

**Adjunct**

- Chinedu (Ed) Muo
- Jack Spencer

**Behavioral & Social Sciences**

- Ali Ahmadpour
- Stacey Allen
- Kristie Daniel Di-Gregorio
- Renee Galbavy
- Michael Wynne

**Business**

- Kurt Hull
- Phillip Lau
- Joshua Escalante Troesh

**Counseling**

- Anna Brochet
- Rocio Diaz
- Seranda Sylvers

**Fine Arts**

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

**Health Sciences & Athletics**

- Andrew Alvillar
- Ryan Anthony
- Nate Fernley
- Tiffanie Lau
- Colleen McFaul

**Humanities**

- Kevin Degnan
- Sean Donnell
- Brent Isaacs
- Elayne Kelley
- Pete Marcoux

**Industry & Technology**

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

**Library and Learning Resources**

- Analu Kameeiamoku Josephides
- Mary McMillan
- Claudia Striepe

**Mathematical Sciences**

- Susana Acosta-Acuna
- Diaa Eldanaf
- Robert Eleuteri
- Le Gui
- Ronald Martinez

**Natural Sciences**

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

**Associated Students Organization**

- Dalyan Johnston

**Curriculum Chair**

- Janet Young

**Academic Affairs**

- Jean Shankweiler

**Student Services**

- Ross Miyashiro

**President/Superintendent**

- Dena Maloney

**ECC Federation**

- Kelsey Iino

**Institutional Research**

- Joshua Rosales

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

- Kim Cameron
- Griselda Castro
- Linda Cooks
- Keiana Daniel
- Robin Dreizler, Enrollment Services
- Carol Enriquez
- Giancarlo Fernandez
- Mark Fields
- Greg Fry
- Charlene Gardella

☒ Lisa George  
☒ David Gonzales  
☒ Edith Gutierrez  
☒ Jeffrey Hinshaw  
☒ Christopher Hurd, SEA  
☒ Camila Jenkin  
☒ Larry Johnson  
☒ Shiny Johnson, Nursing  
☒ Gary Medina  
☒ Mia Nobles  
☒ Nayeli Oliva  
☒ Ruby Padilla  
☒ Dipte Patel  
☒ Karen Preciado  
☒ Danielle Roman

☒ Karina Sigala  
☒ Jenny Simon  
☒ Sharilyn Thomas  
☒ Greg Toya  
☒ Celso Uribe  
☒ Chris Wells  
☒ Robert Williams, SEA  
☒ Teresa Wilson  
☒ Moses Wolfenstein, LLR – ODE

Excused: J. Bryant, D. Johnston,  
M. McMillan, R. Miyashiro, C. Striepe

## ACADEMIC SENATE MINUTES

April 6, 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 fourth Academic Senate meeting of the Spring 2021 semester to order on Tuesday, April 6<sup>th</sup> at 12:32pm.

### B. APPROVAL OF MINUTES (p. 6-19)

D. McClelland: See pgs. 6-19 of the packet for minutes from March 2<sup>nd</sup> meeting. Motioned by A. Ahmadpour, seconded by C. Brewer-Smith.

- No comments or questions.
- Reminder that if you are here and do not vote no or abstain, we will assume your vote is a yes.
- 37 yes, 0 nos, 0 abstentions. APPROVED.

D. McClelland: Quick Reminder

- Comments/questions not directly related to current agenda item will not be acknowledged until public comment. Additionally, comments/questions on agenda items should contribute to the discussion in a meaningful way. Public comments will be limited to 1 three-minute comment per person per meeting.
- The AS fully respects the time of all our senators and other meeting participants. With this in mind and because of the many items within senate purview that must be addressed this semester, we ask that discussions in senate meetings, even during the public comment period, be limited to topics within/related to the 10+1 purview of the AS. If your comment is completely unrelated to senate purview, you will be kindly asked to hold your comment and advised as to a more appropriate venue to have the conversation.
- If you type something in the chat that you would like read aloud, please begin the comment with \*\*\*. If your comment does not begin with \*\*\* we will assume it's just for others to read silently and will not acknowledge it publicly.

