

Adjunct

- Jack Spencer
- Kamisha Sullivan

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 (Bray) Sylvers

Fine Arts

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

Health Sciences & Athletics

- Andrew Alvillar
- Ryan Anthony
- Yuko Kawasaki
- Tiffanie Lau
- Colleen McFaul

Humanities

- Stephanie Burnham
- Kevin Degnan
- Elayne Kelley
- Pete Marcoux
- Anna Mavromati

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

- Sarah Jean Marble
- Pretty Abraham

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:

- Loic Audusseau, ITS
- John Baranski
- Luis Barrueta
- Jeff Baumunk, HSA
- Erica Brenes, Humanities
- Amy Budzicz
- Linda Cooks
- Maria Cornejo, The Union
- Stefanie Frith, Journalism

Greg Fry
 Roberto Carlos Garcia
 Traci Granger
 Arturo Hernandez
 Christopher Hurd, SEA
 Matt Kline, Humanities
 Scott Kushigemachi, Humanities
 Julie Land
 Mark Malonzo, HSA
 Kathryn Marsh
 Ryan Martinez, ODE
 Gary Medina
 Jeff Miera
 Grace Perez
 Karen Preciado

Colin Preston
 Danielle Roman, HSA
 Linabel Sajo
 Russell Serr, HSA
 Kamisha Sullivan, Humanities
 Katie Sundara
 Sandra Trepasso
 Blake VanRoom, ITS
 Moses Wolfenstein
 Tony Roland Zapata, Counseling

Excused: J. Amin, R. Galbavy

ACADEMIC SENATE MINUTES

October 20, 2020

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 fall 2020 semester to order on Tuesday, October 20th at 12:31pm.

B. APPROVAL OF MINUTES (p. 6-16)

D. McClelland: See pgs. 6-16 of the packet for minutes from October 6th meeting. Motioned by P. Marcoux, seconded by S. Allen.

- 23 yes, 0 nos, 0 abstained. APPROVED.

R. Diaz: Welcome Deans Rep for today, Dr. Russell Serr.

R. Serr: Hello everybody, it's nice to be back in Academic Senate. I spent many years here and enjoyed the collaboration and experience. There are many areas in our division and there's all kind of things going on. Equity and justice is on the forefront on an ongoing basis.

In what ways is your division demonstrating its commitment to equity and justice?

Division - Faculty and the Dean have been a part of the "Equity Now" series of webinars.

Participation has given me a chance to reflect on my own mindset, and I am hoping to take away some tools and best practices for improving the culture in the division to one that puts a heightened emphasis on equity and social justice.

A push to better utilize ECC Connect and Online Educational Resources to identify students who are struggling early, and lower textbook costs for students has been part of the division emphasis.

Programs

Athletics - An "Inspiring Change" meeting brought together former ECC coaches and athletes to discuss the experiences of men of color and begin dialogue that includes athletes and the challenges they may encounter.

Public Safety - At the fire academy and the police academy, equity is taught as a part of it the state mandated curriculum. EMT and Paramedic have adopted new curriculum as well and are providing more training on equality. They have had a guest speaker for AJ and are working to add another to include all of Public Safety.

Nursing - The Associate Degree Nursing program demonstrates commitment to its core values of equity and social justice through the diversity of its students and employees, the content and delivery of the academic programs, support systems and external constituencies to engage in meaningful discourse and activity. The program has integrated equity and social justice in the nursing program by way of:

- Hiring more diverse faculty.
- Offering student success facilitators across the curriculum.
- Use of multicriteria screening process as an admission criteria.
- Use of resources on campus to assist students with learning and disability needs.
- Integrated concepts of culture and diversity across the curriculum.
- Rotation of students to a variety of clinical settings that allow them to care for diverse population of patients.

Nursing and allied health programs are currently finding who in their programs has socio economic challenges and qualify for grants provided by the Foundation, so each of these students will get \$500 if they meet the criteria.

We define social justice as an ongoing process to which we are committed, rather than as an ultimately achievable goal. Social justice entails respect, care, and equity, with a consciousness about the impact of race, class, gender, cultural, sexual orientation, family responsibility or family status, marital status, religious or political conviction, pregnancy, age, and disability.

