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

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

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

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



Academic Senate of El Camino College 2020-2021

October 6, 2020

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

Office location: Schauerman Library, Room 273

Zoom information for Academic Senate Meeting 10/6/2020

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 dmccllland@elcamino.edu by noon on Tuesday, October 6. In the subject line, please put Academic Senate Meeting 10/6 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 2020-2021

October 6, 2020

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Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Darcie McClelland	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Kevin Degnan
VP Ed. Policies/Pres-Elect	Darcie McClelland	Curriculum Chair	Janet Young
VP Faculty Development	Stacey Allen	Secretary	Rocio Diaz
		Parliamentarian	Pete Marcoux

Part-Time (One-year terms)

Jack Spencer
Kamisha Sullivan

Behavioral & Social Sciences

Stacey Allen 22/23
Ali Ahmadpour 22/23
Kristie Daniel-DiGregorio 20/21
Renee Galbavy 20/21
Michael Wynne* 20/21

Business

Kurt Hull 21/22
Philip Lau** 21/22
Josh Troesh 21/22

Counseling

Seranda Bray 20/21
Anna Brochet** 21/22
Rocio Diaz 22/23

Library Learning Resources

Analu Josephides 21/22
Mary McMillan 21/22
Claudia Striepe** 21/22

Fine Arts

Jonathan Bryant 21/22
Joe Hardesty 20/21
Russell McMillin** 21/22
Joanna Nacheff 21/22
Darilyn Rowan 21/22

Health Sciences & Athletics/Nursing

Andrew Alguliar 22/21
Ryan Anthony 22/23
Yuko Kawasaki 21/22
Tiffanie Lau 20/21
Colleen McFaul 20/21

Humanities

Sean Donnell 21/22
Brent Isaacs 21/22
Elayne Kelley 21/22
Pete Marcoux* 21/22
Anna Mavromati 21/22

Industry & Technology

Charlene Brewer-Smith^R 21/22
Ross Durand* 21/22
Dylan Meek^R 21/22
Renee Newell 21/22
Jack Selph 21/22

Mathematical Sciences

Susana Acuna-Acosta 22/23
Diaa Eldanaf 22/23
Robert Eleuteri 22/23
Le Gui 20/21
Ronald Martinez 21/22

Natural Sciences

Shimonee Kadakia 21/22
Darcie McClelland 22/23
Mia Dobbs 21/22
Shanna Potter** 22/23
Jwan Amin 22/23

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Associated Students Organization

Sarah Jean Marble

Pretty Abraham

President/ Superintendent

Dena Maloney

Ex-officio positions

Kelsey Iino ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 19/20 = 2019/2020.

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

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:

1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).

FALL 2020: September 1 & 15, October 6 & 20, November 3 & 17, December 1 & 8 (tentative).

SPRING 2021: February 16, March 2 & 16, April 6 & 20, May 4 & 18, June 1 & 8 (tentative).

SENATE COMMITTEES:

Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.

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

Academic Program Review. Chairs: Kevin Degnan & TBA. Thursdays, 1230-2pm, Library 202 or Communications 109.

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

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

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

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

CAMPUS COMMITTEES:

Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

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

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

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

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

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

Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.

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

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

Planning & Budgeting (PBC). Chairs: Iris Ingram and Viviana Unda. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.

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

ECC (El Camino College) Acronyms

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

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

Adjunct

- 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 Degan
- 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:

- Julieta Aramburo, OASR
- Loic Audusseau, ITS
- Nzita Bell
- Debra Breckheimer, Humanities
- Nancilyn Burruss, BSS
- Kim Cameron
- Brigette Carballo, Financial Aid
- Lyn Clemons
- Bridget Delahunt, AS Event Ops
- Adrian Delgado
- Camden Foster
- Traci Granger, HSA
- Edith Gutierrez
- Arturo Hernandez
- Christopher Hurd, SEA
- Camila Jenkin, LLR
- Lillian Justice, Registrar
- Matt Kline
- Tiffanie Lau

- Regina Lee
- Coleen Maldonado
- Edward Matykiewicz
- Stephanie Merz, Humanities
- Jeff Miera
- Andrew Nasatir
- Shane Ochoa, Humanities
- Nayeli Oliva, SEA
- Veronica Palafox, OASR
- Karen Preciado, WWC
- Idania Reyes
- Kamisha Sullivan, Humanities
- Sharilyn Thomas, CalWORKS
- Viviana Unda, IRP
- Gerson Valle, Mathematical Sciences
- Moses Wolfenstein
- Tony Roland Zapata, Counseling

Excused:

ACADEMIC SENATE MINUTES

September 15, 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 second Academic Senate meeting of the fall 2020 semester to order on Tuesday, September 15th at 12:33 p.m.

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

D. McClelland: See pgs. 6-16 of the packet for minutes from September 1st meeting. P. Marcoux motioned, K. Degnan seconded.

25 yes, 0 no, 0 abstentions. Minutes were approved as presented.

Welcome New Senators: Susana Acosta, Mathematical Sciences; Robert Eleuteri, Mathematical Sciences; Jack Spencer, Adjunct Representative from Fine Arts Division; Kamisha Sullivan, Adjunct Representative from Humanities Division.

R Diaz: Apologies for the new Senate reps I missed, we will introduce you next week!

D. McClelland: Welcome Deans Rep for today, Debra Breckheimer from Humanities.

D. Breckheimer: One of my pandemic activities is hiking. For those you who don't know, under Humanities division is English, ESL, foreign languages, and journalism. I probably wrote far more than they ever wanted, but I wanted to share all the great things the division is doing in terms of equity. Our different departments use one another to grow and move the needle. We are taking it seriously. I also just want to take opportunity for bragging rights. The entire division works very hard in area of equity and social justice. Our SITE team is something that I hope you all across campus get involved with. We have award winning Journalism department that could use the campus' help for students to get involved with, now more than ever. It's platform for disproportionately impacted students to have a voice and they do and they often wind up with scholarships and internships and amazing transfers. Thank you.

DM: We've got one more new introduction for the day, we have a new Chief Technology Officer on our campus. We are excited to having him with us on our campus and excited to have him here in our Senate meeting to introduce himself today.

L. Audusseau: Good afternoon everyone, thanks for having me. I've been with El Camino for two months now as Chief Technology Officer. My job is to oversee all IT operations and strategic initiatives as they relate to technology for the college and I come to you from the City University of New York, Bronx Community College. One thing I'm really looking forward to do in my role as chief technology officer beside advancing technology and providing you with the tools to be successful, is really to build relationships across the institution. Partnership that foster inclusive collaboration communication, accountability, are all values that are really important to me. So we can enhance the way we all use technology to support what really matters at the end of the day, which is student success and graduation, instructional delivery, research. I'm really glad to be a part of this group. My favorite pandemic activity is to spend as much time as I can with my two young boys in the outdoors. Just moved in from New York City where they were born. I'm delighted to be here and I'm looking forward to working with you all.

J. Nacheff: I am a Fine Arts rep, I am the director of Chorale activities, I have been at El Camino for 31 years altogether. Glad to be here.

