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Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicssenate/agenda.asp>. Hard copies of agendas are posted outside the Library.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Darcie McClelland, dmcclelland@elcamino.edu (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

Per the Brown Act, all votes must be recorded by name. Only No’s and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.



Academic Senate of El Camino College 2020-2021

October 20, 2020

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Zoom information for Academic Senate Meeting 10/20/2020

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 dmccllland@elcamino.edu by noon on Tuesday, October 20. In the subject line, please put Academic Senate Meeting 10/20 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



Academic Senate of El Camino College 2020-2021

October 20, 2020

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

Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Darcie McClelland	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Kevin Degnan
VP Ed. Policies/Pres-Elect	Darcie McClelland	Curriculum Chair	Janet Young
VP Faculty Development	Stacey Allen	Secretary	Rocio Diaz
		Parliamentarian	Pete Marcoux

Part-Time (One-year terms)

Jack Spencer

Kamisha Sullivan

Behavioral & Social Sciences

Stacey Allen 22/23

Ali Ahmadpour 22/23

Kristie Daniel-DiGregorio 20/21

Renee Galbavy 20/21

Michael Wynne* 20/21

Business

Kurt Hull 21/22

Philip Lau** 21/22

Josh Troesh 21/22

Counseling

Seranda Bray 20/21

Anna Brochet** 21/22

Rocio Diaz 22/23

Library Learning Resources

Analu Josephides 21/22

Mary McMillan 21/22

Claudia Striepe** 21/22

Fine Arts

Jonathan Bryant 21/22

Joe Hardesty 20/21

Russell McMillin** 21/22

Joanna Nacheff 21/22

Darilyn Rowan 21/22

Health Sciences & Athletics/Nursing

Andrew Alguliar 22/21

Ryan Anthony 22/23

Yuko Kawasaki 21/22

Tiffanie Lau 20/21

Colleen McFaul 20/21

Humanities

Sean Donnell 21/22

Brent Isaacs 21/22

Elayne Kelley 21/22

Pete Marcoux* 21/22

Anna Mavromati 21/22

Industry & Technology

Charlene Brewer-Smith^R 21/22

Ross Durand* 21/22

Dylan Meek^R 21/22

Renee Newell 21/22

Jack Selph 21/22

Mathematical Sciences

Susana Acuna-Acosta 22/23

Diaa Eldanaf 22/23

Robert Eleuteri 22/23

Le Gui 20/21

Ronald Martinez 21/22

Natural Sciences

Shimonee Kadakia 21/22

Darcie McClelland 22/23

Mia Dobbs 21/22

Shanna Potter** 22/23

Jwan Amin 22/23

Academic Affairs & Student Services

Jean Shankweiler

Ross Miyashiro

Associated Students Organization

Sarah Jean Marble

Pretty Abraham

President/ Superintendent

Dena Maloney

Ex-officio positions

Kelsey Iino ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 19/20 = 2019/2020.

*Denotes longest-serving division senator (i.e., the "senior senator"). ^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:

1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).

FALL 2020: September 1 & 15, October 6 & 20, November 3 & 17, December 1 & 8 (tentative).

SPRING 2021: February 16, March 2 & 16, April 6 & 20, May 4 & 18, June 1 & 8 (tentative).

SENATE COMMITTEES:

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

Assessment of Learning. Chairs: Kevin Degnan & Catherine Shultz-Roman. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.

Academic Program Review. Chairs: Kevin Degnan & TBA. Thursdays, 1230-2pm, Library 202 or Communications 109.

College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.

Distance Education Advisory Committee. Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan. 4th Thurs, 1:30-2:30, Lib 202.

Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.

Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:

Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

Board of Trustees. Chair: Bill Beverly. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.

Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Ali Ahmadpour. Meets annually or as needed.

College Council. Chair: Dena Maloney. Senate Rep: Darcie McClelland. 1st & 3rd Mondays, 1:30-2:30, Library 202.

Council of Deans. Chairs: Jean Shankweiler & Ross Miyashiro. Senate Rep: Darcie McClelland, 2nd Thurs., 8:30-10:30, Alondra.

ECC Technology Committee. Chairs: Crystle Martin & Marlow Lemons. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.

Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.

Facilities Steering Committee. Chair: Jorge Gutierrez. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

Guided Pathways. Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Shankweiler, J. Simon, C. Wells. 1st Tues, 2:30-3:30 DE 166.

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

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

ECC (El Camino College) Acronyms

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

Many thanks to Viviana Unda and the Institutional Research and Planning department for sharing their compilation of acronyms.

Adjunct

- 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:

- Loic Audusseau, ITS
- Jeff Baumunk
- Erica Brenes, Humanities
- Brigette Carballo, Financial Aid
- Keiana Daniel, GSP
- Sean Donnell, Humanities
- Camden Foster
- Stefanie Frith, Journalism
- Melissa Fujiwara, BSS

- Christopher Glover
- Amy Grant, Natural Sciences
- Gary Greco, SRC
- Edith Gutierrez
- Arturo Hernandez
- Christopher Hurd, SEA
- Crystle Martin
- Gary Medina
- Andrew Nasatir
- Shane Ochoa, Humanities
- Veronica Palafox, OASR

- Grace Perez
- Janice Pon-Ishikawa, Counseling
- Russell Serr, HSA
- Kamisha Sullivan, Humanities
- Katie Sundara
- Brenda Threatt, VRC
- Tony Roland Zapata, Counseling

Excused:

ACADEMIC SENATE MINUTES

October 6, 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 third Academic Senate meeting of the fall 2020 semester to order on Tuesday, October 6th at 12:31pm.

B. APPROVAL OF MINUTES (p. 6-16)

D. McClelland: See pgs. 6-16 of the packet for minutes from September 15th meeting. Motioned by P. Marcoux, seconded by J. Escalante Troesh.

23 yes, 0 nos, 0 abstained. APPROVED.

DM: We have a couple more senators to introduce to you today.

R. Diaz: We're going to start today with Dr. Joanna Nacheff.

J. Nacheff: I'm from the Fine Arts department and I'm in charge of the choral departments and it's been a joy to serve at El Camino in a full-time capacity. This is my 25th year and I think we have a mission to really make our students realize they're our customers and we're here to serve them.

RD: Next we have Stephanie Burnham from Humanities

S. Burnham: Hi everyone, I'm Stephanie. I'm full-time faculty going into my second year here.

DM: Welcome Deans Rep for today, Amy Grant from Natural Sciences

A. Grant: Howdy y'all. I've been at ECC since 1999. In what ways is our division demonstrating its commitment to equity and justice? The Natural Sciences Division has a commitment to equity and inclusion. Our Life Sciences Department has been having robust equity and inclusion meetings twice a month. Our Guided Pathways Success Team recently participated in equity training. We also participated in a Flex Day activity in which all departments brainstormed about equity. Results of the activity were sent to all NS faculty. Thank you.

DM: We're doing a little bit of change to the structure of the meetings. We had some concerns that there wasn't enough time for important agenda issues and discussions and we are trying out moving our reports to the end of the meeting. Each VP and special committee reporters has been asked to include as much information in the slides as possible so we only make announcements that are really important and save meeting time for our agendized issues. We are hoping that this structure is going to work better for everyone. We are trying something new, if this doesn't work perfect the first time, please provide feedback or any other member of the e-board. Reports will be at the end. Urgent announcements will be at the beginning.

Meeting Format Changes:

- 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. If your comment is not directly relevant, we're going to ask you to save it for public comment. Public comments will be limited to 1 three-minute comment per person per meeting.
 - Did not make up out of the blue. Part of robust discussion with Senate president listserv, this is a practice being used by Senate all across the state right now
- New delegation of meeting responsibilities to members of E-board
 - I'll be running the meeting, sharing my screen, working with presenters. Pete is going to be the sergeant of arms. Stacey and Kevin will be monitoring the chat.
- 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.
- Finally, please remember to respect our community norms if you wish to participate in senate meetings.
 - Assume good intentions
 - Address concerns/constructive criticism about senate meeting format/issues to a member of the senate executive board.
 - We are very responsive to concerns and criticism and have made adjustments based on feedback from our survey

Reminder of the purpose of Academic Senate from Title 5:

- Title 5 is law in the state of California. This is the job of the Senate: make recommendations with respect to these eleven matters [see slides]. We have state mandated charge as the Senate and have to get business done. We'll do our best to make time for discussion.

S. Allen: Student Major Campaign

- I want to share with you some information about an upcoming campaign sponsored by Guided Pathways where the focus is to encourage our students to verify their declared major. Like many of you, I've had countless conversations with students over the years who express uncertainty and anxiety towards choosing a major and I was surprised to learn recently that students declare their major when they apply to the college, not after taking some classes to see what is most interesting to them
- First screen a student sees when they apply to ECC: selecting a major
 - We are finding that it is a shot in the dark, they are selecting something to start taking classes
 - Undecided is not an option
- What we have found is that students might be missing out on important services such as targeted counseling or financial aid, so GP is sponsoring a media blitz campaign
- How can you help as a faculty member?
 - Watch for info that will be emailed next week
 - You will find a link that you can share with your students, it will take them to majors campaign CANVAS page located in the Student Services Hub

- Volunteer to assist in these “drop-in” sessions
 - If you volunteer during these Zoom sessions, you will be in a breakout room with other folks. We will provide some training for you. We ask that you complete the form by October 16th. On October 16th there will be info sessions. This is all flex eligible

D. McClelland: Make sure to share with your colleagues and encourage to participate

C. UNFINISHED BUSINESS

a. 2020-2021 Senate Goals 3rd Reading and Vote-Senate Executive Board

- Motioned by K. Degnan, seconded by M. McMillin.