R. Diaz: Good afternoon everyone, we have some student guests today thank you to Guided Pathways. Welcome Charlene.

C. Gardella: Good afternoon everyone, my name is Charlene Gardella. My major is Math and recreation, I'm part of Puente, MESA, and Honors. I am a sophomore now. To answer the question, I feel the easiest way to support each other is to have line of communication open, instead of saying I am here to support you once and only once. Constant reminders are always needed.

T. Wilson: My name is Teresa Wilson and my major is Business Administration and AJ. Part-time student, and was taking classes to invest in my career so I wasn't really involved in special programs. Since pandemic, more involved in school activities. To answer the questions, instructors and librarians can

support us in remote environment by understanding these are new and challenging times to all involved, which requires patience and understanding. Not everyone is computer savvy so patience is definitely needed during these times.

K. Sigala: My name is Karina Sigala, I am part of Puente program and I am sophomore at ECC. Film major. To answer question, piggy backing off Teresa, patience and better advertisement of resources is essential and can help a lot of people. Have had a lot of friends who knew they are eligible for resources or have had trouble getting ahold of those resources.

R. Diaz: Thank you, what I heard was patience, understanding on behalf of the whole campus community and advertising student resources so they are more visible. Next, we have our Dean's rep from ITEC today, David Gonzales. Welcome, thanks for being here. On the flip side, we want to hear what each division is doing to support students in a remote environment.

D. Gonzales: Hi everyone, thank you for inviting me today. ITEC program connecting with students while we're closed has been a bit challenging. We've been answering telephone and emails. We have a goal in division to respond to student messages and emails in a day and we have been meeting that goal. We are back on campus for lab dependent courses that meet Essential Industry Sector criteria. Looking forward to things coming back to campus. Good thing that has come out of this is to bring our content online, it was a good experiment and we will be better able to serve students in the future from this experience.

DM: We are going to go with Campus Construction update first due to Jorge's tight schedule. Welcome!

J. Gutierrez: I am executive director of Facilities. There are four projects that will be under improvements: baseball field, construction tech, baseball field, and student activities. The map shows entrance and exit points as well as path of travel.

- Baseball field: Will consist of insulation of new synthetic turf, safety netting in perimeter of baseball field, new restroom facility with handicap accessibility improvements, ADA improvements for dug out area and parking areas.
- Construction Tech: students will be allowed to conduct their projects under the bay they work on. Café on first floor of bookstore will be remodeled, similar to Starbucks concept
- Student Activities project: basement area of Communications building will be remodeled and converted to student activities program.
- Review of path of travel for each construction project. Construction timeframe for baseball field and x will be six months, anticipate September completion. Café and student activities going to board in April, will be another six-month project, anticipate October completion.
- Path of travel for Warrior Pantry: entrance point will be off MBB. Will not need to move, will work around them. Important service to community and we wanted to make sure it remains in that area.
- Timeline for arts building: two year project, anticipated completion Fall 2022.
- Second item: Public safety training center. Finding a different location, originally were going to be in Torrance, adjacent to transit center. Site location has changed, relocating to Lot L on campus. We are exploring two options—most likely going to with option B site: will be 1.93 acres, will lose 235 parking stalls in that area. In process of doing environmental assessment which will be before public hearings and seeking input from neighbors. Two phases:

- Shower locker rooms, restrooms, MP and fire tower, fire apparatus storage building
- Second phase: 3 classrooms and administrative offices
- Questions? None.