C. OFFICER REPORTS

a. President – Darcie McClelland

D. McClelland:

- Interested in getting involved in voter registration efforts? Join the AB 963 Committee! Email Darcie dmccllland@elcamino.edu if interested.
- Please encourage colleagues to read the Friday emails from Dr. Shankweiler and I.
 - New coming this week: counselors corner, including student narratives.
 - Focus on being equity minded and working with our students as much as we possibly can
- Stacey and I are working on a monthly space for informal conversations around equity/race relations. If you are interesting in helping facilitate this space, please email Darcie dmccllland@elcamino.edu.
 - Working with Jaynie to work on facilitation of this and have this be a teachable moment

A. Ahmadpour: on topic of race and social justice, we are planning on getting together a group/progressive planning association and want to get students involved. I follow so many universities and campuses where they really created a very live honest, direct conversation. Any activity I can support as long as do not water down this issue. We have to create a platform where students can talk, in particular, people of color. We don't have to again do business as usual things come from up and it goes down. It's supposed to come from below. All this reaction all this rage is against absence of democracy and absence of genuine, honest conversation on issue of race and equality.

DM: Thank you, we are going to try to facilitate for something through Senate as well but I think it's great that we have as many efforts going.

P. Marcoux: The first batch of MIFIs are in, the library is cataloging them, and hopefully we'll get them in student hands shortly.

b. Chair, Curriculum – Janet Young

J. Young:

- **Curriculum is Operational**
 - Trainings have begun
 - Course have been input based on the Division Plans
 - Program is stable and intuitive
 - Streamlines the review and approval process
 - Easy to track the status of a proposal
 - 51% approval required at the Department Level (% had to be college-wide)
 - (Departments are determining if they wish to include part-time faculty or not)
- **Biggest Change**
 - Clerical Support for each Division initiates all proposals in the system. Curriculum is still faculty purview. This is organizational strategy
 - In the previous system, anyone could initiate a proposal, courses got stuck, faculty got frustrated
- **Annual Certification Training**
 - Tuesday, September 22nd CCC Meeting 2:30–4:30 (Everyone is welcome)
 - Allows us to approve courses, degrees, and certificates (except for ADTs) and send them to the Chancellor's Office for "chaptering."

- **Chancellor's Office is Conducting Random Audits**

If our courses/degrees/certificates are found to be out of compliance, this "privilege" can be rescinded.

c. VP Educational Policies – Darcie McClelland

D. McClelland: Ed policies is seeking a new chair starting in Spring 2021. This person would serve as the Senate VP of Ed Policies and the position comes with reassigned time. Person must be a member of the Senate. If interested please email Darcie dmcclelland@elcamino.edu

d. VP Faculty Development – Stacey Allen

S. Allen:

- Welcome newest FDC member – Yuko Kawasaki!
- Scholar Strike – Sept 8th & 9th
- Informed & Inspired – next Thursday, September 24th @ 1:00 via Zoom. Look for more details in your email inbox soon!
- Faculty Book Club – Next meeting is Wednesday, September 30th -Crossing Borders Between Language and Racism. Contact Analu and Claudia for more information.
- Faculty Professional Development Plans - coming to your email inbox soon!

e. VP Finance – Josh Troesh

J. Troesh:

- Next meeting is on Thursday

f. VP Academic Technology – Pete Marcoux

P. Marcoux:

- Academic Technology Committee
 - Meets Thursday at 1
- Educational Technology Conference
 - 2020 Conference reflections
 - 2021 recommendations and planning
- Tech Survey
- College Technology Committee
 - Meets today at 2
 - Strategic Plan Implementation and Monitoring Presentation
 - Update Technology Committee Goals (FY20/21)
 - Gorilla Software
 - Lecture Streaming Marlow Lemons
- CanvasCon Online Free Conference: October 15th

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

K. Degnan:

- Most 3 Week Reports have been submitted. Adjustments to timeline for this semester and Spring 2020 are being made now.
- SLO results from Spring 2020 were due to be entered 11 September.
- PLO results from Spring 2020 are due to be entered 25 September.
- Looking forward to the ACCJC visit 28 September-1 October.
 - Reviewing [Accreditation](#) link on www.elcamino.edu main page, QFE and Self Evaluation are excellent documents to review.

D. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

J. Shankweiler:

- Accreditation Visit: September 28 – October 1
 - This week will start getting requests on which committees visiting teams want to meet with, sometimes that includes Academic Senate. Seldom during meeting, would be special meeting
 - Teams would be verifying info in accreditation document
- Guided Pathways: Scale of Adoption Assessment
 - Due March 1st
 - Last two meetings will have GP team come in
- Spring 2021 online announcement
 - Mostly online, essential courses face to face
 - Hopefully even maybe in Spring will be able to have some classes face to face if conditions change and if campus is ready
- Shout out to Library and Learning Resources division who are doing a great job getting out laptops and MIFI devices

A. Ahmadpour: what students are getting these devices? D. McClelland: They need to fill out the request form for the request form and MIFIs. AA: Faculty send it to them, did students also receive? DM: Also went out to student listserve.

b. ECC VP of Student Services – Ross Miyashiro

R. Miyashiro:

- Reminder that several buildings will be closed starting September 15th: PE South, PE North, Music Building, Humanities Building. Once we sweep buildings and lock them up, cannot enter
- Would like to work with Darcie to get on next meeting or meeting after—we have created guidelines about enforcing student health and safety in the classroom
- CCCCCO webinar tomorrow (every Wednesday) will feature ECC and efforts to use data to change the way Financial Aid is distributed. Presentation is way we went beyond promise grant and pell, and helped students with housing and other emergency services

N. Burruss: will there be drive up services for flu shots? I. Reyes: Student health services is now under student support services division. Will be conducting flu shots, should encourage students to use tele medicine portal as well as tele mental health. Will be doing flu shot drive bys. Look at website, have over 22 workshops offered this semester on student mental health, can get a great amount of info on website. R. Miyashiro: by code restrictions, can only service students

c. Online and Digital Education Committee-Mary McMillan

M. McMillan:

- New committee members
- Talked about online education initiative, specifically some concerns regarding cross enrollment and prioritizing local enrollments while we are online
 - One of the things OEI used as a pitch to campuses, before enrolling at a class at another campus, would first be ensured that our own classes would be full before going to course exchange to take at another campus. Moses is going to inquire about this with OEI about how this is being handled
- Been working on revisions to AP 4105 related to distance education. Want to make sure recommendations are meeting everyone's needs and concerns.

E. UNFINISHED BUSINESS

a. Resolution to Extend P/NP Grading Option for Remainder of Covid Emergency State 2nd Reading and Vote – Darcie McClelland

D. McClelland:

- Motioned by S. Bray, seconded by A. Josephides
- Questions/comments/changes?
- A. Ahmadpour: Is it possible that if students get an A, to change the grade from P/NP to a grade? DM: No, we can't do that. They can't go back afterwards and do it. The deadline for declaring this is October 2nd for the first 8 weeks and for 16 week classes, and October 30th for second 8-week classes. Lillian was actually nice enough to extend that for students because we're voting on this today and the 30% mark would be this week. We can't extend it beyond that.
- AA: Are we informing students about what this might mean? DM: We encourage students to speak with a counselor about what it might mean for GPAs, future, etc. We are message to students about this
- P. Marcoux: do we have any numbers about how many students took this option in the Spring? L. Justice: for Spring 2020, we were more liberal with P/NP. We worked with students because the law allowed us to do so. That number fluctuates a little bit, but I can get those numbers for you. There are things we will work on. For Summer, maybe 15-20 requests. Fall will be more than the summer. With us doing this ahead of time, and giving students announcement and info they need, they become more informed decisions. In spring was a free for all in a sense because it was new for a lot of students here at ECC. In the future, we can start with the advertising the form will be up in the winter, and they will know the deadlines will be on the 30% mark.
- T. Lau: Do you want to state "within first 5 days of the semester" or by the Friday of Week 4? to keep it general for future Covid terms? DM: It changes semester to semester. We extended it this semester. In the spring, because students will know before it starts, students will know we're going back to 30%.
- K. Daniel DiGregorio: If this passes, we are going to implement, or go through other consultation? DM: It will go to the board. KDD: Important to put in resolution that they need to talk to counselor AND professor. Based on attendance policies, may have student who signed up for PNP and just trying to get that 70% and may be missing assignments. As a result, they may get dropped and then they don't get to finish the semester. My suggestion would be to include in the resolve that they speak to their professor and counselor.
- S. Bray: I know the deadline has already been extended, and we're halfway through September. Is this the furthest it can be extended? Could it be aligned with W deadline? LJ: If we wait to 75% deadline, it is complete nightmare. We do not have capacity to do what we did for Spring 2020. Each of these classes need to be done

manually. Has to be changed at section level. It's a daunting task. Do we need to wait for board to approve this?
RM: APs are informational, BPs need to be approved by board. DM: Will go into effect today