D. McClelland:

- On our first slide, ensure full faculty involvement in decision-making related to academic and professional matters – no changes. No comments, questions, or concerns.
- Section two – made one edit. What we did as an e-board was move Senate orientation to CANVAS course so our new Senators can take on their own time and earn flex credit for it and we don’t have to do it during the meetings. I’ll also be sending out the link for this to the full Senate so if you want a refresher can do it anytime. No comments, questions, or concerns.
- Changes since last rendition here, because of the new language and new contract being ratified: Create a VP of Equity, Diversity, and Inclusion on executive board. Define the role over 2020-2021 school year and amend the senate constitution and bylaws to include a job description for this position by end of spring 2021. –we as a senate e-board feel that it would not be in the best interest of our Senate or our campus to define and job description now, we think it’s a better idea to elect someone, have them be the VP elect, they will function just like our other VPs, but wait to change constitution till end of the year until this position and executive board along with full Senate have ben able to weigh in on a job description, define the position. Mostly because the constitution change involves a vote of the full faculty and that’s kind of a process so we don’t want to do it twice in a year.
- The other highlighted change is to support work of the noncredit taskforce in development of the noncredit plan. Any questions, concerns?
- We accomplished one of our goals, on supporting accreditation site visit.

Question about funding for VP of Equity, Diversity, and Inclusion. DM: In the new contract, there was an increase in FTE for Senate executive board from two FTE to three FTE so we got an additional FTE of funding. Part of that additional FTE will go to fund this position.

Vote: 30 yes, 0 no, 0 abstain.

D. NEW BUSINESS

a. BP/AP 4235, Credit for Prior Learning 1st Reading- Darcie McClelland

- Questions on BP? We will bring this back for a second reading and move on to AP
- AP – Darcie reviewed proposed changes
 - Specific procedures for AP/IB exams: reworded to make clearer
 - Addition of new state mandated procedures pertaining to credit for prior learning
 - Still working on the process for the appeal

b. Resolution Calling for Mandatory Equity PD for all ECC Faculty 1st Reading- Executive Board

- D. McClelland: Background: Executive board has been working on since June
- Gray area because of joint purview with the Federation. Have been working with them
- When e-board saw call to action email, felt as a board that our senate can't sit back and we need to take a bold action
- K. Iino: Thank you for doing this. Federation was unanimously in support. Please let us know how we can support the process along the way
- D. Meek: change date from 2020 to 2021.
- M. McMillan: what would be considered senate-approved?
 - DM: Will be further fleshed out in MOU
 - Brainstormed with e-board and Federation-thinking of having a symbol to show what would qualify as an equity event. For outside things, submit it as you do and, this might fall under VP of Equity and Inclusion, to approve
 - Have some suggested activities for faculty who are new at equity training
 - DM: As you've done a lot of trainings, will have opportunity to host a flex activity
- R. Anthony: Will there be repercussions built in for non-compliance?
 - DM: That is a negotiated item. What has been discussed is that first time person does not do this, will receive a warning letter co signed by dean and member of Senate executive board. If didn't comply after the first time, will get docked pay the way it happens when you don't do flex.
- T. Lau: Will a category be added for PD/Flex reporting?
 - DM: We can work on doing that with people who do Cornerstone, we will have some kind of system to let people know when it's done
- DM: Will bring this back on October 20th, if you have ideas on suggestions please reach out to member of the e-board. We are trying to broadly consult with groups such as Federation, African American Network, etc. We will do our best to incorporate it.

c. Call for Nominations, Senate VP Elect of Equity, Diversity, and Inclusion- Senate Executive Board

- C. Striepe: Would like to nominate Analu Josephides. Analu accepted nomination.
- Nomination period open until next meeting, will have election at our next meeting

E. INFORMATION ITEMS – DISCUSSION

a. Discussion concerning how faculty can better support SRC students in virtual environment- Tiffanie Lau and Gary Greco

- G. Greco: I would like to provide some information in that the purpose of this presentation is to make folks aware of disabilities considered invisible in online environments
- Information provided here can give you some tips to provide awareness of importance of checking in so they maintain engagement and learning, and their experience is a positive one
- Types of Common Invisible Disabilities
 - Learning Disabilities
 - Attention Deficits
 - Autism Spectrum Disorders
 - Visual Impairments

- Mental Health
- Mobility
- Deaf and Hard of Hearing
 - Will explain some of the struggles that they have
- Missed Dynamics on Campus vs Online
 - Nuances missed in remote classes:
 - Comprehension
 - No visual acknowledgement of understanding or not
 - Blank stares
 - Muted mics – because they are afraid to answer or say anything
 - Overall more reading required for online classes
 - Reading the syllabus, lessons, assignments, discussions, etc
 - Attention/Focus
 - Students looking away from the camera
 - Deaf students not looking “straight” on and appear to be looking at someone else
 - Distracted
 - Students moving and not sitting quietly, restless
 - Environmental factors
 - Background noises in the house or outside – different living environments and conditions
 - Family members distracting them
 - No dedicated work/study space
 - Lack of access to technology and/or internet connection
 - Participation
 - Webcam issues
 - Students move in and out of range
 - Camera pointed at a different angle
 - Camera Shy
 - Feels like everyone is looking at everyone
 - Students on the autism spectrum disorder have difficulty adjusting to an online environment and may have difficulty with concentrating and focus. They may not speak up or talk at all
 - There are distractibility issues with this disability as well as they may not be able to read or understand the pulse of the class tone and will have missed these cues
 - Discussion Forum shy
 - Difficulty with spelling
 - Difficulty with getting thoughts into written form
 - Visual impairments is another disability where you may not be aware that student may be low vision or visually impaired and struggling to be able to see the material being presented in your lecture

- Students with mental health issues may have stressors. In an in-person environment, we would be able to see that. In an online environment, may not be able to tell that student is visually upset or visually stressed
- Students with mobility issues: may not be able to see wheelchair, may have mobility issues from the waist down or with their hands, may be reaching for something outside of the camera range
- S. Kadakia: We are not trained for dealing with disabilities. I think we should have a PD session on ways/training for such cases?
 - GC: We can definitely look into that. Will answer questions at end of presentation
- What instructors can do
 - Be mindful of students' interactions in the remote "classroom"
 - Check in with students discretely
 - Check for understanding after a few points/examples
 - Encourage them to visit you during OH
 - Be extra mindful with students who have submitted accommodations
 - Check in to make sure things are going okay
 - Provide a variety of lesson activities
 - Articles
 - Videos
 - Discussions
 - Take a stretch break
 - Test proctoring
 - Can be done via zoom
 - Proctorio may not be accessible for all students
 - Prompts student to move computer to scan room – very uncomfortable and privacy issue
 - Beeps and is more anxiety provoking
 - Reduced distraction testing environment is not possible at home
 - Some students may need more time (or grace) due to lack of technical skills
 - Do not assume your students have the same technology you have
 - Borrowed Chromebooks, tablets, smart phone apps do not have same views
 - Deaf students may be trying to find the Sign Language Interpreter while the instructor has begun lecturing
 - Make sure the deaf student has found the interpreter prior to beginning lecture
 - Provide resource information
 - SRC – feel free to contact at any time
 - Student Services
 - Other ECC support resources
 - Contact us in the SRC, we're here to provide resources
- Resources
 - Special Resource Center – 310-660-3295, srcinfo@elcamino.edu
 - Links to support services
- Q&A
 - Possibility of PD training? GC: Will work on this

- how many students do you think have these disabilities but are not diagnosed?I have seen so many of these behaviors in students that have not made me aware of any disability. I think students are surprised that their usual strategies for learning do not work for the online environment
 - T. Lau: In general, the 10% of our population have a formal disability diagnosed. In online environment, may feel they don't need accommodations. For example, don't need separate table and chair. But still have other struggles in the class but don't feel they need to reach out. If students are struggling, encourage them to reach out to someone in office. Absolutely, online learning environment is very different than regular classroom. In asynchronous class, student can be in class all day long and students don't have time limits that they have in an in-person classroom.
 - GC: Plea for faculty and staff alike- there have been some resolutions passed of becoming more sensitive and aware, if we could think of students with disabilities in same equitable format. We have another underserved population being shoved in closet and not being treated with equity. Have sensitivity and awareness so they have same success at ECC.
 - TL: Community patience and grace is helpful.
- A. Josephides: Many other students not sent by SRC that learned about adaptive access room and opened up to all students who came to reference services. I am so open and available to hearing back from you on how we can make virtual reference equally amazing
- S. Bray: I just wanted to say in response to what you mentioned Gary--it's not playing oppression Olympics by any means, but I don't think that equating racism and racial microaggressions, or by focusing on what Black folk and faculty of color are experiencing on this campus are the same. Yes, we should work toward equity for all students, but those are two very separate issues so I didn't want those two to be combined together.
 - GC: Thank you for pointing that out. Two very, very different issues, I'm just advocating that we look at them both separately but we also look at both under same equitable lens and be given access to succeed just like other students from other backgrounds
- DM: Please share best practices widely with colleagues on campus. Thank you, Gary and Tiffanie, for presentation.

