



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: March 17th, 2022

Time: 2:00-3:30 p.m.

Location: Zoom Conference

<https://compton-edu.zoom.us/j/96592370976>

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

___ Barragan-Echeverria, Theresa
 ___ Ellis, Stephen
 ___ Estrada, Harvey
 ___ Corona-Ramirez, Desiree
 ___ Hobbs, Charles
 ___ Kahn, Mahbub
 ___ Madrid, Vanessa
 ___ Mason, Don
 ___ Martinez, Jose Manuel
 ___ Martinez, Victoria
 ___ Maruri, Carlos

___ McPatchell, David
 ___ Mills, Jesse
 ___ Moldoveanu, Minodora
 ___ Monterroso, Noemi
 ___ Moore, Sean
 ___ Morales, Janette
 ___ Phillips, Jasmine
 ___ Phillips, Marjeritta
 ___ Schwitkis, Kent
 ___ Sidhu, Rajinder
 ___ Skorka, Evan
 ___ Thomas, Shirley

___ Van Overbeck, Michael
 ___ Villalobos, Jose
 ___ West, Pamela
 ___ Woodward, Valerie

Guests

___ Berger, Sheri (VP Acc. Aff.)
 ___ Schumacher, Holly (Ex Officio
 Voting Member, Union Pres.)
 ___ DeLilly, Carol (Dean of Nurs.)

Agenda

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

- 1. Call to Order**
- 2. Approval of Agenda**
- 3. Review and Approval of Minutes from March 3rd, 2022**
- 4. Reports (5 min)**
 - a. President's Report
 - b. ASG Report
 - c. Vice President's Report
 - d. Accreditation Faculty Coordinator Report
 - e. Academic Affairs Report
 - f. Curriculum Report
 - g. Faculty Development Report
 - h. Enrollment Committee Report
 - i. OER Committee Report
- 5. Presentation**
 - a. Biotechnology Program at Compton College (8 min)
- 6. Consent Agenda (2 min)**
 - a. 2-Year CTE Course Review—No Proposed Changes: BTEC 220 - Biomanufacturing
 - b. 2-Year CTE Course Review—Conditions of Enrollment: ATEC 116 - Suspension and Four Wheel Alignment.
 - c. 2-Year CTE Course Review—Unit Change: FILM 95 - Cooperative Work Experience Education
 - d. 6-Year Course Review—No Proposed Changes: GEOG 109 - Weather and Climate; GEOL 103 - Physical Geology Laboratory.
 - e. 6-Year Course Review—SLO Update: ART 109 - Contemporary Art in World Cultures
 - f. Distance Education—Fully Online: ART 109 - Contemporary Art in World Cultures; ATEC 116 - Suspension and Four Wheel Alignment; BTEC 220 - Biomanufacturing; ESL 11 - Literacy; ESL 13 - ESL - Level 2; ESL 14 - ESL - Level 3; ESL 15 - ESL - Level 4; ESL 16 - ESL - Level 5; ESL 17 - ESL - Level 6; ESL 20 - Reading and Writing for College and Career Preparation; ESL 51A - Introduction to English in Conversation; FILM 95 - Cooperative Work Experience Education; GEOG 109 - Weather and Climate; and GEOL 103 - Physical Geology Laboratory.
 - g. Updated Textbook: POLI 101H - Honors Governments of the United States and California.
 - h. New Course—Distance Education Fully Online: PHYS 103 - Physics for Engineers and Scientists III.
- 7. Unfinished Business (35 min)**
 - a. Second Read/Approve: BP 4100.1 – Catalog Rights (3 min)
 - b. Second Read/Approve: AR 4102 – Career and Technical Education Programs (3 min)
 - c. Academic Senate Constitution – Proposed Edits (10 min)
 - d. Equity Definition Update (3 min)
- 8. New Business (10 min)**
 - a. First/Second/Approve: SOAA

- b. New Senator Orientation Packet

9. Discussion Items (25 min)

- a. Title 5 - Proposed Language Changes (5 min)
 - i. Faculty Evaluation Language to Include DEIA Progress
 - ii. Campus Climate
- b. Proposed Phase Out of Campus Entry Protocol (5 min)
- c. CSUDH - MA Students - Propose Process for Them to Intern at Compton College (5 min)
- d. Dual Enrollment Issues – Propose Recommendations (5 min)
- e. Propose Faculty Hiring Freeze at Compton College Due to Low Enrollment (5 min)

10. Informational Items

11. Future Agenda Items

- a. Elections
 - i. Senate Secretary
 - ii. Curriculum Chair
 - iii. Adjunct Representative
 - iv. Division Chairs
- b. Proposed New Programs at Compton College

12. Public Comment

13. Adjournment

Next Scheduled Meeting: March 17th, 2022, at 2:00 pm

Zoom Link:

<https://compton-edu.zoom.us/j/96592370976>

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

<u>FALL 2021</u>	<u>LOCATION</u>	<u>SPRING 2022</u>	<u>LOCATION</u>
September 2	Zoom	March 3	Zoom
September 16	Zoom	March 17	Zoom
September 30	Zoom	April 7	Zoom
October 7	Zoom	April 21	Zoom
October 21	Zoom	May 5th	Zoom
November 4	Zoom	May 19	Zoom
November 18	Zoom	June 2nd	Zoom
December 2	Zoom		

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.

CCC Academic Senate Roster 2021-2022 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (20-24)
Vice President/Vice Chairperson	Carlos Maruri (21-23)
Secretary/Secretary	Noemi Monterroso (21-22)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Vacant (20-21)
Board Representative	Vacant
Distance Education Representative	Vacant (20-22)

Members:

Fine Arts, Communication and Humanities (5)

Charles Hobbs (21-24)
 Vanessa Madrid (21-23)
 Harvey Estrada (20-23)
 Marjeritta Phillips (20-23)
 Valerie Woodward (20-23)

Counseling (5)

Noemi Monterroso (21-24)
 Carlos Maruri (21-24)
 Theresa Barragan-Echeverria (20-23)
 Citlali Gonzales (20-23)
 Janette Morales (20-23)

Social Sciences (3)

Jesse Mills (21-24)
 Pamela West (20-23)
 David McPatchell (20-23)

Business and Industrial Studies (3)

Steven Ellis (21-24)
 Sean Moore (20-23)
 Michael Van Overbeck (20-23)

Science, Technology, Engineering and Mathematics (5)

Kent Schwitkis (20-23)
 Jose Villalobos (20-23)
 Jose Manuel Martinez (20-23)
 Rajinder Sidhu (20-23)
 Evan Skorka (20-23)

Health and Public Services (3)

Don Mason (20-23)
 Shirley Thomas (21-24)
 Jasmine Phillips (20-23)

Adjunct Faculty (2)

Vacant (20-21)
 Victoria Martinez (20-23)

Ex Officio Voting Members

Holly Schumacher – Union President



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

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Agenda

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1. Call to Order at 2:04pm

2. Approval of Agenda

- a. Amendments to Agenda
 - Remove Agenda Item 5a and 5e – FILM 95 needs one more reading in Curriculum Committee
 - Add item 6a – First/Second/Approve to keep Desiree Corona-Ramirez as permanent Guided Pathways Committee Tri-Chair

Carlos M. motioned to approve Agenda as amended. Valerie W. seconded. Approved

3. Review and Approval of Minutes from December 2nd, 2021

Kent S. motioned to approve. Michael V. seconded. Approved

4. Reports (10 min)

- a. President's Report – Minodora M.
 - i. Compton College is scheduled to open fully on April 18, 2022. Will not have current entry protocol. Proof of vaccination still needs to be uploaded and proof of negative Covid test
 - ii. Citlali Gonzales resigned. Counseling departments need to elect a senator to finish her term
 - iii. Dr. Curry plans to:
 1. Hire full time CalWORKs Counselor
 2. Institutional hiring freeze for non-faculty positions (includes administration and classified)
 - iv. Reminder to committees: make sure that agendas and minutes are posted on website to help ISER writers with their reports
 - v. BOT approved new redistricting maps during their last meeting
 - vi. Kent Schwitkis invited to be on the All-space-considered show associated with Griffith Observatory.
 - vii. Attended Accreditation Conference. Learned new things about accreditation process. ACCJC is revising the 127 standards that we are evaluated on and will now include faculty in the process of writing the standards
- b. ASG Report – Stephanie Leonor
 - i. Created many Black history month events (i.e., film viewing, race matters workshops, open mic night, black author series, food truck).
 - ii. Interviewed candidates for the Student Trustee position.
 - iii. Attended ASCCC Student Forum series
 - iv. Started new Emerging Leadership series
 - v. Will resign as ASG President because does not meet 6 units requirement and will be able to transfer after SP22. Other students in ASG are also dealing with this issue. ASG will look into ways to have flexibility with the unit requirement for future semesters. Thankful for Senate for all the work they do.
- c. Vice President's Report – Carlos M.
 - i. Will try to elect new Senator during next Counseling meeting
 - ii. Encourage any adjunct to participate as adjunct representative in Senate
 - iii. Curriculum Chair term is coming up. Elections will be held in April
- d. Accreditation Faculty Coordinator Report – Amber G.
 - i. Minodora: tomorrow is accreditation writing workshop 1-3pm. First draft of standards will be written this semester. Need more faculty on writing teams for better representation. Work is distributed among team members so it is manageable.
- e. Academic Affairs Report – VP Berger
 - i. AB705 requires colleges to maximize the chance for students to complete transfer ENGL/MATH within a year. Report to Chancellors office due March 11. Group has met to discuss reporting requirements to make sure everyone is on the same page for data submission.

1. Will be revising ENGL/MATH placement model (based on HS GPA). Will clarify how to use HS courses to place them in Compton College courses
2. English department is not planning to offer ENGL RWA anymore. This change follows new memo that recommends placing students into transfer level. Math will continue to offer below transfer level courses.
3. Will revisit how we assess Competency requirements
- ii. AB1705 was proposed at end of January: law to modify AB705 to make it more explicit. Will require all students to be enrolled in college level English and Math courses
- iii. New Articulation platform MAP is launching as part of Prior Learning. Compton College is part of cohort 2 for MAP. MAP is meant to articulate courses at Compton with classes that appear on joint services transcripts for a variety of disciplines. Will most likely begin with CTE courses since they are more straight forward. Will be implementing Fall 2022
- f. Curriculum Report - Sean
 - i. First Curriculum Committee meeting Feb 22, 2022. 5 more meetings for SP22
 - ii. 4 professional development Curriculum Open Labs approved 3/14, 3/28, 4/25, 5/9 @ 3-4pm
 - iii. Met with Chairs on Feb 23rd regarding faculty that need to review courses in CNET
 - iv. Welcome Nathan, Rashid, and student Sadia Escobar to curriculum committee
 - v. Will attend ASCCC Spring 2022 Plenary as Compton College delegate
- g. Faculty Development Report - Andree
 - i. Not Present
- h. Enrollment Committee Report
 - i. No Report
- i. OER Committee Report
 - i. No Report

5. Consent Agenda (2 min)

Sean M. motioned to approve Consent Agenda as amended. Kent S. seconded

- a. ~~2-Year CTE Course Review—No Proposed Changes: FILM 95—Cooperative Work Experience Education~~
- b. ~~2-Year CTE Course Review—Conditions of Enrollment: MTT 103 - Conventional and CNC Turning.~~
- c. ~~6-Year Standard Course Review—No Proposed Changes: ASTR 120H - Honors The Solar System; ASTR 125 - Stars and Galaxies; and ENGL 241 - American Literature II.~~
- d. ~~Distance Education—Fully Online: ASTR 120H - Honors The Solar System; ASTR 125 - Stars and Galaxies; ENGL 241 - American Literature II; and MTT 103 - Conventional and CNC Turning.~~
- e. ~~Distance Education—EFOMA: FILM 95—Cooperative Work Experience Education.~~
- f. ~~Updated Textbook: POLI 101H - Honors Governments of the United States and California.~~
- g. ~~New Courses—Distance Education Fully Online: PHYS 101 - Physics for Engineers and Scientists I; and PHYS 102 - Physics for Engineers and Scientists II.~~

6. Unfinished Business (40 min)

- a. First Read/Second Read/Approve: Keep Desiree Corona-Ramirez as permanent Guided Pathways Committee Tri-Chair
 - **Valerie W. motions to approve Desiree Corona Ramirez as GP Committee Tri-Chair. Carlos Maruri seconded. Approved**
- b. First Read/Second Read/Approve: CNET Course Inactivation revision to Basic

Course Information to include a Division Date and check boxes for justification rationales. (3 min)

Sean M. motioned to open discussion on item 6b. Kent S. seconded.

