

Adjunct (1 Year)

- Sanda Oswald
- Selene Torres

Behavioral Social Sciences

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

Business

- Kurt Hull
- Phillip Lau
- Josh Troesh

Counseling

- Anna Brochet
- Rocio Diaz
- Maria A. Garcia

Fine Arts

- Jonathan Bryant
 - Joe Hardesty
- Unexcused: Russell McMillin
- Joanna Nacheff

Health Sciences & Athletics

- unexcused: Andrew Alvillar
- Tom Hazell
 - Shiney Johnson
- Unexcused: Dina Mauger
- Eric Villa

Humanities

- Stephanie Burnham
- Excused: Sean Donnell
- Brent Isaacs
 - Elayne Kelley
 - Anna Mavromati

ITEC

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

Library

- Camila Jenkin
- Analu Josephides
- Gary Medina

Mathematics

- Susana Acosta-Acuna
- Diaa Eldanaf
- Robert Eleuteri
- Greg Fry
- Ronald Martinez

Natural Sciences

- Jwan Amin
- Mia Dobbs
- Shimonee Kadakia
- Darcie McClelland
- Shanna Potter

ASO

- Anisha Moutra

Curriculum Chair

- Janet Young

Academic Affairs

- Jackie Sims

Student Services

- Ross Miyashiro

President/Superintendent

- Brenda Thames

ECC Federation

Kelsey Iino

Institutional Research

Josh Rosales

Dean's Reps/Guests/Other Officers:

Ali Ahmadpour

Anna Mavromati Duncan

Anette Owens

Brenda Threatt

Crystle Martin

Dr. Russell Serr

E. Yates

Herlim Li

Jenny Simon

Karen Preciado

Kevin Degnan

Laura Almo

Linda Cooks

Maeve Lee

Maureen Linzaga

Melissa Fujiwara

Moses Wolfenstein

Nancilyn Burruss

Peter Reonisto

W. Carter

Wendy Brill-Wynkoop

ACADEMIC SENATE MINUTES

April 5, 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

Senate President Darcie McClelland called the Academic Senate meeting to order on Tuesday, April 5th at 1:02pm.

B. Approval of Minutes 6-13

Motioned by S. Allen, seconded by J. Troesh.

- Comments or questions? None.
- yes, 0 nos, 0 abstentions. APPROVED.

Today's Dean Rep: Dr. Crystle Martin. Division has grown a lot—PD and SRC have joined. Have a mix of academic support and traditional/instructional classes.

D. McClelland: Formal partnership with Journalism program. Today's student journalist is Maureen Linzaga. Our student journalists have been trained that they are not participating, they will be observing and taking notes. If you are on today's agenda, may ask you for an interview and our Senate would kindly ask that you grant that interview.

C. Unfinished Business:

a. Sunsetting Webadvisor Gradebook- Crystle Martin and Moses Wolfenstein (p. 14)

- Motioned to approve by Josephides, seconded by K. Daniel-DiGregorio
- Questions, comments?
- D. McClelland? Canvas gradebook much more user-friendly and there will be trainings
- yes, 0 nos, 0 abstentions. APPROVED.
- Our job to forward message to our colleagues that Webadvisor Gradebook is going away shortly, and to attend Canvas Gradebook trainings

b. Call for nominations, Senate President Elect- Senate Executive Board

D. New Business:

a. AP 5520, Student Discipline Procedures (p. 15-38)

- C. Jenkin: one piece of new language "Student Discipline Data Reporting". This will come back for a second reading.
- D. McClelland: Did a very extensive review previously. Was a suggestion from CCCC that data be reviewed regularly.
- Comments or questions? None.

b. AP 5070, Attendance Accounting- Camila Jenkin and Moses Wolfenstein (p. 39-43)

