## Agenda Item

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Call to Order</strong></td>
<td></td>
</tr>
<tr>
<td><strong>B. Approval of Minutes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C. Unfinished Business:</strong></td>
<td>6-11</td>
</tr>
<tr>
<td>a. Academic Program Review Templates 2nd reading and vote - Kevin Degnan</td>
<td>12-21</td>
</tr>
<tr>
<td>b. 2022-2023 Academic Senate Goals 2nd reading and vote Reading- Senate Executive Board</td>
<td>22-23</td>
</tr>
<tr>
<td>c. Senator Committee Responsibility Policy 2nd reading and vote - Darcie McClelland</td>
<td>24</td>
</tr>
<tr>
<td>d. Student Success Committee Membership 2nd reading and vote - Darcie McClelland</td>
<td>25-26</td>
</tr>
<tr>
<td><strong>D. New Business:</strong></td>
<td>27-28</td>
</tr>
<tr>
<td>a. None</td>
<td></td>
</tr>
<tr>
<td><strong>E. Information Items – Discussion</strong></td>
<td>29-40</td>
</tr>
<tr>
<td>a. 2021-2022 Academic Senate Evaluation Survey Report- Viviana Unda</td>
<td></td>
</tr>
<tr>
<td>b. Academic Senate Meeting Modality 2022-2023- Senate Executive Board</td>
<td></td>
</tr>
<tr>
<td>c. FDC Announcements- Anna Brochet</td>
<td></td>
</tr>
<tr>
<td>d. CCC Announcements- Edwin Ambrosio</td>
<td></td>
</tr>
<tr>
<td><strong>F. Reports</strong></td>
<td>41-45</td>
</tr>
<tr>
<td>a. Academic Senate President’s Report - Darcie McClelland</td>
<td>46-51</td>
</tr>
<tr>
<td>b. Senate Committee Reports- Senate Executive Board</td>
<td></td>
</tr>
<tr>
<td>c. Academic Affairs Report- Carlos Lopez</td>
<td></td>
</tr>
<tr>
<td>d. Student Services Report - Ross Miyashiro</td>
<td></td>
</tr>
<tr>
<td><strong>G. Future Agenda Items</strong></td>
<td></td>
</tr>
<tr>
<td>a. SEA plan</td>
<td></td>
</tr>
<tr>
<td>b. Guided Pathways Plan</td>
<td></td>
</tr>
<tr>
<td>c. Emergency Conditions Funding Allowance Recovery Plan</td>
<td></td>
</tr>
<tr>
<td>d. Strategic Enrollment Management Plan 2022 – 2025</td>
<td></td>
</tr>
<tr>
<td><strong>H. Public Comment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I. Adjournment</strong></td>
<td></td>
</tr>
</tbody>
</table>

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting: [http://www.elcamino.edu/academics/academicsenate/agenda.asp](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.
Zoom information for Academic Senate Meeting 9/20/2022

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 academicsenate@elcamino.edu by noon on Tuesday, September 20. In the subject line, please put Academic Senate Meeting 9/20 comment/question so that I can easily find it. Comments and questions can also be typed into the chat during the meeting.
### Officers & Executive Committee

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Darcie McClelland</td>
</tr>
<tr>
<td>VP Academic Technology</td>
<td>Stephanie Burnham</td>
</tr>
<tr>
<td>VP Ed. Policies/Pres-Elect</td>
<td>Camila Jenkin</td>
</tr>
<tr>
<td>VP Faculty Development</td>
<td>Anna Brochet</td>
</tr>
<tr>
<td>VP Equity, Diversity, and Inclusion</td>
<td>Analu Josephides</td>
</tr>
<tr>
<td>VP Finance &amp; Special Projects</td>
<td>Josh Troesh</td>
</tr>
<tr>
<td>VP Instructional Effectiveness</td>
<td>Kevin Degnan</td>
</tr>
<tr>
<td>Curriculum Chair</td>
<td>Edwin Ambrosio</td>
</tr>
<tr>
<td>Secretary</td>
<td>Maria Garcia</td>
</tr>
<tr>
<td>Parliamentarian</td>
<td>TBA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Division</th>
<th>Name</th>
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<tbody>
<tr>
<td>TBA</td>
<td>TBA</td>
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### Behavioral & Social Sciences

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacey Allen</td>
<td>22/23</td>
</tr>
<tr>
<td>Yun Chu</td>
<td>23/24</td>
</tr>
<tr>
<td>Kristie Daniel-DiGregorio*</td>
<td>22/23</td>
</tr>
<tr>
<td>Orion Teal</td>
<td>23/24</td>
</tr>
<tr>
<td>Hong Herrera Thomas</td>
<td>23/24</td>
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### Business

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
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</thead>
<tbody>
<tr>
<td>Kurt Hull</td>
<td>24/25</td>
</tr>
<tr>
<td>Philip Lau*</td>
<td>24/25</td>
</tr>
<tr>
<td>Josh Troesh</td>
<td>24/25</td>
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### Counseling

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Maria Garcia</td>
<td>23/24</td>
</tr>
<tr>
<td>Amy Herrschaft</td>
<td>24/25</td>
</tr>
<tr>
<td>Rocío Diaz*</td>
<td>22/23</td>
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### Library Learning Resources

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
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<tbody>
<tr>
<td>Analu Josephides*</td>
<td>24/25</td>
</tr>
<tr>
<td>Gary Medina</td>
<td>23/24</td>
</tr>
<tr>
<td>Camila Jenkin</td>
<td>23/24</td>
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### Fine Arts

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
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</thead>
<tbody>
<tr>
<td>Larry Leach</td>
<td>24/25</td>
</tr>
<tr>
<td>Joseph Hardesty</td>
<td>23/24</td>
</tr>
<tr>
<td>Russell McMillin*R</td>
<td>24/25</td>
</tr>
<tr>
<td>Kevin Blickfeldt</td>
<td>24/25</td>
</tr>
<tr>
<td>Diana Crossman</td>
<td>24/25</td>
</tr>
<tr>
<td>Andrew Alguliar</td>
<td>23/24</td>
</tr>
<tr>
<td>Dina Mauger</td>
<td>22/23</td>
</tr>
<tr>
<td>Shiney Johnson</td>
<td>22/23</td>
</tr>
<tr>
<td>Tom Hazell</td>
<td>23/24</td>
</tr>
<tr>
<td>Eric Villa</td>
<td>23/24</td>
</tr>
</tbody>
</table>

### Health Sciences & Athletics/Nursing

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Alguliar</td>
<td>23/24</td>
</tr>
<tr>
<td>Brent Isaacs</td>
<td>24/25</td>
</tr>
<tr>
<td>Erica Brenes</td>
<td>24/25</td>
</tr>
<tr>
<td>Stephanie Burnham</td>
<td>23/24</td>
</tr>
<tr>
<td>Kevin Degnan</td>
<td>24/25</td>
</tr>
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### Humanities

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
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<tbody>
<tr>
<td>Sean Donnell</td>
<td>24/25</td>
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<tr>
<td>Brent Isaacs</td>
<td>24/25</td>
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<tr>
<td>Erica Brenes</td>
<td>24/25</td>
</tr>
<tr>
<td>Stephanie Burnham</td>
<td>23/24</td>
</tr>
<tr>
<td>Kevin Degnan</td>
<td>24/25</td>
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</table>

### Industry & Technology

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
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</thead>
<tbody>
<tr>
<td>Charlene Brewer-Smith*</td>
<td>24/25</td>
</tr>
<tr>
<td>Ross Durand*</td>
<td>24/25</td>
</tr>
<tr>
<td>Dylan Meek*</td>
<td>24/25</td>
</tr>
<tr>
<td>Bruce Tran</td>
<td>24/25</td>
</tr>
<tr>
<td>Jack Selph</td>
<td>24/25</td>
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</table>

