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Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicsenate/agenda.asp>. Hard copies of agendas are posted outside the Library.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Darcie McClelland, dmcclelland@elcamino.edu (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

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



October 19, 2021

Academic Senate of El Camino College 2021-2022

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254

Office location: Schauerman Library, Room 273

Zoom information for Academic Senate Meeting 10/19/2021

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96066759172>

Or iPhone one-tap (US Toll): +16699006833,96066759172# or +12532158782,96066759172#

Or Telephone Dial:
+1 669 900 6833 (US Toll)

Meeting ID: 960 6675 9172

We ask that everyone please keep in mind the following points of virtual meeting etiquette:

- When you join the meeting, please type your name and division in the chat box so we can take note of attendance for the minutes.
- If you would like to ask a question or make a comment, please use the raise hand feature and wait until acknowledged, do not just blurt out your question/comment or interrupt another individual.
- State your name before you make a comment or ask a question so that we can acknowledge you in the minutes.
- Please ask one question or make one comment at a time. Then pause and wait for others to participate before making additional comments or asking additional questions.
- Keep discussion focused on the current agenda item.
- Mute your microphone when you are not speaking.
- Turn the camera off if you are multitasking during the meeting so others are not distracted.

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to dmcclelland@elcamino.edu by noon on Tuesday, October 19. In the subject line, please put Academic Senate Meeting 10/19 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



Academic Senate of El Camino College 2021-2022

October 19, 2021

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254

Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Darcie McClelland	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Stephanie Burnham	VP Instructional Effectiveness	Kevin Degnan
VP Ed. Policies/Pres-Elect	Camila Jenkin	Curriculum Chair	Janet Young
VP Faculty Development	Stacey Allen	Secretary	Maria Garcia
VP Equity, Diversity, and Inclusion	Analú Josephides	Parliamentarian	TBA

Part-Time (One-year terms)

Sanda Oswald

Selene Torres

Behavioral & Social Sciences

Stacey Allen 22/23

Yun Chu 23/24

Kristie Daniel-DiGregorio* 22/23

Orion Teal 23/24

Hong Herrera Thomas 23/24

Business

Kurt Hull 21/22

Philip Lau*^R 21/22

Josh Troesh 21/22

Counseling

Maria Garcia 23/24

Anna Brochet*^R 21/22

Rocio Diaz 22/23

Library Learning Resources

Analú Josephides* 21/22

Gary Medina 23/24

Camila Jenkin 23/24

Fine Arts

Jonathan Bryant 21/22

Joseph Hardesty 23/24

Russell McMillin*^R 21/22

Joanna Nacheff 21/22

Darilyn Rowan 21/22

Health Sciences & Athletics/Nursing

Andrew Alguliar 20/21

Dina Mauger 22/23

Shiney Johnson 22/23

Tom Hazell 23/24

Eric Villa 23/24

Humanities

Sean Donnell 21/22

Brent Isaacs 21/22

Elayne Kelley 21/22

Stephanie Burnham 21/22

Anna Mavromati 21/22

Industry & Technology

Charlene Brewer-Smith*^R 21/22

Ross Durand* 21/22

Dylan Meek*^R 21/22

Renee Newell 21/22

Jack Selph 21/22

Mathematical Sciences

Susana Acuna-Acosta 22/23

Diaa Eldanaf 22/23

Robert Eleuteri 21/22

Greg Fry 23/24

Ronald Martinez 21/22

Natural Sciences

Shimonee Kadakia 21/22

Darcie McClelland 22/23

Mia Dobbs 21/22

Shanna Potter*^R 22/23

Jwan Amin 22/23

Academic Affairs & Student Services

Jackie Sims

Ross Miyashiro

Associated Students Organization

Anisah Moutra

President/ Superintendent

Brenda Thames

Ex-officio positions

Janet Young CCC Chair
Kevin Degnan ALC Chair
Kelsey Iino ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 21/22 = 2021/2022.

*Denotes longest-serving division senator (i.e., the "senior senator"). ^R Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following “10+1” areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

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

The Academic Senate is committed to supporting the college’s Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult [ECC Academic Senate Handbook](#) or [Local Senates Handbook](#).

ECC ACADEMIC SENATE MEETINGS:

1st and 3rd Tuesdays, 1-2:30 p.m., Distance Education Conference Center (DE 166).

FALL 2021: September 7 & 21, October 5 & 19, November 2 & 16, December 7.

SPRING 2022: February 15, March 1 & 15, April 5 & 19, May 3 & 17, June 7.

SENATE COMMITTEES:

Academic Technology. Chairs: Stephanie Burnham & Marlow Lemons. 2nd Thursday, more details TBA.

Assessment of Learning. Chairs: Kevin Degnan & Catherine Shultz-Roman. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.

Academic Program Review. Chairs: Kevin Degnan & TBA. Thursdays, 12:30-2pm, Library 202 or Communications 109.

College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.

Distance Education Advisory Committee. Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan. 4th Thurs, 1:30-2:30, Lib 202.

Educational Policies. Chair: Camila Jenkin. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.

Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:

Accreditation. Chair: Jackie Sims. Faculty Co-Chair: TBA. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

Board of Trustees. Chair: Nilo Michelin. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.

Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Ali Ahmadpour. Meets annually or as needed.

College Council. Chair: Brenda Thames. Senate Rep: Darcie McClelland. 1st & 3rd Mondays, 1:30-2:30, Library 202.

Council of Deans. Chairs: Jackie Sims & Ross Miyashiro. Senate Rep: Darcie McClelland, 2nd Thurs., 8:30-10:30, Alondra.

ECC Technology Committee. Chairs: Crystle Martin & Marlow Lemons. Senate Rep: S. Burnham. 3rd Tuesdays, 2-3, Library 202.

Enrollment Management. Chair: Jackie Sims. Senate reps: TBA, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.

Facilities Steering Committee. Chair: Jorge Gutierrez. Senate Rep: TBA, 1st Monday, 2:30, Library 202.

Guided Pathways. Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Sims, J. Simon, C. Wells. 1st Tues, 2:30-3:30 DE 166.

Planning & Budgeting (PBC). Chairs: Ann Tomlinson and Viviana Unda. Senate reps: Josh Troesh & Darcie McClelland, 1st & 3rd Thurs, 1- 2, LIB 202.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
GP	Guided Pathways
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEP	Student Equity Program
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Viviana Unda and the Institutional Research and Planning department for sharing their compilation of acronyms.

Adjunct (1 Year)

- Sanda Oswald
- Selene Torres

Behavioral Social Sciences

- Stacy Allen
- Yun Chu
- Kristie Daniel Di-Gregorio
- Hong Herrera-Thomas
- Orin Teal

Business

- Kurt Hull
- Phillip Lau
- Josh Troesh

Counseling

- Anna Brochet
- Rocio Diaz
- Maria A. Garcia

Fine Arts

- Jonathan Bryant
- Joe Hardesty
- Russell McMillin
- Joanna Nacheff
- Darilyn Rowan

Health Sciences & Athletics

- Andrew Alvillar
- Tom Hazell
- Shiney Johnson
- Dina Mauger
- Eric Villa

Humanities

- Stephanie Burnham
- Sean Donnell
- Brent Isaacs

- Elayne Kelley
- Pete Marcoux
- Anna Mavromati

ITEC

- Charlene Brewer-Smith
- Ross Durand
- Dylan Meek
- Renee Newell
- Jack Selph

Library

- Camila Jenkin
- Analu Josephides
- Gary Medina

Mathematics

- Susana Acosta-Acuna
- Diaa Eldanaf
- Robert Eleuteri
- Greg Fry
- Ronald Martinez

Natural Sciences

- Jwan Amin
- Mia Dobbs
- Shimonee Kadakia
- Darcie McClelland
- Shanna Potter

ASO

- Anisha Moutra

Curriculum Chair

- Janet Young

Academic Affairs

- Jackie Sims

Student Services

- Ross Miyashiro

President/Superintendent

- Brenda Thames

ECC Federation

- Kelsey Iino

Institutional Research

- Josh Rosales

Dean's**Reps/Guests/Other Officers:**

- Ali Ahmadpour
- Christopher Hurd,
Counseling
- Linda Cooks
- Moses Wolfenstein
- Nancilyn Burruss
- Dr. Russell Serr
- R. Chris Wells
- Ruby Padilla,
Counseling
- E. Yates
- Irena Zugiz
- Jenny Simon
- Jessica Padilla
- Kerri Webb
- Kevin Degnan
- Amy Herrschaft
- Andres Rodriguez
- Arturo Hernandez
- A. Sargent
- David Brown
- Dipte Patel
- Mark. Fields
- Elsa Rosales
- Erika Solorzano
- Gerson Valle
- Isabella Villatoro

- ☒Jeff Baumunk
- ☒Kevin Roberts
- ☒Lillian Justice
- ☒Michael Wynne
- ☒Mora Mattern
- ☒Renee Galbavy
- ☒Sharilyn Thomas
- ☒Stefanie Frith
- ☒Susan Niles
- ☒Viviana Unda

ACADEMIC SENATE MINUTES

Tuesday, October 5, 2021

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

A. Call to Order

Senate President Darcie McClelland called the second Academic Senate meeting of the fall 2021 semester to order on Tuesday, October 5th at 1:02pm.