- Revision in CNET to increase transparency. Courses have come to academic senate for inactivation but senate did not approve due to many questions. For more transparency the template was revised. It adds inactivation date. The faculty can start the process but has to be approved by division before an inactivation date can be added. It also requires a reason for inactivation. It's a way to increase transparency on inactivation requests/process.
- Valerie W.: How can we make sure that the decision is discipline oriented? How much input do other disciplines in the division have in the decision, especially since it's coming to a division vote for approval?
- Valerie W.: Does it need to be unanimous decision by division?
 - It would just need majority vote
- Jasmine P.: Faculty initiate process but Senate ultimately decides the inactivation?
- Kendahl R.: Is there a way for an inactivation request to be flagged in the system to make sure something is not inactivated by mistake?
 - It is reviewed and approved by every member in the curriculum committee to avoid this type of mistake
- David McP.: How long would faculty recommend a course be inactivated?
 - General rule of thumb is if the course has not been offered in the past 5 years and is not planned to be offered in three years (~8-year period)

Kent S. motioned to approve this change. Sean M. seconded. Approved

c. First Read/Second Read/Approve: BP 4045 - Textbooks and Instructional Materials (3 min)

- **Carlos M. motioned to open discussion. Sean M. seconded.**
- **Kent S. motioned to approve. Valerie W. seconded. Approved.**

d. First Read/Second Read/Approve: BP 4100.1 – Catalog Rights (3 min)

- **Carlos M. motioned to open discussion. Don M. seconded.**
- Karina L: does “EW” count for continuous enrollment?
 - Carlos: covered under documented military or medical leave
- VP Berger: Provided feedback from Dean and Managers meeting for changes that were not included in draft provided to Senate
- Recommended to revisit this BP with edits in future meeting
- **Jasmine P. motioned to close discussion. Sean M. seconded.**

e. First Read/Second Read/Approve: AR 4102 – Career and Technical Education Programs (3 min)

- **Don M. motioned to open discussion on item. Carlos M. seconded.**
- VP Berger: will resend email from Deans and Managers with recommendations
- **Carlos M. motioned to close discussion. Jasmine P. seconded.**

- f. First Read/Second Read/Approve: BP 4226 – Multiple and Overlapping Enrollments (3 min)
- **Don M. motioned to open discussion. Valerie W. seconded.**
 - VP Berger: As we work on AR, be mindful of the 10-minute gap that we need to collect apportionment. We can't collect apportionment for students more than 50 minutes in every 60min hour.
 - Will continue working with dean/chairs to schedule appropriately to prevent overlapping courses
 - **Theresa B. motioned to approve BP4226. Pamela W. seconded. Approved**
- g. First Read/Second Read/Approve: AR 4236 – Advanced Placement Credit (3 min)
- **Carlos M. motioned to open discussion. Jasmine P. seconded.**
 - VP Berger: Replace AA/AS GE reqs with Compton College General Education requirements (we only have one GE pattern now)
 - **Carlos M. motioned to approve policy as amended. Michael V. seconded. Approved.**
- h. Academic Senate Constitution – Proposed Edits & Civility Issues (25 min)
- **Carlos M. motioned to open discussion. Jasmine P. seconded**
 - Reviewed example of Uncivility by Dr. Paul Flor in an email communication. Situation has been elevated to HR and is being investigated.
 - Civility Issues Item was included because of the discussion tone during last Senate meeting. Asks to review proposed edits collegially
 - David MCP.: Were you able to share other academic senate that has similar bylaws as proposed edits
 - Minodora shared Cerritos College, MtSAC, Glendale Community College
 - Original purpose to move subcommittee chairs from e-board to voting members in Senate was because they already have a lot of meetings to attend and not being compensated for their time
 - Sean M.: Shared examples of other colleges that include Curriculum Chair in Senate e-board (i.e., LBCC, Orange Coast Community College, Irvine Valley College, Citrus College, Cuesta College, Fresno City College, Chaffee College). Curriculum Chair has been part of e-board at Compton College for decades and gets release time from the 120 percent that is shared amongst the officers. This makes this a different position from the other subcommittee chairs. Curriculum Chair is voted in by Senate. Also, Curriculum is the first item on the 10+1 items and highlights the importance of this position in e-board. Other colleges have faculty vice president of curriculum that chairs curriculum committee.
 - Hoa P.: Curriculum Chair is voted in by Senate but subcommittee chairs are not. This might be what makes Curriculum Chair different. If this is the case, why are we removing Curriculum Chair from e-board?
 - Minodora M.: Other positions are approved by Senate as well
 - Hoa P: Are the other subcommittee chairs voted in by senate?
 - a. Holly S.: Yes. The bylaws say that is the process
 - Sean M: Maybe we can have the subcommittee chairs be elected/voted by committee members instead of appointed by Senate President.
 - a. Minodora M.: Typically select people to chair a committee that have been a part of the committee. Not a bad idea to have chair be elected by committee then final approval by Senate
 - Sean M.: If Curriculum Committee Chair is no longer an officer and will be treated like all subcommittee chairs, how will release time work? How will it affect the release time provided to that position?
 - a. Minodora M.: It won't affect release time. Whoever is in that role will still get the release time through Senate because that is the system we have right now.
 - b. Sean M.: It is the system right now because Curriculum Chair is an officer. That's why the pay is provided to all the officers. If that changes,

the release time will be different

- i. Minodora: Doesn't think the change will affect the release time of Curriculum Chair.
- Hoa Pham: Why change that someone can be removed due to not fulfilling duties to now just by a written justification?
 - Judy C.: Faculty Development developed a job description/position for subcommittee chair to receive release time but it hasn't happened yet. Process of writing the job description was to include how the person was voted in, attendance, reasons to be recalled, etc., however isn't expecting subcommittee chair to be part of e-board
 - Kent S.: This constitution guides all subcommittees, unless they create their own constitution and is approved by Senate.
 - Sean M.: Addressed comments in the chat. Curriculum Chair was part of e-board when he stepped into position. Can we address discussion on the chat about reasons for removing someone outside of not fulfilling duties?
 - Michael V.: addressed comment in the chat about an example being someone violating civility standards. Maybe we should add this clause in constitution instead of removing 'not fulfilling duties'
 - a. Kent S.: This should be covered under the 'just cause' for recall
 - b. Sean M.: removing 'not fulfilling duties', might leave room for ambiguity and interpretation and perspective/perception. If we do add civility clause, it might be a good idea to attach a date; people might interpret that it could be retroactive
 - c. Jasmine P.: If there was a civility problem before, why wouldn't we be able to use it for that reason. Purpose of constitution is to decide how we operate as a body. Doesn't believe anyone would want to support uncivility so a date wouldn't matter.
 - d. Sean M.: Is the reason it's being done to make it retroactive?
 - e. Minodora: The civility statement has already been part of the constitution. We are not adding new rules regarding uncivility, there is nothing retroactive regarding uncivility
 - f. Valerie W.: Maybe we can add "for example..." for 'just cause'.
 - i. Sean M.: This might help with some clarity
 - g. Jasmine P.: Maybe adding a "not limited to job duties". We want to keep it open because we can't really list examples of every single thing people can do to hinder the process of Senate moving forward
 - **Kent S. motioned to table discussion to next meeting and ask that Senators provide specific examples of revisions to areas of concerns. Sean M. seconded. Approved**

Jasmine P. motioned to extend meeting by 8 minutes. Pamela W. seconded. Approved (Nay: Theresa B., Kent S.)

7. New Business (15 min)

- a. AB 361 Resolution to Continue Remote Meetings in March 2022 (2 min)
 - Needs to be done in a monthly basis to keep meeting remotely
 - **Charles H. motioned to approve AB361. Valerie W. seconded. Approved**
- b. Equity Definition Update (3 min)
 - **Jasmine P. motioned to table item 7b until next meeting. Michael V. seconded. Approved**
- c. Proposed New Programs of Study – Select Programs to Research and Forward Formal Recommendation to Administration (10 min)
 - **Michael V. motioned to open discussion. Jasmine P. seconded**
 - During a previous Senate meeting, senators proposed New Programs of Study that should be offered at Compton College. Now we need to submit proposals that are substantiated by data and will have a

good chance of succeeding. Goal for this meeting it to highlight 5-6 of the proposed programs and assign senators to do research to present during next Senate meeting. We need to submit proposals to the district by the end of April

- **David McP. motioned to extend meeting until 3:50pm. Michael V. seconded. Approved. (Nay: Noemi M., Sean M., Janette M., Valerie W.).**
- Katherine: Expand current Biomanufacturing program to offer a Bachelors in Biomanufacturing. Research has already been completed.
- Highlighted courses that will be explored further: Respiratory Therapy, Special Education (Cassandra W./David McP.), Speech Language Pathology (David McP.), Software/App Development (Victoria M.), Game Design (Victoria M.), Cannabis Industry (faculty that attend conference), Urban Horticulture, Radiology Tech (Minodora M.), Machine Learning/Artificial Intelligence (Michael V./Victoria M.)
- **Sean M. motioned to close discussion. Michael V. seconded. Approved**

Sean M. motioned to adjourn meeting. David McP. seconded. Approved.

8. Discussion Items (15 min)

- a. Propose Hiring Freeze at Compton College Due to Low Enrollment (5 min)
- b. CSUDH MA Students - Propose Process for Them to Intern at Compton College (5 min)
- c. Dual Enrollment Issues – Propose Recommendations (5 min)

9. Informational Items

10. Future Agenda Items

- a. SOAA – one reading only
- b. New Senator Orientation
- c. Elections
 - Senate Secretary
 - Curriculum Chair
 - Adjunct Representative

11. Public Comment

12. Adjournment at 3:52pm

Next Scheduled Meeting: March 17th, 2022, at 2:00 pm

Zoom Link:

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COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4100.1 Catalog Rights

Issued: June 19, 2018

References:

Education Code Section 78300 et seq; Title 5, Sections 55002, 55160(b)

The Compton College Catalog specifies the general education, major, and unit requirements which the student must satisfy to qualify for an Associate Degree, a Certificate of Achievement, a Certificate of Accomplishment, a Certificate of Completion, or a Certificate of Competency. Students who have maintained continuous enrollment may choose to graduate under the catalog requirements in effect either 1) at the time they began attending Compton College continuously or 2) at the time they graduate from Compton College.

For the purposes of meeting degree or certificate requirements, students may elect to meet the requirements of either:

1. The catalog that was in effect at the time they began and maintained continuous enrollment at Compton College; or
2. Any catalog that is or has been in effect during the time that they have maintained continuous enrollment before graduation; or
3. The catalog that is in effect at the time they file an application for a degree or certificate.

For degree and certificate purposes, continuous enrollment is defined as enrolling at Compton College at least one semester, (excluding summer and winter terms) each academic year and receiving a letter grade, "W" (Withdrawal), CR/NC (Credit/No Credit, or Pass/No Pass on the transcript.

Students maintain catalog rights by maintaining continuous enrollment at [Compton College] — that is, by receiving a grade of "A," "B," "C," "D," "F," "CR," "P," "NC," "NP," "SP," "RD," "W," "MW," "EW," or "I" on their transcripts for at least one course per academic year. Documented military or medical leave or attendance at another regionally accredited institution of higher learning will not be considered an interruption of enrollment. This policy supersedes all previous catalog rights provisions and applies only to programs at Compton College. The academic year is considered Fall and Spring and does not include the Summer or Winter term for continuous enrollment purposes.

This policy does not apply to degrees and certificates which are governed or regulated by outside government agencies, or which require licensure or certification through one of these agencies, such as Nursing and Cosmetology. In these cases, students must meet the catalog in effect at the time an application is filed, of initial enrollment.

Commented [TB1]: could not find BP 4100.1 easily; the majority of institutions only have 4100 a general description of degree granting and catalog rights is an AR

Commented [TB2]: Recommend break paragraph into smaller sections for an easier read

Commented [TB3]: Since gen ed is not part of the "certificate" requirement, should this sentence be broken up into two? One for AA/AS degree and another for Certs?

Commented [TB4R3]: Or delete "general ed, major, and unit"

Commented [TB5]: Do we consider extenuating circumstances? Reference Santa Barbara College "exceptions to catalog rights"

Commented [TB6R5]: "Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the control of the student."

Commented [CM7R5]: If we include EW that should take care of this

Commented [CM8]: Seems like #2 includes #3

Commented [TB9]: Reference Mt. Sac BP 4100

Commented [CM10]: What about including EWs?

Commented [SB11]: Included as MW.

Commented [SB12]: There is no such thing as a medical leave for students.

Commented [SB13]: This contradicts the first sentence that enrollment is at Compton College.

Commented [CM14]: Make sure to ask Senate their feelings on this

Commented [SB15]: This sentence is not needed as the policy is effective once approved by the Board of Trustees.

Commented [TB16]: Reference [Cypress College](#) Catalog Rights

Commented [CM17]: Seems to contradict prior sentence

Commented [CM18R17]: Any changes are up to the agency



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4102 Career and Technical Education Programs

Issued: June 19, 2018

Commented [JM1]: Peralta College

References:

California Code of Administrative Regulations Sections 55600 et seq.
34 Code of Federal Regulations Part 600
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
Title 5 Sections 55600 et seq.
2 Code of Federal Regulations Part 200 (The Federal Education Department General Administrative Regulations, 2nd Edition)
ACCJC Accreditation Standard ii.A.14

Title 5 Sections 55600 et seq.
California Code of Administrative Regulations Sections 55600 et seq.
34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended)
Title 5 Sections 55600 et seq.
2 Code of Federal Regulations Part 200 (The Federal Education Department General Administrative Regulations, 2nd Edition)
ACCJC Accreditation Standard ii.A.14

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I. Advisory Committees

All Career Technical Education Programs are to have regularly scheduled advisory committee meetings. Advisory committee membership should include working professionals in the appropriate program field whose expertise would benefit the growth and development of the program. ~~Advisory committees are used for planning purposes, curriculum development, District relations, and maintaining career/ technical education programs that are relative to job needs and up to date with current field practices.~~

Commented [FP2]: Refer to "programs" throughout. Each CTE program has its specific advisory committee.

II. Functions of the a Career/Technical Education Advisory Committee

- A. Advisory committees are used for planning purposes, curriculum development, District relations, and maintaining career/ technical education programs that are relative relevant to job workforce development needs and up to date prevalent with current field practices. Such recommendations may be included in the programs' academic program review.
- B. To interpret the programs to the communities served and the communities' needs to the college.

- C. To furnish specialized information and advice on technical requirements and trends for the effective operation of the programs.
- D. To provide channels of communication between ~~a the~~ College and the various organizations and agencies of the community interested in the programs.
- E. To further a cooperative relationship between ~~a the~~ College and the resource agencies of the community (including local industries) in support of the program.

III. Operation of the Advisory Committee

- A. An instructional faculty member of the particular career/technical education program or designee or a member of the advisory committee may ~~ora member of the advisory committee may shall~~ serve as chairperson of the committee and shall preside at all meetings.
- B. Subcommittees may be appointed, if and as desired by the committee.
- ~~C. Committee responsibilities of individual members may be designated, as required.~~
- D. Meetings shall have prepared agendas that are sent to committee members and other appropriate parties in advance of the meeting and kept on file.
- E. Minutes shall be taken at all meetings by a designee and shall become a permanent record of the meeting and shall be kept on file.
- F. It is recommended that meetings be held ~~at least~~ twice during the academic year, but at least once.
- G. Additional meetings may be called by the committee chairperson ~~appropriate administrator~~, as necessary.

Commented [SLB3]: Giving the advisory members the opportunity to chair/facilitate provides external leadership from industry partners to guide the program and ensure we are meeting the needs of industry.

IV. Documenting Competencies of Students in Career/Technical Programs

All programs are responsible for monitoring, documenting, and communicating with their advisory committee how students are progressing toward the competencies, objectives, and student learning outcomes identified for the particular program. Students may demonstrate proficiency in one or more of the following ways:

- A. Achieving grades on all assignments and examinations in each course within the programs that would enable them to receive a certificate of proficiency, certificate of achievement, and/or a degree in a particular field.
- B. Performing all identified skills needed to enter a particular profession at a level that indicates proficiency in the particular skill.
- C. Completing all required clinical rotations or internships as required by the particular

program.

D. Passing all required local, state, and or national certification or licensure tests or examinations.

E. Achieving identified course, program, and institutional learning outcomes.

V. **~~Compliance with United States Department of Education Gainful Employment Requirements~~**

~~Consistent with federal regulations pertaining to federal financial aid eligibility, the Vice President, of Academic Affairs will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website. The Vice President of Academic Affairs, Academic Senate shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.~~

Commented [JM4]: Same as ECC. Primary responsibility: VP Academic Affairs.