### Mathematical Sciences

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susana Acuna-Acosta</td>
<td>22/23</td>
</tr>
<tr>
<td>Diaa Eldanaf</td>
<td>22/23</td>
</tr>
<tr>
<td>Arturo Martinez</td>
<td>24/25</td>
</tr>
<tr>
<td>Greg Fry</td>
<td>23/24</td>
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<tr>
<td>Lars Kjeseth</td>
<td>24/25</td>
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### Natural Sciences

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
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</thead>
<tbody>
<tr>
<td>Troy Moore</td>
<td>24/25</td>
</tr>
<tr>
<td>Darcie McClelland*</td>
<td>22/23</td>
</tr>
<tr>
<td>Mia Dobbs</td>
<td>23/24</td>
</tr>
<tr>
<td>Sanda Oswald</td>
<td>24/25</td>
</tr>
<tr>
<td>Jwan Amin*R</td>
<td>22/23</td>
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</table>

### Academic Affairs & Student Services

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
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</thead>
<tbody>
<tr>
<td>Carlos Lopez</td>
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</tr>
<tr>
<td>Ross Miyashiro</td>
<td></td>
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<tr>
<td>Associated Students Organization</td>
<td></td>
</tr>
<tr>
<td>Anisah Moutra</td>
<td></td>
</tr>
<tr>
<td>President/Superintendent</td>
<td></td>
</tr>
<tr>
<td>Brenda Thames</td>
<td></td>
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</table>

### Ex-officio positions

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
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</thead>
<tbody>
<tr>
<td>Edwin Ambrosio</td>
<td></td>
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<tr>
<td>Anna Brochet</td>
<td></td>
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<tr>
<td>Kelsey Iino</td>
<td></td>
</tr>
<tr>
<td>CCC Chair</td>
<td></td>
</tr>
<tr>
<td>VP FD</td>
<td></td>
</tr>
<tr>
<td>ECCFT</td>
<td></td>
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</tbody>
</table>

### Dates after names indicate the last academic year of the senator’s three-year term, for example 22/23 = 2022/2023.

*Denotes longest-serving division senator (i.e., the “senior senator”). R Denotes division senator who reports to division on Senate meetings.
El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

**ECC ACADEMIC SENATE MEETINGS:**

**FALL 2022**: September 6 & 20, October 4 & 18, November 1 & 15, December 6.

**SPRING 2023**: February 21, March 7 & 21, April 18 & 22, May 2 & 16, June 6.

**SENATE COMMITTEES:**

- **Academic Technology**. Chairs: Stephanie Burnham & Marlow Lemons. 2nd Thursday, more details TBA.
- **Assessment of Learning**. Chairs: Kevin Degnan & Catherine Shultz-Roman. Dates TBA, 2:30-4 pm, Communications 109.
- **College Curriculum**. Chair: Edwin Ambrosio. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.
- **Educational Policies**. Chair: Camila Jenkin. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.
- **Faculty Development**. Chair: Anna Brochet. 2nd & 4th Tuesdays, 1-2, West Library Basement.
- **Equity, Diversity, and Inclusion**. Chair: Analu Josephides. 1st and 3rd Wednesdays, 2-3pm, TBA.

**CAMPUS COMMITTEES:**

- **Accreditation**. Chair: Carlos Lopez. Faculty Co-Chair: TBA. Standards Co-Chairs: TBA
- **Board of Trustees**. Chair: Nilo Michelin. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Boardroom.
- **Calendar**. Chair: Ross Miyashiro. Senate Reps: TBA. Meets annually or as needed.
- **College Council**. Chair: Brenda Thames. Senate Reps: Darcie McClelland, Kelsey Iino, and Charlene Brewer-Smith. 1st & 3rd Mondays, 1:00-3:00, Zoom.

*Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.*
# ECC (El Camino College) Acronyms

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

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
☒ Stacey Allen
☒ Yun Chu
Excused: Kristie Daniel Di-Gregorio
☒ Hong Herrera-Thomas
☒ Orion Teal

Business
☒ Kurt Hull
☒ Phillip Lau
☒ Josh Troesh

Counseling
☒ Anna Brochet
☒ Rocio Diaz
☒ Maria A. Garcia
☒ Amy Herrschaft

Fine Arts
Unexcused: Kevin Blickfeldt
☒ Diana Crossman
☒ Joe Hardesty
☒ Larry Leach
☒ Russ McMillin

Health Sciences & Athletics
☒ Andrew Alvillar
Unexcused: Tom Hazell
Unexcused: Shiney Johnson
☒ Dina Mauger
☒ Erica Brenes

ITEC
☒ Charlene Brewer-Smith
☒ Ross Durand
☒ Dylan Meek
☒ Jack Selph
☒ Bruce Tran

Library
☒ Camila Jenkin
☒ Analu Josephides
☒ Gary Medina

Mathematics
☒ Susana Acosta-Acuna
☒ Diaa Eldanaf
☒ Lars Kjeseth
☒ Greg Fry
☒ Arturo Martinez

Natural Sciences
☒ Jwan Amin
☒ Mia Dobbs
☒ Sanda Oswald
☒ Darcie McClelland
☒ Troy Moore

ASO
☒ Hameeda Uloomi

Curriculum Chair
☒ Edwin Ambrosio

Academic Affairs
☒ Carlos Lopez
Student Services
☒ Ross Miyashiro

President/Superintendent
☐ Brenda Thames

ECC Federation
☐ Kelsey Iino

Institutional Research
☒ Josh Rosales

Dean’s Reps/Guests/Other Officers:
☒ Ali Ahmadpour
☒ Annette Owens
☒ Berkeley Price
☒ Crystle Martin
☑ Gerson Valle
☒ Grace Camargo-Perez
☒ Irena Zugic
☐ Linda Cooks
☒ Michael Wynne
ACADEMIC SENATE MINUTES September 6, 2022

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
   • 1:04pm called to order

B. Approval of Minutes (p. 6-12)
   • Motion to approve by AS President. Motioned by A. Josephides, seconded by D. Meek.
   • 0 no’s, 4 abstention. Approved.

C. Unfinished Business:
   a. None

D. New Business:
   a. 2022-2023 Academic Senate Goals 1st Reading- Senate Executive Board (p. 13-14)
      • E-board came together and developed goals to include and support being an anti-racist institution. Refer to packet for list of goals
      • Adjunct faculty will have board to disseminate information located in NATS building and adjunct faculty offices
      • Question about brown act how “far down” do these committees need to be Brown Act.
        o If it is a standing senate/senate sub-committee they should follow Robert Rules of Order
        o Department meetings do not need to follow Brown Ac.
      • Suggested to remove “truly” from goal 4. Document updated
      • Send goals to constituents and send feedback Thursday, Sept 15th to AS President

   b. Senator Committee Responsibility Policy 1st Reading-Darcie McClelland (p. 15)
      • Will vote to impose or not impose at next senate meeting
      • Concerns/comments:
        o PT will not be mandated to participate but will be invited
        o Ex. Senate advocated to have senate seats on hiring committees so we need people to actually participated
        o Needs to be Senate rep to ensure they represent senate
        o Cannot double count if you are representing department
      • Send Darcie feedback by Thursday, September 15th

   c. Student Success Committee Membership 1st Reading- Darcie McClelland (p. 16-23)
      • College Council Meeting Reps: Charlene Brewer-Smith, Darcie McClelland, and Kelsey Iino
      • This committee is a sub-committee of College Council
      • Darcie asked College Council to delay vote until 10/3 so Senate can discuss
      • Recommendation to ask for federation representative on this committee
• Senate body made recommendation to include more division representation within new proposed committee
• Will do 2nd reading and vote 9/20. Provide list IN WRITING to Darcie on members suggested to add/delete and justification why/why not by 9/15.

