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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 2019-2020

February 18, 2020

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

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)

Mayra Ochoa (LLR) 19/20
Karl Striepe (BSS)^R 19/20

Fine Arts

Ali Ahmadpour 21/22
Jonathan Bryant 21/22
Joe Hardesty 20/21
Russell McMillin^{*R} 21/22

Mathematical Sciences

Dominic Fanelli 19/20
Lars Kjeseth^{*R} 19/20
Le Gui 20/21
Ronald Martinez 21/22
Oscar Villareal 19/20

Behavioral & Social Sciences

Stacey Allen 19/20
John Baranski^R 19/20
Hong Herrera Thomas 20/21
Renee Galbavy 20/21
Michael Wynne^{*} 20/21

Health Sciences & Athletics/Nursing

Andy Al Villar^{*R} 19/20
Traci Granger 19/20
Yuko Kawasaki 21/22
Colleen McFaul 20/21
Tiffany Lau 20/21

Natural Sciences

Shimonee Kadakia 21/22
Darcie McClelland 19/20
Mia Dobbs 21/22
Shanna Potter 19/20
Anne Valle ^{*R} 21/22

Business

Kurt Hull 21/22
Philip Lau^{*R} 21/22
Josh Troesh 21/22

Humanities

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

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Associated Students Organization
Jennifer Lopez
President/ Superintendent

Counseling

Seranda Bray 20/21
Anna Brochet^{*R} 21/22
Rocio Diaz 19/20

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

Ex-officio positions

Kelsey Iino ECCFT
Carolee Vakil-Jessop ECCFT
Institutional Research
Josh Rosales

Library Learning Resources

Analu Josephides 21/22
Mary McMillan 21/22
Claudia Striepe^{*R} 21/22

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"). ^RDenotes 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 2019: September 3 & 17, October 1 & 15, November 5 & 19, December 3 & 10 (tentative).

SPRING 2020: February 18, March 3 & 17, April 7 & 21, May 5 & 19, June 2 & 9 (tentative).

SENATE COMMITTEES:

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

Assessment of Learning. Chairs: Kevin Degnan & TBA. 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: Cliff Numark. 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: Art Leible & 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: Iris Ingram. 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.

Integrated Plan Implementation. Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O’Campo.

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

Process Improvement. Chair: Ross Miyashiro. Senate rep: D. McClelland.

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 (1 Year)

- Karl Striepe
 Alt: Mayra Ochoa

Behavioral & Social Sciences

- Stacey Allen
 John Baranski
 Kristie Daniel-DiGregorio
 Renee Galbavy
 Michael Wynne

Business

- Kurt Hull
 Phillip Lau
 Josh Troesh

Counseling

- Seranda Bray
 Anna Brochet
 Rocio Diaz

Library Learning Resources

- Analu Josephides
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 Claudia Striepe

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 Russell McMillin
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Health Sciences & Athletics

- Andrew Alvillar
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 Yuko Kawasaki
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- Kevin Degnan
 Sean Donnell
 Brent Isaacs
 Elayne Kelley
 Pete Marcoux
 Anna Mavromati

Industry & Technology

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

Mathematical Sciences

- Dominic Fanelli
 Lars Kjeseth
 Le Gui
 Ronald Martinez
 Oscar Villareal

Natural Sciences

- Mia Dobbs
 Shimonee Kadakia
 Darcie McClelland
 Sanda Oswald
 Shanna Potter
 Anne Valle

Academic Affairs

- Linda Clowers
 Jean Shankweiler

Student Services

- Ross Miyashiro

Associated Students Organization

- Jennifer Lopez

President/Superintendent

- Dena Maloney

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

- Chris Gold

Excused: A. Brochet, D. Meek

ACADEMIC SENATE MINUTES

December 10, 2019

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 eighth and last Academic Senate meeting of the fall 2019 semester to order on December 10, 2019 at 1:03 p.m.

B. APPROVAL OF MINUTES (p. 5-14)

DM: See pgs. 5-14 of the packet for minutes from the December 10th meeting. A. Ahmadpour motioned, P. Marcoux seconded. Minutes were approved as presented.

