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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 2019-2020

June 9, 2020

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

Office location: Schauerman Library, Room 273

Zoom information for Academic Senate Meeting 6/9/2020

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/91883655072>

Or iPhone one-tap (US Toll): +16699006833,91883655072# or +12532158782,91883655072#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

Meeting ID: 918 8365 5072

As the Zoom format is new for many of us, we ask that everyone please keep in mind the following points of 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 7. In the subject line, please put Academic Senate Meeting 5/5 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



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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	Darcie McClelland	Curriculum Chair	Janet Young
VP Faculty Development	Stacey Allen	Secretary	Rocio Diaz
		Parliamentarian	Pete Marcoux

Part-Time (One-year terms)

Mayra Ochoa (LLR) 19/20
Karl Striepe (BSS)^R 19/20

Fine Arts

Ali Ahmadpour 21/22
Jonathan Bryant 21/22
Joe Hardesty 20/21
Russell McMillin^{*R} 21/22

Mathematical Sciences

Dominic Fanelli 19/20
Lars Kjeseth^{*R} 19/20
Le Gui 20/21
Ronald Martinez 21/22
Oscar Villareal 19/20

Behavioral & Social Sciences

Stacey Allen 19/20
John Baranski^R 19/20
Hong Herrera-Thomas 20/21
Renee Galbavy 20/21
Michael Wynne^{*} 20/21

Health Sciences & Athletics/Nursing

Andy Alvarar^{*R} 19/20
Traci Granger 19/20
Yuko Kawasaki 21/22
Colleen McFaul 20/21
Tiffany Lau 20/21

Natural Sciences

Shimonee Kadakia 21/22
Darcie McClelland 19/20
Mia Dobbs 21/22
Shanna Potter 19/20
Anne Valle^{*R} 21/22

Business

Kurt Hull 21/22
Philip Lau^{*R} 21/22
Josh Troesh 21/22

Humanities

Sean Donnell 21/22
Brent Isaacs 21/22
Elayne Kelley 21/22
Pete Marcoux^{*} 21/22
Anna Mavromati 21/22

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Associated Students Organization
Jennifer Lopez
President/ Superintendent
Dena Maloney

Counseling

Seranda Bray 20/21
Anna Brochet^{*R} 21/22
Rocio Diaz 19/20

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

Ex-officio positions

Kelsey Iino ECCFT
Carolee Vakil-Jessop ECCFT
Institutional Research
Josh Rosales

Library Learning Resources

Analu Josephides 21/22
Mary McMillan 21/22
Claudia Striepe^{*R} 21/22

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

^{*}Denotes longest-serving division senator (i.e., the "senior senator"). ^RDenotes 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 2019: September 3 & 17, October 1 & 15, November 5 & 19, December 3 & 10 (tentative).

SPRING 2020: February 18, March 3 & 17, April 7 & 21, May 5 & 19, June 2 & 9 (tentative).

SENATE COMMITTEES:

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

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

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

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

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

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

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

CAMPUS COMMITTEES:

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

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

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

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

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

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

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

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

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

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

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

ECC (El Camino College) Acronyms

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

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

Adjunct (1 Year)

- Karl Striepe
 Mayra Ochoa

Behavioral & Social Sciences

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

Business

- Kurt Hull
 Phillip Lau
 Josh Troesh

Counseling

- Seranda Bray
 Anna Brochet
 Rocio Diaz

Library Learning Resources

- Analu Josephides
 Mary McMillan
 Claudia Striepe

Fine Arts

- Ali Ahmadpour
 Jonathan Bryant
 Joe Hardesty
 Russell McMillin
 Darilyn Rowan

Health Sciences & Athletics

- Andrew Alvillar
 Traci Granger
 Yuko Kawasaki
 Tiffanie Lau
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Humanities

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Natural Sciences

- Mia Dobbs
 Shimonee Kadakia
 Darcie McClelland
 Shanna Potter
 Anne Valle

Academic Affairs

- Jean Shankweiler

Student Services

- Ross Miyashiro

Associated Students Organization

- Faith Adams

President/Superintendent

- Dena Maloney

ECC Federation

- Carolee Vakil-Jessop
 Kelsey Iino

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales
 Carolyn Pineda

Dean's Reps/Guests/Other Officers:

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

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

Excused:Shimonee Kadakia

ACADEMIC SENATE MINUTES

June 2, 2020

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

A. CALL TO ORDER

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

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

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

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

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

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

C. OFFICER REPORTS

a. President – Darcie McClelland

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

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

b. Chair, Curriculum – Janet Young

none

c. VP Educational Policies – Darcie McClelland

none

d. VP Faculty Development – Stacey Allen

none

e. VP Finance – Josh Troesh

none

f. VP Academic Technology – Pete Marcoux

none

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

none

D. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

none

b. ECC VP of Student Services – Ross Miyashiro

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

c. Online and Digital Education Committee-Mary McMillan

none

E. UNFINISHED BUSINESS:

a. Noncredit Liaison Position vote

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

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

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

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

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

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

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

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

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

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

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

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

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

F. NEW BUSINESS:

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

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

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

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

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

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

[RESOLUTION]

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

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

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

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

DM: We can look into that.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

c. Proposal to change plagiarism detection software-Kevin Degnan

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

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

Reasons are as follows:

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

By contrast:

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

d. Draft Covid Syllabus Statement

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

G. INFORMATION ITEMS – DISCUSSION

a. Block Scheduling Feedback Discussion

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

b. Senate evaluation survey

D. McClelland: Take a look, thank you.

H. FUTURE AGENDA ITEMS:

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

I. PUBLIC COMMENT

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

J. ADJOURN

The meeting adjourned at 2:07 pm

RD/ECC Spring 2020

El Camino College Academic Senate 2019-2020 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

A. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)

Measures:

1. Provide leadership for the college on issues related to Senate purview;
2. Arrange faculty representation on local and statewide senates and on campus committees;
3. Provide faculty leadership for the effective utilization of academic technology at the college;
4. In collaboration with the ECC Federation of Teachers, facilitate implementation of flex credit matrix and policies;
5. In collaboration with Academic Affairs and ECC Federation of Teachers, continue to facilitate the collegial consultation and implementation process for revised faculty evaluation surveys and forms;
6. Collaborate with administration and other campus leaders to revise hiring policies and procedures to support statewide efforts to increase faculty diversity.
7. Maintain communication and effective collaboration with ECC Federation of Teachers and ASO.

B. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

1. Enhance Senate orientation at the start of the academic year;
2. Provide regular, ongoing communication with all faculty;
3. Inspire greater participation of senators in activities of Senate, including Senate e-board, subcommittees and task forces;
4. Encourage all senators to provide input at senate meetings and provide mechanisms for senators to give anonymous feedback on issues discussed at meetings;
5. Continue initiatives to recognize faculty who achieve tenure.

C. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Measures:

1. Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion, including AB 705 and the Educational Master Plan;
2. Support Enrollment Management initiatives through ongoing communication and faculty involvement, including sharing of resources to support student success.
3. Support efforts to expand the adoption of high-quality Open Educational Resources (OER) in an effort to reduce cost barriers to student learning and completion.
4. Participate in and provide constructive feedback on the implementation of metamajors and other Guided Pathways initiatives. Support efforts to keep students on the path to success through utilization of tools such as ECC Connect.

D. Support Accreditation process through regular consultation and collaboration.

Measures:

1. Ensure senate representatives participate on subcommittees to write the institutional self-report and prepare for accreditation site visits.
2. Consult on the quality focus essay and institutional self-report.

Faculty Development Committee

Summary of Activities: 2019-2020

Committee Members:

Stacey Allen	David McPatchell
Alireza Ahmadpour	Polly Parks
Amy Herrschaft	Margaret Steinberg
Amy Himself	Claudia Striepe
Analú Josephides	Lisa Mednick Takami
Sheryl Kunisaki	Evelyn Uyemura

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

Fall 2019 Activities
<p>Fall Professional Development Day Theme: <i>Pathways for Student Engagement and Success</i></p>
<p>Academic Rank Certificates and letters were sent to 49 faculty who advanced in academic rank</p>
<p>Outstanding Adjunct Faculty Award Recipient: Selene Torres, Adjunct Instructor, Counseling Recognized at Academic Senate Meeting – received certificate and \$700 Selection Committee:</p> <ul style="list-style-type: none"> • Stacey Allen, Academic Senate Vice President, Faculty Development • Christina Gold, Dean, Behavioral & Social Sciences • Anna Brochet, Counselor, EOPS • Elizabeth Russell, Adjunct Instructor, Art • Victoria Aguilar, ASO Vice President
<p>Informed and Inspired: Lunchtime Faculty Development Series</p> <ul style="list-style-type: none"> • September: <i>Building Capacity to Lead: Holistic Wellness for Men of Color</i> by Robert Williams, Analú Josephides, and Cesar Jiminez • October: <i>Día de los Muertos: The Symbols, Traditions, and Origins of the Day of the Dead</i> by Angela Mannen • November: <i>Global Experiences at El Camino College</i> by Linda Ludwig and Amy Herrschaft
<p>Faculty Book Club <i>Community: The Structure of Belonging</i> by Peter Block Coordinators: Polly Parks and Erica Brenes</p>
<p>Getting the Job, Part 1: The Application 15 attendees received tips for writing a CV and cover letter and how to navigate iGreentree Facilitator: Stacey Allen, Academic Senate Vice President, Faculty Development Panelists:</p> <ul style="list-style-type: none"> • Pamela Jones, Human Resources • Amy Grant, Dean, Natural Sciences • Susana Acuna Acosta, Mathematical Sciences • Renee Galbavy, Psychology • Salvador Navarro, Counseling
<p>Faculty Professional Development Plans Collaborated with PDL to finalize and implement Faculty PD Plans</p>
<p>Faculty Professional Development Needs Assessment Collaborated with IRP to update 2015-16 Faculty PD Needs Assessment</p>