E. Information Items –Discussion

a. EOPS program announcement- Anna Brochet and Maria Garcia
   • Enrollment has dropped for low-income first-generation students
   • Please share flyer/handouts included in packet
   • 2nd largest dept on campus that provides financial support/direct aid (grants, book voucher, supplies)
   • Subset of EOPS program: CARE-program for single parents (must be EOPS eligible)
     o Family law support
     o Parent support
     o Grants
   • Feel free to reach out to Maria Garcia and/or Anna Brochet for questions.
     o Can email eops@elcamino.edu for questions too
   • Send 72-hours in advance for anything you may want to add to packet/agenda.
   • If you don’t vote, you will be assumed to vote yes.
   • If you want to vote no or abstain you must speak or place in chat for it to be noted
   • Orientation feedback
     o There is a Canvas shell created for orientation
     o New senators will be added to soon
   • Can email Darcie McClelland or Stephanie Burnham if you want something to be added to Canvas
     o Stephanie Burnham sburnham@elcamino.edu

c. Senate Orientation Canvas Site- Stephanie Burnham (p. 24-28)

F. Reports

a. Academic Senate Report - Darcie McClelland

b. VP Announcements- Senate Executive Board (p. 29)
   • Going forward, Senate Executive Board announcements will be in packet and officers may report on items as needed during meetings.
   • Anna Brochet, Professional Development
• Analou EEI standing committee meeting tomorrow 9/7

• Minor request if possible to add a Nuventive link in myecc

c. Academic Affairs Report- Carlos Lopez

d. Student Services Report- Ross Miyashiro

G. Future Agenda Items

a. SEA plan
b. Academic Senate Evaluation Survey Report

c. Guided Pathways Plan

d. Emergency Conditions Funding Allowance Recovery Plan

e. Strategic Enrollment Management Plan 2022 – 2025

H. Public Comment

• Federation meeting reminder via email sent

I. Adjournment

• 2:20pm
TABLE OF CONTENTS

Contents

SECTION 1 Program Overview ...................................................................................................................... 3
SECTION 2  Program Assessment.................................................................................................................. 5
Program Contribution to Student Success and Equity.................................................................................. 5
Curriculum and Outcomes Assessment ........................................................................................................ 6
SECTION 3  Program Vision and Future Planning ......................................................................................... 8
Program Vision.............................................................................................................................................. 8
Future Planning ............................................................................................................................................. 8
Program Resources ....................................................................................................................................... 9
Appendix A.................................................................................................................................................... Error! Bookmark not defined.
CAREER EDUCATION (CE) SUPPLEMENTAL QUESTIONS ............................................................................. 10
SECTION 1
Program Overview

A) Provide an abstract of what your program does, who you serve, your previous successes, and where your program is moving in the next four years. Highlight the most interesting, compelling aspects of your program – your recent achievements and needs.

B) Describe the degrees and/or certificates offered by the program. Consider addressing what makes your program unique to the college and region.

C) Explain how the program fulfills the college’s mission. Address the work your program is doing to help the college fulfill its stated mission.

   The mission of El Camino College is to make a positive difference in people’s lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

D) Discuss the status of recommendations from your previous program review. In the “Notes/Comments” section, please discuss the known impact of a completed recommendation or the rationale for recommendations that are on active, on hold, and/or abandoned.

   If more than ten recommendations were presented in the previous program review, expand the enumerated list below as needed.

1. **Recommendation:** Click here to enter Recommendation.  
   **Status:** Click here to enter Completed, Active, On Hold, or Abandoned.  
   **Notes/Comments:**

2. **Recommendation:** Click here to enter Recommendation.  
   **Status:** Click here to enter Completed, Active, On Hold, or Abandoned.  
   **Notes/Comments:**

3. **Recommendation:** Click here to enter Recommendation.  
   **Status:** Click here to enter Completed, Active, On Hold, or Abandoned.  
   **Notes/Comments:**

4. **Recommendation:** Click here to enter Recommendation.  
   **Status:** Click here to enter Completed, Active, On Hold, or Abandoned.  
   **Notes/Comments:**

5. **Recommendation:** Click here to enter Recommendation.  
   **Status:** Click here to enter Completed, Active, On Hold, or Abandoned.  
   **Notes/Comments:**
6. **Recommendation:** Click here to enter Recommendation.
   **Status:** Click here to enter Completed, Active, On Hold, or Abandoned.
   **Notes/Comments:**

7. **Recommendation:** Click here to enter Recommendation.
   **Status:** Click here to enter Completed, Active, On Hold, or Abandoned.
   **Notes/Comments:**

8. **Recommendation:** Click here to enter Recommendation.
   **Status:** Click here to enter Completed, Active, On Hold, or Abandoned.
   **Notes/Comments:**

9. **Recommendation:** Click here to enter Recommendation.
   **Status:** Click here to enter Completed, Active, On Hold, or Abandoned.
   **Notes/Comments:**

10. **Recommendation:** Click here to enter Recommendation.
    **Status:** Click here to enter Completed, Active, On Hold, or Abandoned.
    **Notes/Comments:**
SECTION 2
Program Assessment

Program Contribution to Student Success and Equity

For the program under review, examine the following data for the last four years by:

- Disaggregating by race/ethnicity, gender, and age where possible.
- Discussing internal and external factors contributing to constant, increasing or decreasing trends.
- Discuss any known barriers to student success in your program.
- Highlighting equity gaps found among different groups of students.
- Present and discuss possible action plans about what could be done to address equity and achievement/opportunity gaps.

If the program under review is a Career Education Program, please examine a) through k) from the list below.

If students taking courses from the program under review end with a degree or certificate issued by the program, please examine a) through h) from the list below.

If students taking courses from the program under review do not end with a degree or certificate issued by the program, please examine d) through g) from the list below.

a) Degree Completion: Number/percent of students earning a program degree

b) Certificate Completion: Number/percent of students earning a program certificate

c) Transfer to a four-year institution: Number/percent of students transferring to a four-year institution

d) Scheduling of courses: Percentage of students enrolled in day/evening courses, on campus/online/hybrid courses, days of the week

e) Fill rate: Percentage of actual students enrolled in a term in relation to total seats offered

f) Grade Distribution: Percentage of students in a course receiving each of the possible grades that can be awarded
g) *Course Success:* Percentage of students enrolled at census who complete the course with a grade of A, B, C, or P

h) *Unit Accumulation:* Number of units accumulated by students working towards a program degree/certificate. Discuss whether students who take units beyond the requirements for their educational goals serve educational purposes or not. Focus on general trends, not on particular courses within the program.

i) *Annual earnings:* Median annual income of alumni who attended the program under review (or the closest related sector)

j) *Living Wage Attainment:* Percent of alumni who attended the program under review (or the closest related sector) and earn living wage

k) *Job in Field of Study:* Percent of alumni who pursued a career education path with a job related to their field of study.

**Curriculum and Outcomes Assessment**

a) Examine the program curriculum using an equity lens by responding to the following questions: To what extent does the curriculum:

- Prepare students to actively engage in a diverse society?
- Include multicultural content?
- Respond to diverse students’ learning needs?
- Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own?
- Use critical/equity-oriented pedagogy?
- Ensure creating an empowering classroom environment?
o Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?

b) Summarize SLO and PLO assessment results over the past four years for key/gateway courses. Gateway courses are determined by your department & division – contact your Dean. For your gateway courses, present the raw data (number of students who participated in each assessment, number of students who met the standard in each assessment, what success rate for each SLO was for each assessment). This data is in Nuventive. Contact your Division Facilitator and/or Campus SLO Coordinator for assistance.

c) Discuss programmatic factors contributing to constant, increasing or decreasing trends in the results for SLO and PLO assessment within the previously examined courses. What do you see that is contributing to increasing, decreasing, or stable success in each SLO analyzed?

d) Highlight equity gaps found in SLO and PLO assessment results among different groups of students.
SECTION 3
Program Vision and Future Planning

Program Vision

A) Describe the vision of the program for the next four years considering the assessment reported in the previous section, student groups that are underrepresented in the program’s field, and any relevant changes within the program field/industry. A vision statement describes the desired future state of the program.