Dean's Representative

D. McClelland: Introduce Dean Chris Gold from Behavioral and Social Sciences.

C. Gold: I'm glad to be here, I almost voted—I used to be there.

DM: Thank you for joining us. We are going to move on to our Evaluation of Senate survey.

C. SENATE EVALUATION – Joshua Rosales

J. Rosales: We are doing an evaluation for the Senate. We are doing this as part of collegial consultation process.

<https://bit.ly/ECCAcadSenateEval>

Please only take this survey if you were a part of the Senate for 2018-19.

DM: If you've been a Senator this year, please provide feedback for Fall 2019. You are evaluating Senate for this Fall, this 2019 academic year.

JR: A report will be given to Darcie in January. Survey will be open until the end of the week.

DM: If you didn't have a chance to do it right now, please take the time to do so.

D. UNFINISHED BUSINESS:

a. Guided Pathways Scale of Assessment- 2nd reading and vote- Jenny Simon

DM: Motion by P. Marcoux, S. Bray seconded.

J. Simon: Substantive changes from first reading:

- On page 32, I added a few sentences about the tech conference
- For sections 2 and 3, p 14 until p 30, all the in between sections (support needed) are now filled out, they weren't before.
- The course alignment section is filled out now

- Moving on to college council, PBC, Council of Deans, BOT, and ultimately going to CCCCCO.

A. Ahmadpour: Expose to students as well?

JS: Presented to ASO last week.

DM: Any questions? Changes? All those in favor as it appears in packet. Passed. R McMillin abstains.

We will move on to our discussion of faculty diversification.

E. NEW BUSINESS

a. Faculty Diversification Resolution 1st reading-Darcie McClelland

D. McClelland: Faculty diversification resolution is on the last page of packet, p. 60.

- Tried to take everyone's feedback during and after the meeting. I will say some of your feedback is "I think we should do this in trainings," "I would like to see this happen on campus."—I am exploring all of these, but they don't all fit well in the resolution.
- Major pieces of feedback are CRT and counseling, third clause specifically addresses.
- Hiring committees, trainings and composition of.
- Had some pretty candid convos with people. Most of our pools are pretty diverse. We do have some areas, particularly in the Sciences, where they are not as diverse. But that is not an ECC problem, it is...
- There was an ask about the data in the hiring pools so want to share this from full-time and adjunct hiring [presentation](#) from Jaynie Ishikawa from 2017-18, most recent data that we have.
 - This highlights problem from paper to interview. For example, of 185 African American qualified applicants, only 37 were selected for interview. If you look at that as compared to the data for White and Asian applicants, it is significantly low. This is the data I was talking about when I said last time that I don't have a pool problem as much as people being screened out problem.

K. Daniel DiGregorio: Is anyone tracking the data/demographics not on people who were hired, but those who were offered? That's different data. The diverse candidates are in high demand, we are not the only ones competing for them. This might also be a leakage point.

DM: That's really good feedback. I'm going to be meeting with Jaynie and Carolyn for some specific data. I will ask for that as well.

R. McMillan: I also think we should look at demographics of students and area at large, especially for part-time faculty we are going to be drawing from in Greater Los Angeles region.

DM: In this larger presentation, I believe this was also included. I will ask Jaynie if she can come in to do this presentation in Spring.

KDG: What percentage of application pool are African American comprised?

J. Troesh: I'd also like to see what percentages in each step, where we are losing each group.

A. Ahmadpour: Do we have this breakdown of this by division?

DM: We do but the problem with that is that some divisions are small, and individuals end up being called out, e.g. departments with few faculty. Jaynie is very sensitive about putting out information that can personally identify people.

Yes the data exists, yes we can take a look at it. How that actually gets presented--we might have to break it down by metamajors, e.g., math core, STEM areas, Humanities, BSS, etc.

AA: One part of this resolution should encourage divisions to get seriously involved with this. There are divisions that historically have issues. If they get involved and identify their problem in their own division, they can come up with better solutions. You refer to issue of pool. In my field, we have much less than any other campus. I've mentioned this before. Many colleges have a job fair, e.g., Santa Monica College, and they have been very successful.

DM: I will look into, and inquire with SMC on what they are doing and see how it is similar or different to our Getting the Job workshop.

- These powerpoint slides will be available on Academic Senate website if you want to take a closer look.

Question about percentage not equaling 100%.