- C. Jenkin: Several edits from ODEAC
- M. Wolfenstein: last time we reviewed we did not consider hybrid or live online courses. We want to have as clear as possible guidance on how to handle attendance in these courses
- For hybrid classes, students may be dropped from the roster and their places given to waiting list students if they do not attend the first live class meeting or if they do not engage in the first required interaction if the deadline for that interaction is prior to the first class meeting
- For hybrid and live online courses with reduced class meetings, instructors may withdraw students whose combined live meeting absences and required interactions planned in lieu of attendance exceed 10% of the total instructional hours
- We needed something more specific that mirrored our in-person policy; make as simple as possible
- K. Daniel-DiGregorio: the required wouldn't be underlined and bolded in final version'
- D. McClelland: your record keeping is extremely important; document every time a student doesn't do a required assignment or doesn't show up to class
- Y. Chu: If miss beginning of semester and drop on MyECC, also get dropped on Canvas. Do we keep record of that somewhere else? MW: Record is not deleted and Gema can assist in case that is necessary
- S. Burnham: that was essentially my question as well. When we reinstate students, record pops up. MW: As long as you are communicating to students in advance of withdrawal by instructor, you have also captured that in an email or other communication. If we need to go into record in Canvas, we can. But to make it as simple as possible, that would be my recommendation.
- B. Threatt: A concern and call to your attention-when veteran students drop, it can affect their income. Is it possible to contact us to help us resolve problem in case that happens? DM: I usually try to reach out to students. We as faculty don't have access to that information unless student tells us that they are a veteran or an international student.
- S. Kadakia: Have been taking attendance in Canvas. Is that attendance record also kept? MW: Yes.
- DM: Certain populations have mandatory progress reports, e.g. EOPS. Can we do something similar for other populations such as veterans? Difference whether it is optional or required. ECC Connect incredibly time consuming, some faculty esp PT faculty will only fill out for mandatory groups. Maybe we can talk to Ross or Dipte about adding Veterans to list of mandatory groups.
- A. Ahmadpour: Be mindful of not being too protective and may not receive same level of support at university

F. Information Items – Discussion

a. HyFlex implementation- Moses Wolfenstein and Crystle Martin (p. 44-55)

- M. Wolfenstein: What hyflex is not: not the same as hybrid; not a panacea for classroom social distancing; not just teaching with a camera on the teacher streaming and/or recording; is not easier to design and deliver than a fully online or hybrid course
- Hyflex is short for hybrid flexible. To get more specific, attend classes remotely from wherever you are; each week you may choose to attend class in person or online.
- Hyflex requires instructional design practices for equivalent experiences in 2 or 3 modes; pedagogical practices for equivalent experiences in 2 or 3 modes. Need to include student-to-student interaction, sufficient technology, some form of live support (i.e. teaching assistants or equivalent). Too much to teach class live in classroom and keep bead on online students. Also need program/student selection for this format.
- Courses will need new addenda to be taught in this format but COoRs will not need to be fully revised
- ODE believes DE certification should be mandatory to teach HyFlex and additional mandatory training which our dept would provide
- Questions/comments:
 - S. Burnham: could individual departments decide not to offer Hyflex? DM: Would just not apply for addenda. At discretion of discipline/faculty. J. Young: be careful if you do DE addenda that says okay for Hyflex, doesn't say you have to do it. Sitting there for someone who wants to do it.
 - DM: Joint purview item, would also provide feedback to Kelsey and Federation team
 - H. Herrera-Thomas: Would love to see Hyflex for meeting; would love to see this piloted in terms of Academic Senate and other meetings. MW: The set up of the rooms across campus to be able to do Hyflex is something that is in process and should be in place to pilot in Fall. Also huge for accessibility concerns in case student needs to access class remotely
 - J. Escalante Troesh: Already tons of websites in order to take classes online, people are paying lots of money for these types of courses.
 - C. Martin: Put in a large amount of money for pilot rooms (LS 130, MBA 103, and DE 166) and will then expand to other rooms on campus. Hyflex capability will come along
 - A. Ahmadpour: USC has done this before COVID. E.g. many engineering classes are offered Hyflex. I think we should definitely consider this
 - K. Iino: From counselor hat, make it very clear to students what this means because we already have difficult time with language with scheduling
- ODE will bring formal proposal to Senate

b. FACCC Educational Legislation Update- Wendy Brill-Wynkoop (p. 56-57)