Future Planning

A) Based on the assessment reported in the previous section, develop program goals to be completed during the next four years in relation to:

   o Adjusting the curriculum for coherence and alignment with students’ workforce needs
   o Advancing towards a more equitable program to close equity gaps among groups of students
   o Clarifying students’ paths to completion, further education and employment
   o Helping students explore options and build foundation skills
   o Helping students stay on the path
   o Integrating applied learning experiences

B) What projects will the program complete to achieve the desired goals? Please specify at least two for each goal.

C) When the next program review is due, how will the program determine if the goals have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal.
Program Resources

In the following areas, what are the resources needed by the program to meet the goals for the next four years? Include any recommendations from the previous Program Review that are still active or on hold.

List resources in order of priority. Prioritize them within each category and/or develop an overall prioritized list of resources. Explain how these resources contribute to the College’s equity goals.

a) Staffing

b) Facilities and Equipment

c) Technology/Software

d) Contracts/Services
APPENDIX A
CAREER EDUCATION (CE) SUPPLEMENTAL QUESTIONS

CE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CE supplemental questions below. Every two years (once between full program reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:

1. **How strong is the occupational demand for the program?** In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for next five (5) years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

2. **How does the program address needs that are not met by similar programs in the region?** In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.

3. **What are the completion, success, and employment rates for students in the program?** In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks.

4. **List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.** In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.

5. **Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates?** Use data from student surveys, employer surveys, and other sources of employment feedback to justify your response.

6. **Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?** Describe the status and impact of any advisory committee recommendations.

California Education Code 78016 requires that the review process for CE programs includes the review and comments of a program’s advisory committee. **Provide the following information:**

a. Advisory committee membership list and credentials.

b. Meeting minutes or other documentation to demonstrate that the CE program review process has met the above Education Code requirement.
The Academic Senate’s annual goals reflect a commitment to “[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making” (ECC Strategic Initiative C).

1. **Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)**
   Measures:
   1. Provide leadership for the college on issues related to Senate purview;
   2. Establish a visible presence on campus: educate all members of the ECC community about the role of the senate in decision making processes as well as the many contributions the senate makes to fulfilling the mission of the college;
   3. Work with campus leaders to create strong lines of communication, build relationships, establish a clear understanding of how decisions in areas of senate purview are made, and ensure a robust collegial consultation process;
   4. Arrange faculty representation on local and statewide senate and on campus committees;
   5. Review BPs/APs within Senate purview to ensure that all are up-to-date and written in student-centered, equity-minded language;
   6. Empower faculty to provide excellent quality service and instruction to students by providing clear, easily accessible policies, guidelines, and best-practices in academic and professional areas;
   7. Provide faculty leadership for the effective utilization of academic technology at the college;
   8. Work with ECC Federation of Teachers to create a permanent liaison position to facilitate communication and effective collaboration.

2. **Strengthen faculty involvement in the activities of the Academic Senate**
   Measures:
   1. Provide regular, ongoing communication with all faculty: collaborate with deans to ensure that senators have access to contact information for all division faculty and hold colleagues accountable for communicating with their full-time and part-time colleagues;
   2. Prioritize respect for faculty colleagues’ time by ensuring that meetings are run efficiently and on-time;
   3. Educate the senate body about the requirements of the Brown Act and develop policies for future meetings that comply with state law but also allow for flexibility and encourage participation from all members of the campus community;
   4. Develop a policy to hold all senators accountable to serve on at least one senate committee or represent the senate on a campus committee;
   5. Encourage greater community within Senate body. Discuss community norms and facilitate a safe space where all senators feel welcome and comfortable expressing their viewpoints;
   6. Prioritize election of senators with diverse viewpoints and lived experiences and empower senators whose voices may currently be missing to consider service on executive board;

3. **Support the college’s institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.**
   Measures:
   1. Support the work of the noncredit task force in expanding the noncredit program.
   2. Evaluate and identify how pedagogy delivery will best serve students in a post-Covid world and collaborate with other campus leaders to strategize about how we can offer courses in
a way that best serves the needs and desires of students;

3. Take a leadership role in the institutionalization of Guided Pathways. Create a Guided Pathways Liaison position to support strong lines of communication between the senate and the GP leadership team;

4. Work with the Online and Digital Education Committee and the Federation to revise evaluation procedures for faculty teaching remote modalities. Ensure that the new process is fair to faculty but also prioritizes providing excellent quality instruction to students taking courses in remote modalities.

5. Collaborate with other campus constituents in the development of the new Comprehensive Educational Master Plan.

6. Support the work of the Respiratory Care Program in creating a Baccalaureate Program.

7. Collaborate with other campus leaders to create a process for transparent distribution of and accountability with faculty reassigned time and special assignment.

4. Collaborate with other campus constituents in leading efforts to become an Anti-Racist institution.

1. Partner with other campus leaders to train the campus community and institutionalize the use of the IMPACT grid as a tool for equity minded decision making, break down silos, and unite the campus concerning student success and equity efforts;

2. Collaborate with other campus leaders to improve communication with students and promote understanding of campus policies, procedures, and practices;

3. Refine and institutionalize the equity minded teaching institute as a tool for equipping faculty with best practices in equity minded pedagogy;

4. Ensure robust opportunities for equity-minded professional development; collect input from faculty concerning what additional opportunities we might provide them and utilize the talents of the FDC and EDIC to develop these;

5. Create a program to formally recognize faculty who have completed extensive equity training/work;

6. Collaborate with other campus leaders to revise hiring practices in order to prioritize the hiring of diverse faculty.
The Academic Senate takes its leadership role at El Camino College (ECC) seriously and has an interest in ensuring that all members of the senate are able to actively engage, participate, and have their voices heard in decision making processes at ECC. To this end, beginning with the Fall 2022 semester, in addition to the duties outlined in the Academic Senate Constitution and Bylaws all senators are required to participate in at least one of the following capacities:

- Member of an Academic Senate Standing Committee as outlined in the Academic Senate Constitution
- Appointed by the Academic Senate President as an official Academic Senate representative on an El Camino College Campus Committee
- Appointed by the Academic Senate President as the official Academic Senate representative on a full-time faculty hiring committee
- Elected as a member of the Academic Senate Executive Board or as an Academic Senate Liaison

