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

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

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

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



Academic Senate of El Camino College 2020-2021

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

Office location: Schauerman Library, Room 273

April 20, 2021

Zoom information for Academic Senate Meeting 4/20/2021

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 dmcclelland@elcamino.edu by noon on Tuesday, April 20. In the subject line, please put Academic Senate Meeting 4/20 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

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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	Claudia Striepe	Curriculum Chair	Janet Young
VP Faculty Development	Stacey Allen	Secretary	Rocio Diaz
VP Equity, Diversity, and Inclusion	Analú Josephides	Parliamentarian	Pete Marcoux

Part-Time (One-year terms)

Jack Spencer

Ed Muo

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

Analú 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

Nate Fernley 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^R** 22/23

Jwan Amin 22/23

Academic Affairs & Student Services

Jean Shankweiler

Ross Miyashiro

Associated Students Organization

Dalyan Johnston

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 20/21 = 2020/2021.

*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: Claudia Striepe. 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

- Chinedu (Ed) Muo
- Jack Spencer

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 Sylvers

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- Joe Hardesty
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Health Sciences & Athletics

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- Ryan Anthony
- Nate Fernley
- Tiffanie Lau
- Colleen McFaul

Humanities

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

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

- Dalyan Johnston

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:

- Kim Cameron
- Griselda Castro
- Linda Cooks
- Keiana Daniel
- Robin Dreizler, Enrollment Services
- Carol Enriquez
- Giancarlo Fernandez
- Mark Fields
- Greg Fry
- Charlene Gardella

☒ Lisa George
☒ David Gonzales
☒ Edith Gutierrez
☒ Jeffrey Hinshaw
☒ Christopher Hurd, SEA
☒ Camila Jenkin
☒ Larry Johnson
☒ Shiny Johnson, Nursing
☒ Gary Medina
☒ Mia Nobles
☒ Nayeli Oliva
☒ Ruby Padilla
☒ Dipte Patel
☒ Karen Preciado
☒ Danielle Roman

☒ Karina Sigala
☒ Jenny Simon
☒ Sharilyn Thomas
☒ Greg Toya
☒ Celso Uribe
☒ Chris Wells
☒ Robert Williams, SEA
☒ Teresa Wilson
☒ Moses Wolfenstein, LLR – ODE

Excused: J. Bryant, D. Johnston,
M. McMillan, R. Miyashiro, C. Striepe

ACADEMIC SENATE MINUTES

April 6, 2021

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 fourth Academic Senate meeting of the Spring 2021 semester to order on Tuesday, April 6th at 12:32pm.

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

D. McClelland: See pgs. 6-19 of the packet for minutes from March 2nd meeting. Motioned by A. Ahmadpour, seconded by C. Brewer-Smith.

- No comments or questions.
- Reminder that if you are here and do not vote no or abstain, we will assume your vote is a yes.
- 37 yes, 0 nos, 0 abstentions. APPROVED.

D. McClelland: Quick Reminder

- Comments/questions not directly related to current agenda item will not be acknowledged until public comment. Additionally, comments/questions on agenda items should contribute to the discussion in a meaningful way. Public comments will be limited to 1 three-minute comment per person per meeting.
- The AS fully respects the time of all our senators and other meeting participants. With this in mind and because of the many items within senate purview that must be addressed this semester, we ask that discussions in senate meetings, even during the public comment period, be limited to topics within/related to the 10+1 purview of the AS. If your comment is completely unrelated to senate purview, you will be kindly asked to hold your comment and advised as to a more appropriate venue to have the conversation.
- If you type something in the chat that you would like read aloud, please begin the comment with ***. If your comment does not begin with *** we will assume it's just for others to read silently and will not acknowledge it publicly.

R. Diaz: Good afternoon everyone, we have some student guests today thank you to Guided Pathways. Welcome Charlene.

C. Gardella: Good afternoon everyone, my name is Charlene Gardella. My major is Math and recreation, I'm part of Puente, MESA, and Honors. I am a sophomore now. To answer the question, I feel the easiest way to support each other is to have line of communication open, instead of saying I am here to support you once and only once. Constant reminders are always needed.

T. Wilson: My name is Teresa Wilson and my major is Business Administration and AJ. Part-time student, and was taking classes to invest in my career so I wasn't really involved in special programs. Since pandemic, more involved in school activities. To answer the questions, instructors and librarians can

support us in remote environment by understanding these are new and challenging times to all involved, which requires patience and understanding. Not everyone is computer savvy so patience is definitely needed during these times.

K. Sigala: My name is Karina Sigala, I am part of Puente program and I am sophomore at ECC. Film major. To answer question, piggy backing off Teresa, patience and better advertisement of resources is essential and can help a lot of people. Have had a lot of friends who knew they are eligible for resources or have had trouble getting ahold of those resources.

R. Diaz: Thank you, what I heard was patience, understanding on behalf of the whole campus community and advertising student resources so they are more visible. Next, we have our Dean's rep from ITEC today, David Gonzales. Welcome, thanks for being here. On the flip side, we want to hear what each division is doing to support students in a remote environment.

D. Gonzales: Hi everyone, thank you for inviting me today. ITEC program connecting with students while we're closed has been a bit challenging. We've been answering telephone and emails. We have a goal in division to respond to student messages and emails in a day and we have been meeting that goal. We are back on campus for lab dependent courses that meet Essential Industry Sector criteria. Looking forward to things coming back to campus. Good thing that has come out of this is to bring our content online, it was a good experiment and we will be better able to serve students in the future from this experience.

DM: We are going to go with Campus Construction update first due to Jorge's tight schedule. Welcome!

J. Gutierrez: I am executive director of Facilities. There are four projects that will be under improvements: baseball field, construction tech, baseball field, and student activities. The map shows entrance and exit points as well as path of travel.

- Baseball field: Will consist of insulation of new synthetic turf, safety netting in perimeter of baseball field, new restroom facility with handicap accessibility improvements, ADA improvements for dug out area and parking areas.
- Construction Tech: students will be allowed to conduct their projects under the bay they work on. Café on first floor of bookstore will be remodeled, similar to Starbucks concept
- Student Activities project: basement area of Communications building will be remodeled and converted to student activities program.
- Review of path of travel for each construction project. Construction timeframe for baseball field and x will be six months, anticipate September completion. Café and student activities going to board in April, will be another six-month project, anticipate October completion.
- Path of travel for Warrior Pantry: entrance point will be off MBB. Will not need to move, will work around them. Important service to community and we wanted to make sure it remains in that area.
- Timeline for arts building: two year project, anticipated completion Fall 2022.
- Second item: Public safety training center. Finding a different location, originally were going to be in Torrance, adjacent to transit center. Site location has changed, relocating to Lot L on campus. We are exploring two options—most likely going to with option B site: will be 1.93 acres, will lose 235 parking stalls in that area. In process of doing environmental assessment which will be before public hearings and seeking input from neighbors. Two phases:

- Shower locker rooms, restrooms, MP and fire tower, fire apparatus storage building
- Second phase: 3 classrooms and administrative offices
- Questions? None.

C. UNFINISHED BUSINESS

- a. None

D. NEW BUSINESS

- a. BP/AP 4230, Grading and Academic Record Symbols 1st Reading-Claudia Striepe
 - D. McClelland: Claudia couldn't be here today due to another meeting so she asked me to present these for her
 - Request from NC committee to add a Satisfactory notation for NC courses because NC courses are open in, open out. Students can come into courses at any time. If students add late in course, this allows instructors to give them a Satisfactory notation.
 - BP: We followed Title 5 and it will be published in catalog. Questions or comments? None
 - AP: Change Ed Policies made is under evaluative symbols: SP Satisfactory Progress, added Note 2, and renumbered the others. Changed a little bit of language in P/NP section to clarify and make easier to read.
 - SP: grading option only used in open-entry/open-exit NC courses. The notation of SP indicates that the student has made sufficient progress in the course. Took this language from other similar policies at other colleges, as well as made sure that complied with Title 5.
 - R. Diaz: Just to confirm, the SP notation will not be considered passing, so it will not allow students to take the next course in the NC or credit ESL sequence? DM: Yes, that's correct. They would continue in that same course that they are already in.
 - S. Sylvers: How will SP impact student's financial aid? L. Justice: will not impact progress because it's noncredit.
 - L. Justice: I guess we would need another symbol for the classes that are sequential that they can earn that NC certificate. How will we identify folks who have met requirement for NC certificates? DM: When they complete the course, if they get an SP, won't they get a Pass when they complete the course? LJ: Not for NC courses, that's for credit courses. DM: Let's discuss and think about a solution before we bring it back for a second reading.
 - A. Brochet: The L symbol is not in here for Academic Renewal. LJ: That's not a grading symbol.
 - R. Diaz: Will SP notations show up on transcripts? Or are we still working on getting all NC courses on our transcripts?
 - C. Gardella: If the classwork ends up as non-satisfactory progress, what kind of notation will be on the student's record?
 - LJ: NC is not on transcript, it won't negatively affect them at all.
 - DM: Any other questions or comments? None. We will bring back for second reading at our April 20th meeting.

E. INFORMATION ITEMS – DISCUSSION

a. Social Justice Center Plan- Giancarlo Fernandez

- D. McClelland: I am excited to announce our next presenter, our ASO president Giancarlo Fernandez, who is going to present plans about new Social Justice Center being developed on campus. Remind everyone this is an information presentation, we are not voting on this. Can give feedback and ask questions, but keep in mind this is something for students being planned by students, and be able to know how we can support students in their planning efforts
- G. Fernandez: Hi everyone. Update you on current development of Social Justice Center. My name is Giancarlo and I'm president of our student government and I also chair Student Experiences Subcommittee. Today's presentation is culmination of feedback from students and Social Justice Center survey that will be shared at end of presentation
- What to expect: Discussion highlights
 - Envision a student lounge
 - A space for event and activities room
 - Rotating programming rotating office
 - Coordinator's office
 - Equity related club and student activity space storage and break room
 - This is a work in progress, and we welcome feedback
- Social Justice Defined: both a process and a goal. Provides access to what every student needs to be successful
- Throughout the presentation will see a lot of acronyms, one of them being SEAC: Student Equity Advisory Council. A student-led org that supports and empowers equity, diversity, and inclusivity across campus. These populations identified under Student Equity Plan and more.
- Plans in Communications Building-blue polka dots are space proposals, yellow are also able to propose for programming, but will be available in about a year. Today we will be talking about spaces in blue.
 - Student Lounge: the main entrance of the SJC will lead to the student lounge. Home away from home. Will provide activities in this space, such as screen documentaries, films on social justice issues, environment that welcomes music, food/snacks at no charge. Envision space to be available in evening hours as well. Also invite identity-based employee associations to build mentorship for students. Some resources that we envision are collaborating with WP to provide a food cupboard when WP is not open so we can still provide basic needs during that time. Provide more info on HBCU partnerships, and where students can come pick up PPE.
 - Physically we want to encourage formal and informal dialogues and want to do this with comfortable décor and furniture. Student workers and TNCs to help with day-to-day of SJC.
 - Event and Activities Room, formerly shared conference room 203. Events and activities such as critical dialogues, SEAC-affiliated club meetings,

panels, book clubs, and more will have priority in this room. Some activities include inviting guest speakers and nonprofit orgs to come talk about social justice efforts and promote attendees to take action. Décor and furniture will include group tables and movable chairs. Made available to students when not in use.

