

Adjunct

- Jack Spencer
- Kamisha Sullivan

Behavioral & Social Sciences

- Ali Ahmadpour
- Stacey Allen
- Kristie Daniel Di-Gregorio
- Renee Galbavy
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Joshua Escalante Troesh

Counseling

- Anna Brochet
- Rocio Diaz
- Seranda (Bray) Sylvers

Fine Arts

- Jonathan Bryant
- Joe Hardesty
- Russell McMillin
- Joanna Nachef
- Darilyn Rowan

Health Sciences & Athletics

- Andrew Alvillar
- Ryan Anthony
- Yuko Kawasaki
- Tiffanie Lau
- Colleen McFaul

Humanities

- Stephanie Burnham
- Kevin Degnan
- Elayne Kelley
- Pete Marcoux
- Anna Mavromati

Industry & Technology

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

Library and Learning Resources

- Analu Kameeiamoku Josephides
- Mary McMillan
- Claudia Striepe

Mathematical Sciences

- Susana Acosta-Acuna
- Diaa Eldanaf
- Robert Eleuteri
- Le Gui
- Ronald Martinez

Natural Sciences

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

Associated Students Organization

- Sarah Jean Marble
- Pretty Abraham

Curriculum Chair

- Janet Young

Academic Affairs

- Jean Shankweiler

Student Services

- Ross Miyashiro

President/Superintendent

- Dena Maloney

ECC Federation

- Kelsey Iino

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

- Diego Aguilar
- Julieta Aramburo
- Loic Audusseau, ITS
- John Baranski
- Jeff Baumunk, HSA
- Linda Cooks
- Greg Fry
- Traci Granger
- Edith Gutierrez

- Arturo Hernandez, Math/MESA
- Camila Jenkin, LLR
- Lillian Justice, Registrar
- Matt Kline, Humanities
- Scott Kushigemachi, Humanities
- Coleen Maldonado
- Ryan Martinez, ODE
- Gary Medina
- Andrew Nasatir
- Idania Reyes

- Russell Serr, HSA
- Kamisha Sullivan, Humanities
- Katie Sundara, ITEC
- Moses Wolfenstein
- Tony Roland Zapata, Counseling

Excused: M. McMillin

ACADEMIC SENATE MINUTES

November 3, 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 fifth Academic Senate meeting of the fall 2020 semester to order on Tuesday, November 3rd at 12:33pm.

B. APPROVAL OF MINUTES (p. 6-19)

D. McClelland: See pgs. 6-19 of the packet for minutes from October 20th meeting. Motioned by C. Striepe, seconded by P. Marcoux.

- 25 yes, 0 nos, 0 abstained. APPROVED.

Quick Reminders:

- Comments/questions not directly related to current agenda item will not be acknowledged until public comment. Additionally, comments/questions on agenda items should contribute to the discussion in a meaningful way. Public comments will be limited to 1 three-minute comment per person per meeting.
- If you type something in the chat that you would like read aloud, please begin the comment with ***. If your comment does not begin with ***, we will assume it's just for others to read silently and will not acknowledge it publicly.

R. Diaz: Welcome to our Deans Rep today comes from Industry and Technology!

K. Sundara: Good afternoon everybody. I am the Associate Dean of Industry and Technology. I've been at El Camino for about 18 months but was on campus for about 10 before we all went to COVID so I still consider myself a newbie. Fun fact about my connection to El Camino is my first week I ran into my favorite English high school teacher, actually my favorite teacher of all time, who now teaches in English department here.

CTE programs have always been known to have equity and opportunity gaps on national and state level. What is ITEC doing to address these? One is through our curriculum. We are looking at divisional data on racial disparities for completion and success to help inform us as we do curriculum and program review. In hiring, being more deliberate in questions regarding equity. Helps to inform us to support new staff who may not understand what equity and diversity and justice is in an educational setting because a lot of CTE instructors come directly from the field so they may not have that background. Thirdly, as faculty is important to our students, classified are important to our students. In some cases, classified staff are the first connection that our students have to El Camino. So we want to support and encourage our staff to participate in internal and external workshops to add to their understanding of equity, diversity, and justice.

