

Adjunct (1 Year)

- Karl Striepe
 Mayra Ochoa

Behavioral & Social Sciences

- Stacey Allen
 John Baranski
 Renee Galbavy
 Hong Herrera Thomas
 Michael Wynne

Business

- Kurt Hull
 Phillip Lau
 Josh Troesh

Counseling

- Seranda Bray
 Anna Brochet
 Rocio Diaz

Library Learning Resources

- Analu Josephides
 Mary McMillan
 Claudia Striepe

Fine Arts

- Ali Ahmadpour
 Jonathan Bryant
 Joe Hardesty
 Russell McMillin
 Darilyn Rowan

Health Sciences & Athletics

- Andrew Alvillar
 Traci Granger
 Yuko Kawasaki
 Tiffanie Lau
 Colleen McFaul

Humanities

- Kevin Degnan
 Sean Donnell
 Brent Isaacs
 Elayne Kelley
 Pete Marcoux
 Anna Mavromati

Industry & Technology

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

Mathematical Sciences

- Dominic Fanelli
 Lars Kjeseth
 Le Gui
 Ronald Martinez
 Oscar Villareal

Natural Sciences

- Mia Dobbs
 Shimonee Kadakia
 Darcie McClelland
 Shanna Potter
 Anne Valle

Academic Affairs

- Jean Shankweiler

Student Services

- Ross Miyashiro

Associated Students Organization

- Faith Adams

President/Superintendent

- Dena Maloney

ECC Federation

- Carolee Vakil-Jessop
 Kelsey Iino

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales
 Carolyn Pineda

Dean's Reps/Guests/Other Officers:

- Brenda Alvarez
 Stephanie Burnham, Humanities
 Yamonte Cooper, Counseling
 Keiana Daniel, Guardian Scholars
 Kristie Daniel-DiGregorio, BSS
 Valerie Doby, EOPS/CARE, CalWORKs
 Melissa Fujiwara, BSS
 Barry Goldenberg, BSS
 Maria Garcia, EOPS & GP
 Edith Gutierrez, EOPS/CARE, CalWORKs & Guardian Scholars
 Camila Jenkin, LLR
 Lillian Justice
 Stephanie Hall, Counseling
 Scott Kushigemachi, Humanities
 Rhea Lewitzki, Humanities
 Mora Matter, Humanities
 Cynthia Mosqueda, FYE/Counseling

- Merium Mubarak, Natural Sciences
- Veronica Palafox, Enrollment Services
- Virginia Rapp, Business
- Julie Soden, BSS
- Sharilyn Thomas, EOPS/CARE & CalWORKs
- Darrell Thompson, Humanites/FYE
- Celso Uribe, EOPS
- Carla Velasquez-Lopez, Enrollment Services
- Clara Weston, CalWORKS
- Moses Wolfenstein, OER (LLR)

Excused:Shimonee Kadakia

ACADEMIC SENATE MINUTES

June 2, 2020

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

A. CALL TO ORDER

Senate President Darcie McClelland called the eighth Academic Senate meeting of the spring 2020 semester to order on June 2nd at 12:34 p.m.

Welcome Dean's Rep for today: Virginia Rapp from Business Division.

V. Rapp: Hi, I'm Virginia Rapp, Dean of Business. I've been a dean for 21 years now. I am always happy to attend the Senate meeting, I always learn a lot from you guys. Thank you very much.

B. APPROVAL OF MINUTES (p. 6-14)

D. McClelland: See pgs. 6-14 of the packet for minutes from May 5th meeting. P. Marcoux motioned, B. Isaacs seconded.

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

C. OFFICER REPORTS

a. President – Darcie McClelland

D. McClelland: Have a very jam packed agenda today. We are hoping to have a very constructive conversation today about some of the events and actions impacting our society recently that we need to address. Because of that, we changed structure of meeting a little bit. We won't do traditional reports and move straight to our unfinished business. Do any of the senate executive board members have any reports that need to be made right now?