Spring 2020 Activities
<p>Spring Professional Development Day Theme: <i>Harnessing the Pillars of Wellness for Personal and Student Success</i></p>
<p>Tenure Reception 18 newly tenured faculty were honored with a reception in the East Dining Room Hosted by the Office of the Superintendent/President, Academic Affairs, and Academic Senate Honorees received a certificate, pen set and ECC lapel pin</p>
<p>Getting the Job, Part 2: The Interview 32 attendees received valuable information concerning the faculty interview process and teaching demonstration Facilitator: Stacey Allen, Academic Senate Vice President, Faculty Development Panelists:</p> <ul style="list-style-type: none"> • Scott Kushigemachi, Associate Dean of Humanities • Seranda Bray, Counseling • Joshua Casper, Political Science • Shaun Cook, Chemistry • Michelle Moen, Child Development
<p>Informed and Inspired: Lunchtime Faculty Development Series Cancelled due to COVID-19</p>
<p>Faculty Book Club Coordinators: Analu Josephides and Claudia Striepe Theme: Crossing Borders in Higher Education Postponed until Fall 2020 due to COVID-19</p>
<p>Faculty Professional Development Needs Assessment Reviewed results from Fall 2019 Faculty PD Needs Assessment</p> <p>Areas of particular need were identified, including training associated with: Responding to students in crisis; creating meaningful assignments and evaluations; and culturally-responsive teaching. The assessment revealed a strong interest in learning more about Canvas, the use of Google products, ECC Connect, and Open Education Resources (OER). Stress reduction, financial well-being, and self-care were identified as areas of wellness with the greatest interest/need.</p>
<p>Great Teachers Seminar TBD</p>

Resolution in Support of Pass/No Pass Grading Option

In the interest of the physical and academic well-being of our students and in response to Executive Order 2020-02 which suspends Title 5 section 55022 requirements for P/NP grading the Academic Senate of El Camino College recommends suspension of the P/NP provisions of Administrative Procedure 4230, Grading and Academic Record Symbols, for the Spring 2020 and summer 2020 Academic Terms. AP 4230 regulates the deadlines and conditions under which students may exercise the P/NP grading option for a course. Existing policy allows only courses with a P/NP notation in the course catalog to be taken P/NP and requires that students request the P/NP grade option within the first 30% of the academic semester. Given the overwhelming changes to our programs and courses, this resolution seeks to alleviate barriers and ensure consistency.

WHEREAS a transition to virtual instruction, has significantly altered the structure and method of delivery across all courses

WHEREAS many courses in non-negligible ways, may necessarily no longer reflect the original course syllabus and outcomes

WHEREAS it is appropriate in these times to allow greater flexibility in the interest of fairness and equity to our students

WHEREAS it is in the best interest of our student's mental health and well-being to alleviate points of concern and anxiety where possible

WHEREAS students should be empowered to make the best decision towards their well-being, health, and academic success

NOW THEREFORE BE IT RESOLVED that the Academic Senate of El Camino College recommends that the Board of Trustees suspend AP 4230, Grading and Academic Record Symbols, for the Spring 2020 and Summer 2020 academic terms to extend a student's ability to take courses with Pass/No Pass grading such that:

- (a) the students be allowed to take any and all elective and General Education courses P/NP,
- (b) the deadline for declaring the intention to take a course P/NP be extended to May 15, 2020,
- (c) students earning a C or better under the course grading scheme should be marked as passing,
- (d) the option of requesting P/NP is available to all students, regardless of GPA,
- (e) once a student elects to take a course P/NP and passes, the student may not repeat the course at ECC for a letter grade at a later time and;

RESOLVED that the Academic Senate of El Camino College recommends that students speak with a counselor to discuss possible consequences for transfer and/or graduate and professional school admission before deciding to take major preparatory courses P/NP and;

RESOLVED that the Academic Senate of El Camino College strongly encourages students with plans to transfer to a private or out of state school to contact the university before selecting the P/NP option to determine if selecting this option will impact GPA.