- A. Ahmadpour: What is the negative of prolonging the due date? Can it be extended to let's say the 10th week?
DM: Because Admissions has to manually go in and change every single one of these. We can't extend beyond this date because do not have the staff to go in and make the changes that our students need for this to reflect accurately by the end of the semester. LJ: It's not that I's just the staff, everyone does not have access to section changing because of what it is. Again this is about giving the students the information and having them make an informed decision. We want to make sure we do this ahead of time so we're not doing the changing of grades.
- DM: We want to be as equitable to our students as possible, but we also need to work within what is possible. So it sounds like this is about as late as we can go.
- R. Diaz: How are going to be notifying students since deadline is so quickly approaching? And will the powerpoint that was created be updated? Could we start the conversation about this becoming a permanent option for students?
- DM: We could start a conversation about this becoming a permanent option. This will solve it for the foreseeable future, for this school year. It will be a larger discussion and I'd want to solicit input from their departments before going to a permanent change. For the powerpoint, Ross will update, and we will work on getting an email out to students, and get message on the website

VOTE: 28 yes, 0 abstain, 0 nos.

b. Proposed Syllabus Statement Regarding Masks 2nd Reading and Vote – Darcie McClelland

D. McClelland: motioned by A. Ahmadpour, seconded by P. Marcoux

- Added sentence on how mask should be worn
- This is just a guiding statement, shy away from being too specific, can add more on your own syllabus
- A. Ahmadpour: Add guidance from International Health Organization, add in a module or folder
- Discussion around face mask versus face covering. Given CDC language and recommendation, will include use of a face mask
- Warrior pantry is offering surgical face mask if students don't have one. The COVID taskforce discussed that faculty will be provided with some number of face masks

c. 2020-21 Senate Goals 2nd Reading and Vote

D. McClelland:

- If we run out of time, will bring back for 3rd reading
- K. Daniel-DiGregorio: Under area C5, seems there are some aspects that are not entirely under our control. Example, expansion of noncredit programs. It's up to department. We can be part of conversation and support efforts. Also not up to us to achieve enrollment management targets.
 - Is it the support we are looking for? As it's stated, it is setting us up a little bit
- Discussion about C5
 - KDD: This is new enough where we need more information before voting on this. If we need to advocate for an increase, need more information
 - J. Young: I think that this is important because we have a lot of faculty members who are proposing noncredit courses and through the years, I've really learned the value of noncredit and how it is a stepping stone. But we don't have an infrastructure for noncredit. We don't have a program. Mt SAC has amazing program, have whole separate division for it. Dr. Shankweiler might want to speak to this, Scott

in Humanities is kind of in charge of it. Need infrastructure to build program to move forward in substantial, meaningful way

- DM: Ideas was that Senate was going to back effort to increase NC efforts on campus. We are trying to ramp this up, we have many faculty active in task force. If you don't agree with this goal, you don't have to vote for it. But this goal was brought to me by individuals who are in favor of this
- J. Shankweiler: Supporting NC plan being developed by taskforce
- A. Josephides: Under C2, I was wondering why does it have to be only through a certification program? So many faculty working hard on equity that are not part of certification programs. DM: We are looking for new way to recognize those faculty and staff, doesn't have to be through a certificated program. Update wording.
- A. Ahmadpour: Acknowledge anyone who does anything vital in this area. DM: Senate wanted to find formal way to acknowledge equity training
- Will bring back to vote next time, there are quite a few people who had to leave and would like to have everybody look at it and vote on it

F. NEW BUSINESS:

None

G. INFORMATION ITEMS – DISCUSSION

a. 2019-2020 Senate Evaluation Survey Results- Viviana Unda

V. Unda:

- Survey administered at the end of last year
- Have updated Making Decisions Guide – use this report to set our goals for next year
- Assessment Areas are 3:
 - 1. Purpose, Goals & Tasks
 - 2. Committee's Functioning
 - 3. Decision-Making Effectiveness & Communication
 - 4. Suggested Goals/Initiatives/Issues to be address

Purpose, Goals & Tasks: Findings

- Full report in packet
- Academic Senate 2019-20 goals:
 1. Ensure full faculty involvement in decision-making related to academic and professional matters
 2. Strengthen faculty involvement in the activities of the Academic Senate
 3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals
 4. Support Accreditation process through regular consultation and collaboration
- The majority of respondents were aware of the purpose of the AS and clearly understood the committee's responsibilities
- Goals 1, 2, and 3 were completed or mostly completed according to most respondents. Goal 4 was completed or mostly completed
- Most respondents reviewed the Making Decisions at ECC document during a committee meeting
- 70% of respondents participated in the committee's setting of goals
- 67% of respondents reviewed the progress of the committee's annual goals, a little lower than what I would expect

Improvements Mentioned by Respondents & IRP Recommendations

- Respondents
 - Review ECC's focus (*transfer* college versus *community* college)
 - Evaluate the possibility of creating a VP for Equity position
 - Evaluate the possibility of bringing diversity to the e-board
- IRP
 - Secure attendance at the Academic Senate's goal-setting session and at meetings where the committee reviews progress of annual goals, so that the grand majority of members participate in these activities

Committee's Functioning: Findings

- All respondents received meeting minutes and materials sufficiently in advance to review
- The majority of respondents had opportunities to provide input for the committee and felt comfortable contributing ideas during meetings
- 58% of respondents received orientation when beginning to serve in the committee
- Respondents' perception about the frequency of use of this survey's results showed variation

Selected Improvements Mentioned by Respondents & IRP Recommendations

- Respondents
 - Set norms at the beginning of the year so participants feel comfortable speaking up. Here there was a little bit of mention that there are people who are always speaking and we need to create some space for those that speak less
 - Offer orientation for new/newer senators so they fully understand/contribute to topics, and this is something that happens across collegial consultation committees. There is space for improvements for developing orientations at the beginning of the term when new senators are starting
 - Ensure more faculty representatives attend meetings and gather feedback from constituencies
 - Ensure anticipated reading of AS packet to avoid unnecessary opinions/questions
 - Develop shorter agendas to make space to discuss policies
 - Create more space for all senators and guests so they can participate more actively in meetings
 - Revisit regularly AS goals
- IRP
 - Ensure new AS members receive orientation at the beginning of their term
 - Regularly use the results of this survey as input for the committee's work

