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

<http://www.elcamino.edu/academics/academicssenate/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](mailto: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.



November 2, 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 11/2/2021

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](mailto:dmcclelland@elcamino.edu) by noon on Tuesday, November 2. In the subject line, please put Academic Senate Meeting 11/2 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

November 2, 2021

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

Office location: Schauerman Library, Room 273

## Officers & Executive Committee

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

### 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\*<sup>R</sup>** 21/22

**Josh Troesh** 21/22

### Counseling

**Maria Garcia** 23/24

**Anna Brochet\*<sup>R</sup>** 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\*<sup>R</sup>** 21/22

**Joanna Nacheff** 21/22

**TBA** 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<sup>R</sup>** 21/22

**Ross Durand\*** 21/22

**Dylan Meek<sup>R</sup>** 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\*<sup>R</sup>** 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"). <sup>R</sup> Denotes division senator who reports to division on Senate meetings.

# El Camino College Academic Senate Purpose, Meetings, and Committees

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**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:**

1<sup>st</sup> and 3<sup>rd</sup> 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. 2<sup>nd</sup> 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. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, DE 166.

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

**Educational Policies.** Chair: Camila Jenkin. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, Natural Sciences 127.

**Faculty Development.** Chair: Stacey Allen. 2<sup>nd</sup> & 4<sup>th</sup> 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. 3<sup>rd</sup> 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. 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:30-2:30, Library 202.

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

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

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

**Facilities Steering Committee.** Chair: Jorge Gutierrez. Senate Rep: TBA, 1<sup>st</sup> Monday, 2:30, Library 202.

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

**Planning & Budgeting (PBC).** Chairs: Ann Tomlinson and Viviana Unda. Senate reps: Josh Troesh & Darcie McClelland, 1<sup>st</sup> & 3<sup>rd</sup> 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
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>ALC</b>	Assessment of Learning Committee
<b>ADT</b>	Associate Degree for Transfer
<b>AP</b>	Administrative Procedure
<b>ASO</b>	Associated Students Organization (ECC's student government)
<b>ASCCC</b>	Academic Senate for California Community Colleges
<b>BP</b>	Board Policy
<b>BSI</b>	Basic Skills Initiative
<b>BOGFW</b>	Board of Governor's Fee Waiver
<b>BOT</b>	Board of Trustees
<b>CCC</b>	College Curriculum Committee
<b>CCCCO</b>	California Community Colleges Chancellor's Office
<b>CMS</b>	Course Management System
<b>COLA</b>	Cost of Living Adjustment
<b>CTE</b>	Career Technical Education (formerly Vocational Education)
<b>DE</b>	Distance Education (instruction that is at least 51% online)
<b>DEAC</b>	Distance Education Advisory Committee
<b>EPI</b>	Educational Planning Initiative
<b>FACCC</b>	Faculty Association for California Community Colleges
<b>FDC</b>	Faculty Development Committee
<b>FTEF/FTES</b>	Full-Time Equivalent Faculty/Full-Time Equivalent Students
<b>FYE</b>	First Year Experience program
<b>GP</b>	Guided Pathways
<b>HTP</b>	Honors Transfer Program
<b>IE</b>	Institutional Effectiveness (actions/measures of college improvement)
<b>IEPI</b>	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
<b>ILOs</b>	Institutional Learning Outcomes
<b>IR/IRP</b>	Institutional Research / Institutional Research & Planning
<b>ITS</b>	Information Technology Services
<b>MMAP</b>	Multiple Measures Assessment Project
<b>OEI</b>	Online Education Initiative
<b>PLOs</b>	Program Level Outcomes
<b>PBC</b>	Planning & Budgeting Committee
<b>PR</b>	Program Review (period program evaluation and plan)
<b>PRP</b>	Program Review & Planning (annual integrated planning system)
<b>SAOs</b>	Service Area Outcomes
<b>SLOs</b>	Student Learning Outcomes
<b>SEA</b>	Student Equity and Achievement
<b>SSSP</b>	Student Success & Support Program
<b>SWP</b>	Strong Workforce Program
<b>Title 5</b>	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
<b>Title V</b>	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
<b>WSCH</b>	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 5<sup>th</sup> 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 1<sup>st</sup> reading
- ECC chosen sp 2020 for 2<sup>nd</sup> 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)
- 2<sup>nd</sup> 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](mailto: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.

## **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.)

## Ed Policies New Draft

All students are required to follow the [Standards of Student Conduct \(Board Policy 5500\)](#). 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>. Students should refer to the COVID Task Force Webpage for updated mask and wristband guidelines. It is every student's responsibility to read and be familiar with the COVID Return to Campus Plan.

## Original-

### 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.

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

## Draft

### 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.~~

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~~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

##### 5. 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.

##### 6. 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.

- ~~7. 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.~~

8. 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

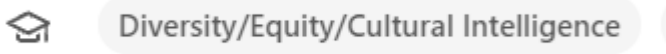
Revised 9.21.21 – R.Miyashiro, J. Sims, I. Reyes, T.Palos, G.Toya

Revised 9.22.21 – T. Palos



El Camino College  
Professional Development & Learning Office  
Frequently Asked Questions (FAQs) about Flex 2021-22  
Part-time Faculty

Frequently Asked Question	Answer
<b>What is Flex credit?</b>	Flex credit is awarded for time spent engaging in professional development in lieu of instruction. One hour of time spent on professional development equals one hour of Flex credit.
<b>What is the Flexible Calendar Program?</b>	Under the direction of the California Community Colleges Chancellor’s Office, the purpose of the flexible calendar program (or “Flex”) is to provide time for faculty to participate in professional development activities that are related to “staff, student, and instructional improvement” ( <a href="#">title 5, section 55720</a> ).
<b>Are part-time faculty obligated to earn Flex credit?</b>	Part-time faculty are responsible for completing Flex hours proportionate to their teaching load. As noted in <a href="#">Article 8, Section 21 (e)</a> of the faculty contract:  “Each Part-Time Faculty Member shall be responsible for completion of Professional Development flex time equal to one-half (1/2) hour of professional development activities for each semester unit taught in the fall and spring semesters up to a maximum of three (3) hours per semester. Flex time shall be payable at the appropriate column of Appendix D-1, Lecture, Step 1 rate. Part-Time Faculty Flex hours shall not be computed as part of the teaching load.”
<b>Are part-time faculty expected to complete anti-racist/racial-equity focused professional development training?</b>	As noted in the <a href="#">Required Anti-Racist Equity Professional Development Training MOU</a> :  “Beginning with the 2021-2022 school year, all part-time faculty will be paid to complete two hours of mandated, Senate-approved racial equity focused professional development each academic semester when employed with an active contract (fall/spring).”

<p><b>Why do I need to complete anti-racist/equity-focused professional development training?</b></p>	<p>On October 20, 2020, the Academic Senate approved a resolution mandating anti-racist/ racial equity professional development for all El Camino College faculty. In collaboration with the Federation, the <a href="#">Required Anti-Racist Equity Professional Development Training MOU</a> was negotiated and approved in July 2021. As noted in the MOU, “it is imperative that faculty engage in Senate-approved professional development that unpacks, interrogates, and identifies strategies to vigilantly mitigate and dismantle systemic racism and/or addresses racial equity, diversity, and inclusion (EDI).”</p>
<p><b>How will I know if an activity qualifies as Senate-approved racial-equity focused professional development training?</b></p>	<p>If you register for an event in Cornerstone, it will bear the following notation indicating it is a Senate-approved racial-equity focused professional development training:</p>  <p>If you plan to complete off-campus (non-ECC sponsored/hosted) racial-equity focused trainings, you will submit an External Training form in Cornerstone to request Flex credit.</p> <p>For a comprehensive list of approved activities and a guide for choosing racial-equity professional development, refer to <a href="#">Categories and Approved Flex Credit Activities</a></p> <p>In addition, you may contact the Chair of the Equity, Diversity, and Inclusion Committee (EDI) at <a href="mailto:ajosephides@elcamino.edu">ajosephides@elcamino.edu</a> to confirm the activity qualifies as Senate approved.</p>
<p><b>What are Flex days?</b></p>	<p>Flex Day is also known as Professional Development Day (PD Day). As allowed by Title 5, Flex days are days set aside in the calendar for professional development in lieu of instruction.</p> <p>Part-time faculty are not required to attend PD Days, but they are invited to do so.</p>
<p><b>When are Flex days (PD Days) this year?</b></p>	<p>Thursday, August 26, 2021</p>



