ACADEMIC SENATE

AGENDA

Thursday, September 21, 2017 at 1:00 p.m. in the Board room

I.   CALL TO ORDER

II.   APPROVAL OF AGENDA

III. APPROVAL OF MINUTES

September 7, 2016 Minutes

IV.   REPORTS

Senate:

President	Paul M. Flor
Vice President	Chris Halligan
Board Representative and External Liaison	Jerome Evans
Quality Focus Essay	Amber Gillis

V.   ACTION ITEMS-UNFINISHED BUSINESS

1. Adjunct Faculty representative to Academic Senate and Faculty Council vacancy

VI.   NEW BUSINESS

1. Academic Senate Goals for 2017-18
2. Fall 2017 Enrollment
3. Curriculum Update   Essie French-Preston & Roza Ekimyan
4. Distance Education Handbook   Nikki Williams

VII. INFORMATION-DISCUSSION ITEMS

1. Academic Senate news
2. Guided Pathways meeting & reading materials

VIII. Events/Meetings

1. Resource fair at the September 30th Festival and Car Show
2. Fall CTE Regional Meeting South on September 23, 2017 Free Registration
    Location: Building A, 9400 Cherry Ave, Fontana, CA 92335
3. 2017 Fall Plenary Session November 2, 2017 to November 4, 2017
4. Fall Curriculum Regional - South on November 18, 2017

IX.   FUTURE AGENDA ITEMS

1. Tentative - SLO Symposium February 9, 2018 at the Little Theater & Tartar Village, Compton College

X.   ADJOURNMENT

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 2017		**SPRING 2018**	
~~September 7~~	Board Room	February 21	Board Room
September 21	Board Room	March 1	Board Room
October 5	Board Room	March 15	Board Room
October 19	Board Room	April 5	Board Room
November 2	Board Room	April 19	Board Room
November 16	Board Room	May 3	Board Room
December 7	Board Room	May 17	Board Room

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Tuesdays)

FALL 2017		**SPRING 2018**	
~~September 5~~	Dist. Ed. room 166	February 20	Dist. Ed. room 166
~~September 19~~	Dist. Ed. room 166	March 6	Dist. Ed. room 166
October 3	Dist. Ed. room 166	March 20	Dist. Ed. room 166
October 17	Dist. Ed. room 166	April 3	Dist. Ed. room 166
November 7	Dist. Ed. room 166	April 17	Dist. Ed. room 166
November 21	Dist. Ed. room 166	May 1	Dist. Ed. room 166
December 5	Dist. Ed. room 166	May 15	Dist. Ed. room 166

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, September 7th, 2017 1:00 p.m. Board Room

ATTENDANCE

Senators	Visitors

Proposed 2017-2018 Goals

The Academic Senate's annual goals reflect a commitment to "an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (Strategic Initiative C).

1. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2520)
   Measures:
   - Arrange faculty representation on campus committees and periodic updates,
   - Recruit faculty co-chairs for Institutional Standing Committees
   - Ensure divisions have required number of senators
   - Review and begin revising Academic Senate By-laws to reflect curriculum reforms
   - Adopt a Distance Education Handbook for Compton College

2. Strengthen faculty involvement in the activities of the Academic Senate
   Measures:
   - Provide an orientation at the start of the academic year
   - Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and committees
   - Encourage greater participation of senators in meetings and other activities of Senate
   - Establish initiatives to recognize faculty achievements

3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.
   Measures:
   - Support Enrollment Management initiatives through ongoing communication and faculty involvement
   - Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion

SHARING THE INFORMATION

Effective faculty leadership is best achieved through teams not heroes.

Upcoming Events & Information from ASCCC

The September 2017 Rostrum is available online: http://asccc.org/publications/rostrum
Some articles of interest include:

- Curriculum Streamlining – Summary: This provides updates on the new Chancellor's Office Curriculum Inventory was created and deployed to colleges in summer 2017. In Spring 2017 the Chancellor's Office issued a memorandum returning some local authority to colleges regarding the approval of curriculum and introducing a new certification process. After lengthy research and analysis, the Chancellor's Office determined that stand alone course approval should be returned to the colleges, and the Board of Governors approved that change in July 2016. Ultimately, the workgroup determined that four types of courses should be shifted to colleges' control: stand-alone credit courses, program applicable credit courses with substantial changes, program applicable credit courses with non-substantial changes, and new credit courses added to existing programs. The 6th edition of the Program and Course Approval Handbook (PCAH) was released and is now available on the Chancellor's Office website under the Academic Affairs Division. However, as the streamlining efforts continue to move forward, a 7th edition of the PCAH will likely be needed in the next eighteen months to two years. The new PCAH, coupled with the documents for calculation of units and hours that were released in 2015, has provided colleges with the documentation necessary to implement streamlining at the local level. The goal of the streamlining efforts is to allow colleges to approve and offer curriculum more rapidly than in the past. Already, the queue at the Chancellor's Office has dropped from over 1,500 pieces of curriculum to less than 200, with no piece of curriculum remaining in the queue longer than a few months. As streamlining continues, the Curriculum Workgroup hopes that the queue will disappear entirely.

- Civic Engagement and Civil Discourse: If Not Now, Then When? - Summary: The ASCCC has been working with a committee comprised of faculty, administrators, and members of the California Community Colleges Foundation to promote civic engagement and civic discourse throughout the 114 colleges in the California Community College system. ASCCC looks to continue with the three principal objectives of the National Task Force on Civic Learning and Democratic Engagement titled "The Crucible Moment: College Learning and Democracy's Future."
    1. Expands the traditional definition of civic learning to include a more "contemporary, comprehensive framework for civic learning—embracing US and global interdependence;
    2. Describe what characterizes a civic-minded institution: creating institutional practices and policies designed to produce a civic-minded ethos, environment, and expectation for all students, faculty, and administrators;
    3. Advocate that students need to have multiple and developmentally designed opportunities to cultivate the capabilities and skills necessary to participate in and contribute to a diverse democracy within a global network of interdependencies.

    The report concludes that this kind of action goes beyond the traditional venues of service learning and far beyond the traditional disciplines in which one would expect to find civic engagement; rather, all faculty have a responsibility to engage in these elements within their learning environments, whether the classroom, laboratory, counseling session, library research, the athletic field, or any of the myriad of other places that learning takes place on a college campus

- The History of the ASCCC Project: A Partial History of the Passage of AB 1725

Guided Pathways—What Are They and Where Are We Going?

September 2017

Rebecca Eikey, ASCCC Area C Representative

Virginia "Ginni" May, ASCCC Area A Representative

Carrie Roberson, ASCCC North Representative

Many of us may remember these authors also presented at our Friday Flex day in August

Currently in California, three major guided pathways programs have been initiated: the American Association of Community Colleges (AACC) Pathways Project, the California Guided Pathways Project, and the California Community Colleges Guided Pathways Award Program. The programs all have different features, and thus the Academic Senate for California Community Colleges is working to provide

information on all three as well as general guidance for faculty as they address guided pathways at their local institutions.

Clarifying the Pathways Programs

AACC Pathway Project

The AACC Pathways Project is a national initiative funded by the Bill and Melinda Gates Foundation and supported by other national partners such as Achieving the Dream, the Aspen Institute, Jobs for the Future, the National Center for Inquiry and Improvement, and others. The AACC describes its pathways model as "an *integrated*, *institution-wide* approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market." To achieve this end, the intent of the AACC Pathways Project is to support colleges as they establish four essential practices: clarify paths to student end goals, help students choose and enter a pathway, help students stay on path, and ensure that students are learning.

A rigorous and competitive application process took place during Fall 2015, resulting in 30 colleges from 17 states being selected to participate, three of which are from California: Bakersfield, Irvine Valley, and Mt. San Antonio. Colleges participating in the 2016-2018 program are committed to sending teams to multiple institutes at a cost to each college of about $45,000. The AACC recently approved applications from additional colleges to participate in the 2017-2019 cohort, and these selected colleges will not receive grant funding from the AACC Pathways Project; rather, participation is based on a full fee-for-service model.

The California Guided Pathways Project

The California Guided Pathways Project adapted the national AACC Pathways concept in California. This project intends to support "a student-centered approach that can significantly increase the number of students earning community college credentials, while closing equity gaps. Rather than work with a subset of students, guided pathways are a college-wide undertaking that provides a framework for integrating California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and the California College Promise."

As with the AACC Pathways Project, an application process took place in Spring 2017 that resulted in the selection of 20 California community colleges for participation in the California Guided Pathways Project. Tailored to meet the governance structure of the California Community College System, this process required the signature of the local academic senate president. The Foundation for California Community Colleges is the fiscal agent for this project with additional fiscal support from the College Futures Foundation, the Bill and Melinda Gates Foundation, the James Irvine Foundation, the Teagle Foundation, and required fees paid by participating colleges.