- SEAC office for necessary office duties. Whiteboards, computer workstations, strong wifi, moveable chairs. SEAC co-chairs and reps, ASO EDI directors and commissioners, and ICC EDI directors and commissioners can utilize this space.
 - Equity-related club and student activity space: space available for student clubs to perform necessary club duties and collaborate with other equity related clubs such as Black Student Union if other spaces are busy.
 - a. Equity related club events and information to become more involved
 - b. Envision a space a smaller size version of 204
 - Student services and academic programming rotating office: office for students to meet with counselors and program reps. Outside orgs such as CHIRLA, South Bay LGBT, and others. When not used for this function, and equity-related club functions or student activity space. To rest, have dialogue. External student support orgs and student support office staff will use.
 - Coordinator's office will conduct most of their office duties in this office. There will also be space dedicated for the SJC coordinator to meet with center staff, college colleagues, and others. This space will have simple furniture, strong access to internet.
 - Storage and Break Room-split in two: supplies and amenities
 - SEAC office and event/programmatic space: events and activities such as critical dialogues. Can serve as a place for SEAC office space, expanded club space, and space for staffing.
 - Outcomes: the SJC will promote student success by promoting community, sense of belonging, and a home away from home. Next steps include creating a staffing plan.
 - Thank you all for listening to presentation, will now be sharing survey about SJC-we welcome any feedback and hope that if you would like to ask any questions, you are welcome to do so.
 - a. https://elcamino.co1.qualtrics.com/jfe/form/SV_5vzsnC1nkcR5oz4
 - b. giancarlo_fernandez@elcamino.edu
- S. Sylvers: I have recommendations and a statement around that. I heard you say the work equity multiple times, which is in our mission at ECC. I know this is a student led project, I would encourage you and ASO leaders to be bold and radical. In my perspective, feels very weak. Our mission is equity. When I expressed that viewpoint, I was met with all lives matter, and that is not who we are trying to close equity gaps for. How is ASO advocating and making sure that this space is attracting students who are traditionally disadvantaged. I'm curious, how did you all come up

with the name Social Justice Center? And not be more direct to include the student population that you are trying to attract?

- G. Fernandez: Did research at SMC and what they had at their college. Through recent findings, found that it was called Racial Justice Center. The name that came up is because there was a social justice center at ECC before. I will bring this back to student experience.
- SS: There was one in the past, but try to be radical and bold with the name and how will it bring in traditionally disadvantaged populations? I think the goals and the aims of the center are awesome and the thinking behind it, why not really be bold with that so students know this is space where students can go and close equity gaps truly.
- A. Brochet: Share with you that we had robust discussion about SJC at our retreat. I think it's pretty clear given recent demands for racial justice that this kind of space is needed. I agree with Seranda, changing name to something that is more direct to mission of space. I want to ask about anti-Black racism because Black community is especially marginalized on our campus, so much data shows that they are experiencing most of equity gaps. In what specific ways can this space center the needs of Black and African American students? Is there a discussion about dedicated space within center so our students feel most engaged and supported?
- A. Ahmadpour: Used to have social justice center that came out of occupy movement. Out of that, based on a very long discussion and based on a very radical platform, a student put something together and created a center. Along with that, had annual social justice forum. I have been very involved, my rec is that this center should stay 100% in hands of students, and based on Black Lives Matter and other recent movements. Social justice is very inclusive title, but what determines the future direction of this entity is the students. My understanding of Z generation of students is that they are the head of their campus, they don't have any ___ of this system.
- C. Brewer-Smith: Thank you for the presentation and information. My first question/comment, I heard you say student-driven. We talked about a name, Social Justice Center. How did it get its name, Social Justice Center? Did that name come from the students? Is it space where every race can use for them to work their issues out? Is the SJC where all of this will take place?
- GF: Name of center is student-driven.
- CBS: If name is going to be changed, needs to be born within the students. It may be in our head one way, but students are seeing it a different way. This is needed space to have student driven meetings for them to run their business and parallel anti-racism work on campus.
- C. Gardella: As a center that is for all students, how will you handle language barriers since one of the populations was for undocumented students? GF: That's an excellent question, one of the discussions we had in SEAC was to have bilingual posters as well, informational flyers that make it more accessible for those who have language barriers. I'll bring it back to student experiences to dive into deeper.

- DM: Congratulate our student leaders on this excellent work on this project they've been doing, and please let us know any way we can support you in this work. Our Senate would be happy to support. Thank you for work you're doing on behalf of students and campus.
- b. ILO Report- Kevin Degnan
- Overview: The Spring 2020 Critical Thinking ILO assessment was only administered to class sections that were slated to be online for the whole semester because of the pandemic
 - Students affiliated with a student support cohort passed the assessment at a 5% higher than those who were not affiliated with a student support cohort
 - ECC continues to fall short in teaching critical thinking skills to Black or African American students
 - Pandemic Impact: Because of pandemic and rapid transition to remote learning, participating sections had SLOs mapped to the critical thinking ILO, were originally scheduled for assessment in Spring 2020, and were scheduled to be offered fully online from the beginning of the Spring semester.
 - Disaggregation Results by Race/Ethnicity: Black or African American students having widest equity gap, which gives us something to work on. Confirms what we are seeing in other measures across campus
 - Conclusions and Recs
 - 2020's assessment was quite different from 2016-a smaller, very specific population participated, which may skew some results
 - However, equity gaps still exist and students who were part of a cohort did perform significantly better than those who were not
 - Consider examining how we convey the expectations for mastering the critical thinking skill
 - Reflect on how differences on cultural practices could lead to bias when assessing the work of minoritized students
 - a. We can attempt to be aware of biases
 - Gather more data and disaggregate further. To that effect, we are in process of doing exactly that. We are working on a pilot in Canvas to gather some SLO data that we will ultimately be able to share with IRP. Hopefully we will get more actionable data, those efforts are in progress.
 - Some of the reason why we need to disaggregate data further is to be able to get more actionable things to do to address equity in our courses, but also an accreditation requirement. Most recently, disaggregation of SLO data has been a requirement for some time.
 - If any questions, please email Kevin

F. OFFICER REPORTS

a. President, Darcie McClelland

- 1st level interviews for College President search held last week
 - 4 finalists chosen
 - Look for additional info about campus forums to be held last week of April

- I will represent senate on search for interim VPAA
- Need a volunteer to serve as senate rep on search for Director of Accounting
 - Meeting dates are April 23 9-11am, May 19 2-4pm, and interviews are May 26
- Kevin Degnan has agreed to serve as our 2021 elections chair
- We will solicit nominations at April 20th meeting and elections will be held in May
- The following positions are up for election:
 - VP of Ed Policies
 - VP of Finance and Special Projects
 - VP of Faculty Development
 - VP of Academic Technology
 - Secretary/Webmaster
- Constitution Changes
 - We will have a first reading of proposed changes to the Senate constitution on May 4 and a second reading/vote on May 18
 - Among proposed changes are:
 - a. Addition of VP for Equity, Diversity, and Inclusion and EDI standing committee
 - b. Addition of NC liaison
 - c. Proposal to make VP Instructional Effectiveness an appointed Ex-Officio position to serve in similar manner as Curriculum Chair
 - d. Proposals to consider about how to address situations when e-board members are not re-elected to senate seats
 - Senators, if you would like to propose a change to the constitution, please email your proposed changes to Darcie (dmccllelland@elamino.edu) by end of day on Friday, April 23rd

b. Chair, Curriculum – Janet Young

- No report

c. VP Educational Policies – C. Striepe

- Read slide

d. VP Equity, Diversity, & Inclusion- A. Josephides

- No report

e. VP Faculty Development- Stacey Allen

- Minutes at end of packet. Also had student in our meeting, Teresa Wilson, who is here today. Want to share feedback: One thing she really appreciates from faculty is when they provide very clear direction at start of semester-things like sending syllabus two weeks before start of semester, textbook information.
- Call for Participation – help plan Fall PD Day! Reply by April 19th. You should have received email form PD. Have new PD planning proposal
- Reminder that deadline to enter Flex activities in Cornerstone: May 15th

- Need flex credit? The FDC has you covered!
 - Friday 4/23 12-1pm: Responding to Students in Crisis, Part I
 - Thursday 4/29 1-2pm: Informed & Inspired – Equity and Grading
 - Thursday 4/29 2-3: Hello, my name is...: Quick tips for pronouncing AAPI names
 - (Tentative) Wednesday 5/12 12-1pm: Back by popular demand...Dr. Solórzano returns!
 - Friday 5/21 12-1: Responding to Students in Crisis, Part II
 - a. Register in Cornerstone for all of these events

f. VP Finance- Josh Troesh

- No report

g. VP Academic Technology- Pete Marcoux

- No report

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

- Fall 2020 SLO completion rate is 64.6%
- Shout out to Business, Humanities, and Math who are at 100%
- If you could please get those in, any bit of data helps us on what we need to do in the future
- PLO completion rate is 48.6%. Requires you look back at previous four years of SLO data, have great new tool that makes process so much easier.
- Talk to your PLO assessment leads. Important thing for accreditation and program review – the work that gets done in PLO assessment ultimately rolls up to program review

G. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

- Faculty and Associate Dean Hiring
- Distinguished Faculty Preparation- May 5th
- Commencement preparation – June 11th
 - i. Faculty slides
 - ii. Retirees

b. ECC VP of Student Services – Ross Miyashiro

- Robin filling in, but no report.

c. Online and Digital Education Committee- Mary McMillan

- No report

H. FUTURE AGENDA ITEMS

- a. Constitution Changes
- b. Discussion concerning appropriate online load for faculty post-COVID

c. Officer Elections

I. PUBLIC COMMENT

a. D. McClelland: I followed up about the conversation we had last time in public comment about University of Phoenix. I did speak with President about this, hit a couple of the high points:

- There was concern raised at the meeting and others that were emailed after the meetings
- These agreements are not top down, this is not President and board deciding this, this came from faculty in Nursing program, who brought it to their director, who brought it to dean, who brought it to Dr. Shankweiler, who brought it to the president
- President agrees that there needs to be a better done messaging out, especially to our counselors who need to be able to advise our students about these. And the first time our counselors finding out should not be in an email from MarCom
- This type of agreement is not new, have been at least half a dozen in the last two years, they just don't come out in emails, but they are on board agenda a lot. There have been several with U of Phoenix, several with Grand Canyon. Looked up transfer rates to U of Phoenix recently there's been about 16 students a year, so not a lot of students. What she conveyed to me is that she doesn't feel it is our job as a college to make a decision for a student about what college is right for them. For these 16 students a year, they have decided that UP is the right place for them and we should not be limiting their choices just because it might not be the best idea for every student. So there will be work on better communication around this but it's not a senate purview issue and it did actually come from faculty it was not a top down decision.

J. ADJOURN

Meeting adjourned at 2:07pm.

Board Policy 4230 Grading and Academic Record Symbols

Courses shall be graded using the grading system established by Title 5 section 55023. The grading system shall be published in the college catalog and made available to students. Procedures for implementing this policy will be developed in collegial consultation with the Academic Senate.