RD: We want to introduce our new instructional designer, Ryan Martinez, through Online and Digital Education! Ryan's favorite pandemic activity is going board games with friends on Zoom and one of the

things he is looking forward to is getting to know faculty across multiple disciplines and divisions and understanding the needs of each department.

R. Martinez: Thank you for having me. If there are questions that I do not answer here, I will leave my contact information, please feel free to reach out to me.

My background- I used to work for University of Wisconsin Extended Campus, which was a completely online of UW system. Worked in their masters of data science and health care administration programs and worked with many faculty. Prior to that, I was a PhD student and lecturer at UW. Instructional designers is a broad net of what they do. What does an instructional designer actually do? One of main focuses is that I want to reach out to everyone. Some of the things I can help with:

- Universal Design – how can we make courses streamlined and accessible for the students and the faculty, and make sure faculty understand how this has been put in so that it makes a better experience for everyone
- ADA (Section 508) Compliance
- Open Educational Resources (OERs) – I’m part of the groups on campus and I think it’s a great endeavor. What are things we could use that would best serve students in their coursework
- “Best” Practices – for last 5 ½ years have solely done online education. Questions from faculty to help overcome some hurdles
- Third-Party tools – Exploring tools we currently have available. if you have question for example, a third party tool, for foreign language learning, we see what are the positives and negatives of using them
- Multimedia Materials – Best practices for recording video and audio
- General Canvas Questions – feel comfortable to come to me to ask them just because I know that it can be quite overwhelming
- ??? – There’s a lot of things out there that we might need to explore

Who to Contact

Feel free to contact: rmmartinez@elcamino.edu; ODE office hours on Zoom – Mondays (1:30-3:30), Wednesday (10-12), Friday (8-10)

Questions?

A. Ahmadpour: How do you connect all of these things to issue of academic freedom? Sometimes I feel certain campuses have a tendency to micromanage the teacher, I’m not saying this is the case here. But what exactly do you do to prevent let’s say the distance education from becoming a micromanager? RM: That’s an excellent question. I certainly want to respect the academic freedom because it’s paramount. You want to make sure that the faculty feel empowered to make a course that they intend for the students. If there is questions that you have or options you want to explore, something you want to try, and it didn’t hit right with students and want to try in different term, I am there for that. I am here to give advice, because I am an advocate for you as well. My short answer is that I am not here to force you to do anything. I’m here to assist as best as possible.

C. UNFINISHED BUSINESS

- a. Election, Senate VP Elect of Equity, Diversity, and Inclusion-Senate Executive Board

- D. McClelland: Anna Brochet was nominated, she thanks the Senate for the nomination, will decline at this time. We have one candidate for this election, Analu Josephides
- P. Marcoux: Since we only have one person, would like to make a motion to elect by acclimation. Motioned by P. Marcoux, seconded by A. Ahmadpour
- A. Josephides: Thank you to my colleagues. Of course, this particular role I'm going to need the support for all of us to work together towards a more equitable El Camino College campus. Thank you again for vote of confidence from my colleagues.
- A. Ahmadpour: Just want to make one statement. My intention was to make Academic Senate a little more active, I do not have a personal agenda
- DM: vote 25 yes, 0 no, 0 abstentions. Congrats Analu!

b. Senate policy and implementation plan regarding Anti-racist equity for faculty 2nd Reading and vote-Senate Executive Board

- D. McClelland: We made one slight adjustment/change—we were asked to make by our partners at the Federation and by the district to this policy was to begin with the mandate in Fall 2021 instead of Spring 2021. The problem with mandating this is that one, they are tied up negotiating COVID MOU. While equity is really important, COVID MOU also addresses when faculty required to be available for students. Important that this gets done before Winter. Current MOU ends at the end of calendar year. Second, some faculty have completed flex for the year. So we don't really have a method to go back and require them to do the equity PD, we will ask them to do so and encourage it, but we can't really require it if someone has already done their flex for the year. So changed to 2021-2022 year
- As an Executive Board, wrote an implementation plan and FDC gave some input: Starting with spring 2021, all ECC faculty will be strongly encouraged to complete anti-racist equity focused professional development outside of PD day general session in the following increments:
 - Full time- 4 hours per Academic year
 - Part time- 3 hours per Academic year (dependent on negotiation of pay for this time; if district does not agree to pay all PT for 3 hours, they will be required to complete only what they are paid for)