The California Community College Guided Pathways Award Program

In order to support more participation in guided pathways, the California Community College Guided Pathways Award Program was approved by Governor Brown in the 2017-18 budget. A total of $150 million will be distributed to California community colleges in grant form by the California Community Colleges Chancellor's Office. The Chancellor's Office and the Board of Governors will be responsible for statewide implementation of the one-time grant program for colleges. The program includes "organizing students' academic choices in a way that promotes better course-taking decisions" and creating a necessary "framework for colleges to better organize existing student support programs and strategically use existing funding to support student success." Local senates of California community colleges must be prepared to address the impacts of this transformational effort, which requires engaging in deliberative conversations and creating collaborations around guided pathways at local colleges.

The Academic Senate for California Community Colleges (ASCCC)

The ASCCC has been involved in guided pathway discussions for over a year and strongly encourages the use of innovative strategies and actions that support students in achieving their educational goals. Resolution 9.12 F15 *Support Local Development of Curricular Pathways* urges local academic senates and curriculum committees to be genuinely involved in any decisions regarding curricular pathway programs under consideration. Although no single guided pathways model for all community colleges has been or is planned to be proposed, the ASCCC will investigate frameworks for implementation of pathways programs and disseminate effective practices as directed by Resolution 9.03 F16 *Investigate Effective Practices for Pathways Programs*.

In response to resolutions and recent legislation, and because pathways are an academic and professional matter, the ASCCC is forming a Guided Pathways Task Force. In addition, the ASCCC requests that each college establish a liaison that will communicate guided pathways program information, issues, questions, and concerns between the local academic senate and statewide groups.

What's Next?

Guided pathways are here. Faculty can either be pulled along as decisions are made by others, or faculty, through local academic senates, can take the lead. The Chancellor's Office will soon announce a request for applications for colleges to apply for the CCC Guided Pathways Award Program funds. Faculty must be directly involved in the design and implementation of the programs at each college. The application for the grants will require that colleges demonstrate a commitment to the guided pathways framework as specified in Education Code §88922(c):

(1)   A letter of support to the Chancellor's Office, with signatures of the president of the governing board, the chief executive officer, and the academic senate president required;

(2)   Attendance at an IEPI workshop on guided pathways;

(3)   Submission to the Chancellor's Office of a work plan that outlines the college's commitment to guided pathways, integration with other student-success initiatives such as the Basic Skills Initiative, the Zero Textbook Degree Initiative, SSSP, and the Adult Ed Block Grant, and college's policies related to use of high school records and other assessment measures for student course placement.

Although several colleges have begun an implementation of their own guided pathways programs, local senates should familiarize themselves with each of the three pathway programs described. The ASCCC is committed to continuing to update the body with the latest information regarding guided pathways.

REFERENCES:

AACC Pathways Project:

http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Pages/default.aspx

California Guided Pathways Project: **https://www.caguidedpathways.org**

CCC Guided Pathways Grant Program Trailer Bill Language:

http://www.dof.ca.gov/budget/Trailer_Bill_Language/documents/307CCCGuidedPathways_001.pdf

Resolution 9.12 Fall 2015: **http://asccc.org/resolutions/support-local-development-curricular-pathways**

Resolution 9.03 Fall 2016: **http://asccc.org/resolutions/investigate-effective-practices-pathways-programs**

The articles published in the Rostrum do not necessarily represent the adopted positions of the academic senate. For adopted positions and recommendations, please browse this website.

The Vision for Success and Guided Pathways: Responding to Change

September 2017

Julie Bruno, ASCCC President

The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.

<div align="right">~ **Albert Einstein**</div>

Change. The word alone is enough to cause a collective shudder in our system. Our colleges are constantly contending with change; whether it comes from the state in the form of a new program, initiative, or legislative mandate or locally from a turnover in college leadership or shifting student demographics, some sort of change is always happening for us or to us. But although we may be used to living with frequent change, a recent confluence of forces has the potential to be a catalyst that provokes unusually profound and fundamental change at our colleges and in our system.

Changing the status quo requires a disruptive force to compel an individual or an organization to re-think processes and policies and to take action. For example, when a college hires a new president, a period of change normally occurs as the college adjusts to a new leader and as the leader adjusts to the college. This type of disruption can affect not only our colleges but also our system. A new leader frequently brings a fresh perspective and vision, which is often both exciting and challenging.