Nursing, Radiologic Technology, Respiratory Therapy - Programs are working to identify students who meet eligibility for \$500 Relief Fund provided by the foundation. 9-13 students from each program who are socioeconomically disadvantaged will receive the monetary support.

Special Resource Center - The director ,Gary Greco, presented to Academic Senate and the Council of Deans "Invisible Disabilities in a Remote Environment". The take away from this presentation was to raise awareness of students with various disabilities that faculty may not see while having to teach in a remote environment due to the Pandemic.

The SRC has remained steadfast in it's commitment to educate the campus in that this program is not accessible. If such program is not accessible, then it is no longer equitable and just for students attending El Camino College.

The continued commitment to equity and justice was providing accommodations for Deaf and Hard of Hearing Individuals of color to have access to the Men of Color Conference sessions that were held over the past two weeks. The SRC provided this accommodation so that individuals of color who have disabilities had access.

SRC faculty have participated in the ECC Site Book Club and developed a Teams Channel. The Teams site is organized with:

Title: Affirming Racial Justice and Black Lives Matter

Resources to Share

Faculty and Staff: Developing Awareness

How Race and Ethnicity Can Affect SRC Students

Services' Area Methods for Promoting Racial Justice

The SRC has also begun to add the topic to monthly meeting agenda's.

The division has shown a commitment to equity and justice, and I am hoping we not only continue but add meaningful "Actions".

DM: Thank you so much and thanks to everyone in Health Sciences and Athletics who is participating in this work and demonstrating commitment to equity. Couple of quick announcements:

- 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.
- 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.
- Please take the PD survey I emailed to you this morning so they may gather feedback to make PD more meaningful and robust

C. UNFINISHED BUSINESS

a. BP/AP 4235, Credit for Prior Learning 2nd reading and vote- Darcie McClelland

- Motioned to approve by P. Marcoux, seconded by K. Degnan
- D. McClelland: We will start with the BP
 - Specific BP that was for credit by exam, we have to be inclusive of credit for prior learning
 - 26 yes, 0 nos, 0 abstained. APPROVED
- DM: We will move on to AP, which replaces three APs:
 - State law changed and asked us to combine all into one policy
 - 31 yes, 0 nos, 0 abstained. APPROVED and will move on to College Council

b. Resolution Calling for Mandatory Equity PD for all ECC Faculty 2nd Reading and vote- Senate Executive Board

- Motioned to approve by A. Josephides, seconded by A. Ahmadpour
- D. McClelland: Review of resolution in the packet beginning on page 26
- A vote to approve this resolution means you are agreeing to last resolve: will complete racial equity training, how it was fulfilled, and how lessons will be applied
- Question about where training will be? DM: We are working on implementation policy for you by next Senate meeting. There will be a symbol in Cornerstone, as well as trainings for those who are new to equity. This policy will follow with some feedback from FDC
- 32 yes, 1 no (Diaa Eldanaf), 0 abstentions. APPROVED.

If you are interested in bargaining team for MOU, please let Darcie and/or Kelsey know.

c. Call for Nominations, Senate VP Elect of Equity, Diversity, and Inclusion- Senate Executive Board

- We had one nomination last time, Analu Josephides. Any other nominations? Only qualification is that you have to be current senator and put in the time to be on Executive Board.
- A. Ahmadpour nominated Anna Brochet.
- We will have an election by the end of November 3rd.

D. NEW BUSINESS

a. Senate policy and implementation plan regarding Anti-racist equity PD for faculty 1st Reading- Darcie McClelland

- D. McClelland: In order to fulfill the mission of El Camino College 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 it is imperative that all ECC faculty be educated about the systemic nature of racism, its unconscious and conscious rooting into society's institutions, policies, and practices as well as those of our College, the historical and current impact of racism, oppression, marginalization, and discrimination on the physical, emotional, and mental health of students, employees, and community members of color, and individual responsibility in perpetuating such inequity.
- Thus, beginning with the 2020-2021 school year, all tenure and tenure-track faculty are required to complete four hours and currently employed part-time faculty three hours of senate-approved racial equity focused professional development outside of the mandated fall and spring professional development events each academic year. Further details concerning the implementation of this policy can be found in the Anti-Racist Equity Professional Development Implementation Plan.
- Any feedback, questions, comments, on this policy?
 - Feel free to comment via email, will come back on November 3rd
- J. Shankweiler: Where does policy go after it's approved? DM: District would commence negotiations, we will post on Academic Senate website and on Faculty Development page. It will also live in the contract.
- DM: We have not had Senate policies in the past, but it was felt by many on campus that the best place for this policy to originate because it is our purview, rather than it coming from administration.

