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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](mailto:dmcclelland@elcamino.edu) (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

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



## Academic Senate of El Camino College 2020-2021

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254  
Office location: Schauerman Library, Room 273

September 15, 2020

### Zoom information for Academic Senate Meeting 9/15/2020

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](mailto:dmccllland@elcamino.edu) by noon on Tuesday, September 1. In the subject line, please put Academic Senate Meeting 9/1 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

September 15, 2020

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

Office location: Schauerman Library, Room 273

## Officers & Executive Committee

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

### Part-Time (One-year terms)

**Jack Spencer**  
**Kamisha Sullivan**

### Fine Arts

**Jonathan Bryant** 21/22  
**Joe Hardesty** 20/21  
**Russell McMillin**<sup>\*R</sup> 21/22  
**Joanna Nacheff** 21/22  
**Darilyn Rowan** 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

### Behavioral & Social Sciences

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

### Health Sciences & Athletics/Nursing

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

### Natural Sciences

**Shimonee Kadakia** 21/22  
**Darcie McClelland** 22/23  
**Mia Dobbs** 21/22  
**Shanna Potter**<sup>\*R</sup> 22/23  
**Jwan Amin** 22/23

### Business

**Kurt Hull** 21/22  
**Philip Lau**<sup>\*R</sup> 21/22  
**Josh Troesh** 21/22

### Humanities

**Sean Donnell** 21/22  
**Brent Isaacs** 21/22  
**Elayne Kelley** 21/22  
**Pete Marcoux**<sup>\*</sup> 21/22  
**Anna Mavromati** 21/22

### Academic Affairs & Student Services

**Jean Shankweiler**  
**Ross Miyashiro**  
Associated Students Organization  
**Sarah Jean Marble**  
**Pretty Abraham**

### Counseling

**Seranda Bray** 20/21  
**Anna Brochet**<sup>\*R</sup> 21/22  
**Rocio Diaz** 22/23

### President/ Superintendent

**Dena Maloney**

### Library Learning Resources

**Analu Josephides** 21/22  
**Mary McMillan** 21/22  
**Claudia Striepe**<sup>\*R</sup> 21/22

### Industry & Technology

**Charlene Brewer-Smith**<sup>R</sup> 21/22  
**Ross Durand**<sup>\*</sup> 21/22  
**Dylan Meek**<sup>R</sup> 21/22  
**Renee Newell** 21/22  
**Jack Selph** 21/22

### 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.

<sup>\*</sup>Denotes longest-serving division senator (i.e., the "senior senator"). <sup>R</sup>Denotes division senator who reports to division on Senate meetings.

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

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

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

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

## **ECC ACADEMIC SENATE MEETINGS:**

1<sup>st</sup> and 3<sup>rd</sup> Tuesdays, 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. 2<sup>nd</sup> Thursday, more details TBA.

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

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

**College Curriculum.** Chair: Janet Young. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, DE 166.

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

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

**Faculty Development.** Chair: Stacey Allen. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, West Library Basement.

## **CAMPUS COMMITTEES:**

**Accreditation.** Chair: 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. 3<sup>rd</sup> Mondays, 4 pm, Alondra.

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

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

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

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

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

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

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

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

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

## ECC (El Camino College) Acronyms

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

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

**Adjunct (1 Year)** vacant vacant**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 vacant Darilyn Rowan**Health Sciences & Athletics** Andrew Alvillar Ryan Anthony Yuko Kawasaki Tiffanie Lau Colleen McFaul**Humanities** Kevin Degnan Brent Isaacs 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** vacant vacant vacant 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 D Bell, ITS Brigette Carballo, Financial Aid Lyn Clemons, SRC Roy Dietz, FPS Diaa Eldanaf, Mathematical Sciences Melissa Fujiwara, BSS Arturo Hernandez, MESA.STEM,Mathematical Sciences Christopher Hurd, Counseling Walter Jay Jr., ECC Union Camila Jenkin, LLR Lillian Justice, Registrar Kathryn Marsh, Mathematical Sciences Coleen Maldonado, K-14 Career Education Pathways Jeff Miera, Athletics Rosie Miranda, Counseling

- Nayeli Oliva
- Sanda Oswald, Natural Sciences
- Ruby Padilla, Counseling
- Veronica Palafox, OASR
- Jenny Phelps, Fine Arts
- Sergio Pineda, Counseling
- Jessica Pino, EOPS/CARE, CalWORKs
- Karen Preciado, WWC
- Idania Reyes
- Kamisha Sullivan, Humanities
- Moses Wolfenstein, LLR
- Gerson Valle, Mathematical Sciences
- Vladimir Vasquez
- Jose Villalobos, Mathematical Sciences
- Yumi Youn, Cosmetology

Excused:

## ACADEMIC SENATE MINUTES

September 1, 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 first Academic Senate meeting of the fall 2020 semester to order on Tuesday, September 1<sup>st</sup> at 12:31 p.m.

D. McClelland:

A couple of reminders to help us keep meeting running smoothly:

- 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.
  - We want this to feel like a safe space
- Turn the camera off if you are multitasking during the meeting so others are not distracted.

Dean's Rep for today: Gerson Valle

- New interim Associate Dean for Mathematical Sciences

Welcome back everyone!

Seeking Senate reps: if interested in Adjunct Senate position, please contact Darcie and Rocio. Also looking for Senators in Fine Arts, Health Sciences & Athletics, and Mathematical Sciences. Please let your senior senator and your dean know if you are interested.

### B. APPROVAL OF MINUTES (p. 6-17)

D. McClelland: See pgs. 6-17 of the packet for minutes from June 9<sup>th</sup> meeting. A. Ahmadpour motioned, P. Marcoux seconded.

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

### C. OFFICER REPORTS

#### a. President – Darcie McClelland

D. McClelland:

- Currently taking nominations for 2020-2021 PT Senators, if interested speak with Darcie or Rocio
- EOPS is taking applications, please share information with your students
- Now Available: ASCCC Model Hiring Principles and Practices Course
  - <https://ccconlineed.instructure.com/courses/5733/modules>



- Are you interested in representing the faculty voice in academic and professional matters statewide? Consider applying to participate on one of ASCCC's committees, workgroups, or task-forces.
  - The application can be found here: <https://www.asccc.org/content/faculty-application-statewide-service>.

Community Norms for Senate: Borrowed these from ASCCC. Take a look, will post these on Senate website.

1. Commit to being our authentic selves
  - a. Be honest – speak truth as you see it (words and actions match) and allow others to speak their truth.
  - b. Do not gossip (e.g., if the person heard what you said would it be hurtful) § Rather than gossip, engage individuals directly § Hold others accountability (e.g., stop hurtful behavior by not engaging)
  - c. Find a trusted ally who can be a sounding board
  - d. Don't make assumptions (Be mindful of possible assumptions and check them out)
  - e. Check ourselves (understand the time to speak and time to listen)
  - f. It's okay to stop, rewind, and change your mind
2. Check ourselves and share the air (allow time to speak)
  - a. Honor experience, knowledge, and diverse perspective
  - b. Recognize attachment – bring options and interests, not decisions or positions
  - c. Develop respect and an ability to listen and consider outlying opinions or ideas
  - d. Don't cut others off with "knee-jerk" responses (micro messages)
  - e. Recognize that we are more than one opinion or position (e.g., don't label each other)
3. Assume good intentions, forgive often, and be present
  - a. Recognize and reflect on our assumptions
    - b. Respect, trust (no yelling, no lying, no whispering, no passive aggressive behaviors)
    - c. Critique, with respect and humility, not criticisms
    - d. Establish clarity between what must stay here and what can be expressed outside
      - e. Respect the confidentially – when necessary – what is said in confidence, stays in confidence.
4. Acknowledge and celebrate the work of all of the Executive Committee members and Staff
  - a. Remember to praise publicly and provide constructive criticism and other critique privately.

Anonymous Feedback link: <https://forms.gle/pYTDSLg31B3SqcdH9>

- Please be respectful in your feedback, we are all trying our best.

### **b. Chair, Curriculum – Janet Young**

J. Young:

#### **Chancellor's Office Requiring Official Approval of DE Addenda**

Approval campus-wide is nearly complete (less than 50 remaining)

Deadline is Dec. 10th (no problem!)

The CCC met in summer and approved the addition of this verbiage to the DE Addendum

**Emergency Approval Only:** This course is approved for online and/or hybrid delivery in the event of an emergency declared by the Governor or Chancellor's Office.

Some departments are choosing this option. It means that once the emergency is declared "over", the course may NOT be taught as a hybrid or online.

## Curriculog is Operational

- Held an overview on Flex Day (67 attendees)
- Training has begun with CCC members, then DCC members, and then faculty at large
- If faculty began proposals via paper they may choose submit as such
- Work with your curriculum point person (CCC Rep or Clerical) for proposals due this semester
- Visit the CCC website for meeting dates, submission deadlines, agendas, minutes, training guides, etc...

Question from G. Valle: Emergency status continuing into Spring? Any word from governor or Chancellor into Spring? JY: I think that's a Jean question. I know we are online for Fall and Winter. J. Shankweiler: Governor put on new guidelines last week, we are in lowest tier. I haven't heard anyone say we're getting out of it anytime soon. We don't know.