F. OFFICER REPORTS

a. President, Darcie McClelland

- D. McClelland: Had announcements at beginning of meeting, no report

b. Chair, Curriculum- Janet Young

- J. Young: Completed the Annual Certification Training at the Sept 22nd CCC required to continue local approval of courses and most degrees/certificates
- Meeting with ACCJC Team seemed to go well
- Curriculum will be reviewed via Curriculog for the October 27th CCC meeting

- Curriculog Café will be held at the end of each CCC meeting for those who wish to say on the call and ask questions or provide feedback
 - Our meetings are on Tuesdays and Thursdays
- c. VP Educational Policies – Darcie McClelland
- D. McClelland: No report, the BP and AP that are on agenda is what we've been working on
- d. VP Faculty Development- Stacey Allen
- S. Allen: Outstanding Adjunct Faculty Award-nominations due by 4pm this Friday
 - Professional Development Activity Proposal Form has been updated to include:
 - *The Academic Senate strongly encourages racial equity focused professional development. Will tis activity provide opportunities to learn about racism, anti-racism, equity gaps, or other areas related to racial equity?*
 - One way to track activities that are equity focused. As Darcie mentioned, maybe a symbol would appear
 - Faculty PD Plans
 - We are required by Chancellor's Office to submit a PD plan each year, have been out of compliance for some time
 - Our discretionary flex went from 15 to 18
 - If you've already completed your flex obligations, you can write this as a summary
 - This is really just for you to have for records
- e. VP Academic Technology- Pete Marcoux
- P. Marcoux: Canvascon 2020 Online. Deadline to register Oct 9th
 - College Technology Committee
 - Senate orientation: <https://www.instructure.com/canvas/events/canvascon> - please share feedback via email
 - D. McClelland: Thank you to Pete for creating CANVAS shell for orientation
- f. VP Instructional Effectiveness/ALC & SLOs Update- Kevin Degnan
- K. Degnan: Accreditation meetings seemed to go well. Looking forward to hopefully more good news in January.
 - SLO completion rates are near 100% across all divisions.
 - Humanities and Health Sciences & Athletics are at 100% for PLO assessments

G. SPECIAL COMMITTEE REPORTS

- a. ECC VP of Academic Affairs – Jean Shankweiler
- J. Shankweiler:
 - Accreditation – Thank you to everyone that attended interview, forums and worked on accreditation in any way. A special thanks to Claudia Striepe for all her excellent work and support over the last 3 years. Chris Gold stepped in after we lost Linda, I appreciate her work and all of the teams for all their work. We will get our final results from the Commission in January.
 - Guided Pathways: Jenny Simon and the GP team will be accepting proposals to fund requests for Academic Technology that will support one of the 4 GP pillars. Look for more information.

- The documents for Professional Development plans will be coming to faculty soon.
- Lecture Lab Parity proposals documents ready to go out, will send out this afternoon, due Nov 16.

b. ECC VP of Student Services – Ross Miyashiro

- The Warrior Food Pantry served 92 students in one day. The first day served 37 students. Thank you to everyone who supports the Warrior Food Pantry.
- The Warrior Closet will partner with the Warrior Food Pantry to allow students to shop by appointment, and pick-up clothing ordered through the Warrior Closet. Thank you to everyone who have donated new and lightly used clothing.
- The Student Development Office and Associated Students Organization are organizing a Student Town Hall Meeting to discuss Voter Registration and at a second Town Hall to discuss Race and Equity. Please share with your students.

- A. Josephides: how can we donate items? RM: Foundation has link to donate quarterly. Can bring in clothes to warrior pantry and they will get them to Sharonda who coordinates Warrior Closet
- RM: Will have virtual Great Shakeout next Thursday

D. McClelland: One announcement—per constitution and bylaws need elections chair. Pete Marcoux has volunteered so Pete Marcoux will be chairing elections for our new VP of Equity, Inclusion, and Diversity

P. Marcoux: I will work with Rocio and we will be the elections committee.

H. FUTURE AGENDA ITEMS

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

I. PUBLIC COMMENT

None

J. ADJOURN

K. Degnan motioned to adjourn, seconded by C. Striepe. Meeting adjourned at 1:57pm. Thank you, everyone. I welcome any feedback about the changes to the meeting structure just email me or email any member of our board.

The El Camino Community College District allows students to receive credit ~~by examination~~ **for prior learning** for a specific course by demonstrating mastery of the course content, objectives, and outcomes.

Credit may be earned by students who satisfactorily pass authorized examinations in accordance with Title 5 section 55050. Procedures for granting credit ~~by examination~~ **for prior learning** will be developed in collegial consultation with the Academic Senate.



POLICY & PROCEDURE SERVICE

BP 4235 Credit for Prior Learning

Reference:

Title 5 Section 55050

NOTE: *If the District grants credit for prior learning, the following policy applies:*

Credit may be earned by students who satisfactorily pass an assessment. The [**CEO**] shall establish administrative procedures to implement this policy.

Revised 2/08, 4/20

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AP 4235, Credit for Prior Learning

The purpose of Credit for Prior Learning is to allow a student to gain credit for a specific course by demonstrating mastery of the course content, objectives, and outcomes. Credit for Prior Learning may be obtained by one of the following methods:

- Achievement of a score of 3 or higher on an Advanced Placement Examination administered by the College Entrance Examination Board or a score of 4 or 5 or higher on an International Baccalaureate HL examination. Faculty in the discipline will determine the tests and scores applicable for local degree credit. The tests and scores will be published in the college catalog.
- Achievement of a score that qualifies for credit by examination in the College Level Examination Program (CLEP).
- Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.
- Achievement of an examination administered by other agencies approved by the college.
- Assessment approved or conducted by proper authorities of the college.

Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the El Camino College course catalog. Students may be awarded elective credit for prior learning if they do not require additional general education or program credits to meet their goals.

Determination of Eligibility to Receive Credit by Examination:

1. A student must have completed 12 semester units at El Camino College with a minimum grade point average of 2.00 and be in good standing at the time the credit is granted. However, students enrolling in or enrolled at El Camino College may be allowed to take the examination at any time, even though credit will not be granted until 12 semester units have been completed. Students shall be exempt from the residency requirement if the course is articulated with a high school/ adult school or Regional Occupational Program Career and Technical Education (CTE) pathway provided that they are registered at the college.
2. Students shall only be allowed to petition to receive credit by examination one time per course. Students may not petition for credit examination for a course in which they have previously enrolled and received a grade, unless statutorily required.
3. Students may not petition for credit by examination for a course in which they have been enrolled after the first two weeks of a semester, except under special circumstances as determined by the dean and faculty who normally teach the course.
4. Students must petition for credit by examination no later than the middle of the term except under special circumstances as determined by the dean and faculty who normally teach the course.
5. Only those courses listed in the catalog and approved for credit by examination at the time of the petition shall be available to students for such credit.

6. Credit is not available for any course that is lower in a sequence than a course for which credit has already granted, except under special circumstances determined by the dean and faculty who normally teach the course.

7. The maximum amount of credit by examination permissible shall not exceed 15 semester units, including not more than 50% of the credit required for the major subject field. Advanced Placement and International Baccalaureate credit are exempt from this 15 unit maximum.

Credits acquired by assessment shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.

Fee Requirements

A processing fee will be charged to petition for credit by examination. The amount of the fee will be established by the Admissions Office and paid at the cashier's office. The amount of the fee cannot exceed the enrollment fee associated with enrollment in the course for which the student seeks credit by examination. Fee waivers do not apply to credit by exam. Students involved in high school or occupational center articulated programs will be exempt from paying this fee.

Procedure for Earning Credit by Examination

Students shall complete a petition for credit by examination and submit it to the Admissions Office along with satisfactory evidence of knowledge, skills or experience. Upon request, students shall be provided with a copy of the pertinent Course Outline of Record to aid them in making the decision of whether or not to petition and attempt credit by examination.

The Admissions Office shall forward petitions, with supporting documentation, to the respective dean of the academic division concerned. The dean, in consultation with faculty who normally teach the course, shall determine the eligibility of the student for such an examination. Approved petitions must demonstrate that the knowledge, skills, and/or experiences gained outside the regular college curriculum are compatible with the course content, objectives, and outcomes for which credit is requested.

If the petition is approved, the nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted. The faculty shall determine that the examination adequately measures mastery of the course content, objectives, and outcomes as set forth in the outline of record. Subject matter mastery and/or skills proficiency, as stated in the objectives and outcomes of the course outline of record, may be established by written examination, portfolio, skills demonstration or combination thereof. The faculty may accept an examination conducted at a location other than the community college. The examination may be offered in more than one session and/or format. The examination must measure proficiency at the level expected of students who have successfully completed the course at El Camino College. The academic division shall notify the student of the examination arrangements.

Grading shall be according to the regular grading system used by the college, including a "pass-no pass" option if that option is ordinarily available for the course.

If credit is granted and all eligibility requirements have been met, the student's academic record shall be clearly annotated to reflect that credit was earned by examination. The Admissions Office shall retain a copy of the petition and notify the student of the results.

Specific Procedures for AP/IB Exams

Faculty in the appropriate discipline must approve AP and IB examination scores deemed to constitute satisfactory performance, in lieu of courses offered by the college for which unit credit will be granted. Faculty in the appropriate discipline must also approve [which specific College Curriculum Committee approved course requirements a particular AP or IB exam may fulfill](#). ~~that may be met by such examinations~~ All discipline level decisions regarding AP and IB exams must follow the policies and procedures approved by the College Curriculum Committee.

For any AP or IB examination that the El Camino Community College District (ECCCD) does not offer a course similar in content, the ECCCD will award credit in the General Education area shown on the California Community College General Education AP or IB list. If there is no General Education area that fits the AP or IB Examination, the ECCCD may award elective credit.

In order to receive credit for AP or IB exams, the following conditions must be met:

1. The AP or IB exam must be approved by the College Curriculum Committee and published in the college catalog.
2. An official AP Score Report or official IB transcript must be submitted to the Admissions and Records Office.
- ~~3. Once records are verified and eligibility determined, the student's transcript shall be annotated to reflect that course credit was earned by examination. No grade will be given.~~
3. AP or IB exam results may be used to determine a student's eligibility in select courses for placement purposes.
4. Credit awarded through AP or IB exams may be used to satisfy [ECC degree and certificate requirements](#), ~~area of emphasis~~ [major requirements](#), IGETC, or CSU-GE breadth requirements, as approved by the Curriculum Committee.
5. An acceptable AP or IB score for IGETC or CSU GE ~~equates to what is listed in the college catalog~~ [may be used](#) for certification purposes.
6. Course credit will not be granted where it duplicates previous college coursework.
7. AP or IB credit will not apply toward financial aid eligibility, nor can it be used to satisfy the 12-unit residency requirement for graduation.
8. No fees will be charged for the processing and posting of AP or IB credit.

Students who have both a qualifying AP test score (3 or above) and a qualifying IB certificate exam score (4 or 5 or above) in the same examination area, or who have completed a college level course for credit,

will only have the first completion counted for credit. ECCCD shall post its Advanced Placement and International Baccalaureate Credit procedures on the El Camino College Website.