Vision for Success

At the Board of Governors' January meeting, Chancellor Eloy Oakley announced his intention to develop a strategic vision for the system. The Foundation for California Community Colleges was asked to lead the project, which began in earnest in April by convening a virtual town hall meeting to gather information and provide community college stakeholders an opportunity to inform and shape the strategic vision. Interviews with additional stakeholders, experts, and leaders from inside and outside the system were held during the same time period, as well as a review of research and literature on community colleges. This process yielded a report titled *Vision for Success: Strengthening Community Colleges to Meet California's Needs*, which was completed in June and submitted to the Board of Governors in July.

The *Vision for Success* contains ambitious goals for the system to achieve by 2022, including the following:

1. Increase by at least 20% the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for in-demand jobs.
2. <mark>Increase by 35% the number of CCC students transferring annually to a UC or CSU.</mark>
   See FACCC News below
3. Decrease the average number of units accumulated by CCC students earning associate's degrees from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
4. Increase the percent of exiting career technical education students who report being employed in their field of study from the most recent statewide average of 60% to an improved rate of 69%—the average among the quintile of colleges showing the strongest performance on this measure.
5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years.
6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

The report also includes seven core commitments that were designed to support the colleges and the system in achieving the six goals:

1. Focus relentlessly on students' end goals.
2. Always design and decide with the student in mind.

3. Pair high expectations with high support.
4. Foster the use of data, inquiry, and evidence.
5. Take ownership of goals and performance.
6. Enable action and thoughtful innovation.
7. Lead the work of partnering across systems.

The Board of Governors reviewed and accepted the *Vision for Success* at its July meeting. Discussion of the goals continued the following day during the Board's annual retreat. In response to the report, the Board decided to take a deeper look and formed three task forces to investigate the specific goals further. The Board will take action on the report at its September meeting, when members may choose to adopt the goals as stated in the report, make modifications before adoption, or choose not to act.

CCC Guided Pathways Award Program

At the same time that the *Vision for Success* report was under development, the 2017-2018 California state budget was finalized. The budget included $150 million for the Guided Pathways Award Program administered by the Chancellor's Office. As outlined in statute, this program provides grants to colleges that choose to meet specific criteria in implementing the guided pathways framework. The grant program is designed to build on the work of the American Association for Community Colleges (AACC) Pathways and the California Guided Pathways Projects with funding available for all 114 colleges.

Implementation of the guided pathways framework is recognized in the *Vision for Success* as a strategy to align and integrate the various initiatives and programs currently underway at our colleges such as the Student Support and Success, Equity, and Basic Skills programs. Further, throughout the discussion of the core commitments, the evidence-based practices that anchor the guided pathway framework are called upon to support progress towards achieving the *Vision* goals. Ultimately, the report states that the expectation is for guided pathways framework to be adopted by the entire system.

Responding to Change

The *Vision for Success* goals and the implementation of the guided pathways framework are by no means the only forces driving change in our system. Other initiatives and programs, such as the College Promise and Strong Workforce Programs, and transfer initiatives including the Associate Degrees for Transfer and UC Transfer Pathways have required colleges to make significant changes in how they serve students. Extraordinary work is being accomplished at our colleges and in the system because of these programs and initiatives. With the addition of the *Vision* goals and the guided pathways framework, momentum is increasing for fundamental and transformative change at our colleges and in the system.

Change can provoke various responses. A few individuals will react by opposing the change, which may not be particularly useful in addressing the underlying issues. Others may choose to ignore change, assuming that it will pass and eventually life will return to the status quo. For many, change feels like one more thing to reckon with, and, knowing they must respond, they do so halfheartedly. Finally, some among us enthusiastically embrace change and take advantage of the momentum to create an improved experience for students and in the process better themselves, their work, and their colleges.

Ultimately, change will be what we make of it. Responding to change, no matter how exciting or disruptive, requires courage. We have the opportunity and ability to meet change with inquisitive and engaged minds, embracing the possibilities while remaining vigilant to ensure that we stay faithful to our values and principles and, most importantly, to safeguard the integrity of education for our students.

Our colleges are filled with intelligent and thoughtful colleagues who care deeply for our students. As educators, we are defined not only by the goals we adopt or the commitments we make but also by how we choose to achieve our goals and fulfill our commitments. Our choices can make all the difference. The

California Community College System and our colleges are about to go through significant changes. We can never stop change, but we can always choose our response to changes and work to make them benefit our communities, our institutions, and our students.