In fall 2021, this will shift from strongly encouraged to mandated. The senate recommends the following consequences for faculty who do not complete this requirement:

- 1st time- faculty member receives a letter signed by appropriate dean and senate president informing about failure to complete required equity PD and notifying that if this happens a second time faculty member will be docked pay in the same way as if the faculty member did not complete the required 24 hours of FLEX.
- 2nd time- pay will be docked following same procedure that is in contract for required FLEX hours.

On-campus anti-racist equity focused professional development will be recognizable in Cornerstone by a graduation cap logo and "Diversity/Equity/Cultural Intelligence" notation so that faculty can easily determine which activities qualify to meet this requirement. Faculty who wish to complete outside activities to meet the equity PD requirement will submit the activity

on Cornerstone using the External Training form. This will be done using the same mechanism as is currently used for approval of outside activities; however, if the faculty member indicates that this training should fulfill the equity requirement the activity may also be reviewed by the senate VP of Diversity, Equity, and Inclusion in addition to the approval by the dean already required. The senate VP of Diversity, Equity, and Inclusion will audit outside approvals for equity PD each semester to ensure that the proposals approved are, in fact, related to racial equity.

Each semester, the FDC will publish a list of suggested on-campus activities for faculty members who are new to equity training to help guide them on their journey towards becoming more equity minded. These activities will be designed to introduce basic equity concepts such as microaggressions, implicit bias, institutional racism, racial privilege, stereotype threat, etc. Examples of current trainings that may be included on this list would be the SITE equity Canvas course and MyPath training. The senate VP of Equity, Diversity, and Inclusion will provide opportunities for interested faculty to work through these introductory level trainings in cohorts.

4 hours of equity training will be incorporated into NFLA so that new full- time faculty members will complete their first-year requirement as part of the academy.

- Motion to approve by A. Josephides, seconded by A. Ahmadpour.
- Questions?
 - A. Ahmadpour: Without paying the part-timers, can we require them to do these four hours? DM: We cannot guarantee as a Senate, that is a negotiated item. AA: If district disagrees to pay them, we can require it of them. DM: New contract includes some PD. We have the mechanism to pay at least one hour
 - AA: How can we legally require this? DM: Will be docked pay if don't attend
 - K. Iino: If anyone who has concerns or questions, we are forming the MOU committee. As we form MOU committee for this, if you'd like to participate so we can vet out everything. We can also have our legal counsel review it as well.
- Vote: 30 yes, 0 no, 0 abstain. Policy is APPROVED.

c. Guidelines on enforcing student health and safety requirements in the classroom 2nd reading- Ross Miyashiro

- Motioned to approve by J. Escalante Troesh, seconded by S. Allen
- D. McClelland: Any questions? This doesn't so much address how we're going to come back from COVID or when but we had a lot of faculty asking for how we are going to handle situations when students refuse to wear a mask or refuse to comply with the safety requirements when we do come back to campus. This is important because we do have some classes that are already back on campus in the industries the governor has deemed necessary
- R. Diaz: I think someone might have asked this last time about being more inclusive of including other campus spaces such as library or student services. Could we rename it so it doesn't just specify the classroom?
- R. Miyashiro: We're actually going to construct another appendix for non classroom faculty because we understand it is a unique situation, and I believe there are several people working

on it on campus. I hope to get together the library, health services, and counseling for a meeting to make sure to get their input on what to do

- A. Ahmadpour: If one person refuses to leave the class, we will cancel the class. Can we revisit this and maybe change it and come up with a better solution? RM: I did edit it, if you scroll down, it says the faculty member will do a break. And during that break the campus police will come and de-escalate the situation and talk to the student. Our main goal is to make sure this is an educational moment for the student.
- What about indoor hallways where students tend to congregate before class? RM: That would be in the larger policy, not in this one. This one is specifically for classroom. The return to campus document will include hallways. I will coordinate that meeting and if AS wants a representative, let me know.
- Vote: 35 yes, 0 no, 0 abstentions. APPROVED.