B. Approval of Minutes 6-11

D. McClelland: See pgs. 6-11 of the packet for minutes from September 21, 2021. Motioned by B. Isaccs, seconded by J. Nachef. Approved. 0 No, 0 abstention

C. Unfinished Business:

a. 2021-2022 Goals 2nd reading and vote- Executive Board

None

D. New Business:

a. Proposed changes to program review timeline 1st reading-Viviana Unda and Kevin Degnan

- Review slides in packet pages 12-25 for presentation
- Discussion about calendar changes proposed for Program Review process
- Changes were proposed so program review and annual planning processes align better and provide the most recent data possible
- Important to note that changes to program review calendar does not guarantee income/resource allocation for programs
- Second reading and vote at next meeting 10/21

b. Guided Pathways Phase Two Participation Agreement 1st reading- Jenny Simon

- CAGP Demonstration Project participation agreement 1st reading
- ECC chosen sp 2020 for 2nd phase of project
- Webinars/trainings/virtual consulting provided as part of this project
- This year the project requires Academic Senate President to sign off on agreement
- Reviewed commitments (see slides for details on pages 26-30 packet)
- 2nd reading and vote 10/19

c. Proposed changes to Counseling faculty evaluation forms 1st reading- Kelsey Iino and Dipte Patel

- Sp 2020 MOU student evaluations and was not added to collective bargaining agreement
- MOU was recently reviewed and input from counselors was included
- When changes to forms then Senate needs to approve (Evaluations Committee, Article 20, Section 5)
- Discussion around items 11 and 12 redundancy/biases
 - Consider combining our clarifying purpose of questions
 - Will consult with counselors for feedback
 - Consider looking at date from 11 and 12 to see if it has been useful
- Suggestion that question 1 is different than 11 and 12
- Second reading at next meeting 10/19
- Send feedback to Darcie or Kelsey this week because this needs to go to federation this week

E. Information Items – Discussion

None

F. Officer Reports

a. President – Darcie McClelland

- Now have reps for committees: Enrollment Management, Facilities Steering, Calendar, Lecture/Lab Parity and Strategic Planning
- Will follow up with volunteers soon. Waiting on days/time for committee meetings.
- College Council committee structure will change to include more collegial and make recommendations on issues on large scale decisions
 - Can send feedback to Kelsey or Darcie for these meetings
 - Will report goals for College Council soon as they are being defined
- Covid task force:
 - Leo ADA Compliance Officer reviewed process of requesting vaccine exemptions
 - Will invite to senate meeting this term
 - Discussion/approval of removing mask mandate for any outdoor rigorous activities as long as socially distanced and instructor approval
 - Clarified purpose of Covid task force vs Deans/VPs
 - This recommendation to endure compliance with LA County and OSHA regulations but does not have purview about how courses are offered or campus events will be hosted—go to deans/VP for that
 - If you do not qualify for ADA exemption, you can connect with Federation about updates

b. Chair, Curriculum – Janet Young

- Division curriculum committee technical training on Flex day
- Conducted annual certification training required by chancellor's office
- Conducting trainings and having board policies in place means ECC has local approval of courses at the institution vs waiting for process to go through chancellor's office

c. VP Educational Policies – Camila Jenkin

- May review committee minutes on senate website
- Will bring back any big updates

d. VP Equity, Diversity, and Inclusion- Analu Josephides

- No report

e. VP Faculty Development – Stacey Allen

- Review minutes p 36-37 of packet
- Discussed results of sp 21 faculty PD needs assessment
 - Addressing these through various PD opportunities
 - Results shared with distance ed as some results pertain to them
- PT Faculty nomination due 10/8 4pm
 - Contact Stacy if want to serve on selection committee
- Faculty PD plan due 10/29. Refer to email sent by Dr. Sims
- PD Planning committee Thursday at 3pm
 - Contact Stacy if you want to serve on committee or provide feedback

f. VP Finance – Josh Troesh

- Explained changes in budget increase and allocations
- Hold harmless period ending soon
 - Budget may be impacted

g. VP Academic Technology – Stephanie Burnham

- Will provide updates on spring technology conference soon

h. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan

- SLO assessment/results due 9/17 (67% completion rate thus far)
- PLO assessments/results due 10/1 (42% completion rate thus far)
- Upgraded TRACDAT to Nuventive
 - Overview of new system
 - Faculty access should be available now
 - Can compare individual course data (SLO, course level results, etc) to college
 - In progress: group of folks will create link between Canvas and Nuventive to gather SLO data from Canvas

G. Special Committee Reports

a. ECC VP of Academic Affairs – Jackie Sims

- No report

b. ECC VP of Student Services – Ross Miyashiro

- SEA requirements discussed
 - Focus is on disproportionate impacted student populations
 - Initiatives within program are under review and emphasized the need to partner with Academic Senate

c. Online and Digital Education Committee- Mary McMillan

- No report

H. Future Agenda Items:

a. Online load post Covid

b. GP SOAA

c. BP 4250, Probation, Dismissal, and Readmission

d. AP 7160, Professional Development

I. Public Comment

- CAT meeting/general membership meetings
- Please support The Union (school newspaper) and respond to email when they reach out for stories or at least refer to correct person/department
 - Email Nick Broadhead, Editor in Chief, eccunion@gmail.com for story ideas!
- Clarification on senate purview vs Federation comments and Senate President's discretion to redirect conversation back to senate items.

J. Adjourn

D. McClelland adjourned meeting at 2:34 pm.

2022-23 Academic Program Review Calendar Proposal

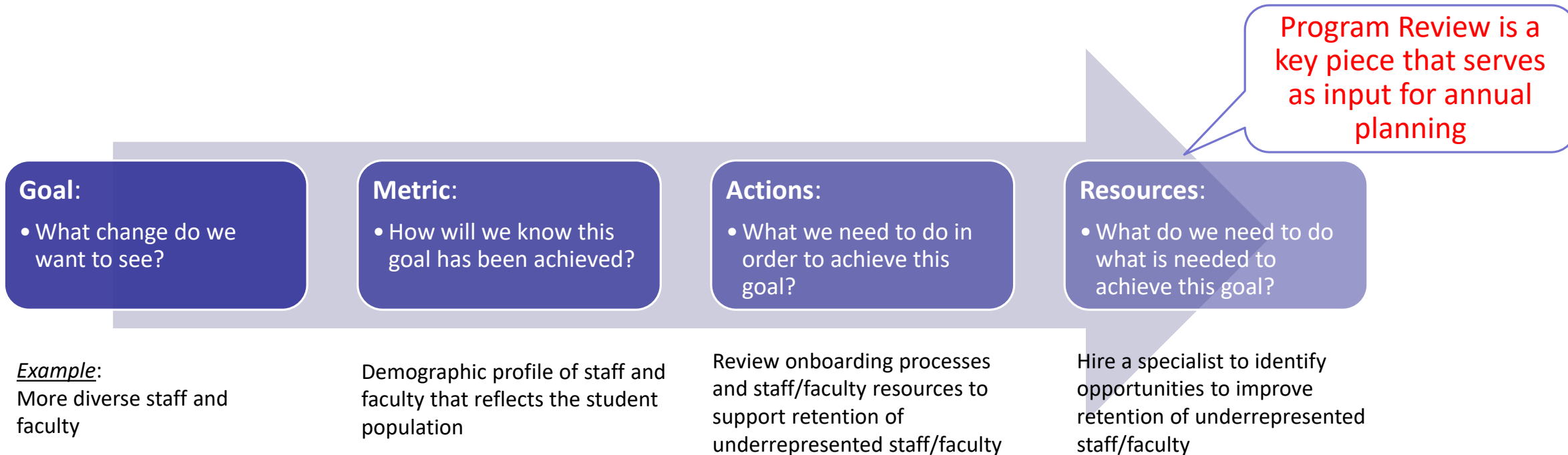
INSTITUTIONAL RESEARCH AND PLANNING

Purposes of Presentation

- Explain relationship between annual planning and program review
- Propose changes to the Academic Program Review calendar
- Explain rationale behind the change
- Gather feedback from stakeholders (consultation) for the calendar proposal