El Camino is considering changing the plagiarism review software we use. Over the last year we have explored three alternatives to Turnitin. Unicheck has emerged as the best option. The reasons are as follows:

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

By contrast:

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

Further, Unicheck is a tested company that other colleges in Southern California and beyond have also begun to use. Area colleges who have also made the switch include West LA College, Butte College, LA Pierce College, Palomar College, Imperial Valley College, and recently San Bernardino Community College District.

Turnitin holds ownership of the database of student essays we build for them. Unicheck would have us own it.

- Every time an essay is uploaded to Turnitin, it becomes part of a database that Turnitin owns. It makes them potentially more useful, because any essay can be checked against any other one submitted in the world, but the longer we stay with them, the more of our own database we pay them to take away from us. Also, very few of our students plagiarized a paper from a friend at a high school in Montana or a university in Australia.
- Unicheck would have us retain ownership of our database, so we would own that as long as we have a contract with them, and if we eventually decide to go with someone else, we'd take our database with us.
- There are quite a few colleges in California that also use Unicheck and if we go ahead with them, our DE Department would work on coordinating with other colleges to share databases so we could check to see if a student here maybe used an essay from San Bernardino College District or another local college. Unicheck has said this is easily technically possible, but we'd need to work on setting up the permissions for the network to share.

Turnitin is expensive and recently raised their costs even higher. Unicheck offers a similar or better product for less money.

- Turnitin raised their price to \$2.90 per FTES, even though many faculty and students will never use the service. There is little work in Cosmetology, Fire Tech, or Ceramics to run through for plagiarism, but Turnitin is charging for it anyway.
- We're in negotiations for price with Unicheck, but their price is less than \$2 per user, so we'd only be charged for the people actually using the software. The current estimations would save the college about \$30,000 annually.

Turnitin is not pursuing methods of detecting the types of plagiarism we're seeing the most, specifically patchwriting. Unicheck already checks for more methods of plagiarism and cheating than Turnitin and is committed to strengthening that core service.

- Instead of investing in strengthening their core service, Turnitin has instead gone in the direction of mimicking LMS services, which actually causes problems for Moses & Gema with people trying to run courses exclusively through Turnitin instead of Canvas. This limits their ability to help students and troubleshoot students' problems because of how faculty may have set up independent instances of Turnitin. This use of Turnitin violates Academic Senate & ODEAC recommendations to use the college's official LMS, though this is what Turnitin is encouraging its users to do.
- Unicheck runs up to the minute checks of the entire internet when they run a similarity report. They also check for character replacement, such as using similar looking letters from another language or an image of a word rather than the word itself to break up a text chain and frustrate a plagiarism checker.

There would be minimal negative impact from the change in terms of how people use the software.

- Turnitin and Unicheck have identical Canvas integration. People would use Unicheck in the exact same way. The only difference is the name.
- The originality/similarity reports look very similar, so when reviewing student work in Unicheck, it's almost the same as what Turnitin offers. There is a slightly different color scheme.
- Unicheck also offers a better side by side comparison tool so you can see the student's essay right next to the matching material from the web. Unicheck will also warn you if the site the material came from is not safe so you won't infect your work or personal computer. This is often a problem. Paper mill and essay bot sites students get their work from are often riddled with viruses and malware.
- Unicheck has agreed to an astonishingly good model for transition for us where they would offer us their software at a symbolic price of about \$3,000 (total) for the first year while we transition away from Turnitin. In addition, they would give us access to their bank of tutorial videos and have agreed to offer as many live webinars and training sessions as we might need during that transition.

Suggested COVID syllabus statement:

The pandemic has brought many new levels of stress and, likely, added responsibility. I understand. By taking this class, you will be adding more responsibilities. I will do my best to work with you. Grading standards and deadlines are an important part of this course and of the college experience. Standards such as these are an integral part of a college education. A quality, equity-infused education remains El Camino College's primary goal. This means that grading standards and deadlines will remain. However, in order to serve you fairly and equitably during these times, communication will be more important than ever. You must remain in constant communication, so that I can work with you on a case-by-case basis should a need arise. Check your ECC email, Canvas Inbox, and Canvas announcements often, and write me whenever you have a question or concern. You also must remain vigilant in utilizing any of our numerous ECC campus resources. A list of resources is included on this syllabus.