Specific Procedures for Credit for Military Service

El Camino College grants credit for successful completion of United States Armed Forces courses as recommended by the American Council on Education in the *Guide to the Evaluation of Educational Experiences in the Armed Services*. Whenever possible, military credit will be used for the fulfillment of general education, major coursework, and other degree requirements.

The Nursing Program shall offer credit for military experience and course work according to the *California Registered Nurses Licensure Qualifications for Persons Serving in Medical Corps of Armed Services* established by the Board of Registered Nursing. The Nursing Program will comply with the requirements of California Senate Bill 466. Procedures for the military challenge for advanced placement into the Nursing Program shall be published in the college catalog and on the Nursing Program webpage.

Veterans may also petition to receive credit for prior learning for military courses, experiences, and training. College Level Examination Program (CLEP) credit will be accepted when it is included on the American Council on Education transcript. The experience of the veteran will be reviewed and any appropriate El Camino College credit granted. Specifics related to the process of granting credit for military service will be published in the college catalog and posted on the Admissions and Records Office webpage. Once El Camino College reviews and awards credit, it will become part of the veteran's permanent record. Credit for military service will be awarded after completion of one semester of attendance at El Camino College. Students should meet with a counselor to determine whether or not the units will transfer to a four-year institution.

Restrictions on Units Earned through Credit by Examination

The maximum amount of credit by examination permissible shall not exceed 15 semester units, including not more than 50% of the credit required for the major subject field. Advanced Placement and International Baccalaureate credit are exempt from this 15 unit maximum. Units earned by examination are not to be considered part of the student's unit load. Credits acquired by examination are not applicable to meeting of such unit and requirements as Selective Service deferment and Veteran's or Social Security benefits and shall not be considered in verifying eligibility for athletics or student government.

Other Procedures Pertaining to Credit for Prior Learning

Upon completion of an education plan, a student who is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials, or requests credit for a course based on their prior learning will be referred to the appropriate division/department for assessment of prior learning.

Once a decision has been made about awarding of credit for prior learning, the student will be notified about the decision and will have the opportunity to accept, decline, or appeal the awarding of credit.

Student records including transcripts will clearly indicate which credits were earned by assessment of prior learning.

References:

Title 5 sections 55021, 55025, 55050, and 55052
Education Code Sections 66025.7, 78212, and 79500;

DRAFT

The ASCCC, "Awarding Credit Where Credit is Due," Spring 2014.

California Senate Bill 466.

American Council on Education, *Guide to the Evaluation of Educational Experiences in the Armed Services*.

California Community Colleges Chancellor's Office, *Awarding Community College Credit for Prior Military Experience*, March 2016.

POLICY & PROCEDURE SERVICE

AP 4235 Credit for Prior Learning

References:

Education Code Section 79500;
Title 5 Sections 55050 and 55052

NOTE: *This procedure is **suggested as good practice/optional**, but it **legally advised** if the Board has approved a policy to allow credit for prior learning. A District must publish its policies pertaining to credit for prior learning in its college catalog. A District must also review its credit for prior learning policy every three years and report particular findings specified in Title 5 Section 55050 subdivision (I) to the California Community Colleges Chancellor's Office. Additionally, a District must certify to the California Community Colleges Chancellor's Office by December 31, 2020 that it has complied with the requirements of Title 5 Section 55050.*

Credit for Prior Learning may be obtained by one of the following methods: *(Colleges must determine appropriate methods. The following are common.)*

- Achievement of a score of [**3 or higher**] on an Advanced Placement Examination administered by the College Entrance Examination Board.
- Achievement of a score that qualifies for credit by examination in the College Level Examination Program.
- Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.
- Achievement of an examination administered by other agencies approved by the college.
- Assessment approved or conducted by proper authorities of the college.

Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the catalog of the community college. Award of credit may be made to electives for students who do not require additional general education or program credits to meet their goals.

Determination of Eligibility to Receive Credit by Examination:

- The student must be currently registered in the college and in good standing,
- The course is listed in the college catalog,
- Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's or Social Security benefits.

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POLICY & PROCEDURE SERVICE

Credits acquired by assessment shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.

NOTE: *Additional local procedures may be inserted, which **must** include:*

- Procedures for students to attain credit for prior learning that includes credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized documentation, and standardized exams.
- The student's academic record clearly indicates that the credit was earned by assessment of prior learning.
- Limits on the number of units that may be applied to the Associate degree.
- Other limits on student and course eligibility for credit by examination.
- Procedures that require that a student, upon completion of his/her educational plan pursuant to Education Code Section 78212, shall be referred to the college's appropriate authority for assessment of prior learning if the student is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials, or requests credit for a course based on their prior learning.
- An opportunity for students to accept, decline or appeal decisions related to the award of credit, and in the cases of credit by exam, pursuant to Title 5 Sections 55021 and 55025.

Revised 2/08, 10/17, 4/20

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A Resolution of The El Camino College Academic Senate Mandating Anti-Racist/ Equity Professional Development for all El Camino College Faculty

WHEREAS the mission of El Camino College states that “El Camino College makes a positive difference in people’s lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, **equity** and success in collaboration with our **diverse** communities” And, one of the five core values of the college is **diversity** described as “We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all”; and

WHEREAS despite the college’s public commitment to address issues of racial equity in our community throughout spring and summer 2020, Black employees and students continue to communicate that these promises have not yet manifested into campus wide **actions** to combat racism and they do not feel safe, acknowledged, listened to, or valued within the ECC community because they continue to face racial microaggressions on a regular basis; and

WHEREAS racism is systemic, and it is unconsciously and consciously rooted into society’s institutions, policies, and practices as well as those of our College; and

WHEREAS according to the 2019-2022 Equal Employment Opportunity Plan, 60% of tenured or tenure-track faculty and 48% of part-time faculty at El Camino College identify as white while only 13% of El Camino students identify as white; and

WHEREAS in order for our majority-white faculty to develop enhanced empathy and truly provide an anti-racist, equitable, inclusive learning experience that provides all El Camino students (the majority of whom identify as students of color) a chance to succeed and to address the aforementioned concerns of Black members of the El Camino College Community not feeling safe, all faculty must be educated about the historical and current impact of racism, oppression, marginalization, and discrimination on the physical, emotional, and mental health of students, employees, and community members of color, as well as their own responsibility in perpetuating such inequity; and

WHEREAS nearly 2/3 of El Camino College faculty are employed on a part-time basis and thus it is the belief of the El Camino College Academic Senate that any college-wide effort to educate faculty about racial equity in order to improve student success must include part-time faculty; and

WHEREAS Title 5 section 53200 entrusts local academic senates with the responsibility for developing policies for faculty development activities; and

WHEREAS the 2020-2022 agreement between the El Camino College District and the El Camino College Federation of Teachers Local 1388 compensates tenured and tenure-track faculty for 24 hours of professional development activities and part-time faculty for up to 3 hours of professional development activities; and

WHEREAS the 2020-2022 agreement between the El Camino College District and the El Camino College Federation of Teachers Local 1388 allows individual faculty members broad discretion in selecting activities they will participate in to fulfill their contractual professional development requirements such that no racial equity and anti-racist professional development activities are currently required of ECC faculty;

THEREFORE BE IT RESOLVED THAT The El Camino College Academic Senate will develop a senate policy requiring that all tenure and tenure-track faculty complete four hours and currently employed part-time faculty three hours of senate-approved racial equity focused professional development outside of the fall and spring professional development day general sessions each academic year beginning with the 2020-2021 school year along with a suggested plan for implementation of this policy to be agenzized for a first reading at the October 20, 2020 Academic Senate meeting; and

BE IT FURTHER RESOLVED THAT the El Camino College Academic Senate fervently requests that the El Camino Community College and the El Camino College Federation of Teachers Local 1388 (Federation) honor their commitments to partner with us to promote the success of all El Camino students through **action** to combat racism and racially based microaggressions within our campus community by negotiating to implement the above-mentioned policy by the first day of spring semester 2021; and

BE IT FURTHER RESOLVED THAT the El Camino College Academic Senate requests that the El Camino Community College District back their promise to promote the development of an anti-racist institution where all campus community members feel safe and welcome with financial support by negotiating to pay all part-time faculty members actively employed by the District, regardless of teaching load, for three hours of racial-equity focused professional development per school year; and

BE IT FURTHER RESOLVED THAT in order to reaffirm our commitment to equity and social justice, lead by example, and express solidarity with our Black students, colleagues, and leaders through **action**, each El Camino College Academic Senator hereby commits to completing at least four hours of racial equity based professional development by May 31, 2021 and reporting to the executive board how they fulfilled this commitment and how they intend to apply the lessons learned in future interactions with students so that the senate executive board can report out to the campus community about each senator's participation in this commitment at the June 8, 2021 Academic Senate meeting.

El Camino College Academic Senate Policy Regarding Anti-Racist Equity Professional Development for all Faculty

In order to fulfill the mission of El Camino College to make a positive difference in people's lives and provide innovative and excellent comprehensive educational programs and services that promote student learning, equity and success in collaboration with our diverse communities it is imperative that all ECC faculty be educated about the systemic nature of racism, its unconscious and conscious rooting into society's institutions, policies, and practices as well as those of our College, the historical and current impact of racism, oppression, marginalization, and discrimination on the physical, emotional, and mental health of students, employees, and community members of color, and individual responsibility in perpetuating such inequity.

Thus, beginning with the 2020-2021 school year, all tenure and tenure-track faculty are required to complete four hours and currently employed part-time faculty three hours of senate-approved racial equity focused professional development outside of the mandated fall and spring professional development events each academic year. Further details concerning the implementation of this policy can be found in the Anti-Racist Equity Professional Development Implementation Plan.

APPENDIX ____

GUIDELINES ON ENFORCING STUDENT HEALTH & SAFETY REQUIREMENTS IN THE CLASSROOM

All students are required to follow the Standards of Student Conduct ([Board Policy](#) and [Administrative Procedure 5500](#)), which include following the health and safety guidelines provided. Maintaining health and safety guidelines is an important responsibility of all members of the campus community. .