Any of our special committee representatives, any urgent announcements that cannot wait until next week?

b. Chair, Curriculum – Janet Young

none

c. VP Educational Policies – Darcie McClelland

none

d. VP Faculty Development – Stacey Allen

none

e. VP Finance – Josh Troesh

none

f. VP Academic Technology – Pete Marcoux

none

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

none

D. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

none

b. ECC VP of Student Services – Ross Miyashiro

R. Miyashiro: State cut Student Equity and Achievement Program 15%, which equals a million dollars. Budget will be cut by a million dollars, which should be completed by the end of tonight.

c. Online and Digital Education Committee-Mary McMillan

none

E. UNFINISHED BUSINESS:

a. Noncredit Liaison Position vote

D. McClelland: Doing a lot of work on our campus to ramp up our Noncredit program to better serve our students, to generate additional FTES, and just to help grow this program at the college.

- We discussed need for Noncredit liaison position. Today, we are going to vote officially on whether we are going to add this Noncredit liaison position starting Fall 2020. Motioned by C. Striepe, seconded by P. Marcoux. Any questions or concerns about this?
- Please vote in participants if you approve adding this position to our senate: 24 yes, 0 no, 0 abstentions. APPROVED.

b. BP/AP 4110, Honorary Degrees- Darcie McClelland

D. McClelland: We did a first reading at our May 19th meeting, will be voting on it today. Motioned by K. Degnan, seconded by A. Ahmadpour.

- We'll start with the BP—any questions, comments, concerns about this one?
 - Since we last saw this it went to the Council of Deans. Changed the word collaboration to consultation, very minor correction.
- Moving on to the AP. The suggestion was made to the process. Senate votes, so we inserted “The [Academic Senate shall review all nominations and submit the names of those recommend for Honorary Degrees to the College President. The College President shall then meet with the College Vice Presidents and the Academic Senate President to review validation of merits and make the final recommendation....”](#)
 - I spoke with President Maloney about this change and she is very supportive of it.
- The one other change in green at the bottom, made at Council of Deans: [Under extenuating circumstances, the due date for the nomination and date of awarding of an Honorary Degree may be changed with the agreement of the College President and Academic Senate.](#)
 - Was changed because a couple of years ago a student was in last semester and got very ill, was in hospice. College wanted to confer degree early before she passed. This exception for extenuating circumstances was added. Any comments, questions, concerns?
 - C. Striepe: suggestion not to capitalize honorary degrees.
 - Vote: 27 yes, 0 no, 0 abstentions. APPROVED. Will move on to College Council.

c. BP/AP 4025, Philosophy for Associate Degree and General Education 2nd reading and vote-Darcie McClelland

D. McClelland: Motioned to approve by L. Kjeseth, seconded by S. Bray.

- Any comments, questions, or changes for the BP? None.
- Moving on the AP—any comments, questions, or changes? Seeing none, will call the question.
- 25 yes, 0 no, 0 abstentions. APPROVED, sending on to College Council.

d. Low cost materials course designation recommendations 2nd reading and vote-Mary McMillan

D. McClelland: OER advisory committee made some corrections, what you see in packet today. We are going to take a vote on this today. Motioned by S. Bray, seconded by M. McMillan.

