall be a voting officer of the Executive Board if not holding another office.

**SECTION 10. DUTIES OF THE SECRETARY**

- a. The Secretary shall:
  - i. Prepare and distribute minutes of all Academic Senate meetings.
  - ii. Maintain an electronic file of all records (minutes, reports, etc.) and official documents of the Academic Senate except those placed in the keeping of others, such as records stored in the College archives.
  - iii. The Secretary shall be responsible for all official Senate correspondence.
  - iv. Prepare and distribute the agenda for all Academic Senate meetings in consultation with the Executive Board.
  - v. The Secretary shall maintain the Senate's web page and other internet links as designated by the body.
  - vi. Be an ex-officio member of Curriculum Committee.
  - vii. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

**SECTION 11. DUTIES OF THE TREASURER**

- a. The Treasurer shall:
  - i. Keep the financial records up to date and in good order.
  - ii. Give oral and/or written financial reports of the status of the Academic Senate's finances as required or requested by the Academic Senate.
  - iii. With the approval of the President, make all properly authorized payments which are not inconsistent with the Bylaws, the Senate Rules or the Procedures, and which do not threaten the solvency of the Academic Senate.
  - iv. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

**SECTION 13. DUTIES OF THE PAST-PRESIDENT**

- a. The Past-President of the Senate shall:
  - i. Serve for one year as advisor to the Executive Board.
  - ii. Be considered an officer of the Senate.
  - iii. Advise the President of the Senate and serve as a voting member of the Executive Board of the Senate.
  - iv. Serve the Academic Senate in any capacity that the Executive Board determines is appropriate.

**SECTION 14. DUTIES OF THE FACULTY REPRESENTATIVE TO THE BOARD OF TRUSTEES**

- a. The Faculty Representative to the Board of Trustees shall:
  - i. Present the faculty viewpoint to inform and make recommendations to the Board of Trustees on relevant issues and concerns.
  - ii. Attend all Board meetings and Academic Senate meetings and report to the Senate on activities and accomplishments.
  - iii. Communicate with any and all committees or groups on campus, as he/she deems relevant.
  - iv. Develop relationships with Board of Trustee members to assist in accomplishing Academic Senate goals.

**SECTION 15. DUTIES OF THE ADJUNCT REPRESENTATIVE**

- a. The Adjunct Representative shall:
  - i. Serve as the voice of the adjunct faculty of the college in matters specifically related to adjuncts.
  - ii. Help foster respect and inclusion among all faculty.

**SECTION 16. MEMBERSHIP OF THE EXECUTIVE BOARD**

- i. All officers and one of the Adjunct Senators shall constitute the Executive Board.
- ii. The Senate receives 120% release time and the Executive Board will determine how it shall be designated.

**SECTION 17. RECALL OF OFFICERS**

Upon presentation to the President of the Academic Senate of a petition signed by at least ten percent of full-time faculty requesting that an officer be recalled, the Academic Senate’s Vice President will verify that the signatures are signed by at least ten percent of full-time faculty, and will conduct the voting process, if needed. Just cause for recall of officers constitutes not fulfilling duties as set forth in Article VI.

The Academic Senate shall distribute such a proposal to all full-time faculty within one week following its next scheduled meeting. The Academic Senate shall direct the President to distribute any comments as submitted related to the recall of a Senate officer and to submit the proposal for recall for vote by secret ballot of full-time faculty within four weeks after the distribution of the proposal to the full-time faculty. If the recall is approved by a majority of the full-time faculty who voted, such officer shall be removed from office and the Academic Senate shall determine the process for filling the vacancy. In the case of the recall of the President, the petition shall be presented to the Vice President, who shall perform the duties of the President listed above in this Article VI Section 6.

**ARTICLE VII: MEETINGS**

- a. Regular meetings of the Academic Senate shall be held at least twice a month during

the normal operating semesters of the academic year, on the first and third Thursdays following the first and third Tuesdays. Meeting dates can be adjusted to account for holidays and events. The Executive Board shall establish a calendar of meeting dates and shall distribute them to all Senators.