DM: There's also multi-racial and decline to state. We just took the 4 largest groups. Our EEO office is specifically focusing on historically underrepresented-Black and Latinx. Yes, there are other smaller populations I don't have slides for.

AA: If we advertise in HSIs or places where we have many Black scholars, we will get many more candidates. Send out job announcements to certain places, even in the state of California, we will get more Black and Latinos to apply.

KGG: These are all great suggestions. Do you have a sense for mechanism on how to move forward in terms of strategies? Is this through EEO committees? Instead of firing individual ideas, it'd be great to have a process to collect and move forward on these ideas.

DM: Right now we are in idea gathering stage to see what people want to do with this. Specifically, what we put into action this year:

- We had several people volunteer to be senate reps on hiring committees. We are going to have 7 faculty hiring committees and 2 dean hiring committees that we have senate reps identified.
- I'm going to work with Stacy and Lisa to make sure we have a targeted breakout at Spring PD day for those serving on hiring committees to go to training about implicit bias.
 - As far as addressing hiring committee problem, have some steps in place for that.
 - As far as addressing applicant pool problem, that is a little bit of a longer range goal. We can look this year, we can ask individual depts, please look at where you are advertising. That could happen next month when job announcements next month or larger push next year.

KGG: What we are doing is not the only thing happening on our campus. It's not just a Senate issue, it's a campus wide issue.

DM: I know EEO is looking, they are looking at the instructions for committee chairs, materials for committees, trainings for EEO reps, there is a lot going on there. I spoke with Jaynie about giving instructions to hiring committee chairs to make sure they are emphasizing second minimum qualification and job announcements. Maybe this is something that we want an ad hoc senate committee to look at this and come up with some suggestions.

A. Josephides: I just want to add that for example, Claudia and I sit on EEO committee, where we already started looking at pathways and where we can send job announcements to different demographics and different communities. I'll talk about the library a bit—we have gone that route and have had a great pool of diverse individuals, for particularly adjunct

librarians. We hire a diverse group of faculty who are qualified and from LA region and all communities throughout California. Thank you.

AA: if there is an issue between a majority and few individuals who are involved in hiring, how do we resolve this? I am aware of several different problems in the past. Are we giving full authority with president? How will we resolve in case of conflict?

DM: On some level, we can as a senate put a voice on that committee and ask that person to represent this point of view and ask them to do it forcefully. We can ask EEO reps to really make sure that they are strong and speaking up when they need to and we can ask deans and faculty in divisions to make sure their hiring committees are diverse. But at the end of the day, other than all of us as faculty holding our colleagues accountable, the structure of the hiring committee is written into the contract, who chairs it. I don't know that there is anything that we can do as senate to 100% ensure that all of this is happening. We can put the tools in place and ask people to do their jobs. I don't have authority and no one in senate has authority to tell a dean "no, don't put that person in the hiring committee." It's in the contract, so that we can't work around. I can put an additional voice on but can't tell them not to put a faculty member on. So on some level we have to trust people to do the right thing, we can only do so much.

P. Marcoux: One thing to that is whether they get a vote or not. Every committee decide whether EEO rep have a vote. Maybe one of the resolves can strongly recommend that EEO reps get a vote in every hiring committee on campus.

AA: This has been an issue in the past.

L. Kjeseth: I think people get confused between an EEO rep and an outside person (a faculty member outside the department). The outside person always gets a vote. Some places allow EEO to vote and our division, sadly does not.

PM: Right. So if we make a recommendation, that might help the deans to make the decision.

DM: Do we as a faculty support EEO reps being voting members even though not all EEO reps are other faculty members? That means that if your division hires and you get a classified as an EEO, you committing to being perfectly okay with that person getting a vote on the hiring committee. Because we as Senate do not select EEO reps.

R. Martinez: I'm new to this and I thought EEO rep is in our contract and it says they are not allowed to vote.

PM: Anyone know?

AA: I think they cannot vote, that is true.

DM: I thought the committee has the discretion, if committee comes to consensus.

J. Shankweiler: I think it says they are a non-voting member.

DM: Ok, so then that would be something you need to email the union about. We are in negotiations now. If that is something you want to see changed in contract, send that feedback to federation, to the bargaining team because we as a Senate can't do it.