Annual Planning and Budgeting Process & Program Review

Annual Planning Process in a nutshell



Annual Planners will be responsible for:

- 1) *Developing an annual plan that has these elements.*
- 2) *Supporting their direct reports in developing annual plans.*

Cascading Goals:

Annual goals contribute to achievement of multi-year goals

College-wide

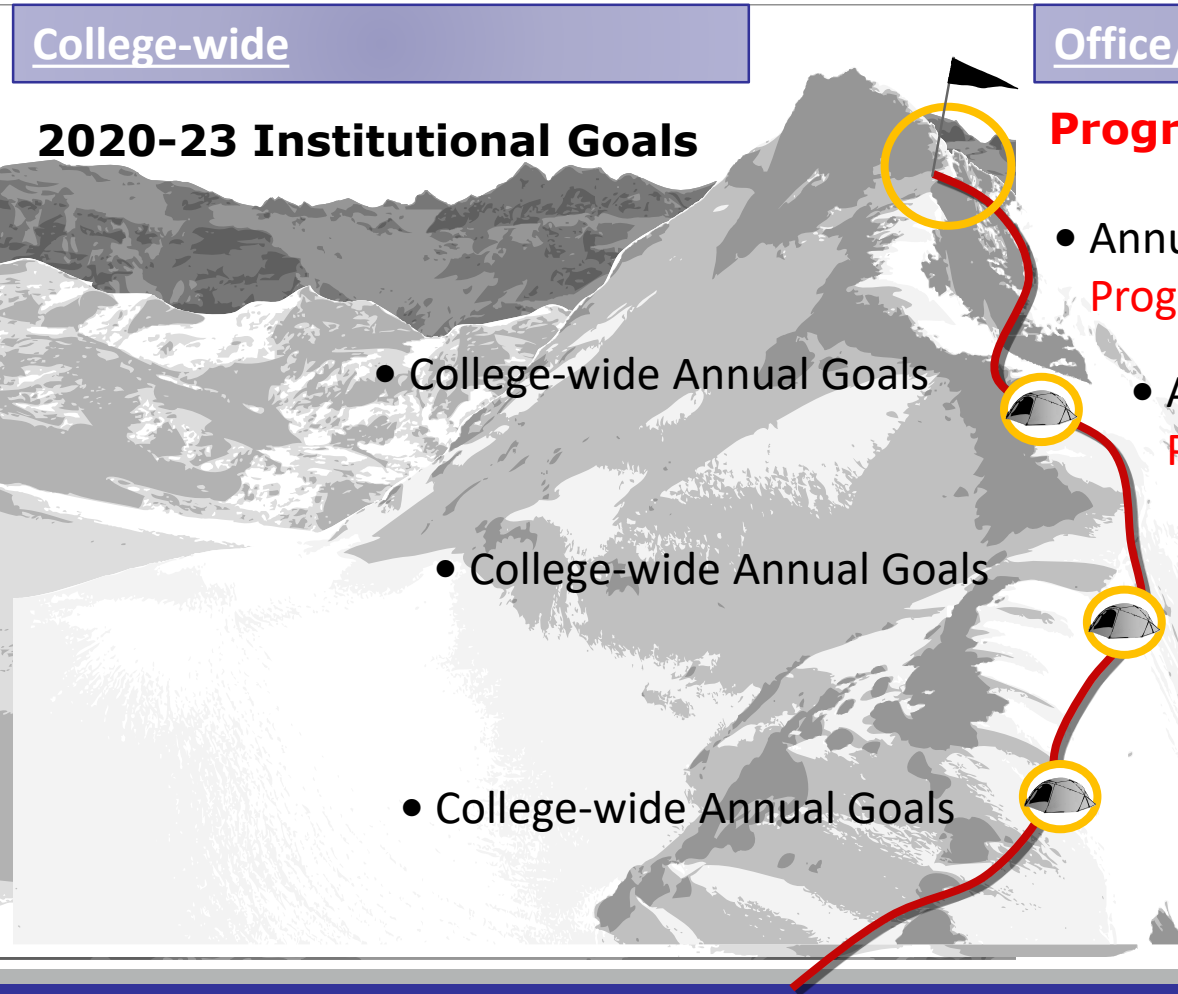
2020-23 Institutional Goals

- College-wide Annual Goals
- College-wide Annual Goals
- College-wide Annual Goals

Office/Program

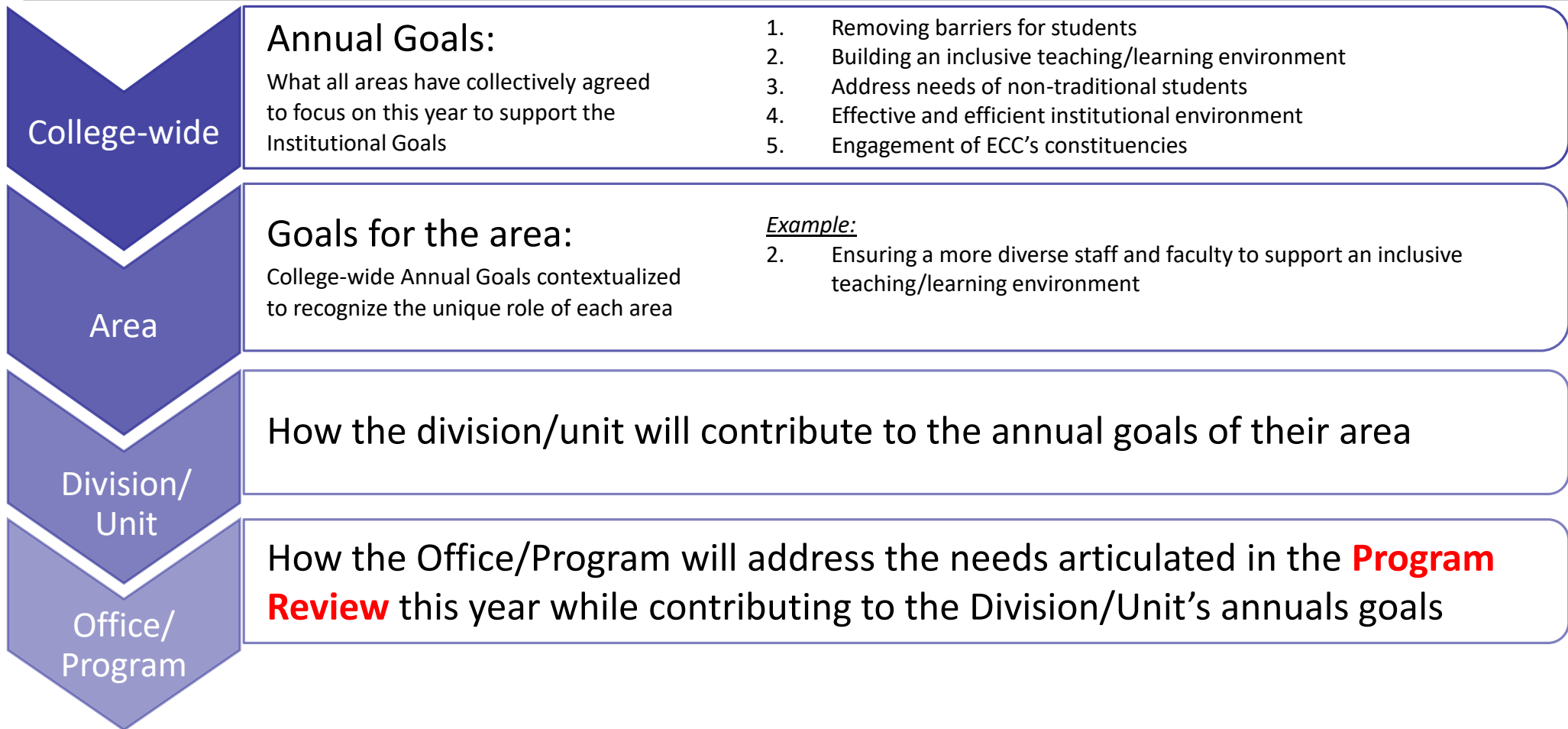
Program Review goals

- Annual Goals for Year 4 of Program Review implementation
- Annual Goals for Year 3 of Program Review implementation
- Annual Goals for Year 2 of Program Review implementation
- Annual Goals for Year 1 of Program Review implementation