- Comments, questions, or concerns?
- A. Ahmadpour: One suggestion, in many other campuses, when it comes to zero cost courses, you click on Canvas page and your course shows up as zero cost. Here you have to report to the library, I don't know what is the need for that
 - M. McMillan: I agree, no one is trying to get the library out of the reporting more than the library. How we promote our ZTC classes, I think is what you're talking about and how to make sure students are aware of them. There are a lot of different ways we can approach that. But we are looking at right now is whether to add a low cost designation alongside the legally required zero cost. A lot of faculty on campus are emailing me and are eager for this to move on to consultation process. I would encourage us to really focus on what we are voting on: are we adding the designation and are we saying it's going to be \$40 or less. The zero cost is already set. The process of how we collect the data on the campus and how we promote to students are very important topics, and things the OER committee is discussion, so I appreciate any feedback like you just said to send my way. But hopefully today we can focus on the vote.
- K. Daniel-DiGregorio: With everything going on in the world, it's so nice to see so many friendly faces, I really appreciate my colleagues. I've been talking to colleagues about low cost designation and we just had a question. Why is there a prohibition on rentals? Why are rentals being excluded? The bookstore has rentals available for most of their titles, I've confirmed that with Steven and Patrick. Most of my students are renting, it's a very low cost option for them. It's often even cheaper than low cost option. Even when we are able to hit the low cost designation of \$40, it's about half that so our students with book vouchers are able to get more bang for their buck. Publishers are also moving away from print, and toward e book rentals. Rentals are an opportunity to serve our students, especially our equity groups.
 - MM: As far as state chancellor is concerned, they have reiterated this. What we decide as far as low cost textbook is up to us. What is mandated is the zero textbook cost parameters and what that means and really the requirement that we are supposed to be advertising those in our schedule. That is what is mandated. We looked at a lot of the recommendations from other community colleges, and my understanding was that our financial aid students could not use their financial aid or vouchers on rentals or textbooks that are deemed optional. That's what I was told so if that is not correct, please let me know
 - KDD: That is not my understanding, I will defer to my colleagues
 - MM: that is the reason for some of those parameters—needs to be bookstore price, can't be a reserve textbook at the library because students need to have at all times. It's the equity piece, and making sure that even though it's low cost, if students need to use their financial aid money in certain ways, then that needs to be considered. This is what other community colleges included and what I was told but I'm not certain.

- L. Justice: For federal aid, that's not true. The federal aid is disbursed to students and they can use it on costs for their education. The financial aid piece may come from EOPS or a specialized group that gives book vouchers.
- R. Galbavy: I just think this is something that has to be resolved because it is a really easy way to get low cost is through those rentals and I'm able to haggle with textbook company sometimes. I would like to see a \$50 threshold because that would change a lot in terms of being able to haggle on books, particularly with rentals. Having rental component is something that needs to be resolved
- A. Brochet: I'm not 100% sure about policy in detail. Right before this meeting I got confirmation that students can use their EOPS voucher in bookstore for rentals as long as students have a credit card that can pay for book in case it cannot be returned. That is what my director shared, I'm not sure about optional texts.
- E. Gutierrez: For EOPS book vouchers, it is a required textbook voucher, but does allow for rentals. For Calworks, we process educational materials requests and if it's part of approved program and required, the county pays for that. The foundation has book vouchers so it might vary. In terms of financial aid, I know Lillian talked about federal aid. Students that get any type of grant, students can use that money in any way they want and that can include optional supplies.
- MM: How we clarify it on our campus is up to us, we just want to be very transparent with students, be very consistent across the board. Want it to be aligned with what we are doing with ZTC so there are not all of these different policies that are going to cause confusion. Really appreciate these clarifications. My question is: are we able to vote with notion, upon confirmation of students using funding for textbook rentals... I cannot recommend that we go up to \$50, only because this has been a long going topic for well over a year and we've been going back and forth on price. Many in our OER advisory group didn't want to go as high as \$40 and we compromised. We had all our reps go back to divisions and ask faculty and they came back with \$40 being acceptable.
- DM: We as a senate can vote to recommend change from \$40 to \$50—does anyone want to make that motion?
 - Motioned by R. Galbavy, seconded by H. Herrera Thomas.
 - Any questions or comments about changing the amount from \$40 to \$50?
 - C. Striepe: Clarification on exactly what is that expected to cover? Here in document is says print costs
 - DM: Included in the cost cap: textbooks and other text-based materials, workbooks, lab manuals, online homework platforms, and codes for publisher-provided curricular materials
 - MM: In our first reading, there was a request to clarify. Between that first reading and now, we went back and made clear we are talking about textbook materials, not those learning materials that have ongoing value beyond the class.
 - S. Bray: I just wanted to point this out and continue to advocate on best interest of students. Let's say student is taking five classes, if cap is \$40 that's \$200 already, and we raise cap to \$50, that's \$250 for the semester. And at least when I was in undergrad \$250 would be an average amount, I don't consider \$250 to be a low cost for students.
 - MM: We did as a rep from ASO, she was fully in agreement with person who wanted to make it \$25, but also with upping it to \$40. That is the amount that most community colleges are using.
 - KDD: Mary just answered my question, how did we arrive at this number? It'd be interesting to see (not now) where is distribution of cost? Where can we place the cutoff so it is not a dualism, low cost, zero, or high cost. Something that really guides students. The disadvantage of low cost designation at \$40 class is that it a class that costs \$50 students may assume it's going to be \$200 and might that dissuade them from taking that class or continuing their enrollment. But it sounds like the way we decided was using guidance from other colleges, is that right, Mary?