AA: If the EEO recognizes problem, that person can report to VP of HR. And the VP of HR should have authority to address that issue. I am talking about something that happened in the past, it is not out of the blue.

J. Hardesty: Just a quick clarification—Senate diversity rep will have a vote, but EEO rep will not have a vote?

DM: Yes, when I brought this to Council of Deans I was very careful to say that we wanted this to be a voting member. I think everyone was in agreement about that.

PM: It's unusual to have the committee makeup stipulated in the contract.

DM: When I was a plenary talking to other people about getting around contract language, we seem to be the only college that has this in our contract.

JS: The contract doesn't give a Senate rep, it's suggested they have someone outside of the division and that's what Darcie. Remember when you are sending your finalist, the makeup of who gets hired is dependent on who is sent to the final committee. If you don't send them a choice, there is no choice.

AJ: And just to add about AFT rep, even if it isn't written in, past president of Academic Senate would reach out to me or others Senators and ask if we are willing to sit on a committee. So we've been practicing.

DM: It's been what we've been doing in practice, but it's just not codified. So if you want to see that codified, reach out to members of bargaining team and let them know this feedback. Now is the time to do this. This is going to be bargained soon.

LK: This a great discussion, but I don't think we need to add anything to this resolution. We've got 3 great points about looking at data, and really examining it. We have a point about really looking at hiring, and we have a point about practices on campus that make people feel welcome or unwelcome. This idea that it is going to be for as long as faculty doesn't represent student body. I think it's a strong resolution as is.

DM: I have one more thing that I need to get feedback about. I had a faculty member who emailed me who specifically wanted to call out racial and ethnic diversity. When I wrote the resolution I intentionally left it open ended because some people wanted to include other types of diversity such as LGBTQ, ability status, other things besides racial and ethnic diversity. In some places in the states, Senates are very intentional about calling out racial and ethnic diversity. I didn't feel comfortable making that decision myself, I wanted to get feedback. Do we want to call out racial and ethnic diversity specifically or do we want to leave it open?

S. Bray: I think we should call it out. I think it makes a very powerful statement that this is something that El Camino values.

AJ: I stand with you.

R. Miyashiro: They are not mutually exclusive.

DM: I can add language and will bring a draft that specifically calls out racial and ethnic diversity for second reading, so I will make that change.

AA: Can we get students involved? In some campuses, like CSU, when they hire FT tenure track faculty, they have candidates lecture to a student.

DM: You are going to have to talk to Federation about that because it goes in the contract. We can't do that.

JS: Last year, that suggestion was made and some divisions did do that. Fine Arts, Counseling did it. It isn't contractual, but it is an option.

DM: This will come back for a second reading and vote in first meeting February. If you have any feedback between now and February, please feel free to email me.

F. INFORMATION ITEMS – DISCUSSION

a. Part Time Faculty Mentorship Program- Anna Mavromati

DM: I'd very excited to introduce Anna Mavromati, one of our senators. She's going to talk about an adjunct outreach program that they developed in the English Dept.

A. Mavromati: Hi everybody, I wanted to talk about something we are doing in the English department this year. We're trying it out in English. So I thought I'd tell you what we are doing and you can try it in your department or maybe you can expand on it somehow and share ideas. We decided to make a department wide goal this semester was more outreach and support for our adjunct faculty, giving them more guidance and offering them more help.