	Wednesday, February 9, 2022
<b>How can I earn Flex credit, aside from attendance at Flex days (PD Days)?</b>	<p>Flex credit can be earned by engaging in professional development activities which increase knowledge in one’s discipline or which directly enhance teaching skills; improve working relationships with students and staff in and out of the classroom; contribute to institutional improvement, as well as activities which enhance an individual’s physical and mental ability to perform their job.</p> <p>Specifically, Flex credit can be earned by registering for campus-sponsored professional development events in Cornerstone. Event facilitators will record your attendance in Cornerstone.</p> <p>You can also design your own Flex activities upon consultation with your dean. In this case, you will submit an External Training form in Cornerstone to request Flex credit.</p> <p>For a comprehensive list of approved activities, refer to <a href="#">Categories and Approved Flex Credit Activities</a></p>
<b>When can I earn Flex credit?</b>	You may earn Flex credit between July 1 and June 30 for the academic year during any time you are not scheduled to teach, hold office hours, or when you are participating in other contractual duties.
<b>When is the deadline to submit an External Training form in Cornerstone?</b>	<p>The deadline to submit an External Training form in Cornerstone for Flex credit completed in the <b>Fall semester is December 1<sup>st</sup></b>.</p> <p>The deadline to submit an External Training form in Cornerstone for Flex credit completed in the <b>Spring semester is June 1<sup>st</sup></b>.</p>
<b>How/where is Flex credit recorded?</b>	Your Flex credit is recorded in Cornerstone. You can access Cornerstone via MyECC and Canvas. See <a href="#">Cornerstone FAQs</a> for detailed information.
<b>Who should I contact with questions regarding Cornerstone?</b>	If you are unable to find the your answer in the <a href="#">Cornerstone FAQs</a> , please send your inquiry to <a href="mailto:prodev@elcamino.edu">prodev@elcamino.edu</a> .

<p><b>How much Flex credit do I earn if I present or facilitate an activity?</b></p>	<p>Presenters of flex activities will earn three hours of flex credit per one hour of initial presentation. If the presentation is repeated, flex credit will be two hours per one presentation hour.</p>
<p><b>How do I propose an activity to appear in Cornerstone for faculty to earn Flex credit?</b></p>	<p>In order for your event to appear in Cornerstone, please submit the <a href="#">Professional Development Activity Proposal Form</a>.</p>
<p><b>What can I do if my request for Flex credit is denied?</b></p>	<p>If you believe your activity fits one of the categories spelled out on the list of <a href="#">Categories and Approved Flex Credit Activities</a>, you may appeal by writing a short description of the activity, why you think it qualifies, and why it was denied, and email it to the Chair of the Faculty Development Committee (FDC) at <a href="mailto:sallen@elcamino.edu">sallen@elcamino.edu</a>. The FDC (or a subcommittee thereof) will consider your appeal. Appeals must be received by June 6, 2022. The decision of the FDC will be final.</p>
<p><b>What can I do if my request for racial equity focused Flex credit is denied?</b></p>	<p>If you believe your activity fits one of the categories spelled out on the list of <a href="#">Categories and Approved Flex Credit Activities</a>, you may appeal by writing a short description of the activity, why you think it qualifies, and why it was denied, and email it to the Chair of the Equity, Diversity, and Inclusion Committee (EDI) at <a href="mailto:ajosephides@elcamino.edu">ajosephides@elcamino.edu</a>. The EDI (or a subcommittee thereof) will consider your appeal. Appeals must be received by June 6, 2022. The decision of the EDI will be final.</p>
<p><b>What is the Faculty Professional Development Plan?</b></p>	<p>At the start of the fall semester, faculty will submit a <a href="#">Faculty Professional Development Plan</a> outlining their professional development objectives for the academic year.</p> <p>As stated in the Guidelines for the Implementation of the Flexible Calendar Program by the Faculty Development Committee of the Academic Senate for California Community Colleges in cooperation with the Chancellor’s Office, “[e]ach faculty member is responsible for the development of an individual plan for professional and/or personal growth for the purpose of instructional improvement (title 5, section 55726(a)). This individual plan may encompass any combination of individually designed</p>

	activities, institutionally planned workshops, conferences, and/or academic courses. These activities must be appropriate within the regulations that govern the flexible calendar program (title 5, section 55724 (a) (4) (A through G))” (p. 21).
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For more information, please consult the following resources:

[ECC Categories and Approved Flex Credit Activities](#)

[ECC Faculty 2020-2022 Contract \(see Article 8, Section 21\)](#)

[ECC Professional Development & Learning](#)

[ECC Academic Calendar](#)

[California Community Colleges Chancellor’s Office Flexible Calendar](#)

[California Code of Regulations/Title 5 Education](#)

[Guidelines for the Implementation of the Flexible Calendar Program](#)

## Resolution recognizing the traditional homeland of the Gabrieliño-Tongva people, the caretakers of Tovaangar (the Los Angeles Basin and Southern Channel Islands).

WHEREAS, the El Camino College Academic Senate acknowledges that there are over 370,000,000 Indigenous Peoples around the world and spread across more than 90 countries, and who belong to more than 5,000 different indigenous groups and speak more than 4,000 different indigenous languages; and

WHEREAS, the El Camino College Academic Senate acknowledges there are more than 2,700,000 to 6,000,000 Indigenous Peoples living in the United States, and the State of California has over 700,000 Native American and California Indians and the Los Angeles County is home to over 150,000 people who identify as Native Americans or California Indian; and

WHEREAS, the El Camino College Academic Senate acknowledges that our institution serves a diverse student body that includes Native Americans, California Indians, Alaska natives, and Native Hawaiians or Kanaka Maoli otherwise known as First Nations People; and

WHEREAS, the El Camino College Academic Senate acknowledges the institution is on the unceded territory of the Gabrieliño-Tongva Indian Tribe who are recognized by both the State of California and the United States Federal Government, and whose leaders are recognized by the California Native American Heritage Commission, and the institution also recognizes the other tribes not federally recognized and who are traditionally part of the Indigenous Peoples that steward the lands known today as El Camino College; and

WHEREAS, the El Camino College Academic Senate acknowledges the proposed Gordon Manor residential development project owned by Dr. Wilbur C. Gordon and Black Realtors, a project that would have created more than a 1,000 homes specifically for Black and African Americans condemned by the Los Angeles County Board of Supervisors, and this institution recognizes the history of residential segregation and the forcible dispossession of the land associated with the project, the institution also recognizes the Black and African-Indigenous Americans that contribute to the successes of education and society in general; and

WHEREAS, we express solidarity with all Indigenous Peoples around the world and particularly the Indigenous Peoples attending the El Camino College and their pursuit of higher education; and

WHEREAS, the El Camino College acknowledges and celebrates the Los Angeles City Councils 2017 vote that established the 2<sup>nd</sup> Monday of October as Indigenous Peoples Day, and this institution further acknowledges and celebrates the whole month of November as Native American and Indigenous Heritage month and recognizes that every day we should

celebrate all the lives of both our Native American and Indigenous students, as well as all of our student population; and

WHEREAS, the El Camino College Academic Senate upholds the ideals of human rights for all our students, and that these rights include the rights of indigenous peoples; and

WHEREAS, the El Camino College Academic Senate acknowledges the United Nations Declaration on the Rights of Indigenous Peoples as passed by the United Nations General Assembly on the 13<sup>th</sup> of September in the year 2007, that this acknowledgement is recommendatory and not binding; and

WHEREAS, the El Camino College Academic Senate maintains that education institutions should work toward greater justice and acknowledge the role that educational institutions have played in the genocide and oppression of indigenous peoples, from the brutality of the residential schools to the sanitization of the mission system in the curriculum, names, and icons used by California's public schools

NOW THEREFORE, BE IT RESOLVED, that the El Camino College Academic Senate declares that the lives of our Indigenous Students matter; and affirms the rights of Indigenous students, staff, faculty, and administrators to be treated with respect and dignity within schools and communities; and

BE IT FURTHER RESOLVED, that the El Camino College Academic Senate encourages faculty across disciplines and content areas to specifically include in their curricula materials that represent topics of inclusion and diversity that support indigenous ways of learning; and

BE IT FURTHER RESOLVED, that El Camino College Academic Senate invites faculty across disciplines and content areas to acknowledge and use the Land Acknowledgement Toolkit and its resources that represent all our indigenous peoples and learners to continuously enrich instruction.