The articles published in the Rostrum do not necessarily represent the adopted positions of the academic senate. For adopted positions and recommendations, please browse this website.

━━━━━━━━━━━━━━━━━━━━━━ ▬▬▬ ━━━━━━━━━━━━━━━━━━━━━━

FACCC News: CCCBOG Will Vote to Approve Budget Change Proposal
The California Community College Board of Governors voted on the system's 17-18 Budget Change Proposal which seeks an additional $382.5 million, with <mark>$100 million designated for faculty</mark>

Vision for Success Goal #2 Increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.

Full-Time Faculty Hiring   ($75 million)   Rationale: Full-time faculty benefit students and colleges by providing critical services such as academic advising during faculty office hours, ongoing curriculum development, and by participating in institutional planning and shared governance. Hiring additional full-time faculty will advance all of the goals in the Strategic Vision, and is a key component of academic and curricular redesign. For 2018-19, the system is requesting $75 million to support the hiring of approximately 800 additional full-time faculty.

Part-Time Faculty Support   ($25 million)   Rationale: While full-time faculty are crucial to the success of our students, part-time faculty also play a very important role in the CCC system. The three part-time faculty categorical programs (parity, office hours, and health insurance) were reduced by over 40 percent during the economic recession. The 2016-17 budget included $3.7 million to restore the part-time faculty office hours program to the pre-recession level. The 2017-18 budget included $5 million for the part-time faculty offices hours program. For 2018-19, the system is requesting $25 million to support part-time faculty.

━━━━━━━━━━━━━━━━━━━━━━ ▬▬▬ ━━━━━━━━━━━━━━━━━━━━━━

The Academic Senate for California Community Colleges calls for nominations for one of the two faculty seats on the Board of Governors. The ASCCC seeks outstanding faculty members who are knowledgeable about the issues facing faculty and others in the community colleges. While they are particularly interested in candidates who represent and who have shown commitment to issues of diversity, as you will see on the enclosed sheet, the Academic Senate has broadened the criteria to encourage leaders with a variety of experiences to consider applying for this position. Interested candidates are expected to be articulate, capable of presenting a reasoned argument on issues of educational policy, and to have knowledge of statewide educational issues. Any college or district senate or an Executive Committee member of the Academic Senate for California Community College may nominate faculty. In each case, the nominee is strongly encouraged to include a letter of endorsement from the faculty member's local academic senate. Candidates for nomination should submit a statement of intent, an application, a current resumé outlining relevant professional activities, and the letter of local senate endorsement is desirable. **All original materials must be received in the Academic Senate Office in Sacramento by 12:00 p.m. on Friday, December 15, 2017.** Nominees will be selected and interviewed by the Executive Committee at their January 12, 2018 meeting, in Riverside, CA.

Consultative Council

Purpose: To review materials provided from the various committees designated as committees of the Consultative Council and provide recommendations to the CEO. The committee members will be the leadership from each campus-wide constituent group and will meet on a weekly basis.

Members: Faculty Representatives
> Paul Flor (Academic Senate President)
> Jerome Evans (Academic Senate Representative)
> Rashid Yahye (CCCFE - Certificated Unit President)

> *Meeting:*
> > **When:** Every Monday
> > **Time:** 2:00 pm
> > **Place:** CEO Conf. Room

Committees of the Consultative Council

1. ## Institutional Effectiveness
   Purpose: To review and provide recommendations about each of the District's Program Reviews in order to strengthen and support programs and program analysis. The Committee will also be responsible for reviewing the following: El Camino College Compton Center Educational Master Plan, Facilities Master Plan, Staffing Plan, and Technology Master Plan, to ensure these plans and all Program Reviews are consistent, aligned, and are current. The Committee will monitor the status of these documents and review the responses to FCMAT recommendations.

   Members: Faculty Representatives
   > Paul Flor (faculty co-chair)
   > Katherine Marsh
   > Kendahl Radcliffe
   > Abby Tatlilioglu

   > *Meeting:*
   > > **When:** Last Thursday of every month
   > > **Time:** 1:00 pm
   > > **Place:** Library Meeting Room

2. ## Planning and Budget
   Purpose: The Planning and Budget Committee (PBC) serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the District. The PBC ensures that all plans are developed using data from program review and are linked to the Center's mission statement and strategic initiatives. The PBC makes recommendations with respect to all global Center and District planning and budgeting issues. The PBC reports all committee activities to the campus community.