- We have tried to do this in the past. I wasn't a part of the old mentorship program, but what we used to do:
 - FT faculty assigned a new adjunct
 - Assignments came from the Division Office
 - New hire adjuncts only
 - Adjuncts initiate contact
 - I was part of bringing this pack to our department this year and made some adjustments:
 - Partnership Program
 - Open up to every adjunct (new and veteran) assigned a full-time contact
 - Dropped the word mentor, and now called partnership program, just a contact
 - Full-time faculty volunteer to be contacts. A lot were happy and willing to be a contact
 - Full-time faculty initiate contact
 - Change of language (remove the term "mentor")
- Opening Survey – to start off, and this has been happening for past 8 weeks. Before week 8, sent out a survey and asked them if you had a full-time faculty member who was a point of support, how often would you want to hear from them, what kind of support would you like? And here is a basic summary of the survey results:
 - Department/Campus Info:
 - What is happening on campus, what are some reminders I need to pay attention to
 - Navigating tech and logistics on campus
 - Info about campus support and resources (SRC, active enrollment, maxient reports, etc.)
 - Professional/Classroom Advice:
 - Teaching strategies: plans, pedagogies, advices, classroom observations, sample syllabi/assignments/materials, problem-solving help, grading strategies, time management, etc.
 - Tips for getting hired full-time
 - Interested in hearing about PD opportunities, especially paid opportunities
 - Community:
 - A friend to make me feel less tangential/disconnected
 - Most were interested in getting once-a-month emails (via ECC e-mail) from their FT contacts
 - Some were interested in attending casual get-togethers (on or off campus)
 - Advocacy:
 - Having a voice/representation in departmental decisions
 - Interested in adjunct equity and support from the college
- Full-Time Faculty Volunteers
 - Full-time faculty volunteer to be contacts
 - Ask around
 - Department meeting sign-up sheet
 - Avoid potentially demeaning language
 - "Contacts" or "partners," not "mentors"
 - Recognizing different faculty have different needs
 - Email on a monthly basis (at least)

- Check-in
 - Reminders of deadlines or campus events
 - Updates from department meetings
 - Invitation for more contact
 - Email templates
- Full-time faculty can earn flex credit!
- Can opt out or be re-assigned
- Overview of the Program
 - Step 1: Recruit FT faculty who are willing to be contacts!
 - Step 2: Send FT faculty volunteers a quick rundown on what this program is about, what they'll need to do, etc., providing info about flex credit and opt outs. (Also, e-mail adjuncts to let them know about the program ahead of time).
 - Step 3: Assign PT faculty to each FT volunteer. Have the FT faculty email and introduce themselves. From that point forward, FT faculty will email the part-timers once a month to check in and send any important reminders. Otherwise, they aren't required to do anything except respond to PT faculty who have questions.
 - Step 4: Organize informal gatherings for FT and PT faculty to meet.
 - Early spring organize a happy hour or just something causal so they can network and meet in person, if they haven't yet.
 - Step 5: Create some easy-to-access resources (possibly online) for new part-time faculty in our department to access upon being hired. Share/collaborate on classroom teaching ideas, using campus resources, navigating MyECC, etc.
 - We are talking about putting some videos together, demos. Hoping to expand and add some features to this.
 - Step 6: Send out exit surveys (one for the adjuncts, another to the FT volunteers) to ask how this went and get feedback/suggestions for next time. Continue evolving the program!
 - Plan to send an exit survey to ask how this experience was and keep expanding. Give an opportunity to respond and engage.

AJ: I just want to commend you on doing such an excellent job. Since Spring 2017, I host a workshop for all our PT librarians where they go through trainings, workshops, and professional development, it's on second day of our flex day. Throughout the semester, are in touch with all 13 of our faculty librarians. I love how you formalized it. Since I started here Dec 2016, 6 of our librarians have been hired full-time at our sister Community Colleges, as well as UC and CSU in this region. Something like this really helps to support, sustain and encourage PT faculty to advance in their career, whether long term here or elsewhere.

AM: One of the reasons I was excited to bring this here was because it would be cool to get the conversation going about what other departments are doing.

AJ: We advocated for an office for PT faculty and they have two computer stations in the office and all of them have a key to that office. Are we the only ones that have an office for PT faculty?

AM: We have one.

AJ: I hear PT faculty often say that they don't have offices.

P. Marcoux: Most of the new buildings do.

DM: This would be a great Spring PD day break-out.

PM: We have like 30 FT, 60ish PT so this is something we have to do because we are so big.

DM: English is a huge department, but other divisions can do at a division level.

Need a senate rep to sit on hiring committee for dean of health sciences and athletics. Need by Friday. Analu Josephides volunteered.

H. FUTURE AGENDA ITEMS:

- a. Low Cost Course Designation
- b. AP 4300, Field Trips and Excursions

I. PUBLIC COMMENT

J. Rosales: Senate survey closes on the 17th.

P. Marcoux: Opening up a winter session teaching online session. Starts January. Open to 14 instructors. Great opportunity if you want to teach hybrid/online. You can register via cornerstone. Class is online.