Cascading Goals:

Goals of managers guide goals of their teams



Annual Planning & Budgeting Calendar

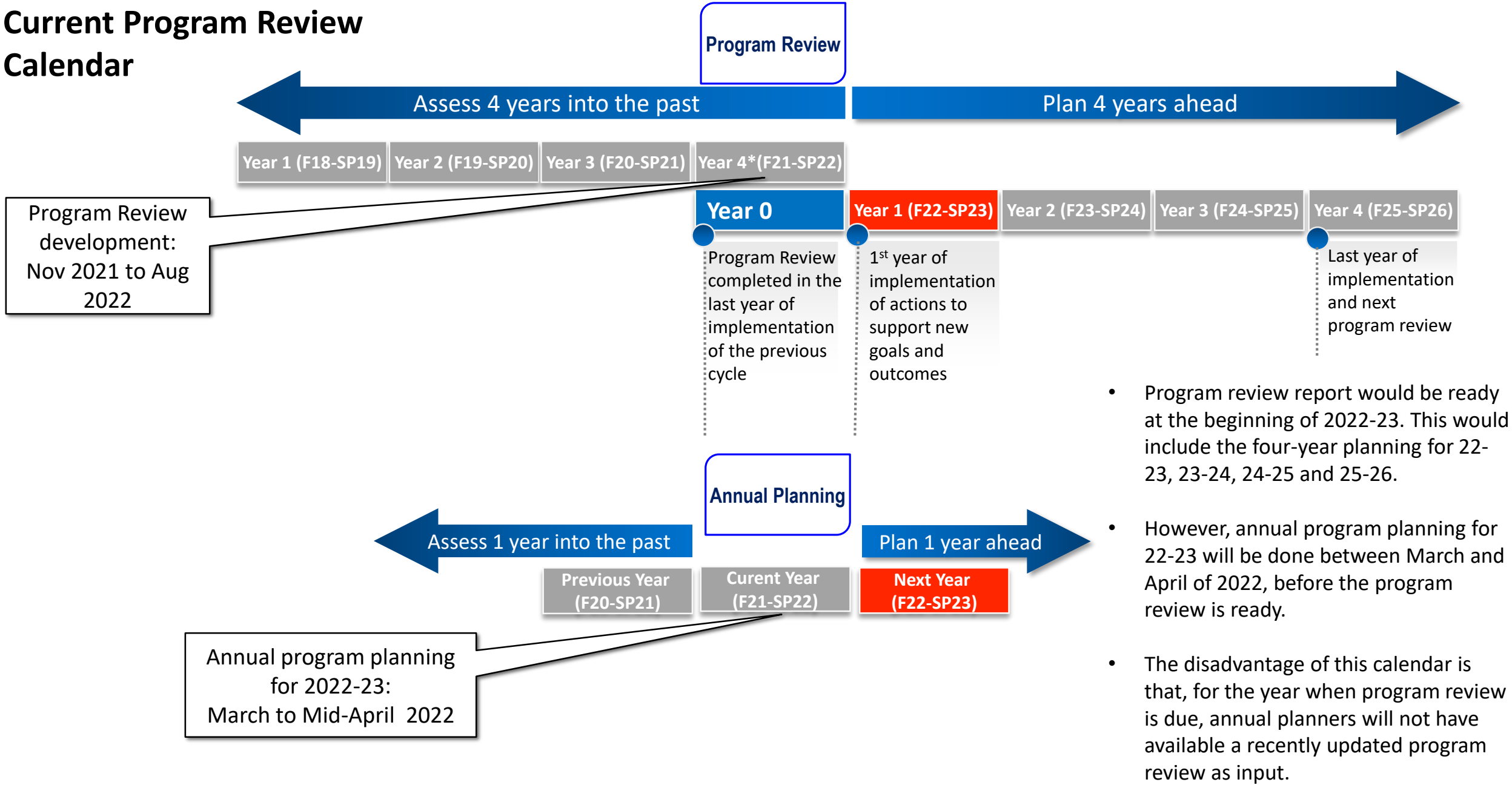
Process Step	Date
Annual planning process kick-off with VPs/President	by Sept 24 th
Annual planning process kick-off with Deans/Managers	10/01 - 10/15
Deans/Managers develop annual plans For smaller divisions/units without office/programs	10/15 - 12/10 10/15 2022 - 04/15
Annual planning process kick-off for Office/Programs	by March 4 th
Budgeting Process begins	end of January
Office/Programs develop annual planning process	03/04 - 04/15
MILESTONE: Review of operational budget spreadsheets submitted to Fiscal Services	March 15th
MILESTONE: All Annual Plans in Nuventive	April 15th
Prioritization of budget requests within Divisions and Areas	04/15 – 05/27
Cabinet level prioritization of budget requests	June
Fiscal Services identifies funding source for high priority budget requests and includes in tentative budget	June
Cabinet confirms high priority budget requests for approval	August-September
MILESTONE: Final 2023-24 budget approved	Sept 15th

Academic Program Review Calendar Proposal

Current Academic Program Review Calendar (to start again in Nov of 2021)

Nov 2021 to Dec 2022: Assessment of Fall 2018 to Spring 2022 and Planning for Fall 2022 to Spring 2026			
Role Performing Task	Task	Time to Develop/Complete Task	Deadline/Timeline
Program Review Leaders	Orientation for upcoming development of Program Review Report	1 day	Nov 2021
	Development of Program Review	9 months	Nov 2021- Aug 2022
	Feedback Meetings with Program Review Committee	3 months	Sept 2022 to Dec 2022
	PR Leaders incorporate feedback/recommendations	3 months	Sept 2022 to Dec 2022
Program Review Committee	Orientation for upcoming development of Program Review Report	1 day	Nov 2021
	Review of Program Review	3 months	Sept 2022 to Dec 2022
	Feedback Meetings with PR Leaders	3 months	Sept 2022 to Dec 2022
Deans	Sign-Off Program Review	1 month	Dec 2022
Academic Affairs Office	Final Review & Publish PR Reports in Academic Program Review webpage	1 month	Dec 2022