- b. A quorum shall consist of a simple majority of Academic Senate members. When a quorum is lost, no action shall be taken; however, discussion may continue.
- c. Special meetings of the Academic Senate shall be held as deemed necessary by a majority of the Academic Senate members or by the Executive Board of the Academic Senate.
- d. All meetings of the Academic Senate shall be open to any member of the faculty and, upon request to the Executive Board of the Academic Senate, to any other interested parties as well.
- e. The agenda of the Academic Senate shall be established by the Executive Board.
- f. Actions of the Academic Senate 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 president may place the Senate into executive session as prescribed in Robert's Rules of Order (latest rev. ed.).
- i. Absence from three Senate meetings without excuse, said absence recorded by the Secretary, shall be construed as resignation. If someone is not able to serve for one semester, a substitute must be elected following the division election process.
- j. A quorum of the Senators may adjourn any Senate 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 Senators, either in writing or electronically. In the absence of a quorum, a majority of the Senators present at any Senate meeting, either regular or special, may adjourn until the time fixed for the next regular meeting of the Senate.
- k. The President, Vice President, President-Elect or, in their absence, any officer shall preside at meetings of the Senate. The Secretary of the Senate or, if absent, any person appointed by the presiding officer, shall act as Secretary of the Senate meeting. Except as otherwise provided, Robert's Rules of Order (Latest rev. ed.) shall govern the conduct of all meetings.
- l. The agenda for all meetings shall be prepared by the Executive Board, distributed to all faculty members, and posted for the public at least three school days prior to regular meetings of the Senate. 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.

- m. Members of the faculty may refer inquiries and recommendations to the Senate through any Senator or through any officer of the Senate, and any such referrals shall come before the Senate, be acted upon, and shall result in a report by the Senate to the referring member.
- n. Any recommendation referred to the faculty which shall be approved by a majority of those voting shall become official policy of the Senate and shall be forwarded to the Administration and/or Board of Trustees as the recommendation of the Senate.
- o. The Executive Board of the Academic Senate shall meet at least twice a month during normal operating semesters. The Executive Board shall establish a calendar of meeting dates to be distributed to all Executive Board members.
- p. The Academic Senate President and Faculty Representative to the Board of Trustees are expected to attend all Board meetings throughout the academic year not including meetings held during the summer months.

## **ARTICLE VIII: COMMITTEES**

### **SECTION 1.**

The Senate shall have the power to create such standing or temporary committees as it deems necessary. Such committees shall be known as "Senate Sub-Committees." Faculty Senate Committee members shall be appointed by the Senate President. The membership of any Faculty Senate Committee may be changed by majority vote of the Senate.

### **SECTION 2.**

As indicated in Article II, Senate-designated representation is called for on all relevant District committees charged with either making policy or policy recommendations. This includes, but is not limited to, the following regular, standing District committees. AR 2511 Council and Committee Structure states Certificated Faculty shall be appointed by the Academic Senate and CCCFE Certificated Employees.

1. Consultative Council
2. Accreditation Steering Committee
3. Institutional Effectiveness
4. Equal Employment Opportunity/Staff Diversity
5. Budget and Planning
6. Facilities
7. Technology
8. Enrollment Management
9. Student Success
10. Student Equity
11. Professional Development
12. Health and Safety

### 13. Auxiliary Services

The Academic Senate shall also have primary responsibility for the operation of the following District committees, in accordance with the Education Code and in consultation with the collective bargaining unit and administration, as set forth in contract and policy. AR 2511 Council and Committee Structure states Certificated Faculty shall be appointed by the Academic Senate and CCCFE Certificated Employees.

1. Faculty Hiring Committees
2. Faculty Equivalence
3. Hiring Prioritization
4. Administrative Hiring/Retreat
5. Administrative Evaluation
6. Sabbatical Leave

### **SECTION 3. Committee Organization**

- A. Any committee policy or procedure not covered by the Senate Constitution or by these bylaws shall be covered by Robert's Rules of Order, newly revised.
- B. Chairpersons of Academic Senate Subcommittees shall:
  - i. Regularly hold committee meetings.
  - ii. Regularly report to the Executive Board.
  - iii. Any change in faculty status or resignation from the committee must be made immediately known to the committee chair, who will inform the Academic Senate President so that a replacement can be sought.
- A. Committee Meetings:
  - i. All standing committees shall meet on a regular basis, according to the published schedule.
  - ii. Meeting locations shall be arranged by the committee chairs.
- B. Quorum and Voting:
  - i. The quorum for each standing committee shall consist of a majority of the committee membership, not including vacant positions.
  - ii. A simple majority of those voting shall carry a motion.
  - iii. The chairperson shall have the right to vote on all matters.
- C. Each committee chairperson shall be responsible for adequate record keeping procedures. All official committee actions and resolutions shall be recorded and sent to the Senate office for filing and/or distribution. All official committee communications shall be routed through the Senate office.
- D. Standing committees of the Senate are subject to the Brown Act.