- W. Brill-Wynkoop: [2022 Leg & Advocacy One-Pager Link Tree](#)
- First link is what we will cover today

- FACCC is a professional membership association representing faculty members from the CCC with a mission to inform, educate, empower, and advocate for faculty in service to students and the communities of CA.
- Timeline: for past 12 years, legislative mandates that have impacted community colleges. Goal here is to increase transfer, which is great, but transfer is not the only thing we do. The other thing is special interest groups with over simplified solutions.
- AB 1705 is current piece of legislation. Will back up and talk about AB 705 (Irwin). Give students a chance to complete English and Math in one year, and that the BOG should establish regulations to achieve this. Title 5 55522 has details on AB 705.
- AB 1705: bill currently working through the state legislature beginning in the Assembly in February. If it passes the Assembly by May it will move onto the Senate. Would codify (make law) many of the details in Title 5 and CCCCO guidance memos making revisions to the implementation requiring an act of the legislature.
 - Title 5 language goes through shared governance process and can theoretically change Title 5 regulations within a matter of months.
 - We really need faculty advocates. If this passes Assembly, need to communicate to Senators in summertime.

AB 1705 (Irwin) - AB 705 "Clean-Up" Language as of 3/21/22

FACCC has not taken a position on this legislation

Would be codify much of Title 55522 in statute

- Placement and enroll all students into transfer-level English and math and authorize colleges to offer or require students to enroll in concurrent supports. **The rules force transfer-level enrollment for the vast majority of our students, no matter their specific educational needs.** Must complete in the first year.
- A student may opt-out of transfer-level math if they have an educational goal other than transfer, and the degree or certificate program has a specific math requirement that is not met with transfer-level coursework.
- **Creates transfer-level English requirements for every program**, which is unnecessary and harmful.
- This bill would **prohibit colleges from requiring students** to enroll in pre-transfer level math coursework except under **very limited circumstances**

12

- - Would place and enroll students in English and Math no matter if the program requires English and Math
 - Should only be in transfer pathways. Authors' response is that all certificates should be stackable and lead to transfer. Intent of legislators and special interest groups backing this that all pathways lead to transfer. Impacts career education and can lead student to for-profit programs.
- We have time to effect this:

There is strong political support for this bill from special interest groups, faculty ADVOCACY is essential

Now is the time to advocate with your state representatives

- Introduced in Assembly February 2022
- Moves through policy committee: **April 26, 1:30 PM**
 - Call in with your comments
- Full vote in Assembly in **end May**
- If it passes the Assembly, it moves onto the Senate **through summer 2022**
- Full Senate vote would be in September, then onto the Governor in October
- Has enormous support from Campaign for College Opportunity, CAP. These groups determining language.

There is strong political support for this bill from special interests groups, faculty ADVOCACY is essential

Talking points ([link to AB 1705 Talking Points, amendments, and list of actions](#)):

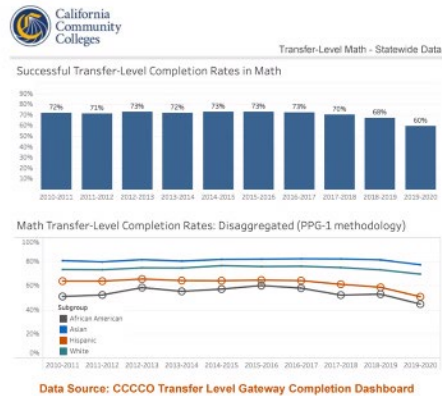
- **KEY:** Acknowledge that many of our previous placement practices created lengthy remedial pathways that were a barrier to students. (*Attempting to undo AB 705, which is the law, while discussing this new bill AB 1705 is unlikely to be effective.*)
- Eliminating access to pre-transfer courses has and will continue to negatively affect student success and enrollment.
- **Demand the bill explicitly allows districts to offer pre-transfer in our mission.** Colleges should not eliminate pre-transfer level courses as a whole to address any issues regarding placement.
- **Emphasize student access:** Students should have access to the courses that best meet their academic needs and educational program goals;
- Students enrolled in CTE programs and other programs that do not require transfer-level English or math should be explicitly exempt from this bill. Not all programs should lead to transfer.
- **The success of AB 705 should be measured by more than “throughput”**