### c. VP Educational Policies – Darcie McClelland

D. McClelland:

- First meeting September 8
- Will be looking at AP 4235, Credit for Prior Learning
- Will be looking for new Committee Chair/VP of Educational Policies. If you are interested, please email Darcie. Must be a current senator or a faculty member in a division with a vacancy. This position come with release time.
  - Meets 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays from 1-2pm

### d. VP Faculty Development – Stacey Allen

S. Allen:

- Meets 2<sup>nd</sup> and 4<sup>th</sup> Tuesday at 1:00pm; first meeting is Tuesday, September 8<sup>th</sup>
- Divisions without representation on the FDC:
  - Business
  - Fine Arts
  - Health Sciences
  - Industry & Technology
  - Mathematical Sciences
- Professional Development and Learning is now part of Library and Learning Resources division, no longer part of Human Resources. Lisa Mednick no longer at the college, will now be under Crystle Martin's area
- The FDC will be updating and revising the Flex FAQs this semester.
- Please see Flex FAQs on pages 23-24 in today's packet.
- If you have any recommendations for the FAQ revisions, please email them to Stacey Allen at [sallen@elcamino.edu](mailto:sallen@elcamino.edu).
- Faculty Book Club hosted by Analu and Claudia
  - Curated a series of articles
  - First meeting is tomorrow at 11am
  - Send email to Analu and Claudia if interested
- Next week will be Melissa Fujiwara's second webinar in 3-part series. Can attend if missed first one
  - Register in Cornerstone if interested
- Professional Development and Learning sent survey – please reply by Friday
- Last but not least, congratulate faculty who achieved tenure
  - Wanted to point out some senators on the list: Dylan Meek, Analu Josephides, Seranda Bray, Rocio Diaz, and Darcie McClelland

#### **e. VP Finance – Josh Troesh**

J. Troesh:

- State is cutting budgets and deferring payments
- Cash flow is the bigger concern
- Potential impacts on faculty
  - Doing everything to avoid layoffs
  - Increase in maximum class size in order to increase efficiency
  - Reduction in adjunct costs
  - Temporary freeze on step increases
  - Potential for furloughs

#### **f. VP Academic Technology – Pete Marcoux**

P. Marcoux:

- Academic Technology Committee meetings set for the semester: meet 3<sup>rd</sup> Thursdays of month: 9/17, 10/15, 11/19
- Need reps
  - Will get list of divisions for next meeting
- New CTO-Loic Audusseau
- Canvascon- 10/15
  - Having virtual conference, free to register
  - Recommended

DM: Loic will be here in our next meeting.

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

K. Degnan:

- SLO & PLO completion reports for Fall 2019 and Spring 2020 are now viewable at live links: [SLO Report](#) [PLO Report](#).
  - Can look up by discipline or department
- We are still updating timelines for 2020-2024 and revising Spring 2020 timelines to account for pandemic adjustments.
- SLO results for Spring 2020 and the 3 Week Report are due in Nuventive by 11 September.
- A workshop on how to enter SLO & PLO results will be held on 10 September via Zoom. Stay tuned for Cornerstone details.
- PLO results from Spring 2020 are due in Nuventive by 25 September.
- We are moving ahead with the scheduled slate of assessments for Fall 2020
  - Let your facilitator know if any changes, they will let me know, and we will make adjustments

#### **D. SPECIAL COMMITTEE REPORTS**

##### **a. ECC VP of Academic Affairs – Jean Shankweiler**

J. Shankweiler:

- Credit for prior learning: really dictated by CCCCCO, outgrowth of VFS to expand opportunities for our students
  - Includes CBE, portfolios
  - A new policy is needed. Deadline by 12/31
- Faculty Development: Lisa Mednick left college, got another job. We don't have a replacement, but if you are interested in admin and reporting tasks, let me know. We may have some opportunities there
- Budget that Josh touched on: one thing that is moving forward is that certain buildings are going to be closed
  - You can't get in. Humanities, Social Sciences, etc. – if your Dean told you you need to move out, you need to get it all out. Power, electricity, will be out and building might be padlocked.
- Thank you to Janet and Lavona for their work on Curriculum
- Enrollment is pretty bad. Latest report we are 1200 FTES down. That is a lot of money to make up.
  - Lots of reasons that may be possible. Our messaging wasn't good for Fall, we were in middle of scheduling Fall when pandemic hit. Glitches in registration in the way classes were scheduled.

S. Bray: On behalf of some counselors in our department, we have been seeing students getting dropped for not doing a particular assignment. Could be systematic racism towards certain students. What students are being dropped? Who is going to be disproportionately impacted by these drops? I'm sure you are aware of this happening. I have been advocating for students and I go straight to deans, but not all students will have advocate.

JS: Remedy for this is reinstatement. Students shouldn't be dropped. If they even sent an email

D. McClelland: I have dropped students who haven't logged in at all

A. Brochet: Counselors do get a lot of the stories on the back end, so I want to share. I have had couple of students who weren't aware they needed to log into Canvas. A couple of faculty have talked about this on the listserve—e.g. a lot of students in EOPS don't get their books until September. Processing of bookstore and book vouchers for EOPS is delayed—if there could be some flexibility and understanding. Some of our first gen students don't know that they need to log into Canvas. Needs to be a lot more clear when they register. Laptop loans are still being distributed, so many students are still working from their phone. We have so many resources for students, but we have some much time in processing and bureaucracy so students are off to a slow start.

K. Daniel Di-Gregorio: Are there ways to replicate the textbook depo? Typically, that's what we can do. Use book on reserve in library? Making e-books available. We need a back up plan for students who are waiting for textbook voucher from the bookstore.

C. Striepe: Gary is working with our Systems Librarian Ryan to try to reactivate some sort of reserves electronically, but takes time to do that. Doesn't seem to be an overnight fix, but we are looking at that issue and sensitive to it.

M. McMillan: Part of what they are working on is more when we are back in person. Part of challenge is that textbook publishers don't provide libraries to licenses via e-book. The problem are the commercial textbooks, that content not available in e formats. Much bigger battle. Some of it has to do with staffing, copyright, and what's allowed to be digitized. Takes time to get all of it in place.

DM: As Senate reps, what I'm hearing that we need to be doing is that we need to let colleagues know that we need to be flexible. If student communicates to faculty member that they haven't been able to get their books, maybe scan pages, provide alternative option, or extend deadline. Please communicate that we need to have grace with our students with deadlines these first couple of weeks.

S. Marble: Wanted to give a pivot off of Seranda's point. From student perspective, when access Canvas on your phone, I've noticed a few things that don't sync up on what is on my dashboard. When I access by Canvas calendar, no matter how much I refresh, events and assignments don't show up on my phone that show up on my laptop. Students who are using their phone are really driven, but to run into these bugs and not be aware of it, can miss assignments and opportunities.

DM: Please send out an email to students, not Canvas message. Perhaps send out a survey to ask who has a device. Please let people know that we need to be flexible. We are hearing from a lot of people that this is a problem.

A. Josephides: If faculty send their students to library home page, they will find a link called Ask a Librarian. They will find a knowledge base or FAQs. One of FAQs reflects pathways to textbooks—leads students to copy of textbook, either free or for a fee. We are flooded with textbook inquiries. I created an FAQ that allows pathways to where students who could find textbook, there is a blurb that says whether it's free or not.

Comment from D. Rowan: Every faculty member I speak with is working tirelessly to make our circumstances work for our students. Grace for the faculty and staff as well as for our students. I think it is very important not to attribute any punitive motive to any faculty member or staff member. This is very challenging for everyone. Respect and dignity for everyone. Everyone is doing the best they can do right now. Respectfully submitted.

S. Bray: Can we just say no drops? JS: State could say that's fraud because we are getting paid for them. Student could come back and say I never attended this class. If student wants to participate, all they need to do is send an email and say I want to be in class. Should only be dropped if they are not participating. If they are in a chat room, or send an email, shouldn't be dropped. DM: If we don't drop students, can't add students off the waitlist. I get it's not a perfect system, but has to be happy medium. If student doesn't communicate for three weeks of semester, are they going to be successful in class? Dr. Shankweiler and I will work on message to faculty soon. Totally agree with comments in the chat that respect has to go both ways. Do our best to serve our students. Be flexible with our students, with our colleagues.

## **b. ECC VP of Student Services – Ross Miyashiro**

R. Miyashiro:

- Two quick things, both on ECC website:
  - Virtual student support expo on Monday, September 14<sup>th</sup> will have over 20 support programs there. Students will be able to find support they need. We hope classroom faculty can advertise in classes
  - Laptop loan program – thank you to library staff for processing over 1,000 laptops to make sure they are inventoried. Survey that students fill out. May take a few days, because check for EFC and unmet need—those students are given preference for computer loans. If you have a student who doesn't have technology, please steer towards ECC webpage.

J. Troesh: Laptops being loaned out were all Chromebooks, which is perfect for most students but cannot run things like Access and other specified programs. Wanted to make sure we get students who need laptops that can run programs in order to be successful. Chromebooks are wonderful but can't do everything that students need. RM: Laptops being loaned in the Fall are Dells, speed is relatively high and is Windows OS.

Question from V. Palafox: Why are they required to submit a financial aid application? Most students have a very different financial situation than when they filled taxes for the FA application.

DM: To determine students who need them the most. RM: Also need to coordinate between three programs so students don't get multiple laptops. Want to first service students who have no access to technology.

RM: As Edith mentioned in chat, laptop loan request includes hotspot request.

P. Marcoux: Question about distribution timeline? RM: If student has 0 EFC and high unmet need, they will have first priority and will be distributed first. We are holding on to a certain number of laptops for students with special needs.

**c. Online and Digital Education Committee-Mary McMillan**

M. McMillan:

- Online and Distance Ed Committee met on PD day.
- We are going to be discussing AP before our next meeting before moving to ed policies
- One thing I did want to report – good news in LLR is that we have hired an instructional designer, Mr. Ryan Martinez, has been required for a while now, important role now more than ever.