### **SECTION 4. Professional Relations (ad hoc)**

This is a standing Committee of the Academic Senate. It is convened when necessary to perform its tasks. Its sole purpose is to receive, in writing, matters related to problems between faculty members. It is the committee's responsibility to investigate, mediate, and render a decision regarding such a matter. The composition of the committee is as follows:

The Senate Vice President chairs the committee.  
The Senate Past President acts as Ombudsman.  
The Senate Secretary types or otherwise records the meeting.

The committee presents its findings to the Executive Board of the Senate who ratifies or requests a change of the decision. Upon recommendation, the decision may be presented to the next meeting of the full Senate. This full Senate meeting will be conducted in closed session. Upon the findings and recommendations of the PRC, the full Senate shall vote to acquit or censure the individual against whom the complaint was brought. In case of censure, the report of the Senate's action and formal notification of censure shall be recorded and distributed to the campus body.

**Time Limits:**

Within five (5) school days after a charge involving a faculty member is presented to the Professional Relations Committee, the Committee shall meet to hear the charge.

Twenty (20) school days, following the original meeting, shall be allowed for the recommendation of the Committee to be reported to the CEO.

Time limits may be extended if circumstances require and/or both parties agree to an extension. However, every effort shall be made by the Committee to make its recommendation within the suggested time limits, and before the end of the school year.

**SECTION 6. RESIGNATION**

A Senator and or officer may resign by giving a written notice of resignation to the Academic Senate Executive Board. The Division is responsible for electing a senator to fill the vacancy. The Executive Board, where necessary, shall appoint an officer.

**ARTICLE IX: SENATOR EMERITUS**

**SECTION 1.**

- a. Senator Emeritus of the Academic Senate may be granted upon retirement by the Executive Board of the Academic Senate to persons who made outstanding contributions which have supported the aims and functions of the Academic Senate.
- b. The Senator Emeritus is a non-voting member of the Academic Senate.

**ARTICLE X: AMENDMENT TO CONSTITUTION**

**SECTION 1. ADMENDMENT PROCESS**

- a. Amendments to this Constitution may be adopted in one of two ways:
  - (1) By recommendation of 2/3 vote of the Senate membership and ratification by 2/3 of those faculty members voting.
  - (2) By recommendation of 10% or more of the full-time faculty and approval of 2/3

of those faculty members voting.

- b. The amendment procedure may be used to substitute a constitution or a new set of regulations for the organization. Such a new constitution or regulations shall become effective immediately upon ratification by the faculty.
- c. The Vice President of the Senate shall conduct all voting concerning amendments.
- d. All voting shall be by secret ballot and a notice of all ratified changes shall be sent to the Board of Trustees.
- e. Editorial Changes. Non-substantive, editorial changes in the Constitution may be made by a majority vote of the Senate.

## **ARTICLE XI: OPERATING PROCEDURES**

### **SECTION 1.**

In order to implement its purposes, the Senate may request information from or meet with (a) the Board of Trustees or any of its members, (b) administrative officers, or (c) any Compton Community College District office or its representatives.

### **SECTION 2.**

After consultation with the Administration, the Senate may present its written views and recommendations to the Board of Trustees (Title V of Subchapter 2, Sections 53200–53206 *California Code of Regulations*)

### **SECTION 3.**

Notwithstanding anything in this document to the contrary, if the Senate, by a two-thirds vote of its membership, finds that there are compelling reasons not to hold an election for Senate members in April of a given academic year, or not to hold an election for Senate officers in May of a given academic year, the Senate may postpone the election or elections until the fall semester. In any action taken to postpone an election pursuant to this section, the Senate 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.

Revision 4/11 and 03/20.