Current Program Review Calendar

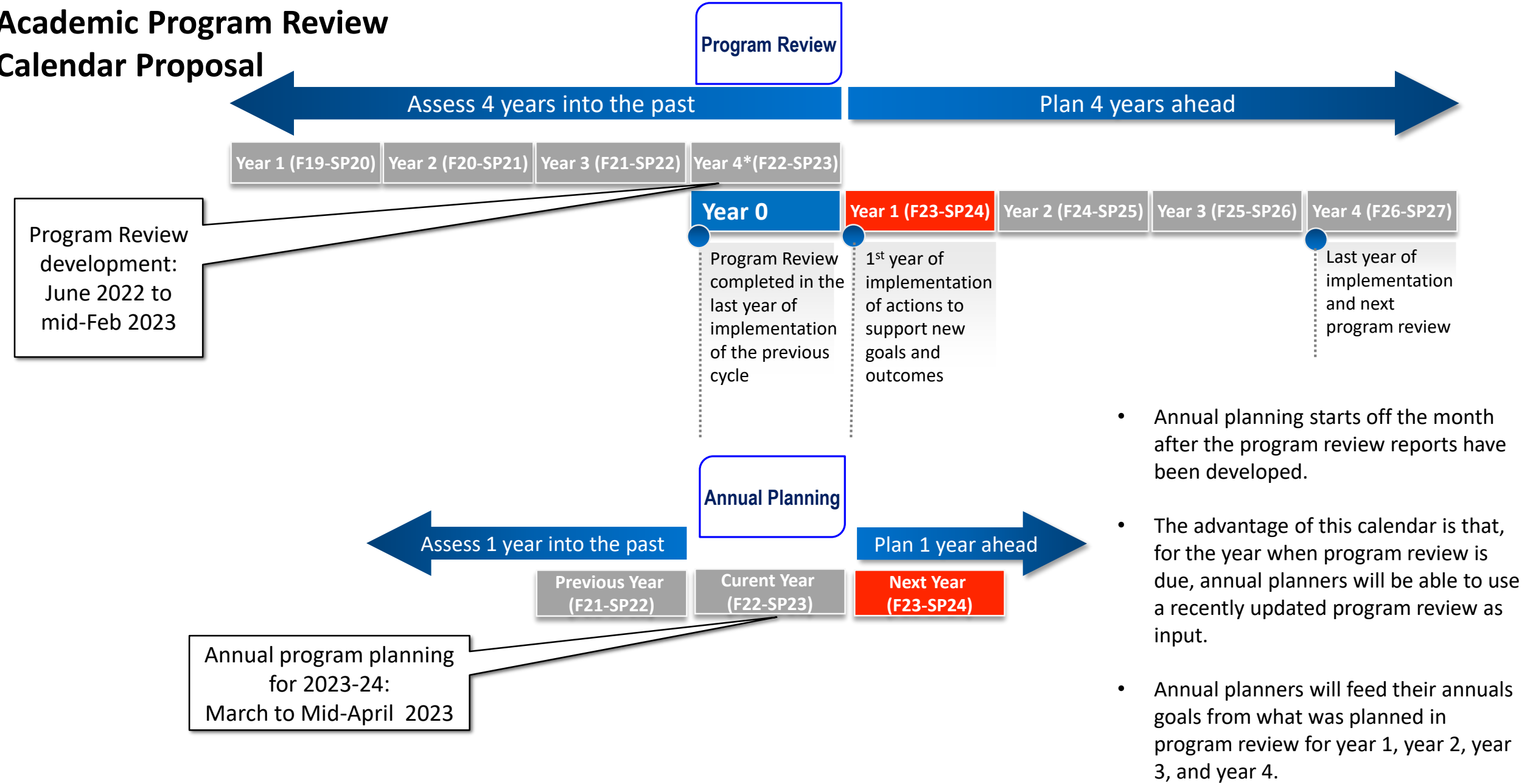


- Program review report would be ready at the beginning of 2022-23. This would include the four-year planning for 22-23, 23-24, 24-25 and 25-26.
- However, annual program planning for 22-23 will be done between March and April of 2022, before the program review is ready.
- The disadvantage of this calendar is that, for the year when program review is due, annual planners will not have available a recently updated program review as input.

Academic Program Review Calendar **Proposal**

Aug 2022 to Aug 2023: Assessment of Fall 2019 to Spring 2023 and Planning for Fall 2023 to Spring 2027			
Role Performing Task	Task	Time to Develop/Complete Task	Deadline/Timeline
Program Review Leaders	Orientation for upcoming development of Program Review Report	1 day	May 2022
	Development of Program Review	8 1/2 months	June 2022 to mid-feb 2023
	Feedback Meetings with Program Review Committee	4 1/2 months	mid-Feb to june 2023
	PR Leaders incorporate feedback/recommendations	4 1/2 months	mid-Feb to june 2023
Program Review Committee	Orientation for upcoming development of Program Review Report	1 day	May 2022
	Review of Program Review	4 1/2 months	mid-Feb to june 2023
	Feedback Meetings with PR Leaders	4 1/2 months	mid-Feb to june 2023
Deans	Sign-Off Program Review	1 month	July 2023
Academic Affairs Office	Final Review & Publish PR Reports in Academic Program Review webpage	1 month	Aug 2023

Academic Program Review Calendar Proposal

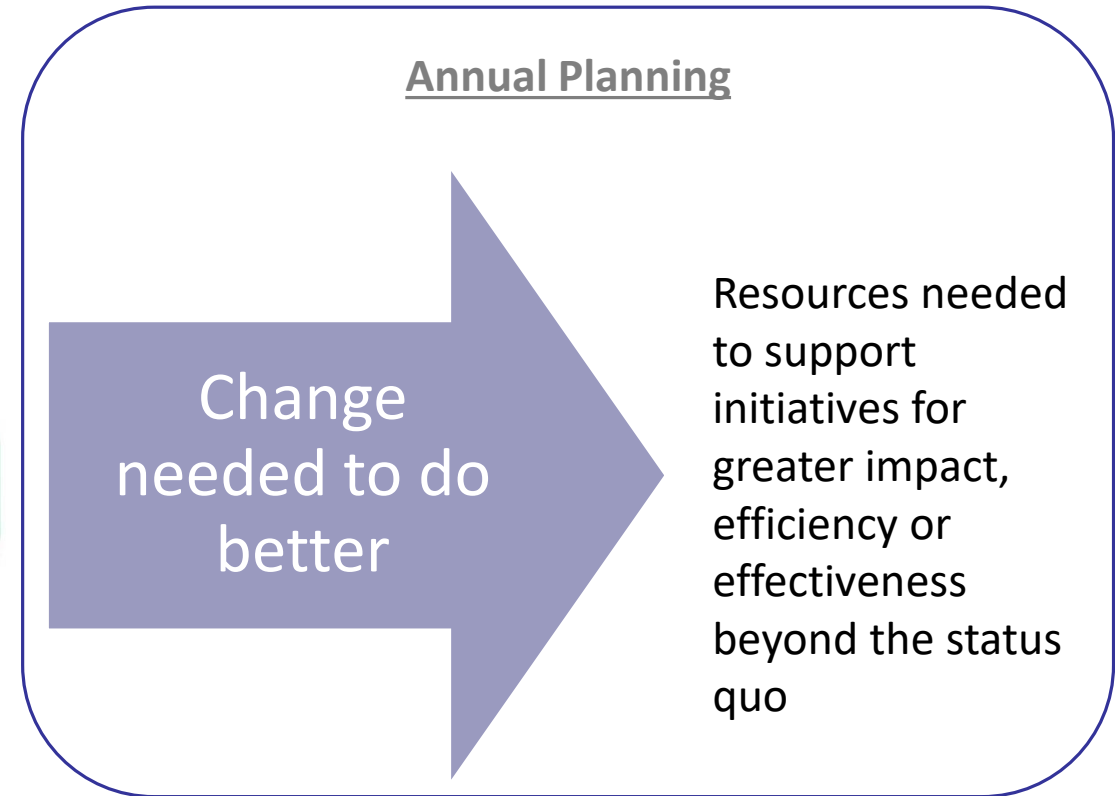


- Annual planning starts off the month after the program review reports have been developed.
- The advantage of this calendar is that, for the year when program review is due, annual planners will be able to use a recently updated program review as input.
- Annual planners will feed their annuals goals from what was planned in program review for year 1, year 2, year 3, and year 4.

Resource Allocation Caveat

Resources needed to support current day-to-day operations

** To be incorporated into the Annual Budgeting process*



Resources needed to support initiatives for greater impact, efficiency or effectiveness beyond the status quo



Thank You
Questions? Comments?



**California
Guided Pathways**



**NATIONAL
CENTER FOR
INQUIRY &
IMPROVEMENT**

CALIFORNIA GUIDED PATHWAYS PHASE TWO COLLEGE PARTICIPATION AGREEMENT

Part 2 – Fall 2021 thru Spring 2024

Introduction

Congratulations again on being selected to participate in the California Guided Pathways (CAGP) Project Phase 2, which runs from Fall 2020 through Spring 2024. A total of 43 colleges have been invited to participate in CAGP Phase Two, including the 20 colleges from CAGP Phase One and 23 new colleges selected for Phase Two.

This document is Part 2 of the Participation Agreement for the project, covering the remaining three years of the project from Fall 2021 thru Spring 2024. Part One was signed by your college in August/September 2020.

Part Two of the CAGP College Participation Agreement specifies the college commitment for the project and its activities. In addition to the virtual support structures that we initiated in Year One of the project (office hours, topical webinars, and virtual consultancies), this phase will also include six guided pathways institutes for all 43 colleges. At the moment, the plan is for the November 2021 institute to be virtual, with the remaining five institutes hosted in-person from April 2022 through April 2024 (see schedule below), pandemic conditions and safety allowing. Virtual support structures augmenting the institutes will continue throughout the project and there is an expectation that all institutions will actively participate in virtual supports.

At the moment, with additional funding still to be secured, we are asking you to sign a participation agreement that has the “most” you would be asked to fund / do. It is our hope that adding funders will defray these costs even further or remove them altogether, but at this time we don’t have the ability to clearly delineate these potential reductions until the funders are fully lined up. As we mentioned in our July 2021 email previewing this participation agreement, we are asking each college to pay \$10,000 per year for a total of \$30,000 to ensure that in addition to the virtual support structures started in 2020-21 continuing through Spring 2024, each college team at the Institutes can include seven participants, with hotel rooms covered for 2 nights for the five face-to-face Institutes.