Proactively address health and safety expectations at the beginning of your course. Some strategies include, but not limited to:

- Placing language regarding facial coverings, physical distancing, walking patterns, and health screenings on your syllabus
- Review the syllabus language on the first day of the course and thereafter, as needed.
- Provide a student with a face covering if they forgot one and remind them to bring/wear face coverings for this and future classes
- Show/Display [County of Los Angeles County Public Health Order](#) during class and/or on Canvas

Failure to adhere to health and safety guidelines may result in the instructor removing the student from class and/or possible formal disciplinary actions that may include consequences such as formal warning, probation, interim suspension, and/or long-term suspension (Per Administrative Procedure 5520)

Examples of failure to follow guidelines while on campus includes, but is not limited to:

- Not wearing a face covering on campus/during class (unless specific written exemption exists from Student Health Services or Student Resource Center)
- Not maintaining physical distancing of 6 feet
- Not following expectations for foot traffic, and identified traffic patterns and spacing markers
- Not completing required health screenings prior to coming to campus/attending class

If a campus employee has a concern that a student is not following health and safety requirements, the following are steps to address the issue.

1. **Address the concern individually with the student.** To reduce the chance the encounter is adversarial, it is recommended this is done as privately as possible (i.e. outside of the classroom).
 - a. State the guideline that is not being followed.
 - i. If related to face covering, verify if the student does or does not have written exemption to the guideline (via SHS or SRC).
 - b. Emphasize that all members of the community must adhere to the guidelines, to maintain a healthy work and educational environment.
 - c. Ask why they are not following the guidelines, and listen to their response.
 - d. Reinforce specific guidance on what the expected behavior is (wear a face covering, complete health screening, etc.).
 - e. Share the consequence of failing to follow guidelines – student may be removed from class for that class period, and up to the next class period, by the instructor. This absence

will count against their attendance and will also result in a disciplinary report to Student Conduct.

- f. Ask the student if they have questions or concerns. For questions you are unable to answer, refer the student to the Director of Student Development or to the Dean of Student Support Services, as applicable.
- 2. Follow up with a written reminder (recommended).** Example:

- a. Dear Student

This message is to follow up from our discussion today regarding the importance of adhering to health and safety guidelines on campus. Today you (objectively describe which guideline was not followed, focus on observed behavior and do not include personal opinion).



We discussed that all members of the campus community must adhere to the guidelines, to maintain a healthy work and educational environment. If this happens again, you may be removed from class for that class period, and up to the next class period. This absence will count against your attendance and may impact your grade. It would also result in a disciplinary report to the Student Development Office. These guidelines are not intended to impede your educational experience but provide for a safe environment for all, and so it is essential all members of our community adhere to the guidelines.

Sincerely, (Faculty)
Copy Dean/Associate Dean

If the behavior continues, is repeated, or the student does not comply after your initial request:

1. **Inform the student they are being removed from class, per [Administrative Procedure 5520 Student Discipline Procedures](#).** Inform the student they must leave the class at this time, and an Incident Report & Referral Form will be submitted to the Student Development Office. Instructors may determine if the removal will include the next class period, which is an option but not required. Inform the student that they must abide by health & safety guidelines, and instructor removal will occur as necessary to enforce the guidelines. If the student will not physically leave than the classroom faculty member will dismiss the class.
2. **Submit a [Incident Report & Referral Form](#) within 24 hours.** If you sent the written reminder from your initial contact with the student, please attach it (upload to Maxient) to the report.

If the student does not comply with your request, and does not comply with leaving class (instructor removal):

1. **Contact one of the following people to respond and assist (in the following order):**
 1. College Police Services
 2. Dismiss the class (break until support arrives)
 3. Your Division Dean or Associate Dean (or Dean on Duty)
 4. Director of Student Development, Greg Toya
 5. Dean of Student Support Services, Idania Reyes
2. **Submit a [Incident Report & Referral Form](#) within 24 hours.** If you sent the written reminder from your initial contact with the student, please attach it (upload to Maxient) to the report.



If at any time you would like to consult on a student behavior concern, please contact Dr. Greg Toya at <gtoya@elcamino.edu> or x3500 for assistance. All employees are encouraged to reach out as needed.

General tips on addressing student misconduct:

- As employees we role model the behavior we expect from students. Address the student as privately as possible, and respectfully.
- Use a calm, non-confrontational voice.
- Be specific in identifying the concern with the student, and the change that needs to be made.
- Avoid making assessments or assumptions of the reasons behind the behavior, making judgements about the individual as a student or person, or label/stereotype the student. Do not include this type of language or description in any written report.
- Addressing behavior early is important, in order to provide the student the opportunity to correct.
- These situations can be uncomfortable and stressful, and you can consult or debrief with your department chair, division dean, and/or (Insert position to handle).

El Camino College Noncredit Plan: 2020 to 2022

Proposed to Academic Senate in Fall 2020

Developed by the Noncredit Workgroup

Co-Chairs: Matt Kline and Scott Kushigemachi

Academic Senate Noncredit Liaison: Shanna Potter

Mission and Vision

The noncredit program supports the college mission by engaging diverse, nontraditional, and underserved populations within the El Camino College service area; by advancing the educational, career, and personal success of students; and by striving to overcome equity gaps. There are two main goals of the noncredit program:

- Support nontraditional students who are not looking to earn a credit degree or certificate but rather wish to improve their existing work skills or learn a new set of skills for employment
- Strengthen the reading, writing, mathematical, and study skills of students

Description of Program

Noncredit courses have no credit/units associated with them, and there is no accompanying tuition or fees. Courses may be repeated an unlimited amount of times. The courses generate apportionment at a lower rate specific to noncredit instruction. Noncredit apportionment is limited to the following ten categories:

1. English as a Second Language (including Vocational ESL or VESL)
2. Immigrant Education (including citizenship)
3. Elementary and Secondary Basic Skills (including supervised tutoring)
4. Health and Safety
5. Courses for Adults with Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-Term Vocational (including apprenticeship)
10. Workforce Preparation

Noncredit courses that lead to either a certificate of completion or a certificate of competency and fall within the following categories generate almost the same rate of apportionment as credit courses (prior to the Student Centered Funding Formula). These courses are called Career Development and College Preparation (CDCP) or enhanced noncredit courses:

1. English as a Second Language (including VESL)
2. Basic Skills
3. Short-Term Vocational
4. Workforce Preparation

The noncredit program will typically target underrepresented groups, which helps improve inclusion throughout the college. Moreover, with the implementation of the noncredit program, the college has an increased opportunity to develop partnerships with adult schools, community businesses, high schools, and other agencies in the region to help students gain employment or enhance job performance.

Our initial focus will be on enhancing basic skills, ESL, and workforce development by offering CDCP noncredit courses. Additionally, the college has started offering

noncredit mirrored courses.

A noncredit mirrored course is a duplicate of a credit course that is offered at the same time as the credit course, thus allowing students to take a course for either credit or noncredit. For instance, ESL 53B is a credit course, and NESL 53B is an exact copy of the course, but it is noncredit. A section of ESL 53B and a section of NESL 53B can be offered at the same time with the same faculty member. Mirrored courses enable students to learn the content of a credit course without having to pay tuition, and they allow students to repeat the course again until they have mastered the course's content. CDCP noncredit mirrored courses receive nearly the same apportionment rate as their credit counterparts (prior to the Student Centered Funding Formula).

Goals

GOAL 1: Provide leadership, direction, and support for noncredit programs			
Actions	Lead(s)	Completion Date	Notes
Create a Noncredit Workgroup with manager and faculty co-chairs	Academic Affairs (AA)	Finished	
Hire a Director of Noncredit to lead and oversee the implementation of the noncredit program, and hire support staff as appropriate	AA	June 2022	

GOAL 2: Create and offer new and innovative noncredit programs			
Actions	Lead(s)	Completion Date	Notes
Develop an efficient noncredit curriculum approval process	NC Workgroup (NCW), Curriculum Committee	June 2021	

Identify and offer courses and certificates that: 1.) receive enhanced CDCP funding, 2.) complement credit offerings, 3.) provide pathways between adult education and ECC credit programs, and/or 4.) address specific workforce needs	NCW, AA, Community Advancement (CA)		Two high-impact short-term certificates to CCC by Fall 2021, preferably sooner; Determine target for number of certificates awarded by 2023
Increase noncredit ESL offerings as appropriate based on demand	Humanities, CA	June 2021	Already increasing for Spring 2021
Support divisions in expanding noncredit offerings	NCW	Ongoing	NC involves unique logistical challenges that can be difficult to navigate

GOAL 3: Increase faculty engagement with noncredit program development and noncredit instruction

Actions	Lead(s)	Completion Date	Notes
Create a noncredit liaison to Academic Senate for increased communication and awareness of noncredit programs, especially with regards to items from the Noncredit Plan	NCW, Academic Senate (AS)	Finished	
Formalize a load calculation for noncredit instruction	AA, AS, ECCFT, NCW	June 2021	Currently, NC faculty are paid using Special Assignment

Offer workshops to faculty to inform them of the unique opportunities afforded by noncredit	NCW	Ongoing, Starting November 2020	
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GOAL 4: Provide noncredit students with robust student services commensurate with those provided to credit students			
Actions	Lead(s)	Completion Date	Notes
Develop training for and increase communication to select Student Services departments	NCW, Student Services (SS)	Ongoing, Starting November 2020	
Evaluate existing processes to ensure they do not create unique barriers for noncredit students (registration, records access, etc.)	NCW, SS	Ongoing	Explore CCC Apply Noncredit Application; Address noncredit transcript needs; Investigate grading options

Evaluation

Noncredit students may be interested in updating their workplace or job-readiness skills, working toward a certificate in order to get a pay raise, acquiring professional training for entry or re-entry into the job market, and/or taking classes for self-improvement. That said, noncredit courses may provide a pathway for students to transition to the college's credit programs and may also inspire students to achieve an academic or vocational goal they had not thought was possible. The achievement of both academic and/or vocational goals will need to be tracked for noncredit students. Data will also be collected on the number of students who transition from noncredit to an ECC credit program.