Adopted unanimously this \_\_\_ day of November, 2021 by the El Camino College Academic Senate.



Book	Board Policies
Section	CHAPTER 4: ACADEMIC AFFAIRS
Title	Probation Dismissal And Readmission
Code	BP-4250
Status	Active
Adopted	July 20, 2009
Last Revised	May 16, 2016
Prior Revised Dates	2/16/10

### **Board Policy 4250 Probation, Dismissal and Readmission**

El Camino College has two types of probation: Academic Probation and Progress Probation. The purpose of probation is to encourage a student having academic difficulties to seek appropriate guidance and support in formulating and achieving goals.

1. Placement on Academic Probation

A student who has attempted at least 12 semester units of letter graded course work, as shown by the academic record, will be placed on Academic Probation when the grade point average for total units attempted at El Camino College is less than 2.0.

2. Removal from Academic Probation

A student will be removed from Academic Probation when the cumulative grade point average is 2.0 or higher in total units attempted at El Camino College.

3. Placement on Progress Probation

A student who has enrolled in 12 or more semester units as shown by the official academic record will be placed on Progress Probation if entries of "W," "I," "NC" and/or "NP" account for 50% or more of the total units attempted. Courses dropped prior to the "No Notation" deadline are not considered "units attempted" and do not receive entries as "W" "I," or "NC/NP."

4. Removal from Progress Probation

A student will be removed from Progress Probation when the percentage of entries of "W," "I," "NC" and/or "NP" drops below 50% of the total units attempted.

5. Dismissal Because of Academic Probation

A student on Academic Probation will be dismissed if the student earned a cumulative grade point average of less than 2.0 in all letter graded credit units attempted in each of three consecutive semesters. However, if a student achieves a 2.0 or higher during the most recent regular (fall, spring) semester while on probation, the student will continue on probation, but will not be subject to dismissal. Terms shorter than 16 weeks (i.e. winter, summer) will not be considered a semester. A semester in which the student does not take any courses will not be counted as a semester.

6. Dismissal Because of Progress Probation

A student on Progress Probation will be dismissed if the percentage of units in which the student has been enrolled for which entries of "W," "I," "NC and/or "NP" remains at or above 50% for three consecutive semesters. However, if a student completes 50% or more of the attempted units during the most recent regular (fall, spring) semester

while on probation, the student will continue on probation, but will not be subject to dismissal. Terms shorter than 16 weeks will not be considered a semester. A semester in which the student does not take any courses will not be counted as a semester.

7. Appeal of Probation or Dismissal

A student who believes that there are extenuating circumstances that warrant an exception to the probation and dismissal standards set forth in this policy may submit a written appeal with supporting documentation in compliance with administrative procedures. Dismissal may also be postponed if student can show significant improvement in the last semester.

8. Readmission Following Dismissal

A student who has been dismissed may return after sitting out at least one 16 week semester. A readmitted student will remain on probation until the cumulative average is above 2.0 and/or the percentage of "W," "I," "NC and/or NP" entries is below 50%.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.



### **Probation, Dismissal, Readmission Data Reporting**

**The Superintendent/President shall develop and provide to the Board for annual review a report of the number of students who were placed on probation, dismissed, and reinstated. This report must disaggregate the students by race, age, and gender.**

#### **References:**

Ed. Code Section 70902 (b) (3)  
Title 5, Sections 55031, 55032, 55033, 55034  
BP 4250 replaces the relevant portions of BP 4220.

**El Camino College Adopted: 7/20/09**

**Amended: 2/16/10, 5/16/16**

**Reviewed by Ed Policies 9/28/21**

## Administrative Procedure 7160 Professional Development

The El Camino Community College District (ECCCD) plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the district's mission, which is **to make a positive difference in people's lives and provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities**. The ECCCD will evaluate these programs and use the results of the evaluation as the basis for improvement.

The Superintendent/President shall annually submit to the State Chancellor an affidavit that contains all of the following:

- A statement that El Camino College (ECC) has an advisory committee, composed of administrators, faculty, classified staff, and student representatives, which makes recommendations on staff, student, and instructional improvement activities;
- Confirmation that ECC has completed a campus professional development plan for the current and subsequent fiscal years; which includes an assessment of needs and a plan of activities (55730), and attendance accounting data, for the purposes of calculating the flex adjustment. (55728)

The District shall establish a professional development advisory committee composed of representatives from each of the following: administrators, faculty, classified staff representatives, and students.

The purpose of the advisory committee is to make recommendations on staff, student, and instructional improvement activities. For classified staff professional development, the advisory committee collaborates with the Professional Development Supervisor and the Classified Staff Professional Development Committee. For faculty professional development, the advisory committee consults with the Academic Senate, through the Faculty Development Committee.

The Classified Staff Professional Development Committee collaborates with the Professional and Learning Development office on planning and decision making about classified staff professional development. Contractual changes are made in negotiation with the ECC Classified Employees.

The Faculty Development Committee (FDC), a subcommittee of the Academic Senate, represents the faculty in planning and decision making about faculty professional development. Per BP 2510, policies and procedures for faculty professional development are made in collegial consultation with the Academic Senate and changes are made in mutual agreement with the Board of Trustees.  
**~~Contractual changes are made in negotiation with the ECC Federation of Teachers.~~**  
**Obligations for faculty professional development are negotiated with the ECC Federation of Teachers and may be found in the Agreement available on the District website.**

To ensure that district and employee needs are being met, professional development activities will be planned and presented based on:

1. Institutional planning priorities, including student success
2. Results of needs assessment surveys and evaluations of previous professional development activities



3. Input from the college constituent groups
4. Legal mandates

All El Camino College faculty are required to complete **Senate-approved professional development that addresses systemic racism and/or racial equity, diversity, and inclusion (EDI)**.

Professional development may include, but is not limited to:

5. Improvement of teaching
6. Improvement of services to students
7. In-service training for vocational education and employment preparation programs
8. Intersegmental exchange programs
9. Development and maintenance of current academic and technical knowledge and skills
10. Institutional effectiveness and training to meet institutional needs and priorities
11. Development of innovations in instructional and administrative techniques and program effectiveness
12. Courses and training implementing equity programs and equal opportunity employment practices, policies, and legal mandates
13. Instructional and workforce technology
14. Training required by laws, codes, and regulations
15. Other activities determined to be related to educational and professional development.

Professional development activities, guidelines, plans and processes including information about the professional development program are published on the District website.

See the appropriate collective bargaining agreements for additional information regarding professional development for faculty and classified staff.

References:

Accreditation Standard III.A.15

Education Code Sections 87150 et seq., 87767, 88220, and 88227

Title 5 §53200, 55724

El Camino College Adopted: March 17, 2014

Reviewed 10/21 Educational Policies



**ACADEMIC SENATE**  
for California Community Colleges  
LEADERSHIP • EMPOWERMENT • VOICE

## **57<sup>th</sup> SESSION RESOLUTIONS**

### **Fall Plenary**

***FOR DISCUSSION***  
***OCTOBER 18 TO NOVEMBER 2, 2021***

*Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 6, 2021.*

Resolutions Committee 2021-2022

Amber Gillis, ASCCC South Representative, Area C (Chair)

Stephanie Curry, ASCCC Area A Representative (2<sup>nd</sup> Chair)

Nancy Persons, Santa Rosa College, Area B

Manuel Velez, ASCCC South Representative, Area D

Craig Rutan, Santiago Canyon College, Area D

## FALL 2021 VIRTUAL RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning during the first breakout session.

## CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an \*.

Resolutions and amendments submitted at Area Meetings are marked with a +.

Resolutions and amendments submitted between Oct 19 – Nov 2 are marked with a #.