As we mentioned in the July email, CAGP Phase One required \$15,000 per year from each college for a total of \$45,000, which covered 5 college team participants per institute, AV and food costs and one hotel night with the 6th/7th participants’ food / AV / meeting / hotel costs additionally paid for by the college (and no virtual support structures as part of the project). With the additional \$50M in state funding secured for guided pathways to be distributed to the colleges soon, we are hopeful that the \$10K/year fee will not cause a financial hardship for any college to participate. If it does, please let us know and we will talk with College Futures about alternate arrangements on a case-by-case basis.

Please carefully review the following provisions of the Participation Agreement.

PARTICIPATION AGREEMENT

YES, I understand and agree that participation in the CAGP Project Phase Two involves specific and clearly articulated commitments, as delineated below. On behalf of El Camino Community College District I affirm our decision to abide by these commitments:

1. Commit that the CEO will actively oversee the work with support from a designated high-level cabinet officer (preferably the chief academic or chief student services officer), who will serve also as the primary institutional contact person for work related to the project. Contact information, along with this signed agreement, is to be submitted **by September 18, 2021** to Sarah Cale, NCII Director of Operations & Logistics, at sarah@ncii-improve.com.
2. Commit to significant institution-wide change involving guided pathways *at scale* for all credit students. Pathways design and implementation will involve curriculum and program mapping, aligned both to university transfer programs and to the labor market; reconfiguration of basic skills education as an accelerated and contextualized onramp to programs of study; ongoing advising and monitoring of student progress; integrated academic support and student services; holistic supports for students including student financial stability and non-cognitive services; integrated approaches to active/experiential learning in every program of study; and alignment of co-curricular learning in each metamajor and program of study.
3. Commit to ensuring that each design and implementation task entails strong attention to equity—both intentionally designing equitable student experiences and explicitly addressing structural racism and other factors that perpetuate inequities.
4. Commit to associated planning and execution of college-wide engagement in guided pathways design and implementation; needed and timely professional development for faculty, staff, and college leaders; and needed and timely technical assistance in the work.
5. Commit to use and regular review of the CAGP momentum metrics depicting student connection, early momentum through pathways, and completion. The metrics that will be used on this project have been identified by the Community College Research Center at Teachers College, Columbia University and align both with the CCCC Guided Pathways Metrics and the national set of guided pathways momentum metrics originated by CCRC. The metrics to be used by the CAGP project are available on the Cal-PASS Plus LaunchBoard Guided Pathways tab ([link](#)) and include:
 - Earned 6+ college credits in 1st term
 - Earned 12+ college credits in 1st term
 - Earned 15+ college credits in year 1
 - Earned 24+ college credits in year 1
 - Earned 30+ college credits in year 1
 - Gateway (transfer-level) math and English completion Key Performance Indicators – e.g.,
 - Completed transfer-level math in year 1
 - Completed transfer-level English in year 1
 - Completed transfer-level math and English in year 1

- Persistence Key Performance Indicator:
 - Persisted from term 1 to term 2
 - College course completion Key Performance Indicator
 - College-level course completion rate in students' first academic year
6. Commit to engaged participation in the virtual support events between Fall 2021 and Spring 2024 terms, including three 90-minute virtual consultancy sessions per semester (2 members per non-presenting college, 5 members per presenting college), two webinars each semester (up to 12 participants per college) and office hours with the college's primary NCH coach as deemed necessary at the discretion of the college.
 7. Send a full seven-person team to actively participate in each of the six CAGP Phase Two Institutes from Fall 2021 to Spring 2024 as laid out in the schedule below. **Three members of the seven-person team will be required to attend every event: the College President, a Guided Pathways Lead / primary college contact, and the College's Student Equity Lead (person responsible for the SEAP).** NCH will make recommendations on the composition of the remaining four members of the college team for each Institute in advance of the Institute, with the ultimate decision on these four members remaining with the college.
 - Institute Schedule: all institutes Wednesday to Friday – virtual 12pm to 5pm each day and face-to-face Wednesday 1pm to Friday 12pm
 - Institute 1: November 17-19, 2021 - Virtual
 - Institute 2: April 27-29, 2022 - Costa Mesa
 - Institute 3: September 21-23, 2022 (location TBD)
 - Institute 4: March 22-24, 2023 (location TBD)
 - Institute 5: September 27-29, 2023 (location TBD)
 - Institute 6: March 20-22, 2024 (location TBD)
 8. Completion and timely submission of structured advance work prior to each institute; and at least one meeting of the institute team prior to the Institute for review and discussion of the assigned work.
 9. Completion during each institute of a college action plan identifying next steps, timelines, and responsibilities for work on designing and implementing guided pathways for students. Timely submission of the completed action plan to project staff following the Institute.
 10. If requested, presentation (by institutional team members) of an interactive concurrent session at an institute, highlighting pathways-related work at the college that shows promising results.
 11. Payment of travel expenses (air and/or ground transportation, plus dinners) for institutional team members to participate in the project institutes.
 12. Participation by the college GP lead in a pre-conference session during the morning of the first day of each institute to prepare for the Institute.
 13. CEOs commitment to participate in one CEO-only meeting each semester, either virtually or at a dinner during the in-person institutes.

14. The college's guided pathways leads – in tandem with the college's regional GP coordinators – will participate in evaluation activities with Engage R&D, who have been identified as the evaluator for the project. We expect that these activities would take no more than two hours a semester.
15. Payment of a college participation fee of \$10,000/year, for a total of \$30,000 per college over three years. The initial \$10,000 fee will be payable to the Foundation for California Community Colleges within 30 days from receipt of the participation agreement. It is permissible to pay the entire fee of \$30,000 at this time if desired. *The project will in turn cover on-site institute expenses for seven Institute team members per college, including materials, two nights of hotel rooms, breakfasts, two lunches, and all meeting breaks, in addition to the virtual support structures outlined above (office hours, webinars, virtual consultancies).*
16. For colleges in multi-college districts: Commitment to identification and consideration of changes in District-wide policy, practices, and technology systems needed to support guided pathways reforms.

I further understand that the college benefits from participating in CAGP include event experiences, coaching and problem-solving virtual consultancy sessions, opportunities to interact with peer colleges engaged in similar work, and the opportunity to contribute to building capacity for institutional change in the community college field. The ultimate beneficiaries will be the college's students who progress to completion, transfer, and employment.



9/8/20

Signature of President

Date

(electronic signature may be inserted above)

Verification of discussion with and support of the college's Academic Senate

Signature of College Academic Senate President

Date

(electronic signature may be inserted above)

Please submit this signed document to NCII's Sarah Cale at sarah@ncii-improve.com no later than Friday, September 17th. Thank you for your time – and we on the NCII CAGP Phase Two Leadership Team look forward to working with you over the next three years through Spring 2024.

Sincerely...

Rob Johnstone and the CAGP Phase Two Leadership Team

**CAGP Phase Two
Participating Colleges**

American River College
Butte College
Cabrillo College
Chaffey College
Clovis Community College
College of Alameda
College of the Canyons
College of San Mateo
Compton College
Cosumnes River College
Cuesta College
Cuyamaca College
El Camino College
Folsom Lake College
Gavilan College
Grossmont College
Lake Tahoe Community College
Las Positas College
Long Beach City College
Los Angeles Trade Tech College
Madera College
Marin College
Miracosta College
Modesto Junior College
Moreno Valley College
Norco College
Reedley College
Rio Hondo College
Riverside City College
Sacramento City College
Saddleback College
San Diego Miramar College
San Joaquin Delta College
Santa Ana College
Santa Barbara City College
Santa Monica College
Santiago Canyon College
Sierra College
Southwestern College
Victor Valley College
West Hills College – Coalinga
West Valley College
Yuba College

Clarify the Path:

ILO Statement:

El Camino college ensures students can find, access and understand information available to help guide them toward their educational goals, including major requirements and related careers. The information is available in these forms:

- Web-based (Program Pathways Mapper, program web pages, meta-major information, Student Support Hub on Canvas);
- Events (career events through the Career Center or meta-major communities);
- College personnel (advice-seeking through counseling or advising with professors);
- Communications through text or email (ECC Connect, meta-major and special programs communications).

Assessment:

Data Collection: The following data will be collected to assess this ILO.