Appendix:

Noncredit Minimum Qualifications

Board Approved: May 19, 2014

Board Approved Revisions: November 16, 2015; June 18, 2018

Available at: <https://www.elcamino.edu/administration/vpaa/ECC-Minimum-Quals-2018.pdf>

ECC Noncredit Plan: 2020-2022

Using noncredit to improve equity outcomes and reach underrepresented students



Vision

- Support nontraditional students who are not looking to earn a credit degree or certificate but rather wish to improve their existing skills or learn a new set of skills for employment
- Strengthen the reading, writing, mathematical, and study skills of students

What can be noncredit?

10 Categories of Noncredit Programs

The State will only provide noncredit apportionment for courses that fall within ten categories of classes

Career Development and College Preparation Programs (Enhanced Noncredit)

Courses in these four categories have a higher apportionment rate than other noncredit courses

Noncredit Goals

1. Leadership, direction, and support
2. New and innovative programs
3. Faculty engagement
4. Robust student services

Final Point

We need your support
to make it happen



Thank you!

Contact us:

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ESL Instructor Matt Kline

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Chemistry Instructor Shanna Potter

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El Camino College

College Council Notes
Monday, October 5, 2020
1:30 – 2:30 p.m. Via Zoom

College Council Purpose Statement:

To facilitate communication and serve as a forum to exchange information that affects the college community.

Strategic Initiative C - Collaboration:

Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Members

Academic Senate	Darcie McClelland
ECC Federation of Teachers	Kelsey Iino
Confidential Representative	Rose Mahowald
ECCE Representative	Breanna Bond
Management Representative	Edith Gutierrez
Police Officer’s Association	Kenny Galan
Student Representative	Giancarlo Fernandez
Superintendent / President	Dena Maloney

Alternate/Support Members

ECC Federation of Teachers	
ECCE Representative	
Police Officer’s Association	Erika Solorzano
Executive Director Marketing & Communications	Ann O'Brien
Vice President Academic Affairs	Jean Shankweiler
Vice President Administrative Service	Iris Ingram
Vice President Human Resources	Jane Miyashiro
Vice President Student Services	

Agenda:

- | | | |
|---|-------------------|------------|
| 1. Welcome/Approval of Minutes | Dena Maloney | 3 minutes |
| 2. Policy Review – First Reading | Dena Maloney | 10 minutes |
| a. BP/AP 6450 Cell Phone Use | | |
| b. BP/AP 6399 SCFF Data Management | | |
| 3. 2020-21 Draft Goals | Dena Maloney | 30 minutes |
| 4. P/NP Resolution of the Academic Senate | Darcie McClelland | 10 minutes |
| 5. Accreditation De-Brief | All | 10 minutes |
| 6. Adjournment | | |

Future Meeting Dates: 1:30 p.m. via Zoom

D. Maloney Reminder only

Summer/Fall College Council Meetings

- a. Monday, October 19, 2020 (Board Day)
- b. Monday, November 2, 2020
- c. Monday, November 16, 2020 (Board Day)
- d. Monday, December 7, 2020
- e. Monday, December 21, 2020 (Board Day)

2019 - 20 College Council Goals

1. Provide orientation to all new and returning members of College Council on the Council's purpose, goals, and expectations of its members. Annually evaluate the College Council's effectiveness.
2. Lead the design of a 2020-25 Making Decisions at El Camino College document, which reflects the institution's commitment to collegial consultation and the purpose and responsibilities of each collegial consultation committee, its relationship to other committees, and the process for moving recommendations to the Board of Trustees through the Superintendent/President.
3. Complete/continue the development of legally required policies and procedures.
4. Consult collegially on the Institutional Self Evaluation Report. Attend assigned campus forums and provide feedback to the College Council.
5. Consult collegially on the organizational structure needed to support guided pathways at El Camino College.
6. Ensure that the College Council is informed of college initiatives including but not limited to:
 - Associated Student Organizations initiatives
 - Technology modernization
 - Impacts of facilities on the student experience
 - Sustainability plan progress
 - Climate Survey plan progress
 - 2020-23 Strategic Plan and new institutional planning model



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

55th SESSION RESOLUTIONS

Fall Plenary

***FOR DISCUSSION AT AREA MEETINGS,
October 16 & 17, 2020***

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 7, 2020.

Resolutions Committee 2020-2021

Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
David Morse, Long Beach City College, Area D
Amber Gillis, Compton Community College, Area C
Carolyn (CJ) Johnson, College of Alameda, Area B

FALL 2020 VIRTUAL RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning during the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted on Thursday are marked with a +.
Resolutions and amendments submitted on Friday are marked with a #.

- *1.01 S20 Adopt Updated ASCCC Vision, Mission, and Values Statements
- *1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership
- *3.01 S20 Support The Anti-Racism Pledge
- *3.02 S20 Recommendation to Update Title 5 Language for Minimum Qualifications
- *3.03 F20 Adopt Anti-Racism Education Paper
- *4.1 F20 Adopt the paper *Effective and Equitable Transfer Practices in the California Community Colleges*
- *6.01 F20 Oppose Legislated Curriculum
- *9.01 S20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules
- *9.02 F20 Bolster the Ethnic Studies Requirement
- *10.01 S20 *Disciplines List*—Registered Behavior Technician
- *10.02 F20 Adopt the Revised and Updated Paper *Equivalence to the Minimum Qualifications*
- *17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures
- *18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways
- *19.1 F20 Adopt the Paper *Protecting the Future of Academic Freedom in a Time of Great Change*

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1.0 ACADEMIC SENATE

***1.01 F20 Adopt Updated ASCCC Vision, Mission, and Values Statements**

Whereas, The Academic Senate for California Community Colleges does not have a vision statement, its mission statement was created and adopted by delegates in spring 2005 (Resolution 1.03 S05) and has remained unchanged since, and its values statements were created by the Executive Committee in response to Resolution 1.02 F08 and adopted by delegates in fall 2009 (Resolution 1.02 F09);

Whereas, While the current mission and values statements remain relevant, they inadequately communicate the importance of diverse faculty representation and perspectives and inadequately emphasize student success; and

Whereas, Input was solicited in breakouts at plenaries in fall 2018, spring 2019, and fall 2019, and participant feedback significantly shaped the draft considered by the Executive Committee and proposed for adoption by delegates;

Resolved, The Academic Senate for California Community Colleges adopt the vision statement and updated mission and values statements¹.

Contact: ASCCC Executive Committee

***1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership**

Whereas, The Chancellor's Office Management Information System Datamart for fall of 2019 indicates that 69.7% of faculty indicated as temporary, which includes part-time faculty, in the California Community College system are part-time faculty, yet the most recent Local Senates survey² completed in 2017 by the Academic Senate for California Community Colleges indicates that 64 colleges indicated that they have part-time faculty serving as local senators;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions and papers supporting part-time faculty and the importance of their voice in effective governance;

Whereas, The Academic Senate for California Community Colleges' Bylaws, Article IV, Section 2 includes eligibility for part-time faculty to run for an Executive Committee position (i.e., Board of Directors), yet few part-time faculty have served; and

Whereas, in the last few years, approximately 26% of the total applicants interested in serving on statewide committees have been part-time faculty, yet only 15-17% of the

¹ [Proposed ASCCC Vision, Mission, and Values Statement](#)

² [Local Senates Survey 2017](#)

appointments to Academic Senate for California Community Colleges’ standing committees have been part-time faculty;

Resolved, That the Academic Senate for California Community Colleges develop a resource identifying effective practices and providing recommendations to assist colleges and local academic senates in creating and communicating equitable policies and various leadership opportunities for part-time faculty; and

Resolved, That the Academic Senate for California Community Colleges widely communicate and encourage statewide leadership opportunities available to part-time faculty and bring the aforementioned resource to the Fall 2021 Plenary Session for adoption.

Contact: Steven Chang, Part-time Committee

3.0 DIVERSITY AND EQUITY

3.01 F20 Support *The Anti-Racism Pledge

Whereas, The Academic Senate for California Community Colleges adopted at the Fall Plenary of 2019 resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges; and

Whereas, The resolution established a commitment for the Academic Senate for California Community Colleges to “take steps to not only strive for a greater knowledge about and the celebration of diversity, but also to support deeper training that reveals the inherent racism embedded in societal institutions, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism”;

Resolved, That the Academic Senate for California Community Colleges distribute “The Anti-Racism Pledge”³;

Resolved, That the Academic Senate for California Community Colleges ask faculty and other stakeholders to examine their personal role and commit to dismantle structural racism by signing “The Anti-Racism Pledge”; and

Resolved, That the Academic Senate for California Community Colleges, in order to work toward ending institutional discrimination, provide deeper training that reveals and addresses the inherent racism embedded in societal and educational institutions to faculty by spring of 2021.

Contact: Karla Kirk, Equity and Diversity Action Committee

³ [*The Anti-Racism Pledge*](#)

***3.02 F20 Recommendation to Update Title 5 Language for Minimum Qualifications**

Whereas, The Academic Senate for California Community Colleges adopted a new inclusivity statement in fall 2019—Resolution 3.03 F19, Replacing the Academic Senate for California Community Colleges Inclusivity Statement—that aligns with the Board of Governor’s Diversity, Equity, and Inclusion Statement;⁴

Whereas, The paper *Equity Driven Systems: Student Equity and Achievement in the California Community Colleges*, adopted through Resolution 3.04 F19, calls for the Academic Senate for California Community Colleges and local academic senates to move beyond individual actions to transformational system change addressing policies and procedures;

Whereas, Title 5, § 53024.1 acknowledges that “establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort”; and

Whereas, Title 5, § 53022 defines the minimum qualifications for all faculty positions and requires all faculty applicants to demonstrate “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to recommend changes for consideration regarding the minimum qualifications that may include an update to the Title 5, §53022 language to exhibit and reflect the demonstration of cultural humility,⁵ cultural responsiveness,⁶ and equity-mindedness⁷ that transcend “sensitivity” and further define the knowledge, skills, and behaviors in the second minimum qualification for faculty positions.