J. Young: Recognize our president who picked up the mantel and ran with it and did a great job this semester. [applause]

D. McClelland: I want to wish everyone a safe and productive and fun winter break, please get some rest and rejuvenate. We will see you back here in the Spring.

J. ADJOURN

The meeting adjourned at 1:58 pm

RD/ECC Fall 2019



El Camino College

College Council Minutes
Tuesday January 21, 2019
1:30 – 2:30 p.m. Library 202

Attendance

Edith Gutierrez, Rose Mahowald, Dena Maloney, Darcie McClelland

Absent

Kenny Galan, Kelsey Iino, Urwa Kainat,

Support/Alternates

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler
Giancarlo Fernandez – Student Representative, Debbie Turano - ECCE Representative, Carolee Vakil-Jessop

Presenters/Guests

Viviana Unda

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney welcomed members of College Council and opened the meeting.

After review and notation of the corrections requested, the minutes from the December 16, 2019 meeting were approved.

2. Board Agenda Review

A comprehensive overview of the January 21, 2020 Board agenda was provided including the Presentations, Consent Calendar items, Action items, Future Action/General Information items and Policies and Procedures.

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

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

Dr. Maloney provided overviews of Community Advancement and Board/President Consent agenda items and Action items.

Topics of Discussion:

Item 14.1 Stamata and Interact Contract Approvals – Clarification was provided that web design does not pertain to the look of our website but rather, improving the functionality of the website for our students (i.e. navigating the site and doing business with the college through the website).

Item 14.2 Letter Of Intent with the City of Torrance of the South Bay Public Safety Training Center - Has the feasibility of using part of Lot L for the Fire Academy been explored? The back half of Lot L, adjacent to the channel, has been considered. It is a potential site. However, the neighbors behind the channel have to be considered. There will be a burn tower and frequent sirens. The ideal location would be off campus in an industrial area. Other sites explored include parks and old schools.

Item 7.35 TNC Service Employees Personnel Actions – the Academic Success coaches listed for EOPS are actually for Guardian Scholars.

3. Guided Pathways Assessment

Jean Shankweiler provided an update on the [Guided Pathways Assessment](#). The 49 pages are a tool designed by the Chancellor's Office to help the college assess how far we are toward adopting essential guided pathways practices at scale. This document is for planning purposes only. The official assessment will be completed in the Chancellor's Office NOVA system.

We are required to rank our essential practices and indicate where we are in adopting these practices on our campus. Most of our practices at this time are ranked as *Planning to Scale*. The last reported update was about a year ago. The essential practices are divided into four areas that correspond to the Four Pillars of Guided Pathways. This report will be updated and reviewed again in February. It is due to the Chancellors office March 1, 2020. Please email Jean Shankweiler and Jenny Simon if you have input on what has been done or what is planned in your area or have questions or comments.

Topic of Discussion:

Will there be a shift in the academic divisions? A committee is discussing the possible realignment of divisions in accordance with the meta-major created. Certain realignments may create very large meta-majors and become burdensome on the division. We will not align our actual divisions 100% with the meta-majors but strive to closely align them. Adjustments, not changes are the objective. One of College Council's goals is to *consult collegially on the organizational structure needed to support Guided Pathways at El Camino College*. The committee working on the possible realignment of divisions will present the proposed plan to College Council for input. Any adjustments would take place in July, at the end of the fiscal year.

Reminder: If there are challenges in this effort due to issues integrating with Colleague, please have the representative in your area on the Colleague Usergroup notate the issues on the survey. The consultants can address the issues when they arrive on campus. Keeping informed and updated on technology modernization is also a goal of College Council. When it is appropriate, College Council would appreciate a presentation on the work that is being done with the ERP system and Strata.

It is suggested that Equity and Culturally Responsive **training** be added to Section 3, *Keeping Students on the Path*. The suggestion will be given to Jenny Simon. Note that section 1B talks about the collaboration with the Student Equity and Achievement program in supporting the case managed approach to counseling. It is also recognized that Gary Greco was able to include language on behalf of students with disabilities.

4. Spring Policy Review Day Plans

Three dates in spring were discussed for a Policy Review Day - March 11, 12 and 13. Other possible dates were solicited. Members agreed on March 11 at 8:30am. Ross will assign designee(s) to represent Student Services.