- \*1.01 F21 Adopt the Updated Periodic Review of the Academic Senate for California Community Colleges
- +\*1.04 F21 Greater Transparency in the Committee Appointment Process
- \*3.03 F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning
- \*7.01 F21 System-Level Zero-Textbook-Cost Resources
- \*9.02 F21 Update Baccalaureate Degree Handbook
- \*9.03 F21 Adopt “The Role of Faculty in Tutoring and Learning Centers” Paper
- +\*11.01 F21 Equitable Access to Technology
- +\*11.02 F21 Greater Use of Telecommuting and Digital Processes
- \*15.01 F21 Adopt the ICAS English as a Second Language (ESL) Report: 2020 Update
- +\*16.01 F21 Advocate for Electronic Access to Required Course Materials
- \*17.01 F21 Local Senate Policies Regarding Textbook Adoption

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## 1.0 ACADEMIC SENATE

### **\*1.01 F21 Adopt the updated Periodic Review of the Academic Senate for California Community Colleges**

Whereas, In spring 2013 the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the ASCCC, through Resolution S13 1.02<sup>1</sup>, to develop a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability;

Whereas, The purpose of the periodic review is to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its services and operations in order to meet its stated goals, and to improve its policies and procedures;

Whereas, In following a process of self-review and improvement, and in response to the Periodic Review Reports of 2016-17<sup>2</sup> and 2020-21<sup>3</sup>, the Academic Senate for California Community Colleges (ASCCC) formed a Periodic Review Process Committee to review and update the Periodic Review process; and

Whereas, In spring 2014 the first set of guidelines and process documents for the Periodic Review were adopted through Resolution S14 1.02<sup>4</sup>, and have been updated for consideration by the delegates of the Academic Senate for California Community Colleges(1);

Resolved, That the Academic Senate for California Community Colleges adopt the updated *Periodic Review of the Academic Senate for California Community Colleges*<sup>5</sup>.

Contact: ASCCC Executive Committee

### **+1.02 F21 Honoring Dan Crump with Senator Emeritus**

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Dan Crump, ASCCC Executive Committee member from 2002-2015, has satisfied those requirements as a faculty member of the California Community Colleges system whose service has well exceeded the required five years of significant service to the Academic Senate and includes:

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<sup>1</sup> <https://asccc.org/resolutions/periodic-evaluation-academic-senate-california-community-colleges>

<sup>2</sup> [https://asccc.org/sites/default/files/Final%20Version\\_Periodic%20Review%20Document\\_April%202017\\_0.pdf](https://asccc.org/sites/default/files/Final%20Version_Periodic%20Review%20Document_April%202017_0.pdf)

<sup>3</sup> <https://asccc.org/sites/default/files/2020-21%20PRC%20Final%20Report-%20Rev%201.pdf>

<sup>4</sup> <https://asccc.org/resolutions/adopt-documents-guidelines-periodic-review-academic-senate-california-community-colleges>

<sup>5</sup> <https://asccc.org/sites/default/files/Periodic%20Review%20of%20the%20ASCCC%20-%20DRAFT%208-31-21.pdf>

- ASCCC Executive Committee member of the State Academic Senate,
- Served as ASCCC Secretary, North Representative, and At-Large,
- Chair of numerous Senate committees including Counseling and Library Faculty Issues, Standards and Practices, Legislative and Government Relations, and Relations with Local Senates;
- Served as the Council of Chief Librarians representative liaison to the ASCCC
- Provided significant leadership in groups such as ICAS, TTAC, CPEC and LLRPAC;

Whereas, Dan Crump during his time on the Executive Committee set the standard for kindness, collegiality, and etiquette including being the first to welcome new ASCCC members with a handwritten card and offering his relentless support for their success, and continues to send handwritten birthday wishes and anniversary congratulations and this attitude impacted the Executive Committee so much, members found themselves challenged in how to behave in certain situations, would ask themselves “What Would Dan Do?”;

Whereas Dan Crump was and continues to be an advocate for all faculty by sharing relevant and current information from his readings and findings about higher education focused on effective practices for faculty to support student success, he can be counted on to be prepared with his words and thoughts, and quick with his actions; and

Whereas Dan Crump as the Elections Chair was entrusted with the ASCCC Executive Committee election process, thoroughly supported his “runners” and “tellers,” clearly and articulately announced the results, and ensured a fair and unbiased approach to in-person voting while looking dapper in a sash,

Resolved, That the Academic Senate for California Community Colleges confer upon Dan Crump the highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of the California Community College system; and

Resolved, That the Academic Senate for California Community Colleges wish Dan, Helen, their children, and grandchildren much happiness in all their future endeavors.

Contact: Julie Oliver, Cosumnes River College, Area A

### **+1.03 F21 Honoring Lesley Kawaguchi with Senator Emeritus**

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Lesley Kawaguchi has satisfied those requirements as a faculty member of the California Community Colleges System whose service has exceeded the required five years of significant service to the Academic Senate;

Whereas, Lesley Kawaguchi has contributed to the California Community Colleges’ commitment to equity, diversity, and student success through her service on the ASCCC



Executive Committee from 2005-2014 as At-Large Representative, South representative and Area C Representative; chaired the Equity and Diversity, Basic Skills, Accreditation, Educational Policies, and Relations with Local Senates committees; oversaw or helped in the writing of several ASCCC papers and Rostrum articles; organized Accreditation and Leadership Institutes; worked on the early stages of C-ID and the Transfer Model Curriculum (TMC) for History; participated in groups such as the CCCCCO original Equity and Diversity Committee and intersegmental groups working on C-ID and the TMC, while also participating in a number of other external committees, advisory groups, and task forces;

Whereas, Lesley Kawaguchi worked on the History of ASCCC project after her time on the ASCCC Executive Committee ended, as well as continued participation as a senator in her local senate;

Resolved, That the Academic Senate for California Community Colleges confer upon Lesley Kawaguchi their highest honor of Senator Emeritus and thank her for her contributions to the faculty and students of California;

Resolved, That the Academic Senate for California Community Colleges encourages Lesley to continue pursuing research and writing the textbook on the issues of equity, diversity, and inclusion that informed her teaching and to travel (when it is safe) throughout the U.S. gathering materials for the textbook in her retirement;

Resolved, That the Academic Senate for California Community Colleges wish Lesley much happiness spending time with her daughters and grandchildren.

Contact: Nathaniel Donahue, Santa Monica College, Area C

#### **+\*1.04 F21 Greater Transparency in the Committee Appointment Process**

Whereas, The Academic Senate for California Community Colleges Bylaws Article V states, “the President shall make appointments to all standing committees,” “The President, in consultation with the Vice President and Executive Director, makes appointments to all other groups requiring faculty participation,” and “these appointments are subject to approval by the appointee’s Member Senate President”<sup>6</sup>;

Whereas, The Academic Senate for California Community Colleges has developed a Senate Committee Appointment Process<sup>7</sup> for Senate committees and ad hoc, special task forces, work groups, or advisory groups, including an online faculty application for statewide service form;

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<sup>6</sup> <https://www.asccc.org/about/bylaws>

<sup>7</sup> [https://asccc.org/sites/default/files/Appointment\\_Process.pdf](https://asccc.org/sites/default/files/Appointment_Process.pdf)

Whereas, The Academic Senate for California Community Colleges solicits faculty volunteers for statewide service throughout the year, emphasizing the need for a “diversity of voices” across a range of dimensions (e.g., race/ethnicity, discipline, expertise, region, life experience); and

Whereas, members of the Latinx Caucus have expressed frustration to members of the Executive Committee over the past five years about (1) faculty of color who have applied using the online faculty application for statewide service form and are unaware of their application status at any time after submission unless selected for appointment and (2) the limited outreach efforts to racial/ethnic diverse faculty;

Resolved, The Academic Senate for California Community Colleges revise its appointment process involving the President and Vice President to demonstrate a transparent documentation process reflecting a practice to target in outreach and appointment of racially and ethnically diverse faculty;

Resolved, The Academic Senate for California Community Colleges engage in intentional and sustainable practices to target racially and ethnically diverse faculty and prioritize racial and ethnic diversity as a primary factor for appointment to statewide committee service;

Resolved, The Academic Senate for California Community Colleges share broadly longitudinal data on all statewide committee appointments including racial and ethnic demographic data; and

Resolved, The Academic Senate for California Community Colleges revise the Senate Committee Appointment Process to support transparent communication of faculty applicant status at any given time during the period that the faculty member’s application is active, in addition to investigating and adopting the appropriate technology to support transparent communication.