Decision-Making Effectiveness & Communication: Findings

- The majority of respondents clearly understood how decisions are made in the committee, and were provided with the info they needed to make decisions in the committee
- Most respondents:
 - Were aware of how AS communicated its decisions to other committees
 - Communicated the committee's decisions to the constituents they represent
 - Agreed the AS evaluates its work practices and how decisions are communicated
- Respondents' perception about evaluating how decisions are made in the committee showed some variation

Selected Improvements Mentioned by Respondents & IRP Recommendations

- Respondents did not mention improvements in this area
- IRP: Devote time to clarify how the committee evaluates how decisions are made

Some Suggested Goals/Initiatives/Issues to be Addressed by AS in 2020-21

- Raise institutional awareness and create space for having difficult conversations around equity, racial inequity, discrimination, violence, and social justice, and continue efforts to make progress around these topics
- Work closely with the PD and Learning Office to develop more ongoing PD opportunities regarding anti-racism, implicit bias, and equity, especially related to teaching and learning
- Work towards developing a hiring process that includes a diverse array of candidates, so that hired faculty represent the student body
- Develop clear goals, a clear plan, parameters, and steps around GP

Suggested Additional Info AS should review

- Grand majority of survey respondents asserted that AS was keeping them adequately informed
- Few suggestions:
 - Strengthen faculty commitment to read meeting packets/share feedback with their Senators to ensure comments are well-informed and representative of the wider faculty body
 - Strengthen division Senators' capacity to regularly gather feedback from their peers and to come prepared for meeting discussions
 - Create a space to provide more regular feedback throughout the year
 - Receive via email meetings minutes to help relay all the information covered to academic departments
- I did not include any of the accomplishments of the AS. So those are for you to read and look in the full report

b. 2020-2021 Senate Orientation- Senate Executive Board

D. McClelland:

- Will reach out to new senators for orientation, returning senators can attend

H. FUTURE AGENDA ITEMS:

- a) Discussion about how to better assist SRC students in online environment
- b) BP/AP 4235, Credit for Prior Learning
- c) AP 4231, Prerequisites

I. PUBLIC COMMENT

J. ADJOURN

Motion to adjourn by A. Josphides, seconded by K. Degnan.

The meeting adjourned at 2:07 pm

RD/ECC Fall 2020

El Camino College Academic Senate 2020-2021 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

1. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)

Measures:

1. Provide leadership for the college on issues related to Senate purview;
2. Arrange faculty representation on local and statewide senates and on campus committees;
3. Review BPs/APs within Senate purview to ensure that all are up-to-date;
4. Provide faculty leadership for the effective utilization of academic technology at the college;
5. Revise Faculty FLEX FAQs to be more responsive to faculty questions/needs;
6. Take leadership role in examining NFLA and revising content to meet new faculty needs. Add equity/diversity focus;
7. Take leadership role in facilitating transition back to in-person instruction following Covid emergency
8. Maintain communication and effective collaboration with ECC Federation of Teachers.

2. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

1. Enhance Senate orientation at the start of the academic year including an introduction of new Senators;
2. Provide regular, ongoing communication with all faculty;
3. Inspire greater participation of senators in activities of Senate, including Senate e-board, subcommittees and task forces;
4. Encourage greater community within Senate body. Discuss community norms and facilitate a safe space where all senators feel welcome and comfortable expressing their viewpoints;
5. Continue initiatives to recognize faculty who achieve tenure.

3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Measures:

1. Provide leadership in campus equity efforts by participating in and collaborating with President's Advisory Council on Equity. Lead campus efforts to infuse equity-minded practices into all college curriculum and train faculty to utilize these practices.
2. [Explore ways to formally recognize faculty and staff who have completed extensive equity training through creation of a certification program.](#)
3. Collaborate with Campus leadership to revise faculty hiring practices in order to prioritize the hiring of diverse faculty.
4. Participate in and provide constructive feedback on the implementation of success teams and other Guided Pathways initiatives. Support efforts to keep students on the path to success through utilization of tools such as ECC Connect.
- 5- [Support the work of the noncredit task force in development of the noncredit plan.](#)
~~Advocate for increased support and expansion of noncredit program to provide increased support for students and achieve enrollment management targets~~
6. Evaluate lessons learned from transition to emergency remote learning to improve distance education going forward

4. Collaborate with campus leadership to support Accreditation site visit.

Measures:

1. Ensure senate representatives participate in meetings/visits with accreditation team.

5. Consult and collaborate with campus leadership to hire ECC's next President/CEO.

Measures:

1. Provide feedback about qualities/skills the senate is seeking in the next President/CEO;
2. Provide input about selection process and interview questions;

The El Camino Community College District allows students to receive credit ~~by examination~~ **for prior learning** for a specific course by demonstrating mastery of the course content, objectives, and outcomes.

Credit may be earned by students who satisfactorily pass authorized examinations in accordance with Title 5 section 55050. Procedures for granting credit ~~by examination~~ **for prior learning** will be developed in collegial consultation with the Academic Senate.



POLICY & PROCEDURE SERVICE

BP 4235 Credit for Prior Learning

Reference:

Title 5 Section 55050

NOTE: *If the District grants credit for prior learning, the following policy applies:*

Credit may be earned by students who satisfactorily pass an assessment. The [**CEO**] shall establish administrative procedures to implement this policy.

Revised 2/08, 4/20

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AP 4235, Credit for Prior Learning

The purpose of Credit for Prior Learning is to allow a student to gain credit for a specific course by demonstrating mastery of the course content, objectives, and outcomes. Credit for Prior Learning may be obtained by one of the following methods:

- Achievement of a score of 3 or higher on an Advanced Placement Examination administered by the College Entrance Examination Board or a score of 4 or 5 or higher on an International Baccalaureate HL examination. Faculty in the discipline will determine the tests and scores applicable for local degree credit. The tests and scores will be published in the college catalog.
- Achievement of a score that qualifies for credit by examination in the College Level Examination Program (CLEP).
- Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.
- Achievement of an examination administered by other agencies approved by the college.
- Assessment approved or conducted by proper authorities of the college.

Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the El Camino College course catalog. Students may be awarded elective credit for prior learning if they do not require additional general education or program credits to meet their goals.

Determination of Eligibility to Receive Credit by Examination:

1. A student must have completed 12 semester units at El Camino College with a minimum grade point average of 2.00 and be in good standing at the time the credit is granted. However, students enrolling in or enrolled at El Camino College may be allowed to take the examination at any time, even though credit will not be granted until 12 semester units have been completed. Students shall be exempt from the residency requirement if the course is articulated with a high school/ adult school or Regional Occupational Program Career and Technical Education (CTE) pathway provided that they are registered at the college.
2. Students shall only be allowed to petition to receive credit by examination one time per course. Students may not petition for credit examination for a course in which they have previously enrolled and received a grade, unless statutorily required.
3. Students may not petition for credit by examination for a course in which they have been enrolled after the first two weeks of a semester, except under special circumstances as determined by the dean and faculty who normally teach the course.
4. Students must petition for credit by examination no later than the middle of the term except under special circumstances as determined by the dean and faculty who normally teach the course.
5. Only those courses listed in the catalog and approved for credit by examination at the time of the petition shall be available to students for such credit.

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6. Credit is not available for any course that is lower in a sequence than a course for which credit has already granted, except under special circumstances determined by the dean and faculty who normally teach the course.

7. The maximum amount of credit by examination permissible shall not exceed 15 semester units, including not more than 50% of the credit required for the major subject field. Advanced Placement and International Baccalaureate credit are exempt from this 15 unit maximum.

Credits acquired by assessment shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.