5. Adjournment

Parting comments: Dr. Schauerman passed away. He was the fourth President of El Camino from 1987-1995. An announcement with more details on his service should go out today.

Guided Pathways Assessment – Second reading and adoption is scheduled for the next meeting on February 3. We will also review AP 5203 Lactation Accommodation. A construction update is suggested since the Ribbon Cutting ceremony for the Gymnasium is February 21.

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. Library 202 D. Maloney Reminder only

Winter/Spring Council Meetings

- Monday, February 3, 2020
- Tuesday, February 18, 2020 (Board Day)
- Monday, March 2, 2020
- Monday, March 23, 2020 (Board Day)
- Monday, April 6, 2020
- Monday, April 20, 2020 (Board Day)
- Monday, May 4, 2020
- Monday, May 18, 2020 (Board Day)
- Monday, June 1, 2020

Summer/Fall College Council Meetings

- Monday, June 15, 2020 (Board Day)
- Monday July 13, 2020 (Board Day)
- Monday, August 17, 2020 (Board Day)
- 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)

Increasing Diversity of Faculty

Whereas the El Camino College mission is to make a positive difference in people's lives by providing excellent, comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities and diversity is one of ECC's five core institutional values: people, respect, integrity, diversity, and excellence (PRIDE); and

Whereas the demographics of the faculty of El Camino College (ECC) are significantly misaligned to the demographics of the students of ECC; and

Whereas the Academic Senate for California Community Colleges has adopted a diversity, equity, and inclusion statement that includes the following:

To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the Academic Senate for California Community Colleges is committed to fostering an environment that offers equal employment opportunity for all; and

Whereas increased diversity requires increased awareness;

Resolved that the Academic Senate of ECC partner with the office of Human Resources to analyze data about racial and ethnic diversity in individual hiring pools, identify areas where more diverse pools are needed, and explore and implement strategies to improve diversity of these pools; and

Resolved that the Academic Senate of ECC partner with the office of Human Resources to ensure that diversity of experience and thought is prioritized in the selection of all hiring committees and that all individuals serving on hiring committees have access to and are encouraged to take advantage of professional development opportunities examining the role of implicit bias in decision making; and

Resolved that the Academic Senate of ECC commits to fostering the development of a campus climate that makes all students and employees feel welcome and valued by educating about and encouraging the use of equity minded, culturally responsive teaching and counseling practices; and

Resolved that the Academic Senate of ECC demonstrates its passionate commitment to faculty diversification by prioritizing the hiring of diverse faculty as a senate goal until such time that the composition of the ECC faculty mirror that of the ECC student body.

Learning Materials Cost Designation in the Online Schedule:

Proposal from El Camino College's OER Advisory Committee for the Academic Senate to clarify the Zero Textbook Cost (ZTC) designation and expand the options to include a Low Textbook Cost (LTC) designation. [Feb. 2020]

Background Legislation:

As a result of [SB1359](#),

Each campus of the California Community Colleges and the California State University shall, and each campus of the University of California is requested to, do both of the following:

(A) Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions.

(B) The course materials described in subparagraph (A) may include open educational resources, institutionally licensed campus library materials that all students enrolled in the course have access to use, and other properly licensed and adopted materials. Each campus of the California State University, each participating campus of the University of California, and each community college district shall ensure that these materials comply with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.) and the federal Copyright Act of 1976 (Public Law 94-553).

Clearly communicate to students that the course materials used for the courses identified pursuant to paragraph (1) are free of charge and therefore not required to be purchased.

El Camino College:

To comply with the requirement of SB 1359 to notify students about Zero Textbook Cost (ZTC) classes in the online class schedule, El Camino College has enabled the ability to designate classes as ZTC or LTC in the online *Schedule Builder* platform. Faculty have asked good questions seeking to clarify what is and is not ZTC, and have also expressed interest in a schedule designation for classes which have low textbook cost (LTC). The ASCCC has also passed a resolution encouraging local Academic Senates to support an LTC designation.

In our online schedule builder, ECC will use 2 designations for courses with:

\$0 required costs (ZTC\$)

And

\$40 or under required costs (LOW\$)

Included in the cost caps are: textbooks and other text-based materials, workbooks, lab manuals, online homework platforms and codes or publisher-provided curricular materials for students.