d. Noncredit workplan 1st Reading- Matt Kline and Scott Kushigemachi

- D. McClelland: Motion to approve Noncredit workplan as it appears in packet, motioned by C. Striepe, seconded by A. Josephides
- One suggestion: Specify “support *academic* division and expanding offerings”
 - C. Brewer Smith: Does that include CTE? DM: Yes, does include CTE
- Questions or comments?
- 34 yes, 0 no, 0 abstentions. APPROVED.

D. NEW BUSINESS

a. AP 4200, Deans List

- D. McClelland: We previously did not have an AP on Deans List. We had a practice on doing a deans list, but not a procedure. By practice, students required to do a full load to be recognized as being part of the deans list. That was brought to us in Spring as an equity issue, particularly from SRC faculty because there are SRC students that because of their disability they’re not able to take a full load of classes, but were getting straight A’s. Started to discuss with campus leadership, they are not the only group of students who cannot take a full load
- Have a formal policy that recognizes academic achievement in six or more graded units: To qualify for the Dean’s list, a student must, in any one semester, complete six or more graded units with a 3.5 grade point average in all coursework receiving a letter grade. All applicable units must be earned at El Camino College.
- Questions?
 - T. Lau: Does it matter if courses are transferable or non-transferable? DM: All courses would count
 - J. Troesh: If students not able to take 12 units, are we setting ourselves up to change this again in the future by putting a minimum of six units? Is there a requirement that students need to be working on an academic goal or have an ed plan? DM: We didn’t want to limit it based on what the students’ goals are, because there was a strong feeling that students should be able to define their own academic goals. If a student is taking less than 6 units, deans that wrote this and ed policies, we felt we had to draw a limit somewhere. We put it at six because we felt that was fair and when we talked to

SRC colleagues, it seemed like most students that they were talking about they wanted to recognize took at least six units.

- L. Justice: When would this go into effect? We would have to re-write the rules for the programming when it is run and test it to make sure it includes students with six units. DM: Still needs to go through Council of Deans, College Council, and the Board. We have some time.
- TL: I feel we are taking away the honor of recognizing students who have achieved a certain level. I am all for equity, but I feel it is too easy now.
- A. Ahmadpour: I will give you a scenario. Student takes six units and gets 3.5 and another student has 15 units and 3.0. Why does one make deans list and other doesn't?
- R. McMillin: Why don't we set a 12 unit base? Have to have completed a total of at least 12 units. DM: Initially require that you are eligible after you complete 12 units
- K. Daniel-DiGregorio: We want this to be a meaningful status to achieve. Changing from 12 to 6 units recognizes complexity of students' lives. Some of our hardest working students are taking 6 units. Whatever student has taken on, we are going to recognize them for excellence. The change respects the reality of our students' experiences. School is a small slice of what they are doing
- A. Brochet: My comment is about cumulative of 12 units, it's semester by semester.
- S. Sylvers: I want to echo what was said by my colleague Kristie Daniel-DiGregorio. Have to be mindful of our student population. Thinking from an equity perspective, getting that deans list can make a huge difference. Absolutely a necessary change.
- DM: We will send back to ed policies with feedback and then bring it back for another reading. Thank you everyone for the feedback.

b. AP 5031, Instructional Materials Fees

- D. McClelland: A new procedure, legally required. Specifically deals with instructional materials fees

Students may be required to provide instructional materials required for a credit or non-credit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the District.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time. The materials must be available to the student for at least the length of the class. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

The District will publish these regulations in each college catalog.

Definitions

"Required instructional materials" means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which the instructor determines is necessary to achieve the required objectives of a course.

"Solely or exclusively available from the District" means that the instructional and other material is only available through the District, or that the District requires that the material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the District if:

- 1) It is provided to the student at the District's actual cost; and
 - 2) The material is otherwise generally available but is provided solely or exclusively by the District for health and safety reasons;
- or
- The material is provided in lieu of other generally available but more expensive material which would otherwise be required.