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Commented [SLB5]: This is no longer required. Betsy DeVos gutted the gainful employment requirements.

The Vice President of Academic Affairs, Academic Senate shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

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**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 "**THE ACADEMIC SENATE**").

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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 Compton Community College District Board of Trustees or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate. "Consult collegially" means that the district governing board will relying primarily upon the advice and judgment of the Academic Senate.~~ 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.

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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 Academic Senate, in order to maintain “effective participation” will consult with affected parties and afford them the opportunities to review and comment upon recommendations, proposals, and other matters. The Academic Senate will hear and give due consideration to such input; however, the Academic Senate retains its primacy regarding academic and professional matters and is not bound to adopt, accommodate, or reach consensus on concerns raised by other constituent groups (ASCCC Local Senates Handbook, 2020, p. 12-13).

The Academic Senate shall present its written views and recommendations to the Board of Trustees through regularly established channels. However, the Academic Senate, after consultation with the administration, may present its views and recommendations directly to the Board of Trustees.

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

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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.

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ARTICLE IV: Civility Statement

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

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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.
- 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 **the** community that we serve.

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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 **F**aculty) 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.

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SECTION 2. ORGANIZATION

- a. The senators shall be elected from the faculty in each division. Counseling shall be treated as a division.
- b. Divisions having Full Time Equivalent Faculty (FTEF) shall be entitled to senate members on the following basis:
 - 1-14 Full Time Faculty- 3 members
 - 15 and above Full Time Faculty- 5 members
- c. The composition of the Senate shall be as follows:
 - Fine Arts, Communications and Humanities (**FACH**) - 5 senators (1 of the 5 shall be elected from Library Sciences)

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- Science, Technology, Engineering and Math (STEM) - 5 senators
- Counseling - 5 senators
- Social Sciences **[SS]** - 3 senators
- Business and Industrial Studies **[BIS]** - 3 senators
- Health and Public Services **[HPS]** - 3 senators
- Adjunct ~~F~~ **Faculty** - 2 senators

d. Senators representing divisions, teaching or non-teaching faculty not represented by a Division Chairperson, shall be tenured members of the faculty or full-time faculty in at least their second contract year.

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SECTION 3. EX-OFFICIO SENATE MEMBERS

The term “ex-officio member” shall mean a voting or non-voting member of the Senate who shall serve as a resource person, advisor, and/or communication link with other campus decision-making bodies. A collaborative and independent Senate and Union will help cultivate a unified and supported faculty body.

a. Ex-Officio Senate Members –Voting

- Union President
- Senate Sub-Committee Chairs

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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

c. Academic Senate Duties of the Union President

- 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.

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d. Academic Senate Duties of the Curriculum Chair,

- i. Chair the Curriculum Committee.

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- 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. Bring matters from the Curriculum Committee that requires voting approval from the Academic Senate.
- iv. Keep the Academic Senate and the College faculty aware of all matters related to curriculum as discussed by the Compton College Curriculum Committee.

e. Academic Senate Duties of the Distance Education Faculty Coordinator

- i. Chair the Distance Education Advisory Committee (DEAC).
- ii. Maintain records and report to the Academic Senate all actions taken, policies and procedures created by the DEAC Distance Education Advisory Committee and responses thereto.
- iii. Bring matters from the DEAC Distance Education Advisory Committee that require voting approval from the Academic Senate.
- iv. Chair the Distance Education Curriculum Sub-committee (DECS).
- v. Perform such other tasks as the Senate may assign.

f. Academic Senate Duties of the Faculty Development Chair

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

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ARTICLE VI: 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, after their second evaluation, is eligible to serve. In the event there are not enough eligible faculty candidates, a

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division can select faculty who are in their first contract year, after their first evaluation, and will be considered by the Executive Board.

- 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.

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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 in accordance with the election procedures for adjunct senators.

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SECTION 3. SUBCOMMITTEE CHAIRS

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a. The Academic Senate shall elect its Senate Sub-committee Chairs from tenured members of the full-time faculty. 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. Nominations for chair positions 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 Vice President shall be responsible for conducting the election by ~~secret ballot~~ vote. To be elected, a candidate must receive a vote from a plurality of those senators voting.

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b. When applicable, the elected Subcommittee Chair will subsequently apply for the chair position through the District application process.

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SECTION 3. DUTIES OF A SENATOR

Senators shall:

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

Senators shall adhere to duties set forth in BP 2520 Academic Senate and the Senate Constitution and Bylaws. Failure to adhere to BP 2520 and the Senate Constitution and Bylaws may be grounds for removal.

ARTICLE VII: OFFICERS

SECTION 1.

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

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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. All nominees for President shall be sitting full-time Senators. If no sitting senators seek the position of the President, the Senate can open the election to all tenured full-time faculty who served in the Senate within the past three years. 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, Board Representative.

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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.~~ To be elected, a candidate must receive a vote from a plurality of those senators voting. If election voting should be deemed necessary due to campus closure because of an Executive Order, the voting process shall follow the guidelines laid out in Article VII, SECTION 2: Electronic Voting.

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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.

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~~The Academic Senate shall elect its Senate Subcommittee Chairs from tenured members of the full time faculty. 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. Nominations for chair positions 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 Vice President shall be responsible for conducting the election by secret ballot vote. To be elected, a candidate must receive a vote from a plurality of those senators voting.~~

~~When applicable, the elected Subcommittee Chair will subsequently apply for the chair position through the District application process.~~

~~SECTION 4.3.~~

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The term of officers, with the exception of the President-Elect which is one year, shall be 2 years from July 1 to June 30. Officers shall assume responsibilities on July 1 of his/her election.

~~SECTION 5.4:~~

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The term of each officer shall be for two years, with the exception of the President-Elect, who will serve a dual role for one year as President-Elect and Vice President, and two years as President which is cumulatively three 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 two terms consecutively. The President may run again following two consecutive terms after there is a minimum of a one term break.

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~~SECTION 6.5.:~~

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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 7.6. DUTIES OF THE PRESIDENT~~

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a. The President shall:

- ~~i.~~ Preside over meetings.
- ~~ii.~~ Prepare and distribute the agenda for all Academic Senate meetings. All relevant and timely items shall be added to the agenda for discussion.
- ~~iii.~~ Approve expenditures of all funds in consultation with the Executive Board.

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- ~~iii~~.iv. Upon invitation, attend meetings of the President/CEO's Cabinet and/or other appropriate District meetings.
- ~~iv~~.v. Recommend the agenda for all Academic Senate Board meetings in consultation with the Executive Board.
- ~~v~~.vi. Co-chair Consultative Council.
- ~~vi~~.vii. Prepare the agenda for Executive Board meetings. Executive Board members may suggest items to be added to the Executive Board Agenda and Academic Senate Agenda by majority vote.
- ~~viii~~.viii. 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*.
- ~~ix~~.ix. Recommend for the Academic Senate's approval a candidate for the position of legislative liaison. The legislative liaison shall be a sitting Senator or a member of the faculty.
- ~~x~~.x. Create appropriate Ad Hoc Committee on for Professional Standards and Ethics.
- ~~xiii~~.xi. 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.
- ~~x~~.xii. 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 Board, and campus committees.
- ~~x~~.xiii. 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.
- ~~x~~.xiv. 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~~ 7. 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. Review educational policies. The vice president may call on other faculty and other campus members to help investigate, monitor and propose matters

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- 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 98. DUTIES OF THE PRESIDENT-ELECT

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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 **District** governance structures; and learn the functions of the ASCCC. The President-Elect is encouraged to attend ASCCC Area C meetings and the plenary sessions.

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b. The President-Elect ~~will serve as the Vice-President of the Senate. may also hold another office in the Senate until beginning his/her term of office as President.~~

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

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SECTION 109. DUTIES OF THE SECRETARY

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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.

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SECTION 110. DUTIES OF THE TREASURER

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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. Input all budget items into the institution's software for Executive Board approval.
- iv. With the approval of the Executive Board, make all properly authorized payments for the Senate which are not inconsistent with the Bylaws, the Senate Rules or the Procedures, and which do not threaten the solvency of the

- Academic Senate.
- v. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

SECTION ~~12~~11. DUTIES OF THE PAST-PRESIDENT

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

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SECTION ~~13~~12. DUTIES OF THE FACULTY REPRESENTATIVE TO THE BOARD OF TRUSTEES

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- 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 14. DUTIES OF CURRICULUM CHAIR~~

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- ~~i.v. Chair the Curriculum Committee.~~
- ~~ii.vi. 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.vii. Bring matters from the Curriculum Committee that requires voting approval from the Academic Senate.~~
- ~~iv.viii. Keep the Academic Senate and the College faculty aware of all matters related to curriculum as discussed by the Compton College Curriculum Committee.~~

~~SECTION 15. DUTIES OF THE DISTANCE EDUCATION FACULTY CHAIR COORDINATOR~~

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- ~~i.vi. Chair the Distance Education Advisory Committee.~~
- ~~ii.vii. Maintain records and report to the Academic Senate all actions taken, policies and procedures created by the Distance Education Advisory Committee and responses thereto.~~

- ~~iii.viii.~~ Bring matters from the Distance Education Advisory Committee that require voting approval from the Academic Senate.
- ~~iv.ix.~~ Chair the Distance Education Curriculum Sub-committee.
- ~~v.x.~~ Perform such other tasks as the Senate may assign.

SECTION 16. DUTIES OF THE FACULTY DEVELOPMENT CHAIR

- ~~i.vi.~~ Chair the Faculty Development Committee.
- ~~ii.vii.~~ Maintain records and report to the Academic Senate all actions taken by the Faculty Development Committee and responses thereto.
- ~~iii.viii.~~ Bring matters from the Faculty Development Committee that require voting approval from the Academic Senate.
- ~~iv.ix.~~ 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.
- ~~v.x.~~ Perform such other tasks as the Senate may assign.

SECTION ~~17~~13. DUTIES OF THE ADJUNCT REPRESENTATIVE

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- 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 ~~18~~14. MEMBERSHIP OF THE EXECUTIVE BOARD

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- i. All officers, President, Vice President, Past President, President-Elect, Secretary, Board Representative, Treasurer, ~~Senate Subcommittee Chairs~~, 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.
- iii. The Executive Board may invite guests to an Executive Board meeting with majority Executive Board member approval.

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SECTION ~~19~~15. RECALL OF OFFICERS

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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. shall be provided in writing.~~

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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 VII Section 6.

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ARTICLE VIII: 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~~ distributed by the President, by the Executive Board. ~~At a meeting of the Faculty Senate, any senator may present an item for a future agenda of the Faculty Senate providing there is no protest, by a member of the Faculty Senate. In case of protest, a majority vote of the Faculty Senate shall prevail.~~

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~~f.d.~~ 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.

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~~g.c.~~ No proxy voting will be allowed.

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~~h.f.~~ The president may place the Senate into executive session as prescribed in *Robert's Rules of Order* (latest rev. ed.).

~~i.g.~~ Absence from three Senate meetings per semester 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.

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~~j.h.~~ 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.

ki 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.

lj The agenda for all meetings shall be prepared by the President ~~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.

Commented [MMM1]: This is the current practice, and has been the current practice for at least 2 past presidents.

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mk 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.

nl 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.

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om 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.

pn 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~~ and the winter months.

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SECTION 1. REMOTE MEETINGS

- a. The Academic Senate may meet remotely in the event that in person meetings are not allowed because of an Executive order.
 - The Senate must, each time, give notice of meetings, advertise the means by which the public may comment and the procedure the Senate will use to address “requests for reasonable modification or accommodation from individuals with disabilities, consistent with the *Americans with Disabilities Act* and resolving any doubt whatsoever in favor of accessibility.”
 - All requirements in both the *Bagley-Keene Act* and the *Brown Act* expressly or impliedly requiring the physical presence of members, the clerk, or other personnel of the body, or of the public as a condition of participation in or quorum for a public meeting are waived.
 - Where posting of agendas is concerned, The Senate is responsible for adhering to the same “timeframes” and “means otherwise prescribed by the *Bagley-Keene*

Act or the *Brown Act*” but that each notice must also give information about how members of the public may observe and comment and about how the legislative body will resolve requests for accommodations and accessible materials. The Senate may alert the public via “the most rapid means of communication available at the time” which may include ~~the Academic Senate’s Website~~ or an email communication.

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- When it is neither sound nor advisable to travel to the campus to post a physical agenda, but ~~the Senate~~ will make all efforts to ensure that the meetings are publically noticed in accordance with Government Code section 54954.2.
- The Senate may meet remotely using teleconference technology without providing a physical location or requiring any member or personnel be present at a physical location accessible to the public.
- The agenda does not need to state the teleconference location from which each member will participate.
- Members of the legislative body do not need to allow members of the public to join them at their physical location in order to comment. Instead, agendas and notices should state the means by which the public may participate.
- Agendas do not need to be posted at every teleconference location, as they normally would be under *Brown Act* or *Bagley-Keene*.
- The legislative body can meet remotely even if a quorum or more of its members are joining remotely from beyond the boundaries of the legislative body’s jurisdiction.
- The following procedures for speaking attendees, including both Senators and guests, participating remotely, are as follows:
 - When you join the meeting, all participants shall type their name and appropriate division in the chat box for attendance reporting in the minutes.
 - Participants shall wait to be called upon by the President to speak.
 - Participants shall state their name before they make a comment or ask a question so that they can be accurately acknowledged in the minutes.
 - All voting shall be conducted via technology that tracks an individual voting member’s vote to their name.

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SECTION 2: ELECTRONIC VOTING

The Senate and Senate ~~Sub-~~Committees may use electronic voting for resolutions, recommendations, or other deliberative matters, so long as the following requirements are fulfilled:

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- Compliance with *Robert’s Rules of Order*, relating to electronic voting in order to provide, at a minimum, simultaneous aural communications between all meeting participants.
- Compliance with all other committee meeting regulations provided for under this section.
- The Academic Senate has authorized voting electronically in advance.

- Voting members of ~~the~~ Senate all receive the same information.
- A date and time is set for the start and end of each electronic vote.
- No motion is approved by less than a majority of the current voting members of the entity, excluding vacancies.
- Votes conducted electronically are recorded in the minutes of the next regular meeting.
- The Vice President shall provide to each voter either a ballot or instructions for voting electronically, accompanied by all relevant texts, such as background information.
- For electronic voting, the Vice President shall utilize a system which verifies each voter's identity and which maintains security.
- The Vice President shall deliver the electronically received votes to the agency authorized to count the ballots and to certify the results to ~~the~~ Academic Senate Executive Board.
- The Vice President shall follow all elections procedures in Article VI.