A Resolution of the El Camino College Academic Senate Denouncing Xenophobia and Anti-Asian Sentiment Due to Fears of the COVID-19 Pandemic and Affirming El Camino College Academic Senate’s Commitment to the Well-Being and Safety of Asian American Communities

WHEREAS, the El Camino College is committed to providing a safe environment that allows all students equal access and opportunities; and

WHEREAS, district board policy prohibits speech or expression used as a weapon to harass specific victims and directs the colleges to actively seek to educate staff and students on the deleterious effects of expressions of hatred or contempt based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation or gender identity and to promote equality and mutual respect and understanding among all groups and individuals; and

WHEREAS, Johns Hopkins University Coronavirus Resource Center reports that 5,867,727 cases and more than 362,238 deaths have been confirmed worldwide since the outbreak of the COVID-19 virus and the Centers for Disease Control and Prevention reports 1,698,523 cases and 100,446 deaths in the United States as of May 29, 2020; and

WHEREAS, scientists have confirmed that COVID-19 does not respect borders and is not caused by ethnicity, and the World Health Organization has cautioned against using geographic descriptors because they can fuel ethnic discrimination; and

WHEREAS, hate crimes, discrimination, and aggression against **Asians, Asian Americans, and Pacific Islanders** are on the rise throughout the country as **Asians, Asian Americans, and those perceived as from Asian descent** are being blamed for the COVID-19 outbreak; and

WHEREAS, COVID-19 is a public health issue, not a racial one, and the characterization by some national leaders of COVID-19 as a “Chinese virus” encourages hate crimes and incidents against **Asians, Asian Americans, Pacific Islanders, and those perceived as from Asian descent** at a time when communities should be working together to get through this crisis; and

WHEREAS, individuals of **Asian and/or Pacific Islander descent** make up nearly 16 percent of the population in Los Angeles County where El Camino College is located; and

WHEREAS, the El Camino College Academic Senate hereby affirms its commitment to the well-being and safety of **Asian, Asian American, and Pacific Islander** students, employees, and community members and to ensure they know they are not alone and that they can speak out to help stop the spread of bigotry;

THEREFORE, BE IT RESOLVED that the Academic Senate of El Camino College denounces xenophobia and anti-Asian sentiment; joins local districts, cities, counties, and states across the country in affirming its commitment to the safety and well-being of **Asians, Asian Americans, Pacific Islanders, and those perceived as from Asian descent** and in combating hate crimes targeting **Asians, Asian Americans, Pacific Islanders, and those perceived as from Asian descent**; and affirms its commitment to providing a safe and welcoming environment for all students.

Adopted this 9th Day of June, 2020 by the El Camino College Academic Senate.

Darcie L. McClelland, President

Academic Senate Proposal of Immediate Actions to be Taken to Address Racism and Promote Equity for All Members of the Campus Community

In light of the current events in our country, the long history of racism, and police brutality against the black community; the Academic Senate feels a responsibility to understand the experience of black student on the campus and take action to support racial equality across the campus. To that end, the Academic Senate of El Camino College shall take the following steps now and in the Fall Semester. And beyond the Fall Semester, will continue work to support racial equality and justice on our campus.

The Academic Senate formally asks the El Camino College Police Department to present to Senate the trainings, systems, and other methods they use to ensure black students and other community members are treated fairly and with justice by officers. We further ask the Department to present what measures the department is planning to take to reach out to and ensure black students feel ECC and the ECC PD are safe places for them.

To encourage a positive and productive conversation, the Senate will host forums to allow black students and community members to voice their experiences and allow the Police Department to address concerns and understand any changes that may be needed to ensure the black community feels safe at our college. We will engage with administration to plan for and co-host a campus community forum at the beginning of fall 2020 to kick off this dialogue series. Representatives from ECCPD and local police departments will be invited to participate at these events.

To help understand how faculty can better interact with and support black students in and out of the classroom, the Senate will provide anti-racism, social justice, and/or other trainings through Professional Development. We will explore opportunities to bring in subject-matter experts from outside the campus community to collaborate with our own colleagues in conducting these trainings. We will work with the Federation and administration to make these trainings a required component of the faculty FLEX obligation.

To demonstrate our commitment to promoting the utilization of culturally responsive teaching practices by all faculty and increase accountability concerning their use, the Academic Senate will work with the Federation and administration to include assessment of such practices in faculty evaluations.

To promote change in society beyond our campus community and educate our students and colleagues about the importance of voting as a means of making one's voice heard, the Academic Senate will partner with the Associated Students to organize voter registration and education drives throughout summer and fall 2020. We will not support or endorse any candidate, but will educate about the importance of voting and how to find information about issues and candidates for federal, state, and local elections.

While these activities demonstrate the Academic Senate's steadfast commitment to fighting racism and promoting equity for all and are a great starting point, we acknowledge that they alone are not enough. Thus, we will continue to explore other ideas and opportunities to promote equity within our community, will continue this work until El Camino College becomes a truly anti-racist institution, and we welcome additional ideas and suggestions.