**E. UNFINISHED BUSINESS:**

**D. McClelland: VP of Equity and Diversity**

Cannot approve a new position for someone we can't pay

**F. NEW BUSINESS:**

**a. P/NP Grading Option Extension – D. McClelland**

- NOW THEREFORE BE IT RESOLVED that the Academic Senate of El Camino College recommends that the Board of Trustees suspend AP 4230, Grading and Academic Record Symbols, for the duration of the Covid-19 emergency period in the state of California academic terms to extend a student's ability to take courses with Pass/No Pass grading such that:
  - (a) the students be allowed to take any and all elective and General Education courses P/NP,
  - (b) the deadline for declaring the intention to take a course P/NP be extended to May 15, 2020,
  - (c) students earning a C or better under the course grading scheme should be marked as passing,
  - (d) the option of requesting P/NP is available to all students, regardless of GPA,
  - (e) once a student elects to take a course P/NP and passes, the student may not repeat the course at ECC for a letter grade at a later time

Please email questions before September 15<sup>th</sup>.

Going to move Senate goals to next week. Please see Senate goals in packet, provide feedback, and will take a look at those on September 15<sup>th</sup>.

**Facemask Syllabus Statement**

- Does not mean college is coming back anytime soon
- Have some programs that will be on campus in the Fall-important to have resources for those faculty
- Was forwarded by COVID taskforce:

Studies demonstrate that wearing face masks, along with other non-pharmaceutical preventive interventions such as frequent hand washing and physical distancing, can slow the spread of the coronavirus (SARS-CoV-2) that causes COVID-19. With the return to face to face class meetings, our goal is to protect the health and safety of our entire campus community including students, employees, and campus neighbors. In an effort to minimize any potential spread of COVID-19 on campus, students, employees, and visitors of El Camino College will be required to wear a face mask while on campus. Students who object to wearing a face mask while in class for non-medical reasons (please provide

documentation) will be asked to excuse themselves from participating in that class meeting and will be considered absent. Please remember, if students are absent for 10% of class meetings, they can be dropped from that class (see online 2020/2021 ECC College Catalog under Registration for Classes, Attendance during Semester section.

S. Potter: I suggest adding proper wearing of the face mask.

DM: Please email me with specific language, e.g., facemask should cover nose and mask

C. Brewer-Smith: Should we include face shields? C. McFaul: Students have not been opposed to face masks. We give option for face shield, but don't require. Face mask is more for active COVID cases.

DM: Will bring back on the 15<sup>th</sup>.

## **G. INFORMATION ITEMS – DISCUSSION**

### **Online Tutoring and CANVAS Assist - S. Kunisaki**

- Tutoring Hub – Canvas – a collaborative approach
  - K. Marsh thought of having The Tutoring Hub – an icon on global navigation menu. If you click on that, students will have access to different tutoring programs at ECC
  - After click on that icon, will see page with tutoring schedules.
  - Also, on LLR page, put all drop in tutoring resources on one page. Hopefully students will find more easy to access and not all over ECC webpage.
  - Canvas Assistants
    - Can be found on Learning Resources Page. Chat box where they can put their name and email address
    - Also on the DE page- same chat stream
  - Have made some short videos made by Canvas Assistants, all less than 3 minutes
- S. Marble: Is there a more direct link? SK: Right not just on the LLR page.
- D. McClelland: Will add these slides to Senate website. Kathryn Marsh will create flyer. Will make sure these are also on main page.

S. Allen: Interest in putting together a webinar about CANVAS assistant and tutoring hub? Let us know and we will do it.

### **Accreditation Update – J. Shankweiler**

- Accreditation countdown. Very excited about our virtual visit. To help prepare the college for the visit, we have this accreditation guide. This is just a draft, taking feedback
  - When team comes, usually has questions for committees. Always good to have idea of what is in accreditation document, so we have these quick notes
  - One of the questions they ask is how familiar you are with mission, vision and values
  - Also has a summary of educational master plan and what it covers
  - Quick description of accreditation process
  - Information about the site visit
  - Exit interview. Remember commission still has final say
  - What to expect during the site visit. If you don't get asked, don't get offended, means we are doing a good job!
  - Because it is virtual, have some virtual visit protocol

- Site Visit timeline
- Summary of evaluation of report which includes four standards
- Also includes important resources: Making Decisions, Strategic Plan, Master Plan

#### **Federation Update – K. Iino**

- We represent all FT and PT faculty
- We came to an agreement with district on negotiations
- Got enough people to vote for electronic voting to ratify the contract
- If you have questions, you can email me – [eccfederation@gmail.com](mailto:eccfederation@gmail.com)
- If you are not a member and would like to be, link is on our website: <https://aft1388.org/>
- Hopefully Union and AS will continue to build relationship and do great work this year

#### **H. FUTURE AGENDA ITEMS:**

- a) 2019-2020 Senate Evaluation Survey Results
- b) Discussion about how to better assist SRC students in online environment
- c) BP/AP 4235, Credit for Prior Learning
- d) AP 4231, Prerequisites

#### **I. PUBLIC COMMENT**

#### **J. ADJOURN**

Motion to adjourn by A. Josephides, seconded by C. Brewer-Smith.

The meeting adjourned at 2:07 pm

RD/ECC Fall 2020





# El Camino College

**College Council Minutes**  
**Monday, August 17, 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 July 20, 2020 meeting were approved as presented.

### 2. Board Agenda Review

In compliance with Governor Newsom's Executive Order N-25-20, in response to the ongoing COVID-19 pandemic, the District will conduct the Board of Trustees meetings as audio only teleconferences. We will have two email addresses for public comment. One for public comments on Closed Session agenda items and one for public comment on Open Session agenda items and non-agenda items.

A comprehensive overview of the August 17, 2020 [Board agenda](#) was provided including Consent Calendar items, Action items and Future Action Items/General Information and Policies and Procedures.

The Vice Presidents highlighted agenda items of particular interest from their areas and answered any questions.

Jean Shankweiler - Academic Affairs  
Ross Miyashiro - Student Services  
Iris Ingram – Administrative Services and Measure E  
Jane Miyashiro - Human Resources

Dena Maloney highlighted Community Advancement and President/Board agenda items.

### 3. 2017-19 SBP Students Report

Viviana Unda provided an informational [presentation](#) on the 2017-19 South Bay Promise Students report. The report characterized 2017-19 South Bay Promise students in terms of demographics and selected key outcomes to explore the impact on students' success. The report also presented the outcomes of African-American students in the 2019 cohort and how the Promise program relates to their academic progress.

Topics of Discussion:

It is concerning there is a striking decline in retention from 2017-18 to 2018-19 (15%). It is noted the cohorts are larger in the more recent years and raw numbers will reflect that. Regardless, we should address the trend, identify any issues and attempt to reverse the decline and increase retention.

Does AB705 contribute to the decline in retention? This is a good point. We should track students before and after the implementation of AB705 to see if there is a correlation.

Is it possible to drill down and identify and examine the other demographics of the Promise students - specifically, the socio-economic component and eligibility criteria for specific cohorts?

This coming year we will also have to look at the impact of COVID-19 when we examine the 2019-20 South Bay Promise.

It might be of interest to our high school partners to disaggregate the information by the high school from where the students graduated. This information can be used to target high schools we can provide more interventions to prepare students for the Promise program.

#### 4. Campus Reopening Safety Plan

Dr. Maloney reviewed the drafting process of the Plan and provided a comprehensive review of the [current draft of the Campus Reopening Safety plan](#) and the appendices added to the document. College Council members are asked to review the plan and send any comments or questions to Marc Stevens.

The COVID-19 Task Force will review the Plan every two weeks, as this is a very fluid situation. The Plan will be taken to the Board on September 8, 2020 as an information item. We will send the document to the Board members in advance for their review.

Appreciation is extended to the COVID-19 Task Force for their hard work on drafting this Plan. They did a great job given the uncertainties of the situation. The primary and foundation principles are based on the health and safety of our employees and students.

There is no indication at this time we will be able to reopen campus. Protocols and guidance have been provided by the County but we have not been authorized to reopen, hold our lecture classes on campus or resume athletics. LA County is starting to see a decline in terms of infection rate since the surge in June/July. However, we are not out of the wood and we have to anticipate the regular flu season come fall. We only offer online instruction through winter intercession.

#### 5. Adjournment

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**

- Tuesday, September 8, 2020      (Board Day)
- Monday, September 21, 2020
- 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 8, 2020**

Via Zoom: <https://cccconfer.zoom.us/j/96327942192> 1-1:50 pm

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
X	Analou Josephides	AJ	Library & Learning Resources
X	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
	Margaret Steinberg	MS	Natural Sciences
X	Claudia Striepe	CS	Library & Learning Resources
X	Evelyn Uyemura	EU	Humanities

\*Committee Chair

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

**Fall 2020 Meetings:** September 8 & 22, October 13 & 27, November 10 & 24

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

### **#ScholarStrike**

AA encouraged the FDC to participate in the Scholar Strike movement on September 8-9. The movement is taking place in the U.S. and Canada and calls for action on college and university campuses. Faculty, staff, and students are encouraged to refrain from their usual duties while engaging in action to raise awareness of and dialogue about systemic racism and the fight for social justice.

### **Welcome**

SA welcomed the committee to the first meeting of the semester and introduced our newest members: Crystle Martin, Anna Brochet and Yuko Kawasaki. We are thrilled to have them join the FDC!

### **Review FDC 2019-20 Summary of Activities and Discussion of 2020-21 FDC Initiatives**

To familiarize our newest members with FDC initiatives, the committee reviewed a summary of 2019-20 FDC activities.