- MM: There was a long research process that went into it—guidance from other colleges, monthly meetings with chancellor where this was discussed, discussions with students. We got this number from a number of different places. It has come up in different bodies and feedback has been given. If the vote was up to me, I would focus on ZTC only. But there has been a demand on campus to try to market other programs who doing a lot of great work and are trying to reduce their costs as well. I just think whatever we decide, it has been over 2 years and we are still debating. Imagine how confusing it is for students if we start to have multiple students. Think about it from student and what they are searching for, and making it very clear and transparent. That is my concern with having too many designations.
- A. Ahmadpour: I support with what she said 100%. Me and my colleagues have been very militant when it comes to this issue even before digital technology. We used to force publishing company to come with very specific edition for us. My department bought this 3 punch hole to El Camino College. If put this money \$40, it makes them greedier. I will definitely emphasize only zero cost. If you raise it to \$50 they will start to increase their prices for online loan. I would either eliminate it or reduce it to even \$30, not \$40. I am for elimination of that. This issue is very open ended. Even though I do provide zero cost textbooks to my classes, I have students who want actual book. That is personal, based on our discipline and what is available, we can help specific group of students in our classroom. There is no need for adding this to this proposal. I would advocate for zero cost.
- R. Galbavy: I really appreciate what you are all saying. I do agree to a certain extent. My biggest fear is that students wouldn't take the class if it was at \$50 mark. The ability to negotiate with textbook companies is where I'm saying it leaves the ability to negotiate for lower texts more open. To me, leaves ability to negotiate for lower costs.
- Vote: 8 yes, 19 no, motion fails. It will stay at \$40
- DM: Is there an official motion to add rentals to cost?
- P. Marcoux: I make a motion to strike out *The LTC designation is based on the cost of new textbooks, not used books or rentals*. Seconded by C. Striepe. 22 yes, 1 no, A. Brochet and R. Diaz abstained. Motion passes.
- DM: Now we will vote on approving this as amended. 26 yes, 0 no, 0 abstain. Low cost designation recommendation is approved as amended.

F. NEW BUSINESS:

a. Resolution to Declare that Black Lives Matter 1st reading-Seranda Bray

D. McClelland: the conversation we are about to have is very necessary, but not an easy conversation for us to have. As that as we continue this conversation, that everyone just keep in mind the community norms adapted from ASCCC executive board. I want to remind everyone that this is a public meeting, that it is being recorded, and we do keep official minutes. Please respect everyone in this discussion. If you would like to speak, please use raise hand tool in Zoom or type question in chat box. We want everyone to have chance to be heard.

Executive board discussed the idea to consider this an urgent resolution and vote on it today rather than bringing it back next week. E board voted in favor of this, but need to put it out to the body. We spoke with author of resolution, Seranda Bray, and she supports considering this on an urgent basis. Motioned by A. Ahmadpour, seconded by P. Marcoux. 26 yes, 0 no, 0 abstentions.