Contact: Luke Lara, Faculty Leadership Development Committee

⁴Vision for Success Diversity, Equity, and Inclusion statement passed by the Board of Governors at its September 17, 2019 meeting. <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

⁵ Cultural humility is a lifelong commitment to self-evaluation and self-critique, redressing the power imbalances in the student-teacher dynamic, developing mutually beneficial partnerships with communities on behalf of individuals and defined populations. Source: Tervalon M, Murray-Garcia J: “Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education, “Journal of Health Care for the Poor and Underserved 1998; 9(2):117-124. Retrieved from https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility_Tervalon-and-Murray-Garcia-Article.pdf

⁶ Culturally responsive teaching recognizes the importance of including students' cultural references in all aspects of learning, enriching classroom experiences, and keeping students engaged. Retrieved from <https://www.tolerance.org/professional-development/being-culturally-responsive>

⁷ Equity-mindedness refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. Retrieved from <https://cue.usc.edu/about/equity/equity-mindedness/>

***3.03 F20 Adopt Anti-Racism Education Paper**

Whereas, The Academic Senate for California Community Colleges adopted Resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges;

Whereas, Recognizing the national history of discriminatory laws and history of racial diversification and equity efforts in the California Community Colleges system informs current faculty diversification and anti-racism efforts; and

Whereas, Applying tenets of anti-racism as well as principles for anti-racism professional development is critical for recognizing and dismantling racist structures and for building inclusive cultures within our colleges;

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper titled *Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*.⁸

Contact: ASCCC Executive Committee

4.0 ARTICULATION AND TRANSFER

***4.01 F20 Adopt the paper Effective and Equitable Transfer Practices in the California Community Colleges**

Whereas, Resolution 4.01 S18 directed the Academic Senate for California Community Colleges to “develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper *Effective and Equitable Transfer Practices in the California Community Colleges*.⁹

Contact: Lorraine Levy, Transfer, Articulation, and Student Services Committee

6.0 STATE AND LEGISLATIVE ISSUES

***6.01 F20 Oppose the Legislation of Curriculum without Inclusion of Academic Senate Participation**

Whereas, Curriculum, especially curriculum that leads to the expansion of required courses and units, should be driven by faculty to meet the educational needs of the

⁸ [*Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*](#)

⁹ [*Effective and Equitable Transfer Practices in the California Community Colleges*](#)

community it serves with consideration of transfer opportunities and the capacity to hire faculty in disciplines that could be required due to the legislation;

Whereas, Title 5, Division 6 of the California Code of Regulations, established by the California Community Colleges Board of Governors and including curricular requirements for the California Community Colleges, has the strength of law;

Whereas, The California Community Colleges Board of Governors Standing Orders section 332 requires that “the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter”; and

Whereas, Efforts to write California community colleges’ curriculum into legislation have the potential to supersede collegial consultation and the primacy of academic senates in curriculum recommendations;

Resolved, That the Academic Senate for California Community Colleges assert that curricular requirements for the California Community College system reside in Title 5, Division 6 of the California Code of Regulations and not in California Education Code; and

Resolved, That the Academic Senate for California Community Colleges oppose legislation that establishes curriculum for the California community colleges without inclusion of the Academic Senate in curriculum and educational program development as specified in Title 5 53200(c).

Contact: Christopher Howerton, Legislative and Advocacy Committee

9.0 CURRICULUM

***9.01 F20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules**

Whereas, Resolution 13.01 S19 asked that the “Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020”;

Whereas, Most California community colleges have overcome the technical challenges associated with implementing a “no-cost” designation in their online course schedules and are now seeking to perfect this implementation by ensuring consistency in the criteria used to determine which sections are marked with this designation and establishing procedures to ensure that no qualifying sections are missed;

Whereas, The details of the legislation—i.e., the requirement that sections marked with the no-cost designation be those “that exclusively use digital course materials”—are inconsistent with how “zero textbook cost” had been defined by the California Community Colleges Chancellor’s Office and do not address how courses that have never required a text, as documented in the course outline of record, should be treated; and

Whereas, Consistency and transparency across colleges is beneficial to students, faculty, and anyone with an interest in assessing the impact of efforts to reduce textbook costs;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges implement both of the following:

1. a no-cost designation for course sections that require a text but no-cost is passed on to students and
2. a separate designation to recognize those courses that do not require a text and, consequently, have no associated costs for instructional resources;

Resolved, That the Academic Senate for California Community Colleges recommend that the no-cost designation be used to recognize those sections that use digital resources (consistent with SB 1359[Block, 2016]) and those sections that require a text yet are “no-cost” due to something other than a digital alternative;

Resolved, That the Academic Senate for California Community Colleges recommend integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 (Block, 2016) no later than the Fall 2020 Plenary.

Contact: Michelle Pilati, Faculty Coordinator ASCCC Open Educational Resources Initiative

***9.02 F20 Strengthen the Ethnic Studies Requirement**

Whereas, The Academic Senate for California Community Colleges recognizes and embraces the vital role that ethnic studies curriculum plays in all levels of education;

Whereas, Title 5 §55063(b)(2) requires that “ethnic studies will be offered in at least one of the areas required by subdivision (1) [which outlines associate degree general education requirements],” and many colleges have a separate ethnic studies graduation requirement;

Whereas, The Academic Senate for California Community Colleges is deeply appreciative of the recognition by the legislature that ethnic studies is a crucial element in the education of California’s community college students, is committed to the principles of equity and diversity, and understands that an ethnic studies requirement is an essential tool in achieving those principles; and

Whereas, Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans; and;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes and recommend updates to the ethnic studies general education requirement in the California Code of Regulations, Title 5 §55063.

Contact: ASCCC Executive Committee

10.0 DISCIPLINES LIST

***10.01 F20 *Disciplines List*—Registered Behavior Technician**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the *Disciplines List*, supported the following addition of the Registered Behavior Technician discipline:

Master's in behavior analysis, education, or psychology

OR

the equivalent

AND

certification as a Board-Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB); and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the *Disciplines List* for Registered Behavior Technician.¹⁰

Contact: Angela Echeverri, Standards & Practices Committee

10.02 F20 Adopt the Revised and Updated Paper *Equivalence to the Minimum Qualifications

Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The 2016 Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications*¹¹ concludes that “Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning,” and at some districts equivalence is seldom or never granted or is framed in a manner that discourages applicants who might demonstrate equivalence

¹⁰ [Registered Behavior Technician Language](#)

¹¹ [Equivalency to the Minimum Qualifications \(2016\)](#)

from applying despite the mention of equivalence in California Education Code § 87359; and

Whereas, The Career Technical Education Faculty Minimum Qualifications Toolkit (2019) provides means to document equivalence to the associate’s degree and is intended “to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates”;

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the revised and updated paper *Equivalence to the Minimum Qualifications (2020)*,¹² which now clarifies that equivalence is not only legally permissible but necessary to broadening hiring pools as a means of promoting faculty diversification.

Contact: Eric Thompson, Standards & Practices Committee

17.0 LOCAL SENATES

***17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures**

Whereas, The funding to support institutional transformation as codified by the California Community Colleges Guided Pathways [Award] Program is coming to an end, with the final allocation of the remaining 10% in July 2021;

Whereas, The work of establishing and improving a college’s guided pathways framework is integral with all institution-wide work;

Whereas, The integration of the college guided pathways framework with college practices and processes in areas such as governance, workflow, and responsibilities requires thoughtful, proactive planning that is institution-wide, and

Whereas, Key elements for institutional change through a guided pathways framework are academic and professional matters as provided for in Title 5 §53200 and fall under the purview of the local academic senate;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work within their local processes to infuse, expand, and integrate guided pathways efforts into institutional structures and practices; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources on topics such as but not limited to creating integration plans, sharing successful strategies, and identifying challenges to infuse, expand, and integrate guided pathways efforts into institutional structures and practices.

Contact: Jeffrey Hernandez, Guided Pathways Task Force

¹² [*Equivalence to the Minimum Qualifications\(2020\)*](#)

18.0 MATRICULATION

***18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways**

Whereas, All placement methods, including the California Community Colleges Chancellor's Office "default placement rules," must be evaluated regularly for efficacy and bias; and

Whereas, Substantial shifts in placement, enrollment, and successful completion have been experienced as a result of both full AB 705 (Irwin, 2017) implementation and COVID-19 pandemic challenges; and

Whereas, Local governing boards are to consult collegially with local academic senates on all academic and professional matters, and in particular curriculum, degree and certificate requirements, grading policies, program development, and standards or policies regarding student preparation and success (Title 5 §53200), which are integral to determining student placement protocols that provides students with the best chance of success; and

Whereas, The Guided Pathways Task Force report *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*¹³ identified key data elements associated with placement data that indicated areas for a more in-depth and collaborative analysis;

Resolved, That the Academic Senate for California Community Colleges encourage, support, and assist local academic senates in collaboration with their college research professionals to create evaluation plans that examine throughput, student success, persistence, retention, unsuccessful course attempts, and completion with a goal of optimizing student success and addressing inequities and achievement gaps among disproportionately impacted or marginalized student groups; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the spring 2022 plenary session.

Contact: Lance Heard, Guided Pathways Task Force

19.0 PROFESSIONAL STANDARDS

***19.1 F20 Adopt the Paper Protecting the Future of Academic Freedom in a Time of Great Change**

Whereas, Resolution 01.03 F18 directed the Academic Senate for California Community Colleges "to provide guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update

¹³ [*Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*](#)

the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020”;

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the paper *Protecting the Future of Academic Freedom in a Time of Great Change*.¹⁴

Contact: Wendy Brill-Wynkoop, Educational Policy Committee

¹⁴ [*Protecting the Future of Academic Freedom in a Time of Great Change*](#).