b. Guidelines on enforcing student health and safety requirements in the classroom 1st Reading- Ross Miyashiro

- R. Miyashiro: this is still a working draft and we are going through different constituency groups for feedback
- So that faculty have a method to enforce safety and health of students and themselves
- Addendum for back to work document that COVID taskforce is doing
- First part is board policy procedure, says that students should listen to faculty and administrators when it comes to health and safety. Failure to follow guidelines includes not wearing a face covering, not maintaining physical distancing, etc.
- Classes that are back on campus, students are following these without any question
- Address concerns individually, not calling them out. Some students have a waiver due to health reasons
- Follow up with a written reminder, usually via email
- If behavior continues or the student refuses to comply, we move on to AP 5520. That's when the student discipline starts kicking into action. Faculty would submit an Incident Report and Referral Form. Includes list of people to contact for assistance

- We will not forcefully remove a student from class, we ask that instructor dismisses class for a break
- College police have been instructed to deescalate and educate everyone on the health and safety and wellness of students and faculty
- Questions?
 - C. Striepe: It was asked whether other entities than classrooms wanted something similar - for instance, the library...is such a document still on the table, and will it also come before Senate? I am assuming so as Ross indicated he is asking all entities, but just checking? RM: Crystle Martin has document, have asked her to add on to it. Not only for library, but also for health center and counseling. Document is living, we will add on other components to it. I want to thank Crystle Martin for reviewing it for that
 - A. Ahmadpour: Are you working on strengthening infrastructure? Will we have enough nurses and expand our health department? Are we ready to respond to this huge need of our students? RM: That's in a different part of Return to Work document. The Health Center is open now and giving free flu shots. Even though Health Center is designed just for students, they are all set up with plexi glass, gloves, etc. AA: Do we have capacity to take in that many students? RM: Don't know what that many students means, but we do have a full Health Center staff going
 - J. Troesh: Thank you for your work in this document. A lot of what we are looking at here is after the fact, dealing with a person who can potentially infect other people. For faculty members at a heightened risk, for faculty member who cannot physically distance from older family members, this is very high risk. I know you are between a rock and a hard place, but need to have discussion. RM: We want to keep everybody safe. President Maloney is putting safety above all other concerns. This is addressed in overall document and in Academic Affairs appendices. When we come back, and I don't think that will be for a while, we do have a process in place where students will need to answer a questionnaire before coming to class. If there is any possibility that they were infected, even if they have allergy issues, they will be asked not to come to class until it is verified it is not COVID.
 - K. Daniel DiGregorio: an you point us to the documentation that will inform students of this policy? I trust it is not solely up to faculty to inform students of the policy. RM: You can also include this in your syllabi to make sure students are clear. As you know, we do give student updates even right now
 - DM: Thank you VP Ross Miyashiro for being responsive to this faculty concern. This will come back for second reading.

c. Noncredit workplan 1st Reading- Matt Kline and Scott Kushigemachi

- M. Kline: Scott and I are part of Noncredit workgroup, it is comprised of faculty members and purpose of group is to come up with strategy and plan to move forward with NC on our campus
- Have been developing NC on ad hoc basis thus far
- Group has been meeting since last Spring. We want to do 2 main things:

- Support nontraditional students: students who are not looking to earn a credit degree or certificate but rather wish to improve their existing skills or learn a new set of skills for employment
- Strengthen the reading, writing, math, and study skills of students
 - NC doesn't have constraints of credit curriculum.
 - For example, Real Estate has 6 hour real estate licensing exam prep class, construction tech-basic fork lift operating course
 - We have flexibility to meet specific needs of students
- NC is great because grades do not factor into credit GPA. Students can focus more on learning content that they want rather than being concerned about grades
- NC courses are repeatable, can take as many times
- As far as basic skills go, with AB 705, we have a lot of students going into transfer level course. For students who need support in basic skills, NC a great option to give them that support
- What can be NC?
 - 10 categories of NC Programs. The State will only provide noncredit apportionment for courses that fall within ten categories of classes
 - Career Development and College Preparation Programs (Enhanced Noncredit). Courses in these four categories have a higher apportionment rate than other noncredit courses.
 - Group has decided to focus on 4 specific categories: Career Development and College Prep Programs (also known as Enhanced Noncredit) – they fit nicely with vision to help nontraditional students specifically with vocational needs and basic skills
 - Basics skills in Math and English
 - ESL
 - ST vocational
 - Workforce preparation
 - CDCP if they lead to a NC certificate of completion or competency and generate higher apportionment for the state
- S. Kushigemachi: As Matt mentioned, workshop has been meeting since Spring. I think initially prompted by an announcement from Darcie calling for Senate members and the faculty to participate. Planning to see what main priorities are for NC at ECC, this is where main goals came from, there are more details in the packet for each
 - 1. Leadership, direction, and support for NC programs – one thing that was created to accomplish this is the workgroup and have gotten decent amount done in short amount of time
 - LT to hire a director of NC. If we look at larger, robust NC programs in the state, they have someone overseeing NC
 - 2. New and innovative programs – making sure we have efficient and effective curriculum process. NC has its own idiosyncrasies. We want to try to smooth that out. Focus on CDCP area and complement what we have on the credit side. Pathways between NC and adult ed. Currently, only NC program that is being offered is in ESL. We have been increasing offerings as demands increase. We also

want to provide support to divisions. There is a lot of problem solving, and we want to make sure other divisions don't get stuck like we have in various junctures

- 3. Faculty engagement
 - Faculty liaison, Shanna Potter.
 - Increase communication with Senate. Use Senate as vehicle for faculty to know about NC
 - Formulize a calculation – right now NC is paid through special assignment that creates more logistical challenges
 - Offer workshops about opportunities for NC
- 4. Robust student services
 - Currently our process are built on credit
 - As we go into new territory, we want to make sure everyone has info they need
 - Communicate to student services about these new programs so can be informed as we work with students
 - Evaluate our existing credit processes to make sure they are not creating challenges for NC students
 - NC application for CCC apply being piloted
 - Evaluate processes and make adjustments where possible
- MK: Final point- we need your support to make it happen
 - Make sure NC complements credit side of the house
- Contact info on slide for Scott Kushigemachi, Matt Kline, Shanna Potter
- Workshop coming up on Friday the 13th, it's in Cornerstone so you can sign up
- Questions?
 - S. Burnham: How much of this is being offered at the local Adult School? Or has that already been factored in when deciding what to offer here? SK: It is intended to be in between adult school and college bearing classes. MK: We work quite closely with adult schools and offer them to adult school students. We have right now ESL for Medical Terminology, where they can increase their knowledge of English specific to their content area. Then, those students become ECC students and EMT students. We are doing this for ESL for computers so students can go into CIS. CA Adult Education program- there are 72 consortia in the state and one of key aspects in these consortia is for students to get to community college from adult school. The goal of CAP program is to get students into CC for greater training.
 - T. Lau: Would Academic Strategy courses fall under the Basic Skills category? Will these types of classes be brought back? They were valuable for our students. SK: It would fall under basic skills category and eligible for NC CDCP funding.
 - D. Rowan: Will student financial aid pay for students enrolling in non-credit courses? SK: NC courses are free, no units or tuition, and ideally no fees so it should be no cost to students
 - C. Striepe: Would there be extra budget made available to, say, buy books/databases for these extra course/programs? SK: I'm sure that could be discussed. I wouldn't be able to answer it because we don't really have a budget. We promote this as no cost to student that is one of the main things that makes

courses attractive. So I think we have to find ways to address the additional fees that emerge. For example, one of the adult schools they do pay for their textbooks through the adult school