Had some changes to the resolution to the one that appeared in the packet, sent the to senate this morning, please see highlighted changes.

S. Bray: Hello everyone, my name is Seranda Bray, I'm one of the counseling faculty in First Year Experience program. This resolution was inspired (sad to say it's inspired), but it is in response to police violence against Black men and

women in this country. Watching last week as the hashtag started for #JusticeForGeorgeFloyd, as well as what happened in Central Park with Amy Cooper and Christian Cooper. In consult with one of my fellow Black colleagues at El Camino College, we felt it was really important for our institution to make a statement because as of last week there was no statement. So also talking with my director, Dr. Cynthia Mosqueda, and a number of people— Pete Marcoux, Dr. Cooper, Keiana, Kelsey, Barry, there was so many individuals, Anna, Rocio, who provided context. This resolution is something that I initiated but also important to know that it was edited and refined by Black, White, and other POCs, or other Brown folks on our campus. Definitely is a collective effort letting our Black students know that they are supported at El Camino College and that we do strongly believe that Black lives matter. I truly believe that right now is not the time to be silently non-racist, now is the time to be vocally anti-racist. That is the impetus for this resolution.

[RESOLUTION]

A. Ahmadpour: What happened definitely grabbed international attention. In my 35 years of being in United States of America, this is the first time I see other countries and governments around the world sending their support for Black Lives Matter movement, and they were shocked with the images that they have seen. In my opinion, the images that we saw was worse than lynching. At least the KKK people were covering their coward face. But these police officers, this racist man was sitting and facing the rest of the world and openly choked this man for almost 9 minutes. I think that this is the least we can do to support Black Lives Matter, I am 100% for that.

My question is--If you can elaborate, toward the end where it says you invite faculty across disciplines..., can you elaborate what you mean by that? Are you encouraging teachers to be more sensitive to issue of race in their lectures? Are you referring to providing resources? What are you trying to advocate here?

- S. Bray: There, using resources that are inclusive of diverse learners also speaks of materials like books, videos--a good example is when I do presentations, I try to make sure that my pictures in my presentations are not all White students, or that the perspectives are not coming from all one perspective.

AA: I bought a podcast of several hundred hours of everything that existed from Fredrick Douglas all the way to now, I bought it for the library. According to Pacifico archive, we can make a copy of that and make it available as a podcast in our library. It has been exclusively recorded for high schools, colleges, and universities. I bought another one but I asked Library and never received answer if they are using that or not.

DM: We can look into that.

J. Troesh: thank you, Seranda, and everyone else who worked on this. I don't know if this is part of this resolution or a separate resolution, I would like to in a nonconfrontation and non accusatory way ask the Police Department to come in in Fall semester to come in and discuss the systems, the processes, the trainings, and the methods they use to make sure that Black students and others are treated fairly by officers. And also to present on, in light of everything that is going on, what measures is ECC PD going to take to reach out to make sure Black students are safe, and that ECC PD is a safe organization for them. I think it is important to make resolutions like this, I also think it's important that even if we don't think there's a problem, that we ask these questions. And that students and other community members see that we are asking these questions to make sure there isn't something that is underlying that we are not seeing.

- DM: You mean like a presentation for the Senate?
- JT: Yeah, a presentation for the Senate. But also important that students see the Senate is asking for it. So students see that the school is actively advocating for their safety and to make sure that we don't have things like that happen here.

- DM: I am happy to work with Chief Travis over the summer and see if we can get it. If we want to do something public, I welcome something for the agenda for June 9th.
- JT: I'll write it up.