The Academic Senate Constitution will be amended to reflect this change to senator responsibilities in spring 2023.
<table>
<thead>
<tr>
<th>Committee</th>
<th>Reps Needed</th>
<th>Meeting Times/Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Technology Committee</td>
<td>1</td>
<td>3rd Tuesday of month 2-330pm, Zoom</td>
</tr>
<tr>
<td>Facilities Steering Committee</td>
<td>2</td>
<td>Oct 3 and Dec 5 3-4pm, Zoom</td>
</tr>
<tr>
<td>Planning and Budget Committee (alt)</td>
<td>1</td>
<td>3rd Thursday of month 1-230pm, Zoom</td>
</tr>
<tr>
<td>Calendar Committee</td>
<td>1</td>
<td>TBA</td>
</tr>
<tr>
<td>Strategic Enrollment Management</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Covid Task Force</td>
<td>1</td>
<td>1st and 3rd Friday of month 9-1030am, Zoom</td>
</tr>
<tr>
<td>Online and Digital Education Committee</td>
<td>FA, ITEC, Coun</td>
<td>4th Thursday of Month, 130-230pm, TBA</td>
</tr>
<tr>
<td>Educational Policies Committee</td>
<td>Bus, FA, Math, HSA</td>
<td>2nd and 4th Tuesday of month, 1-2pm, TBA</td>
</tr>
<tr>
<td>Faculty Development Committee</td>
<td>Bus, HSA, ITEC</td>
<td>2nd and 4th Tuesday of month, 1-2pm, TBA</td>
</tr>
<tr>
<td>Equity, Diversity, &amp; Inclusion Committee</td>
<td>Bus, HSA, ITEC, Math</td>
<td>1st and 3rd Wednesday of month, 2-3pm, TBA</td>
</tr>
<tr>
<td>Assessment of Learning Committee</td>
<td>FA, Math</td>
<td>TBA</td>
</tr>
<tr>
<td>Academic Program Review Committee</td>
<td>ITEC, Math, NS</td>
<td>TBA</td>
</tr>
<tr>
<td>Faculty Hiring</td>
<td>TBA</td>
<td>TBA (spring only)</td>
</tr>
</tbody>
</table>
Student Success Committee

Description/Charge:

The Student Success Committee provides leadership and direction for the college’s student success agenda. The Student Success Committee fosters a culture of inquiry and evidence through the utilization of data to inform and support recommendations to increase student access, equity, and success. The Committee provides coordination for the scalable design, implementation and monitoring of student success and equity initiatives and activities with an emphasis on disproportionately impacted populations. The committee coordinates strategies for action that:

- foster innovation
- promote a student-centered focus
- institutionalize best practices and effective approaches
- develop equity minded practitioners
- advances diversity, equity, inclusion, belonging, and accessibility
- maximize collegial consultation to strengthen and improve the delivery of instruction and services for students
- ensure alignment and integration of all college student success plans and initiatives with College/District goals and objectives
- communicate progress and outcomes related to student success and equity to the campus community
- assess and evaluate the effectiveness of student success and equity plans, activities, initiatives, etc.

Governance & Planning Integration:

Through the participatory governance structure, the Student Success Committee develops and recommends institution-wide actions to improve and sustain the progression and success of students. Through collegial consultation the Committee stewards the institutionalization of Guided Pathways and coordinates the integration of student success and equity initiatives within the Guided Pathways framework. The Committee also ensures the alignment of student success and equity plans, initiatives, activities with overarching college goals, objectives and strategic directions outlined in the comprehensive and strategic planning documents.

The Student Success Committee provides a forum for cross-disciplinary examination of evidence-based practices and student equity principles, and promotes dissemination of effective best practices. The Student Success Committee also makes recommendations for the allocation of resources to support student equity and success initiatives. The Student Success Committee collaborates with, campus stakeholders, participatory governance groups, Institutional Research & Planning and College Council to develop and implement strategies that leads to the alignment and coordination of plans, initiatives, efforts, actions, activities, etc. focused on student success and equity.

Deliverables:

- Review student success data analysis and make recommendations
- Provide recommendations for professional development related to student success and equity.
- Produce an annual report on campus-wide activities related to student retention and
success

• Produce an annual report on Guided Pathways implementation/institutionalization
• Demonstrate alignment and integration of all college student success plans and initiatives with College/District goals and objectives
• Provide input, recommendations, and support to College Council
• Review and make recommendations on the development and monitoring of college student success plans, initiatives, and programs.
• Recommend priorities for college student success agenda
• Recommend criteria for supporting, funding, and maintaining innovative and effective programs
• Recommend strategies and approaches to minimize duplication of efforts
• Provide support and participate in development of grant proposals related to student success
• Receive updates and reports from student success programs and initiatives
• Review and modify policies and procedures as appropriate
• Provide input and recommendations on matters related to operational efficiency and effectiveness to support the seamless delivery of student services and support

Membership:

Tri-Chairs: 1 Administrator/1 Classified Professional/1 Faculty
  1. SEA
  2. Student Services Special Programs/Categorical (2)
  3. Student Development
  4. Disability Resources/SRC
  5. Career/Job Placement
  6. Student Athletes/Athletic Director
  7. Transfer Center/Honors Transfer Program
  8. Financial Aid/Basic Needs
  9. Academic Support
 10. Counseling (faculty rep. appointed by Senate)
 11. Council of Deans
 12. Student Health Services/Mental Health & Physical Wellness/Wellbeing
 13. Students (2)
 15. Academic Senate Faculty Rep
 16. Meta Major Representatives (7) (Faculty, Appointed by Academic Senate)
 17. Academic Affairs Manager
 18. Student Services Manager

*IR assigned data liaison
2021-22 Academic Senate Self-Assessment Report

INSTITUTIONAL RESEARCH & PLANNING
Assessment Areas

1. Purpose, Goals & Tasks
2. Completion of Goals
3. Committee’s Functioning
4. Decision-Making Effectiveness & Communication
5. Accomplishments & Improvements Mentioned by Respondents
6. 2022-23 Suggested Goals/Initiatives/Issues
7. AS Role on Keeping Senators Updated about the College. Information & Communication Suggestions

Response rate: 39% (19 out of 49)
Findings for Purpose, Goals & Tasks

- Am aware of the purpose of this committee: 63% Strongly Agree, 37% Agree
- Participated in the goal setting for this committee: 22% Strongly Agree, 39% Agree
- Reviewed the committee's progress on its annual goals: 26% Strongly Agree, 21% Agree
- Reviewed the Making Decisions at El Camino College document during a committee meeting: 16% Strongly Agree, 32% Agree
- Have a clear understanding of the committee's responsibilities: 37% Strongly Agree, 58% Agree

Options:
- Not Applicable
- Neutral
- Disagree
- Strongly Disagree
- Agree
- Strongly Agree
Findings for Completion of Goals

- **Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)**
  - Not Sure: 5%
  - Not Started: 16%
  - Partially Completed: 32%
  - Mostly Completed: 21%
  - Completed: 42%

- **Strengthen faculty involvement in the activities of the Academic Senate**
  - Not Sure: 16%
  - Not Started: 5%
  - Partially Completed: 37%
  - Mostly Completed: 11%
  - Completed: 32%

- **Support the college’s institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals**
  - Not Sure: 5%
  - Not Started: 16%
  - Partially Completed: 32%
  - Mostly Completed: 16%
  - Completed: 37%

- **Collaborate with other campus constituents in leading efforts to become a truly antiracist institution**
  - Not Sure: 16%
  - Not Started: 42%
  - Partially Completed: 16%
  - Mostly Completed: 26%
  - Completed: 16%
Findings for Committee’s Functioning

- **Received meeting minutes sufficiently in advance to review:** 68% Strongly Agree, 26% Agree, 5% Neutral, 5% Disagree, 26% Strongly Disagree
- **Received supporting materials in advance to review:** 68% Strongly Agree, 26% Agree, 5% Neutral, 5% Disagree, 26% Strongly Disagree
- **Received an orientation to this committee when I began my membership term:** 27% Strongly Agree, 33% Agree, 13% Neutral, 27% Disagree, 5% Strongly Disagree
- **Have opportunities to provide input for this committee:** 42% Strongly Agree, 53% Agree, 5% Neutral, 6% Disagree, 11% Strongly Disagree
- **Feel comfortable contributing ideas during committee meetings:** 28% Strongly Agree, 44% Agree, 11% Neutral, 6% Disagree, 11% Strongly Disagree
## Decision-Making Effectiveness & Communication Findings

<table>
<thead>
<tr>
<th>Statement</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a clear understanding of how decisions are made on this committee</td>
<td>47%</td>
<td>16%</td>
<td>37%</td>
<td>2%</td>
</tr>
<tr>
<td>Am provided the resources and information needed to make decisions on this committee</td>
<td>32%</td>
<td>26%</td>
<td>42%</td>
<td>2%</td>
</tr>
<tr>
<td>Am aware of how decisions made on this committee are communicated to other campus committees</td>
<td>42%</td>
<td>11%</td>
<td>37%</td>
<td>1%</td>
</tr>
<tr>
<td>I communicate decisions made on this committee to the constituents I represent</td>
<td>42%</td>
<td>21%</td>
<td>37%</td>
<td>2%</td>
</tr>
</tbody>
</table>

- Neutral: Not applicable
- Disagree: Disagree
- Agree: Agree
- Strongly Agree: Strongly Agree
Accomplishments Mentioned by Respondents

- Passed numerous motions and approved 10+1 items in a timely manner (especially important when related to equity, technology, and anti-racist topics).