References:

Title 5 § 55021 and §55023

Related Policies and Procedures:

BP/AP 4231 Grade Change

BP/AP 4250 Probation, Dismissal and Readmission

BP/AP 4225 Course Repetition

BP/AP 4240 Academic Renewal

El Camino College

Adopted: 4/11/83

Amended: 5/14/84, 1/27/86, 1/26/87, 11/23/87, 3/13/89, 4/10/89,
5/9/91, 6/22/98; 7/20/09, 8/21/17

Previous Board Policy Number: 6130 (5/16/05) and 4220 (7/20/09)

Ed Policies Committee 3/23/2021

BP 4230 Grading and Academic Record Symbols

Reference:

Title 5 Section 55023

Note: *This policy is legally required.*

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in the college catalog(s) and made available to students.

Note: *If the Board has approved a "plus/minus" grading system and/or the "FW" grade, the following paragraph(s) should be included.*

The grading system shall include the "plus" and minus" designation in combination with letter grades, except that C minus shall not be used.

The grading system shall include the "FW" grade for unofficial withdrawal.

Revised 9/01, 8/07

Administrative Procedure 4230 Symbols

Grading and Academic Record

The grading practices of the El Camino Community College District shall be as follows:

Semester Unit of Credit

Instructors will maintain records required by the District and report grades in a timely manner based on District procedures, as per the Instructor Position Description.

Instructors shall maintain a careful record of graded assignments and, to support the grade assigned for the course, the grade roster should have a minimum of three grades plus the final examination grade for each student.

Grades, Grade Points, and Grade Point Average

Grade points are numerical values which indicate the scholarship level of letter grades. The grade point average equals the total grade points divided by the total units attempted for credit courses in which letter grades (evaluative symbols) have been assigned. Grade points are assigned according to the scale in the chart below and shall be published in the college catalog.

Evaluative Symbols

A	Excellent	4 points for each unit
B	Good	3 points for each unit
C	Satisfactory	2 points for each unit
D	Passing, less than satisfactory	1 point for each unit
F	Failing	0 points for each unit
P	Pass, at least satisfactory (formerly C for Credit)	See Note 1
NP	No Pass, less than satisfactory (formerly NC for No Credit)	See Note 1
SP	Satisfactory Progress	See Note 2

Non-Evaluative Symbols

I	Incomplete	See Note 2 3
IP	In Progress	See Note 3 4
W	Withdrawal	See Note 4 5
MW	Military Withdrawal	See Note 5 6
EW	Excused Withdrawal	See Note 6 7
RD	Report Delayed	See Note 6 7 8

Notes:

1. P/NP – Pass/No Pass (formerly Cr/NC for Credit/No Credit)

~~A certain number of~~ **Some** courses are offered only on a P/NP basis while ~~some~~ others are offered on a P/NP or letter grade option depending on which the student selects by the fourth week of a 16-week class or 25% of ~~a class~~ **the duration of the course**. A student earning a P grade will receive unit credit toward graduation if the course is degree-applicable. A P Grade is considered a C grade or higher. Non-credit courses may also be offered P/NP. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to course repetition limitations and probation or dismissal regulations

2. **SP – Satisfactory Progress**

Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol).

~~Satisfactory Progress (SP) is a grading option only used in open-entry/open-exit noncredit courses. The notation of SP indicates that the student has made sufficient progress in the course. SP is used in connection with courses where assigned work frequently extends beyond a single academic term. It indicates that work is in progress and has been evaluated and found to be satisfactory to date, but that the assignment of a precise grade must await completion of additional work.~~

3. **I - Incomplete**

A student may request to receive a notation of “I” (Incomplete) and a default grade from an instructor when a student did not complete his or her academic

work for unforeseeable, emergency, and justifiable reasons. The Incomplete grade to be assigned by the instructor and designated on the student's transcript will be IB, IC, ID, IF, or INP. Collectively, these grades will be referred to as an "I" grade.

The written record containing the conditions for removal of the "I" will be held for the student in the Records Office through the sixth week of the next regular semester. If the student does not complete the required work by the end of the sixth week, the "I" will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions Office.

4. IP - In Progress

The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record ~~in order~~ to satisfy enrollment documentation.

The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages. If a student enrolled in an "open-entry;/ open-exit" course is assigned an "IP" at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade A through F, P, or NP) to be recorded on the student's permanent record for the course.

5. W - Withdrawal

It is the responsibility of the student to officially drop a class by the published withdrawal date. If a student fails to drop by that date, the student may be subject to a substandard grade. A student may also be dropped by the instructor if the student has been absent for more than 10% of the scheduled class meetings.

Withdrawal from classes is authorized through the 12th week of instruction in a 16 week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade A through F, P, or NP) or an "I" (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for assignment of a "W." Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the control of the student.

No notation (“W” or other) shall be made on the academic record of the student who withdraws prior to the close of the second week of a 16-week class, or 20% of a class, whichever is less. Any withdrawal occurring after the published ~~No~~ notation date shall be recorded as a “W” on the student’s record.

The “W” shall not be used in calculating grade point averages, but excessive “W’s” **notations** shall be used as factors in course repetition and probation and dismissal procedures.

6. MW – Military Withdrawal

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders by the registrar, the student may be assigned “MW.” Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.

7. EW – Excused Withdrawal

An Excused Withdrawal (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances making course completion impractical. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer.

Upon verification of these conditions by the registrar, and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which nonotation is made for withdrawals. The withdrawal symbol so assigned shall be an “EW.”

An Excused Withdrawal shall not be counted in progress probation and dismissal calculations and shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

8. RD – Report Delayed

The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.

References:

Title 5 §55021, §55023, and §55024

Instructor Position Description. Appendix A. Agreement between El Camino Community College District and El Camino College Federation of Teachers.

Related Policies and

Procedures: BP/AP 4225

Course Repetition BP/AP

4231 Grade Change

BP/AP 4240 Academic

Renewal

BP/AP 4250 Probation, Dismissal and Readmission

Revisions:

Admissions & Records:

3/27/2019

Ed Policies Committee

4/23/19

Council of Deans 4/11/19

Academic Senate 5/21/19

College Council 8/19/19

Ed Policies Committee 3/23/2021

ECC

Approved:

7/17/17

Revised:

11/18/19



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AP 4230 Grading and Academic Record Symbols

References:

Title 5 Sections 55023 and 55024

NOTE: *This procedure is legally required. Local practice may be inserted, but must comply with Title 5.*

Grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols:

Evaluative Symbols:

A – Excellent (Grade Point = 4)

B – Good (Grade Point = 3)

C – Satisfactory (Grade Point = 2)

D – Less than satisfactory (Grade Point = 1)

F – Failing (Grade Point = 0)

P – Passing (At least satisfactory – units awarded not counted in GPA)

NP – No Pass (Less than satisfactory, or failing – units not counted in GPA)

SP – Satisfactory Progress toward completion of the course (Used for noncredit courses only and is not supplanted by any other symbol)

NOTE: *Districts that have adopted “plus-minus” grades would insert those grades. If pluses and minuses are used, the grade point value of a plus shall be computed by adding 0.3 to the value assigned to the letter grade with which it is combined, and the grade point value of a minus shall be computed by subtracting 0.3 from the value assigned to the letter grade with which it is combined, except that no grade point value shall be less than 0 or greater than 4.0.*

NOTE: *Districts that have adopted the “FW” grade symbol (unofficial withdrawal) would insert that symbol under the list of evaluative symbols. The “FW” symbol may not be used if a student has qualified for and been granted a military withdrawal. If “FW” is used, its grade point value is 0.*

Non-Evaluative Symbols:

I – Incomplete: Incomplete academic work for unforeseeable, emergency and justifiable reasons. The condition for the removal of the “I” shall be stated by the instructor in a written record. The record shall contain the conditions for the removal of the “I” and the grade assigned in lieu of its removal. The record must be given to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed

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POLICY & PROCEDURE SERVICE

and evaluated, or when the time limit for completing the work has passed. The “I” may be made up no later than one year following the end of the term in which it was assigned. The “I” symbol shall not be used in calculating units attempted nor for grade points.

IP – In Progress: The “IP” symbol shall be used only in courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” symbol shall not be used in calculating grade point averages. If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluation symbol (grade) to be recorded on the student’s permanent record for the course.

RD – Report Delayed: The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.

W – Withdrawal: The “W” symbol may be used to denote withdrawal in accordance with the requirements of Title 5 Section 55024.

MW – Military Withdrawal: The “MW” symbol may be used to denote military withdrawal in accordance with Title 5 Section 55024.

EW – Excused Withdrawal: The “EW” symbol may be used to denote withdrawal in accordance with Title 5 Section 55024.

Revised 9/01, 8/07, 4/17, 4/18, 10/18

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**Declaring the El Camino College Academic Senate's Support
of Black Student Success Week of April 26-30, 2021**

WHEREAS, El Camino Community College District's Mission Statement asserts that El Camino College makes a positive difference in people's lives and supports the success of all students; and

WHEREAS, the diverse student population of the El Camino Community College District is one of its greatest assets and closely reflects the diverse population of California, as 52% of its students are Latinx, 13% are White, 15% are Asian, 15% are Black, <1% are Filipino, <1% are Native American, and <1% are Pacific Islander; and

WHEREAS, El Camino College student achievement data shows that Black/African American students are disproportionately impacted and their equity gaps are not improving in accordance with five out of six El Camino College local Vision for Success metrics measures of student success including 1) the number of students who earn an Associate degree; 2) the number of students who earn a Chancellor's Office approved Certificate; 3) the number of students who earn an Associate Degree for Transfer; 4) the number of students who successfully transfer to the University of California or the California State University systems; and 5) the number of students who attain a living wage upon completion of a program of study at El Camino College; and

WHEREAS, the Chancellor's Office Vision for Success calls for reduction of equity gaps with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years, and whereas

WHEREAS, sustainable improvement in closing achievement gaps requires a comprehensive and multi-faceted approach coupled with unflagging institutional commitment to the success of all minoritized students of color; and

WHEREAS, Black Student Success Week of April 26-30, 2021 is designed to share research findings and insights to improving success among Black and African American students at California Committee Colleges; and

WHEREAS, Black Student Success week has been organized in collaboration with many statewide partners including A2MEND, Umoja Community, the Campaign for College Opportunity, The Education Trust-West, the Equity Avengers, the Academic Senate for California Community Colleges, the Community College League of California and the California Community Colleges Chancellor's Office; and is supported locally at El Camino College by the ECC African American Employee Network, Associated Students Organization, Student Equity and Achievement, and the Student Equity Advisory Council, the Student Leadership Institute, UMOJA Project Success, Black First Generation Taskforce, the Academic Senate and the President's Advisory Committee on Race and Equity, among other campus offices and departments,

NOW, BE IT THEREFOR RESOLVE, the El Camino College Academic Senate will take actions to support the success of black students by committing its support of the Black Student Success week of April 26-30, and continued research, support, teaching and learning improvement

strategies, and support services beyond the week of April 26-30 until achievement gaps are closed in alignment with the Vision for Success, and be it further

RESOLVED, that we, the El Camino College Academic Senate, hereby declare strongly our support for the success of black students and the activities, engagement and learning that will take place during Black Students Success week; and be it further

RESOLVED, the El Camino College Academic Senate shall continue to commit its support for the success of minoritized students as represented by Black Student Success week until achievement gaps at El Camino Community College District as identified in its local Vision for Success data, in alignment with the California Community College system's Vision for Success.