SA thanked the FDC for committing to a year of professional development devoted specifically to antiracism, equity, and social justice. With that in mind, the committee discussed the following Fall 2020 FDC initiatives:

### **Fall Professional Development Day, August 20, 2020: A Call to Action!**

The committee discussed the successful implementation of “rolling” virtual breakout sessions offered throughout the month of August in support of the PD Day theme, A Call to Action. Many noted this may be something we should consider offering on a permanent basis, especially if offered remotely. These sessions provided valuable learning opportunities as faculty and staff planned for another semester of remote instruction. The majority of sessions focused on best practices for virtual teaching and student equity.

SA noted that several members of the FDC served on various committees over the summer which helped to plan PD Day. She thanked PP, CS, and SK for their participation in the planning, AJ for presenting during the general session, and CM for her instrumental role in developing the equity-mindedness video which closed out the general session.

### **Faculty Book Club (FBC)**

AJ and CS will facilitate the FBC this semester. In lieu of reading a book, they have selected a number of articles and book chapters related to their chosen theme: Crossing Borders in Higher Education. AJ reported that the club held its first meeting via Zoom on September 2<sup>nd</sup> and discussed “Indigenous Information Literacy: nehiyaw Kinship Enabling Self-care in Research” by Jessie Loyer and specific articles from the *UN Declaration on the Rights of indigenous Peoples*. EU noted that AJ contributed to the writing of the UN Declaration. The readings helped to frame the first meeting with a focus on indigenous education, self-determination, emotional intelligence, and experienced-centered learning. The club began the first meeting with a stereotype activity to illustrate the experiences students often encounter in the classroom and in their research. CS reported that the next meeting will take place on September 30<sup>th</sup> with a focus on information literacy through various lenses of emotional readiness and what that means in the classroom. She noted these topics are very much in line with the #ScholarStrike movement as AA described and various efforts across the campus aimed at exposing and addressing systemic racism and inequities.

### **Informed & Inspired (I&I)**

SA announced that three I&I sessions will take place this semester on September 24<sup>th</sup>, October 29<sup>th</sup>, and November 19<sup>th</sup>. The committee discussed various topics to consider for these sessions including biological racism, racism vs. systemic racism, anti-blackness, and Black minds matter. In addition, we recalled the successful past sessions that involved student presenters. CS suggested partnering with other groups on campus such as the Guided Pathways Advisory Committee as they are also considering presentations/workshops on similar topics. AA recommended we invite scholars such as Robin Kelley, a professor of African American Studies at UCLA, to conduct virtual presentations. He also recommended the use of videos to facilitate meaningful discussions about race and social justice. AB noted the importance of a session on anti-blackness to discuss police brutality and other injustices which specifically target Black communities, in addition she expressed the importance of a session which deconstructs the difference between racism and systemic racism, noting the confusion many people have about ways in which we may unknowingly contribute to racist policies and practices.

### **Flex FAQs**

The committee will review and revise the current Flex FAQs this semester. Given time constraints in our bi-monthly FDC meetings, CS recommended the formation of subcommittees to plan I&I and revise the FAQs. SA will solicit participation on the subcommittees in the FDC Teams site.

### **Student-led Presentations**

SK discussed Canvas Assist – a new service available to students supported by student assistants. The committee discussed hosting a presentation led by the student assistants to inform faculty of the services they provide. In addition, SK recommended we consider reaching out to other student cohorts such as Puente to arrange student-led presentations to inform faculty of student needs and experiences during the COVID-19 pandemic. These sessions could be paired with the Informed & Inspired series. Further discussion of these ideas will take place in our next meeting.

### **Update on Faculty Professional Development Plans**

CM reported that PDL is now part of her division, Library & Learning Resources. The department is currently exploring options for the form used by faculty to submit their annual Professional Development Plan. Last year faculty submitted a PDF form to Cornerstone as an external training. CM is exploring other options that would streamline the process. Formstack is currently under consideration. She will report back when additional information is available.

Adjourned 2:00  
SA/9.11.20

## Resolution in Support of Pass/No Pass Grading Option

In the interest of the physical and academic well-being of our students and in response to Executive Order 2020-02 which suspends Title 5 section 55022 requirements for P/NP grading, the Academic Senate of El Camino College recommends suspension of the P/NP provisions of Administrative Procedure 4230, Grading and Academic Record Symbols, for the remainder of the suspension of Title 5 section 55022 due to the Covid-19 Emergency period in the state of California. AP 4230 regulates the deadlines and conditions under which students may exercise the P/NP grading option for a course. Existing policy allows only courses with a P/NP notation in the course catalog to be taken P/NP and requires that students request the P/NP grade option within the first 30% of the academic semester. Given the overwhelming changes to our programs and courses, this resolution seeks to alleviate barriers and ensure consistency.

WHEREAS a transition to virtual instruction has significantly altered the structure and method of delivery across all courses; and

WHEREAS many courses, in non-negligible ways, may necessarily no longer reflect the original course syllabus and outcomes; and

WHEREAS it is appropriate in these times to allow greater flexibility in the interest of fairness and equity to our students; and

WHEREAS it is in the best interest of our student's mental health and well-being to alleviate points of concern and anxiety where possible; and

WHEREAS students should be empowered to make the best decision towards their well-being, health, and academic success; and

NOW THEREFORE BE IT RESOLVED that the Academic Senate of El Camino College recommends that the Board of Trustees suspend AP 4230, Grading and Academic Record Symbols, for the duration of the suspension of Title 5 section 55022 due to the Covid-19 emergency period in the state of California to extend a student's ability to take courses with Pass/No Pass grading such that:

- (a) the students be allowed to take any and all elective and General Education courses P/NP,
- (b) the deadline for declaring the intention to take a course P/NP be extended to May 15, 2020,
- (c) students earning a C or better under the course grading scheme should be marked as passing,
- (d) the option of requesting P/NP is available to all students, regardless of GPA,
- (e) once a student elects to take a course P/NP and passes, the student may not repeat the course at ECC for a letter grade at a later time; and

RESOLVED that the Academic Senate of El Camino College recommends that students speak with a counselor to discuss possible consequences for transfer and/or graduate and professional school admission before deciding to take major preparatory courses P/NP; and

RESOLVED that the Academic Senate of El Camino College strongly encourages students with plans to transfer to a private or out of state school to contact the university before selecting the P/NP option to determine if selecting this option will impact GPA.

Adopted this 15<sup>th</sup> Day of September, 2020 by the El Camino College Academic Senate.

Darcie L. McClelland, President

### Draft Syllabus Statement on Facemasks

Studies demonstrate that wearing face masks, along with other non-pharmaceutical preventive interventions such as frequent hand washing and physical distancing, can slow the spread of the coronavirus (SARS-CoV-2) that causes COVID-19. With the return to face to face class meetings, our goal is to protect the health and safety of our entire campus community including students, employees, and campus neighbors. In an effort to minimize any potential spread of COVID-19 on campus, students, employees, and visitors of El Camino College will be required to wear a face mask while on campus. **Masks should be worn in a way that they cover the wearer's nose, mouth, and chin.** Students who object to wearing a face mask while in class for non-medical reasons (please provide documentation) will be asked to excuse themselves from participating in that class meeting and will be considered absent. Please remember, if students are absent for 10% of class meetings, they can be dropped from that class (see online 2020/2021 ECC College Catalog under Registration for Classes, Attendance during Semester section).



# El Camino College Academic Senate 2020-2021 Goals

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*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).*

## **A. 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.

## **B. 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.

## **C. 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 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 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

**D. Collaborate with campus leadership to support Accreditation site visit.**

Measures:

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

**E. 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;



# El Camino College

## 2019-20 Academic Senate Self-Evaluation Report

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### Summary of Findings, Recommendations & Improvements mentioned by Respondents

#### Findings: Purpose, Goals<sup>1</sup> & Tasks

- The majority of respondents (93%) stated being aware of the purpose of the Academic Senate and having a clear understanding of the committee's responsibilities (89%).
- Most respondents (74%) stated that goals 1, 2, and 3 were completed or mostly completed. Seventy percent of respondents said that goal 4 was completed or mostly completed.
- Most respondents (74%) stated reviewing the *Making Decisions at El Camino College* document during a committee meeting.
- Seventy percent of respondents asserted participating in the committee's setting of goals.
- Sixty seven percent of respondents asserted reviewing the progress of the committee's annual goals.

#### IRP Recommendations & Respondents' Improvements

##### *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

##### *Respondents*

- Review El Camino College's focus (transfer college versus community college)
- Evaluate the possibility of creating a Vice President for Equity position
- Evaluate the possibility of bringing diversity to the e-board

#### Findings: Committee's Functioning

- All respondents stated receiving meeting minutes and materials sufficiently in advance to review.
- The majority of respondents (84%) asserted having opportunities to provide input for the committee and felt comfortable (81%) contributing ideas during meetings.

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<sup>1</sup> Academic Senate 2019-20 goals:

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

- Fifty eight percent of respondents stated receiving orientation when beginning to serve in the committee.
- Respondents' perception about the frequency of use of this survey's results showed variation.

## IRP Recommendations & Respondents' Selected<sup>2</sup> Improvements

### *IRP*

- Ensure new Academic Senate members receive orientation at the beginning of their term
- Regularly use the results of this survey as input for the committee's work

### *Respondents*

- Set norms at the beginning of the year so participants feel comfortable speaking up
- Offer orientation for new/newer senators so they fully understand/contribute to topics discussed
- Ensure more faculty representatives attend meetings and gather feedback from constituencies
- Ensure anticipated reading of Academic Senate 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 Academic Senate goals

## Findings: Decision-Making Effectiveness & Communication

- The majority of respondents (96%) said they clearly understood how decisions are made in the committee, and that they were provided with the information they needed to make decisions in the committee (92%).
- Most respondents asserted:
  - Being aware of how Academic Senate communicated its decisions to other committees (84%)
  - They communicated the committee's decisions to the constituents they represent (83%).
  - The Academic Senate evaluates its work practices (72%).
  - The Academic Senate evaluated how decisions are communicated (71%).
- Respondents' perception about evaluating how decisions are made in the committee showed some variation.