- Survived the pandemic and supported faculty in the process.

- Represented faculty interests, with very strong headwinds. Senate leaders stayed focused on ensuring sound, collaborative decisions. (e.g.: creation of new programs/departments, enrollment management [responsive to student demand], robust consultation on key reports).

- Approved updates to annual review process, reviewed guided pathways plan, updated various BPs/APs, procedures for hyflex classes, passed land acknowledgement and LGBTQIA statements.

- Included informational presentations (e.g.: telehealth services) in Senate meetings.

- Included a senate representative on hiring committees.

- Brought equity concerns more deeply and significantly into more areas of Academic Senate work.
Improvements Mentioned by Respondents

• Strengthen administration partners’ awareness and understanding of the consultation process. This includes planning ahead so that Senate has the necessary time to give input.

• Streamline meetings and pass less resolutions of support for various constituencies and causes. These feel like social theatre as they serve no real function (the constituent groups rarely read or know of them) and they waste time better spent on substantive issues.

• Reduce the time spent on reading resolutions. It is boring and unnecessary.

• Develop a systematic, centralized system of data collection (writing minutes) and reporting key information from Senate to the campus. A more robust website or more frequent email blasts with most important AS news might be an improvement.

• Increase faculty diversity representation, particularly on the e-board, and provide a more welcoming environment for diverse faculty.

• Expand in depth discussion on various topics through, for example, breakout groups.

• Continually review Senate goals, effectiveness, and communication with the rest of campus.

September 2022
2022-23 Goals/Initiatives/Issues AS May Address Mentioned by Respondents

- Increase ECC administration accountability when there is lack of consultation that affects 10+1 issues.

- Train administration partners on the collegial consultation process to have a shared understanding of the benefits and processes.

- Address shared governance issues with deans who think know students’ best practices better than faculty; academic scheduling decisions.

- Increase advocacy for online classes.

- Clarify rules for end-of-semester attendance reporting, as ECC does not follow established practices set by the Chancellor's office in requiring after-census positive attendance for all classes.

- Review and revise BPs/APs associated with academic integrity violation reporting procedures.
• Provide more support for OER/ZTC adoption across campus to lower student financial burden and support student equity.

• Work with ECCFT and divisions to develop professional development for part-time faculty onboarding to familiarize new faculty with syllabus requirements, student equity efforts, campus rules and procedures, campus resources, etc.

• Increase initiatives to hire more faculty of color to represent ECC student population.

• Engage in meaningful analysis of disaggregated SLO results and create relevant actions to help students succeed more in weaker areas.

• Improve communication system.
Is AS Keeping Yourself & Your Colleagues Updated about the College? If Not, What Information Would You Like & How Can We Communicate Better?

• Administration is the issue in this chain of information and decision making.

• Doing an excellent job!

• The Senate is at the epicenter of the most important activities on our campus - student learning. We have a dedicated president and eboard who always go above and beyond to make sure faculty voices are heard and that our colleagues are informed.

• Mostly. More information on the planning of course modalities (e.g. online, in person, hybrid) and reporting from the COVID-19 Taskforce is needed.

• Academic Senate is a good place to gain knowledge of what is happening or going to happen within the college.

• Yes, some divisions get updated through Senators. Some divisions do not. This is especially the case for part-time faculty.
Thank You

Questions?
College Council Meeting Minutes
August 15, 2022
3:00pm – 5:00pm Via Zoom

Attendance
Jana Abulaban, Kristie Daniel-DiGregorio (Alternate for Academic Senate), Edith Gutierrez, Brian Hayden, Kelsey Iino, Rose Mahowald, Brenda Thames, Salvador Valencia

Absent
Darcie McClelland, Erika Solorzano

Support/Presenters

Minutes
2.1 Welcome
Dr. Brenda Thames, College Council chair, opened the remote meeting.

2.3 Approval of Minutes
College Council moved to approve the minutes from the August 3, 2022 meeting, as presented.

3.1 BP/AP 7261 Remote Work - Sixth Reading
The policy and procedure were presented to Council for a second reading and approval. There was no constituent feedback or suggested edits from the first reading. College Council moved to approve BP/AP 7261 Remote Work. The policy will be presented to the Board of Trustees for two readings and adoption. The procedure will be presented as an information item.

3.2 AP 3721 Electronic Communications - Second Reading
The procedure was presented to Council for a second reading and approval. The recommended revisions from the first reading were executed. There was no constituent feedback or additional edits from the first reading. College Council moved to approve AP 3721 Electronic Communications. The procedure will be presented to the Board of Trustees as an information item.

3.3 BP 4250 Probation Dismissal and Readmission – Second Reading
The policy was presented to Council for a second reading and approval. There was no constituent feedback or suggested edits from the first reading. College Council moved to approve BP 4250 Probation Dismissal and Readmission. The policy will be presented to the Board of Trustees for two readings and adoption. It is noted, Academic Senate will still provide the memo from the Chancellor’s Office, requesting the additional language on the disaggregation of data, be included in policy, to College Council for reference.

3.4 BP 4400 Community Services Programs - Second Reading
The policy was presented to Council for a second reading. It is recommended the word “Programs” be added to the policy title. College Council moved to approve BP 4400 Community Services Programs, contingent on the friendly edit. The policy will be presented to the Board of Trustees for two readings and adoption.

3.5 AP 5520 Student Discipline Procedures – Second Reading
The procedure was presented to Council for a second reading. There was no constituent feedback or suggested edits from the first reading. College Council moved to approve AP 5520 Student Discipline Procedures. The procedure will be presented to the Board of Trustees as an information item. It is noted the revisions to the procedure were in alignment with the same memo from the Chancellor’s Office, from BP 4250.

3.6 AP 7160 Professional Development - Second Reading
The procedure was presented to Council for a second reading. There was no constituent feedback or suggested edits from the first reading. College Council moved to approve AP 7160 Professional Development. The procedure will be presented to the Board of Trustees as an information item.

3.7 BP/AP 4040 Library – Second Reading
The policy and procedure were presented to Council for a second reading and approval. There was no constituent feedback or suggested edits from the first readings. College Council moved to approve BP 4040 Library. The policy will be presented to the Board of Trustees for two readings and adoption. College Council moved to approve AP 4040 Library. The procedure will be presented to the Board of Trustees as an information item.

3.8 BP/AP 7340 Leaves - Third Reading
Item tabled. Further information pending.

4.1 Board Agenda Review
It was noted, the Part Time Faculty list, appearing in the attachment of agenda item 7.31 HR – Academic Personnel Actions, is not comprehensive. Kelsey Iino volunteered to work with Vice President Lopez to create a comprehensive
list.

Clarification on the "rescinded offer", appearing in the attachment of agenda item 7.3 HR- Classified Personnel Action, was provided.