Constitution of the El Camino College Academic Senate

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El Camino College Academic Senate Constitution

PREAMBLE In order to have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, we, the faculty of the El Camino Community College District, do hereby establish a representative organization, known as the Academic Senate of El Camino College. The Academic Senate shall be fully empowered to act as the representative and executive arm of the faculty, acting for all the members of the faculty on an elected basis.

ARTICLE I Name and Definitions

Section 1. Name

1.1 The name of this organization shall be the Academic Senate of El Camino College, hereinafter referred to as the Senate.

Section 2. Definitions

2.1 The term “days,” when used in this constitution, shall mean weekdays when classes are in session at the college.

2.2 The term “faculty” shall mean all personnel defined in the El Camino College Federation of Teachers Agreement.

2.3 The term “part-time faculty” shall mean faculty members employed by the District as an instructor for 67% or less of a full-time teaching load.

2.4 The term “senator” shall mean any member of the faculty elected to the Senate.

2.5 The term “division senator” is the individual who is elected by the full-time faculty of a division or unit to represent such unit.

2.6 The term “senior senator” shall mean the division senator with the longest continuous service on the Senate.

2.7 The term “FTEF” shall mean Full-Time Equivalent Faculty.

2.8 The term “ex-officio member” shall mean a non-voting member of the Senate who may be invited by the Senate president to serve as a resource person, advisor, and/or communication link with other campus decision-making bodies.

ARTICLE II Purposes

Section 1. Purpose

- 1.1 To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the “Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
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.”
- 1.2 To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ARTICLE III Senate Membership

Section 1. Senators

- 1.1 The senators shall be elected from the faculty in each division. The Library Learning Resources shall be treated as a division.
- 1.2 The composition of the Senate shall be one senator for each twelve Full-Time Equivalent Faculty (FTEF) members per division to be elected by full-time faculty. Each division shall have at least two senators. Part-time faculty shall have two members-at-large and up to two alternates on the Senate, to be elected by the part-time faculty of that campus/center.

- 1.3 Divisions having FTEF shall be entitled to senate members on the following basis:
 - 1 through 24 - two (2) members
 - 25 through 36 - three (3) members
 - 37 through 48 - four (4) members
 - 49 or more - five (5) members
- 1.4 The computation of the number of faculty members in each division in any given year shall be based on the total FTEF for each division as determined by averaging division FTEF data from the most recent spring and fall semesters.
- 1.5 Eligibility of Senators
 - 1.5.1 Voting members of the Senate shall be the elected senators.
 - 1.5.2 The tenure of office for a senator shall cease when the senator no longer is a faculty member at El Camino College, or has been recalled or removed (see Bylaws Article III, Sections 4-5). In the event that a division decreases in size, each senator serves out the remainder of his or her term. No further division elections will be held until the number of division senators is in line with the current division FTEF figures.
- 1.6 Election of Full-Time Senators – See Bylaws Article III, Section 1.
- 1.7 Election of Part-Time Senators – See Bylaws Article III, Section 2
- 1.8 Full-Time Senator – Term of Office
 - 1.8.1 Full-time senators shall be elected for a term of three years. Also, see Bylaws Article III.
 - 1.8.2 The division represented may exercise recall of a full-time senator at any time. See Bylaws Article III.
 - 1.8.3 If a full-time senator cannot or does not choose to complete the term of office, the Senate president may, after consultation with the remaining senators from that division, appoint a replacement or hold a special election under the procedures of Article III, Section 1 of the Bylaws.
 - 1.8.4 The appointment shall be made within one month of the vacancy, or a special election shall be held as soon as possible after notification of the vacancy, and the term of office for the replacement shall be for the remainder of the vacating senator's term of office.

1.8.5 A senator on official leave for a period exceeding two months shall be replaced in accordance with the provisions of Section 1.8.3. The replacement shall serve for the duration of the leave or until the expiration of the term of office, whichever occurs first.

1.9 Part-Time Senator – Term of Office

1.9.1 The term of office for part-time senators shall be one year unless the senator no longer meets the requirements of Article III, Section 1.5.

1.9.2 If a part-time senator is unable to complete the term of office, the Senate president shall appoint a replacement for the remainder of the term.

1.10 A senator is expected to attend all regularly scheduled senate meetings. A senator may be removed for excessive absences. See Bylaws Article III, Section 4.

Section 2 Ex-Officio Senate Members

2.1 Designation of Ex-Officio Members of the Senate

2.1.1 One member of the El Camino College Board of Trustees, to be designated by the Board, shall be an ex-officio member of the Senate.