Excluded from the cost caps are: standard supplies (pencils/paper), art supplies, calculators, class fees, or equipment.

As class section assignments, or selected learning materials, can change over time, faculty must provide notification of their class ZTC or LTC designation each academic term and prior to the start of registration so that it can be noted in Colleague in time for students searching for their classes in the online Schedule Builder platform.

Zero-Textbook Cost Classes:

The State has established parameters for what constitutes “zero-textbook-cost”:

- If all assigned textbooks are optional for the section
- If all assigned textbooks are identified as Open Educational Resource (OER) textbooks
- If there is no assigned textbook
- If the assigned textbooks (including course readers) are available online for free (e.g. via library databases/ebook collections) AND students are not required to buy a physical copy.

(Note: for course readers and online materials, faculty are responsible for adhering to copyright and accessibility requirements)

The OER Advisory Committee proposes the following to clarify what is considered a ZTC class:

ZTC course sections exclusively use digital or other instructional materials that are free of charge to students, with the following clarifications:

- Instructional materials may be Open Educational Resources (OER); materials licensed and paid for by the college, such as library resources; and other properly licensed and adopted materials.
- If library resources are used for a class, all students in the class must be able to simultaneously access the resources to have the ZTC designation.
- If there are for-cost textbooks in use, but students don't require access to succeed and they are designated as optional for the class, the class may be considered ZTC.

- A for-cost (print) option is allowable as long as a no-cost option is available to all students. Classes where materials are digital and free but students are required to print materials are not ZTC.
- Fees to access a software platform to do coursework or homework are considered a textbook cost, and the course section would NOT qualify as ZTC, even if the actual textbook is free.
- Lab materials and other required supplies (e.g. scantrons, scientific calculators, etc.) are not considered a textbook cost, so if a course section meets the parameters noted above, but has a materials fee, the section may still be considered ZTC.
- Faculty have the right and responsibility to determine the course materials required for the section they teach. Some departments make departmental decisions by the faculty for multi-section courses and these selected course materials would be used by all the faculty teaching those sections, in accordance with departmental policies.
- A new instructor would not be bound by the original designation, however, the new instructor could have the option to use the previous instructor's course materials and this option might be convenient and useful given the timing of the assignment.

Low-Textbook Cost Classes:

The OER Advisory Committee proposes the following to add a designation for a Low-Textbook Cost class:

In the same way that faculty are currently able to designate a class as ZTC and that designation appears in the online class schedule, El Camino College will add a designation for LTC (Low Textbook Cost) classes.

LTC course sections use texts and/or materials that cost a total of \$40 or less, with the following clarifications:

- The LTC designation is based on the cost of new materials, not used books or rentals.
- To calculate your text-related costs for these designations, use the pre-tax cost of materials in the ECC Bookstore. While materials may be less expensive elsewhere, students using financial aid must purchase materials from the bookstore. Contact the bookstore manager for help with bookstore pricing.

- If students are directed to purchase materials in a place other than the El Camino College bookstore, this must be clearly indicated in the class syllabus and the costs are based on pre-tax prices.
- The ZTC clarifications related to optional print versions, costs for homework platforms, optional textbooks, and materials fees also apply to LTC. A class that uses free digital materials but requires students to print some of the course materials may be designated as LTC if the print costs can be reasonably expected to be under \$40.
- If a text is used across multiple courses in a sequence DO NOT base your calculation on the cost divided by those courses. For example, a text that costs \$120 that is required for 3 sequenced courses DOES NOT meet the \$40 or under label requirement.
 - Not all students take all courses in a series.
 - Students may take courses over time and may have to pay for edition changes.
 - Students must pay the \$120 and cannot budget for 3 even payments.

Student Disclaimer Recommendation:

The OER Advisory Committee proposes the following student-facing language wherever ZTC and LTC class section information is presented (i.e. in Schedule Builder and on campus website pages):

The college strives to ensure that ZTC and LTC designations in the class schedule are accurate; however, under some circumstances, faculty may have to adjust selection of instructional materials and this can affect course material costs. It may also be necessary to change instructors. Replacement faculty have academic freedom to choose instructional materials regardless of costs and are not obligated to use free course materials selected by an instructor previously assigned to the class.