### C. UNFINISHED BUSINESS

- a. None

### D. NEW BUSINESS

- a. BP/AP 4230, Grading and Academic Record Symbols 1<sup>st</sup> Reading-Claudia Striepe
  - D. McClelland: Claudia couldn't be here today due to another meeting so she asked me to present these for her
  - Request from NC committee to add a Satisfactory notation for NC courses because NC courses are open in, open out. Students can come into courses at any time. If students add late in course, this allows instructors to give them a Satisfactory notation.
  - BP: We followed Title 5 and it will be published in catalog. Questions or comments? None
  - AP: Change Ed Policies made is under evaluative symbols: SP Satisfactory Progress, added Note 2, and renumbered the others. Changed a little bit of language in P/NP section to clarify and make easier to read.
  - SP: grading option only used in open-entry/open-exit NC courses. The notation of SP indicates that the student has made sufficient progress in the course. Took this language from other similar policies at other colleges, as well as made sure that complied with Title 5.
  - R. Diaz: Just to confirm, the SP notation will not be considered passing, so it will not allow students to take the next course in the NC or credit ESL sequence? DM: Yes, that's correct. They would continue in that same course that they are already in.
  - S. Sylvers: How will SP impact student's financial aid? L. Justice: will not impact progress because it's noncredit.
  - L. Justice: I guess we would need another symbol for the classes that are sequential that they can earn that NC certificate. How will we identify folks who have met requirement for NC certificates? DM: When they complete the course, if they get an SP, won't they get a Pass when they complete the course? LJ: Not for NC courses, that's for credit courses. DM: Let's discuss and think about a solution before we bring it back for a second reading.
  - A. Brochet: The L symbol is not in here for Academic Renewal. LJ: That's not a grading symbol.
  - R. Diaz: Will SP notations show up on transcripts? Or are we still working on getting all NC courses on our transcripts?
  - C. Gardella: If the classwork ends up as non-satisfactory progress, what kind of notation will be on the student's record?
  - LJ: NC is not on transcript, it won't negatively affect them at all.
  - DM: Any other questions or comments? None. We will bring back for second reading at our April 20<sup>th</sup> meeting.

## E. INFORMATION ITEMS – DISCUSSION

### a. Social Justice Center Plan- Giancarlo Fernandez

- D. McClelland: I am excited to announce our next presenter, our ASO president Giancarlo Fernandez, who is going to present plans about new Social Justice Center being developed on campus. Remind everyone this is an information presentation, we are not voting on this. Can give feedback and ask questions, but keep in mind this is something for students being planned by students, and be able to know how we can support students in their planning efforts
- G. Fernandez: Hi everyone. Update you on current development of Social Justice Center. My name is Giancarlo and I'm president of our student government and I also chair Student Experiences Subcommittee. Today's presentation is culmination of feedback from students and Social Justice Center survey that will be shared at end of presentation
- What to expect: Discussion highlights
  - Envision a student lounge
  - A space for event and activities room
  - Rotating programming rotating office
  - Coordinator's office
  - Equity related club and student activity space storage and break room
  - This is a work in progress, and we welcome feedback
- Social Justice Defined: both a process and a goal. Provides access to what every student needs to be successful
- Throughout the presentation will see a lot of acronyms, one of them being SEAC: Student Equity Advisory Council. A student-led org that supports and empowers equity, diversity, and inclusivity across campus. These populations identified under Student Equity Plan and more.
- Plans in Communications Building-blue polka dots are space proposals, yellow are also able to propose for programming, but will be available in about a year. Today we will be talking about spaces in blue.
  - Student Lounge: the main entrance of the SJC will lead to the student lounge. Home away from home. Will provide activities in this space, such as screen documentaries, films on social justice issues, environment that welcomes music, food/snacks at no charge. Envision space to be available in evening hours as well. Also invite identity-based employee associations to build mentorship for students. Some resources that we envision are collaborating with WP to provide a food cupboard when WP is not open so we can still provide basic needs during that time. Provide more info on HBCU partnerships, and where students can come pick up PPE.
  - Physically we want to encourage formal and informal dialogues and want to do this with comfortable décor and furniture. Student workers and TNCs to help with day-to-day of SJC.
  - Event and Activities Room, formerly shared conference room 203. Events and activities such as critical dialogues, SEAC-affiliated club meetings,

panels, book clubs, and more will have priority in this room. Some activities include inviting guest speakers and nonprofit orgs to come talk about social justice efforts and promote attendees to take action. Décor and furniture will include group tables and movable chairs. Made available to students when not in use.