A. Brochet: I prepared a written statement in support of this resolution because I know I'm a little bit emotional so I wanted to be very clear in my support. I appreciate this resolution and support it whole heartedly. The language is direct, honest, and powerful. I just want to credit our African American colleagues who led this effort despite being exhausted and experiencing pain and hurt themselves. Thank you all so much, especially Seranda. I think about how they are often called on disproportionately to support our Black students and communities of color, but we have to all start shouldering this burden. We all need to show up what we each can. Systemic change and educating our society to dismantle anti Black racism is something we can each do and need to do in order to make true change. For example, in Nursing, we can teach Nursing students about how Black and brown communities are disproportionately dying due to COVID because of systemic racism. In our Administration of Justice classes, we could teach students about realities of our communities of colors and how to regain trust that has been broken. In Accounting, we can talk about how some tax policies benefit the rich. In English, Math, Science, Architecture, every single discipline, we can discuss racial inequities. This kind of curriculum shouldn't be isolated in Ethnic Studies, History, and Sociology courses. It should be ubiquitous. And even though we are all so, sobusy and tired ourselves, please think about this because it's so important. That's what we can do as an institution of education. Our African American colleagues all come out to support various campus efforts—our undocumented students, first gen, LGBT, veteran students. We all need to show up for them right now. Not just by voting on this resolution, but after reflect on what you can do specifically to act in spirit of this resolution to make an impact in our community. I am committing myself to doing this.

C. Mosqueda: I just really want to thank Seranda and all the faculty members who led this initiative and to write this resolution over the weekend. I want to appreciate you and honor you. I want to recognize Academic Senate leadership for moving this forward to the forefront and not tabling this for another meeting. As person of color myself and someone who went to El Camino College back in the 90s. I myself as a student experienced microaggressions on campus, by faculty member, by police officers at our own institution. As a faculty member now, 20 years on campus, there are so many times where I've been asked even as a faculty member of color, whether or not I work at El Camino College and ask for my own credentials. This is a problem we need to address, we can't tiptoe around it. Thank you, Seranda, for your leadership, I appreciate you. Like Anna said, I want to do whatever we can to address this head on.

F. Adams: Seranda and everyone who worked on this. I think we should include killing of Black trans individuals and non-binary.

- S. Bray: I appreciate that feedback, Faith. The reason we centered this around Black men and women was because it would be exclusive, but I acknowledge that this would be excluding. I am in support of adding Black trans* men and trans* women.

C. Brewer-Smith: thank you, Seranda, for being a part of that and expressing your leadership in that manner and in that role. It means so much and it is very touching. Also wanted to know--should we allow a peaceful protest or some type of platform for our students to be vocal about this very sensitive situation?

- DM: I think the resolved clause in green that was an amendment suggested by Lars addresses that. If we vote in favor of this, we are in favor of that.

CBS: Should we also advocate that ECC PD reach out to our Black students and students of color? SB: Community forum of sorts. CBS: Yes, a community forum of sorts to show solidarity, to show we are not in support of this horrible, horrible violence.

DM: Perhaps the way to do is for Senate to sponsor or co-sponsor a community or campus-wide event. Obviously, we'll have to figure out what situation is not being on campus in Fall. To the best of our ability, maybe we can facilitate a campus wide event. We can work on that.

R. Miyashiro: Police services is part of Student Services. Chief Travis and I have been working on this all year. We are planning to reintroduce community policing to El Camino College. This has been in the plan since Police Services transitioned to Student Services. We would be happy to do is. We are meeting with President today on this very thing. We will work with Darcie to set up a function for this.

J. Shankweiler: I think that there is a lot of things that we can do across the campus for the whole year. A committee that would take the lead in incorporating the community forums, the curriculum revisions that Anna discussed, all kinds of things throughout the whole year, and make it a focus and emphasis in all of our coursework. That's not something that we can do hear, but something that can be supported.