## IRP Recommendations & Respondents' Improvements

### *IRP*

- Devote time to clarify how the committee evaluates how decisions are made.

### *Respondents*

- Respondents did not mention improvements in the area of Decision-Making Effectiveness & Communication.

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<sup>2</sup> The complete list of improvements can be found in pp. 11 and 12 of this report.

# Findings: Suggested Goals/Initiatives/Issues and Additional Information to Be Addressed by Academic Senate in 2020-2021

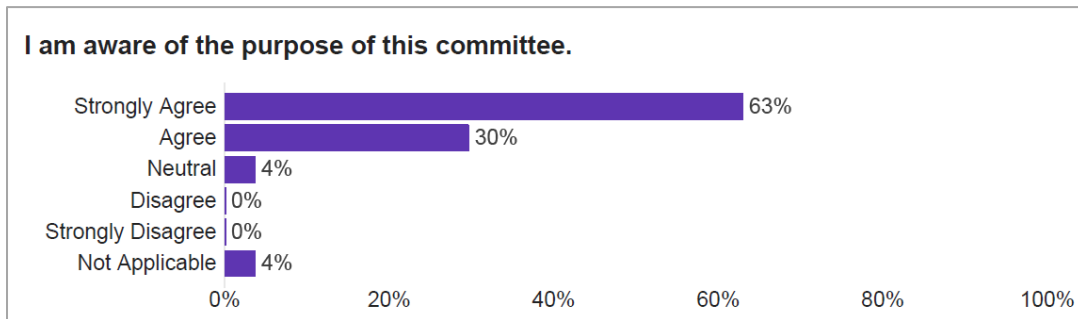
A detailed list of these findings can be found in pp. 12 and 13 of this report.

## Findings

### Purpose, Goals & Tasks<sup>3</sup>

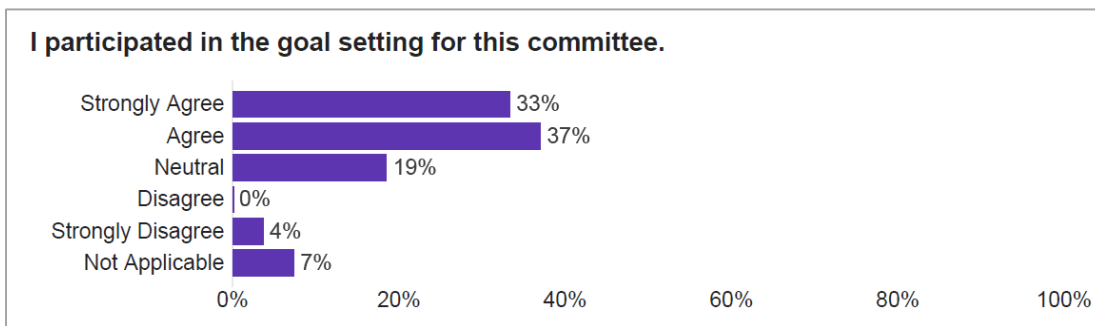
The majority of respondents (93%) stated being aware of the purpose of the Academic Senate.

Chart 1



Seventy percent of respondents asserted participating in the committee’s setting of goals.

Chart 2

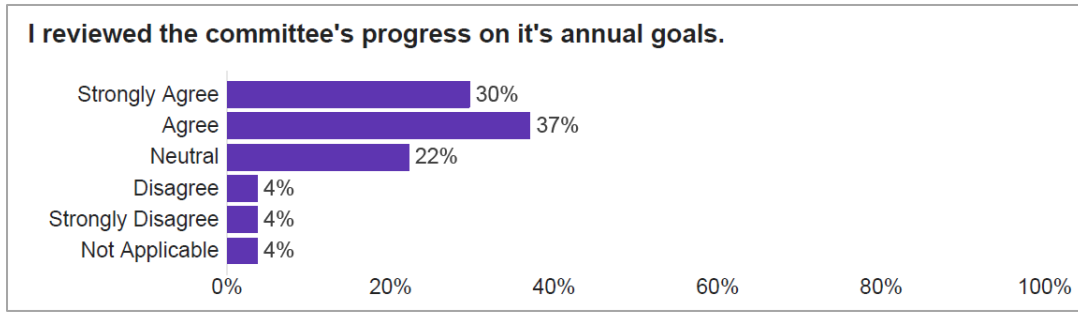


Sixty seven percent of respondents asserted reviewing the progress of the committee’s annual goals. Another 30% either disagreed or chose not taking a position (neutral).

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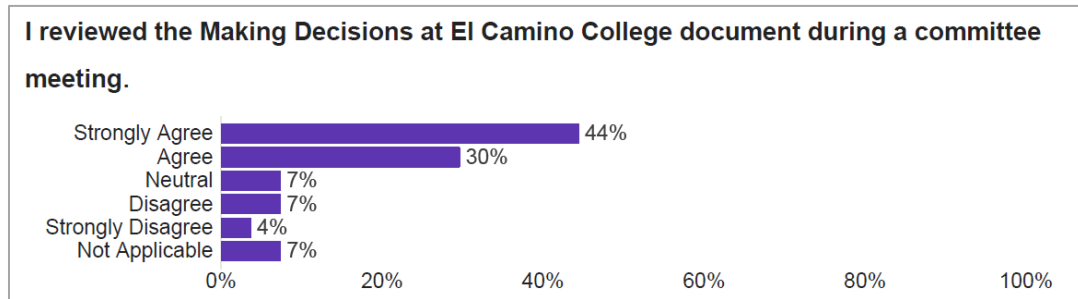
<sup>3</sup> From a total of twenty seven respondents, all but one served in the committee as chair or in a supporting role. Only one was a guest, presenter, or spectator.

Chart 3



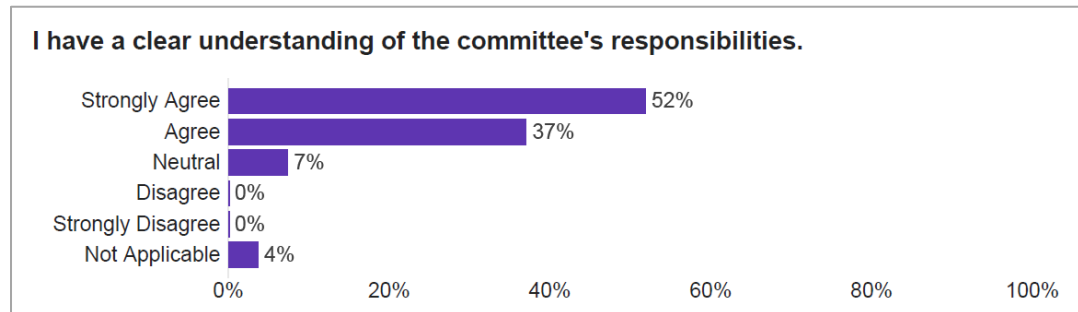
Most respondents (74%) stated reviewing the *Making Decisions at El Camino College* document during a committee meeting. Another 11% disagreed.

Chart 4



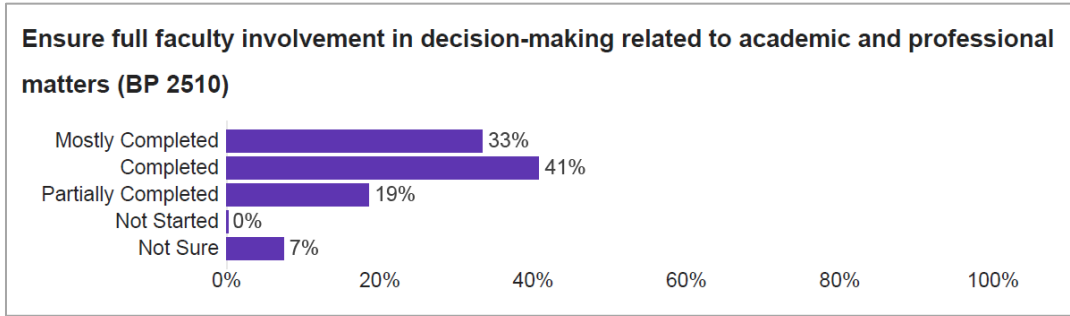
The majority of respondents (89%) stated having a clear understanding of the committee's responsibilities.

Chart 5



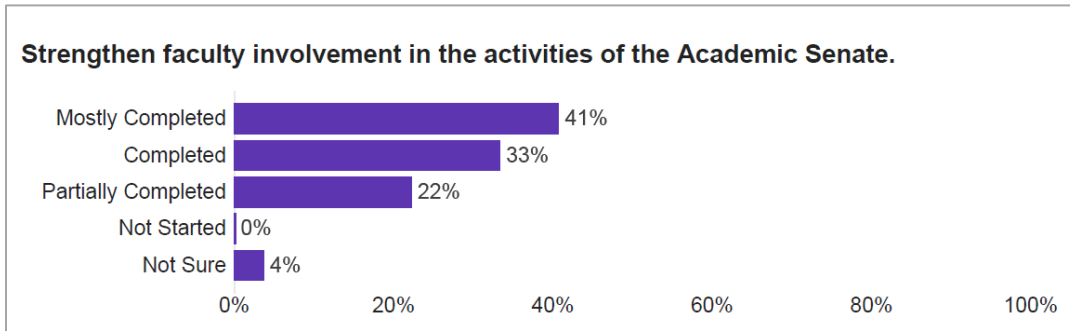
Most respondents (74%) stated that **goal 1** was completed or mostly completed. Nineteen percent of them stated it was partially completed.