DRAFT

Reporting and Filing Complaints

The law prohibits coworkers, supervisors, managers, and third parties with whom an employee comes into contact from engaging in unlawful discrimination (including harassment and retaliation) based on any category protected under Title 5 of the California Code of Regulations. Any person who has suffered unlawful discrimination, harassment, or retaliation may file a formal or informal complaint of unlawful discrimination.¹

A formal complaint is an official statement filed verbally or in writing with the District or the California Community Colleges Chancellor's Office that alleges unlawful discrimination in violation of the District's Board Policies and Administrative Procedures (See BPs/APs 3410 (non-discrimination), 3430 (prohibition of harassment)). An informal complaint is any of the following: (1) A written allegation of unlawful discrimination, harassment, or retaliation that falls outside the timelines for a formal complaint; or (2) a written complaint alleging unlawful discrimination, harassment, or retaliation filed by an individual who expressly indicates that they do not want to file a formal complaint.

Informal Complaints

Any person may submit an informal complaint to the Office of Title IX, Diversity, and Inclusion or any other District or college administrator. Administrators receiving an informal complaint shall immediately notify the Office of Title IX, Diversity, and Inclusion in writing of all pertinent information and facts alleged in the informal complaint.

A primary purpose of the informal complaint and resolution process is to stop the alleged incident from continuing and prevent it from reoccurring. In and of itself, resolution of an informal complaint does not have disciplinary implications for respondents. However, if the behavior/incident persists, formal investigation may be warranted.

Upon receipt of an informal complaint, the Office of Title IX, Diversity, and Inclusion will notify the person bringing the informal complaint of their right to file a formal complaint, if the incident falls within the timeline for a formal complaint, and explain the procedure for doing so. The Complainant may later decide to file a formal complaint, if within the timelines to do so. If the individual chooses not to file a formal complaint, or if the alleged conduct falls outside the timeline to file a formal complaint, the Office of Title IX, Diversity, and Inclusion shall consider the allegations contained in the informal complaint and determine the appropriate course of action. This may include efforts to informally resolve the matter, or a fact-finding investigation.

The Office of Title IX, Diversity, and Inclusion will explain to any individual bringing an informal complaint that the Office of Title IX, Diversity, and Inclusion may decide to initiate an investigation, even if the individual does not wish the Office of Title IX, Diversity, and Inclusion to do so. The Office of Title IX, Diversity, and Inclusion shall not disregard any

¹ For sexual harassment under Title IX, please refer to the appropriate District Board Policies and Administrative Procedures, including BP and AP 3540 on Sexual and Gender-Based Misconduct.

allegations of unlawful discrimination, harassment, or retaliation solely on the basis that the alleged conduct falls outside the deadline to file a formal complaint.

Formal Complaints

Formal Complaints must be filed with the Office of Title IX, Diversity, and Inclusion unless the party submitting the Formal Complaint alleges unlawful discrimination, harassment, or retaliation against the responsible district officer, in which case it should be submitted directly to the Superintendent/President.

A primary distinction between the informal and formal complaint process is that the investigation of a Formal Complaint is conducted to determine whether or not the respondent has violated District board policy on non-discrimination, prohibition of harassment, and/or sexual and gender-based misconduct. A violation of District board policies may result in disciplinary action.

Formal Complaints should be submitted verbally or in writing to the Office of Title IX, Diversity, and Inclusion. Written complaints may be submitted on the online report form listed on the website for Title IX, Diversity, and Inclusion or may be submitted in writing directly to the Director of Title IX, Diversity, and Inclusion.

If any party submits a verbal allegation of unlawful discrimination, the District will summarize the allegations provided on behalf of the Complainant for the purposes of the investigation and treat it as a Formal Complaint. In no instance will the District reject an allegation of unlawful discrimination, harassment, or retaliation on the basis that it was not submitted in writing or on the recommended form.

A Formal Complaint must meet each of the following criteria:

1. It must allege facts with enough specificity to show that the allegations, if true, would constitute a violation of District policies or procedures prohibiting unlawful discrimination, harassment, or retaliation;
2. The complainant must file any Formal Complaint not involving employment within one (1) year of the date of the alleged unlawfully discriminatory, harassing, or retaliatory conduct or within one (1) year of the date on which the complainant knew or should have known of the facts underlying the allegation(s) of unlawful discrimination, harassment, or retaliation; and
3. The complainant must file any Formal Complaint alleging unlawful discrimination, harassment, or retaliation in employment within one hundred eighty (180) days of the date of the alleged unlawful discrimination, harassment, or retaliation, except that this period shall be extended by no more than ninety (90) days following the expiration of the one hundred eighty (180) days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the one hundred eighty (180) days.

If the Formal Complaint does not meet the requirements set forth above, the Office of Title IX,

Diversity, and Inclusion will promptly return it to the complainant and specify the defect. If the sole defect is that the Formal Complaint was filed outside the applicable proscribed timeline, the Office of Title IX, Diversity, and Inclusion will handle the matter as an informal complaint.

Oversight of Complaint Procedure: The Director of Title IX, Diversity, and Inclusion is the responsible District officer charged with receiving complaints of discrimination or harassment, and coordinating their investigation.

The actual investigation of complaints may be assigned by the Director of Title IX, Diversity, and Inclusion to the Investigator, other staff or to outside persons or organizations under contract with the District. Investigations shall be assigned to outside persons or organizations whenever the Office of Title IX, Diversity, and Inclusion and/or Human Resources is named in the complaint or implicated by the allegations in the complaint.

Who May File a Complaint: Any individual (including a parent of a minor, or a person with legal authority on their behalf) who partakes in the programs, benefits, or services provided by the District who believes they have been unlawfully discriminated against, harassed, or retaliated against in violation of this procedure and the related policy.

Where to File a Complaint: Any allegations of a violation of these policies and procedures may be submitted orally or in writing to the Office of Title IX, Diversity, and Inclusion.

Employment-Related Complaints

Complainants filing employment-related complaints shall be notified that they may file employment discrimination complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH).

Complaints filed with the EEOC or the DFEH should be forwarded to the California Community Colleges Chancellor's Office.

Any District administrator who receives an unlawful discrimination, harassment, or retaliation complaint shall notify the Office of Title IX, Diversity, and Inclusion immediately.

Filing a Timely Complaint: Since failure to report unlawful discrimination, harassment, or retaliation impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they are subject to a violation of relevant District policies to file a complaint. The District also strongly encourages the filing of such complaints within thirty (30) days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.

All supervisors and managers have a mandatory duty to report incidents of unlawful discrimination, harassment, or retaliation.

The District will investigate complaints involving acts that occur off campus if they are related to an academic or work activity or if the harassing conduct interferes with or limits a student's

or employee's ability to participate in or benefit from the school's programs or activities.

Communicating that the Conduct is Unwelcome: The District further encourages students and employees to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste or inappropriate.

Intake and Processing of the Complaint: Upon receiving notification of an unlawful discrimination complaint, the Office of Title IX, Diversity, and Inclusion shall:

1. Determine whether or not efforts to informally resolve the charges (including but not limited to mediation, rearrangement of work/academic schedules; obtaining apologies; providing informal counseling, training, etc.) are appropriate;
2. Advise all Parties that they need not participate in an informal resolution of the complaint, as described above, and they have the right to end the informal resolution process at any time. However, circumstances may necessitate the complaint being elevated to the formal process;
3. Advise a student Complainant that they may file a complaint with the Office for Civil Rights of the U.S. Department of Education and employee complainants may file a complaint with the Department of Fair Employment and Housing. All Complainants should be advised that they have a right to file a complaint with local law enforcement, if the act complained of is also a criminal act. The District must investigate even if the Complainant files a complaint with local law enforcement. In addition, the District should ensure that Complainants are aware of any available resources, such as counseling, health, and mental health services. The Office of Title IX, Diversity, and Inclusion may notify the California Community Colleges Chancellor's Office of the Complaint; and
4. To the extent possible, take interim steps to minimize exposure to and protect a Complainant from coming into contact with an accused individual. The Office of Title IX, Diversity, and Inclusion should notify the complainant of their options to avoid contact with the accused individual and allow students to change academic situations as appropriate. The District may prohibit the accused individual from having any contact with the Complainant pending the results of the investigation. When taking steps to separate the Complainant and accused individual, the District shall minimize the burden on the Complainant. For example, it is not appropriate to remove Complainants from classes or housing while allowing accused individuals to remain.

Investigation

The Office of Title IX, Diversity, and Inclusion shall:

1. Authorize the investigation of the complaint, and supervise or conduct a thorough, prompt and impartial investigation of the complaint, as set forth below. Where Complainants opt for informal resolution, the designated officer will determine

whether further investigation is necessary to ensure resolution of the matter and utilize the investigation process outlined below as appropriate. In the case of a formal complaint, the investigation will include interviews with the Complainant, the accused, and any other persons who may have relevant knowledge concerning the complaint. This may include victims of similar conduct.

2. Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes a violation of the District's Board Policies on non-discrimination and prohibition of harassment, giving consideration to all factual information and the totality of the circumstances, including the nature and the context in which the alleged incidents occurred.

Investigation of the Complaint: The District shall promptly investigate every complaint and claim of unlawful discrimination, harassment, or retaliation. No claim of workplace or academic unlawful discrimination, harassment, or retaliation shall remain unexamined. This includes complaints involving activities that occur off campus and in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, on a District bus, or at a class or training program sponsored by the District at another location. The District shall promptly investigate complaints of unlawful discrimination, harassment, or retaliation that occur off campus if the alleged conduct creates a hostile environment on campus. The District shall notify the Complainant that the District will commence an impartial fact-finding investigation of the allegations contained in the complaint.

As set forth above, where the Complainant opts for an informal resolution, the Office of Title IX, Diversity, and Inclusion may limit the scope of the investigation, as appropriate. The District will keep the investigation confidential to the extent possible, but cannot guarantee absolute confidentiality because release of some information on a "need-to-know-basis" is essential to a thorough investigation. When determining whether to maintain confidentiality, the District may weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the Complainant's age; whether there have been other harassment complaints about the same individual; and the accused individual's rights to receive information about the allegations if the information is maintained by the District as an "education record" under the Family Educational Rights and Privacy Act (FERPA), 20 U.S. Code Section 1232g; 34 Code Federal Regulations Part 99.15. The District will inform the Complainant if it cannot maintain confidentiality.

Investigation Steps: The District will fairly and objectively investigate unlawful discrimination, harassment, or retaliation complaints. Employees designated to serve as investigators under this policy shall have adequate training on what constitutes unlawful discrimination, harassment, and retaliation, and that they understand how the District's grievance procedures operate. Investigators may not have any real or perceived conflicts of interest and must be able to investigate the allegations impartially.

Investigators may use the following steps: interviewing the Complainant(s); interviewing the accused individual(s); identifying and interviewing witnesses and evidence identified by each

Party; identifying and interviewing any other witnesses, if needed; reminding all individuals interviewed of the District's policies prohibiting retaliation; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved parties, if appropriate; reach a conclusion as to the allegations and any appropriate disciplinary and remedial action; and see that all recommended action is carried out in a timely fashion. When the District evaluates the complaint, it shall do so using a preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that unlawful discrimination, harassment, or retaliation has occurred.

Timeline for Completion: The District will undertake its investigation promptly and as swiftly as possible. The District shall use reasonable and diligent efforts to conduct unlawful discrimination, harassment, or retaliation investigations and prepare a written report within ninety (90) calendar days of receiving the complaint, unless there are extenuating circumstances that prohibit the timeliness of the completion of the investigation. If an extenuating circumstance exists that prohibits the completion of an investigation within ninety (90) calendar days, the District will inform the parties in writing of such delay.