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ARTICLE ~~IXVIII~~: COMMITTEES

SECTION 1. SUB-COMMITTEES

a. 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 Sub-Committee members shall be appointed by the Senate President in consultation with the Executive Board, and will be approved by the Senate. ~~The membership of any Faculty Senate Committee may be changed by majority vote of the Senate Sub-Committee.~~

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b. Standing Senate Sub-Committees shall adopt a Constitution which includes a mission and purpose statement, roles and responsibilities, and goals.

c. *Senate sub-committees include:*

- i. *Curriculum*
 - *Distance Education Curriculum*
- ii. *Distance Education Advisory Committee*
 - *Faculty Course Review*
- iii. *Faculty Development*

d. *Senate ad-hoc committees include:*

- i. *Professional Relations*
- ~~ii.~~ *Professional Standards and Ethics*

SECTION 2. DISTRICT COMMITTEES

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. Planning and Budget
6. Facilities
7. Technology
8. Enrollment Management
9. Student Success
10. Student Equity
11. Professional Learning and Engagement
12. Health, Safety, and Parking
13. Auxiliary Services
14. Audit
15. Calendar
16. Tartar Support Network
17. Tartar Focused and Directed Pathways to Completion

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 Executive Board so that a replacement can be sought.

C. 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.

D. Quorum and Voting:

- iii. The quorum for each standing committee shall consist of a majority of the committee membership, not including vacant positions.
- iv. A simple majority of those voting shall carry a motion.
- v. The chairperson shall have the right to vote on all matters.

E. 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.

F. Standing committees of the Senate are subject to the *Brown Act*.

SECTION 4. PROFESSIONAL RELATIONS COMMITTEE (AD HOC)

The Professional Relations Committee (PRC) is convened when necessary. The Academic Senate receives, 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.

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The committee presents its findings to the Executive Board of the Senate who ratifies the decision or requests additional information regarding 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 the Senate Executive Board.

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 academic year.

SECTION 5. PROFESSIONAL STANDARDS AND ETHICS

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The Academic Senate may consider matters of professional standards and ethics as may apply to academic institutional concerns. The Academic Senate may create an Ad Hoc Committee for such matters that concern the academic well-being and management of the institution. The Senate may, upon the Ad Hoc Committee findings, pass: a) Resolutions of Commendation b) Resolutions of Confidence c) Resolutions of No Confidence, or d) Resolutions of Censure, as well as other measures as it may deem appropriate and lawful.

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The Senate President will appoint a Senator or full-time faculty member to chair the Ad Hoc Committee. The Chair will then select several volunteers to help advise them with the tasks. The findings of the Ad Hoc Committee will be presented to the Academic Senate for discussion and ratification.

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 XI: 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.

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e. Editorial Changes. Non-substantive, editorial changes in the Constitution may be made by a majority vote of the Senate. *Any changes to the appendices may be made by a majority vote of the Senate.*

ARTICLE XII: 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*)

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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.

Revisions 4/2011 and 06/2020, and 2/2022.

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GOAL

Develop an inclusive Step-by-Step process for revising our Academic Senate Bylaws

- There is a need to establish an all-encompassing Academic Senate Bylaw revision process.
- One that embraces inclusiveness and fosters faculty participation from our diverse constituent groups.
- A collaborative group formed to exchange ideas together—both anonymously and designated.
- To support multiple perspectives—a transparent process should be established first before additional edits are adopted.

Step 1: Shared Aim—Design the Bylaws revision process here at Academic Senate together first.

Step 2: Faculty vote to approve the one Ad Hoc Bylaw Revision Committee revision process.

Ad Hoc Bylaws Revision Committee

Executive Board Members + 1 Senator From Each Area

Business and
Industrial Studies
1 Senate Member

Social Sciences
1 Senate Member

Health & Public
Service
1 Senate Member

STEM
1 Senate Member

FACH
1 Senate Member

Counseling
1 Senate Member

Step 3: Once approved, a call is made to create the Ad Hoc Bylaws Revision Committee during Academic Senate.

Step 4: The Ad Hoc Bylaws Revision Committee works together on revisions using feedback from both anonymous and designated contributors.

Step 5: The Ad Hoc Bylaws Revision Committee team presents these streamlined revisions to the Academic Senate.

Step 6: Vote to adopt.

Equity Definition Update

During the professional development day last week, the campus discussed the new definition of equity. Commentary from the audience suggested that the definition should explicitly name students with disabilities. The current definition, that was approved by the Academic Senate, reads:

Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity, backgrounds, or identity. Equity processes ensure that all people have an equal opportunity to engage and succeed in a high-quality education experience while providing all students with the tools to support their academic, career, and personal goals. Compton College students identify needs and solutions to equity problems on campus. Compton College identifies and removes barriers that produce inequity and intentionally designs new programs or refines services to provide each student with what they need to be successful in their college experience.

It would be helpful to know if the Academic Senate supports a revision of the definition to include “students with disabilities”. It also brings up the question if other groups that have been identified as disproportionately impacted at Compton College (e.g., LGBTQA, foster youth, veterans) should be explicitly named.

	Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
1	MAPPING PATHWAYS TO STUDENT END GOALS			
a	Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". <i>(Note: This practice was added to the SOAA in February 2019)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date:</i> Created Marketing & Communication material that is connected to academic program maps and Guided Pathways webpage. Uploaded program maps into Degree Works. Leveraged existing software tools (EMSI), CCCMyPath, Program Mapper, GPD Division pages connected to all career resources. <i>Term, if at scale or scaling:</i> Fall - 2020	<i>Next steps:</i> Fold in the Steps to Enrollment and Orientation throughout campus website. We will continue to leverage existing software tools (EMSI), CCCMyPath, Program Mapper, and GPD Resources to all career resources. Create part-time maps and maps to different universities so students can see what they need to take there to complete their bachelor's degree. Explore other local Compton College branded videos to include in the program maps. <i>Timeline for implementing next steps:</i> Fall 2022
b	Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date:</i> Reviewed CCCMyPath implementation and continued meetings with workgroup to assess its impact. Implemented program maps in Degree Works. Continued workgroup meeting with program maps to determine next steps. <i>Term, if at scale or scaling:</i> Fall 2020	<i>Next steps:</i> Continue to review CCCMyPath Analytics and intergrate connection to labor market data by Guided Pathway Division. Seek out opportunities to collaborate with Guided Pathways subcommittees such as First Year Experience, Career Clarity, and Career Technical Education (CTE). Explore a sixth GPD, exploratory pathway, for students who are undecided. Connect with Career Center, Career Clarity Committee, and GP Committee. <i>Timeline for implementing next steps:</i> Fall 2022
c	Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Updated Transfer Center and Career Center webpages with updated links to university webpages and career exploration tools. Program mapper is available and it includes employment information. The Career Clarity Committee (C3) continues to meet and makes recommendations on campus wide career readiness. <i>Timeline for Progress to Date</i> Term and Year Fall - 2020	<i>Next steps:</i> Embed College Central Netwrok to list of software tools and launch on university webpages and career exploration tools. <i>Timeline for implementing next steps:</i> Fall 2022
d	Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date:</i> Launched Program Mapper. Created Marketing & Communication material that is connected to academic program maps and Guided Pathways webpage. <i>Term, if at scale or scaling:</i> Spring 2020	<i>Next steps:</i> Create maps based on new programs and part-time schedules. Seek 4-year university partnerships to co-create transfer plans. <i>Timeline for implementing next steps:</i> Fall 2022
e	Required math courses are appropriately aligned with the student's field of study <i>(Note: This essential practice was moved from Area 2)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date:</i> Reflected upon the evaluation findings from the RP group to refine basic skills course, co-requisite, and support services to improve student outcomes, including throughput and completion, or other alternative student support strategies. Operationalized case management for students in STEM and across all five GPDs. Made sure courses being offered are consistent with program maps. Strong college support of the Stem Center, L-SSC, DSPS in their projects, and efforts to help all students. End of Spring 2021 provides the next benchmark to measure progress in this area. All forms of tutoring are to be continued. <i>Term, if at scale or scaling:</i> Fall 2020	<i>Next steps:</i> Use internal counseling document and make the information available to students in student-center lanugag. Information will be available in the catalog and campus website. <i>Timeline for implementing next steps:</i> Fall 2022
2	HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY			
a	Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Provided career training to counselors and to TSTs, to help strengthen a career culture. Funds from the College Futures Foundation were used to help provide career training. Workshops on careers and cross-department collaboration. The Career Center also hosts various career workshops, including undecided workshops. Additionally, students are encouraged to take Human Development courses, which help with career exploration. <i>Term, if at scale or scaling:</i> Spring 2020	<i>Next steps:</i> The Counseling Department and some Human Development faculty completed MBTI and Strong Training. Department will continue training such as SkillScan. Plan to develop an exploratory meta major. TST members to receive career training. <i>Timeline for implementing next steps:</i> Spring 2022
b		<input type="checkbox"/> Not occurring	<i>Progress to date:</i>	<i>Next steps:</i>

	Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.	<input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>The Student Success Center offers embedded tutoring/coaching, free 24/7 online tutoring services, including NetTutoand EdReady Math. Scaled CRM Advise Early Alerts and recently had a winter early alert institute, focusing on evaluating data and strengthening processes. Math faculty also offered just in time math workshops for students. The English and math instructional specialists targeted students who were unsuccessful in fall 2021 for a winter bootcamp before they repeat the transfer-level class in spring.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p>Provide more CRM Advise training to staff, faculty, and administration. Continue to evaluate CRM Advise implementation and review how we are leveraging technology to connect students to services effectively. Create opportunities to support across campus. Redesign tutor training in the Student Success Center.</p> <p>Timeline for implementing next steps: Spring 2022</p>
c	Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date: With CRM Advise, utilized analytics and continued to build proactive in-reach. Invested in professional development for teaching and learning. Implemented a tracking system that is connected to CRM Advise. Math faculty offer just in time math workshops for students. The math instructional specialist targeted students who were unsuccessful in fall 2021 for a winter bootcamp before they repeat the transfer-level class in spring.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p>Next steps: Creating Canvas Shells for courses for faculty to adopt that include resources for students and OER materials. Expanding Just in Time Workshops for students and number of corequisite support classes offered.</p> <p>Timeline for implementing next steps: Fall 2022</p>
d	Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date: Implemented CRM Advise to intentionally target all students in English courses for analytics and intentional, proactive in-reach. Continued assessment of access and success of first year gateway English completion will take place. Had English instructors teach gateway English courses and include all SSC reading/writing support services on their syllabus. The English instructional specialist targeted students who were unsuccessful in fall 2021 for a winter bootcamp before they repeat the transfer-level class in spring.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p>Next steps: Creating noncredit support classes for students enrolled in English 101. Continuing Community of Practice and alignment of English 101 with English 101S.</p> <p>Timeline for implementing next steps: Fall 2022</p>
e	Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date: The college reviewed student level data and access to TSTs for timely and proactive intervention. The TSTs received training on CRM Advise, scale, and helped provide support for students. All instructors included SSC support services on their syllabus. SSC Instructional Specialist participated in GP Tartar Success Teams to strategize and plan for intensive support so students can succeed in all college-level courses as soon as possible.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p>Next steps: Provide tutors to SRC students. Offer EDEV classes to increase student succes in Math and English courses. Will provide Ed Ready support.</p> <p>Timeline for implementing next steps: Fall 2022</p>
f	The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date: The college created opt-out scheduling and block scheduling for dual enrolled and AB 288 students. Prepared literature in Spanish. Continued outreach and recruitment activities and strengthened relationships with feeder high schools.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p>Next steps: Work with Career Ladders Project to host Faculty to faculty dialogues. This will help us align our curriculum with our local high school districts and career education program.</p> <p>Timeline for implementing next steps: Fall 2022</p>
3	KEEPING STUDENTS ON PATH			
a	Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date: Maximized the utilization of Degree Works to further student completion and transition through student driven videos explaining Degree Works and how to use it, and student utilization of "what if" scenarios to assess degree options and self-assessment features to determine whether they are on track in their program. Mapped abbreviated student educational plans, comprehensive educational plan, and certificate information from Banner to CRM Advise. This helped with timely interventions for student progress. The college explored analytics in Banner and this suite was deployed.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p>Next steps: The Counseling and Admissions & Records workgroup will continue to campaign for graduation and change of major. Will send notification to students who are close to completing their program. Explore how to incorporate outreach into the case management model for Success Teams.</p> <p>Timeline for implementing next steps: Fall 2022</p>
b		<input type="checkbox"/> Not occurring	Progress to date:	

	Students can easily see how far they have come and what they need to do to complete their program.	<input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Launched program mapper. Uploaded program maps into DegreeWorks. Maximized the utilization of Degree Works to further student completion and transition through student driven videos explained Degree Works and how to use it, and student utilization of "what if" scenarios to assess degree options and self-assessment features to determine whether students are on track in their program. Mapped abbreviated student educational plans, comprehensive educational plan, certificate information from Banner to CRM Advise. This helped with timely interventions for student progress. The college explored analytics in Banner and this suite was deployed.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p>Continue to maximize DegreeWorks to further student completion and transition through self-assessments, degree options, and audits.</p> <p>Timeline for implementing next steps: Fall 2022</p>
c	Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date: The Tartar Success Teams inreach to students via CRM Advise. In winter 2021, there was an early alert institute, focusing on strengthening processes and evaluating data. The early alert process continues to be refined and evaluated.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p>Next steps: Leverage Early Alert system to provide outreach and intervention strategies to support student success. Host continious trainings for Tartar Success Teams to utilize CRM Advise Early Alert.</p> <p>Timeline for implementing next steps: Fall 2022</p>
d	Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date: Trained Guided Pathway Counselors, Student Services Advisors, and student support staff on Guided Pathway Division on transfer, career, internship and employment opportunities. The College Futures Foundation provided funding that supported Career Services training. Has guest speakers, career panels and workshops led by TSTs.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p>Next steps: Investigate current process to redirect students to relevant programs in their Guided Pathway Division. Current programs include CNAand LVN which is being developed.</p> <p>Timeline for implementing next steps: Fall 2022</p>
e	The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date: Met with ITS to begin discussing how to track data from student educational plans in Degree Works for course scheduling/course enrollment. Maximized Banner, Degree Works, and Argos for course scheduling/course enrollment. New schedule grid times were implemented for fall 2021 to allow students more opportunities to enroll in courses. Utilized data to explore student needs in scheduling times.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p>Next steps: CSULA EdD. students conducted a fieldwork study of the 41 programs of study at Compton College and of those programs which were offered in full and which programs included courses that had not been offered within the last three years. This data compiled by using the catalog, program mapper, and IE information, is being used for future schedule development by the Deans and Division Chairs to ensure timely student completion.</p> <p>Timeline for implementing next steps: Fall 2022</p>
4 ENSURING THAT STUDENTS ARE LEARNING				
a	Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date: Collaborated with CTE Employment Outcomes Survey (CTEOS) to inform program plans/review and accreditation. Tracked students after degree/ certificate completion.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p>Next steps: Continue to track students after degree, certificate, transfe, and completion.</p> <p>Timeline for implementing next steps: Fall 2022</p>
b	Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to the SOAA in February 2019)	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date: Included AtD in in teaching and learning professional learning opportunities for faculty to foster deep learning.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p>Next steps: Continue to provide professional development opportunities for faculty on creating inclusive classrooms where students think critically to solve meaning problems.</p> <p>Timeline for implementing next steps: Fall 2022</p>
c	Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date: Made information of such activity available to students by fliers, forums, emails, Compton College homepage etc. Experiential learning was managed within e-portfolio based structure via College Central Network.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p>Next steps: Tartat Success Teams provide oportunities to deepend knowledge through extracurricular activities. Events include Make it Happen, FACH Virtual paint night, and speaker series.</p> <p>Timeline for implementing next steps: Fall 2022</p>
d		<input type="checkbox"/> Not occurring	<p>Progress to date:</p>	<p>Next steps:</p>

	Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	<input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Implemented eLumen and provided training for faculty. Collected data for every course and established a new course reporting cycle to ensure all courses assessed within a four-year cycle.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2021</p>	<p>Set a course report (SLO analysis report) for all courses and ensure timely submissions of the reports through eLumen.</p> <p><i>Timeline for implementing next steps:</i> Fall 2022</p>
e	Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Continued gathering retention and success data to inform future professional activities. Implemented the Achieving the Dream Institutional Capacity Assessment tool. Continued partnership with Achieving the Dream.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p><i>Next steps:</i> Now that eLumen is implemented for instructional programs, implement improvements as indicated in course report submissions.</p> <p><i>Timeline for implementing next steps:</i> Fall 2022</p>
f	The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Implemented the Cooperative Work Experience Education program. Explored our own process for gathering placement data that connected to employers and created alumni relationship.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p><i>Next steps:</i> Expand the use of College Central Network to connect students and employers. Provide more work experience opportunities for students.</p> <p><i>Timeline for implementing next steps:</i> Fall 2022</p>
g	The college assesses the effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Administered climate survey via partnership with USC Race and Equity Center. Provided training for the Tartar Success Teams in each Guided Pathway regarding Student Equity Data, educational practice, and teaching and learning.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p><i>Next steps:</i> Obtain results and analysis from the climate survey conducted with students in spring 2021. Use those results to design professional development aims at improving campus climate.</p> <p><i>Timeline for implementing next steps:</i> Fall 2022</p>

VERSION 1.0
MARCH 17TH, 2022

NEW SENATOR ORIENTATION



PRESENTED BY: MINODORA MOLDOVEANU, ED.D.

ACADEMIC SENATE PRESIDENT, 2020-2022
COMPTON COLLEGE

SENATE HISTORY

- 1963: Assembly resolution asking Board of Education to establish academic senates. • Gave senates the legal jurisdiction over “academic and professional” matters. •
- 1988: AB 1725 • Decoupled community colleges and K – 12 • Gave academic senates more purview

Academic Senate Purpose

The passage of AB 1725 in 1988 granted the Academic Senate the role as the college’s primary authority on academic and professional matters.

Our purpose is to represent all faculty in dealings with Administration and the Board of Trustees, in developing, revising, and implementing college-wide policies and procedures that concern faculty. The Academic Senate should strengthen the role faculty plays in the collaborative governance process. Furthermore, the Academic Senate should provide a platform where faculty discuss, debate, formulate resolutions and recommendations, provide opinions on academic and professional matters, as well as on other issues of concern.

The Academic Senate is a democratically elected group of faculty who represent their respective divisions.

The Senators

Senators are elected by each division to represent their respective divisions in Academic Senate meetings. Senators may make motions during Senate meetings, they can propose agenda items, write resolutions, and vote on items during Senate meetings. Senators are responsible for soliciting input from their divisions, as well as bringing Senate items to their respective divisions, keep their respective divisions informed of items discussed during Senate meetings. Senators are voting members of the Academic Senate. All other faculty members may attend Senate meetings and participate in discussions, but only senators will be allowed to vote.

Academic & Professional Matters

The Academic Senate's primary function is to make recommendations with respect to academic and professional matters.

Academic and Professional matters means the following policy development and implementation matters:

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.
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

2021-2022 Approved Academic Senate Goals

Ongoing

1. Establish a diverse representation on all campus committees.
2. Increase faculty attendance and involvement at Academic Senate meetings.
3. Support the growth of faculty professional development activities on campus.
 - a. Faculty Development Committee
 - b. Book Club
 - c. Suggestions during Academic Senate meetings
 - d. Provide suggestions to FDC/Academic Senate President/Senators of desired PD topics.
4. Increase transparency and communication between
 - a. Faculty and administration
 - b. Faculty members
5. Increase reliance on OER across all subjects
6. Continue to work on making our campus more inclusive and more equitable

Short Term

7. Alter CORs to increase focus on diversity, equity, and inclusion
8. Continue to support the implementation of AB705: Seymour-Campbell Student Success Act of 2012 for math and English.

Long Term

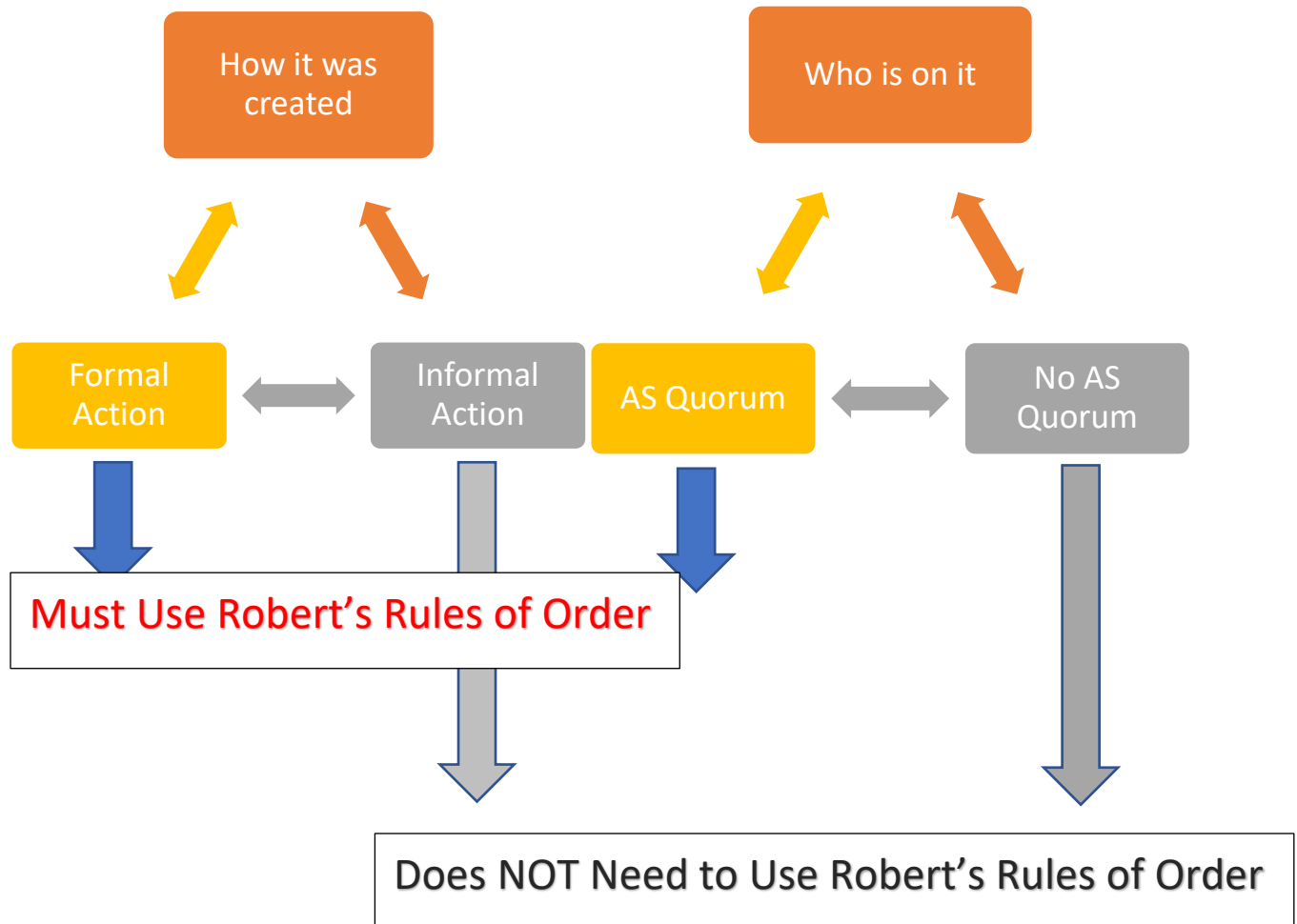
9. Assist in the structure and implementation of AB288: Public schools: College and Career Access Pathways Partnership Agreements with local high schools
10. Focus on increasing accessibility to all course material to achieve 504/508 compliance
11. Establish an Equity Certificate Program
 - a. The Equity Centered Syllabus
 - b. Equity Centered Pedagogy
 - c. Culturally relevant pedagogy
12. Add more Ethnic Studies courses
13. Implement data driven decision-making and evidence-based practices
 - a. Increase awareness of available student success and student retention data
 - b. Create dialogue based on the data
 - c. Change practices to improve student success and retention
14. Improve cultural education and cultural intelligence (CQ) on our campus

List of Acronyms and Commonly Used Terms at Compton College

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ADT	Associate Degree for Transfer
AR	Administrative Regulation
ASG	Associated Student Government
ASCCC	Academic Senate for California Community Colleges
BIS	Business and Industrial Studies Division
BP	Board Policy
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
Cal Works	A welfare reform program for the needy
CARE	Provides Foster/Kinship families needed resources
CCC	College Curriculum Committee
CCCD	Compton Community College District
CCCCO	California Community Colleges Chancellor's Office
CCCCE	Compton Community College Federation of Employees – Union
CMS	Course Management System
COLA	Cost of Living Adjustment
COR	Course Outline of Record
CTE	Career and Technical Education (formerly vocational education)
DE	Distance Education
DEAC	Distance Education Advisory Committee
DEFC	Distance Education Faculty Coordinator
EOP&S	Extended Opportunity Program & Services
EPC	Educational Policy Advisory Committee
ERP	Enterprise Resource Planning – software used by organizations to manage all of their information
FACCC	Faculty Association for California Community Colleges
FACH	Fine Arts, Communication, and Humanities Division
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience Program
GP/GPD	Guided Pathways/Guided Pathways Division
HBCU	Historically Black College University
HPS	Health and Public Services Division
HSI	Hispanic Serving Institution
HTP	Honors Transfer Program
IEC	Institutional Effectiveness Committee
IEPI	Institutional Effectiveness Partnership Initiatives
ILO	Institutional Learning Outcome
IR/IRP	Institutional Research/Institutional Research and Planning
ISER	Institutional Self-Evaluation Report
ITS	Information Technology Services

MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
OER	Open Educational Resources
OPEB	Other Postemployment Benefit (retiree benefits)
PBC	Planning and Budget Committee
PERS	Public Employment Retirement System
PLEC	Professional Learning and Engagement Committee
PLO	Program Level Outcome
POCR	Peer Online Course Review
PR	Program Review
PRP	Program Review & Planning (annual integrated planning system)
QFE	Quality Focus Essay (where the college chooses an area to work on as an institution; written in tandem with the ISER)
SAO	Service Area Outcome
SLO	Student Learning Outcome
SEP	Student Equity Program
SRC	Student Resource Center/DSP&S-Disabled Student Services
SSSP	Student Success and Support Program
STRS	Student Success & Support Program
SWP	Strong Workforce Program
WASC	Western Association of Schools and Colleges – Accrediting
Term	Meaning
AB705	Assembly bill that requires colleges to assist students in completing college level math and English in one year
AB1725	Signed in 1988, this assembly bill lays out the guidelines for governance in California Community Colleges
Attrition	The loss of students from one term to another
Canvas	Online learning management system used by our college
Collaborative Governance	Term used by Compton College that describes how decisions are made at the institution
Completion	The number of students successfully completing courses
Oliver W. Connor Promise	Agreement that offers students assistance with purchasing books and supplies.
College Promise	Formerly Board of Governance Fee Waiver – covers the cost of tuition for students
Persistence	The number of students who return to the college after a term, or a year
Title 5/Ed Code	California Code of Regulation section which details state law related to education
Title IX	A California Amendment that protects people from discrimination based on sex, gender, harassment, discrimination, threat, coercion, etc.

Robert's Rules of Order for Academic Senate Subcommittees



Robert's Rules Cheat Sheet

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Adjourn	"I move that we adjourn"	No	Yes	No	No	Majority
Recess	"I move that we recess until..."	No	Yes	No	Yes	Majority
Complain about noise, room temp., etc.	"Point of privilege"	Yes	No	No	No	Chair Decides
Suspend further consideration of something	"I move that we table it"	No	Yes	No	No	Majority
End debate	"I move the previous question"	No	Yes	No	No	2/3
Postpone consideration of something	"I move we postpone this matter until..."	No	Yes	Yes	Yes	Majority
Amend a motion	"I move that this motion be amended by..."	No	Yes	Yes	Yes	Majority
Introduce business (a primary motion)	"I move that..."	No	Yes	Yes	Yes	Majority

The above listed motions and points are listed in established order of precedence. When any one of them is pending, you may not introduce another that is listed below, but you may introduce another that is listed above it.