2.1.2 The college president, Vice President of Academic Affairs, and Vice President for Student Services (or designees) shall be ex-officio members of the Senate.

2.1.3 The ECCFT president (or designee) shall be an ex-officio member of the Senate.

2.1.4 The chair of the Curriculum Committee shall be an ex-officio member of the Senate if not otherwise a member of the Senate.

2.1.5 The president of the Associated Student Organization, or designee, shall be an ex-officio member of the Senate.

ARTICLE IV Officers

Section 1 Officers. The Senate shall elect from among its members:

1.1 President;

1.2 President Elect, who may also hold another senate office, until beginning his or her term as president;

1.3 Vice Presidents: Vice President of Educational Policies, Vice President of Instructional Effectiveness, Vice President of Finance and Special Projects, Vice President of Faculty Development, **Vice President of Equity and Diversity**, and Vice President of Academic Technology;

1.4 Secretary;

1.5 **Liaisons: Online and Digital Education liaison and non-credit liaison**

1.6 Other Officers: The president may appoint people to serve in positions such as legislative liaison, newsletter editor, parliamentarian, sergeant-at-arms, and others as deemed necessary;

1.7 Elected Officers. The elected officers shall be members of the Senate Executive Committee.

Section 2. Election of Officers – See Bylaws Article IV.

Section 3. Terms of Office

3.1 The term of a senate officer shall be for two years or until a successor is elected, except the office of president-elect, which shall be for a term of one year, or until serving as president. In addition, co-officers may be nominated and elected at the discretion of the Senate and may serve either jointly for 2 years or in staggered terms.

3.2 An officer may be removed from office if there is a violation of the standards of Article XI, Section 2, and a motion to impeach is passed by a two-thirds majority of the Senate.

3.3 If an officer, other than the president, cannot or does not complete the term of office, the Senate president may appoint a replacement for the remainder of the term.

3.4 If the president cannot or does not complete the term of office, the president-elect shall serve as president. If there is no president-elect, the Senate Executive Committee shall elect from its members a replacement

for the remainder of the term.

Section 4. Duties of Officers and Other. It shall be the duty of each officer to uphold the academic and professional matters as delineated in Title 5 of *The California Code of Regulations*.

- 4.1 Senate President: The president shall chair the Executive Committee; represent the Senate to the administration, the Board of Trustees, and the Academic Senate for the California Community Colleges (ASCCC); ensure full representation of faculty on Senate, Executive Committee, and campus committees; in consultation with Executive Committee, set agendas and prepare and post meeting materials in accordance with the Brown Act; preside over meetings of the Senate as outlined in *Robert's Rules of Order*; oversee the Senate's responsibilities as a collegial consultation committee as outlined in Making Decisions at El Camino College; and appoint a legislative liaison, newsletter editor, parliamentarian, and sergeant-at-arms, as deemed necessary.
- 4.2 President-Elect: The president-elect shall become familiar with the duties of the Senate president; learn pertinent parliamentary procedure; become familiar with the El Camino College governance structures; and learn the functions of the ASCCC. The President-Elect is encouraged to attend College Council, relevant ASCCC meetings (such as Area C meetings, plenary sessions, and Faculty Leadership Institute), and the El Camino College Academic Senate Executive Committee meetings.
- 4.3 Vice Presidents: The vice presidents shall preside over meetings of their respective standing committees, as outlined in *Robert's Rules*, report to the Senate, interface with the college administration in the appropriate areas, and bring proposals to the Senate for approval by the body.
 - 4.3.1 Vice President of Educational Policies, in coordination with the Vice President of Academic Affairs and the division deans, shall investigate, monitor and propose matters concerning educational policies, such as degree and certificate requirements, grading policies and standards, policies regarding student preparation and success, and minimum qualifications. Chair Educational Policies Committee.
 - 4.3.2 Vice President of Instructional Effectiveness shall monitor and report on the actions of, represent the senate on, and serve as the senate's voting member for the following campus-wide or district-wide committees and task forces: Student Learning Outcomes (SLO) and Assessment of Learning Committee, Academic Program Review Committee, instruction-related accreditation standards, and any campus-wide committees devoted to faculty

evaluation processes or procedures. Co-chair Assessment of Learning and Program Review Committees.

4.3.3 Vice President of Finance and Special Projects shall be the Senate's voting member of the Planning and Budgeting Committee (PBC); report on the proposed actions of the PBC; represent the Senate position to the PBC; monitor and propose processes for institutional planning and budget development; and handle special projects as assigned by the Senate president.

4.3.4 Vice President of Faculty Development, in coordination with the Vice President of Academic Affairs and the Professional Development and Learning Department, shall investigate, monitor and propose policies and programs for faculty professional development, and present proposals for use of faculty development funds to the Senate. Chair Faculty Development Committee.