Cooperation Expected: All employees are expected to cooperate with a District investigation into allegations of unlawful discrimination, harassment, or retaliation. Lack of cooperation impedes the ability of the District to investigate thoroughly and respond effectively. However, lack of cooperation by a Complainant or witnesses does not relieve the District of its obligation to investigate. The District will conduct an investigation if it is discovered that harassment is, or may be occurring, with or without the cooperation of the alleged victim(s) and regardless of whether a complaint is filed. No employee will be retaliated against as a result of lodging a complaint or participating in any workplace investigation.

Written Report

The results of the investigation of a complaint shall be set forth in a written report that will include at least all of the following information:

1. A description of the circumstances giving rise to the Formal Complaint;
2. A description of the procedural steps taken during the investigation, including all individuals contacted and interviewed;
3. A summary of the testimony provided by each individual interviewed by the investigator;
4. An analysis of relevant data or other evidence collected during the course of the investigation, including a list of relevant documents;
5. A specific finding as to whether there is preponderance to believe that unlawful discrimination, harassment, or retaliation occurred with respect to each allegation in the complaint; and
6. Any other information deemed appropriate by the District.

The Written Report is confidential and will only be released to the District Disciplinary Officer for the purposes of deciding if appropriate disciplinary action will be taken in the event the Office of Title IX, Diversity, and Inclusion determines a District board policy violation.

Confidentiality of the Process

Investigations are best conducted within a confidential climate. Therefore, the District does not reveal information about ongoing investigations except as necessary to fulfill its legal obligations. The District will keep the investigation confidential to the extent possible, but it cannot guarantee absolute confidentiality because release of some information on a “need-to-know-basis” is essential to a thorough investigation and to protect the rights of accused students and employees during the investigation process and any ensuing discipline.

Administrative Determination

When an investigation has been completed following a formal unlawful discrimination complaint, the Complainant and Chancellor of the California Community Colleges will receive written notice in accordance with Title 5. The written notice will include:

1. The determination of the Office of Title IX, Diversity, and Inclusion as to whether a violation of relevant District Board Policy occurred with respect to each allegation in the complaint based on a preponderance of the evidence standard;
2. In the event a District policy violation is substantiated, a description of actions taken, if any, to prevent similar violations from occurring in the future;
3. The proposed resolution of the complaint;
4. The Complainant's right to appeal to the District's Board of Trustees and the California Community Colleges Chancellor's Office; and
5. This process is separate from any District disciplinary procedures or any appeals stemming from the disciplinary process. All parties have the right to appeal sanctions through the appropriate District disciplinary officer.²

Appeals

If the Complainant is not satisfied with the results of the administrative determination, they may, within thirty (30) days, submit a written appeal to the California Community Colleges Chancellor's Office. The Chancellor's Office shall review the original complaint, the investigative report, the administrative decision, and the appeal. The Chancellor's Office shall issue a final District decision in the matter within ninety (90) days after receiving the appeal. A copy of the decision rendered by the Chancellor's Office shall be forwarded to the parties and to the District.

Remand

The California Community College Chancellor's Office may remand any matter to the District for any of the following reasons: to cure defects in the investigation or in procedural compliance; to consider new evidence not available during the investigation despite the Complainant's due diligence that would substantially impact the outcome of the investigation; or to modify or reverse a decision of the District's Board of Trustees based upon misapplication of an applicable legal standard or an abuse of discretion.

If the California Community College Chancellor's Office remands a matter to the District, the

² Please refer to the appropriate District Board Policies, Administrative Procedures, and bargaining unit agreements (if applicable) regarding disciplinary processes for students and employees.

District shall take necessary action and issue a decision after remand within 60 days. In any case not involving employment discrimination, the Complainant may appeal the District's amended determination to the California Community College Chancellor's Office within 30 days by following the appeal procedures above.

In any case involving workplace unlawful discrimination, the complainant may, at any time before or after the issuance of the final decision of the District, file a complaint with the Department of Fair Employment and Housing.

Extension of Time

If the District is unable to comply with the ninety (90) day investigation timeline, it may grant itself one forty-five (45) day extension without permission from the California Community Colleges Chancellor's Office for any of the following reasons:

- a need to interview a party or witness who has been unavailable;
- a need to review or analyze additional evidence, new allegations, or new complaints related to the matter; or
- to prepare and finalize an administrative determination.

The District shall send a written notice to the Complainant and to a Respondent who is aware of an investigation indicating the necessity of an extension, the justification for the extension, and the number of days the deadline will be extended. The District shall send this notice no later than 10 days prior to the initial time to respond.

The District may request additional extensions from the California Community Colleges Chancellor's Office after the initial 45-day extension. The District shall send a copy of the extension request to the Complainant and to a Respondent who is aware of an investigation. The Complainant and Respondent may each file a written objection with the California Community Colleges Chancellor's Office within 5 days of receipt.

Disclosures to the California Community Colleges Chancellor's Office

Upon request of the California Community Colleges Chancellor's Office, the District shall provide copies of all documents related to a discrimination complaint, including the following: the original complaint, any investigative report unless subject to the attorney-client privilege, the written notice to the Complainant setting forth the results of the investigation, the final administrative decision rendered by the Board or a statement indicating the date upon which the decision became final, and a copy of the notification to the Complainant of his/her/their appeal rights, the Complainant's appeal of the District's administrative determination, any other non-privileged documents or information the Chancellor requests.

The District shall provide to the California Community Colleges Chancellor's Office an annual report with the following information: the number of employment and non-employment discrimination complaints and informal charges received in the previous academic year; the number of complaints and informal charges resolved in the previous academic year; the number of complaints of unlawful discrimination received in the previous academic year, and the number of those complaints that were sustained in whole or in part; and any other information requested by the Chancellor.

File Retention

The District will retain on file for a period of at least five (5) years after closing the case copies of:

1. The original complaint;
2. The investigatory report;
3. The summary of the report if one is prepared;
4. The notice provided to the complainant, of the District's administrative determination and their right to appeal;
5. Any appeal; and
6. The District's final decision.

The District will make all relevant, non-privileged documents available to the Chancellor of the California Community Colleges upon request of the Chancellor.

Where the complaint allegation consists of Sexual and Gender-Based Misconduct (including, but not limited to sexual harassment, stalking, intimate partner violence, and sexual assault), as defined by Title IX of the Education Amendments of 1972, please refer to District Board Policy and Administrative Procedure 3540.

Dissemination of Policy and Procedures

District policy and procedures will be provided to all students, faculty members, members of the administrative staff and members of the support staff and will be posted on campus and on the District's website.

When hired, employees are required to sign that they have received the policy and procedures, and the signed acknowledgment of receipt is placed in each employee's personnel file. In addition, these policies and procedures are incorporated into the District's course catalogs and orientation materials for new students.

Training

By January 1, 2021, the District shall provide at least two hours of classroom or other effective interactive training and education regarding sexual harassment to all supervisory employees and at least one hour of classroom or other effective interactive training and education regarding sexual harassment to all nonsupervisory employees. All new employees must be provided with the training and education within six months of their assumption of their position. After January 1, 2021, the District shall provide sexual harassment training and education to each employee once every two years. An employee who received this training and education in 2019 is not required to have refresher training until after two years thereafter.

The training and education required by this procedure shall include information and practical guidance regarding the federal and state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment, a review of "abusive conduct," and harassment based on gender identity, gender expression, and sexual orientation. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment,

discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. Supervisor's harassment training must also address potential exposure and liability for employers and individuals, supervisor's obligation to report sexual harassment, discrimination, and retaliation when they become aware of it, appropriate remedial measures to correct harassing behavior.

The District will maintain appropriate records of the training provided, including the names of the supervisory employees trained, the date of training, sign in sheets, copies of all certificates of attendance or completion issued, the type of training provided, a copy of all written or recorded training materials, and the name of the training provider. If the training is provided by webinar, the District will maintain a copy of the webinar, all written materials used by the training and all written questions submitted during the webinar, and document all written response or guidance the trainer provided during the webinar. The District will retain these records for at least two years.

The District will also provide training to students who lead student organizations. The District should provide copies of the sexual harassment policies and training to all District law enforcement unit employees.

In years in which a substantive policy or procedural change has occurred, all District employees will attend a training update or receive a copy of the revised policies and procedures.

Participants in training programs will be required to sign a statement that they have either understood the policies and procedures, their responsibilities, and their own and the District's potential liability, or that they did not understand the policy and desire further training.

Education and Prevention for Students

In order to take proactive measures to prevent sexual harassment and violence toward students, the District will provide preventive education programs and make victim resources, including comprehensive victim services, available. The District will include such programs in their orientation programs for new students, and in training for student athletes and coaches. These programs will include discussion of what constitutes sexual harassment and sexual violence, the District's policies and disciplinary procedures, and the consequences of violating these policies. A training program or informational services will be made available to all students at least once annually.

The education programs will also include information aimed at encouraging students to report incidents of sexual violence to the appropriate District and law enforcement authorities. Since victims or third parties may be deterred from reporting incidents if alcohol, drugs, or other violations of District or campus rules were involved, the District will inform students that the primary concern is for student safety and that use of alcohol or drugs never makes the victim at fault for sexual violence. If other rules are violated, the District will address such violations separately from an allegation of sexual violence.

References:

20 U.S. Code Sections 1681 et seq.;
Education Code Sections 212.5, 231.5, 66281.5, and 67386;
Government Code Section 12950.1;
Title 5 Sections 59320, 59324, 59326, 59328, and 59300 et seq.;
Title 2 Sections 11023 and 11024;
34 Code of Federal Regulations Section 106.8(b)

El Camino College

Revised 7/02, 2/03, 2/05, 2/06, 3/12, 6/13, 10/15, 4/16, 10/16, 10/17, 11/18



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AP 3435 Discrimination and Harassment Complaints and Investigations

References:

Education Code Sections 212.5, 231.5, 66281.5, and 67386;
Government Code Section 12950.1;
Title 5 Sections 59320, 59324, 59326, 59328, and 59300 et seq.;
Title 2 Sections 11023 and 11024

NOTE: *This procedure is **legally required**. Local practice may be inserted. The following is an illustrative example.*

NOTE: *In order to comply with Department of Fair Employment and Housing (“DFEH”) regulations, Districts adopting this policy should also adopt AP 3410 Nondiscrimination and AP 3430 Prohibition of Harassment.*

NOTE: *DFEH Regulations require any employer whose workforce contains 10 percent or more of persons who speak a language other than English as their spoken language to translate its harassment, discrimination, and retaliation policies into every language that is spoken by at least 10 percent (10%) of the workforce. In order to comply with this requirement, Districts should translate BP 3410 Nondiscrimination, BP 3430 Prohibition of Harassment, AP 3410 Nondiscrimination, AP 3430 Prohibition of Harassment, and AP 3435 Discrimination and Harassment Complaints and Investigations into any applicable languages.*

For sexual harassment under Title IX, Complainants must proceed under BP 3433 Prohibition of Sexual Harassment under Title IX, AP 3433 Prohibition of Sexual Harassment under Title IX, and AP 3434 Responding to Harassment Based on Sex under Title IX. For other forms of sexual harassment or gender-based harassment, Complainants should use this procedure.