Contact: Luke Lara, MiraCosta College, Area D

### **3.0 DIVERSITY AND EQUITY**

#### **3.01 F21 Resources for Racial Justice and Critical Race Theory**

Whereas, Racial justice practices have been called for in 2020 by the Academic Senate for California Community Colleges, California Community College Chancellor’s Office, and the Student Senate for California Community Colleges to address systemic racism;

Whereas, Critical Race Theory is an academic concept established in the 1970s in Critical Legal Studies by legal scholars who were interested in assessing the outcomes of civil rights laws on our society and the role that racism continues to play in our everyday actions and which has since informed other disciplines by providing a theoretical framework through a racial justice and equity-minded lens;

Whereas, Since its introduction in academia, Critical Race Theory, as a theoretical practice of critique, has played an essential role in challenging the Eurocentric foundations in academia as well as encouraging dialogue and actions to address systemwide inequities at our colleges; and

Whereas, By exercising their right to academic freedom, faculty have been able to introduce critical race theory, critical thinking in teaching and learning, and other racial and social justice focused theories-to-practice that have served to diversify and rethink college curriculums with the intentional goal of providing students with a more accurate and comprehensive understanding of the how race and racism permeates all aspects of society;

Resolved, That the Academic Senate for California Community Colleges recognize Critical Race Theory as a well-established school of thought and racial justice framework and support the right of California community college faculty to utilize Critical Race Theory as well as other theories relevant to their disciplines; and

Resolved, That the Academic Senate for California Community Colleges by fall 2022 provide a resource to define Critical Race Theory and its importance and tools for faculty and colleges to utilize Critical Race Theory in anti-racist education, teaching, and learning.

Contact: Juan Arzola, Equity and Diversity Action Committee

### **3.02 F21 Equity in Science, Technology, Engineering, and Math (STEM)**

Whereas, The Academic Senate for California Community Colleges has published the paper “Building Equity Driven Systems” that calls for equity-minded practitioners;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions supporting the success of students in math; and

Whereas, Data and research<sup>8</sup> supports the effectiveness of equity-minded and culturally relevant practices in science, technology, engineering, and math, yet California community colleges data continues to show the opportunity gap in student success in STEM areas<sup>9,10,11</sup>;

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<sup>8</sup> Hammond, Zaretta (2015). *Culturally Responsive Teaching and the Brain*. Corwin.

<sup>9</sup> Johnson, K. M. S. (2019). Implementing inclusive practices in an active learning STEM classroom. *Advances in Physiology Education*, 43(2), 207–210.

<sup>10</sup> Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research*, 86(1), 163– 206. <https://doi.org/10.3102/0034654315582066>

<sup>11</sup> Nagthall, N.V. (2020). (Re)Imagining STEM Instruction: An Examination of Culturally Relevant Andragogical Practices to Eradicate STEM Inequities Among Racially Minoritized Students in Community Colleges (Publication No. 28154244) [Doctoral dissertation, University of Southern California]. ProQuest Dissertations Publishing

Resolved, That the Academic Senate for California Community Colleges write a paper focused on optimizing student success through models of equity-minded teaching and learning practices in STEM online and traditional course modalities and present it to the body by the spring 2023 plenary session.

Contact: Roberto Rubalcaba, Equity and Diversity Action Committee

### **\*3.03 F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning**

Whereas, The Academic Senate for California Community Colleges has adopted resolution 06.04 in spring of 2016, which urged “local senates to advocate for the improvement of and access to mental health services at their local campuses” and “support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;”

Whereas, The global pandemic starting in 2020 and continuing into 2021 has exacerbated and increased the need for mental health awareness, support, and education;

Whereas, Both students and educators may experience stress and trauma<sup>12</sup>, as a result of the pandemic and other traumatic experiences<sup>13</sup> and teachers may experience the effects of vicarious trauma; and

Whereas, Both students and educators may be survivors of various Adverse Childhood Experiences (ACE) and as a result may be more likely to experience depressive symptoms<sup>14</sup>, ADHD symptoms, tobacco use, alcohol use, marijuana use, consumption of less than four cups of fruits or vegetables a day, sleep issues, and obesity;

Resolved, That the Academic Senate for the California Community Colleges work with discipline experts to develop resources identifying effective practices for Adverse Childhood Experiences (ACE) awareness including screening, resources and referral sources by Fall 2022;

Resolved, That the Academic Senate for California Community Colleges develop resources identifying effective practices for mental health awareness and trauma-informed teaching and learning and present the strategies to local academic senates by Fall 2022; and

Resolved, That the Academic Senate for California Community Colleges continue legislative advocacy for the funding of mental health services, support, and professional development on trauma-informed teaching and learning.

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<sup>12</sup> <https://www.edsurge.com/news/2020-04-07-teachers-are-anxious-and-overwhelmed-they-need-sel-now-more-than-ever>

<sup>13</sup> <https://nebhe.org/journal/trauma-in-the-time-of-coronavirus-and-beyond-a-nejhe-qa-with-karen-gross/>

<sup>14</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5948167/>

Contact: Leslie Shull, Equity and Diversity Action Committee

**+\*3.03.01 F21 Amend 3.03**

Add a 4<sup>th</sup> Resolved

Resolved, That the Academic Senate for California Community Colleges advocate for mental health resources and services including funding, professional development, and support for community college faculty.

Gisele Flores, Modesto Junior College, Area A

**3.04 F21 Develop Statewide Recommendation for Definition of Low-Cost Course Materials**

Whereas, The Academic Senate for California Community Colleges supports efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students and encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials (Fall 2017, Resolution 13.01);

Whereas, Recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9), some colleges and districts have implemented a low-cost designation with the definition of low-cost not being readily available or varying between less than \$30.00 to less than \$50.00;

Whereas, Efforts to mark course sections as zero-cost or low-cost should be informed by students' perspectives since the designations are intended to inform students of the financial burden of a given course section; and

Whereas, Students may register for courses at more than one college, and various definitions of low-cost at different institutions can be confusing and even misleading for students;

Resolved, That the Academic Senate for California Community Colleges work with the Student Senate for California Community Colleges and California Community Colleges Chancellor's Office to identify a recommended definition of "low-cost" to be considered for adoption throughout the California Community College system.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

### **3.05 F21 Zero Means Zero Textbook Cost**

Whereas, Zero-Textbook-Cost (ZTC) refers to instances in which textbooks are available to students at no cost, and California Education Code §66406.9 requires that California community colleges “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials,” providing a mechanism for marking course sections that are zero-textbook-cost;

Whereas, California Education Code §78052, which originally established a zero-textbook-cost degree grant program in the California Community Colleges system, states that “‘Zero-textbook-cost degrees’ means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies,” and the California Community Colleges Chancellor’s Office has recommended that future ZTC funds should “ensure the ZTC programs and courses are truly zero cost to the students by eliminating hidden costs” (Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCCO 2020);

Whereas, The 2021 revisions to California Education Code §78052 redefine “zero-textbook-cost degrees” to allow for “low-cost” to be recognized as “zero” in ill-defined instances, stating, “For purposes of this paragraph, ‘zero-textbook-cost degrees’ may include a low-cost degree option if a no-cost equivalent option is not available or cannot be developed”; and

Whereas, While open educational resources (OER) provide a mechanism to reduce or eliminate costs for instructional materials and textbooks, in some instances eliminating costs using OER is not possible because instructional resources require the use of such works as photographs, literature, and other materials that are under copyright;

Resolved, That the Academic Senate for California Community Colleges work to further communicate that zero-textbook-cost has a clear and specific meaning by affirming California Education Code’s original definition of zero-textbook-cost that refers to “courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies,” and recognize that a variety of approaches can be used to bring course costs for students to zero, including college library subscriptions, purchasing access to copyrighted resources, and purchasing print resources;

Resolved, That the Academic Senate for California Community Colleges recognize open educational resources as the preferred and most sustainable mechanism for eliminating course costs but acknowledge that instances will arise in which eliminating costs is not possible;

Resolved, That the Academic Senate for California Community Colleges assert that while open educational resources can reduce or eliminate instructional materials and textbook costs, resources should be dedicated to convening discipline faculty to determine the most sustainable mechanisms for reducing the costs of course resources; and

Resolved, That the Academic Senate for California Community Colleges encourage the use of approaches that significantly reduce course resource costs such that course sections with a low-

cost can obtain zero-textbook-cost status by virtue of the cost being absorbed by the college, district, or the state.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

### **+3.05.01 F21 Amend**

Amend the 3<sup>rd</sup> Resolved

Resolved, That the Academic Senate for California Community Colleges encourage the use of approaches that significantly reduce course resource costs such that any course sections ~~with a low cost~~ can obtain zero-textbook-cost status by virtue of the cost of resources for that course being absorbed by the college, district, or the state.