Fee Requirements

A processing fee will be charged to petition for credit by examination. The amount of the fee will be established by the Admissions Office and paid at the cashier's office. The amount of the fee cannot exceed the enrollment fee associated with enrollment in the course for which the student seeks credit by examination. Fee waivers do not apply to credit by exam. Students involved in high school or occupational center articulated programs will be exempt from paying this fee.

Procedure for Earning Credit by Examination

Students shall complete a petition for credit by examination and submit it to the Admissions Office along with satisfactory evidence of knowledge, skills or experience. Upon request, students shall be provided with a copy of the pertinent Course Outline of Record to aid them in making the decision of whether or not to petition and attempt credit by examination.

The Admissions Office shall forward petitions, with supporting documentation, to the respective dean of the academic division concerned. The dean, in consultation with faculty who normally teach the course, shall determine the eligibility of the student for such an examination. Approved petitions must demonstrate that the knowledge, skills, and/or experiences gained outside the regular college curriculum are compatible with the course content, objectives, and outcomes for which credit is requested.

If the petition is approved, the nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted. The faculty shall determine that the examination adequately measures mastery of the course content, objectives, and outcomes as set forth in the outline of record. Subject matter mastery and/or skills proficiency, as stated in the objectives and outcomes of the course outline of record, may be established by written examination, portfolio, skills demonstration or combination thereof. The faculty may accept an examination conducted at a location other than the community college. The examination may be offered in more than one session and/or format. The examination must measure proficiency at the level expected of students who have successfully completed the course at El Camino College. The academic division shall notify the student of the examination arrangements.

Grading shall be according to the regular grading system used by the college, including a "pass-no pass" option if that option is ordinarily available for the course.

If credit is granted and all eligibility requirements have been met, the student's academic record shall be clearly annotated to reflect that credit was earned by examination. The Admissions Office shall retain a copy of the petition and notify the student of the results.

Specific Procedures for AP/IB Exams

Faculty in the appropriate discipline must approve AP and IB examination scores deemed to constitute satisfactory performance, in lieu of courses offered by the college for which unit credit will be granted. Faculty in the appropriate discipline must also approve [which specific College Curriculum Committee approved course requirements a particular AP or IB exam may fulfill](#). ~~that may be met by such examinations~~ All discipline level decisions regarding AP and IB exams must follow the policies and procedures approved by the College Curriculum Committee.

For any AP or IB examination that the El Camino Community College District (ECCCD) does not offer a course similar in content, the ECCCD will award credit in the General Education area shown on the California Community College General Education AP or IB list. If there is no General Education area that fits the AP or IB Examination, the ECCCD may award elective credit.

In order to receive credit for AP or IB exams, the following conditions must be met:

1. The AP or IB exam must be approved by the College Curriculum Committee and published in the college catalog.
2. An official AP Score Report or official IB transcript must be submitted to the Admissions and Records Office.
- ~~3. Once records are verified and eligibility determined, the student's transcript shall be annotated to reflect that course credit was earned by examination. No grade will be given.~~
3. AP or IB exam results may be used to determine a student's eligibility in select courses for placement purposes.
4. Credit awarded through AP or IB exams may be used to satisfy [ECC degree and certificate requirements](#), ~~area of emphasis~~ [major requirements](#), IGETC, or CSU-GE breadth requirements, as approved by the Curriculum Committee.
5. An acceptable AP or IB score for IGETC or CSU GE ~~equates to what is listed in the college catalog~~ [may be used](#) for certification purposes.
6. Course credit will not be granted where it duplicates previous college coursework.
7. AP or IB credit will not apply toward financial aid eligibility, nor can it be used to satisfy the 12-unit residency requirement for graduation.
8. No fees will be charged for the processing and posting of AP or IB credit.

Students who have both a qualifying AP test score (3 or above) and a qualifying IB certificate exam score (4 or 5 or above) in the same examination area, or who have completed a college level course for credit,

will only have the first completion counted for credit. ECCCD shall post its Advanced Placement and International Baccalaureate Credit procedures on the El Camino College Website.

Specific Procedures for Credit for Military Service

El Camino College grants credit for successful completion of United States Armed Forces courses as recommended by the American Council on Education in the *Guide to the Evaluation of Educational Experiences in the Armed Services*. Whenever possible, military credit will be used for the fulfillment of general education, major coursework, and other degree requirements.

The Nursing Program shall offer credit for military experience and course work according to the *California Registered Nurses Licensure Qualifications for Persons Serving in Medical Corps of Armed Services* established by the Board of Registered Nursing. The Nursing Program will comply with the requirements of California Senate Bill 466. Procedures for the military challenge for advanced placement into the Nursing Program shall be published in the college catalog and on the Nursing Program webpage.

Veterans may also petition to receive credit for prior learning for military courses, experiences, and training. College Level Examination Program (CLEP) credit will be accepted when it is included on the American Council on Education transcript. The experience of the veteran will be reviewed and any appropriate El Camino College credit granted. Specifics related to the process of granting credit for military service will be published in the college catalog and posted on the Admissions and Records Office webpage. Once El Camino College reviews and awards credit, it will become part of the veteran's permanent record. Credit for military service will be awarded after completion of one semester of attendance at El Camino College. Students should meet with a counselor to determine whether or not the units will transfer to a four-year institution.

Restrictions on Units Earned through Credit by Examination

The maximum amount of credit by examination permissible shall not exceed 15 semester units, including not more than 50% of the credit required for the major subject field. Advanced Placement and International Baccalaureate credit are exempt from this 15 unit maximum. Units earned by examination are not to be considered part of the student's unit load. Credits acquired by examination are not applicable to meeting of such unit and requirements as Selective Service deferment and Veteran's or Social Security benefits and shall not be considered in verifying eligibility for athletics or student government.

Other Procedures Pertaining to Credit for Prior Learning

Upon completion of an education plan, a student who is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials, or requests credit for a course based on their prior learning will be referred to the appropriate division/department for assessment of prior learning.

Once a decision has been made about awarding of credit for prior learning, the student will be notified about the decision and will have the opportunity to accept, decline, or appeal the awarding of credit.

Student records including transcripts will clearly indicate which credits were earned by assessment of prior learning.

References:

Title 5 sections 55021, 55025, 55050, and 55052
Education Code Sections 66025.7, 78212, and 79500;

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The ASCCC, "Awarding Credit Where Credit is Due," Spring 2014.

California Senate Bill 466.

American Council on Education, *Guide to the Evaluation of Educational Experiences in the Armed Services*.

California Community Colleges Chancellor's Office, *Awarding Community College Credit for Prior Military Experience*, March 2016.

POLICY & PROCEDURE SERVICE

AP 4235 Credit for Prior Learning

References:

Education Code Section 79500;
Title 5 Sections 55050 and 55052

NOTE: *This procedure is **suggested as good practice/optional**, but it **legally advised** if the Board has approved a policy to allow credit for prior learning. A District must publish its policies pertaining to credit for prior learning in its college catalog. A District must also review its credit for prior learning policy every three years and report particular findings specified in Title 5 Section 55050 subdivision (I) to the California Community Colleges Chancellor's Office. Additionally, a District must certify to the California Community Colleges Chancellor's Office by December 31, 2020 that it has complied with the requirements of Title 5 Section 55050.*

Credit for Prior Learning may be obtained by one of the following methods: *(Colleges must determine appropriate methods. The following are common.)*

- Achievement of a score of [**3 or higher**] on an Advanced Placement Examination administered by the College Entrance Examination Board.
- Achievement of a score that qualifies for credit by examination in the College Level Examination Program.
- Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.
- Achievement of an examination administered by other agencies approved by the college.
- Assessment approved or conducted by proper authorities of the college.

Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the catalog of the community college. Award of credit may be made to electives for students who do not require additional general education or program credits to meet their goals.

Determination of Eligibility to Receive Credit by Examination:

- The student must be currently registered in the college and in good standing,
- The course is listed in the college catalog,
- Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's or Social Security benefits.

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POLICY & PROCEDURE SERVICE

Credits acquired by assessment shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.

NOTE: *Additional local procedures may be inserted, which **must** include:*

- Procedures for students to attain credit for prior learning that includes credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized documentation, and standardized exams.
- The student's academic record clearly indicates that the credit was earned by assessment of prior learning.
- Limits on the number of units that may be applied to the Associate degree.
- Other limits on student and course eligibility for credit by examination.
- Procedures that require that a student, upon completion of his/her educational plan pursuant to Education Code Section 78212, shall be referred to the college's appropriate authority for assessment of prior learning if the student is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials, or requests credit for a course based on their prior learning.
- An opportunity for students to accept, decline or appeal decisions related to the award of credit, and in the cases of credit by exam, pursuant to Title 5 Sections 55021 and 55025.

Revised 2/08, 10/17, 4/20

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A Resolution of The El Camino College Academic Senate Calling for Anti-Racist/ Equity Professional Development for all El Camino College Faculty

WHEREAS the mission of El Camino College states that “El Camino College makes a positive difference in people’s lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, **equity** and success in collaboration with our **diverse** communities” And, one of the five core values of the college is **diversity** described as “We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all”; and

WHEREAS despite the college’s public commitment to address issues of racial equity in our community throughout spring and summer 2020, Black employees and students continue to communicate that these promises have not yet manifested into campus wide **actions** to combat racism and they do not feel safe, acknowledged, listened to, or valued within the ECC community because they continue to face racial microaggressions on a regular basis; and

WHEREAS racism is systemic, and it is unconsciously and consciously rooted into society’s institutions, policies, and practices as well as those of our College; and

WHEREAS according to the 2019-2022 Equal Employment Opportunity Plan, 60% of tenured or tenure-track faculty and 48% of part-time faculty at El Camino College identify as white while only 13% of El Camino students identify as white; and

WHEREAS in order for our majority-white faculty to develop enhanced empathy and truly provide an anti-racist, equitable, inclusive learning experience that provides all El Camino students (the majority of whom identify as students of color) a chance to succeed and to address the aforementioned concerns of Black members of the El Camino College Community not feeling safe, all faculty must be educated about 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, as well as their own responsibility in perpetuating such inequity; and

WHEREAS nearly 2/3 of El Camino College faculty are employed on a part-time basis and thus it is the belief of the El Camino College Academic Senate that any college-wide effort to educate faculty about racial equity in order to improve student success must include part-time faculty; and

WHEREAS Title 5 section 53200 entrusts local academic senates with the responsibility for developing policies for faculty development activities; and

WHEREAS the 2020-2022 agreement between the El Camino College District and the El Camino College Federation of Teachers Local 1388 compensates tenured and tenure-track faculty for 24 hours of professional development activities and part-time faculty for up to 3 hours of professional development activities; and

WHEREAS the 2020-2022 agreement between the El Camino College District and the El Camino College Federation of Teachers Local 1388 allows individual faculty members broad discretion in selecting activities they will participate in to fulfill their contractual professional development requirements such that no racial equity and anti-racist professional development activities are currently required of ECC faculty;

THEREFORE BE IT RESOLVED THAT The El Camino College Academic Senate fervently requests that the El Camino Community College District respect our state-mandated purview in developing policies for faculty professional development and partner with us and the El Camino College Federation of Teachers Local 1388 (Federation) to promote the success of all El Camino students through **action** to combat racism and racially based microaggressions within our campus community by agreeing to a Memorandum of Understanding (MOU) with the Federation by the first day of spring semester 2021 mandating that all tenure and tenure-track faculty complete four hours and currently employed part-time faculty three hours of senate-approved racial equity focused professional development outside of the fall and spring professional development day general sessions each academic year beginning with the 2020-2021 school year; and

BE IT FURTHER RESOLVED THAT the El Camino College Academic Senate requests that the El Camino Community College District back their promise to promote the development of an anti-racist institution where all campus community members feel safe and welcome with financial support by agreeing in the above-mentioned MOU with the Federation to pay all part-time faculty members actively employed by the District, regardless of teaching load, for three hours of racial-equity focused professional development per school year; and

BE IT FURTHER RESOLVED THAT in order to reaffirm our commitment to equity and social justice, lead by example, and express solidarity with our Black students, colleagues, and leaders through **action**, each El Camino College Academic Senator hereby commits to completing at least four hours of racial equity based professional development by May 31, 2021 and reporting to the executive board how they fulfilled this commitment and how they intend to apply the lessons learned in future interactions with students so that the senate executive board can report out to the campus community about each senator's participation in this commitment at the June 8, 2020 Academic Senate meeting.

APPENDIX ____

GUIDELINES ON ENFORCING STUDENT HEALTH & SAFETY REQUIREMENTS IN THE CLASSROOM

All students are required to follow the Standards of Student Conduct ([Board Policy](#) and [Administrative Procedure 5500](#)), which include following the health and safety guidelines provided. Maintaining health and safety guidelines is an important responsibility of all members of the campus community. .

Proactively address health and safety expectations at the beginning of your course. Some strategies include, but not limited to:

- Placing language regarding facial coverings, physical distancing, walking patterns, and health screenings on your syllabus
- Review the syllabus language on the first day of the course and thereafter, as needed.
- Provide a student with a face covering if they forgot one and remind them to bring/wear face coverings for this and future classes
- Show/Display [County of Los Angeles County Public Health Order](#) during class and/or on Canvas

Failure to adhere to health and safety guidelines may result in the instructor removing the student from class and/or possible formal disciplinary actions that may include consequences such as formal warning, probation, interim suspension, and/or long-term suspension (Per Administrative Procedure 5520)

Examples of failure to follow guidelines while on campus includes, but is not limited to:

- Not wearing a face covering on campus/during class (unless specific written exemption exists from Student Health Services or Student Resource Center)
- Not maintaining physical distancing of 6 feet
- Not following expectations for foot traffic, and identified traffic patterns and spacing markers
- Not completing required health screenings prior to coming to campus/attending class

If a campus employee has a concern that a student is not following health and safety requirements, the following are steps to address the issue.

1. **Address the concern individually with the student.** To reduce the chance the encounter is adversarial, it is recommended this is done as privately as possible (i.e. outside of the classroom).
 - a. State the guideline that is not being followed.
 - i. If related to face covering, verify if the student does or does not have written exemption to the guideline (via SHS or SRC).
 - b. Emphasize that all members of the community must adhere to the guidelines, to maintain a healthy work and educational environment.
 - c. Ask why they are not following the guidelines, and listen to their response.
 - d. Reinforce specific guidance on what the expected behavior is (wear a face covering, complete health screening, etc.).
 - e. Share the consequence of failing to follow guidelines – student may be removed from class for that class period, and up to the next class period, by the instructor. This absence

will count against their attendance and will also result in a disciplinary report to Student Conduct.