## Join the Achieving the Dream Network

# 2020 Cohort Application

**Early Bird Deadline to Join the 2020 Cohort:**

**December 31, 2019**

***Save \$3000/Year!***

**Final Deadline to Join the 2020 Cohort:**

**March 31, 2020**

**2020 Kickoff Institute:**

**June 2020: Dates and Location TBD**

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# Application Information

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Thank you for your interest in joining Achieving the Dream (ATD) and its National Reform Network! Below is a summary of the information you will need to join. We strongly encourage you to review this document in full before starting your application.

## Starting the Application

**Step 1:** Complete this application form (Word doc). This document can also be located on the [Apply for 2020 Cohort](#) page.

**Step 2:** Prepare your Board Statement.

**Step 3:** Combine this application document and Board statement into one document.

**Step 4:** Clearly name your application file using the following format: "College Name – 2020 ATD Cohort Application".

**Step 5:** Upload your application via [this link](#):  
[https://achievingthedream.qualtrics.com/jfe/form/SV\\_4MVWPUq56HOxhAx](https://achievingthedream.qualtrics.com/jfe/form/SV_4MVWPUq56HOxhAx)

## Deadlines

December 31, 2019*	Notification in January 2020
March 31, 2020	Notification in April 2020
June 1, 2020	First Year Participation Payment Due Date

\*Join ATD's Network by December 31, 2019 and Save \$3,000 per year on your participation fee!

## Questions?

Contact Ryan Knight, Associate Director of Network Recruitment & Retention, at [rknight@achievingthedream.org](mailto:rknight@achievingthedream.org) or (240) 450-3845.

# Contacts

## Institution Details

<b>Institution Name</b>	Compton College
<b>Mailing Address, Line 1</b>	1111 E. Artesia Blvd
<b>Mailing Address, Line 2 (if needed)</b>	
<b>City</b>	Compton
<b>State</b>	CA
<b>Zip Code</b>	90221
<b>IPEDS UnitID</b>	

## Key Contacts

Please provide the names of the following key individuals at your institution. These individuals will become integral to launching your ATD work at your institution.

	Name	Title	Email	Phone	Primary Contact*
<b>President / CEO</b>	Keith Curry, Ed.D	President/CEO	kcurry@compton.edu	310-900-1600	
<b>Assistant to the President / CEO</b>	Paula VanBrown	Senior Administrative Assistant	pvanbrown@compton.edu	310-900-1600	
<b>Person Completing this Application</b>	Pilar Huffman	Professional Development Manager	phuffman@compton.edu	310-900-1600 ext. 2142	*
<b>Financial Contact</b>	Keith Curry, Ed.D.	President/CEO	kcurry@compton.edu	310-900-1600	
<b>Public Information Officer</b>	Heather Parnock	Director, Community Relations	hparnock@compton.edu	310-900-1600 ext. 2968	

\* Please specify one primary contact for the application. *Please note: You will be able to change your primary contact as needed throughout the year. All team members listed above will receive ATD communications, such as the ATD Newsletter and resources.*

# Narrative Questions

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## 1. How did you learn about Achieving the Dream?

Compton College has known about Achieving the Dream for several years and last fall Dr. Karen Stout, President and CEO, Achieving the Dream was the keynote speaker for our fall 2019 Professional Development Day. Our President/CEO has had many conversations with faculty, staff, and campus leadership about Compton College joining Achieving the Dream.

## 2. What are your primary reasons for joining Achieving the Dream's National Reform Network?

Participation in Achieving the Dream will provide expertise and networking opportunities for Compton College to realize transformative change to improve student success. Compton College has demonstrated great resilience with regaining our accreditation in June 2019 and becoming the 114<sup>th</sup> California Community College. Compton College is committed to improving student success through enhancing the delivery of instruction and learning strategies. Compton College would like to join the Achieving the Dream National Reform Network to bolster our expertise around teaching and learning. A key objective is to encourage improvement to teaching approaches through the engagement of professional development. Specifically, Compton College seeks to improve the rates at which underprepared students pass college courses, particularly college-level math and English courses. To ensure that Compton College is “the leading institution of student learning and success in higher education”, we must cultivate a momentum among the entire campus community.