"Required instructional materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course to be accomplished under the supervision of an instructor during the class.

Establishing Required Materials and Related Fees

- For new courses requesting fees, the process established by the Curriculum Committee for recommending such materials and fees shall be followed. The request must comply with the definitions above.
- As part of the process for establishing fees, justification must be provided of how the request meets the state criteria for allowable fees, the intended usage of the materials, the rationale for the need for the materials, the way(s) in which the material relates to the student learning outcomes for the course, the continued value of the material outside the classroom, and comparable costs to student if the materials were purchased commercially. Calculation and support data for determining such fees must be provided by the department making the request.
- For existing courses requesting new or revised fees, each department will make their request for instructional materials fees to the Vice President of Academic Affairs or designee. Each request must contain a justification for the fees utilizing the criteria above.

Publishing and Collecting Fees

- All instructional material fees are published in the class schedule and collected at the time of enrollment.

Gathering Related Data/Responding to the State Chancellor's Office

- The Office of Academic Affairs gathers related data and responds to inquiries from the California Community Colleges Chancellors' Office.

- Questions or comments?
 - S. Potter: Do replacement fees fall under this? DM: We stopped replacement fees in Bio. Title 5 says replacement fees are not allowed.
- This will come back for a second reading at our next meeting

c. INFORMATION ITEMS – DISCUSSION

a. First Generation Awareness Week Events- Seranda Sylvers

- Dedicated this entire week to #BlackFirstGen.

Black First-Gen week is dedicated to the anniversary and signing of the Higher Education Act of 1965. The law was intended "to strengthen the educational resources of our colleges and universities and to provide financial assistance for students in postsecondary and higher education". El Camino College is recognized as one of NASPA's First Forward Institution and we are participating in the National #CelebrateFirstGen week. In solidarity with the Black Lives Matter movement we have decided to dedicate the entire week to the #BlackFirstGen student experience at ECC.

Power of the Black Vote (TODAY at 2pm). This event is in collaboration with ASO, AFAM Network, First-Gen Institute. Our intention today is to highlight the Power of the Black Vote and to have a dialog about some of the issues facing black voters. As of this morning, over one hundred million Americans have already voted and records are being broken all across the country today. El Camino College is also a voting site so if you have not cast your vote you can do this once this webinar is finished!

On Thursday, we are having a Black First-Gen Symposium in partnership with AFAM Employee Network, SITE, First Gen Institute. This event will feature a keynote from a leading first-gen scholar, Dr. La'Tonya Rease Miles. Further, this event is open to students, faculty and staff to learn about the Black First Gen experience. The second component of this event is to think critically and creatively around how we can better support Black First Gen students through developing scholarly inquiry questions. Faculty & Staff can register via cornerstone and students can follow the link listed on our first gen page.

Last, we had a really great event yesterday, Black First-Gen Alumni Chat. We had just under 50 participants from the ECC community present, had four Black first gen alum

All of these events will be recorded and can view at later time with your students.

d. OFFICER REPORTS

a. President, Darcie McClelland

- D. McClelland: My report is pretty brief.
- I will be "off campus" attending ASCCC plenary November 5-7. If you have resolution feedback please email me by 5pm tomorrow, Wednesday November 4.
- Volunteers Needed
 - Math Associate Dean Search Committee
 - One faculty member from outside the Math Division who will commit to having an equity/diversity focus
 - Lecture/Lab Parity Committee

- One faculty member from each Academic Division
 - 5 of the 8 must have taught a lab course in the last year
- Part Time Faculty Hiring Committee
 - One Full-Time Senator
- Faculty Handbook Committee
 - One Senator

b. Chair, Curriculum- Janet Young

- Schedule our first Social Justice and Equity Training Related to Curriculum Development and Review in Nov. led by Sociology Professor, Melissa Fujiwara.
- Curriculog is operational. B&SS is the first Division to review and approve courses in the new system. Getting good reviews.
- All courses will be reviewed in Curriculog in spring 2021
- DCC trainings are being conducted. Trainings will continue during Winter session.
- Interested in a Department training? Contact Janet Young
- Final phase of the DE Expansion Project to be completed at the end of this month to meet the Chancellor's Dec deadline. (Online, Hybrid, or Online or Hybrid for Declared Emergency Only.)