- Web-based:
 - An audit will be done of the relevant web pages to assess that all information is up-to-date, equitable, and accessible;
 - A student survey will assess the usefulness of the available information;
 - A count of the number of hits that each web page gets at certain points in the semester or year will be performed.
- *Events:*
 - An audit will be done of the events offered through counseling, the career center, or the meta-major communities to assess that an appropriate range of topics is covered, and the events are offered at a variety of different times and mediums (online and face-to-face).
 - A student survey of participants at the events will assess the usefulness of the events;

- A count of the number of participants at each event will be performed.
- *College personnel:*
 - A sample of professors and counselors will be asked to keep track of advising sessions with students--when, how long, and generally what was discussed. This information will be assessed to see the most common questions to add information to web pages and come up with ideas for relevant events for students.
- *Communications through text or email*
 - An sampling of email templates from ECC Connect, meta-majors, and marketing and communications will be reviewed by a panel of students and employees.

Enter the Path: The college guides students to make informed decisions about their program of study and use appropriate supports to help them enroll in and succeed in their gateway courses:

- Students are confident about their choice of major and the career goal that the major leads to;
- Counselors help students design and develop their comprehensive educational plan;
- Students are able to enroll in their courses with minimal obstacles;
- College personnel guide students to appropriate supports (e.g.math study center, writing center, SRC, FYE);
- Degree-seeking students pass college-level math and English as well as their major's gateway courses in the first year to pave the way for their subsequent course of study.

Assessment:

Data Collection: The following data will be collected to assess this ILO.

- To assess if students are confident about their choice of major and the career goal that the major leads to:
 - Survey students and ask how confident they feel in their choice of major via ECC Connect intake form;
 - Determine how many majors or major changes a student has

on record, with fewer majors or major changes indicating more confidence in a major;

- To assess if counselors help students design and develop their comprehensive educational plan:
 - Determine the number of comprehensive educational plans;

- To assess if students are able to enroll in their courses with minimal obstacles:
 - Determine the section fill rates to see if there are a variety of courses to accommodate students' preferred time and delivery (online, hybrid, face-to-face), with a goal of a 90% fill rate;
 - Calculate the number of add petitions caused by error which would imply obstacles while enrolling for courses;
 - Calculate the number of add codes in a semester, where more add codes would imply more difficulty with enrollment;
 - Survey Deans and Division Personnel to track amount and type of issues that come up with scheduling (scheduling, class fill rates, pre-reqs, etc).

- To assess if college personnel guide students to appropriate supports (e.g.math study center, writing center, SRC, FYE):
 - Select college personnel will count how many times they guide students to first year support services, such as the Math Study Center, Writing Center, SRC, FYE, etc. for a two week period at the beginning of the semester.
 - Point of contact survey on usefulness, accessibility, and availability (hours and modality) of first year support services;
 - A count of how many first-year students use the various supports;

- To assess if degree-seeking students pass college-level math and English as well as their major's gateway courses in the first year to pave the way for their subsequent course of study:

- Compile the SLO data and record the SLO success rates for each course;
- Record the completion and success rates of each course;
- Compare the results of the SLO success rate and the success rate of the course.
- Compare actual course enrollments to predicted enrollments via the educational plans to determine if students are taking the courses laid out by their educational plan.

Stay on the Path: The college supports students to persist in their chosen learning path and see it through to completion.

- Needed support services exist and are equitably available and accessible.
- Students are aware of and use relevant support services as needed;
- Students understand and follow their comprehensive educational plan;
- Students complete their chosen educational goal(s).

Assessment:

- Progress towards Educational Plan
 - ECC Connect percentage of Ed Plan completed
 - Percentage of units enrolled that follow Ed Plan (this one may not be available yet, but one we should continue to work towards)
 - Evaluate number of students who are changing their major after 15/30 units completed (this shouldn't be included until we develop a culture of changing majors for appropriate support);
 - Number of students close to completion that aren't registered for next semester or who haven't applied for a degree--i.e. potentially drop out before completing a degree
- Course Completion will increase with correct counseling/placement and sufficient support for student success.
 - Evaluate percentage of students who drop course prior to

- Census date
 - Evaluate percentage of students who complete the course without any withdrawals.
 - Withdrawal survey results
- Planning for the next step
 - Students meet with transfer or career counselor in preparation for life after ECC;
 - Notes kept to see what kinds of conversations students are having through ECC Connect
- Increased educational efficiency
 - Evaluate total units at time of degree to minimize extraneous units.
 - Evaluate average time to completion to reduce the length of time from first enrollment to degree or certificate
 - Audit course offerings in comparison to student need based on educational plan
 - Audit GE area completion over previous four years
- Support services
 - Determine usage of support services for (tutoring, SI, learning labs, etc.);
 - Correlation between usage and ECC Connect referrals and grades

Ensure Learning: The college empowers students to learn the needed skills and content in their chosen courses and programs of study through relevant assessment practices as well as periodic evaluation of its assessment systems.

- In identified gateway courses, the college is closing equity gaps in success and retention, as well as achievement of learning outcomes.
- Students are achieving the stated outcomes at the course and program levels as demonstrated by assessment of SLOs and PLOs;
- The assessment process and outcomes are continually reviewed to ensure alignment with outcomes in other courses, transfer destinations, and need of industry partners.
- Students have opportunities to apply the skills they learn in the classroom in active learning opportunities as well as outside the classroom in the form of projects, portfolios, internships, study abroad, and more.

Assessment:

- Review of campus-wide assessment practices to ensure currency with statewide standards & practices.
 - Ensure that appropriate, accessible software is used for the tracking of SLO/PLO/ILO data & analysis.
 - Ensure that the timelines for assessment and alignments are reviewed and updated every four years.
 - Ensure that there is a campus-wide body that meets to discuss assessment issue and evaluate effectiveness by reviewing minutes and year-end coordinator reports.
- Review of key course SLO statistics over 4 years in all Divisions
 - Set a list of gateway courses in each Division.
 - **Examine completion rate** of assessments for those gateway courses.
 - **Examine success rate of key courses**, both overall average and comparative success rates to identify specific courses and SLOs where there have been noteworthy successes and there are areas to improve on.
- Review of PLO assessment process and completion.
 - **Examine completion rates for PLO** assessment.
 - **Random audit(?) of PLO assessments** and discuss PLO assessment process with individual programs?
- Audit of Program Review process
 - **Examine completion rates of Program Review**, CTE 2-year updates, annual planning updates across campus.
 - Evaluate results of program review in terms of follow through of stated priorities from previous program reviews. (sections to audit: program overview and program resources)
- Alignment of outcomes & learning trajectory of students from one course to the next --learning builds from one course to the next one
- Professional development makes an impact on practices in the classroom
- Review of opportunities available to students outside the classroom (study abroad; internships; student activities; student events; sports, etc.)

**Administrative
Procedure**

Business and Fiscal Affairs

**AP 6365 CONTRACTS – ACCESSIBILITY OF INFORMATION
TECHNOLOGY**

References:

Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794d);
36 C.F.R., §§,1194.1 et seq.; Government Code
Section 11135;
Title 5 Sections 59300 et seq.

INTRODUCTION AND SCOPE

Whenever the El Camino Community College District ("District") enters into a contract for the purchase, development, procurement, maintenance, or use of any electronic or information technology, the vendor shall certify that it complies with the requirements of Section 508 of the Rehabilitation Act of 1973 and its related regulations. This requirement shall apply to software applications, operating systems, web- based intranet and internet information and applications, telecommunications products, video or multimedia products, self-contained closed products such as copiers, digital signage solutions, kiosks, transaction machines, desktop and portable computers.

Each contract with such a vendor shall contain the following provision:

"The vendor hereby warrants that the products or services to be provided under this agreement comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended, and its implementing regulations. Vendor agrees to respond promptly to and resolve any complaints regarding accessibility of its products or services that are brought to its attention. Vendor further agrees to indemnify and hold harmless the District from and against any claim arising out of its failure to comply with these requirements. Failure to comply with these requirements shall constitute a breach and be grounds for termination of this agreement."

Office of Primary Responsibility: Purchasing

Date Approved:

Guidelines for masks and COVID 19 Screening

All students are required to follow the [Standards of Student Conduct \(Board Policy 5500\)](#), which includes following health and safety guidelines. Please see the COVID Task Force Webpage to review all the College safety protocols regarding COVID 19: <https://www.elcamino.edu/wbtw/campus-reentry-process.aspx>. The webpage describes expectations for students to complete before arriving and while on campus. There are different procedures for vaccinated and unvaccinated individuals.