Reporting and Filing Complaints

The law prohibits coworkers, supervisors, managers, and third parties with whom an employee comes into contact from engaging in harassment, discrimination, or retaliation. Any person who has suffered harassment, discrimination, or retaliation or who has learned of harassment, discrimination, or retaliation may report harassment, discrimination, or retaliation. Complainants may have the option of filing an informal complaint or formal complaint.

Informal Complaints

An informal complaint is any of the following: (1) a written allegation of harassment, discrimination, or retaliation that falls outside the timelines for a formal complaint; or (2) a

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written complaint alleging harassment, discrimination, or retaliation filed by an individual who expressly indicates that he/she/they does not want to file a formal complaint.

Any person may submit an informal complaint to the [**designate position**] or any other District or college administrator. Administrators receiving an informal complaint shall immediately notify the [**designate position**] in writing of all pertinent information and facts alleged in the informal complaint.

Upon receipt of an informal complaint, the [**designate position**] will notify the person bringing the informal complaint of his/her/their right to file a formal complaint, if the incident falls within the timeline for a formal complaint, and explain the procedure for doing so. The Complainant may later decide to file a formal complaint, if within the timelines to do so. If the individual chooses not to file a formal complaint, or if the alleged conduct falls outside the timeline to file a formal complaint, the [**designate position**] shall consider the allegations contained in the informal complaint and determine the appropriate course of action. This may include efforts to informally resolve the matter, or a fact-finding investigation.

Investigation of an informal complaint will be appropriate if the [**designate position**] determines that the allegation(s), if proven true, would constitute a violation of the District policy prohibiting harassment, discrimination, or retaliation. The [**designate position**] will explain to any individual bringing an informal complaint that the [**designate position**] may decide to initiate an investigation, even if the individual does not wish the [**designate position**] to do so. The [**designate position**] shall not disregard any allegations of harassment, discrimination, or retaliation solely on the basis that the alleged conduct falls outside the deadline to file a formal complaint.

Formal Complaints

A formal complaint is a written or verbal statement filed with the District that alleges harassment, discrimination, or retaliation in violation of the District's Board Policies, Administrative Procedures, or in violation of state or federal law. Formal Complaints must be filed with the [**designate position**] unless the Party submitting the Formal Complaint alleges discrimination, harassment, or retaliation against the responsible district officer, in which case it should be submitted directly to the [**CEO**].

The District may request, but shall not require the Complainant to submit a formal complaint on the form prescribed by the Chancellor of the California Community Colleges. A copy of the form will be available at [**specify location, such as each college student services office, the office of College President, the District human resources department and on college's/district's web sites**]. A Complainant shall report verbal complaints to the [**designate position**]. The [**designate position**] shall record the verbal complaint in writing. The [**designate position**] will take steps to ensure the writing accurately reflects the facts alleged by the Complainant.

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A Formal Complaint must meet each of the following criteria:

- It must allege facts with enough specificity to show that the allegations, if true, would constitute a violation of District policies or procedures prohibiting discrimination, harassment, or retaliation;
- The Complainant must file any Formal Complaint not involving employment within one year of the date of the alleged discriminatory, harassing, or retaliatory conduct or within one year of the date on which the Complainant knew or should have known of the facts underlying the allegation(s) of discrimination, harassment, or retaliation.
- The Complainant must file any Formal Complaint alleging discrimination, harassment, or retaliation in employment within 180 days of the date of the alleged discriminatory, harassing, or retaliatory conduct, except that this period shall be extended by no more than 90 days following the expiration of the 180 days if the Complainant first obtained knowledge of the facts of the alleged violation after the expiration of the 180 days.

If the Formal Complaint does not meet the requirements set forth above, the [**designate position**] will promptly contact the Complainant and specify the defect. If the sole defect is that the Formal Complaint was filed outside the applicable proscribed timeline, the [**designate position**] will handle the matter as an informal complaint.

Oversight of Complaint Procedure: The [**designate position**] is the "responsible District officer" charged with receiving complaints of discrimination or harassment, and coordinating their investigation.

The actual investigation of complaints may be assigned [**insert by whom**] to other staff or to outside persons or organizations under contract with the District. This shall occur whenever the [**designate officer**] is named in the complaint or implicated by the allegations in the complaint.

Who May File a Formal Complaint: Any student, employee, parent of a minor, or an individual with legal authority on behalf of a student or employee who believes the student or employee has been discriminated against or harassed by a student, employee, or third party in violation of this procedure and the related policy.

Where to File a Formal Complaint: A student, employee, parent of a minor, or an individual with legal authority on behalf of a student or employee who believes the student or employee has been discriminated against or harassed in violation of these policy and procedures may make a complaint orally or in writing directed to the [**designate officer**]. Complainants may but are not required to use the form prescribed by the Chancellor

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of the California Community Colleges. These forms are available from the [**designate officer**] and at the California Community Colleges Chancellor's Office website.

Employment-Related Complaints

Complainants filing employment-related complaints shall be notified that they may file employment discrimination complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH).

Any District employee who receives a harassment or discrimination complaint shall notify the [**designated officer**] immediately.

Filing a Timely Complaint: Since failure to report harassment and discrimination impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they are being harassed or discriminated against, to file a complaint. The District also strongly encourages the filing of such complaints within 30 days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.

All supervisors and managers have a mandatory duty to report incidents of harassment and discrimination, the existence of a hostile, offensive, or intimidating work environment, and acts of retaliation.

The District will investigate complaints involving acts that occur off campus if they are related to an academic or work activity or if the harassing conduct interferes with or limits a student's or employee's ability to participate in or benefit from the school's programs or activities.

Communicating that the Conduct is Unwelcome: The District further encourages students and staff to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste or inappropriate.

Intake and Processing of the Complaint: Upon receiving notification of a harassment or discrimination complaint, the [**designate officer**] shall:

- Consider whether the District can undertake efforts to informally resolve the charges, including but not limited to mediation, rearrangement of work/academic schedules, obtaining apologies, providing informal counseling, training, etc.
- Advise all Parties that he/she/they need not participate in an informal resolution of the complaint, as described above, and they have the right to end the informal resolution process at any time. **NOTE: Districts should exercise care in using mediation in cases of sexual violence.**

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- Advise a student Complainant that he/she/they may file a complaint with the Office for Civil Rights of the U.S. Department of Education and employee Complainants may file a complaint with the Department of Fair Employment and Housing. All Complainants should be advised that they have a right to file a complaint with local law enforcement, if the act complained of is also a criminal act. The District must investigate even if the Complainant files a complaint with local law enforcement. In addition, the District should ensure that Complainants are aware of any available resources, such as counseling, health, and mental health services. The [**designate officer**] shall also notify the California Community Colleges Chancellor's Office of the complaint.
- Take interim steps to protect a Complainant from coming into contact with an accused individual, especially if the Complainant is a victim of sexual violence. The [**designate officer**] should notify the Complainant of his/her/their options to avoid contact with the accused individual and allow students to change academic situations as appropriate. For instance, the District may prohibit the accused individual from having any contact with the Complainant pending the results of the investigation. When taking steps to separate the Complainant and accused individual, the District shall minimize the burden on the Complainant. For example, it is not appropriate to remove Complainants from classes or housing while allowing accused individuals to remain.

Investigation

The [**designate position**] shall:

- Authorize the investigation of the complaint, and supervise or conduct a thorough, prompt, and impartial investigation of the complaint, as set forth below. Where the Parties opt for informal resolution, the designated officer will determine whether further investigation is necessary to ensure resolution of the matter and utilize the investigation process outlined below as appropriate. In the case of a formal complaint, the investigation will include interviews with the Complainant, the accused, and any other persons who may have relevant knowledge concerning the complaint. This may include victims of similar conduct.
- Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment, or other unlawful discriminatory conduct, giving consideration to all factual information and the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incidents occurred.

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Investigation of the Complaint: The District shall promptly investigate every complaint and claim of harassment or discrimination. No claim of workplace or academic harassment or discrimination shall remain unexamined. This includes complaints involving activities that occur off campus and in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, on a District bus, or at a class or training program sponsored by the District at another location. The District shall promptly investigate complaints of harassment or discrimination that occur off campus if the alleged conduct creates a hostile environment on campus. The District shall notify the Complainant that the District will commence an impartial fact-finding investigation of the allegations contained in the complaint.

As set forth above, where the Parties opt for an informal resolution, the [**designated officer**] may limit the scope of the investigation, as appropriate. The District will keep the investigation confidential to the extent possible but cannot guarantee absolute confidentiality because release of some information on a "need-to-know-basis" is essential to a thorough investigation. When determining whether to maintain confidentiality, the District may weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the Complainant's age; whether there have been other harassment complaints about the same individual; and the accused individual's rights to receive information about the allegations if the information is maintained by the District as an "education record" under the Family Educational Rights and Privacy Act (FERPA), 20 U.S. Code Section 1232g; 34 Code Federal Regulations Part 99.15. The District will inform the Complainant if it cannot maintain confidentiality.

Investigation Steps: The District will fairly and objectively investigate harassment and discrimination complaints. Employees designated to serve as investigators under this policy shall have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how the District's grievance procedures operate. The investigator may not have any real or perceived conflicts of interest and must be able to investigate the allegations impartially.

Investigators will use the following steps: interviewing the Complainant(s); interviewing the accused individual(s); identifying and interviewing witnesses and evidence identified by each Party; identifying and interviewing any other witnesses, if needed; reminding all individuals interviewed of the District's no-retaliation policy; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved Parties; reach a conclusion as to the allegations and any appropriate disciplinary and remedial action; and see that all recommended action is carried out in a timely fashion. When the District evaluates the complaint, it shall do so using a preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that discrimination or harassment has occurred.

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Timeline for Completion: The District will undertake its investigation promptly and swiftly as possible. To that end, the investigator shall complete the above steps, and prepare a written report within 90 days of the District receiving the complaint.

Cooperation Expected: All employees are expected to cooperate with a District investigation into allegations of harassment or discrimination. Lack of cooperation impedes the ability of the District to investigate thoroughly and respond effectively. However, lack of cooperation by a Complainant or witnesses does not relieve the District of its obligation to investigate. The District will conduct an investigation if it is discovered that harassment is, or may be occurring, with or without the cooperation of the alleged victim(s) and regardless of whether a complaint is filed. No employee will be retaliated against as a result of lodging a complaint or participating in any workplace investigation.

Written Report

The results of the investigation of a complaint shall be set forth in a written report that will include at least all of the following information:

- A description of the circumstances giving rise to the Formal Complaint;
- A description of the procedural steps taken during the investigation, including all individuals contacted and interviewed;
- A summary of the testimony provided by each witness, including the complainant and any available witnesses identified by the Complainant in the complaint;
- An analysis of relevant data or other evidence collected during the course of the investigation, including a list of relevant documents;
- A specific finding as to whether each factual allegation in the complaint occurred based on the preponderance of the evidence standard;
- A table of contents if the report exceeds ten pages and
- Any other information deemed appropriate by the District.

Confidentiality of the Process

Investigations are best conducted within a confidential climate. Therefore, the District does not reveal information about ongoing investigations except as necessary to fulfill its legal obligations. The District will keep the investigation confidential to the extent possible, but it cannot guarantee absolute confidentiality because release of some information on a “need-to-know-basis” is essential to a thorough investigation and to protect the rights of student and employee Respondents during the investigation process and any ensuing discipline.