c. VP Educational Policies – Darcie McClelland

- Ed Policies is seeking a new VP/Chair. This position URGENTLY needs to be filled.
- Position comes with either 20% reassigned time (meaning your teaching/counseling/librarian load decreases by 20%) or a stipend of 144 hours per semester paid at rate 1.
- Responsibilities are to chair Ed Policies meetings on 2nd and 4th Tuesdays from 1-2pm, create meeting packets and take minutes, communicate with Dr. Shankweiler about policies/procedures for agenda, and forward EPC approved policies on to Senate President for approval by the full senate.

d. VP Faculty Development- Stacey Allen

- S. Allen: We had a fantastic panel last week on cultural appropriation, it was incredible. I expect nothing less from our next one.
 - Mark your calendar:
 Informed & Inspired
 Racial Microaggressions
 Thursday, November 19th, 2-3 pm
 Panelists: Seranda Bray, Anna Brochet, Erica Brenes, & Shane Ochoa
- Professional Development Activity Proposal Form
 - There is a new question that will take us to the notation: The AS strongly encourages racial equity focused PD. It will ask you: will this activity provide opportunities to learn about racism, anti-racism, equity gaps, or other areas related to racial equity?
 - If you click yes, will start to see graduation cap with “Diversity/Equity/Cultural Intelligence” note

- If activity is not on Cornerstone, submit External Training Form. Now a new questions that appears in external training form: “Did this activity provide opportunities to learn about racial equity?”
 - If you watched webinar, attendance conference, etc.

e. VP Finance- Josh Troesh

No report

f. VP Academic Technology- Pete Marcoux

No report

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

No report

e. **SPECIAL COMMITTEE REPORTS**

a. ECC VP of Academic Affairs – Jean Shankweiler

- J. Shankweiler: Online Searchable schedule
 - Separating fully online classes from those with required zoom times
 - Separating offsite and dual enrollment sections
 - Winter and spring schedule development
 - Schedule pdf for winter and spring will be separated – student seem to ask for those
 - Finding solutions so the pdfs can be periodically updated
- R. Diaz: Is there a date when winter and spring schedule will be released? JS: I sent winter to MarCom, they’re doing it now. I’ve got two more divisions on spring one. Shortly.

b. ECC VP of Student Services – Ross Miyashiro

- Gave away candy at Halloween Food Pantry drive thru. About 60% of kids were dressed up
 - Will giving away turkey vouchers, Ralphs gift certificates, \$25 gift certificate from Habitat for Humanity, bag of food of Thanksgiving fixings co-sponsored by Supervisor Hahn
- Happy voting day, I hope everyone voted

c. Online and Digital Education Committee- Mary McMillan

No report

f. **FUTURE AGENDA ITEMS**

- a. Update on Noncredit Program
- b. Equity Canvas Course Presentation
- c. AP 4231, Prerequisites

g. **PUBLIC COMMENT**

- A. Josephides: Encourage everyone to visit the El Camino College libraries homepage and take a look at our LibGuides. Mayra Ochoa and I worked on developing a Native American month visual

LibGuide. Each November we celebrate Native American Heritage month. Will be sending out an email to faculty to share out and getting this listed on Cornerstone.

- M. Wolfenstein: We got word last month from the Chancellor's Office that they will not be funding Proctorio past December. Online and Digital Education is going to be working with rest of campus to come up with proctoring solutions as quickly as possible. Will have new software for Winter session.
- K. Daniel-DiGregorio: On behalf of my department, Human Development, we were really impressed with the leadership of the Senate. Not only in calling for the equity training, but in committing to modeling what we want to see across campus by committing to completing equity training, at least four hours between now and end of June 2021 and our department has decided to do the same thing. Our HD department, FT and PT faculty, are committing to four hours of equity training even before this is fully implemented. Thank you to our Senate's leadership.

h. ADJOURN

Motioned to adjourn by A. Josephides, seconded by Y. Kawasaki. Meeting adjourned at 1:50pm.