- f. Ask the student if they have questions or concerns. For questions you are unable to answer, refer the student to the Director of Student Development or to the Dean of Student Support Services, as applicable.
- 2. Follow up with a written reminder (recommended).** Example:

- a. Dear Student

This message is to follow up from our discussion today regarding the importance of adhering to health and safety guidelines on campus. Today you (objectively describe which guideline was not followed, focus on observed behavior and do not include personal opinion).



We discussed that all members of the campus community must adhere to the guidelines, to maintain a healthy work and educational environment. If this happens again, you may be removed from class for that class period, and up to the next class period. This absence will count against your attendance and may impact your grade. It would also result in a disciplinary report to the Student Development Office. These guidelines are not intended to impede your educational experience but provide for a safe environment for all, and so it is essential all members of our community adhere to the guidelines.

Sincerely, (Faculty)
Copy Dean/Associate Dean

If the behavior continues, is repeated, or the student does not comply after your initial request:

1. **Inform the student they are being removed from class, per [Administrative Procedure 5520 Student Discipline Procedures](#).** Inform the student they must leave the class at this time, and a Incident Report & Referral Form will be submitted to the Student Development Office. Instructors may determine if the removal will include the next class period, which is an option but not required. Inform the student that they must abide by health & safety guidelines, and instructor removal will occur as necessary to enforce the guidelines. If the student will not physically leave than the classroom faculty member will dismiss the class.
2. **Submit a [Incident Report & Referral Form](#) within 24 hours.** If you sent the written reminder from your initial contact with the student, please attach it (upload to Maxient) to the report.

If the student does not comply with your request, and does not comply with leaving class (instructor removal):

1. **Contact one of the following people to respond and assist (in the following order):**
 1. College Police Services
 2. Dismiss the class (break until support arrives)
 3. Your Division Dean or Associate Dean (or Dean on Duty)
 4. Director of Student Development, Greg Toya
 5. Dean of Student Support Services, Idania Reyes
2. **Submit a [Incident Report & Referral Form](#) within 24 hours.** If you sent the written reminder from your initial contact with the student, please attach it (upload to Maxient) to the report.



If at any time you would like to consult on a student behavior concern, please contact Dr. Greg Toya at <gtoya@elcamino.edu> or x3500 for assistance. All employees are encouraged to reach out as needed.

General tips on addressing student misconduct:

- As employees we role model the behavior we expect from students. Address the student as privately as possible, and respectfully.
- Use a calm, non-confrontational voice.
- Be specific in identifying the concern with the student, and the change that needs to be made.
- Avoid making assessments or assumptions of the reasons behind the behavior, making judgements about the individual as a student or person, or label/stereotype the student. Do not include this type of language or description in any written report.
- Addressing behavior early is important, in order to provide the student the opportunity to correct.
- These situations can be uncomfortable and stressful, and you can consult or debrief with your department chair, division dean, and/or (Insert position to handle).



El Camino College

Invisible Disabilities in a Remote Environment



Types of Common Invisible Disabilities

- Learning Disabilities
- Attention Deficits
- Autism Spectrum Disorders
- Visual Impairments
- Mental Health
- Mobility
- Deaf and Hard of Hearing

Missed Dynamics on Campus vs. Online

Nuances missed in remote classes:

- Comprehension
 - No visual acknowledgement of understanding or not
 - Blank stares
 - Muted mics
 - Overall more reading required for online classes
 - Reading the syllabus, lessons, assignments, discussions, etc.

Missed Dynamics on Campus vs. Online

- Attention/Focus

- Students looking away from the camera
 - Deaf students not looking “straight” on and appear to be looking at someone else
- Distracted
- Students moving and not sitting quietly, restless

Missed Dynamics on Campus vs. Online

- Environmental factors
 - Background noises in the house or outside
 - Family members
 - No dedicated work/study space
 - Lack of access to technology and/or internet connection

Missed Dynamics on Campus vs. Online

■ Participation

- Webcam issues
 - Students move in and out of range
 - Camera pointed at a different angle
- Camera Shy
 - Feels like everyone is looking at everyone
 - Students on the Spectrum have difficulty adjusting to an online environment, and may have difficulty with concentrating and focus. They may not speak up or talk at all.
- Discussion Forum shy
 - Difficulty with spelling
 - Difficulty with getting thoughts into written form

What Instructors Can Do

Be mindful of students' interactions in the remote "classroom"

- Check in with students discretely
 - Check for understanding after a few points/examples
 - Encourage them to visit you during Office Hours
 - Be extra mindful with students who have submitted accommodations
- Provide a variety of lesson activities
 - Articles
 - Videos
 - Discussions
 - Take a stretch break

What Instructors Can Do

- Test Proctoring

- Proctorio may not be accessible for all students
 - The SRC is available to proctor if needed
- Reduced distraction testing environment is not possible at home
- Some students may need more time (or grace) due to lack of technical skills

- Do not assume your students have the same technology you have.

- Borrowed Chromebooks, tablets, smart phone apps do not have the same views

What Instructors Can Do

- Deaf students may be trying to find the Sign Language Interpreter while the Instructor has begun lecturing.
 - Make sure the Deaf student has found the Interpreter before beginning to lecture.
 - Or, check in with the Interpreter to make sure the Deaf student sees them and they are ready.

What Instructors Can Do

- Provide resource information
 - SRC
 - Student Services
 - Other ECC support resources
- Contact us in the SRC, we're here to provide resources, consultation and support.

Resources

- [Special Resource Center](#) - (310) 660-3295, srcinfo@elcamino.edu
- [Canvas Resource Page](#)
- [Inside Higher Ed – Accessibility Suffers During Pandemic](#)
- [US News – Navigating Online College as a Disabled Student](#)



El Camino College

College Council Minutes
Tuesday, September 21, 2020
1:30 – 2:30 p.m. Via Zoom

Attendance

Giancarlo Fernandez, Edith Gutierrez, Kelsey Iino, Rose Mahowald, Dena Maloney, Darcie McClelland, Debbie Turano

Absent

Kenny Galan

Support

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney opened the remote meeting and welcomed participants.

After review, the minutes from the September 8, 2020 meeting were approved as presented.

2. College Council Self-Assessment Report

Viviana Unda provided an informational presentation on the [2019-20 College Council Self-Assessment report](#). The full report was distributed to College Council members prior to the meeting for review.

The [presentation](#) included a review of the assessment areas, a recap of the 2019-20 goals, accomplishments identified by Council members and a summary of the findings and suggested improvements in each of the identified areas.

The results are very positive in the assessment. That says a lot about the consistency and cohesion of College Council.

Discussion:

It is suggested to stagger the timing of surveys and implement a failsafe to avoid duplicate survey responses. Often times multiple evaluations are requested at the same time and it is difficult to keep track of participation. Duplicate surveys would skew the evaluation. This improvement will be considered.

3. Implementation & Monitoring, 2020-23 Strategic Plan

Viviana Unda provided an informational [presentation](#) on the 2020-23 Strategic Plan Implementation and Monitoring. The presentation provided an overview of the building blocks of the 2020-23 Strategic Plan - the framework, based on Guided Pathways; the Plan itself, approved by the Board of Trustees in April 2020; our Institutional goals and articulation of our metrics in Lagging and Leading indicators.

- Training workshops held over the summer and a pending Institutional guide are tools provided to align the College's work with leading indicators.
- A very high-level Institutional Planning map was reviewed.
 - An annual priority for 2021-22 has been determined - Black and African America Students. This population is historically identified by lagging and leading indicators as a disproportionately impacted group and will be the annual priority for 2021-22.

Discussion:

It is appreciated this information is presented as a means to use data and implement a plan to make informed decisions to create actionable and measurable goals.