Over the last year, Compton College has experienced transformational change through the implementation of Tartar Completion by Design (Connection, Entry, Progress, Completion, Transition) and the reorganization of the College into five Guided Pathway Divisions. Understanding that student success is a shared responsibility, Compton College's implementation of an integrated organizational structure will benefit from the multifaceted aptitude of Achieving the Dream. Recognizing the importance of reaching a broad range of learners, Compton College seeks to work collaboratively with faculty and staff to address the emerging diverse needs of our students. We are prioritizing the focus of improving the students' experience in gatekeeper courses and seeking to develop rigorous emerging new programs of study.

As the College seeks to enhance student-centric efforts through the creation of a culture of teaching and learning excellence, partnership with Achieving the Dream is essential to our effectiveness. The influential techniques of Achieving the Dream are fundamental to identifying ways to introduce improved methodologies in the student learning experience. To enact sustainable transformation that builds trust and engagement among faculty and staff, Compton College is pursuing a partnership with Achieving the Dream. Achieving the Dream will enable Compton College to participate in practical coaching processes that assist in establishing institutional capacities to address stagnancy through the cultivation of contem-

porary processes of change. With Achieving the Dream, Compton College expects to encounter a substantial influence of academic engagement that advances transformation through the enhancement of accelerated faculty learning, reduction of achievement gaps, and the accomplishment of optimal institutional excellence.

3. Briefly identify your main strengths and challenges in the following areas:

- a. Building and empowering evidence-based leadership at all levels of the college.
- b. Engaging a broad range of stakeholders in your student success efforts.
- c. Building and maintaining a strong teaching and learning environment.
- d. Using data and evidence to improve programs and services, and strengthen career and education pathways for all students.
- e. Identifying, discussing, and addressing the causes and consequences of equity gaps.
- f. Providing integrated advising, financial aid, and other non-academic supports to your students.

A. Building and empowering evidence-based leadership at all levels of the college.

The challenges that face Compton College necessitate new forms of teaching and learning. All areas of discipline and departments must provide support to institutional change. The evolution of data to guide decision-making in fiscal and academic matters is crucial to the transformation of the institution. The synthesis of goals, objectives, and outcomes that are provided by the Office of Institutional Effectiveness promote a culture of evidence-based inquiry at Compton College. Furthermore, a thorough analysis of systematic program review, dictate annual planning priorities and promote long-term institutional effectiveness. The integration of institutional set goals demonstrates Compton College's capacity of comprehensive action that advocate greater accountability. However, without a fundamental catalyst of modification, the capacity to comprehend the connection of institutional functions and necessary actions remain overlooked by key contributors.

B. Engaging a broad range of stakeholders in your student success efforts.

With intentional effort, Compton College has attempted to establish a diversified approach of engagement with stakeholders. The roster of stakeholders in our student success efforts has broadened to include a wide range of stakeholders: from administrators to students, faculty, and classified staff. Recent efforts supporting the Guided Pathways model have aggregated stakeholders representing all areas or functions into five academic Tartar Success Teams to innovate activities aligned with the student-centered focused Compton College 2024 plan, using the Tartar Completion by Design framework (Connection, Entry, Progress, Completion, and Transition). Additionally, the creation of a stronger sense of connection among employees and students is being developed through the implementation of the Compton College Collaborative Governance document, the facilitation of an annual professional development needs assessment, along with enhanced communication among students, faculty, staff, and the community. Despite the implementation of the creation of a broad range of stakeholder factions at Compton

College, difficulties remain in managing mutual engagement among the vested parties. There is a significant need to unite the advanced initiatives of the college to the unique context of the entire campus community.

C. Building and maintaining a strong teaching and learning environment.

Compton College is organizing its professional development and staffing capacity building efforts around the Tartar Completion by Design. With the recent hiring of the Professional Development Manager, the College is instituting conditions for learning as elements of an inventive learning environment. Additionally, the Professional Development Manager, in collaboration with the prospective Professional Development Faculty Liaisons, Professional Development Committee and the President/CEO, will take the lead in the College's initiative to develop the knowledge base among faculty, staff, and administration. To build internal capacity, the College plans to facilitate an annual Tartar Leadership Academy for Compton College employees which will have its first cohort of participants in 2020-2021.

The most fundamental functions of the institution are performed at levels that assure the delivery of high-quality instruction. The College has developed multiple and on-going professional development opportunities for all faculty, staff, and administrators to improve teaching and student support practices. The recent launch of training activities focusing on teaching best practices both in-person and online environments; have yielded professional development opportunities for employees. Through the addition of an annual schedule of professional development activities in 2019-2020, Compton College employees have participated in face-to-face workshops on campus.