Academic Senate Resources for Serving Students with Disabilities

Whereas, Students with disabilities are legally entitled to equal access to education and are required to receive reasonable academic accommodations under federal and state law;

Whereas, While title 5 section 56000¹ is clear that academic accommodations may not result in fundamental alterations of curriculum, as defined in title 5 section 56001², there are often misunderstandings between instructional faculty and Disabled Students Programs and Services (DSPS) professionals on what constitutes fundamental alterations of curriculum, the roles of DSPS offices and instructional faculty in providing academic accommodations, the rights of instructional faculty to challenge academic accommodations on the basis of fundamental alterations, and so forth;

Whereas, There is potential for academic accommodations to impact instruction, regardless of whether or not an academic accommodation results in a fundamental alteration of curriculum, which makes the provision of academic accommodations an academic and professional matter under the purview of local senates; and

Whereas, Local senates need resources and professional guidance on how to effectively serve students with disabilities from a faculty perspective;

Resolved, That the Academic Senate for California Community Colleges incorporate students with disabilities issues into its committee work as a distinct area of focus, either within the its existing committee structure or by establishing a new committee focused on students with disabilities;

Resolved, That the Academic Senate for California Community Colleges provide resources to local senates, such as breakout sessions, Rostrum articles, and regional meetings, on effective practices for serving students with disabilities; and

Resolved, That the Academic Senate for California Community Colleges develop a paper on effective practices for serving students with disabilities to bring to the body for approval by the Spring 2022 plenary session.

Contact: Angela C. Echeverri, Los Angeles Community College District, Area C

¹ See

[https://govt.westlaw.com/calregs/Document/I0438A1F41C994288ADE3D1CD05ABAB52?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I0438A1F41C994288ADE3D1CD05ABAB52?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

² See

[https://govt.westlaw.com/calregs/Document/IFB07D3A5F96D4AEC84571FC3BF34A07C?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/IFB07D3A5F96D4AEC84571FC3BF34A07C?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Administrator Retreat Policies

Whereas, Education Code section 87454 allows tenured faculty within a given district the right to retain their faculty tenure when assigned to an educational administrator position, while Education Code section 87458 states that educational administrators without faculty tenure have the right to become first-year probationary faculty provided all of the requirements of section 87458, commonly known as “retreat rights”, including the existence of a process reached by joint agreement between the representatives of the governing board and the academic senate and approved by the governing board, and not subject to dismissal by the governing board under the provisions of Education Code section 87732;

Whereas, In its decision in *Wong v. Ohlone College*¹ the California Court of Appeals (First District, Division 3) ruled that the right of an educational administrator without faculty tenure to become a first-year probationary faculty is discretionary, not absolute, as articulated in the following passage from the appellate court decision:

“Although statutory language is, of course, a most important guide in determining legislative intent, there are unquestionably instances in which other factors will indicate that apparent obligatory language was not intended to foreclose a governmental entity’s or officer’s exercise of discretion. (Id. at pp. 910-911, fn. 6, 136 Cal.Rptr. 251, 559 P.2d 606.) That a terminated administrator “shall have the right to become” a first-year probationary faculty member, does not impose a mandatory duty on the college to make an appointment. Wong’s argument ignores that part of the statute that conditions the appointment on the governing board making “a determination” by applying a new statutory procedure, or an existing procedure. (§ 87458, subs. (a), (b); see § 84755, subd. (b)(9).) The statutory reference to the governing board’s determination strongly suggests that the Legislature did not intend to foreclose the college’s exercise of discretion in deciding whether to deny or grant an appointment under section 87458. Had the Legislature intended to make a section 87458 appointment nondiscretionary, the Legislature could have clearly done so by requiring that an administrator “shall become” a first-year probationary faculty member if he or she meets certain statutory conditions.”;

Whereas, Educational administrator retreat policies should be designed to do what is best for students, not what is best for a retreating administrator, including assuring that retreating administrators without faculty tenure go through a process that is at least as rigorous as and equivalent to a probationary faculty hiring process; and

Whereas, The Academic Senate paper *Administrator Retreat Rights: An Introduction and A Model Procedure* adopted in 1990 is significantly outdated and needs to be replaced with a new paper that accounts for the significant changes in the legal and higher education landscapes that have occurred since 1990;

Resolved, That the Academic Senate for California Community Colleges assert that the right of educational administrators without faculty tenure to become first-year probationary faculty articulated in Education Code section 87458 is not an absolute right, but rather at the discretion of the district governing board through the locally established policies and procedures per the

¹ The full appellate court decision is available at <https://caselaw.findlaw.com/ca-court-of-appeal/1419242.html> .

requirements of Education Code section 87458 and in accordance with the 2006 appellate court decision in *Wong vs. Ohlone College* (<https://caselaw.findlaw.com/ca-court-of-appeal/1419242.html>);

Resolved, That the Academic Senate for California Community Colleges assert that the requirement articulated in Education Code section 87458 that procedures for reassigning administrators without faculty tenure to faculty assignments “shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that the administrator possesses the minimum qualifications for employment as a faculty member” represents a minimum requirement for local administrative retreat policies, not the only requirement, and thus the methods used for evaluating the qualifications and readiness to serve as probationary faculty established through local hiring processes or other equivalent processes may be included in local administrator retreat rights policies; and

Resolved, That the Academic Senate for California Community Colleges draft a new paper on educational administrator retreat rights that includes a model policy that accounts for the 2006 appellate court decision in *Wong vs. Ohlone College* (<https://caselaw.findlaw.com/ca-court-of-appeal/1419242.html>), and any other relevant case law that may exist; and that provides effective practices for assessing the needs for and provision of professional development for any educational administrator seeking to retreat to a faculty assignment, regardless of faculty tenure status within the district.

Contact: Angela C. Echeverri, Los Angeles Community College District, Area C

Proposed ASCCC Resolution
Fall 2020

The Role of Student Employees in Advancing Faculty Diversification

Whereas, The Academic Senate for California Community Colleges has promoted the goal of faculty diversity for decades¹;

Whereas, The Academic Senate for California Community Colleges' paper *A Re-examination of Faculty Hiring Processes and Procedures (2018)*² promoted faculty diversity and included "the creation of 'grow your own' programs seeking to hire students who attended California Community Colleges" as a district measure for promoting equal employment opportunity;

Whereas, Anecdotal accounts suggest many students employed as peer mentors and tutors are students of color who aspire to a career as a community college faculty member; and

Whereas, Students employed as peer mentors and tutors have long been recognized as an essential components of strategies to promote student success and equity;³

Resolved, The Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office work with local districts to identify student employees working as peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, interested in a career pathway as a community college faculty member;

Resolved, The Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include as a priority in the next system budget proposal special funding to provide professional growth activities for peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, who are pursuing a career pathway as a community college faculty member; and

Resolved, The Academic Senate for California Community Colleges encourage local senates to advocate for the preservation of funding for student employees working as peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, in the interest of advancing student success and equity and to support career pathways as a community college faculty member;

Contact: Jeffrey Hernandez, East Los Angeles College Academic Senate, Area C

¹ *The Challenge of Cultural Diversity in the California Community Colleges* (1988) https://asccc.org/sites/default/files/publications/Challenge_0.pdf and Resolution 03.02 S01 Faculty Diversity, <https://asccc.org/resolutions/faculty-diversity>

² https://asccc.org/sites/default/files/Hiring_Paper.pdf

³ *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007) <https://files.eric.ed.gov/fulltext/ED496117.pdf> and *Practices that Promote Equity in Basic Skills in California Community Colleges* (2010) https://asccc.org/sites/default/files/publications/promote_equity_basicskills-spr2010_0.pdf

Faculty Development Committee Meeting

Tuesday, October 13, 2020

Via Zoom: <https://cccconfer.zoom.us/j/94584716121>

zoom

Present	Name		Division
X	Stacey Allen*	SA	Behavioral & Social Sciences
X	Alireza Ahmadpour	AA	Behavioral & Social Sciences
X	Anna Brochet	AB	Counseling
X	Amy Herrschaft	AH	Counseling
X	Amy Himsel	AJH	Behavioral & Social Sciences
	Yuko Kawasaki	YK	Health Sciences & Athletics
	Crystle Martin	CM	Library & Learning Resources
X	David McPatchell	DM	Compton College
X	Polly Parks	PP	Natural Sciences
X	Margaret Steinberg	MS	Natural Sciences
X	Claudia Striepe	CS	Library & Learning Resources
X	Evelyn Uyemura	EU	Humanities

*Committee Chair

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

Fall 2020 Meetings: September 8 & 22, October 13 & 27, November 10 & 24

Spring 2021 Meetings: February 23, March 9 & 23, April 27, May 11 & 25

Faculty Professional Development Needs Assessment

The committee welcomed Carolyn Pineda (IRP) who was in attendance to discuss revisions to the 2019 Faculty Professional Development Needs Assessment to be administered before the end of the fall semester. PP recommended that the assessment cycle begin in early spring in order to better plan professional development activities for the upcoming fall semester. The committee agreed that this seemed like a more logical timeline for the assessment cycle; however, given the highly unusual circumstances we are currently facing during the COVID-19 pandemic, the committee agreed to administer an assessment this semester specifically focused on the immediate needs of faculty as we continue another semester of remote instruction in the spring. The assessment administered in the spring 2021 semester will mark the beginning of a new annual assessment schedule. SA will create a document in Teams for the committee to collaborate on final recommendations. Suggestions will be forwarded to Carolyn on Friday, October 16th.

Informed & Inspired (I&I)

SA thanked CS and PP, members of the planning subcommittee, for recruiting panelists to serve on upcoming I&I sessions. Themes for upcoming sessions include: Cultural appropriation (October 29th) and racial microaggressions (November 19th).

Faculty Professional Development Plans

Members were reminded that Faculty PD Plans are due October 23, 2020.

Adjourned 2:05

SA/10.15.20