- J. Troesh: I heard the same course could be set up for both Credit and Noncredit with a mixture of both types of students in the same class. Is that correct? And if so, is that being factored into the load formula? SK: Having a mixture is called mirrored. The way that works is that it would have to fit into one of the CDCP categories. That being the case, the FTES for those students would be comparable to credit courses
- R. Diaz: Sometimes courses that are NC are offered to students who are currently incarcerated. Have there been conversations to support that student population and connecting them with the option to take these courses? SK: I think that would be awesome. We haven't talked about it because it's all still so new, but I think that's something that should be part of the discussion. The categories for CDCP would fit quite well with that student population
- S. Burnham: teaching a non-credit course: would this count toward faculty load requirements same as a credit courses, and for adjuncts, same pay? SK: So at that state level, the load works at 25 hours of NC instruction as a FT load. But that's not currently reflected in the contract for ECC faculty. So we have no way to offer that load which is why they are paid through special assignment. There is a way to do it, but not a way to do it right now, which is why currently only PT faculty teaching NC at that special assignment rate.
- DM: We will bring this plan back for a second reading and vote to approve it. If you have questions or comments between now and next meeting on November 3rd, email me or Scott and Matt.

E. INFORMATION ITEMS – DISCUSSION

a. Canvas course on infusing equity into the classroom-Erica Brenes

- E. Brenes: My name is Erica Brenes. When our group first formed, we felt trainings felt shallow. Wanted to create something that you could do any time you wanted, that is both theoretical and applicable. Thanks to SITE they gave us a Canvas course
- If you sign up for this class, you have complete access to it
- Have a pre-course self-reflection, first course is CRT; there are discussion boards if you want to publicly discuss
- Course three is trauma-informed pedagogy. Wanted to make sure it was interdisciplinary
- Fourth course is on equitable syllabi, fifth course is on contract grading
- There is a presentation on race and education, how to be an ally in the classroom
 - These will go along with brown bags
- More supplemental readings and end-of-term reflection
- Questions?
 - P. Marcoux: How long will it take? EB: If you took entire class, would probably take 5-6 weeks. Each course takes about 16 hours to complete if you are doing them fully thoughtfully. Could do it not as thoughtfully for about 8 hours. Anyone can take it
 - Link to sign up:
https://elcamino.formstack.com/forms/site_equity_culturally_responsive_teaching

- KDD: Can you take just some of the individual courses? If you don't have time to do the whole thing. EB: Absolutely
- C. Striepe: Are these flex eligible?
- S. Burnham: Will the brown bags be recorded for later viewing? EB: Absolutely
- EB: There are two modules that can be imported into your own class
- C. Brewer Smith: How many modules? EB: 6 modules
- DM: Please bring back to your division and promote to all faculty

F. OFFICER REPORTS

a. President, Darcie McClelland

- D. McClelland: Plenary resolutions are in the packet. Statewide senate plenary is Nov 5-7th. If you look at those resolutions and suggest on how to vote, please email me before November 5th. I am your voting delegate for statewide senate.

b. Chair, Curriculum- Janet Young

No report

c. VP Educational Policies – Darcie McClelland

No report

d. VP Faculty Development- Stacey Allen

- S. Allen:
 - Informed & Inspired: Cultural Appropriation
 - Panelists: Mediha Din, Kell Stone, and Shane Ochoa
 - Thursday, October 29th, 1-2pm
 - Some of what they will include: Cultural appropriation
 - Reminder that Faculty PD plans are due on Friday, October 23rd

e. VP Finance- Josh Troesh

- J. Troesh: Last meeting for PBC was mostly setting the goals for the committee for the year, the most related to this body are the two bottom ones:
 - Review role and responsibilities of PBC in the annual planning and budgeting process
 - Strengthen PBC members' level of understanding and engagement in the planning and budgeting processes so that they can adequately perform their role (training)
 - Develop procedures to evaluate PBC's work practices, decision-making process, and communication of decisions to other campus stakeholders
 - Engage the campus community in discussions around funding priorities and available resources
 - If there are any recommendations on how PBC can better do that, let me know