Despite viable resources for effective pedagogical practices, participation is jeopardized by poor cooperation and a lack of competence. It is critical for Compton College employees to improve the use of technology, data, and assessment. To establish positive conditions of teaching and learning, the development of engagement and aptitude for application is vital to our success.

D. Using data and evidence to improve programs and services and strengthen career and education pathways for all students.

At Compton we are committed to preparing students for employment (Entry Pathway) and further education (Advanced Skill Building in a Professional Pathway) in a major that leads to a career. Compton College has identified five Strategic Objectives to guide the planning and decision-making process to realize its vision of improving student outcomes and success by 2024.wo of the objectives are directly related to improving outcomes for students:

1. **Student Success:** Compton College will support the success of all students to meet their education and career goals.
2. **Workforce Development:** Compton College will offer excellent programs that lead to certificates and degrees in allied health and technical fields to supply the needed employees for the prevailing job industry.

In addition to the focus on teaching and learning, Achieving the Dream will offer Compton College the opportunity to build data-use capacity. Joining Achieving the Dream will provide Compton College with experienced Data Coaches to help the College learn how to use data effectively. Data

coaching will facilitate faculty and staff to examine data, ask meaningful questions, and make changes in strategic interventions and approaches based on what the data tells them.

E. Identifying, discussing, and addressing the causes and consequences of equity gaps.

Compton College has a student equity plan that focuses on strengthening student achievement by measuring specific “success indicators” and actively develops measures to address disparities. Additionally, the recent creation of taskforces and workgroups such as: LGBTQ+ Work Group, Men of Color Taskforce, 504/508 Workgroup, Foster Youth/Guardian Scholars Workgroup, Learning Resource Center Task Force, UndocuAlly Task Force, and Veterans Work Group were designed to aid in the elimination of equity gaps.

The identification of equity gaps and analysis of root causes have contributed to a framework of strategic progress. Developing and implementing strategies to ensure equitable access for student success is ongoing for Compton College. The cyclical and collaborative nature of this work requires continued engagement to reframe programs and develop greater commitment from the campus community. More specifically, the use of data to support substantial reform is needed.

The partnership with Achieving the Dream will compliment many academic, basic needs, and student success efforts that the College has implemented to improve student academic outcomes and reduce achievement gaps. As an integral part of the Compton College 2024, Comprehensive Master Plan; joining Achieving the Dream will help the College to foster a student focused culture and provide equitable access to a learning environment that supports diverse populations and promotes student success.

As members of Achieving the Dream, we can make strategic and systematic improvements that allow us to strengthen teaching and learning student achievements and outcomes. Through the utilization of Achieving the Dream’s “Three Pillars of Support”, Compton College will be bolstered through innovation, coaching, and the advocacy of institutional connection. More specifically a partnership with Achieving the Dream will provide:

- Coaching to create measurable and sustainable outcomes
- Data analysis that allows us to make strategic and impactful decisions to assess and improve student success
- Guidance to implement reforms that result in improved professional skills for classified staff, innovative teaching approaches for faculty, and improved opportunities for economic and personal advancement for Compton College students.

F. Providing integrated advising, financial aid, and other non-academic supports to your students.

Compton College has made significant efforts to identify, discuss, and address equity gaps that impact student success in higher education and life. According to a recent survey, high percentage of Compton College students experience food insecurity (59%), housing insecurity (68%), and/or homelessness (18%). With the formation of the Tartar Support Network (TSN) in 2016, the College has proactively pursued the alleviation of equity gaps. Moreover, in a collaborative endeavor, a group of faculty, administrators, and staff continue to respond to students who share the struggle of homelessness, hunger, and housing throughout the semester. The Tartar Food Pantry opened in Fall 2017 and has seen a high demand for food pantry services, which over 700 visits in the first part of Fall 2019. A representative from Los Angeles County Social Services is on campus weekly to enroll students in CalFresh (SNAP)



and Medicare benefits. In addition, to providing food and hygiene items, benefits assistance, and a limited amount of school supplies, the TSN has been involved with the planning for building on-campus housing. The College recently applied for funding through the California Community College Chancellor's Office to be a part of the Homeless and Housing Insecure Pilot Program. As part of the program, Compton College will receive funding of \$500,00 annually over three years. This grant will help the college expand its efforts to provide housing for those in immediate need.