   Members: Faculty Representatives
   > Jose Bernaudo
   > Ikaweba Bunting
   > Rashid Yahye (faculty co-chair)
   > Jose Villalobos

   > *Meeting:*
   > > **When:** Every 4th Tuesday of every month
   > > **Time:** 2:00 pm
   > > **Place:** Board Room

   Proposal: The Strategic Planning Committee will be a workgroup reporting to this committee.

Operational Campus Committees

1. **Audit Committee**
   Purpose: The Audit Committee will periodically report to the Board the status of previous district audit, special audit, and internal audit recommendations. The Audit Committee is chaired by the President/CEO.

   Membership: 3
   Aldrich, Christine (Management Representative)
   Villalobos, Jose (Faculty Representative)
   Hughes, Gloria (CCCFE - Classified Representative)
   VanBrown, Paula (Staff assistance)

   Meeting:
   > **When:** Quarterly
   > **Time:** TBA
   > **Place:** CEO Conference room

3. **Facilities**
   Purpose: To coordinate campus-wide capital construction and long-range planning in conjunction with local, state and bond funding and to monitor campus-wide facilities maintenance and operations, and prioritization of deferred maintenance.

   Members: Faculty Representatives
       Charles Hobbs (alternate)
       Mandeda Uch (faculty co-chair)
       Cheryl Threadgill
       Cassandra Washington
       David McPatchell

   Meeting:
   > **When:** 3rd Tuesday
   > **Time:** 9:00 am
   > **Place:** Facilities Conference room

4. **Health, Safety, & Parking**
   Purpose: To monitor and oversee an infrastructure of safety procedures and health/emergency measures on campus, and to prepare and implement the District's Health and Safety Plan.

   Members: Faculty Representatives
       Eyob Wallano (faculty co-chair)
       Chris Halligan
       Shemiran Lazar
       Moshen Sahebjame

   Meeting:
   > **When:** 2nd Wednesday
   > **Time:** 1:30 pm
   > **Place:** V-72 (Campus Police Station)

5. **Technology**
   Purpose: To develop a Technology Plan, make recommendations on new technology infrastructure (equipment or systems) being considered for purchase by the District, to review technology needs, policies and procedures on an annual basis and to determine the best allocation of technology equipment which is donated or granted to the District. To coordinate the plans and proposals that develop, implement and evaluate distance learning and the related instructional technology activities.

   Members: Faculty Representatives
       Brent Kooiman
       Thomas DeHardt
       David Maruyama (faculty co-chair)
       Dale Ueda
       Gayathri Manikanden (alternate)

   Meeting:
   > **When:** 2nd Friday of every month
   > **Time:** 11:30 am
   > **Where:** Voc. Tech. Conference Room

6. Enrollment Management

Purpose: To develop and implement marketing, recruitment, and a retention plan (District's Enrollment Management Plan) linked to FTES targets developed utilizing past and present student data and to identify trends and project enrollment data for each academic year.

Members: Faculty Representatives
Sevana Khodagholian
Juan Tavarez
Aurora Cortez-Perez
Ikaweba Bunting (faculty co-chair)

> *Meeting:*
> **When:** 2nd Monday of every month
> **Time:** 3:00 pm
> **Where:** Library Conference room

7. Student Success

Purpose: To provide a shared framework for the discussion, development and implementation of processes and programs that integrate Basic Skills, Student Success, Support Programs, AB 86 – Adult Education and Student Equity to optimize and enhance student achievement, retention, and success. This committee will compile and approve mandated reports and plans required by the California Community College Chancellor's Office, including the Basic Skills Initiative, Student Equity, and Student Success & Support Programs Plans, and AB 86 Adult Education. The Committee will reflect a broad representation from faculty, staff, and students.

Members: Faculty Representatives
Theresa Barragan-Echeverria
Amber Gillis
Estina Pratt
Jose Villalobos (faculty co-chair)
Carmela Aguilar (alternate)

> *Meeting:*
> **When:** 9/8, 10/6, 11/10 and 11/24
> **Time:** 1:00 pm
> **Where:** D-32

Proposal: The Basic Skills, Student Success & Support Programs, AB86 – Adult Education, and Student Equity workgroups will report to this committee.

8. Professional Development

Purpose: To develop an annual Staff Development Plan supporting the development and professional growth of District administrators, certificated and classified staff and to allocate financial support for approved staff development activities.