Administrative Determination

- In any case not involving employment discrimination, within 90 days of receiving a formal complaint, the district shall complete its investigation and

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forward a copy or summary of the report, and written notice to the Complainant setting forth all of the following:

- The [**CEO**]'s or his/her/their designee's determination as to whether unlawful discrimination occurred with respect to each allegation in the complaint based on a preponderance of the evidence standard;
 - In the event a discrimination allegation is substantiated, a description of actions taken, if any, to prevent similar acts of unlawful discrimination from occurring in the future;
 - The proposed resolution of the complaint;
 - The Complainant's right to appeal to the District's Board of Trustees and the California Community Colleges Chancellor's Office; and
 - In matters involving student sexual misconduct, the Respondent's right to appeal to the District's Board of Trustees any disciplinary sanction imposed upon the Respondent.
- In any case involving employment discrimination, within 90 days of receiving a formal complaint, the District shall complete its investigation and forward a copy or summary of the report and written notice to the Complainant setting forth all the following: [**NOTE: For cases involving employment discrimination, Title 5 only requires that a copy or summary of the report be provided to the Complainant. The District may, but is not required to, provide the report to the respondent in order to have a consistent process for addressing employment and non-employment discrimination claims.]**
- The [**CEO**]'s or his/her/their designee's determination as to whether there discrimination occurred with respect to each allegation in the complaint based on the preponderance of the evidence standard;
 - If a discrimination allegation is substantiated, a description of actions taken, if any, to prevent similar acts of unlawful discrimination from occurring in the future;
 - The proposed resolution of the complaint; and
 - The Complainant's right to appeal to the District's Board of Trustees and to file a complaint with Department of Fair Employment and Housing.

The District shall also provide the Respondent the following:

- The [**CEO**]'s or his/her/their designee's determination as to whether unlawful discrimination occurred with respect to each allegation in the complaint based on the preponderance of the evidence standard;
- The proposed resolution of the complaint, including any disciplinary action against the Respondent; and
- In matters involving student sexual misconduct not subject to Title IX, the Respondent's right to appeal to the District's Board of Trustees any disciplinary sanction imposed upon the Respondent.

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Discipline for Student Sexual Misconduct Not Subject to Title IX

In a complaint involving student sexual misconduct not subject to Title IX, if a student Respondent is subject to severe disciplinary sanctions, and the credibility of witnesses was central to the investigative findings, the District will provide an opportunity for the student Respondent to cross-examine witnesses indirectly at a live hearing, either in person or by videoconference and a live hearing conducted by a neutral decision-maker other than the investigator. The District shall appoint a neutral third party to attend the hearing solely for the purpose of asking any questions to the witnesses. The neutral third party shall not be the student Respondent, the student Respondent's representative, or any individual charged with making a final determination regarding discipline. The student Respondent may submit written questions before and during the cross-examination, including any follow-up questions. The neutral third party asking questions shall not exclude any questions unless there is an objection to the question by any individual charged with making a final determination regarding discipline.

Discipline and Corrective Action

If harassment, discrimination, or retaliation occurred in violation of the policy or procedure, the District shall take disciplinary action against the accused and any other remedial action it determines to be appropriate consistent with state and federal law. The action will be prompt, effective, and commensurate with the severity of the offense. Remedies for the Complainant might include, but are not limited to:

- providing an escort to ensure that the Complainant can move safely between classes and activities;
- ensuring that the Complainant and alleged perpetrator do not attend the same classes or work in the same work area;
- preventing offending third parties from entering campus;
- providing counseling services or a referral to counseling services;
- providing medical services or a referral to medical services;
- providing academic support services, such as tutoring;
- arranging for a student Complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the Complainant's academic record; and
- reviewing any disciplinary actions taken against the Complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the Complainant being disciplined.

If the District imposes discipline, the nature of the discipline will not be communicated to the Complainant. However, the District may disclose information about the sanction imposed on an individual who was found to have engaged in harassment when the sanction directly relates to the Complainant; for example, the District may inform the Complainant that the harasser must stay away from the Complainant.

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Disciplinary actions against faculty, staff, and students will conform to all relevant statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

The District shall also take reasonable steps to protect the Complainant from further harassment, or discrimination, and to protect the Complainant and witnesses from retaliation as a result of communicating the complaint or assisting in the investigation.

The District will ensure that Complainants and witnesses know how to report any subsequent problems and should follow-up with Complainants to determine whether any retaliation or new incidents of harassment have occurred. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all Parties to the extent possible without impeding the District's ability to investigate and respond effectively to the complaint.

If the District cannot take disciplinary action against the accused individual because the Complainant refuses to participate in the investigation, it should pursue other steps to limit the effects of the alleged harassment and prevent its recurrence.

Appeals

If the District imposes discipline against a student or employee as a result of the findings in its investigation, the student or employee may appeal the decision using the procedure for appealing a disciplinary decision.

If the Complainant is not satisfied with the results of the administrative determination, he/she/they may, within 30 days, submit a written appeal to the Board of Trustees.

In a complaint involving student sexual misconduct not subject to Title IX, a Respondent who is not satisfied with the results of the administrative determination may submit a written appeal to the District's Board of Trustees within 30 days.

The Board shall review the original complaint, the investigative report, the administrative decision, and the appeal. The Board shall issue a final District decision in the matter within 45 days after receiving the appeal. A copy of the decision rendered by the Board shall be forwarded to the Complainant and the Respondent. The Complainant shall also be notified of his/her/their right to appeal this decision.

If the Board does not act within 45 days, the administrative determination shall be deemed approved on the forty-sixth day and shall become the final decision of the District in the matter. The District shall promptly notify the Complainant and the Respondent of the Board's action, or if the Board took no action, that the administrative determination is deemed approved.

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In any case not involving workplace discrimination, harassment, or retaliation, the Complainant shall have the right to file a written appeal with the California Community Colleges Chancellor's Office within 30 days after the Board issued the final District decision or permitted the administrative decision to become final. Such appeals shall be processed pursuant to the provision of Title 5 Section 59350.

In any case involving employment discrimination, including workplace harassment, the Complainant may, at any time before or after the issuance of the final decision of the District, file a complaint with the Department of Fair Employment and Housing.

Remand

The California Community College Chancellor's Office may remand any matter to the District for any of the following reasons: to cure defects in the investigation or in procedural compliance; to consider new evidence not available during the investigation despite the Complainant's due diligence that would substantially impact the outcome of the investigation; or to modify or reverse a decision of the District's Board of Trustees based upon misapplication of an applicable legal standard or an abuse of discretion.

If the California Community College Chancellor's Office remands a matter to the District, the District shall take necessary action and issue a decision after remand within 60 days. In any case not involving employment discrimination, the Complainant may appeal the District's amended determination to the California Community College Chancellor's Office within 30 days by following the appeal procedures above.

Extension of Time

If the District is unable to comply with the 90-day deadline, the District may extend the time to respond by up to 45 additional days. An extension may be taken only once without permission from the California Community Colleges Chancellor's Office, and must be necessary for one of the following reasons:

- a need to interview a party or witness who has been unavailable;
- a need to review or analyze additional evidence, new allegations, or new complaints related to the matter; or
- to prepare and finalize an administrative determination.

The District shall send a written notice to the Complainant and to a Respondent who is aware of an investigation indicating the necessity of an extension, the justification for the extension, and the number of days the deadline will be extended. The District shall send this notice no later than 10 days prior to the initial time to respond.

The District may request additional extensions from the California Community Colleges Chancellor's Office after the initial 45-day extension. The District shall send a copy of the extension request to the Complainant and to a Respondent who is aware of an investigation. The Complainant and Respondent may each file a written objection with the California Community Colleges Chancellor's Office within 5 days of receipt.

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Disclosures to the California Community Colleges Chancellor's Office

Upon request of the California Community Colleges Chancellor's Office, the District shall provide copies of all documents related to a discrimination complaint, including the following: the original complaint, any investigative report unless subject to the attorney-client privilege, the written notice to the Complainant setting forth the results of the investigation, the final administrative decision rendered by the Board or a statement indicating the date upon which the decision became final, and a copy of the notification to the Complainant of his/her/their appeal rights, the Complainant's appeal of the District's administrative determination, any other non-privileged documents or information the Chancellor requests.

The District shall provide to the California Community Colleges Chancellor's Office an annual report with the following information: the number of employment and non-employment discrimination complaints and informal charges received in the previous academic year; the number of complaints and informal charges resolved in the previous academic year; the number of complaints of unlawful discrimination received in the previous academic year, and the number of those complaints that were sustained in whole or in part; and any other information requested by the Chancellor.

File Retention

The District will retain on file for a period of at least five years after closing the case copies of:

- the original complaint;
- the investigatory report;
- the summary of the report if one is prepared;
- the notice provided to the Parties, of the District's administrative determination and the right to appeal;
- any appeal; and
- the District's final decision.

For any appeal to the California Community Colleges Chancellor's Office, shall provide all relevant, non-privileges documents upon request of the Chancellor.

NOTE: *The following language is legally required.*

Dissemination of Policy and Procedures

District Policy and Procedures related to harassment will include information that specifically addresses sexual violence. District policy and procedures will be provided to all students, faculty members, members of the administrative staff and members of the support staff and will be posted on campus and on the District's website.

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When hired, employees are required to sign that they have received the policy and procedures, and the signed acknowledgment of receipt is placed in each employee's personnel file. In addition, these policies and procedures are incorporated into the District's course catalogs and orientation materials for new students.

Training

By January 1, 2021, the District shall provide at least two hours of classroom or other effective interactive training and education regarding sexual harassment to all supervisory employees and at least one hour of classroom or other effective interactive training and education regarding sexual harassment to all nonsupervisory employees. All new employees must be provided with the training and education within six months of their assumption of his/her/their position. After January 1, 2021, the District shall provide sexual harassment training and education to each employee once every two years. An employee who received this training and education in 2019 is not required to have refresher training until after two years thereafter.

The training and education required by this procedure shall include information and practical guidance regarding the federal and state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment, a review of "abusive conduct," and harassment based on gender identity, gender expression, and sexual orientation. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. Supervisor's harassment training must also address potential exposure and liability for employers and individuals, supervisor's obligation to report sexual harassment, discrimination, and retaliation when they become aware of it, appropriate remedial measures to correct harassing behavior.

The District will maintain appropriate records of the training provided, including the names of the supervisory employees trained, the date of training, sign in sheets, copies of all certificates of attendance or completion issued, the type of training provided, a copy of all written or recorded training materials, and the name of the training provider. If the training is provided by webinar, the District will maintain a copy of the webinar, all written materials used by the training and all written questions submitted during the webinar, and document all written response or guidance the trainer provided during the webinar. The District will retain these records for at least two years.

NOTE: *The following language is **suggested as good practice** and will generally be viewed by a court as helping to reduce District liability.*

The District will also provide training to students who lead student organizations. The District should provide copies of the sexual harassment policies and training to all District

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law enforcement unit employees regarding the grievance procedures and any other procedures used for investigating reports of sexual violence.

In years in which a substantive policy or procedural change has occurred, all District employees will attend a training update or receive a copy of the revised policies and procedures.

Participants in training programs will be required to sign a statement that they have either understood the policies and procedures, their responsibilities, and their own and the District's potential liability, or that they did not understand the policy and desire further training.

Education and Prevention for Students

In order to take proactive measures to prevent sexual harassment and violence toward students, the District will provide preventive education programs and make victim resources, including comprehensive victim services, available. The District will include such programs in their orientation programs for new students, and in training for student athletes and coaches. These programs will include discussion of what constitutes sexual harassment and sexual violence, the District's policies and disciplinary procedures, and the consequences of violating these policies. A training program or informational services will be made available to all students at least once annually.