There were no further comments or questions on the August 15, 2022 Board Agenda.

4.2 College Council Governance Structure | Subcommittee Membership
Concepts discussed previously, were implemented in the Description/Charge and Governance Integration sections of the Student Success committee. There was robust conversation on the new language. Minor edits were made.

Council continued discussion on the membership of the Student Success committee. It is noted there is a Program Coordinators group in Student Services and another Council, both chaired by the Dean of Counseling & Student Success. Adding a representative from these group can potentially reduce the membership for this committee. The Vice President of Student Services suggested reducing membership by appointing a single representative from the student support programs. The representative will report out the business conducted in College Council, to all support program. A forum, for the dissemination of information in Student Services, already exists. A formal proposal will be presented by Vice President, Ross Miyashiro at the next meeting. This proposal will be discussed in Student Services at the next Combined Managers meeting. The goal is to identify all the groups working on student success and cross reference their membership to ensure the membership of College Council’s Student Success subcommittee has comprehensive representation, while keeping the membership at manageable and effective number.

4.3 College Council Governance Structure | Classified Selection Process
The agenda reflects confirmation, Carla Velasquez-Lopez is the Student Services Classified representative.

4.4 New Committee Member Onboarding
Due to time constraints this item was tabled

4.5 College Council Charge and Responsibilities
Due to time constraints, this item was tabled.

4.6 Policy Review Schedule
Due to time constraints, this item was tabled

5.2 Meeting Adjournment
Meeting adjourned at 3:07p.m.
College Council Meeting Minutes
September 6, 2022
1:00pm – 3:00pm Via Zoom

Attendance
Jana Abulaban, Kristie Daniel-DiGregorio (Alternate for Academic Senate), Edith Gutierrez, Mari Baquir (alternate for ECCE), Kelsey Iino, Rose Mahowald, Erika Solorzano, Brenda Thames

Absent
Darcie McClelland, Bryan Hayden

Support/Presenters
Jane Miyashiro, Ross Miyashiro, Ann O’Brien, Bob Suppelsa, Loic Audusseau

Minutes
2.1 Welcome
Dr. Brenda Thames, College Council chair, opened the remote meeting. The serving proxies introduced themselves.

2.3 Approval of Minutes
College Council moved to approve the minutes from the August 15, 2022 meeting, as presented.

3.1 AP 3721 Information Security - FIRST READING
Loic Audusseau, Chief Technology Officer, provided a comprehensive review of the procedure.

There were no comments or questions.

AP 3721 Information Security, will go out to constituent groups, including the bargaining units, for feedback and will be brought back to College Council for a second reading.

3.2 AP 3722 District Data Security Standards for End Users - FIRST READING
Loic Audusseau provided a comprehensive review of the procedure.

Clarification was made on the ability to store information on the OneDrive account provided by the College. Additional clarification was made on the information security for the Student Health Center and their medical/mental health records. The standard operating procedure for data breaches will be addressed in a separate procedure. It is reiterated, the first reading and second reading of policies and procedures provide the opportunity for constituent feedback. Once Board approved, constituent feedback has been completed.

AP 3722 District Data Security Standards for End User, will go out to constituent groups, including the bargaining units, for feedback and will be brought back to College Council for a second reading.

3.3 BP/AP 7340 Leaves - Third Reading
This item will be removed from the agenda and tabled indefinitely.

4.1 Military Equipment Policy AB 481 | Resolution Draft
Chief Michael Trevis, from Campus Police provided a detailed overview of the draft resolution in response to Assembly Bill 481 Military Equipment policy. El Camino Police Department Policy 706 was also reviewed. Details on the current military equipment inventory was provided.

The draft resolution is aligned with proposed Campus Police Department Policy 706. The resolution and policy will be placed under Policies and Procedures, go out to the constituent groups, including the bargaining units, for feedback and brought back to College Council for a second reading. The document is governed by statute and may not necessarily be revised. Any constituent feedback will be provided to the Board separately.

Chief Trevis suggested a demonstration of the inventoried equipment be provided for the campus and community. College Council supports the suggestion. The Police Advisory committee will be presented with this suggestion.

Forming a Campus Safety committee is suggested. Campus emergency drills would be the purview of this group. This topic will be placed as an agenda item for discussion at the next meeting. Formation, membership and charge of the Police Advisory committee will inform the discussion. Chief Trevis will provide the list of members and the charge for the next meeting.

4.2 09 06 22 Board of Trustees Meeting Agenda Review
Council members reviewed the Board agenda prior to the meeting. The following were items discussed:

   Agenda Item 10.2 – An explanation on the Actuarial report was provided by Vice President Suppelsa. It is noted Other Post-Employment Benefits (OPEB) is fully funded at this time

   Agenda 10.6 Vice President Suppelsa provided a brief summary of the 2022-23 Final Budget that will be presented to the Board of Trustees for adoption at tonight’s Board meeting.

There were no further questions or comments on the September 6, 2022 Board of Trustees agenda.

4.5 New Committee Member Onboarding
We are behind schedule for the full seating of the newly structured College Council. The Chair will send an email to all new members of College Council on October 4th, notifying them they will be seated and begin their identified roles at the October 17, 2022 College Council meeting.

An overview of the updated El Camino College Participatory Governance Committee Handbook and Check List was provided by Dr. Thames. The updated version reflects all the feedback provided.

New operational committees and resources were identified and added to the document.
A robust conversation on release time for classified staff to participate in committees conducting College business ensued. Provisions are provided for in the ECCE Contract. The form to request release time will be added as a resource.

Mari Baquir will try to find a video on Robert’s Rules to use as a resource for College Council.

Discussion on reducing the proposed membership of the Student Success committee continued from the previous meetings. The final count for the Student Success committees is 24 representatives. The proposed membership for the Student Success committee will go out to the constituent groups for feedback not approval.

4.6 College Council Charge and Responsibilities
   Due to time constraints this item was table

4.7 Policy Review Schedule
   Due to time constraints this item was table

5.2 Meeting Adjournment
   Meeting adjourned at 3:06p.m.
College Technology Committee Report

- The first meeting of the semester for this committee is set for 9/20/22
- We are scheduled to discuss:
  - The virtual permit parking program
  - ReadSpeaker program (SRC)
  - The self-assessment survey report
  - Managing Requests for Free Canvas and Zoom Apps

Academic Technology Committee

- We had our first meeting of the semester, and our regular meetings will be Fridays 9-10am.
- We are starting to plan the 2023 Educational Technology Conference (March 24, 2023) and the main topics will focus on HyFlex.
- We are also updating the wording in our Committee’s purpose and mission statements and working on finalizing yearly goals. We edited our current one and will have a first reading at our next meeting.
The annual certification training for the CCC was completed on Tuesday, 9/13/2022.
The BS Respiratory Care program we applied for in 2021-2022 was conditionally approved by the Chancellor’s Office.
Educational Policies Committee Report

Senate Meeting September 20, 2022

Current members:
Charlene Brewer-Smith (IT)
Kristie Daniel-DiGregorio (BSS)
Darcie McClelland (NS)
Chris Jeffries (ECCFT)
Lori Suekawa (CSS)
Stephanie Merz (Hum)
Camila Jenkin (LLR)
Deans Rep: Amy Grant (NS)
Keiana Daniel (SS)
Pilar Orellana (MBA)

Goals for Fall 2022 semester:

- Syllabus policy discussion
- 4021 Program Discontinuance
- 4101 Independent Study
- 4220 Course Repetition
- 4230 Grading and Academic Record Symbols

September 13, 2022 meeting recap:

- Onboarded new members
- Discussed plan for semester
- Discussed potential syllabus policy
**Equity, Diversity, & Inclusion (EDI) Standing Committee Highlights**

**Mission Statement:** The El Camino College Equity, Diversity, & Inclusion Standing Committee provides guidance to the Academic Senate on matters related to equity, diversity, and inclusion under the 10+1. Under this purview, this committee will create and implement concrete plans that will increase equity in teaching, learning, and serving our students as well as in relationships among colleagues.