Members: Faculty Representatives
Fazal Aasi (faculty co-chair)
Hoa Pham
Gayathri Manikanden
Judith Crozier
Malinni Roeun (alternate)

> *Meeting:*
> **When:** Quarterly Meeting 4th Monday
> **Time:** 2:00 pm
> **Place:** Human Resource Conf. Room

9. Auxiliary Services

Purpose: To coordinate the operations of the foodservice, bookstore, and campus-wide vending services and to ensure that comprehensive and cost effective services are provided to meet the needs of students.

Members: Faculty Representatives
Jose Bernaudo
Leonard Clark

> *Meeting:*
> **When:** 1st Thursday of every month
> **Time:** 3:15 pm
> **Where:** Student Life Conference Room

10. Health Benefits

Purpose: This committee shall review and may recommend changes to health benefits (including medical, dental, and vision) offered to employees.

Members: Faculty Representatives
 Vacant
 Don Roach
 Rashid Yahye (faculty co-chair)
 Robert Joiner

NOTES:

- All committee meeting calendars, agendas and minutes, are to be posted on the designated space on the Center's webpage.
- The Consultative Council and Planning and Budget committees are scheduled to meet throughout the 12 calendar months. All other committees will meet during the 10 academic months.
- The intial committee meeting for the fall semester shall be called no later than September 30th of each calendar year.
- Members will be appointed in August for the upcoming academic year.
- Committee meetings should be held during college hour whenever possible.
- Efforts should be made by the appointing leadership to distribute the committee membership to avoid one person serving on more than two (2) committees.

FACULTY COUNCIL Agenda
Thursday, September 21, 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**

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 | Amber Gillis |

V. **ACTION ITEMS-UNFINISHED BUSINESS**

VI. **NEW BUSINESS**
> 1. Curriculum   Essie French-Preston & Roza Ekimyan
> 2.

VII. **INFORMATION-DISCUSSION ITEMS**
> 1. Robert's Rules of Order: A Brief Overview

VIII. **EVENTS/MEETINGS**
> 1. Self-evaluation Report update

IX. **FUTURE AGENDA ITEMS**

ADJOURNMENT

CCCD Academic Senate and *ECC-CCC Faculty Council Roster*
2016-2017 (19 members)

Officers:

President/*Chairperson*	Paul M. Flor (17-18)
Past President/*Past Chairperson*	Michael Odanaka
President-Elect/*Chairperson-Elect*	Amber Gillis
Vice President/*Vice Chairperson*	Chris Halligan (18-19)
Secretary/*Secretary*	Nikki Williams (18-19)
Curriculum/*Curriculum Representative*	Essie French-Preston (18-19)
Adjunct Representative	Mahbub Khan (18-19)
Board Representative	Jerome Evans (18-19)

Members:

Career and Technical Education (2)
Brent Kooiman (19-20)
Pamela Richardson (17-18)

Health and Human Services (2)
Shirley Thomas (18-19)
Hoa Pham (19-20)

Humanities (2)
Chris Halligan (17-18), Vice President/*Vice Chairperson*
Nikki Williams (19-20) Secretary/*Secretary*

Social Sciences and Fine Arts (2)
Kendhal Radcliff (17-18)
Harvey Estrada (19-20)

Mathematics (2)
Malinni Roeun (19-20)
Jose Villalobos (18-19)

Science (2)
Kent Schwitkis (18-19)
Rajinder Sidhu (19-20)

Library and Learning Resource Unit (1)
Andree Valdry (17-18)

Counseling (2)
Essie French Preston (17-18), Curriculum/*Curriculum* Representative
Vanessa Haynes (18-19)
Michael Odanaka, Past President/*Past Chairperson*

At-Large (2)
Jerome Evans (17-18), Board Representative
Amber Gillis (18-19)

Adjunct Representatives (2)
Mahbub Khan (18-19), *Adjunct Representative*
Elizabeth Craigg Walker (17-18)

Photo from our first Tenured Faculty Dinner, September 13, 2017

Honorees: Dr. Roza Ekimyan, Jennifer Hill, Dr. Thomas DeHardt, Liza Rios, Gayathri Manikandan,
Shannon Williams. Not in attendance: Jose Martinez, Miguel Ornelas

FACULTY COUNCIL MEETING
Thursday, September 7th, 2016 2:00 p.m. Board Room
No Minutes

Robert's Rules of Order: A Brief Overview

What Is Parliamentary Procedure?
It is a set of rules for conduct at meetings, which allows everyone to be heard and to make decisions without confusion.