14

- There is some rumors out in Capitol that pre-transfer coursework also includes disciplines outside of English and Math, meaning no funding for any courses that do not lead to transfer (non-transferable courses)
- Throughput means that we put more students in transfer bucket. But success is going down in these courses and equity gap is growing:

Math – Success is declining, Equity gaps are increasing

Student Success is More than Throughput



18

- - Throughput is what they are measuring, but if we look at success, it is going down and equity gaps are growing
 - Same case for English
- Ask: Talk to legislators-we need to make sure students have access but doesn't mean we need to get rid of all pre-transfer coursework. Take a look at talking points and amendments
- C. Smith: Question about intent for career education students. WBW: All students must be placed and enrolled in transfer English and transfer Math, unless there is a college course that meets this requirement. Vast majority of students regardless of Math and English requirement, will be placed and ENROLLED in transfer level Math and English.
- As faculty should be meeting with our elected representatives, we are experts in this area. We have this window between now and April 26th to make sure we get to as many assembly members as possible. In CA CC mission, we should be offering remedial courses for students who choose to take them. This legislation would get rid of them.
- DM: If interested in writing a resolution by April 15th, will agendize on the 19th and get it to the right place.

F. Officer Reports

a. President – Darcie McClelland

- Please attend VPAS forums tomorrow 4/6 and submit your feedback
- Agendas are filling fast. If you have something you want on the agenda this semester please let Darcie know immediately.
- Thanks to ITEC for being the first division to have elections for 22/23
- Will be changing the title of the secretary/webmaster to VP of Communications and Logistics.

b. Chair, Curriculum – Janet Young

c. VP Educational Policies – Camila Jenkin

d. VP Equity, Diversity, and Inclusion- Analu Josephides (p. 58-59)

- Will continue to work on a pathway that honors faculty, staff, students, etc working on EDI
- Organizing Land Acknowledgement Toolkit workshops, partnering with fall PD flex day showcasing the LA toolkit

e. VP Faculty Development – Stacey Allen

- Faculty Book Club now the College Book Club
- Join us for next Informed and Inspired at the end of this month

f. VP Finance – Josh Troesh

- Annual planning reviewed
- Exploring how to remove costs for planning requests from faculty responsibility
- Technology request costing can be supported by IT

g. VP Academic Technology – Stephanie Burnham

- Thank you to Stephanie and Marlow for hard work on Academic Technology conference

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

- Campus completion rate for SLOs from Fall 2021 is 62.1%
- Trainings on Canvas Outcomes and Nuventive at end of term
- PLO completion rate is 34.2%

G. Special Committee Reports

a. ECC VP of Academic Affairs – Jackie Sims

- Career Education Updates
- In process of submitting ACCJC Annual Report Submission
- April Board meeting- celebrate Student Success presentation. Attend via zoom for chance to hear what is happening in our various divisions. Also plan to invite students to attend meeting in person so they are recognized by BOT
- Black Student Success Week: week of April 25th-29th. Initiated by CCCCCO. Daily webinars, daily discussions. ECC is planning to host a viewing room on campus, and tying to opening of Black Student Success Center. Put motivational messages in VIP packages.

b. ECC VP of Student Services – Ross Miyashiro

H. Future Agenda Items:

a. ECC Connect Syllabus Statement

b. Strong Workforce Update

c. AP 4105, Distance Education

I. Public Comment

J. Adjourn

Meeting adjourned at 2:34pm
RD/ECC Spring 2022