The education programs will also include information aimed at encouraging students to report incidents of sexual violence to the appropriate District and law enforcement authorities. Since victims or third parties may be deterred from reporting incidents if alcohol, drugs, or other violations of District or campus rules were involved, the District will inform students that the primary concern is for student safety and that use of alcohol or drugs never makes the victim at fault for sexual violence. If other rules are violated, the District will address such violations separately from an allegation of sexual violence.

Revised 7/02, 2/03, 2/05, 2/06, 3/12, 6/13, 10/15, 4/16, 10/16, 10/17, 10/18, 3/19, 10/19, 7/20, 10/20

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El Camino College

College Council Minutes

Monday, April 5, 2021

1:30 – 2:30 p.m. Via Zoom

Attendance

Breeanna Bond, Giancarlo Fernandez, Edith Gutierrez, Kelsey Iino, Rose Mahowald, Dena Maloney, Darcie McClelland

Absent

Kenny Galan

Support/Presenter

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler / Viviana Unda

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney opened the remote meeting and welcomed participants.

After review, College Council moved to approve the March 15, 2021 meeting minutes as presented.

Dr. Maloney provided a debriefing on the March 26 Policy Review day. 19 policies and procedures were reviewed, edited and will move forward to the Board of Trustees.

2. Update on Campus Food Services

Andy Nasatir, Assistant Director of the Bookstore, presented an [update on the return of food services on campus](#).

A web-based landing page has been created to place orders online and pre-pay ahead of time. Catering orders can also be placed on this platform. This service is a pilot for the new food venue, El Cappuccino located in the Bookstore. The landing page launch is scheduled for July. A soft opening of El Cappuccino is anticipated at the end of fall semester.

Pacific Dining will resume food services in July. Camino Café will open with limited operating hours, depending on foot traffic. Vending machines will be operable.

The Art Deli is not expected to open in 2021. It may open in 2022 however, it is scheduled to be demolished at the end of 2022. Food service for the south and west part of campus will have to be addressed at a future date. A plan to provide food service in these areas was developed prior to the pandemic. The proposed vendors may still be available. The plan has not been abandoned. The situation needs to be assessed as the campus reopens.

Food cards purchased for EOPS/CARES & Guardian Scholars prior to the campus closure will be honored. Edith Gutierrez to send information to Andy.

As students register, can they be surveyed as to what food service they would like to see? Student input is important to determine food service needs. The ability to survey students is another component of the platform developed by Pacific Dining. Surveying students who are currently registering and will be

on campus next term is the question. Faculty should also be consulted. Where will students returning to campus in fall be located? Jean Shankweiler will provide data on the number of sections being offered in fall. That will provide information on the number and location of returning students and faculty.

Will masks be sold at food service locations? Andy will check with Pacific Dining. Masks are currently available in the vending machines and at the Bookstore.

3. Technology Replacement Plan

Loic Audusseau provide a comprehensive presentation on the [Computer Replacement plan](#). The presentation included background, computer inventory summary, general findings, recommendations, cost comparison, action plan, current status and next steps.

Over 100 requests received for replacement equipment have been received. The deadline to request equipment replacement is Friday.

Consideration of equity issues and accessibility to technology through the computer labs should be addressed. The laptop loan program is an excellent resource. Categorical funding regulations regarding issuing/purchasing of technology needs to be considered as the move to laptop and docking station model is made.

Appreciation is extended to the Technology Committee who helped develop this plan.

4. COVID-19 Update

Dena Maloney provided an update on the COVID-19 Task Force and the March 30 [update of the Campus Reopening Safety Plan](#).

The Task Force meets every two weeks. A few members have been replaced due to resignations from the district. The following are topics discussed at recent meetings:

- Athletics return to campus. The Task Force looks to the Los Angeles County Department of Public Health (LACDPH) for guidance on regulations for such requests. The Task Force evaluated the plan from Athletics and approved the return of athletes, staff and faculty for conditioning. The next request was a return to practice using individual equipment and moving toward sharing of equipment. After evaluation, the Task Force approved the request. Athletes are now be able to engage in practice. Athletic competition will not take place this year. This decision is supported by our regional conference.
- Fine Arts/Jewelry class is being allowed return to campus in small groups of three plus the instructor to use specialized equipment and provide instructor review of student projects.

The Task Force plays an important role in assessing the protocols being proposed for different departments returning to campus. This was done with essential public safety and health care courses.

The Campus Reopening Safety Plan has been updated with recent health officer order from LACDPH. The Plan will be published on March 30. The Plan is a living document and will be updated as needed. Task Force members can send requests for addition updates to the Plan until tomorrow, April 6.

A Task Force subcommittee, after evaluating several proposals, has recommended a vendor that will provide integrated services for screening protocols, testing and contact tracing in preparation for the broad opening of campus.

Forensic Analytics, another vendor, is working with individual departments to identify safety measures for instructional and learning spaces needed when we are ready to return to campus.

Side Note: There have been a couple of instances with Mediat screening and temperature checks. It seems there is an extra step of clearing protocols when an elevated temperature is reported. In the case the elevated temperature is due to conditions other COVID-1, a note from a physician or self-quarantine is required. This is perceived as unnecessary and can impede manpower. This situation was discussed by the Task Force. If a doctor's note confirming the elevated temperature is due to other health conditions, you do not have to self-quarantine. A doctor's note is required to ensure the safety of those working on campus. This protocol is in the Campus Reopening Safety Plan.

Requirements on wearing facemasks is being updated in the Plan to reflect the current guidelines from LACDPH.

5. DEI Board Resolution for April 19 Board Meeting

Dena Maloney provided an overview on the [Diversity, Equity and Inclusion \(DEI\) Board resolution](#) developed by a subcommittee of the Board of Trustees using the template provided by the California Community College Trustees (CCCT). The resolution reaffirms the District's commitment to DEI. The resolution will be on the April 19 Board agenda. The resolution was sent to College Council members prior to the meeting to share with their constituent groups.

Board policy revisions, approved by College Council will also appear on the April 19 Board meeting.

6. Adjournment

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. Complete/continue the development and regular updates to, legally advised and legally required policies and procedures, placing priority on legally required policies and procedures.
3. Support the Accreditation Peer Review Team visit and the reaffirmation of accreditation of El Camino College.
4. Be informed of the work of the President's Advisory Committee on Race and Equity and engage in discussions on strengthening campus climate, reduction of student equity gaps using standardized disaggregated data methodologies and enhanced inclusion and diversity at El Camino College. Explore opportunities for inclusionary spaces for cross-campus dialogue.
5. Receive regular updates from the COVID-19 Task Force and facilitate campus communications that inform College Council constituents on actions taken in response to the COVID-19 pandemic.
6. Ensure College Council is informed of and discusses college initiatives, including but not limited to:
 - Guided Pathways and Equity Outcomes
 - Associated Student Organizations initiatives
 - Technology modernization
 - Impact of facilities on the student experience
 - Sustainability plan progress
 - Enrollment operations and enrollment management
 - Strategic Plan implementation and monitoring
 - Facilities Master Plan developments
 - Impact of fiscal developments on the campus
7. Strengthen campus communications by creating a communications plan designed to inform the stakeholders on major developments that affect the campus.

Future Meeting Dates: 1:30 p.m. - Board Room, Adm 150

D. Maloney

Reminder only

Winter/Spring 2021 College Council Meetings

- Monday, April 5, 2021
- Monday, April 19, 2021 (Board Day)
- Monday, May 3, 2021
- Monday, May 17, 2021 (Board Day)
- Monday, June 7, 2021
- Monday, June 21, 2021 (Board Day)

FACULTY DEVELOPMENT COMMITTEE

Fall/Spring Professional Development Day Planning Process

Objective: Create a consistent PD Day planning process that is transparent, inclusive and responsive to the professional development needs of ECC faculty and staff.

Timeline to plan Fall 2021

Week 8 Send Call for Participation to faculty and staff listservs

Inviting faculty and staff to participate in the planning process will increase transparency in the planning of PD Day and will ensure that diverse voices are represented. The committee should consist of staff and faculty (full and part-time) and will be co-chaired by the Chair of the Faculty Development Committee (FDC), Dean of Library and Learning Resources (LLR) and a member of the classified staff.

Week 9 First meeting of the PD Day Planning Committee

The committee will meet to discuss the theme and format of the upcoming PD Day general session. Results from previous PD Day evaluation surveys and the Faculty PD Needs Assessment should be reviewed when determining the theme. The general session may include a keynote speaker, for which funds from Professional Development will be earmarked. The committee will set additional meeting dates to continue PD Day planning.

The committee will choose members to participate on the PD Day Breakout Session Selection Committee.

The co-chairs will submit a proposal to the VPAA for review. The proposal will outline the theme and format of the general session.

Week 10 First meeting of the PD Day Breakout Session Selection Committee

The selection committee will: determine criteria for breakout sessions; develop a rubric for reviewing breakout session proposals; and develop the call for proposals.

Week 12 Send Call for Breakout Session Proposals to the faculty and staff listservs

Call for Proposals will include information about the theme and selection criteria. Presenters will have the option to schedule their session on PD Day or within the two weeks prior to that day.

Week 15 Selection Committee meets to review breakout session proposals

The committee will evaluate breakout session proposals using the scoring rubric. Notifications will be sent regarding proposal submissions. In the event that a proposal is not accepted, written justification will be provided.

Summer 2021

FDC Chair and Dean of LLR will finalize plans for breakout sessions and PD Day general session over the summer.

Effective Fall 2021 - Timeline to plan Fall/Spring PD Day

Week 4 Send Call for Participation to faculty and staff listservs

Inviting faculty and staff to participate in the planning process will increase transparency in the planning of PD Day and will ensure that diverse voices are represented. The committee should consist of staff and faculty (full and part-time) and will be co-chaired by the Chair of the Faculty Development Committee (FDC), Dean of Library and Learning Resources (LLR), and a member of the classified staff.

Week 6 First meeting of the PD Day Planning Committee

The committee will meet to discuss the theme and format of the upcoming PD Day general session. Results from previous PD Day evaluation surveys and the Faculty PD Needs Assessment should be reviewed when determining the theme. The general session may include a keynote

speaker, for which funds from Professional Development will be earmarked. The committee will set additional meeting dates to continue PD Day planning.

The committee will choose members to participate on the PD Day Breakout Session Selection Committee.

The co-chairs will submit a proposal to the VPAA for review. The proposal will outline the theme and format of the general session.

Week 8 First meeting of the PD Day Breakout Session Selection Committee

The selection committee will: determine criteria for breakout sessions; develop a rubric for reviewing breakout session proposals; set timeline for proposal review and proposal notifications; and develop the call for proposals.

Week 9 Send Call for Breakout Session Proposals to the faculty and staff listservs

Call for Proposals will include information about the theme and selection criteria. Presenters will have the option to schedule their session on PD Day or within the two weeks prior to that day.

Week 13 Selection Committee meets to review breakout session proposals

The committee will evaluate breakout session proposals using the scoring rubric. Notifications will be sent regarding proposal submissions. In the event that a proposal is not accepted, written justification will be provided.

Winter/Summer

FDC Chair and Dean of LLR will finalize plans for breakout sessions and PD Day general session over the winter/summer.