College affordability is a complicated and multi-faceted challenge for our students. Despite the existence of federal, state, and institutional grant programs; most students are not provided with clear and useful information regarding expectations or suggestions of how to navigate the financial aid system. Ultimately, it is essential for Compton College to establish a well-defined strategy to provide reasonable resources that help to enlighten more students to experience financial success.

4. How will your institution fund participation in Achieving the Dream? Click on the appropriate checkbox(es) below. [Note: This is for informational purposes only. Please be assured that Achieving the Dream will not contact your funders.]

Institution covers all costs.

Please indicate the source of the funding. For example:

- Title III funds
- HBCU funds
- Reallocating general funds

A mix of institutional and external funds. Please identify the name and the proportion of the participation costs to be covered by that funder(s).

Fully externally funded. Please identify the name of the funder(s).

Other: Please specify

Compton College is seeking the support of The Kresge Foundation to provide half of the total cost (\$225,000) to join the Achieving the Dream 2020 cohort.

# Board Support Documents

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## Trustee Statement

Please include a statement of commitment from your Board of Trustees. A letter from the Board Chair will also be accepted. Contact Ryan Knight ([rknight@achievingthedream.org](mailto:rknight@achievingthedream.org)) if you would like a board letter of support template that you can adapt and use for your application.

## President/CEO Signature

As President/CEO of the applying institution, I have reviewed and approve my institution's application to join the Achieving the Dream Network as part of the 2020 Cohort.

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President/CEO

Date

# Network Participation Services and Fees

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## Services Included

### Year One

- Five registrations to the 2020 Kickoff Institute, where colleges begin their ATD work.
- Comprehensive first-year experience support provided through ATD Connect, ATD's online engagement platform.

### All Three Years

- Site visits from your Leadership and Data Coach.
  - Three visits in Year One, plus virtual support.
  - Two visits in Years Two and Three, plus virtual support.
- Access to the Institutional Capacity Assessment Tool (ICAT) to assess your college's capacity in seven key areas critical for creating a student-centered culture, a coach-facilitated discussion of your college's ICAT results (known as a Capacity Café), and a report visualizing your college's ICAT results.
- Four registrations per year for DREAM, ATD's annual conference on student success. In-Network pricing is available for additional DREAM registrations.
- Access to Achieving the Dream's webinar series and in-Network pricing for learning events.
- Access to valuable professional development resources including:
  - Achieving the Dream Data Discovery Guide
  - Start Right Guide for New ATD Colleges
  - Guidelines for Developing an Effective Communication and Engagement Strategy
- Opportunities to apply for ATD's learning initiatives.

### Options After Year 3

- Ability to apply for Leader College status within the Achieving the Dream Network and receive associated benefits including use of Leader College logo, access to additional webinars, exclusive Leader College-only grant opportunities, and more. (There is no cost to apply for Leader College status.)

## Fee

- \$75,000 per year (total of \$225,000 for the full three-year commitment) for institutions that apply by December 31, 2019.
- \$78,000 per year (total \$234,000 for the full three-year commitment) for institutions that apply between January 1 and March 31, 2020.

Questions? Contact Ryan Knight, Associate Director of Network Recruitment & Retention, at [rknight@achievingthedream.org](mailto:rknight@achievingthedream.org) or (240) 450-3845.



## Formal Recommendation to DEAC

Name of Requester: Syria Purdom/ Denise Blood

Role of Requester: SSC Coordinator/ Instructional Division Coordinator

Guided Pathway Division of Requester: Fine Arts, Communications, Humanities

Requester Email: [spurdom@compton.edu](mailto:spurdom@compton.edu)/ [dblood@compton.edu](mailto:dblood@compton.edu)

Date submitted to DEAC: 10/2/2019

**Request:** Integrate EdReady into Canvas

**Rationale:** The L-SSC is implementing a new online support tool. The goal is to make this new support tool available and easily accessible to all students, including DE students.

**Cost and Benefit:** Cost = 0 Benefit = students taking DE courses will have access to another layer of support. Instructors will be able to tailor specific learning modules to their class and/or individual students. For those students who are not on campus this can become an invaluable tool in helping to reinforce curriculum material and aid in their successful completion of the course.