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Object to procedure or personal affront	"Point of order"	Yes	No	No	No	Chair decides
Request information	"Point of information"	Yes	No	No	No	None
Ask for vote by actual count to verify voice vote	"I call for a division of the house"	Must be done before new motion	No	No	No	None unless someone objects
Object to considering some undiplomatic or improper matter	"I object to consideration of this question"	Yes	No	No	No	2/3
Take up matter previously tabled	"I move we take from the table..."	Yes	Yes	No	No	Majority
Reconsider something already disposed of	"I move we now (or later) reconsider our action relative to..."	Yes	Yes	Only if original motion was debatable	No	Majority
Consider something out of its scheduled order	"I move we suspend the rules and consider..."	No	Yes	No	No	2/3
Vote on a ruling by the Chair	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority

The motions, points and proposals listed above have no established order of preference; any of them may be introduced at any time except when meeting is considering one of the top three matters listed from the first chart (Motion to Adjourn, Recess or Point of Privilege).

Procedure for Handling a Main Motion

NOTE: Nothing goes to discussion without a motion being on the floor.

Obtaining and assigning the floor

A member raises hand when no one else has the floor

- The chair recognizes the member by name

How the Motion is Brought Before the Assembly

- The member makes the motion: *I move that (or "to") ...* and resumes his seat.
- Another member seconds the motion: *I second the motion* or *I second it* or *second*.
- The chair states the motion: *It is moved and seconded that ... Are you ready for the question?*

Consideration of the Motion

1. Members can debate the motion.
2. Before speaking in debate, members obtain the floor.
3. The maker of the motion has first right to the floor if he claims it properly
4. Debate must be confined to the merits of the motion.
5. Debate can be closed only by order of the assembly (2/3 vote) or by the chair if no one seeks the floor for further debate.

The chair puts the motion to a vote

1. The chair asks: *Are you ready for the question?* If no one rises to claim the floor, the chair proceeds to take the vote.
2. The chair says: *The question is on the adoption of the motion that ... As many as are in favor, say 'Aye'.* (Pause for response.) *Those opposed, say 'Nay'.* (Pause for response.) *Those abstained please say 'Aye'.*

The chair announces the result of the vote

1. *The ayes have it, the motion carries, and ...* (indicating the effect of the vote) or
2. *The nays have it and the motion fails*

When Debating Your Motions

1. Listen to the other side
2. Focus on issues, not personalities
3. Avoid questioning motives
4. Be polite

How to Accomplish What You Want to Do Meetings

Main Motion

You want to propose a new idea or action for the group.

- After recognition, make a main motion.
- Member: "Madame Chairman, I move that _____."

Amending a Motion

You want to change some of the wording that is being discussed.

- After recognition, "Madame Chairman, I move that the motion be amended by adding the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words, _____, and adding in their place the following words _____."

Refer to a Committee

You feel that an idea or proposal being discussed needs more study and investigation.

- After recognition, "Madame Chairman, I move that the question be referred to a committee made up of members Smith, Jones and Brown."

Postpone Definitely

You want the membership to have more time to consider the question under discussion and you want to postpone it to a definite time or day, and have it come up for further consideration.

- After recognition, "Madame Chairman, I move to postpone the question until _____."

Previous Question

You think discussion has gone on for too long and you want to stop discussion and vote.

- After recognition, "Madam President, I move the previous question."

Limit Debate

You think discussion is getting long, but you want to give a reasonable length of time for consideration of the question.

- After recognition, "Madam President, I move to limit discussion to two minutes per speaker."

Postpone Indefinitely

You want to kill a motion that is being discussed.

- After recognition, "Madam Moderator, I move to postpone the question indefinitely."

Postpone Indefinitely

You are against a motion just proposed and want to learn who is for and who is against the motion.

- After recognition, "Madame President, I move to postpone the motion indefinitely."

Recess

You want to take a break for a while.

- After recognition, "Madame Moderator, I move to recess for ten minutes."

Adjournment

You want the meeting to end.

- After recognition, "Madame Chairman, I move to adjourn."

Permission to Withdraw a Motion

You have made a motion and after discussion, are sorry you made it.

- After recognition, "Madam President, I ask permission to withdraw my motion."

Call for Orders of The Day

At the beginning of the meeting, the agenda was adopted. The chairman is not following the order of the approved agenda.

- Without recognition, "Call for orders of the day."

Suspending the Rules

The agenda has been approved and as the meeting progressed, it became obvious that an item you are interested in will not come up before adjournment.

- After recognition, "Madam Chairman, I move to suspend the rules and move item 5 to position 2."

Point of Personal Privilege

The noise outside the meeting has become so great that you are having trouble hearing.

- Without recognition, "Point of personal privilege."
- Chairman: "State your point."
- Member: "There is too much noise, I can't hear."

Committee of The Whole

You are going to propose a question that is likely to be controversial and you feel that some of the members will try to kill it by various maneuvers. Also you want to keep out visitors and the press.

- After recognition, "Madame Chairman, I move that we go into a committee of the whole."

Point of Order

It is obvious that the meeting is not following proper rules.

- Without recognition, "I rise to a point of order," or "Point of order."

Point of Information

You are wondering about some of the facts under discussion, such as the balance in the treasury when expenditures are being discussed.

- Without recognition, "Point of information."

Point of Parliamentary Inquiry

You are confused about some of the parliamentary rules.

- Without recognition, "Point of parliamentary inquiry."

Appeal From the Decision of the Chair

Without recognition, "I appeal from the decision of the chair."

Rule Classification and Requirements

Class of Rule	Requirements to Adopt	Requirements to Suspend
Charter	Adopted by majority vote or as proved by law or governing authority	Cannot be suspended
Bylaws	Adopted by membership	Cannot be suspended
Special Rules of Order	Previous notice & 2/3 vote, or a majority of entire membership	2/3 Vote
Standing Rules	Majority vote	Can be suspended for session by majority vote during a meeting
Modified Roberts Rules of Order	Adopted in bylaws	2/3 vote

Roberts Rules of Order – Simplified

Guiding Principles:

- Everyone has the right to participate in discussion if they wish, before anyone may speak a second time.
- Everyone has the right to know what is going on at all times. Only urgent matters may interrupt a speaker.
- Only one thing (motion) can be discussed at a time.

A **motion** is the topic under discussion (e.g., “I move that we add a coffee break to this meeting”). After being recognized by the president of the board, any member can introduce a motion when no other motion is on the table. A motion requires a second to be considered. If there is no second, the matter is not considered. Each motion must be disposed of (passed, defeated, tabled, referred to committee, or postponed indefinitely).

How to do things:

You want to bring up a new idea before the group.

After recognition by the president of the board, present your motion. A second is required for the motion to go to the floor for discussion, or consideration.

You want to change some of the wording in a motion under discussion.

After recognition by the president of the board, move to amend by

- adding words,
- striking words or
- striking and inserting words.

You like the idea of a motion being discussed, but you need to reword it beyond simple word changes.

Move to substitute your motion for the original motion. If it is seconded, discussion will continue on both motions and eventually the body will vote on which motion they prefer.

You want more study and/or investigation given to the idea being discussed.

Move to refer to a committee. Try to be specific as to the charge to the committee.

You want more time personally to study the proposal being discussed.

Move to postpone to a definite time or date.

You are tired of the current discussion.

Move to limit debate to a set period of time or to a set number of speakers. Requires a 2/3rds vote.

You have heard enough discussion.

Move to close the debate. Also referred to as calling the question. This cuts off discussion and brings the assembly to a vote on the pending question only. Requires a 2/3rds vote.

You want to postpone a motion until some later time.

Move to table the motion. The motion may be taken from the table after 1 item of business has been conducted. If the motion is not taken from the table by the end of the next meeting, it is dead. To kill a motion at the time it is tabled requires a 2/3rds vote. A majority is required to table a motion without killing it.

You believe the discussion has drifted away from the agenda and want to bring it back.
 “Call for orders of the day.”

You want to take a short break.
 Move to recess for a set period of time.

You want to end the meeting.
 Move to adjourn.

You are unsure the president of the board announced the results of a vote correctly.
 Without being recognized, call for a “division of the house.” A roll call vote will then be taken.

You are confused about a procedure being used and want clarification.
 Without recognition, call for "Point of Information" or "Point of Parliamentary Inquiry." The president of the board will ask you to state your question and will attempt to clarify the situation.

You have changed your mind about something that was voted on earlier in the meeting for which you were on the winning side.
 Move to reconsider. If the majority agrees, the motion comes back on the floor as though the vote had not occurred.

You want to change an action voted on at an earlier meeting.
 Move to rescind. If previous written notice is given, a simple majority is required. If no notice is given, a 2/3^{rds} vote is required.

Unanimous Consent:

If a matter is considered relatively minor or opposition is not expected, a call for unanimous consent may be requested. If the request is made by others, the president of the board will repeat the request and then pause for objections. If none are heard, the motion passes.

- **You may INTERRUPT a speaker for these reasons only:**
 - to get information about business –point of information to get information about rules– parliamentary inquiry
 - if you can't hear, safety reasons, comfort, etc. –question of privilege
 - if you see a breach of the rules –point of order
 - if you disagree with the president of the board’s ruling –appeal
 - if you disagree with a call for Unanimous Consent –object

Quick Reference					
	Must Be Seconded	Open for Discussion	Can be Amended	Vote Count Required to Pass	May Be Reconsidered or Rescinded
Main Motion	√	√	√	Majority	√
Amend Motion	√	√		Majority	√
Kill a Motion	√			Majority	√
Limit Debate	√		√	2/3 ^{rds}	√
Close Discussion	√			2/3 ^{rds}	√
Recess	√		√	Majority	
Adjourn (End meeting)	√			Majority	
Refer to Committee	√	√	√	Majority	√
Postpone to a later time	√	√	√	Majority	√
Table	√			Majority	
Postpone Indefinitely	√	√	√	Majority	√

Resolution Writing

What is a Resolution

Resolutions are a formal way of stating intended action by a group of people. A resolution is an original motion, which because of its importance, length, or complexity is submitted in writing. It is then brought forward on the floor of a group, during an official meeting, for wider adoption.

Writing a Resolution

Resolutions are your opportunity to address problems, situations, or concerns which affect your group.

- Identify your issue – keep it simple
- Ensure the issue has not been addressed at the local, state or national level
- Research your issue
- Whereas should support the resolved statements
- Make sure the research clearly supports the statements and statistics used to support the resolve.

Whereas

The whereas is the first half of the resolution explain WHY the action in the resolved clauses should be taken. It states past action, reasons for the action and your group's reasons for concern.

The first word, of the whereas clause sets the "tone" for the statement, the stronger the conviction about an issue, the stronger the first word.

Each clause in the whereas should be followed by a comma (,) and the word "and." The last clause in this section of the resolution should be followed by a colon (:).

Some possible initiating phrases for whereas clauses:

- Acknowledging
- Alarmed
- Approving
- Concerned
- Confident
- Convinced
- Declaring
- Desiring
- Deploring
- Determined
- Emphasizing
- Endorsing
- Expecting
- Fulfilling
- Mindful
- Observing

- Realizing
- Recognizing
- Reiterating
- Seeking
- Stressing
- Welcoming

Resolved

The resolved clauses of a resolution tell the reader what ACTION should be taken to solve the problem set up in the whereas. The resolved clauses should be the strongest part of your resolution. The first word of the resolved clause should be a verb, and should show what will follow in the clause. Each operative clause should end with a semi-colon (;). The last resolved clause should be followed by a period (.).

Some possible initiating phrases for resolved clauses:

- Accepts
- Adopts
- Affirms
- Appeals
- Appreciates
- Approves
- Authorizes
- Calls upon
- Commends
- Concurs
- Condemns
- Confirms
- Declares
- Designates
- Directs
- Promotes
- Recognizes
- Recommends
- Seeks
- Suggests
- Supports
- Urges

How to Format a Resolution

Title: Resolution to _____ (action being sought)

Whereas, The (include arguments that detail the need or the problems that necessitate action; use facts and statistics when possible to strengthen arguments) _____; and

Whereas, _____; and

Whereas, _____; and

Whereas, _____; and

Resolved, That the Academic Senate for Compton College (include the action you seek to be taken) _____; be it further

Resolved, _____; be it further

Resolved, _____.



COLLABORATIVE GOVERNANCE AT COMPTON COLLEGE

Spring 2020





COLLABORATIVE GOVERNANCE AT COMPTON COLLEGE

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Table of Contents

Definition of Collaborative Governance	5
Mission Statement	5
Vision and Values	5
Principles of Community	5
Organizational Chart	7
Key Stakeholders	8
Organizational Groupings and Committees	11
Collaborative Governance Flow Chart	13
Council and Committee Structure	15
Collaborative Governance Evaluation	19
Planning and Budget Calendar	20
Compton College Recommendation Form	23
Recommendation to President/CEO Form	24
Change in Administrative Regulation or Board Policy Form.....	25
Important Collaborative Governance Weblinks	25

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Collaborative Governance at Compton College

Definition of Collaborative Governance

Collaborative Governance at Compton College is the cornerstone necessary to achieve the mission, vision, and strategic initiatives of our institution. Decisions at Compton College are the result of the participation and collaboration among all constituent groups, including the Board of Trustees, administration, faculty, staff, and students. Collaborative Governance ensures diverse and creative input, transparency, and accountability so that decisions made will drive student success at Compton College.

Philosophy

The college's Mission, Vision, Values, and Principles of Community guide Collaborative Governance at Compton College. All constituent groups are involved in the recommendation and decision-making process by providing input that makes Compton College an effective institution in supporting student success.

Mission Statement

Compton College is a welcoming and inclusive environment 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.

Vision and Values

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

Compton College's values are grounded in the following principles:

- Student Centeredness in the focus of providing students the opportunities for success.
- Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.
- Support and Nurture in providing guidance in a professional and caring environment.
- Dedication in our commitment to our diverse community through partnerships with local schools, universities, and businesses.
- Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.
- Fiscal Integrity in the transparent and efficient use of financial resources to support student success.

Principles of Community

Compton College welcomes contributions of the community at large 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.

Diversity

We embrace and uphold the culture, achievements and unique contributions of all stakeholders.

Creativity

Collaborative Governance values creativity, including the perspectives and viewpoints of all constituents at Compton College.

Accountability

Accountability defines roles, responsibilities and timelines, and leads to evidence-based decision making.