- SEAC office for necessary office duties. Whiteboards, computer workstations, strong wifi, moveable chairs. SEAC co-chairs and reps, ASO EDI directors and commissioners, and ICC EDI directors and commissioners can utilize this space.
  - Equity-related club and student activity space: space available for student clubs to perform necessary club duties and collaborate with other equity related clubs such as Black Student Union if other spaces are busy.
    - a. Equity related club events and information to become more involved
    - b. Envision a space a smaller size version of 204
  - Student services and academic programming rotating office: office for students to meet with counselors and program reps. Outside orgs such as CHIRLA, South Bay LGBT, and others. When not used for this function, and equity-related club functions or student activity space. To rest, have dialogue. External student support orgs and student support office staff will use.
  - Coordinator's office will conduct most of their office duties in this office. There will also be space dedicated for the SJC coordinator to meet with center staff, college colleagues, and others. This space will have simple furniture, strong access to internet.
  - Storage and Break Room-split in two: supplies and amenities
  - SEAC office and event/programmatic space: events and activities such as critical dialogues. Can serve as a place for SEAC office space, expanded club space, and space for staffing.
  - Outcomes: the SJC will promote student success by promoting community, sense of belonging, and a home away from home. Next steps include creating a staffing plan.
  - Thank you all for listening to presentation, will now be sharing survey about SJC-we welcome any feedback and hope that if you would like to ask any questions, you are welcome to do so.
    - a. [https://elcamino.co1.qualtrics.com/jfe/form/SV\\_5vzsnC1nkcR5oz4](https://elcamino.co1.qualtrics.com/jfe/form/SV_5vzsnC1nkcR5oz4)
    - b. [giancarlo\\_fernandez@elcamino.edu](mailto:giancarlo_fernandez@elcamino.edu)
- S. Sylvers: I have recommendations and a statement around that. I heard you say the work equity multiple times, which is in our mission at ECC. I know this is a student led project, I would encourage you and ASO leaders to be bold and radical. In my perspective, feels very weak. Our mission is equity. When I expressed that viewpoint, I was met with all lives matter, and that is not who we are trying to close equity gaps for. How is ASO advocating and making sure that this space is attracting students who are traditionally disadvantaged. I'm curious, how did you all come up

with the name Social Justice Center? And not be more direct to include the student population that you are trying to attract?

- G. Fernandez: Did research at SMC and what they had at their college. Through recent findings, found that it was called Racial Justice Center. The name that came up is because there was a social justice center at ECC before. I will bring this back to student experience.
- SS: There was one in the past, but try to be radical and bold with the name and how will it bring in traditionally disadvantaged populations? I think the goals and the aims of the center are awesome and the thinking behind it, why not really be bold with that so students know this is space where students can go and close equity gaps truly.
- A. Brochet: Share with you that we had robust discussion about SJC at our retreat. I think it's pretty clear given recent demands for racial justice that this kind of space is needed. I agree with Seranda, changing name to something that is more direct to mission of space. I want to ask about anti-Black racism because Black community is especially marginalized on our campus, so much data shows that they are experiencing most of equity gaps. In what specific ways can this space center the needs of Black and African American students? Is there a discussion about dedicated space within center so our students feel most engaged and supported?
- A. Ahmadpour: Used to have social justice center that came out of occupy movement. Out of that, based on a very long discussion and based on a very radical platform, a student put something together and created a center. Along with that, had annual social justice forum. I have been very involved, my rec is that this center should stay 100% in hands of students, and based on Black Lives Matter and other recent movements. Social justice is very inclusive title, but what determines the future direction of this entity is the students. My understanding of Z generation of students is that they are the head of their campus, they don't have any \_\_\_ of this system.
- C. Brewer-Smith: Thank you for the presentation and information. My first question/comment, I heard you say student-driven. We talked about a name, Social Justice Center. How did it get its name, Social Justice Center? Did that name come from the students? Is it space where every race can use for them to work their issues out? Is the SJC where all of this will take place?
- GF: Name of center is student-driven.
- CBS: If name is going to be changed, needs to be born within the students. It may be in our head one way, but students are seeing it a different way. This is needed space to have student driven meetings for them to run their business and parallel anti-racism work on campus.
- C. Gardella: As a center that is for all students, how will you handle language barriers since one of the populations was for undocumented students? GF: That's an excellent question, one of the discussions we had in SEAC was to have bilingual posters as well, informational flyers that make it more accessible for those who have language barriers. I'll bring it back to student experiences to dive into deeper.