R. Williams: I just want to say thank Seranda and voice my support for this really important resolution. Piggy backing on what Jean said, I think it's really important that we encourage ECC faculty to engage in anti-racist training, even if they believe in their hearts that they are anti-racist. I am kind of concerned about good intentions going array without more anti-racist training for faculty, myself included

DM: Thank you, Rachel, for that suggestion. Stacy and I talked yesterday. One of the questions we posed back and forth that would be important for our campus to engage is in is answering question: what does it mean to be an anti-racist institution and what steps does El Camino College need to take to get there? And really critically looking into those questions, thinking about those questions and coming up with a plan to get there. I am part of a ten member team statewide that will be writing a paper over the summer on what does it look like to be an anti-racist institution in the CA community college system. I'm hoping to learn a lot from that experience and from that team of experts and bring that back to our college and really work with Stacey and other leaders on our campus to try to answer these questions. That can be a Senate goal, and maybe we can talk to President about it being a campus goal. I think it's something that is important for us moving forward as a community.

D. Thompson: thank you, Seranda, for doing this. It's really important and necessary, sadly. I think this should be made public, that we are doing this. Is there a way this can be told to the community? DM: I would be happy to write a letter and perhaps this is something that can be sent out to entire campus community. Thank you for that suggestion.

R. Galbavy: I was planning on taking this resolution and posting it in my announcements, that's one way I was going to make public at least in my classes.

A. Ahmadpour: I highly recommend we post in our home page, so community and our students can see it and have it for 2-3 weeks, or a month. The second issue in regards to talking to police department. I highly recommend a series of talks, a teach-in. There are prominent scholars from UCLA—I was going to bring one a long time ago when we organized a race and social justice in Marsee Auditorium—there is a very prominent, young African American who teaches History, and is in charge of African American studies at UCLA. And this is one of her expertise, to deal with police brutality. We can invite her, she has all kinds of credentials. She created a site that is being updated minute by minute in regards to police brutality. This is one of the minimum things that we can do. Then, I have a very short video about Tamika Malory (*sp?*), she gave a lecture on this issue, it's less than 2 minutes. DM: We are running out of time today, you can share it on listserve.

R. Diaz: Is there a way to make the anti-racism training mandatory for all faculty? DM: About making anti-racism training, mandatory. Professional development is a negotiated item. Need to talk to Federation representatives about negotiating that, we can't mandate it as a Senate. Just throwing that out there, that is a contract thing.

C. Brewer Smith: thank you Darcie for committing to write that paper on how to be an anti-racist campus. Once we get that down, how do we protect it? That's important because once we get it down, it needs to be protected. DM: I think that's up to all of us to be vigilant and protect it. We are the community.

DM: We are going to call the question to approve resolution as it appears on screen. Senators, please vote and guests can symbolically approve. Resolution approved unanimously, 52 yes, 0 no, 0 abstentions.

We as an executive board of Senate will be working over the summer to get some things in place for Fall and to make sure campus is united in this. I have spoken with Edith Gutierrez and Kelsey Iino who are also in College Council with me and we will be bringing this up in College Council. I spoke with the President, with Vice Presidents Miyashiro and Shankweiler. Everyone is very supportive of doing this work on campus, just a matter of getting it going. Please continue to send me your suggestions. I would want to collect as many suggestions as possible and figure out what can we do and make sure voices are heard on our campus.

b. Resolution Affirming El Camino College Academic Senate's Commitment to the Well-Being and Safety of Asian, Asian American, and Pacific Islander Communities-Kelsey Iino

D. McClelland: A resolution of the El Camino College academic senate denouncing xenophobia and anti-Asian sentiment due to fears of the covid-19 pandemic and affirming El Camino College academic senate's commitment to the well-being and safety of Asian, Asian American, and Pacific Islander communities

K. Iino: Hi everyone, I'm Kelsey Iino, counselor and union President. Learning a lot in this role, attending College Council. About a month ago, with everything going on with COVID at that time—anti Asian backlash and hate crimes with people associating it with China and President calling it a Chinese virus. I felt it was important at that time to ask President if she were willing to write a letter in support of fighting against racism related to these things. Myself and a few colleagues decided to draft this letter. President is working on edits with me, Darcie also proactive about creating a resolution that Academic Senate can also be in support of. That's where this came from. Looking at other colleges and what they had done as well. Really putting out something to highlight our college being committed to preventing these kinds of crimes as well.