- On broader note, the constant changing of what happens and doesn't happen on political level obviously has impact on us. There is major election coming up and a number of state initiatives that may impact college. We will know more in November

f. VP Academic Technology- Pete Marcoux

- P. Marcoux: Academic Technology Committee
October 15 Meeting
 - New Technical Services Supervisor, Blake Vanroom, he is here today. Welcome Blake! We'll have him come back in a future meeting
 - Update on classroom technology for remote instruction
 - For students who want to take a class but don't want to come to campus
 - Unfortunately, with the technology, comes a high price tag. We are just starting to talk about what it might look like
 - Educational Tech Conference
 - 2020 Conference reflections
 - 2021 recommendations and planning
 - Will probably be on Friday in March
 - Faculty Laptop update
 - Being talked about in cabinet right now
 - Tech survey
 - IR decided to combine distance ed survey with tech survey and will come out sometime in November
- College Tech Meeting right after this, with following agenda items
 - Lecture Streaming
 - AIM Document Management System
 - Engage Software/ASO
 - Submission of IT contracts to Purchasing/Risk Management

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

- K. Degnan: Really not a whole lot to report right now. Main thing is Nuventive is currently unavailable. Both ITS and Nuventive are aware and working on resolving the issue
 - Hope to have resolved today or tomorrow
- When we are able to login again, Nuventive home screens will be changed to reflect SLO, PLO results due for Fall 2020

G. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

- J. Shankweiler:
 - Nursing Accreditation Visit this week from the BRN
 - Ongoing today and yesterday. Things are going well and happy to support nursing program
 - Faculty Position ID proposals in process and due Oct 30
 - Calculating the Faculty Obligation Number (state tells us how many faculty members we are supposed to hire. We always try to be above the FON.) We know the FON for

next year, 320 again. We want to compare the number of FT faculty members and that tell us how many we should hire

- Substantive change proposal due to ACCJC for programs that can be offered online
 - That's due to the emergency, but we also need to submit substantive change proposal to ACCJC. We have quite a few programs with great than 50% content available online. Need to let ACCJC on an ongoing basis. If you were within 6 months of visit, couldn't submit.

b. ECC VP of Student Services – Ross Miyashiro

- Reminder that Warrior Food Pantry has more than food, supplies students with toiletries, feminine products, and diapers of every size. Includes tooth brush, shampoo and conditioner in a lot of different brands.

c. Online and Digital Education Committee- Mary McMillan

- M. McMillan: Expect 250 faculty to complete SPOCK, 400 signed up, which is great accomplishment
- Will be offering training for teaching live on line to complement DE training
- There's also going to be an upcoming ODE unconference, you'll hear more coming out soon
- Proctorio was being funded by Online Learning Initiative. Was used for identity verification rather than proctoring. Will no longer be funded and supported by that group after December, so we are looking at some alternatives for Proctorio.
- AP 4105 moved to our committee and is with ed policies and wo we'll see that coming through Academic Senate soon
- Going to be discussing some of our guidelines for regular effective contact in online classes. Something that came up in accreditation visit and coming forward to you as well.

H. FUTURE AGENDA ITEMS

- a. Update on Noncredit Program
- b. Equity Canvas Course Presentation
- c. AP 4231, Prerequisites

I. PUBLIC COMMENT

- A. Ahmadpour: in regard to what Ross was reporting, I recommend to add the number of nurses in Health Department and by possibility eliminating number of associate deans or reducing size of police department. I genuinely believe we can reduce to half and use for students
- C. Brewer Smith: meeting went really smooth
- S. (Bray) Sylvers: ECC First Gen Initiative will be celebrating first gen awareness week November 3-8. Events geared for students, but have event on Thursday for both faculty and students. This year, initiative will focus on Black First Gen. Monday- Tuesday, Thursday- a collaboration between SITE and AFAM. All info is in email that went out today
- D. Eldanaf: Is it possible for Spring that a faculty can send guided notes to copy center and students would order and pick up from bookstore? Something very convenient for faculty and students. How good are chances for spring to do that? J. Shankweiler: it seems if you bound it charge \$5 you can get it packaged the same way the books are. We'll look into it, it seems like it would be doable. D. McClelland: we'll circle back at a later meeting.

- D. McClelland: I know everyone in this group is spending so much time and energy to provide excellent educational experiences for students in a less than ideal environment. Thank you, we all appreciate the effort, time, and energy you spend. Take care of yourselves and we are so grateful for the work you put in.
- K. Iino: next week is Adjunct Equity Week, the Federation will be hosting a bunch of activities! Selene sent out an email, keep an eye out for emails, and support.

J. ADJOURN

Motioned to adjourn by A. Ahmadpour, seconded by C. Brewer Smith. Meeting adjourned at 1:59pm.