- DM: Congratulate our student leaders on this excellent work on this project they've been doing, and please let us know any way we can support you in this work. Our Senate would be happy to support. Thank you for work you're doing on behalf of students and campus.
- b. ILO Report- Kevin Degnan
- Overview: The Spring 2020 Critical Thinking ILO assessment was only administered to class sections that were slated to be online for the whole semester because of the pandemic
  - Students affiliated with a student support cohort passed the assessment at a 5% higher than those who were not affiliated with a student support cohort
  - ECC continues to fall short in teaching critical thinking skills to Black or African American students
  - Pandemic Impact: Because of pandemic and rapid transition to remote learning, participating sections had SLOs mapped to the critical thinking ILO, were originally scheduled for assessment in Spring 2020, and were scheduled to be offered fully online from the beginning of the Spring semester.
  - Disaggregation Results by Race/Ethnicity: Black or African American students having widest equity gap, which gives us something to work on. Confirms what we are seeing in other measures across campus
  - Conclusions and Recs
    - 2020's assessment was quite different from 2016-a smaller, very specific population participated, which may skew some results
    - However, equity gaps still exist and students who were part of a cohort did perform significantly better than those who were not
    - Consider examining how we convey the expectations for mastering the critical thinking skill
    - Reflect on how differences on cultural practices could lead to bias when assessing the work of minoritized students
      - a. We can attempt to be aware of biases
    - Gather more data and disaggregate further. To that effect, we are in process of doing exactly that. We are working on a pilot in Canvas to gather some SLO data that we will ultimately be able to share with IRP. Hopefully we will get more actionable data, those efforts are in progress.
    - Some of the reason why we need to disaggregate data further is to be able to get more actionable things to do to address equity in our courses, but also an accreditation requirement. Most recently, disaggregation of SLO data has been a requirement for some time.
    - If any questions, please email Kevin

## **F. OFFICER REPORTS**

### **a. President, Darcie McClelland**

- 1st level interviews for College President search held last week
  - 4 finalists chosen
  - Look for additional info about campus forums to be held last week of April

- I will represent senate on search for interim VPAA
- Need a volunteer to serve as senate rep on search for Director of Accounting
  - Meeting dates are April 23 9-11am, May 19 2-4pm, and interviews are May 26
- Kevin Degnan has agreed to serve as our 2021 elections chair
- We will solicit nominations at April 20<sup>th</sup> meeting and elections will be held in May
- The following positions are up for election:
  - VP of Ed Policies
  - VP of Finance and Special Projects
  - VP of Faculty Development
  - VP of Academic Technology
  - Secretary/Webmaster
- Constitution Changes
  - We will have a first reading of proposed changes to the Senate constitution on May 4 and a second reading/vote on May 18
  - Among proposed changes are:
    - a. Addition of VP for Equity, Diversity, and Inclusion and EDI standing committee
    - b. Addition of NC liaison
    - c. Proposal to make VP Instructional Effectiveness an appointed Ex-Officio position to serve in similar manner as Curriculum Chair
    - d. Proposals to consider about how to address situations when e-board members are not re-elected to senate seats
  - Senators, if you would like to propose a change to the constitution, please email your proposed changes to Darcie ([dmccllelland@elamino.edu](mailto:dmccllelland@elamino.edu)) by end of day on Friday, April 23<sup>rd</sup>