Contact: Sheila Lynch, Rio Hondo College, Area C

## **4.0 ARTICULATION AND TRANSFER**

### **4.01 F21 Transfer Pathway Guarantees**

Whereas, AB 928 (Berman, 2021)<sup>15</sup>, the Student Transfer Achievement Reform Act of 2021 aims to further streamline and make the transfer process easier for students to navigate but does not address the crucial need for additional spaces for transfer students to the California State University or University of California<sup>16</sup>, especially for students to transfer to institutions in or near their community college service area;

Whereas, The Academic Senate for California Community Colleges (ASCCC) has a long history of supporting transfer opportunities and streamlined processes, and has approved *Transfer in the Higher Education System* to be an area of focus of the ASCCC for 2021-22<sup>17</sup>;

Whereas, The Intersegmental Committee of Academic Senates is considering transfer to be a prioritized component of their work for 2021-22; and

Whereas, The *Vision for Success* goals for transfer and equity<sup>18</sup> are unattainable unless additional spaces for transfer students are assured;

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<sup>15</sup> [https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202120220AB928)

<sup>16</sup> [https://asccc.org/sites/default/files/asccc\\_position\\_paper\\_transfer\\_practices\\_210525\\_media.pdf](https://asccc.org/sites/default/files/asccc_position_paper_transfer_practices_210525_media.pdf)

<sup>17</sup> <https://asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems>

<sup>18</sup> <https://www.cccco.edu/About-Us/Vision-for-Success/vision-goals>

Resolved, That the Academic Senate for California Community Colleges work with practitioners within and among the California Community College, the California State University, and the University of California systems to build transfer guarantees that will increase the number of spaces for community college students transferring to the California State University or the University of California, especially for students to transfer to institutions in or near their community college service area.

Contact: ASCCC Executive Committee

## **7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE**

### **\*7.01 F21 System-Level Zero-Textbook-Cost Resources**

Whereas, The legislative intent of California Education Code §78052 is “that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs”;

Whereas, California Education Code §78052 requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented,” “ensure compliance with the federal Americans with Disabilities Act (Public Law 104-197) and the federal Copyright Act of 1976 (Public Law 94-553),” “develop and implement a degree that other community college districts can use or adapt,” and “ensure faculty shall have flexibility to update and customize degree content as necessary within the parameters of this program”;

Whereas, The option to update and customize course content is only available when course resources are openly licensed; and

Whereas, Accessibility and licensing concerns may be barriers to resource adoption, curation, and development;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

### **7.02 F21 HyFlex Modality Accounting and Apportionment**

Whereas, Hybrid Flexible, also referred to as “HyFlex,” is an instructional modality that combines face-to-face and online learning, where class sessions and activities are offered in



person, synchronously online, and asynchronously online, and where students have the flexibility of choosing any of these modalities in the same course during the same term;

Whereas, colleges are implementing, with increased use, HyFlex in various manifestations that offer students varying amounts of flexibility during the COVID-19 Pandemic, yet there is not a clear system-wide definition of, or coding for, HyFlex instruction;

Whereas, in order to assess the effectiveness of this modality and its impact on equity metrics, coding designations are needed for both local and statewide assessment; and

Whereas, an apportionment designation is necessary for the HyFlex modality in order to properly anticipate and support colleges' investment in the technological setup as well as faculty professional development for successful and equitable use of this multi-modal instruction;

Resolved, that the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office to establish a working definition and description of the modality as well as designated coding for HyFlex as a distance education modality; and

Resolved, that the Academic Senate for California Community Colleges work with appropriate system faculty, administrators, and student constituent groups to define apportionment models for HyFlex modality.

Contact: Kandace Knudson, ASCCC Online Education Committee

## **9.0 CURRICULUM**

### **9.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5**

Whereas, The Course Outline of Record (COR) is at the center of local curricular process<sup>19</sup>; its required elements have been outlined in California Code of Regulations Title 5 including Section 55002 and the application of those requirements is detailed in the Program for Course and Approval Handbook (PCAH);

Whereas the elements of the COR need to be integrated so each reinforces the purpose of the other elements and obvious relationships should be built between course objectives, methods of instruction, assignments, and methods of evaluation;

Whereas, the California Community Colleges Chancellor's Office (CCCCO) through its Call to Action<sup>20</sup> calls for campuses to "create an action plan to create inclusive classrooms and anti-

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<sup>19</sup> [https://www.asccc.org/sites/default/files/COR\\_0.pdf](https://www.asccc.org/sites/default/files/COR_0.pdf)

<sup>20</sup> <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges->

racism curriculum,” including calling for faculty to “evaluate all courses for diversity of representation and culturally-relevant content”; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) through its mission, planning documents, webinars, and events have committed to promoting culturally responsive curriculum in the California Community College system including Resolution 3.04 Spring 2020<sup>21</sup> which directs the ASCCC to “develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise California Code of Regulations Title 5 including section 55002 titled “Standards and Criteria for Courses” to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to include in future publications, webinars, and other resources guidance and multiple examples of how to infuse cultural responsiveness, equity mindedness and anti-racism in the COR.

Contact: Sarah Harris, ASCCC Curriculum Committee

#### **\*9.02 F21 Update *Baccalaureate Degree Handbook***

Whereas, California Code of Regulations Title 5 §55009 established that the California Community Colleges Chancellor’s Office “shall prepare and maintain a handbook detailing requirements for district baccalaureate degree pilot programs established pursuant to California Education Code Section 78041,” and that the handbook “shall include, but not be limited to, requirements related to admissions, curriculum, student services, and financial aid,” much of which are academic and professional matters; and

Whereas, The first version of the *Baccalaureate Degree Pilot Program Handbook* was developed by stakeholders, including the Academic Senate for California Community Colleges, and approved by the Board of Governors of the California Community Colleges in 2016 in response to SB 850 (Block, 2014), which authorized the Board of Governors of the California Community Colleges to establish a statewide pilot baccalaureate degree program at not more than 15 pilot colleges, and from which pilot designation has since been removed; and

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[family](#)

<sup>21</sup> <https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional>

Whereas, Baccalaureate programs in the California community colleges regularly operate according to the standards included in the *Baccalaureate Degree Pilot Program Handbook*, yet the handbook has not been updated since its initial approval;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to update the *Baccalaureate Degree Handbook*.

Contact: ASCCC Executive Committee

### **\*9.03 F21 Adopt "The Role of Faculty in Tutoring and Learning Centers" Paper**

Whereas, In Fall 2019, the Academic Senate for California Community Colleges adopted Resolution 16.01 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the Role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators<sup>22</sup>, which recognized the evolution of the field of learning assistance since prior learning assistance center and tutoring resolutions; and

Whereas, Faculty leaders of learning centers have contributed their expertise in collaboration with the 2020-2021 Transfer, Articulation, and Student Success Committee, resulting the draft paper titled "The Role of Faculty in Tutoring and Learning Centers in the Community College";

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled "The Role of Faculty in Tutoring and Learning Centers in the Community College" and disseminate the paper to local academic senates upon its adoption.

Contact: Ted Blake, Transfer, Articulation, and Student Success Committee

## **11.0 TECHNOLOGY**

### **+\*11.01 F21 Equitable Access to Technology**

Whereas, The Academic Senate for California Community Colleges has long recognized the digital divide<sup>23</sup> evident in the lack of access to technology to support college instruction and services and has made system-wide and local recommendations in the 2003 paper "The Impact

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<sup>22</sup> <https://asccc.org/resolutions/develop-standards-practice-resource-learning-assistance-and-tutoring-california>

<sup>23</sup> "As used here, the term "digital divide" refers to the gap between individuals, households, businesses and geographic areas at different socio-economic levels with regard both to their opportunities to access information and communication technologies (ICTs) and to their use of the Internet for a wide variety of activities." [Organisation for Economic Co-Operation and Development, Understanding the Digital Divide, 2001, 5.](#)

of Computer Technology on Student Access and Success in The California Community Colleges;”<sup>24</sup>

Whereas, The California Community Colleges and the communities they serve continue to lack the technology for affordable and sufficient internet access, which became more pronounced with the transition to remote instruction and services in response to the COVID-19 pandemic; and

Whereas, Inequitable access to technology disproportionately impacts students and staff, especially students living in poverty, students of color, and students with disabilities;<sup>25</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to secure greater state support to ensure equitable access to technology for the California community colleges and the communities they serve; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) update the 2003 paper “The Impact of Computer Technology on Student Access and Success in The California Community Colleges”<sup>26</sup> for adoption by the ASCCC delegates in spring 2023.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

#### **+\*11.02 F21 Greater Use of Telecommuting and Digital Processes**

Whereas, The California Community Colleges have demonstrated success with working through a remote environment as a result of the pandemic; and

Whereas, To support diversity, equity, and inclusion, institutions may use telecommuting and digital processes to provide greater flexibility and responsiveness to better meet the needs of students;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, system partners, and local academic senates to encourage greater use of telecommuting and digital processes to provide greater flexibility and responsiveness to better meet the needs of students.