Chart 6



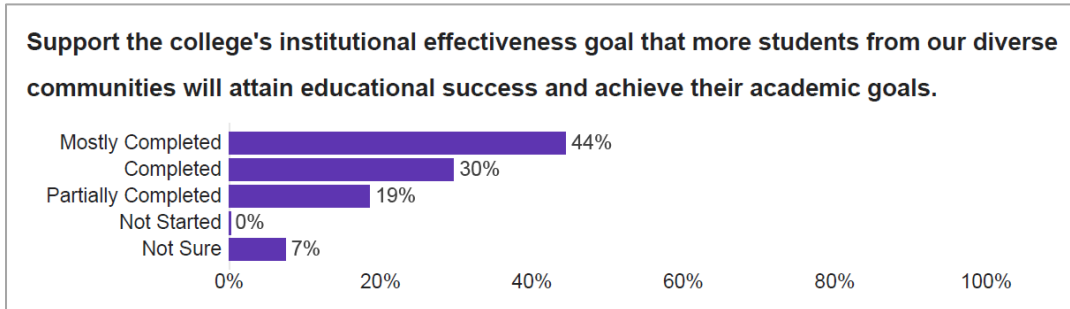
Most respondents (74%) stated that **goal 2** was completed or mostly completed. Twenty two percent of them stated it was partially completed.

Chart 7



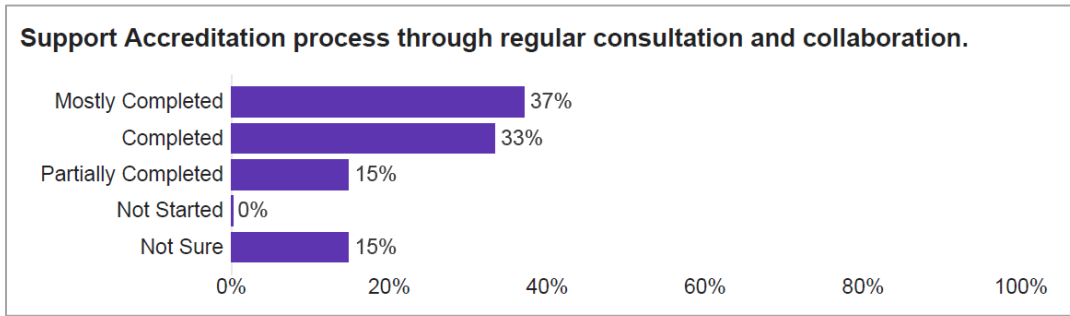
Most respondents (74%) stated that **goal 3** was completed or mostly completed. Nineteen percent of them stated it was partially completed.

Chart 8



Most respondents (70%) stated that **goal 4** was completed or mostly completed. Fifteen percent of them stated it was partially completed. Another 15% asserted they were unsure about the degree of completion of this goal.

Chart 9



## Committee's Functioning

All respondents stated receiving meeting minutes and materials sufficiently in advance to review.

Chart 10

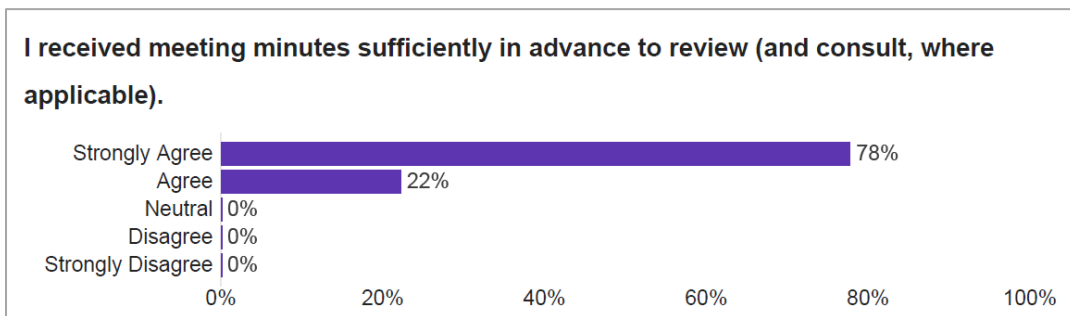
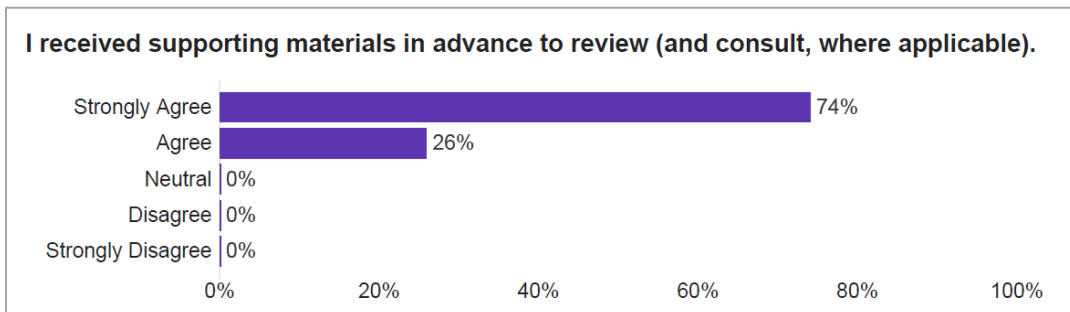


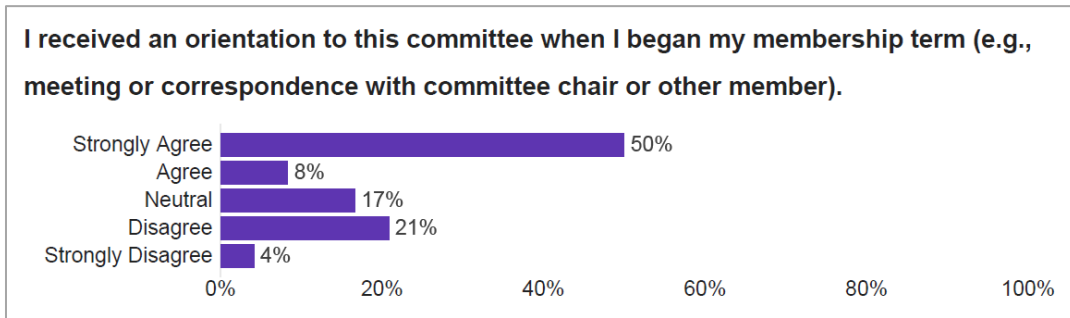
Chart 11



Almost 60% of respondents (58%) stated receiving orientation when beginning to serve in the committee. One fourth of respondents (25%) did not go through orientation. Seventeen percent chose not taking a position (neutral).



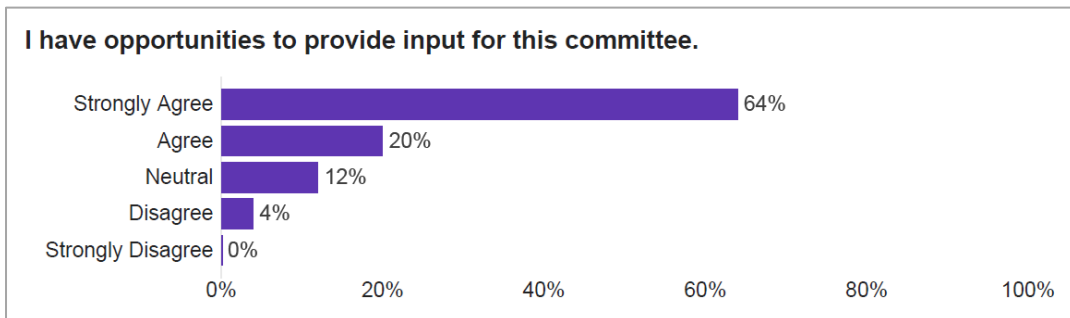
Chart 12



Three respondents abstained from answering this question.

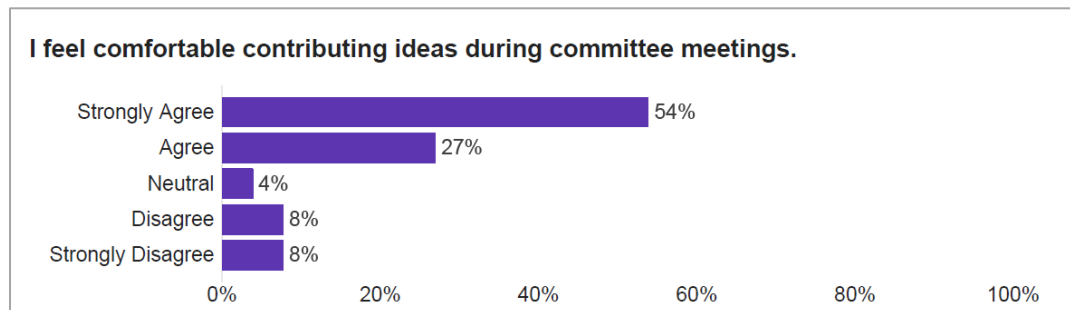
The majority of respondents asserted having opportunities to provide input for the committee (chart 13, 84%) and felt comfortable contributing ideas during meetings (chart 14, 81%). Sixteen percent of respondents felt uncomfortable doing so (chart 14).

Chart 13



Two respondents abstained from answering this question.