**EDI Standing Committee Members**

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<th>Name</th>
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<td>Analu Josephides*</td>
<td>AJ</td>
<td>Library &amp; Learning Resources</td>
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<td>Charrissa Penn</td>
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<td>Christina Nagao</td>
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<td>Humanities</td>
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<td>Christopher Dela Cruz</td>
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<td>Student Services</td>
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<td>Edith Gutierrez</td>
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<td>Erica Brenes</td>
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<td>Library &amp; Learning Resources</td>
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<td>Hong Herrera Thomas</td>
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<td>Linda Cooks**</td>
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<td>Melissa Fujiwara</td>
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<td>Rebecca Donegan</td>
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<td>Sheryl Kunisaki</td>
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<td>Susan Nilles</td>
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* Committee Chair **Minutes

**VP EDI Committee Roles**

President’s Advisory Committee on Race and Equity
Student Equity & Achievement Advisory Committee
Social Justice Center Advisory Council

**EDI Standing Committee 22-23 Goals**

1. **EDI Champions: Honoring ECC’s Community**
   a. This program is currently being set up to celebrate the EDI work of our campus community.

2. A second goal is being discussed and will be presented in the next Academic Senate packet.
Faculty Development Committee Meeting  
Minutes for Tuesday, September 13, 2022  
Via Zoom: https://elcamino-edu.zoom.us/j/88621829261?from=addon  1:15-2:15 pm

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<tr>
<td>1 Stacey Allen</td>
<td>SA Behavioral &amp; Social Sciences</td>
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<td>2 Taryn Bailey</td>
<td>TB Academic Affairs</td>
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<td>3 Erica Brenes</td>
<td>EB Humanities</td>
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<td>4 Anna Brochet*</td>
<td>AB Counseling</td>
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<td>5 Rose Ann Cerofeci</td>
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<td>6 Linda Cooks</td>
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<td>7 Amy Herrschaft</td>
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<td>8 Amy Himsel</td>
<td>AJH Behavioral &amp; Social Sciences</td>
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<td>9 Lars Kjeseth</td>
<td>LK Mathematical Sciences</td>
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<td>10 Crystle Martin</td>
<td>CM Library &amp; Learning Resources</td>
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<td>11 Arturo Martinez</td>
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<td>JN Library &amp; Learning Resources</td>
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<td>14 Polly Parks</td>
<td>PP Natural Sciences</td>
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<td>15 Evelyn Uyemura</td>
<td>EU Humanities</td>
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*Committee Chair  

Guest in attendance: Analu Josephides (AJ)

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

**Fall 2022 Meetings:** September 13 & 27, October 11 & 25, November 8 & 22  
**Spring 2023 Meetings:** February 14 & 28, March 14 & 28, April 25, May 9 & 23

1. Welcome/Introductions

   Cultural Introductions were done. AB conveyed appreciation for SA and all her leadership of the FDC for the past 6 years. As the new chair, AB expressed her commitment to the FDC and hopes to center people and community in all the work that the FDC does.

2. Recap: Faculty Professional Development Needs Assessment Results (Administered Spring 2022)

   AB refreshed the committee’s memory and recapped the results from the last needs assessment to keep in mind as we plan for PD this year:
   - There was interest in: technology trainings related to increasing student engagement and academic integrity in online classes; course design using Canvas tools, discipline-specific pedagogy; addressing student wellness and basic needs; cohesive anti-racist/equity-minded policy and practice; and fostering collegiality among faculty, staff, and leadership.
   - Faculty most prefer to attend synchronous virtual PD sessions midmorning on Fridays and during the college hour on Thursdays.
3. College Book Club - Linda Cooks
   a. Proposed dates (Fridays at 11am): September 23, October 28, November 4, December 2

   LC reported that we will be partnering with Ricky Gonzalez and Vilma Fuentes of the F.I.R.S.T. (Formerly Incarcerated Reentry Students Thriving) program and will focus on literature that focus on how we can support formally incarcerated students. The F.I.R.S.T. program received some money this year and our college has a successful trucking course for formally incarcerated students so we anticipate we will be serving more students in this community. A flyer via email and a posting in cornerstone will go up/out this week.

4. Informed and Inspired Discussion/Planning

   AB shared that she and AJ was asked about having the I&I series be led by the EDI standing committee instead of the FDC and AB wanted to get the FDC’s thoughts about this idea. AJ shared this was also discussed in the EDI standing committee and they felt I&I should stay in the FDC but ultimately would leave it to the FDC to decide. EB shared equity should be on everyone’s agenda and felt I&I should stay in the FDC. AJ added that I&I is not only about equity but includes equity. SA shared that recently more people may have recognized I&I’s focus on equity but it actually has been highlighting equity-driven topics since its inception and she liked what EB said that equity should be part of everyone’s agenda. LC also supports EB’s notion that we should all be striving for equity not just the EDI committee. SA added it would not be fair to put all equity focused initiatives on the shoulders of the EDI committee. Even if we were to have for example a technology-focused I&I, we would still want to that to have an equity lens too. And because we have now a mandate to do racial-equity focused PD, we need more PD around these topics so the more the better. In summary, the FDC was in unanimous agreement that I&I should stay within the FDC but AJ offered that EDI can continue collaborate with the FDC on this project.

   AB started discussion on planning I&I for Fall. SB shared in the past, it was 2 times a month, and more recently a Thursday/Friday series but Friday was not as well attended. We can change format if needed. Some ideas for theme: AB can ask Dr. Martin about the Sims’ contract to see if they could perhaps do the informed portion and we can do a debrief for the Inspired portion. It seems they are already scheduled to do more trainings so need to check to make sure there is no redundancy. SA also noted the theme from Fall’s PD day that we could expand on: Transformative Spaces: Recontextualizing our past to
reshape our future. As an idea, perhaps Jeremiah could go over more the content from the
general session that he was not able to finish.

5. Getting the Job workshop modality
AB asked the FDC what modality this year’s Getting the Job workshops should be. It used
to be in-person but has been on zoom the last few times. AH and DM felt keeping it on
zoom may be more accessible for PT faculty that may have multiple campuses and teach
multiple classes. LC made a very good point that interviews are still being held via zoom so
it may be helpful to have a zoom format. AB stated she will plan for zoom again this year
and can include in the evaluations a question about the preferred modality for next time.

6. Announcements:
   a. FDC meeting modality
      AB let the FDC know that FDC meetings would have to come back in person once
      the BOT meetings come back in person due to the Brown Act.
   b. Tenure reception and Outstanding adjunct award—now VPAA leading
      AB let the FDC know that the Tenure reception and Outstanding adjunct award
      will now be coordinated by the VPAA office.
   c. Budget for PD this year
      AB let the FDC know that the PD budget for this year was used for the contract
      with the Sims’ and this will need to be kept in mind as we plan PD activities for this
      year.
   d. FT faculty PD plans due: Sept 30th
      AB asked the FDC to spread the news that the PD plans for FT faculty are due Sept
      30th, emails from PDL have been sent out.
   e. Spring 2023 PD planning—first meeting via zoom: Tuesday, September 27th, 3-4pm
      AB announced that the Spring PD planning committee email was sent out and
      encouraged the FDC members to join the committee!

7. Next time: Fall 2022 PD Day reflections (review evaluations)
AB let the FDC know that we will review the Fall 2022 PD day evaluations next time and
CM would be able to provide us with a qualitative analysis as well.

Adjourned at 2:15