Contact: Jeffrey Hernandez, East Los Angeles College

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<sup>24</sup> [Academic Senate for California Community Colleges, The Impact of Computer Technology On Student Access and Success in The California Community Colleges, 2003](#)

<sup>25</sup> [US Department of Education, Office of Civil Rights, Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students](#)

<sup>26</sup> [Academic Senate for California Community Colleges, The Impact of Computer Technology On Student Access and Success in The California Community Colleges, 2003](#)

## **13.0 GENERAL CONCERNS**

### **13.01 F21 Faculty Responsibility for Confirming Course Resource Accuracy**

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations Title 5 §59404);

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore (Resolution 20.02 F20); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate, and ensure that their textbook and class resource information is clear and accurate.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

#### **+13.01.01 F21 Amend 13.01**

Delete the Current Resolved

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate and ensure that their textbook and class resource information is clear and accurate.

Add a new Resolved

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to remind their constituents that the accuracy and timeliness of information in

the schedule of classes helps their students succeed, especially for all zero and low-cost designated courses, and develop processes to support this effort.

Contact: Gregory Beyrer, Cosumnes River College, Area A

### **+13.02 F21 In Support of Prevention and Control of COVID-19 in the Interest of Safe Learning Environments**

Whereas, California Code of Regulations Title 5 §53206 establishes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office on academic and professional matters (Title 5, §53200);

Whereas, A novel coronavirus (COVID-19) is currently the cause of a world-wide pandemic spreading illness and death, and in recognition that the current COVID-19 vaccines are the most effective measure to protect against infections, hospitalizations, and deaths, public institutions locally, statewide, and nationally, are mandating COVID-19 vaccination for employment, education, and travel to protect public health;

Whereas, California Education Code §87408, §87408.5 and §87408.6 address the health requirements for new hires and employees, and §76403(a) addresses prevention and control of communicable diseases in students; and,

Whereas, On Saturday, August 14, 2021, the Student Senate for California Community Colleges Board of Directors took a position in support of a requiring COVID-19 vaccinations for colleges that are reopening to prevent the spread of the virus, with flexibility where vaccines are not possible due to medical conditions or sincerely held religious beliefs;

Resolved, That the Academic Senate for California Colleges assert that a safe teaching and learning environment for students and faculty is vital for student success, which is an academic and professional matter, and urge that local senates communicate this necessity to their administrations and governing boards;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the Student Senate for California Community Colleges, collective bargaining units, and other system partners to explore options to require all newly hired and existing employees and students to be vaccinated for COVID-19, with appropriate exemptions for medical and religious reasons; and,

Resolved, The Academic Senate for California Community Colleges supports the Student Senate for California Community College Board of Directors position on COVID-19 vaccinations.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

## **15.0 INTERSEGMENTAL ISSUES**

### **\*15.01 F21 Adopt the ICAS English as a Second Language (ESL) Report: 2020 Update**

Whereas, English language learners (ELLs) represent an important demographic served across the three segments of higher education in California;

Whereas, The complexities in addressing the needs of ELLs in California public higher education remain unchanged in the last fifteen years, and recent statewide legislation along with national and international developments have rendered the landscape even more precarious for ESL instruction and support services;

Whereas, Faculty, intersegmental groups, and professional organizations are concerned with and seeking to prioritize meeting the specific needs of ELL students; and

Whereas, Legislators and local and statewide governmental entities may benefit from a greater understanding of ELL students and ESL instruction needs in colleges and universities to support intersegmental communication and coordination for ELL student success;

Resolved, That the Academic Senate for California Community Colleges adopt the Intersegmental Committee of Academic Senates (ICAS) ESL Task Force Report: A 2020 Update<sup>27</sup>; and

Resolved, That the Academic Senate for California Community Colleges work with segment partners to advocate and support the recommendations in the ESL Task Force Report: A 2020 Update in order to provide ELL students equitable access to educational opportunities and pathways.

Contact: ASCCC Executive Committee

## **16.0 LIBRARY AND LEARNING RESOURCES**

### **+\*16.01 F21 Advocate for Electronic Access to Required Course Materials**

Whereas, the Academic Senate for California Community Colleges (ASCCC) has long expressed concerns that the cost of textbooks and other course materials represent a financial burden for California Community College students (“Textbook Issues: Economic Pressures and Academic Values.” 2005) and has more recently also supported efforts “to reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available (Fall 2017, Resolution 12.01), and

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<sup>27</sup> [https://asccc.org/sites/default/files/publications/AS\\_Position\\_Paper-ESL\\_210826.pdf](https://asccc.org/sites/default/files/publications/AS_Position_Paper-ESL_210826.pdf)

Whereas, librarians recognize the urgent need to develop new approaches to library acquisition of course textbooks to ensure that students have access, regardless of course modality, and are committed to make copies of required textbooks and course materials available to assist those students who are unable to purchase their own and that the vast majority of existing textbooks are simply unavailable to libraries in any format other than print,

Whereas, the critical work to ensure unfettered student access is hampered by multiple factors including:

- copyright and fair use laws that prohibit the scanning or digitization of entire textbooks and
- textbook publishers who do not provide electronic purchasing/licensing options for libraries and
- textbook publishers will not allow libraries to purchase e-textbook versions that can be accessed through a library's textbook reserves collection; and

Whereas, this is a national concern affecting all levels of postsecondary education and the 23 California State University Libraries have already put out a statement on textbooks in the library collection<sup>28</sup>;

Resolved, That the Academic Senate for California Community Colleges work with our faculty colleagues in the California State University and University of California, through the Intersegmental Council of Academic Senates (ICAS) and other practitioner groups, to develop a statewide response to publishers from the California public postsecondary systems; and

Resolved, That the Academic Senate for California Community Colleges work with our faculty colleagues in the California State University and University of California, through the Intersegmental Council of Academic Senates (ICAS) and other practitioner groups, to explore options, including legislation, to support libraries in their ability to provide electronic access to required course materials that students need to succeed in their courses.

Contact: Gregory Beyrer, Cosumnes River College, Area A

## **17.0 LOCAL SENATES**

### **\*17.01 F21 Local Senate Policies Regarding Textbook Adoption**

Whereas, Faculty have both the academic freedom to select the course materials they deem most appropriate (Resolution 19.01 F04) and the responsibility to consider the cost burden as they do so (Title 5, § 59404);

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<sup>28</sup> <https://libraries.calstate.edu/textbooks/>



Whereas, Provisions of the Higher Education Opportunity Act require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule used for preregistration and registration purposes”;

Whereas, California Education Code §66406.9 requires the California Community Colleges to “clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions”; and

Whereas, Students who register for a course and act on the available course information, purchasing a nonreturnable text or choosing a section that is identified as no-cost or low-cost, should not be negatively impacted in the event that the instructor of record changes;

Resolved, That the Academic Senate for California for Community Colleges provide guidance to local academic senates in developing policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources by Fall of 2022; and

Resolved, That the Academic Senate for California for Community Colleges encourage local academic senates to adopt policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

## **19.0 PROFESSIONAL STANDARDS**

### **19.01 F21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices**

Whereas, faculty must meet two minimum qualifications for employment at California Community Colleges: a discipline-specific qualification aligned with minimum discipline standards set in the Minimum Qualifications for Faculty and Administrators in the California Community Colleges and “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students” (CA Ed Code §87360(a)); yet current screening and selection practices at most colleges focus solely on the discipline-specific minimum qualification; and

Whereas, Academic Senate for California Community Colleges delegates passed Resolution 12.01<sup>29</sup> (Fall 2015), which acknowledged that hiring faculty who have a sensitivity and understanding of diverse students positively impacts student success, consistent with research

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<sup>29</sup> <https://asccc.org/resolutions/hiring-culturally-aware-faculty>

included in the Chancellor's Office Diversity, Equity, and Inclusion Task Force Literature Review on Faculty, Staff, and Student Diversity<sup>30</sup> (2019) and Report<sup>31</sup> (2020);

Whereas, Strategies in the Recommendations from the Vision for Success Diversity, Equity, and Inclusion Task Force<sup>32</sup> call for implementation of innovative and hiring and outreach practices focused on diversity, revised procedures that address diversity, equity, and inclusion to reduce bias in the hiring process, and inclusion of cross functional staff in hiring and screening committees; and

Whereas, at its August 12-14, 2021 meeting<sup>33</sup>, the Executive Committee of the Academic Senate for California Community Colleges took action to support the Association of Chief Human Resource Officers (ACHRO) Screening and Selection Recommendations (July 23, 2021 version) for innovative hiring practices focused on diversity, developed in collaboration with associations represented on the Vision for Success Diversity, Equity, and Inclusion Workgroup, including trustees, chief executive officers (CEOs), chief instructional officers (CIOs), chief student services officers (CSSOs), chief business officers (CBOs), and the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges endorse the ACHRO draft Screening and Selection Process Recommendations<sup>34</sup>; and

Resolved, That the Academic Senate for California Community Colleges commit to continued partnership with ACHRO and other associations for the implementation of the actions included in the Screening and Selection Recommendations and the DEI Implementation Workgroup recommendations and development of professional development resources to support local senate implementation efforts.