Why is Parliamentary Procedure Important?
Because it's a time tested method of conducting business at meetings and public gatherings. It can be adapted to fit the needs of any organization. Today, Robert's Rules of Order is the primary mode of operation for most clubs, organizations and other groups.

Organizations using parliamentary procedure usually follow a fixed order of business. Below is a typical example:
1. Call to order.
2. Roll call of members present.
3. Reading of minutes of last meeting.
4. Officers reports.
5. Committee reports.
6. Special orders --- Important business previously designated for consideration at this meeting.
7. Unfinished business.
8. New business.
9. Announcements.
10. Adjournment.

The method used by members to express themselves is in the form of moving motions. A motion is a proposal that the entire membership take action or a stand on an issue. Individual members can:
1. Call to order.
2. Second motions.
3. Debate motions.
4. Vote on motions.

There are four Basic Types of Motions:
1. Main Motions: The purpose of a main motion is to introduce items to the membership for their consideration. They cannot be made when any other motion is on the floor, and yield to privileged, subsidiary, and incidental motions.
2. Subsidiary Motions: Their purpose is to change or affect how a main motion is handled, and is voted on before a main motion.
3. Privileged Motions: Their purpose is to bring up items that are urgent about special or important matters unrelated to pending business.
4. Incidental Motions: Their purpose is to provide a means of questioning procedure concerning other motions and must be considered before the other motion.

How are Motions Presented?
1. Obtaining the floor
    A. Wait until the last speaker has finished.
    B. Rise and address the Chairman by saying, "Mr. Chairman, or Mr. President."
    C. Wait until the Chairman recognizes you.
2. Make Your Motion
    A. Speak in a clear and concise manner.
    B. Always state a motion affirmatively. Say, "I move that we ..." rather than, "I move that we do not ..."
    C. Avoid personalities and stay on your subject.
3. Wait for Someone to Second Your Motion

4. Another member will second your motion or the Chairman will call for a second.
5. If there is no second to your motion it is lost.
6. The Chairman States Your Motion
    A. The Chairman will say, "it has been moved and seconded that we ..." Thus placing your motion before the membership for consideration and action.
    B. The membership then either debates your motion, or may move directly to a vote.
    C. Once your motion is presented to the membership by the chairman it becomes "assembly property", and cannot be changed by you without the consent of the members.
7. Expanding on Your Motion
    A. The time for you to speak in favor of your motion is at this point in time, rather than at the time you present it.
    B. The mover is always allowed to speak first.
    C. All comments and debate must be directed to the chairman.
    D. Keep to the time limit for speaking that has been established.
    E. The mover may speak again only after other speakers are finished, unless called upon by the Chairman.
8. Putting the Question to the Membership
    A. The Chairman asks, "Are you ready to vote on the question?"
    B. If there is no more discussion, a vote is taken.
    C. On a motion to move the previous question may be adapted.

Voting on a Motion:
The method of vote on any motion depends on the situation and the by-laws of policy of your organization.

There are five methods used to vote by most organizations, they are:
1. By Voice -- The Chairman asks those in favor to say, "aye", those opposed to say "no". Any member may move for an exact count.
2. By Roll Call -- Each member answers "yes" or "no" as his name is called. This method is used when a record of each person's vote is required.
3. By General Consent -- When a motion is not likely to be opposed, the Chairman says, "if there is no objection ..." The membership shows agreement by their silence, however if one member says, "I object," the item must be put to a vote.
4. By Division -- This is a slight verification of a voice vote. It does not require a count unless the chairman so desires. Members raise their hands or stand.
5. By Ballot -- Members write their vote on a slip of paper, this method is used when secrecy is desired.

There are two other motions that are commonly used that relate to voting.
1. Motion to Table -- This motion is often used in the attempt to "kill" a motion. The option is always present, however, to "take from the table", for reconsideration by the membership.
2. Motion to Postpone Indefinitely -- This is often used as a means of parliamentary strategy and allows opponents of motion to test their strength without an actual vote being taken.
Also, debate is once again open on the main motion.

Parliamentary Procedure is the best way to get things done at your meetings. But, it will only work if you use it properly.
1. Allow motions that are in order.
2. Have members obtain the floor properly.
3. Speak clearly and concisely.
4. Obey the rules of debate.
5. Most importantly, BE COURTEOUS.