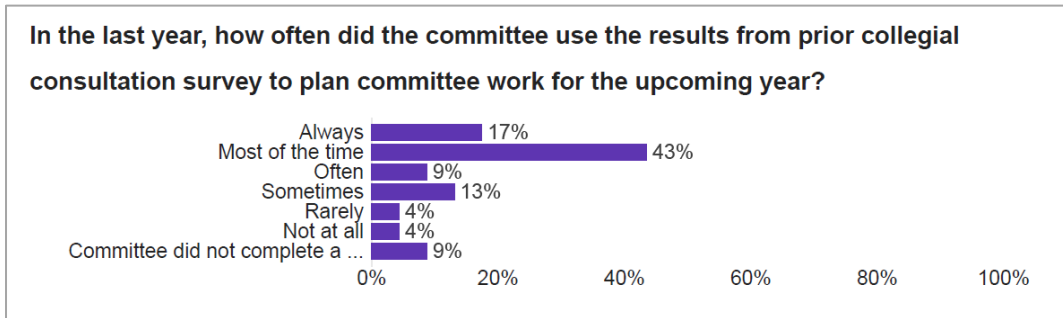
Chart 14



One respondent abstained from answering this question.

Respondents' perception about the frequency of use of this survey's results showed variation, as observed in the chart below. Sixty percent of respondents said that either always or most of the time Academic Senate had used the results. Twenty two percent answered with either "often" or "sometimes". An 8% of respondents asserted the committee rarely used the survey's results or did not at all. Nine percent of respondents said that the committee had not been surveyed for the 2018-19 year. However, the 2018-19 self-evaluation report proves the contrary.

Chart 15

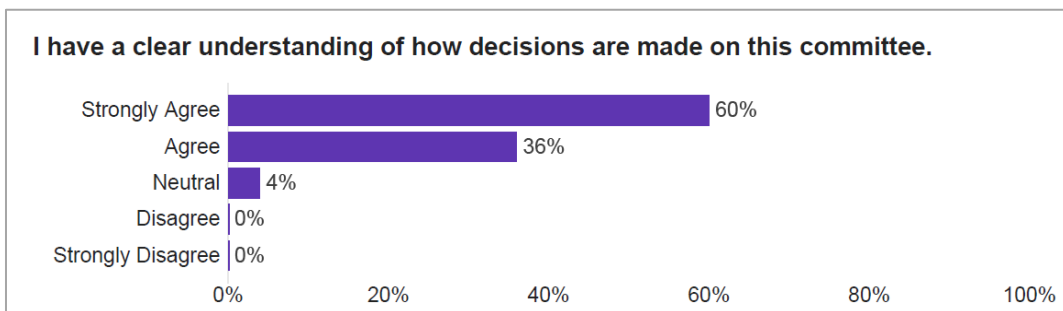


Four respondents abstained from answering this question.

## Decision-Making Effectiveness & Communication

The majority of respondents (96%) said they clearly understood how decisions are made in the committee.

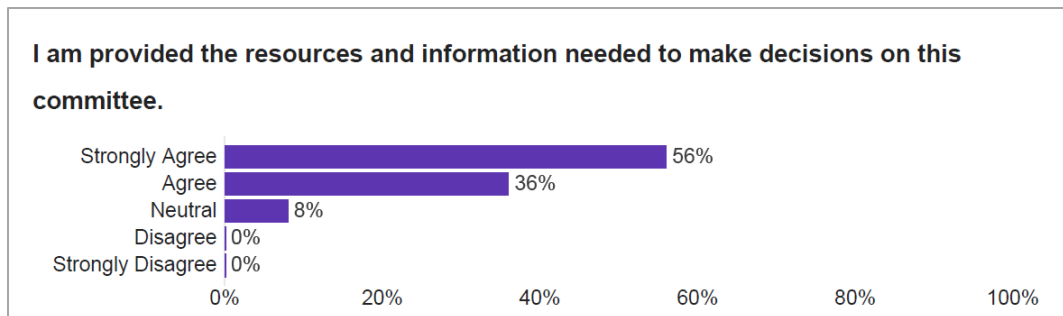
Chart 16



Two respondents abstained from answering this question.

The majority of respondents (92%) were provided with the information they needed to make decisions in the committee.

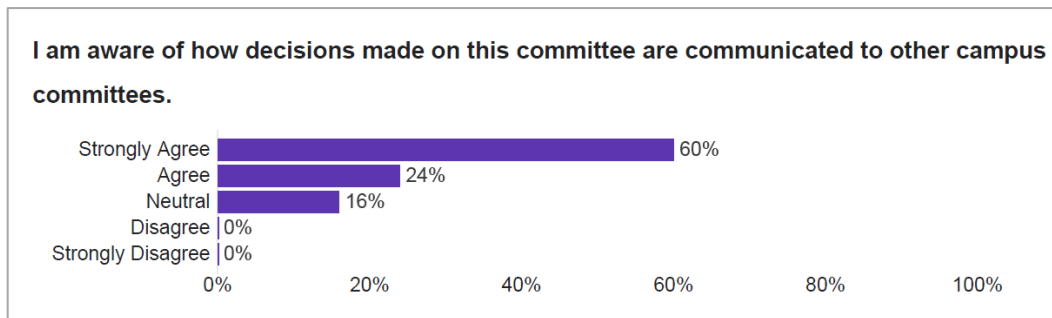
Chart 17



Two respondents abstained from answering this question.

Most respondents (84%) asserted being aware of how Academic Senate communicated its decisions to other committees. Sixteen percent chose not taking a position (neutral).

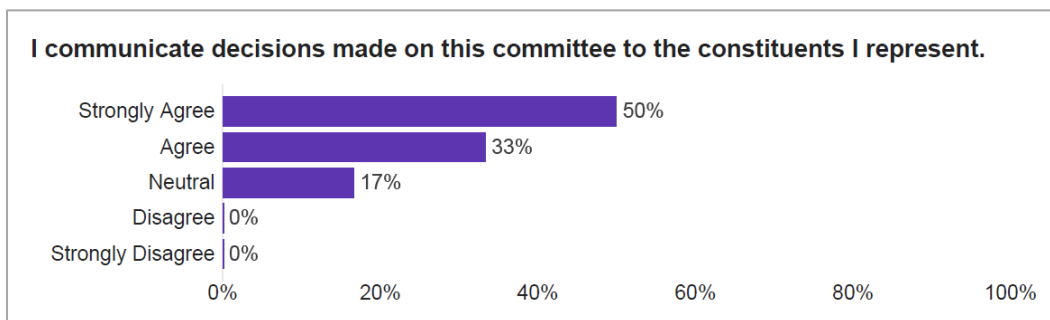
Chart 18



Two respondents abstained from answering this question.

Most respondents (83%) stated that they communicated the committee's decisions to the constituents they represent. Seventeen percent chose not taking a position (neutral).

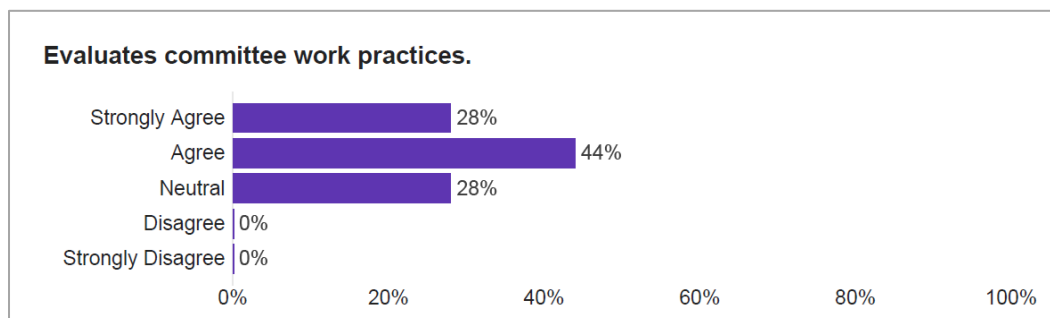
Chart 19



Two respondents abstained from answering this question.

Most respondents (72%) stated that the Academic Senate evaluates its work practices. Almost 30% chose not taking a position (neutral).

Chart 20

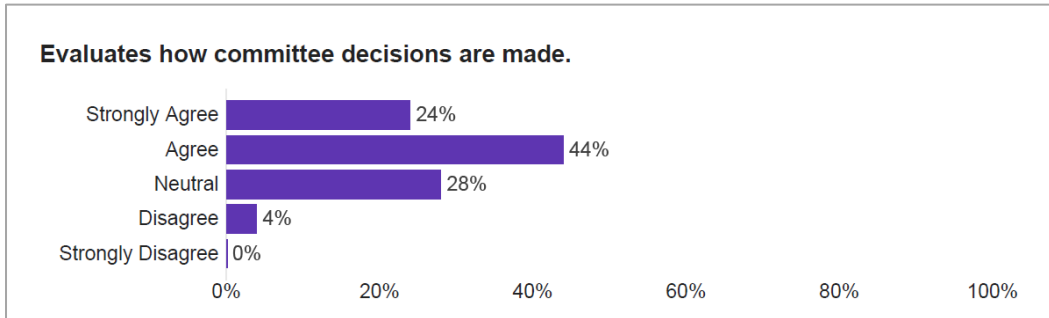


Two respondents abstained from answering this question.

Respondents' perception about evaluating how decisions are made in the committee showed some variation, as observed in the chart below. Most respondents (68%) stated that Academic Senate

evaluates how decisions are made; another 28% chose not taking a position; and 4% of respondents asserted that Academic Senate did not go through this evaluation.