Contact: ASCCC Executive Committee

#### **+19.01.01 F21 Amend 19.01**

Amend the 1st Whereas

Whereas, Education Code §87360 Hiring Criteria, Subdivision (a), states that applicants for faculty and administrator positions must ~~meet two minimum qualifications for employment at California Community Colleges: a discipline specific qualification aligned with minimum discipline standards set in the Minimum Qualifications for Faculty and Administrators in the California Community Colleges and~~ demonstrate, as a criterion for hiring “beyond the state minimum qualifications, a sensitivity to and understanding of the diverse academic,

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<sup>30</sup> <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/2-literature-review-on-faculty-staff-and-student-diversity.pdf?la=en&hash=73767B97C2DE63FCE1518BB4B39B6278C5500ACF>

<sup>31</sup> <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/cccco-dei-report.pdf?la=en&hash=FAB1854B05779EA47FBA10D1E5DED7A290D5C9E1>

<sup>32</sup> <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/4-recommendations-from-the-dei-task-force.pdf?la=en&hash=941ED4B5EF26A289A1A16FD468F10D7565FD0D4B>

<sup>33</sup> <https://asccc.org/sites/default/files/Agendas/Download%20Agenda.pdf>

<sup>34</sup> <http://achroeco.com/diversity-equity-and-inclusion/>

socioeconomic, cultural, disability, and ethnic backgrounds of community college students” (CA Ed Code §87360(a)), that is included in all job announcements and assessed during the applicant screening process, per the requirements of Title 5. §§53022 and 53024; yet current faculty screening and selection practices at most colleges may place a disproportionate emphasis focus solely on discipline-specific hiring criteria, such as the ability to teach and provide services to students, at the expense of assessing job applicants and candidates on their abilities to “demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students”; ~~on the discipline-specific minimum qualification;~~ and

Contact: Angela C. Echeverri, Los Angeles Mission College, Area C

## **20.0 STUDENTS**

### **+20.01 F21 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption**

Whereas, After the second full year of AB 705 implementation for math and English, local outcomes reveal that while more first-time students are attempting and completing transfer-level math and English courses, growing and alarming equity gaps persist, particularly for students of color; and

Whereas, Many colleges no longer offer English courses below transfer level or math courses more than one level below transfer which limits the options of students seeking additional preparation in transfer-level math and English courses; and

Whereas, Enrollment of California Community College students has declined precipitously since the pandemic started and those declines have been particularly large among first-time students and in communities of color;

Resolved, The Academic Senate for California Community Colleges encourage all stakeholders to address the equity gaps observed after AB 705 implementation and exacerbated by the COVID-19 pandemic by offering additional curricular options for math and English and providing adequate academic support and student services to help all students succeed in these courses; and

Resolved, The Academic Senate for California Community Colleges urge all stakeholders to address COVID-19 related learning disruption to provide all students with access to a community college education by offering adequate math and English courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic, as well as by improving online registration and enrollment processes; and

Resolved, The Academic Senate for California Community Colleges provide guidance on effective practices to local colleges, academic senates, and discipline faculty to implement additional measures as necessary to address the equity gaps in math and English courses, enrollment declines, and the significant COVID-19 related learning disruption affecting community college students, K-12 students, and the communities we serve.

Contact: Angela C. Echeverri, Los Angeles Mission College, Area C

## **Faculty Development Committee Meeting**

**Minutes for Tuesday, October 26, 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
	Taryn Bailey	TB	Guided Pathways
	Erica Brenes	EB	Humanities
	Anna Brochet	AB	Counseling
X	Rose Ann Cerofeci	RC	Humanities
X	Linda Cooks	LC	Library & Learning Resources
X	Amy Herrschaft	AH	Counseling
	Amy Himsel	AJH	Behavioral & Social Sciences
	Lars Kjeseth	LK	Mathematical Sciences
	Rhea Lewitzki	RL	Humanities
	Crystle Martin	CM	Library & Learning Resources
	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

**Guests in attendance:** Jackie Nolasco and Analu Josephides

### **myPATH**

JS shared an anti-racist equity course he has developed in Canvas with support of Student Equity and Achievement. He is pursuing options to offer the class for non-credit to faculty and anyone interested in the course, and thus generate FTES for the college. PP expressed concerns that this new equity course could be confused with the ECC Equity-Minded Teaching Institute currently being developed by a team of nine faculty from across the college. SA will follow up with JS to discuss opportunities for supporting and distinguishing the two equity-focused projects.

### **SITE**

RC reported that SITE will host Equity-Minded Student Services, a follow-up presentation for colleagues who attended one of USC's e-convenings on race and equity last year. The campus forum will take place on October 27<sup>th</sup>, 3:00-4:30pm. The next forum, Equitable Policy Implementation, will take place on November 10<sup>th</sup>, 3:00-4:30. RC encouraged the FDC to consult the Off-SITE blasts for more information regarding SITE activities such as the book club and EGG workshops.

### **Informed & Inspired (Deep Listening to Students)**

PP reminded the FDC that Informed & Inspired: Deep Listening to LGBTQIA+ will take place on October 27<sup>th</sup>, 2:00-3:00. Three students from GSA will engage in a conversation about their identity, experiences at El Camino College, and what they look for in a supportive and inclusive classroom. The planning committee has yet to determine the date of the November session which will support Native American and Indigenous Heritage Month.

### **Conversations with Colleagues**

SA reported that Conversations with Colleagues: How is the push for racial equity changing our practices? took place on October 20<sup>th</sup> with 24 participants in attendance. LK organized 'table topics' (aka breakout rooms) based on feedback received from participants, including: Looking at Ourselves in the Struggle for Equity; Engaging in Conversations about Racial Equity with Students and Colleagues; Racial Equity and the Merit-Based Educational System; and Racial Equity in our Course Content/Decolonizing our Curriculum. Conversations with Colleagues: How are we preparing for our return to campus? will take place November 17<sup>th</sup>, 12:30-1:30. PP and DM volunteered to share their experiences working on campus this semester during the event. SA will recruit other colleagues to participate as well.

### **Sample Syllabus Statement – Land Acknowledgement**

LC and Analu Josephides sought feedback from the FDC on a sample syllabus statement regarding land acknowledgement that was recently prepared by the Equity, Diversity, and Inclusion Standing Committee of the Academic Senate. The statement will include a hyperlink to a webpage on the ECC website containing historical information regarding the land upon which the college was built and will be part of a toolkit currently under development by the EDI committee who has consulted with the academic senates of UCLA and CSU San Marcos, as well as local tribal leaders of the Gabrielino-Tongva people.

Analu invited the committee to the Native American Indigenous Peoples Heritage: A Visual Experience presentation on Thursday, November 18<sup>th</sup>, 2:15 -3:15pm. Presenters include: Hong Herrera-Thomas, Sandra Uribe, Orion Teal, Catherine Bueno, Linda Cooks, and Analu Josephides.

### **Flex FAQs**

SA shared revised Flex FAQs developed by the Flex FAQ Subcommittee and asked that the FDC provide any suggested changes by Thursday, October 28<sup>th</sup>. Revised Flex FAQs will be presented to the Academic Senate on November 2<sup>nd</sup>.

Adjourned 2:10