DM: I'll read the resolve: that the Academic Senate of El Camino College denounces xenophobia and anti-Asian sentiment; joins local districts, cities, counties, and states across the country in affirming its commitment to the safety and well-being of Asians, Asian Americans, and Pacific Islanders and in combating hate crimes targeting Asians, Asian Americans and Pacific Islanders; and affirms its commitment to providing a safe and welcoming environment for all students.

- KI: The only recommended change was to add Asian in addition to Asian American since we do have international folks so it would be more inclusive. Atheneus Ocampo, who worked on this as well, recommended adding people who look Asian because they still fall victim to hate crimes
- DM: We'll bring this back for a vote and second reading this next week and I will include those changes
- KI: Thank you, Academic Senate, for considering this resolution as well

c. Proposal to change plagiarism detection software-Kevin Degnan

K. Degnan: We are considering changing the plagiarism software that we use. It's been the standard but also most expensive software. After doing some research, we have found that it has not been the best. The origin for this is that myself as an English faculty started to see a substantial uptick in plagiarism that the system was not catching. Talking to

Moses and Gema and Crystle Martin from library, looked for other alternatives. I have the bulleted arguments, please review details in packet.

Reasons are as follows:

- Turnitin does not allow us to own the database of student work we upload to their site.
- Turnitin is the most expensive option and recently raised their costs even higher, despite the pandemic and budget crisis.
- Turnitin is not pursuing ways to help detect the types of plagiarism we're seeing the most.
- Turnitin has instead invested in building an LMS-like experience, which we already have in Canvas and would lure faculty users away from using a more robust LMS with better technical support and would encourage people to act against ODEAC's & Academic Senate's recommendation to use the college's official LMS instance.
- There would be minimal impact in the transition from Turnitin to Unicheck.

By contrast:

- Unicheck would allow us to own our database of student work and is open to connecting us to other colleges' databases.
- Unicheck has a much more reasonable pricing model that would save tens of thousands of dollars per year.
- Unicheck is a comparable, possibly better, software for plagiarism detection and is actively pursuing ways to more effectively detect the plagiarism methods we're seeing and more.
- Unicheck focuses on integration into Canvas, not competition with it.
- Unicheck is easy to use. It has seamless integration in Canvas, would work similarly to Turnitin, and has agreed to an astonishingly affordable model for transition to their software so we would have both Turnitin and Unicheck for one year, and offers more (free) tech support and training during that transition year and beyond.

d. Draft Covid Syllabus Statement

D. McClelland: Please read this over and send me any suggestions, will have a longer discussion next week. We are going to vote on whether to approve this as a recommended syllabus statement.

G. INFORMATION ITEMS – DISCUSSION

a. Block Scheduling Feedback Discussion

D. McClelland: We received feedback from Humanities Division, in packet. Thank you to everyone who collected feedback and questions. Dr. Shankweiler and I talked earlier this week and we discussed bringing this back to the drawing board and will come back in Fall and bringing back concrete examples about what it might look like in an actual classroom, about having thoughtful responses to questions, and addressing everyone's concerns. For block scheduling, continue to send us any feedback you might have. We will bring this back in the Fall. It won't be instituted until there is an agreement. I think that for us to work on clarifying this and having answers to feedback in summer and bring back in Fall will be a better route to use for this.

b. Senate evaluation survey

D. McClelland: Take a look, thank you.

H. FUTURE AGENDA ITEMS:

- a. 2020-2023 Strategic Plan implementation
- b. Wrap up and celebration of accomplishments

I. PUBLIC COMMENT

Motioned to adjourn by A. Ahmadpour, seconded by C. Brewer-Smith.

J. ADJOURN

The meeting adjourned at 2:07 pm

RD/ECC Spring 2020