The Plan serves as a “map” to directly connect the work of faculty (leading indicators) to the institutional outcomes (lagging indicators). It illustrates how each objective, goal and program influences the necessary actions.

An annual status report on the implementation and monitoring of the Strategic Plan is planned for the collegial consultation groups and the Board of Trustees. This will keep everyone up-to-date on the progress of the institution’s leading and lagging indicators.

How can we bring understanding of the Plan to the Program Department level as they work on their annual plans and program reviews? It seems this is where it would be the most impactful. A [document](#) detailing the breakdown of institutional leading and lagging indicators for the 2020-23 Strategic Plan was presented. The essential information provided should be useful at the program level. A baseline and targets for previous and current years are shown. Program planners can also create internal leading indicators.

Student input indicates the use of leading indicators to reach successful lagging indicators is a good foundation and a valuable tool for creating proposals and initiatives. The data can be used to guide the specific type of support our students need.

Is there a way to drill down on the specific disproportionately impacted population? Are they part-time students? How do we capture those students’ stories? The Dashboards on the IRP webpage can disaggregate information for the program and annual planning level. This presentation is at a very high “Institutional” level.

Leading and lagging indicators illustrate the “what”. The “why” is found in the disaggregated data that perhaps tell the story. For example, consistent data indicates African American students’ rate of attainment for a bachelor’s degree is 5-7 years. This does not mean they are a less successful group. Their success is achieved at a much slower pace. This may be due to cultural and practical practices. This is why looking at numbers in isolation is not good practice. In this example the persistence data AND the part-time status data together tell a different story.

The Vision for Success Goals makes some assumptions about whom the community colleges serves. One of the assumptions is based on full time status. We can agree this is not a valid assumption. The ability to drill down in the dashboards is important. Recognizing “Time to a Degree” is not the only metric of success can perhaps lead to redefining metrics.

Perhaps Viviana can come back sometime and show us the dashboards and we can see how that works.

4. Spring 2020 Withdrawal Survey

Jeremy Smotherman provided an informational presentation on the Spring 2020 Withdrawal Survey. The [presentation](#) included a review of the survey’s design and purpose. The 2020 spring survey included two additional questions to capture COVID-19 related withdrawals. A comprehensive review of the survey results was provided and discussed. The trends due to the pandemic were highlighted. Students are concerned about their safety and/or not comfortable with online instruction. Clarification was made between a student dropping the course versus a faculty dropping the student from the course. The frequent reasons for withdrawal were examined. Finally, recommendations were made.

Discussion:

Childcare issues due to the pandemic are another reason for withdrawals.

Recommendations are already being implemented – technology resources are being provided for students and improved communications about class requirements is visible on the website.

Prior to the pandemic, our withdrawal rates were improving.

EWs may account for the late withdrawals trend.

5. Policy Review – First Reading - *Tabled to next meeting*
 - a. BP/AP 6450 Cell Phone Use
 - b. BP/AP 6399 SCFF Data Management

6. Goals - *Tabled to next meeting*

7. Adjournment

Parting remarks: This is Debbie Turano’s last meeting. Gratitude and appreciation for her service on College Council and to the district is expressed and well wishes are extended on her retirement. Breanna Bond will replace Debbie as the Classified representative.

Meeting adjourned.

2019 - 20 College Council Goals

1. Provide orientation to all new and returning members of College Council on the Council’s purpose, goals, and expectations of its members. Annually evaluate the College Council’s effectiveness.
2. Lead the design of a 2020-25 Making Decisions at El Camino College document, which reflects the institution’s commitment to collegial consultation and the purpose and responsibilities of each

collegial consultation committee, its relationship to other committees, and the process for moving recommendations to the Board of Trustees through the Superintendent/President.

3. Complete/continue the development of legally required policies and procedures.
4. Consult collegially on the Institutional Self Evaluation Report. Attend assigned campus forums and provide feedback to the College Council.
5. Consult collegially on the organizational structure needed to support Guided Pathways at El Camino College.
6. Ensure that the College Council is informed of college initiatives including but not limited to:
 - Associated Student Organizations initiatives
 - Technology modernization
 - Impacts of facilities on the student experience
 - Sustainability plan progress
 - Climate Survey plan progress
 - 2020-23 Strategic Plan and new institutional planning model

Future Meeting Dates: 1:30 p.m. - Board Room, Adm 150 D. Maloney Reminder only

Summer/Fall College Council Meetings

- Monday, October 5, 2020
- Monday, October 19, 2020 (Board Day)
- Monday, November 2, 2020
- Monday, November 16, 2020 (Board Day)
- Monday, December 7, 2020
- Monday, December 21, 2020 (Board Day)

Faculty Development Committee Meeting

Minutes for Tuesday, September 22, 2020

Via Zoom

Present	Name		Division
X	Stacey Allen*	SA	Behavioral & Social Sciences
X	Alireza Ahmadpour	AA	Behavioral & Social Sciences
X	Anna Brochet	AB	Counseling
X	Amy Herrschaft	AH	Counseling
X	Amy Himsel	AJH	Behavioral & Social Sciences
	Yuko Kawasaki	YK	Health Sciences & Athletics
X	Sheryl Kunisaki	SK	Library & Learning Resources
X	Crystle Martin	CM	Library & Learning Resources
X	David McPatchell	DM	Compton College
X	Polly Parks	PP	Natural Sciences
X	Margaret Steinberg	MS	Natural Sciences
X	Claudia Striepe	CS	Library & Learning Resources
	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 2020 Meetings: September 8 & 22, October 13 & 27, November 10 & 24

Spring 2021 Meetings: February 23, March 9 & 23, April 27, May 11 & 25

FDC Subcommittees : SA thanked PP ad CS for volunteering to serve on the Informed & Inspired planning subcommittee and EU, CS, CM for serving on the Flex FAQs Revision subcommittee. Members were encouraged to join the subcommittees by expressing their interest in serving on the FDC Teams site.

Informed & Inspired: SA thanked CS for coordinating the September 24th Informed & Inspired session, *A Toolkit to Talk About Voting: implementing the Student Civic and Voter Empowerment Act at El Camino College.* The presentation will focus on AB 963, The Student Civic and Voter Empowerment Act; events planned for students for Fall 2020 by ASO; resources for researching credible information during elections; engaging critical thinking skills during elections; and community resources beyond El Camino College. Presenters include Camila Jenkin (Outreach Services Librarian), Gary Medina (Public Access Librarian), Stephanie Burnham (English Professor), and Karina Ramirez (ASO student representative). The virtual presentation will be recorded and posted to the ECC Library webpage.

Faculty Professional Development Plans: CM presented the updated form to be used this year for the Faculty PD Plans which she created using Formstack. Last year was the first year that faculty submitted PD Plans. The procedure required that faculty download a fillable PDF form, complete the form, log into Cornerstone, complete an External Training form, and then upload the PD Plan into the External Training form on Cornerstone. Not only was this a cumbersome process, many faculty experienced technical difficulties when Cornerstone would not accept their PDF because the file was too large. The new form will streamline the process significantly. Once faculty submit their PD Plan, PDL will upload them to Cornerstone.

Professional Development & Learning Webpage: CM requested feedback from the FDC regarding the PDL webpage, noting there are numerous links to outdated information. MS explained that she spent a great deal of time several years ago developing much of the information under Faculty Resources. The committee agreed the site contains useful information which requires significant updating. CM will work with PDL to update the site.

Adjourned 2:00
SA/9.24.20