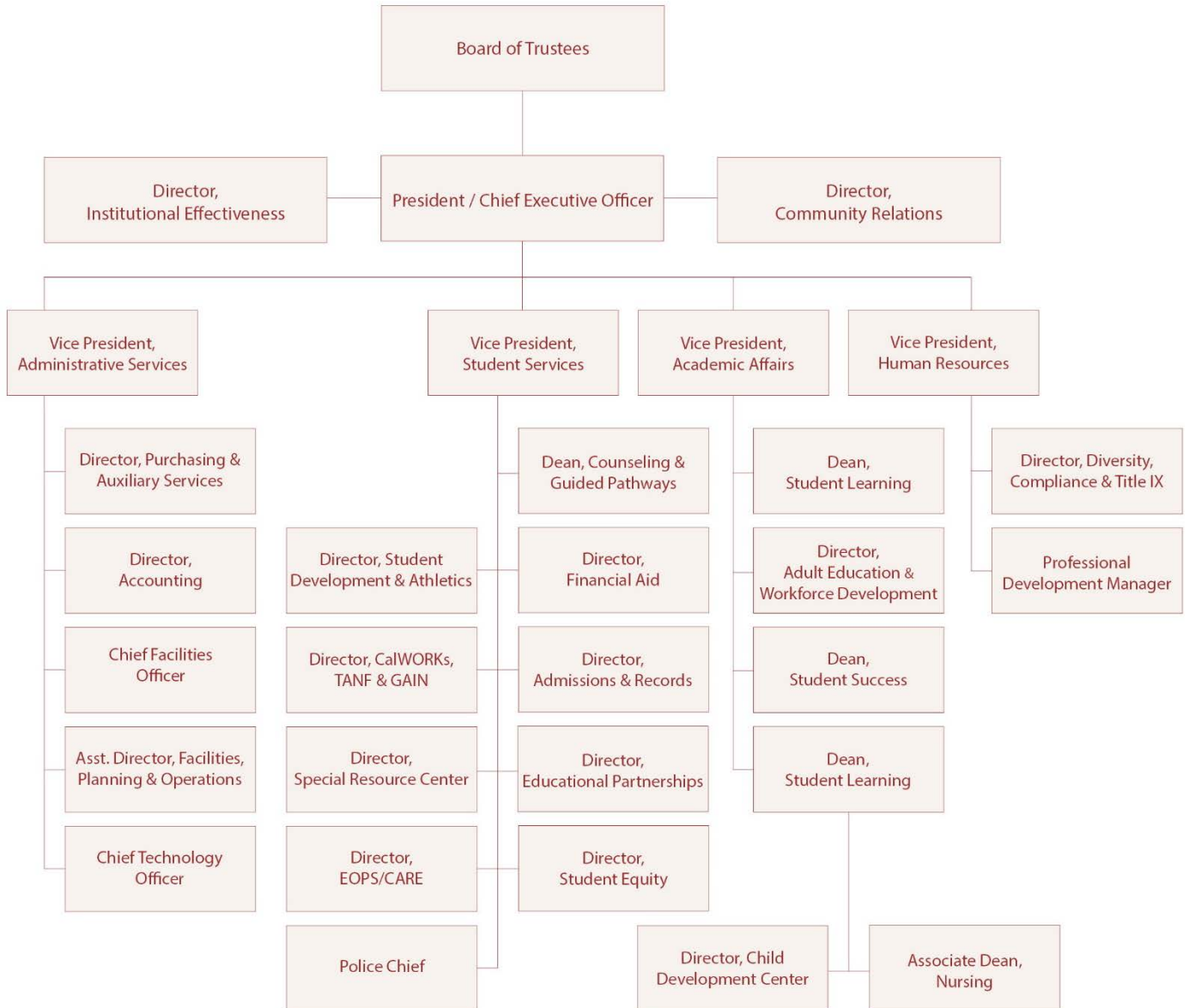
Transparency

Collaborative Governance commits to open communication and collaboration amongst all stakeholders in the recommendation and decision-making process.

The aforementioned Principles of Community are reflected in [Board Policy 2510 - Participation in Local Decision Making](#), [Board Policy 2520 - Academic Senate](#), and [Administrative Regulation 2511 - Council and Committee Structure](#), and provide the foundation for decisions made at Compton College. Adherence to the Principles of Community is the obligation of all employees and students. In practicing these principles, Compton College accomplishes our mission with care, consideration, and respect, by appreciating all individuals and the expertise they bring to the Collaborative Governance process.

Organizational Chart

Annually, as part of the planning and budget process, Compton Community College District Human Resources Department updates the organizational chart. The current organizational chart is available [here](#).



Compton College 2024 – Human Resources Staffing Plan, page 21.

Key Stakeholders

Board of Trustees

The Board of Trustees consists of five (5) members elected by the qualified voters of the District ([Board Policy 2010 – Board Membership](#)). The Board is committed to fulfilling its responsibilities including, advocating for and protecting the District and assisting in establishing a climate where high standards are maintained and institutional goals are accomplished ([Board Policy 2200 – Board Duties and Responsibilities](#)).

The Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative regulations for President/CEO action under which the District is governed and administered. Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate. ([Board Policy 2510 – Participation in Local Decision Making](#))

President/Chief Executive Officer

The [President/CEO](#) is the official designee of the Board of Trustees and reports directly to the Board. The President/CEO is primarily responsible for the quality of the college and assessing institutional effectiveness, by providing strategies and allocating resources to achieve the mission and goals of the college. The official designee ensures compliance with state, federal and mandated educational initiatives and provides professional development opportunities to faculty, classified staff, and students to ensure the success of new initiatives. The President/CEO reserves the right to reject or modify any collaborative governance recommendation. The President/CEO, or designee, informs the individual or committee of the status and/or outcome of the recommendation(s). All constituent groups retain the right to present their concerns with the President/CEO's decision to the Board of Trustees if a common consensus is not achieved.

Community at Large

Collaborative Governance includes all parties interested in the welfare [or “affected by the recommendation or decisions”] of Compton College, such as students, residents, businesses, government agencies, policy-makers, professional societies, local educational districts and institutions that supports Compton Community College District.

Academic Senate

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, and 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 “academic and professional matters” means the policy development and implementation matters listed in this policy. The Board of Trustees or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board of Trustees 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 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.

According to Title 5 § 53203, the governing board has adopted a policy for appropriate delegation of authority and responsibility to its academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on professional matters. The governing board has elected to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

According to [Board Policy 2510 – Participation in Local Decision Making](#), the Board of Trustees or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

The Academic Senate is also responsible for selecting faculty representatives for committees. The Academic Senate reviews and responds to proposed changes to college policies and procedures recommended by college groups, committees, and task forces and makes appropriate decisions regarding its internal operation consistent with its approved constitution and bylaws.

Administrators/Managers/Supervisors

As outlined in the definition of Collaborative Governance, Administrators, Managers, and Supervisors lead, organize, plan, supervise, consider the needs of faculty, and value collaborative governance based upon the recommendations made with faculty colleagues. Collegiality is a reciprocal obligation that is central to Compton College's recommendations and decision-making process.

Classified Professionals

According to Title 5 §51023.5, the governing board is required to adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. Staff shall be provided with opportunities to participate in the formulation and development of district policies and regulations that have a significant effect on staff. The opinions and recommendations of the Compton Community College Federation of Employees – Classified Employees will be given every reasonable consideration ([Board Policy 2510 – Participation in Local Decision Making](#)).

Associated Student Body of Compton College

The students of Compton College are authorized to organize a student body association. The Board of Trustees hereby recognizes that association as the Associated Student Body of Compton College. The Associated Student Body organization is recognized as the official voice for the students in District and College decision-making processes. It may conduct other activities as approved by the President/CEO. The Associated Student Body activities shall not conflict with the authority or responsibility of the Board of Trustees or its officers or employees ([Board Policy 5400 – Associated Student Body](#) and [Board Policy 2510 – Participation in Local Decision Making](#)).

Organizational Groupings and Committees

Organizational Groupings Defined

1. **Compton Community College District Board of Trustees:** consists of five (5) members elected by the qualified voters of the District. The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative regulations for President/CEO action under which the District is governed and administered ([Board Policy 2010 – Board Membership](#) and [Board Policy 2200 – Board Duties and Responsibilities](#)).
2. **Consultative Council:** The Compton Community College District recognizes the Consultative Council as the official body for the joint involvement of the named groups. The structure of the involvement is detailed in the [Administrative Regulation - 2511 Council and Committee Structure](#) and [Board Policy 2510 – Participation in Local Decision Making](#).

President/CEO Cabinet: The President/CEO's direct-reporting employees within an organization that advise the President/CEO on a number of important issues affecting the institution at any given time.

Council and Committees at Compton College

[refer to [Administrative Regulation 2511 – Council and Committee Structure](#)]

Committees and committee work are the foundation of all decision-making at Compton College. Committees are the intersection of nearly, if not every constituent group on campus, and is the arena by which ideas are presented, discussed, and acted upon. Additionally, committee work is informed by both the needs of the institution and the accreditation standards and eligibility requirements set forth by the Accrediting Commission for Community and Junior Colleges.

Committees Defined

There are several committee types at Compton College. Committees vary based on a series of factors such as their objective, whether they are permanent (long-term, ongoing) or temporary (created to address, or in response to, new initiatives or issues; may become permanent), and their roles in the recommendation and decision-making process (advisory, policy-making, administrative). Compton College committees are defined as follows:

Council Structure: a permanent part of the institution's structure, these committees perform specific functions that are critical to the operation of the institution. The purpose of the committee and its functions and duties generally do not change (I.E. Consultative Council).

Committees: conduct and monitor much of the work that occurs on campus. They do not act independently of the institution. Instead, they conduct business under the direction and support of an appointed manager or director by the District or an Institutional Standing Committee. All recommendations are made to the committee's corresponding Institutional Standing Committee.

Workgroups: groups established to work on a single defined task, activity, or specific problem. Workgroups are generally short in duration (less than two years) and are specific in focus. Workgroups

are ideal for identifying issues, collecting information, reviewing and analyzing the information, and making recommendations to an institutional standing committee.

Operational Guidelines for Committees

Operational guidelines define any processes and procedures that are followed by an individual committee. While some additional operational guidelines may be added by committee, as needed, all Compton College committees shall abide by the following operational guidelines:

1. Establish and write out a short statement of purpose so that the campus community is aware of its role in the advisory and recommendation-making process, as well as its place in the decision-making process.
2. Establish a set of yearly goals that are measurable and that reflect their purpose.
3. Establish a series of norms that define the tone and direction of committee meetings.
4. Create and disseminate agendas.
6. Establish a process by which the committee will communicate any recommendations to the President/CEO.
7. Establish and maintain its campus webpage; house important items such as agendas and minutes on this webpage.
8. Review, quarterly, the Accreditation Standards and Eligibility Requirements that it meets.
9. Publish an annual report that addresses the yearly goals previously established, reflects on any major decisions made, and considers future tasks and ideas for the upcoming academic year.
10. Follow the *Brown Act*, if required by law. Councils and Committees that follow the *Brown Act* include the Board of Trustees, the Academic Senate, and subcommittees of Academic Senate, such as the Curriculum Committee and the Distance Education Advisory Committee.
11. *Robert's Rules of Order* should be observed to support a collegial working environment that encourages the fair exchange of ideas.

Committee Membership

Committee memberships are established in several ways, depending on the committee type.

- **Councils and Committees**

Per [Administrative Regulation 2511 – Council and Committee Structure](#), all committee memberships are built by the recommendations of the President/CEO, Academic Senate, the Compton Community College Federation of Employees - Certificated, the Compton Community College Federation of Employees – Classified, and the Compton College Associated Student Body. For a complete listing of council and committees, their membership representation, and their purpose descriptions, please refer to [Administrative Regulation 2511 – Council and Committee Structure](#).

- **Academic Senate Committees**

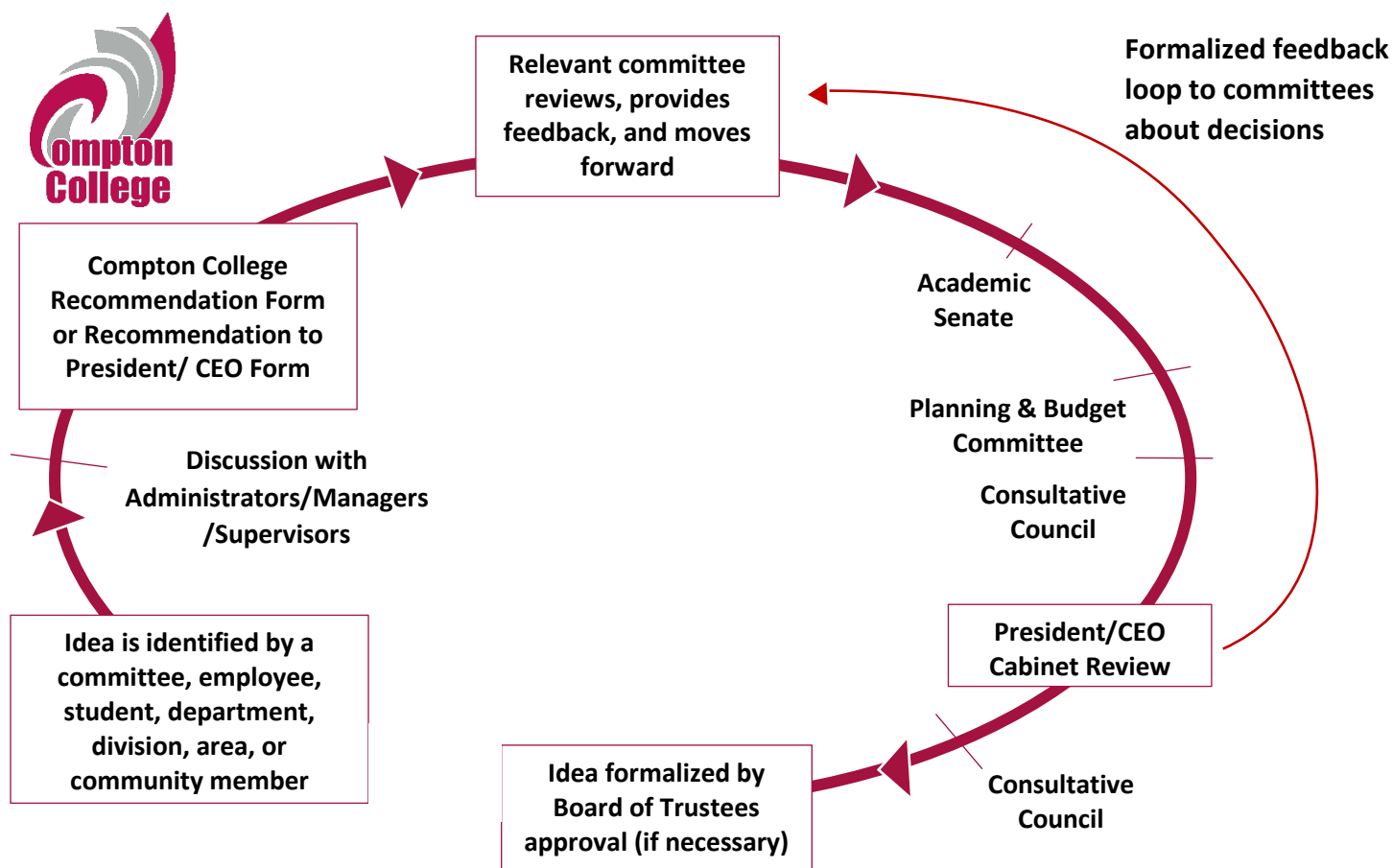
Academic Senate Committees are those committees that the Academic Senate of Compton College convenes to either complete minor tasks and/or to lead ongoing faculty-driven processes such as curriculum, faculty professional development, and distance education in order to make recommendations to Compton Community College District related to its 10+1 purview.