Wearing masks is critical and essential to prevent the spread of COVID-19, the Delta variant, and future variants. Wearing masks also keeps the campus community healthy and safe. Thus, students, employees, and visitors must wear face masks to ensure the health and safety of our campus and to contribute to an environment for students to succeed with their academic and co-curricular objectives.

Maintaining health and safety guidelines is an important responsibility of all members of the campus community, and failure to adhere to these guidelines may result in the instructor removing the student from the class and/or possible formal disciplinary actions that may include consequences such as formal warning, disciplinary probation, interim suspension, and/or long-term suspension.

Students not wearing a mask will not be allowed in the classroom until wristbands are obtained and are wearing an approved mask. To ensure the safety of all students, faculty, and staff, we must follow the LA County Department of Public Health directives. Please remember if a student is absent for 10% of class meetings or assignments (distance education classes), the student could be dropped from the class (see online 2020/2021 ECC College Catalog under Registration for Classes, Attendance during Semester section and Administrative Policy 5070). El Camino College wants to support you with your college success and mask wearing is critical to being able to stay healthy to achieve your educational goals.

ACCESS TO CAMPUS AND MASK USAGE CLASS POLICY AND PROCEDURE FOR FALL 2021

1. Wristbands
 - a. Wristband compliance. Students wearing a screening wristband will be allowed into the classroom or instructional facility. Wristband non-compliance. Students will not be admitted into class without a screening wristband.
2. Masks:
 - a. Mask Compliance: Masks must be worn over the nose and mouth to stop the spread of the virus and variants. The mask can either be a surgical mask or cloth mask made of at least two layers. Masks with vents are not allowed (some exceptions for music courses). Scarves, gaiters, ski masks, balaclavas, bandanas, turtlenecks, collars, or single layer fabrics are not allowed.
 - b. Mask noncompliance and/or entering the classroom without a wristband is failure to follow the directives of the College and will trigger a request by the instructor for the

student to leave the classroom. Failure to leave the classroom upon request of the faculty member will be considered disruptive behavior. Students removed from class will still be held responsible for learning the material missed. The faculty will communicate by email on a return date predicated on the agreement to comply with the mask use directive. If repeat behavior occurs upon a return, a Maxient report will be filed, and further action will be explored.

3. Students not properly wearing a mask will be requested to comply with wearing the mask over their nose or mouth. If the student continues not to properly wear the mask, they will be asked to leave the class.
4. If students refuse to leave the classroom when asked, the ECC Student Services, Academic Division Office, and/or Police Department may be called for their removal. A Maxient report will be filed encompassing both mask noncompliance and refusal to leave the classroom. In addition to the Maxient report, the students may be suspended for that class and one additional day. The instructor will communicate by email on a return date predicated on the student's agreement to comply with the mask use directive. See AP/BP 5500 Standards of Conduct and AP 5520 Student Discipline Procedures for additional information (Course Catalog 2021/2022).

Original author – T.Palos

Revised 8.31.21 – G. Toya

Revised 9.21.21 – R.Miyashiro, J. Sims, I. Reyes, T.Palos, G.Toya

Revised 9.22.21 – T. Palos

Faculty Development Committee Meeting

Minutes for Tuesday, October 12, 2021

Via Zoom: <https://elcamino-edu.zoom.us/j/96406869362> 1:15-2:15 pm

Present	Name		Division
X	Stacey Allen*	SA	Behavioral & Social Sciences
X	Taryn Bailey	TB	Guided Pathways
X	Erica Brenes	EB	Humanities
X	Anna Brochet	AB	Counseling
X	Rose Ann Cerofeci	RC	Humanities
X	Linda Cooks	LC	Library & Learning Resources
X	Amy Herrschaft	AH	Counseling
X	Amy Himsel	AJH	Behavioral & Social Sciences
X	Lars Kjeseth	LK	Mathematical Sciences
X	Rhea Lewitzki	RL	Humanities
X	Crystle Martin	CM	Library & Learning Resources
X	Arturo Martinez	AM	Mathematical Sciences
X	David Moyer	DM	Fine Arts
X	Polly Parks	PP	Natural Sciences
X	Margaret Steinberg	MS	Natural Sciences
X	Jason Suárez	JS	Behavioral & Social Sciences
X	Evelyn Uyemura	EU	Humanities

*Committee Chair

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

Fall 2021 Meetings: September 14 & 28, October 12 & 26, November 9 & 23

Spring 2022 Meetings: February 22, March 8 & 22, April 26, May 10 & 24

Introductions

CM introduced Jackie Nolasco, our new Professional Development Specialist. We are thrilled to welcome her to the El Camino family!

AP 7160 – Professional Development

Ed Policies requested the FDC review minor revisions made to AP 7160. The policy has been updated to reflect the newly mandated anti-racist/racial equity professional development. SA noted the requirement to form a professional development advisory committee referenced in the AP and announced that CM recently formed this advisory committee. SA and CM met with co-coordinators of the Classified Professional Development Committee, Monica Delgado and Julie Meredith, twice over the summer. We are in the process of recruiting a student to join the advisory committee.

Informed & Inspired (Deep Listening to Students)

PP reported that I&I was well attended on September 30th. Four students of Latin American heritage engaged in a meaningful conversation about family life, culture, and what they desire in a supportive and inclusive learning environment. To inspire deep listening without interruption, participants were muted and unable to engage with the students. Approximately 40 faculty and staff attended the event. Responses to the reflection survey indicate a desire to listen more attentively and be more patient and understanding of student experiences and individual situations. LC attended and found it refreshing to listen to students tell their stories. She is inspired to be more empathetic as a result. The I&I planning

team will meet October 13th to plan our next session which will take place on October 27th, 2-3pm and will center the voices of LGBTQIA+ students.

Conversations with Colleagues

Conversations with Colleagues is a new monthly professional development series for faculty to gather virtually and share experiences, questions, and lessons learned during the pandemic. In collaboration, the Faculty Development Committee, SITE, and Professional Development & Learning will provide a different theme each month modeled after the Virtual Pancake Breakfast on Fall PD Day. LK reported the first session of Conversations with Colleagues on September 29th was a success. Participants gathered in breakout rooms identified by 'table topics' related to the session theme: *How are we changing in the face of the pandemic?* Participants noted conversation take-aways on a Google doc which LK shared with the committee. In subsequent sessions, participants will be asked to provide suggestions for topics to explore in future professional learning opportunities. Our next session will take place October 20th, 12:30-1:30. Table topics will be solicited related to the October theme: *How is the push for racial equity changing our practices?* The committee agreed to host additional sessions in November related to ways we are preparing to return to campus in the spring. Faculty, staff, and students who are already on campus will be invited to participate and share their experiences as they transitioned back to campus this semester.

Faculty Book Club (FBC)

LC reported that the FBC met on Friday, October 8th and had a lively conversation focused on Chapters 7 and 8 of *Social Justice Issues and Racism in the College Classroom: Perspectives from Different Voices*, edited by Patricia G. Boyer and Danielle Joy Davis. This book was selected given the many discussions in the club last semester as faculty contemplated ways to improve classroom practices to be more equitable. The FBC will discuss Chapters 9 and 10 on November 12th. Faculty have unlimited access to the E-book via the Schauerman Library and can join the club at any time. Meetings take place on the 2nd Friday of the month via Zoom at 11:00.

Fall PD Day Qualitative Survey Results

CM analyzed qualitative data from the Fall PD Day Evaluation Survey and presented it to the committee. She noted that most comments on the survey were positive; however, some respondents expressed disappointment that returning to campus in the spring was not discussed more thoroughly. The roundtable presentation was exceptionally popular and the Executive Cabinet address was greatly appreciated. The survey concluded by asking: What efforts will you make to authentically advance equity at ECC? There were numerous responses provided, many indicating greater efforts to listen authentically; be more flexible, empathetic, and understanding towards students; and diversify course materials. PP expressed her gratitude for CM's efforts to present the data in a more accessible and meaningful format.

Flex FAQ Subcommittee

SA reported the Flex FAQ Subcommittee met on October 7th to discuss revisions to the Flex FAQs. Documents should be ready for the FDC to review by the end of the week.

Outstanding Adjunct Faculty Award (OAF)

SA reported the nomination period for the OAF has closed. LC was congratulated for receiving two nominations, one from Analu Josephides, and another from Camila Jenkin and Amy Budzicz. Nominees have until October 29th to submit supporting materials. SA is currently recruiting members to serve on the selection committee which will meet on November 15th.

Adjourned 2:24
SA/10.15.21