b. Chair, Curriculum – Janet Young

- No report

c. VP Educational Policies – C. Striepe

- Read slide

d. VP Equity, Diversity, & Inclusion- A. Josephides

- No report

e. VP Faculty Development- Stacey Allen

- Minutes at end of packet. Also had student in our meeting, Teresa Wilson, who is here today. Want to share feedback: One thing she really appreciates from faculty is when they provide very clear direction at start of semester-things like sending syllabus two weeks before start of semester, textbook information.
- Call for Participation – help plan Fall PD Day! Reply by April 19<sup>th</sup>. You should have received email form PD. Have new PD planning proposal
- Reminder that deadline to enter Flex activities in Cornerstone: May 15<sup>th</sup>

- Need flex credit? The FDC has you covered!
  - Friday 4/23 12-1pm: Responding to Students in Crisis, Part I
  - Thursday 4/29 1-2pm: Informed & Inspired – Equity and Grading
  - Thursday 4/29 2-3: Hello, my name is...: Quick tips for pronouncing AAPI names
  - (Tentative) Wednesday 5/12 12-1pm: Back by popular demand...Dr. Solórzano returns!
  - Friday 5/21 12-1: Responding to Students in Crisis, Part II
    - a. Register in Cornerstone for all of these events

f. VP Finance- Josh Troesh

- No report

g. VP Academic Technology- Pete Marcoux

- No report

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

- Fall 2020 SLO completion rate is 64.6%
- Shout out to Business, Humanities, and Math who are at 100%
- If you could please get those in, any bit of data helps us on what we need to do in the future
- PLO completion rate is 48.6%. Requires you look back at previous four years of SLO data, have great new tool that makes process so much easier.
- Talk to your PLO assessment leads. Important thing for accreditation and program review – the work that gets done in PLO assessment ultimately rolls up to program review

**G. SPECIAL COMMITTEE REPORTS**

a. ECC VP of Academic Affairs – Jean Shankweiler

- Faculty and Associate Dean Hiring
- Distinguished Faculty Preparation- May 5<sup>th</sup>
- Commencement preparation – June 11<sup>th</sup>
  - i. Faculty slides
  - ii. Retirees

b. ECC VP of Student Services – Ross Miyashiro

- Robin filling in, but no report.

c. Online and Digital Education Committee- Mary McMillan

- No report

**H. FUTURE AGENDA ITEMS**

- a. Constitution Changes
- b. Discussion concerning appropriate online load for faculty post-COVID

c. Officer Elections

**I. PUBLIC COMMENT**

a. D. McClelland: I followed up about the conversation we had last time in public comment about University of Phoenix. I did speak with President about this, hit a couple of the high points:

- There was concern raised at the meeting and others that were emailed after the meetings
- These agreements are not top down, this is not President and board deciding this, this came from faculty in Nursing program, who brought it to their director, who brought it to dean, who brought it to Dr. Shankweiler, who brought it to the president
- President agrees that there needs to be a better done messaging out, especially to our counselors who need to be able to advise our students about these. And the first time our counselors finding out should not be in an email from MarCom
- This type of agreement is not new, have been at least half a dozen in the last two years, they just don't come out in emails, but they are on board agenda a lot. There have been several with U of Phoenix, several with Grand Canyon. Looked up transfer rates to U of Phoenix recently there's been about 16 students a year, so not a lot of students. What she conveyed to me is that she doesn't feel it is our job as a college to make a decision for a student about what college is right for them. For these 16 students a year, they have decided that UP is the right place for them and we should not be limiting their choices just because it might not be the best idea for every student. So there will be work on better communication around this but it's not a senate purview issue and it did actually come from faculty it was not a top down decision.

**J. ADJOURN**

Meeting adjourned at 2:07pm.