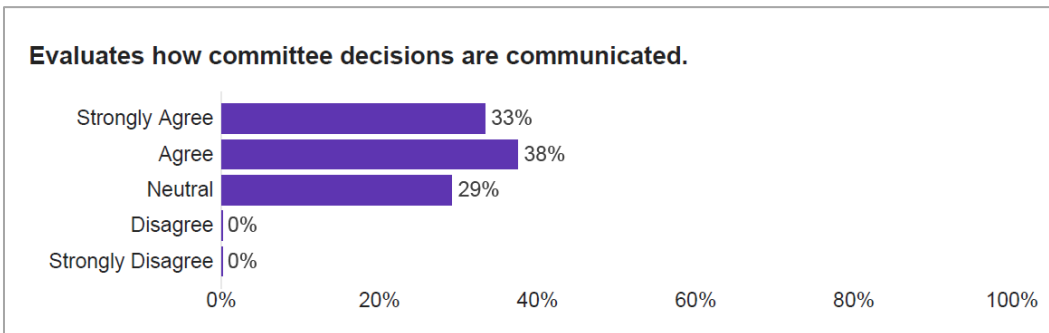
Chart 21



Two respondents abstained from answering this question.

Most respondents (71%) asserted that Academic Senate evaluated how decisions are communicated. Another 29% chose not taking a position (neutral).

Chart 22



Three respondents abstained from answering this question.

## Accomplishments

Respondents mentioned accomplishments in the three areas assessed.

### Accomplishments in the Area of Purpose, Goals & Tasks

- Reviewed, discussed, voted and approved several board policies, administrative procedures, and resolutions that made ECC better and compliant.
- Developed student-friendly policies such as allowing P/NP grading during COVID-19 pandemic.
- Supported students during the pandemic and racial unrest.
- Supported racial equity through the development of Black Lives Matter Statement of Solidarity

- Offered historic support to the Associated Students organization, and aided them in important programs (food bank).
- Implemented new faculty evaluation system.
- Developed strong commitment to diversifying faculty.
- Implemented distance education.
- Started implementation of 2020-2023 strategic plan.
- Supported accreditation.

### Accomplishments in the Area of Committee's Functioning

- Senate leadership was excellent in being organized and moving issues forward.
- Provided proactive, consistent, and tireless leadership during a most challenging year (very dedicated, wise, and committed senators and eboard).
- Had elected Darcie again. She's concise, organized, fair, and cares about the integrity of the process.
- Darcie did an exceptional job and worked really well with the Senate e-Board and senators.
- Time was effectively and efficiently used in meetings.
- Really listened to one another.
- Honored colleagues.

### Accomplishments in the Area of Decision-Making Effectiveness & Communication

- Multiple timely resolutions were approved in support of students.

## Improvements

Respondents mentioned improvements in two of the three areas assessed.

### Improvements in the Area of Purpose, Goals & Tasks

- Review El Camino College's focus (**transfer** college versus **community** college)
- Evaluate the possibility of creating a Vice President for Equity position
- Evaluate the possibility of bringing diversity to the e-board

### Improvements in the Area of Committee's Functioning

- Set norms at the beginning of the year so participants feel comfortable speaking up.
- Introduce new senators at Academic Senate meetings
- Offer orientation for new/newer senators so they can fully understand and contribute to the topics under discussion
- Ensure more faculty representatives attend meetings and are communicating/gathering feedback from the departments/groups they represent

- Ensure anticipated reading of Academic Senate packet, so that time is not used in unnecessary opinions/questions
- Develop shorter agendas to make space to discuss policies
- Create more space for senators and guests who do not speak often so that they can participate more actively in meetings
- Provide a space for **all** senators/participants to provide feedback for the topics under discussion
- Request more release time for the Academic Senate President so he/she has adequate time to perform his/her duties
- Revisit regularly Academic Senate goals
- Learn how to deal with uncomfortable and brave conversations
- Devote more time to the discussion of the values of higher education

### Suggested Goals/Initiatives/Issues to Be Addressed by Academic Senate in 2020-2021

- Raise institutional awareness and create space for having difficult conversations around equity, racial inequality, discrimination, violence, and social justice, and continue efforts to make progress around these topics
- Educate the Academic Senate on inequities built into the California Higher Education Master Plan and find ways to combat them
- Collaborate with campus police to make sure ECC provides a welcoming environment for all students (campus safety)
- Work closely with the Professional Development and Learning Office to develop more ongoing professional development 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 Guided Pathways
- Works towards encouraging students to register and vote
- Works towards encouraging students to participate in the census
- Develop support for Distance Education and remote learning methods
- Strengthen efforts in favor of academic integrity (anti-cheating procedures and punishment for cases of cheating/plagiarism)
- Highlight more the academic culture of the College through ECC branding
- Create space for new executive board members and senators to bring in fresh ideas
- Discuss campus food options

## Suggested Additional Information Academic Senate Should Review

The grand majority of survey respondents asserted that Academic Senate was keeping them adequately informed. The following comments offer some feedback on issues the committee might want to review during the 2020-21 year.

- Strengthen faculty commitment to read meeting packets/share feedback with their Senators to ensure comments shared in meetings are well-informed and representative of the wider faculty and not the personal opinions of a few
- Strengthen division Senators' capacity to regularly gather feedback from their peers on agenda items 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

## Appendix

### Background

The *2020-25 Making Decisions Guide* describes the governance and decision-making processes by which the El Camino College District ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions.

As one of the six college consultation committees, the Academic Senate fosters the effective and full participation by community college faculty in all academic and professional matters including those in Title 5 (§53200-53206); develops, promotes, and acts upon policies responding to college wide concerns; and serves as the official voice of the faculty of the college in academic and professional matters.

The *2020-25 Making Decisions Guide* includes a set of annual activities that chairs of consultation committees should perform. These are: a) Provide an orientation to members, b) review the committee's purpose statement, purview and goals, c) facilitate the creation of new committee goals, d) **conduct a committee self-evaluation to inform the committee's effectiveness, e) create/adjust/update processes for governance, decision making, and communication informed by the committees' annual self-evaluation survey results**, and f) review the *Making Decisions Guide*.

### Objective of the Survey

Based on the *2020-25 Making Decisions Guide* referred above, a self-evaluation survey was created to determine the Academic Senate's effectiveness, and to inform the creation, adjustment, and/or update of processes for governance, decision making, and communication within the committee.

### Method

Members of the Academic Senate completed the survey via Qualtrics web-based tool. The Qualtrics link was distributed by the Academic Senate President.

## Respondents

Out of the forty six members who received the survey, twenty seven completed the instrument (59% response rate).

### Respondents' Verbatim Observations on Improvements

- *As always, the Senate is most effective when senators and guests - faculty and administrative - are informed about the work of the Senate. All of the information is available. I know people are busy, but when folks use up the limited time in meetings to ask questions or provide their opinions when they haven't taken the time to keep up with the meetings or read the packet, it uses up everyone's time. This is a minority, but often seems to be the same people. Similarly, some senators seem to need to comment on every issue. I encourage my colleagues to hold their comments to make way for others to participate. As we are learning with the fight for social justice in our country, those of us who have had the podium need to step back to make way for others. Thank you!*
- *More release time for the Senate President so we don't burn her out and she leaves the post.*
- *I believe that the focus of Senate is on administrative needs and making the cogs of government run. There needs to more discussion on the values of where we are going in education. Each year we as a campus drift farther away from the Community, and more focused on just being a transfer college. Each year the Fine Arts and Physical Education become less of a focus. We should try to be a STEAM campus, rather than a STEM campus.*
- *Giving more explanations for newer senators would be nice (I realize there is a lot to fit into a single meeting, so this probably isn't always possible) but perhaps saying complete names instead of using acronyms or giving a little bit of background about a topic we are discussing.*
- *I am looking forward to a VP for Equity, etc. (whatever words we add).*
- *Acclimating new senators*
- *Less packed agendas so we actually have time to talk about policies that come through Senate, bring back the orientation at first senate meeting, introduce new senators. Revisit senate goals regularly. Provide a space for ALL senators/participants to provide feedback and be okay with uncomfortable and brave conversations (thank you to our few senators who are not afraid to speak up and call out status quo practices!). Set norms at the beginning of the year so people feel comfortable speaking up. Bring diversity to the e-board.*
- *Ensuring more faculty representation are in attendance and are communicating/gathering feedback from the departments/groups they represent.*

### Respondents' Verbatim Observations on Accomplishments

- *BP's, AP's, Covid 19, being off campus*
- *Providing proactive, consistent, TIRELESS leadership during a most challenging year. Efforts to make equity a top priority are among the many examples. Our senators and eboard are so very dedicated, wise, and committed. I am grateful for their service!*
- *Effective and efficient use of time in meetings.*
- *Passage of many APs and BPs.*
- *Support for students during the pandemic and racial unrest*
- *Really listening to one another*



- *Honoring colleagues*
- *It has given historic support to the Associated Students organization, and aided them in important programs such as the Food Bank.*
- *One of the most significant accomplishments was the new faculty evaluation system and the implementation of distance education.*
- *Electing Darcie again. She's concise, organized, fair, and cares about the integrity of the process. 10/10!*
- *Black Lives Matter Statement of Solidarity*
- *Implementation of the 2020-2023 strategic plan*
- *Racial equity*
- *I am most proud of the strong commitment we made to diversifying our faculty.*
- *It was a transitional year for Senate with a new president. Darcie did an exceptional job and worked really well with the Senate e-Board and senators. We reviewed, discussed, and passed a number of policies and resolutions that made ECC better--and compliant.*
- *Senate leadership has been excellent in being organized and moving issues forward.*
- *We approved and voted on so many documents this year.*
- *Passing BLM resolution, committing to faculty to diversity, and student-friendly policies such as allowing P/NP grading during COVID*
- *Many timely resolutions in support of students*
- *Accreditation work*
- *Updating campus policies as needed*
- *Supporting accreditation*