**Accessibility Check:**

- VPAT: [Accessibility Student Report](#)
- VPAT: [Accessibility Teacher Report](#)

**Resources:**

- [1 EdReady and Accessibility](#)
- [2 EdReady for English Learners](#)
- [3 EdReady for Math Learners](#)
- [4 NROC Overview](#)

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*For Distance Education Advisory Committee Use Only*

Request approved and forwarded: Approved to move to Senate for Spring 2020-JP

Request denied and returned:

Revisions requested and returned:



Distance Education

Document Title: **Standardized Distance Education Ticket Notes**

Approved by: DEAC on 11/13/18 and Curriculum on 12/4/18 and Senate on

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Draft: X

Final:

## Standardized Distance Education Ticket Notes

This class is a Distance Education online course and requires no face-to-face meetings. Registered students must login to MyCompton and click on the Canvas tile to access courses. Students are required to have basic computer skills and have access to the internet. Please visit the Distance Education website at <http://www.compton.edu/academics/distance-ed/> for specific course information and the Student Handbook for Distance Education Courses.

*(Students must log in within 48 hours of the start of the online course in Canvas and complete the first assignment or the student may be dropped by the professor.)*

## Compton College 1-99% Hybrid Course Ticket Notes

This class is a Distance Education Hybrid course that includes both online instruction and weekly on-campus meetings. You must attend the first class meeting on XXXXday, Month Date, Year, from TIMEXX to TIMEXX., in RM ### or you will be dropped from the course. Please visit the Distance Education website at <http://www.compton.edu/academics/distance-ed/> for specific course information and the Student Handbook for Distance Education Courses.

*Note: Additional scheduling notes that will be used.*

### DEAC Recommendation:

It is recommended by DEAC that the schedule of classes be altered to reflect the designation of "hybrid" for hybrid courses. Presently, the schedule refers to hybrid course as "online."



COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES

**BP 3250 Institutional Planning**

**Issued: December 15, 2009**  
**Revised: October 18, 2016**  
**Revised: March 17, 2020**

Reference:

Board Policy 1200;  
Accreditation Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3, and IV.D.5  
Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190,  
55250, 55510, 56270 et seq.

The *President/Chief Executive Officer (CEO)* shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the campus community and is supported by institutional effectiveness research. The planning and budgeting systems shall be linked, and planning priorities shall be established annually.

The planning system shall include regularly-updated plans required by law, or the California Community Colleges Chancellor's Office including, but not limited to:

- A Strategic Plan containing the District mission, vision, values, and strategic initiatives (Board Policy 1200);
- An integrated and strategic Master Plan which includes long range plans for academic and services area; technology; facilities; staffing; and associated implementation plans;
- Student Equity and Achievement Plan;
- *Guided Pathways Scale of Adoption Self-Assessment (SOAA)*;
- ~~Basic Skills Action Plan;~~
- ~~Student Success & Support Program;~~
- Transfer Center Plan;
- Strong Workforce Program Plan; and,
- Extended Opportunity Program and Services (EOPS) Plan;

The institutional planning process shall be integrated into the annual budget preparation process as is specified in Board Policy 6200 - Budget Preparation. *All departments that receive a budget allocation will participate in an annual planning process that outlines the alignment of budget recommendations to the Mission or Strategic Initiatives of the College.* The *President/CEO* shall submit to the Board of Trustees (Board) those plans for which Title 5 requires Board approval; and inform the Board about the status of major plans and reports. The Board shall have an opportunity to assist in developing the general institutional mission and goals, *and it will develop its own annual goals.*

Applicable Administrative Regulation:  
AR 3250 Institutional Planning





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

**BP 4010 Academic Calendar**

**Issued: July 18, 2017  
Revised: March 17, 2020**

Reference:

Education Code Section 70902(b)(12)

The ~~Chief Executive Officer~~ *President/Chief Executive Officer (CEO)* shall establish a Calendar Committee that includes representation from appropriate constituent groups. Also, the ~~Chief Executive Officer~~ *President/CEO*, in consultation with the Calendar Committee, will develop and submit for approval to the Board an academic calendar with at least 175 days of instruction and/or evaluation in order to qualify for full apportionment from the State School Fund.