- **Subcommittees, Workgroups, and Task Forces**

The President/CEO, or designee, can establish a subcommittee, workgroup, task force, or any other type of committee for the purposes of collaboration on any given topic relevant and pertinent to the

institution. As a general practice and depending on the topic or matter at hand, the President/CEO shall solicit the feedback and representative assistance of the constituent group(s) that this topic directly affects to ensure collaborative governance and transparency.

Collaborative Governance Flow Chart



An idea can start at any source within our college. A committee, an individual employee, student, community member, or a department may present an idea for change or investment. Sources have several avenues to initiate these ideas. A department may put their ideas in their annual plan, an individual employee, student, community member, or committee may submit their recommendation through the Compton College Recommendation form; a Manager or Supervisor may submit a Recommendation to the President/CEO form, which the President/CEO then submits to the appropriate committee for consideration.

Next, the relevant committee will review and consider the recommendation and then forward their recommendation response to the appropriate governing bodies. For example, if a recommendation falls under the 10+1 purview, it would go to the Compton College Academic Senate for review and consideration before they make their recommendation to the District. Ideas related to the planning process or budgeting issues would go to the Planning and Budget Committee for review and consideration.

In the next phase of the review, recommendations would go to President/CEO Cabinet, and then recommendations would then be forwarded to the President/CEO. Recommendations that require the Board of Trustees' review and/or approval would be placed on the Board of Trustees' agenda for discussion/information or for recommended approval.

At any point in this process, a recommendation could be modified and/or changed. Therefore, Compton College will provide feedback about the final decision and will communicate this feedback to the initiating committee or individual. It is the responsibility of the committee involved in this process to record their review and provide feedback to the President/CEO in their meeting minutes that are publicly posted for all stakeholders to access.

When [Board Policies and Administrative Regulations](#) are developed, reviewed, and/or modified, the policy and/or accompanying regulation will be assigned to the appropriate administrator by the President/CEO. The Board Policy and Administrative Regulation, if needed, shall be reviewed ([Change in Administrative Regulation or Board Policy form](#) (PDF) by the appropriate council and committee, and/or the Academic Senate, if it is a 10+1 item, the Compton College Deans and Directors, the President's Cabinet, and Consultative Council.

The President/CEO shall ensure appropriate consultation occurs on Board Policies and Administrative Regulations prior to the Board of Trustees' review and recommended action.

Council and Committee Structure

Consultative Council

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

Membership: 7

- (1) Administrator (appointed by the President/CEO)
- (3) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (1) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)
- (1) Confidential/Supervisory Employee (appointed by the President/CEO)

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: Compton College 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.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

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 Compton College's mission statement and strategic initiatives. The PBC makes recommendations with respect to all global Compton College and District planning and budgeting issues. The PBC reports all committee activities to the campus community.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

The Strategic Planning Committee is a workgroup reporting to the Planning and Budget Committee.

Operational Campus Committees

1. **Accreditation Steering Committee**

Purpose: To coordinate the Compton College accreditation activities. The Steering Committee will be composed of the President/CEO, Accreditation Liaison Officer, standard team leaders, a representative from Institutional Research and Planning, and other interested individuals. The committee is co-chaired by the Accreditation Liaison Officer and the Accreditation Faculty Coordinator.

2. **Tartar Focused & Directed Pathways to Completion Committee**

Purpose: Compton College is focused on improving our overall student completion rates by 2022-2023. Working with the Faculty Council, the Compton College has established the Tartar Focused & Directed Pathways (Guided Pathways Framework) to Completion Committee. The goal of the committee is to develop, implement and monitor the Tartar Focused & Directed Pathways to Completion at Compton College. The committee is tri-chaired by the vice president of Academic Affairs, vice president of Student Services, and a faculty member approved by the Academic Senate.

3. **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

- (1) Administrator (appointed by the President/CEO)
- (1) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (1) Classified Staff (appointed by the CCCFE - Classified Employees)

4. **Calendar Committee**

Purpose: The Calendar Committee will develop and maintain a two-year academic calendar cycle for Compton College. The Calendar Committee will develop and recommend to the President/CEO an academic calendar with at least 175 days of instruction and evaluation to qualify for full apportionment from the State School Fund.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

5. **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.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

6. 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.

Membership: 10

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Confidential/Supervisory Employee (appointed by the *President/CEO*)
- (1) Student (appointed by the Associated Student Body Representative)

7. 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.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

8. 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.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

9. 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 Student Equity and Achievement Plan, and AB- 86/ 104 Adult Education. The Committee will reflect a broad representation from faculty, staff, and students.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

The Basic Skills, Student Success & Support Programs, AB 86/104 - Adult Education, Student Equity, and Strong Workforce workgroups will report to the Student Success Committee.

10. 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.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Confidential/Supervisory Employee (appointed by the President/CEO)

11. 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.

Membership: 9

- (1) Administrator (appointed by the President/CEO)
- (2) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (1) Classified Staff (appointed by the CCCFE - Classified Employees)
- (5) Student (appointed by the Associated Student Body Representative)

12. Health Benefits

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

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Confidential/Supervisory Employee (appointed by the President/CEO)

NOTES:

- One Management Representative and One Faculty Representative shall serve as the co-chair of the committees.
- All committee meeting calendars, agendas and minutes, are to be posted on the [designated space](#) on the Compton College website.
- The Consultative Council and Planning and Budget committees are scheduled to meet throughout the 12-month fiscal year. All other committees will meet during the ten academic months.
- The initial committee meeting for the fall semester shall be called by the co-chairs, no later than September 30 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.
- Failure to attend two consecutive committee meetings without reasonable excuse may result in a member removal from their committee assignment.

Collaborative Governance Evaluation

Compton College is committed to continuous improvement in its collaborative governance processes. To ensure that we are improving our systems, we will implement an evaluation cycle that includes four main components:

- 1) committees will establish goals at the beginning of each academic year and then complete an end-of-year reflection that captures the major accomplishments of the previous year and progress towards its goals. The Office of Institutional Effectiveness will review these reflections and summarize the number of proposals created and evaluated through the Collaborative Governance support structure;
- 2) the Office of Institutional Effectiveness will administer a governance survey to the campus community every two years;
- 3) the Collaborative Governance Committee will review the Collaborative Governance at Compton College document every two years to determine if it needs revision; and,
- 4) each fall the Collaborative Governance Committee will meet to review findings from an analysis of the Committee's end-of-year reflections, governance survey findings, and any additional relevant data. This meeting will produce recommendations to the President/CEO about improving collaborative governance at Compton College.

Compton Community College District Planning and Budget Calendar

<i>Month</i>	<i>Activities</i>	<i>Responsible Party</i>	<i>Purpose</i>
<i>July</i>	Tentative Budget for the starting fiscal year is rolled into active status (purchasing can begin) on July 1.	VP Administrative Services	
	Planning and Budget Committee (PBC) reviews revenue and expenditure budget adjustments.	President/CEO	
<i>August</i>	Review and discussion of the <u>final</u> budget assumptions and line items with PBC.	VP Administrative Services	
<i>September</i>	Final Budget submitted to Compton Community College District Board.	President/CEO	Communicate back out to departments the results of funding requests.
	Review and discuss the status of Accreditation Recommendations.	Accreditation Steering Committee, VP of Academic Affairs	Identify areas for focus, additional support (IEPI), and evaluation foci
<i>October</i>	PBC conducts annual self-evaluation, reviews accreditation recommendations relevant to fiscal (e.g., planning agendas), and sets annual goals.	Planning and Budget Committee (PBC)	
	Four trainings for faculty, staff, and administration to complete the planning documentation for the next fiscal year in Nuventive.	Institutional Effectiveness (IE)	Provide guidance about how to complete plans, and link department, division, and VP plans to Tartar Completion by Design, Institutional Set Standards, and strategic initiatives.
<i>November</i>	Review and revise planning priorities. Departments should meet at least once in-person to develop, revise, and finalize the plan for the next academic year. Departments also are encouraged to work with IE staff to finalize measurable goals.	Program faculty, staff, and managers	

	Two open house/support working meetings. Meet with IR staff to complete your plan in one of the college's computer labs.	Institutional Effectiveness	Support with entry in Nuventive.
	Assess the Program Review cycle to make sure program reviews are being completed in a timely manner.	PBC, Institutional Effectiveness Committee (IEC)	
<i>December</i>	Submit prioritized department/ discipline annual plans, budget, and planning for the next fiscal/academic year. Due December 14	Program faculty, staff, and managers	Identifies projects/ strategies for the next fiscal/academic year and resources needed. Updates about previously funded projects/strategies/ resources.
	Determine preliminary revenue estimates for next fiscal/academic year.	VP Administrative Services	
	Begin assessment of key budget issues for the next fiscal/academic year.	PBC	
<i>January</i>	Identify budget development assumptions for the next fiscal year.	President/CEO and Cabinet	
	Submit prioritized Unit Annual Plans for the next fiscal/academic year. Due by January 30	Deans/Directors	Identifies priorities based upon department/ discipline Annual Plans.
	Determine enrollment targets, sections to be taught, and full- and part-time FTEF.	VP of Academic Affairs	
	President/CEO determines ongoing operational costs including: <i>a.</i> Full-time salaries <i>b.</i> Benefits, utilities, GASB (General Accounting Standards Board) <i>c.</i> Legal and contract obligations	President/CEO and Cabinet	
<i>February/ March</i>	Develop Line Item budgets for the next	VP Administrative Services	

	fiscal year. Submit prioritized Area Annual Plan recommendations for the next fiscal year for Cabinet review. Due by March 15	President/CEO and Cabinet	Identifies priorities based upon Unit Annual Plans.
<i>April</i>	Initial planning and budget assumptions for the next fiscal year are finalized and College Annual Plan is defined. Due by April 15	President/CEO and Cabinet	
	Tentative budget information for the next fiscal year completed for PBC. Due by April 30	VP Administrative Services	
<i>May</i>	PBC reviews and provides input about priorities in the College Plan and tentative budget for the next fiscal year. Due by May 15	PBC	Identifies priorities based upon Area Annual Plans.
	Final evaluation of the current year goals and objectives are entered into Nuventive (TracDat). Due by May 15	Program faculty, staff, and managers	Assess last year's goals.
	Disseminate budget and calendar for the next fiscal year.	Director of Institutional Effectiveness	
<i>June</i>	Finalized College Plan for the next fiscal year is presented to the board. Due by June 30	President/CEO	
	Tentative budget for the next fiscal year is presented to the Board. Due by June 30	VP Administrative Services	

Compton College Recommendation Form

Employee Name
Title, Program or Department
Date Submitted

Background: Provide an overview and pertinent background information regarding the need for this recommendation. It is very important you provide relevant data to support the recommendation.

[Enter information here...]

Recommendation(s): Please provide your recommendation. How does it connect to the college mission, vision, and strategic initiatives? How does it connect to the Tartar Completion by Design?

Recommendation(s) Categorized by the Completion by Design Framework				
CONNECTION	ENTRY	PROGRESS	COMPLETION	TRANSITION

Timeline: What is the timeline for the implementation of the recommendation?

[Enter information here...]

Action Item(s): Prioritize each of the action items associated with the recommendation and who is responsible for each. See below for the format.

Task: [Enter information here...]

Person(s) Responsible: [Enter information here...]

Deadline: [Enter information here...]

Status: [Enter information here...]

Budget Request: List each proposed expenditure and include the amount of funds requested, as well as the object code and object code description.

Object Code of Expenditure	Object Code Description	Project Funds Requested	Detailed Description of Proposed Expenditure

Submit the completed Recommendation Form to your Administrator, Manager or Supervisor via email

Recommendation(s) to the President/CEO

*Employee Name, Title
Program or Department
Date Submitted*

Background: Provide an overview and pertinent background information regarding the problem and/or the need for this recommendation. It is very important you provide five years of relevant program, department, division, or community data to support the recommendation. If it is a budget request, five years of applicable budget information is required.

[Enter information here...]

Recommendation(s): Please provide your recommendation. How does it connect to the college mission, vision, and strategic initiatives? How does it connect to the Tartar Completion by Design?

Recommendation(s) Categorized by the Completion by Design Framework				
CONNECTION	ENTRY	PROGRESS	COMPLETION	TRANSITION

Timeline: What is the timeline for the implementation of the recommendation?

[Enter information here...]

Action Item(s): Prioritize each of the action items associated with the recommendation and who is responsible for each.

- Task:** [Enter information here...]
- Person(s) Responsible:** [Enter information here...]
- Deadline:** [Enter information here...]
- Status:** [Enter information here...]

Budget Request: List each proposed expenditure and include the amount of funds requested, as well as the object code and object code description.

Object Code of Expenditure	Object Code Description	Project Funds Requested	Detailed Description of Proposed Expenditure

*Submit the completed President/CEO Recommendation Form to kcurry@compton.edu.
Copy your manager/supervisor.*

Important Collaborative Governance Weblinks

- [Committee/Meeting Agenda Template](#) (Word doc)
- [Committee/Meeting Minutes Template](#) (Word doc)
- [Recommendation to President/CEO](#) (Word doc)
- [President/CEO Responses to Recommendations](#)
- [Compton College Policy Statements](#)
- [Compton College Statement of Civility and Mutual Respect](#)
- [President/CEO Work Groups and Task Forces](#)
- [CCCD Board Policies and Procedures](#)
- [Change in Administrative Regulation or Board Policy Form](#) (PDF)

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**Compton Community College District
Board of Trustees**

Sonia Lopez, President
Dr. Sharoni Little, Vice President
Barbara Calhoun, Clerk
Dr. Deborah LeBlanc, Member
Andres Ramos, Member
Willie Lee Jr., Student Member
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The Compton Community College District is committed to providing an educational and employment environment in which no person is subjected to discrimination on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

COMPTON COLLEGE
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