4.3.5 Vice President of Academic Technology shall be the Senate's voting member in the College Technology Committee (CTC) and the Academic Technology Committee (ATC); report on the actions of the CTC and the ATC; represent the senate position; monitor and propose action for academic technology; and handle special projects as assigned by the senate president. Co-chair Academic Technology Committee.

4.3.6 Vice President of Equity and Diversity shall be the senate's representative to EEO committees; report on the activities of the EEO committees; monitor and propose processes for promoting equity and celebrating diversity; coordinate senate equity representatives on faculty and administrative hiring committees; coordinate with Vice President of Faculty Development to plan and implement professional development relating to equity and diversity; and handle special projects as assigned by the senate president.

4.4 Secretary: Keep a record (minutes) of all proceedings of the Senate; keep a record of the membership of the Senate and all committees of the Senate; maintain the attendance records of senators; transmit the meeting minutes to the president for publication; communicate with college administration the results of resolutions and other Senate matters; and see that the Senate website is updated.

4.5 Liaisons

4.5.1 Online and Digital Education Liaison: Monitor and report on the

actions, represent the Senate on and be the Senate's voting member for the Online and Digital Education Advisory Committee.

4.5.2 **Non-credit Liaison:** Monitor and report on the actions, represent the Senate on and be the Senate's voting member for the non-credit task force.

4.6

Legislative Liaison: Monitor legislative issues and advise president, officers, committees, and members on matters of legislation relevant to the Senate purview.

4.7

Newsletter Editor: Edit and publish the Senate newsletter and maintain the Senate website.

4.8

Parliamentarian: Advise the president, officers, committees and members on matters of parliamentary procedure.

4.9

Sergeant-at-Arms: Assist in preserving order as the president may direct.

ARTICLE V

Meetings

Section 1.

Regular Meetings. The Senate shall hold regular meetings throughout the academic year.

Section 2.

Additional Meetings. With the consent of the Senate, the Senate president may call additional meetings.

Section 3

Faculty Meetings. Meetings of the faculty may be called by either a majority vote of the Senate or by a petition signed by one-fourth of the faculty. The Senate president shall notify the faculty at least five days in advance of a faculty meeting.

Section 4

Executive Session

4.1

In personnel matters, the Senate shall have the right to hold executive sessions at which only senators shall be present in accordance with the Brown Act.

4.2

Executive sessions may be called by the Senate president or by a majority vote of the Senate.

4.3

Any decision made by executive session of the Senate must be ratified in the next announced open session of the Senate before it becomes effective.

ARTICLE VI Executive Committee

Section 1. Voting Members: president, vice-presidents, and secretary.

Ex-Officio Members: past president, president-elect, distance education liaison, legislative liaison, newsletter editor, parliamentarian, sergeant-at-arms, and others, as appointed.

Section 2. Powers: The Executive Committee may make agreements with the District on non-policy issues provided these agreements are approved by a majority of the Executive Committee. Agreements on policy issues (as listed in Article II, Section 1) require a majority vote of the Senate.

ARTICLE VII Committees

Section 1. Committees

1.1 Standing Committees: The following committees are deemed to be long-term in nature and dealing with substantive issues. (See Article IV Section 1.3)

- a) College Curriculum
- b) Educational Policies
- c) Faculty Development
- d) Finance and Special Projects (to represent the Senate as a voting delegate on the Planning and Budgeting Committee)
- e) Academic Technology Committee
- f) Distance Education Advisory Committee

1.2 Special Committees: Short-term in nature and dealing with topical issues. Members are appointed and charge is determined by Senate president.

1.3 Election Committee: This committee conducts elections of Senate officers in compliance with the Constitution and Bylaws. The president shall appoint the chair. No member of the Election Committee may be a candidate for an elected office.

1.4 Campus-wide Committees: The Senate president shall appoint, with the approval of the college president, delegates to represent the Academic Senate on various campus-wide committees. Each representative shall report back to the Senate. Typical committees may include:

- a) Calendar Committee
- b) Accreditation Committee
- c) Facilities Steering Committee.

ARTICLE VIII College Curriculum Committee

Sections 1.3, 2.1, 2.4, 2.5, 5.2.2 (b), 5.2.3 and any Senate Bylaw referring to the same sections are subject to mutual agreement between the Senate and the Board of Trustees or its designee.

Section 1. College Curriculum Committee

- 1.1 **Operating Policy:** The CCC will operate under its Bylaws, relevant Board policies, and this Constitution and its Bylaws.
- 1.2 **CCC Operational Procedures:** All operational procedures not addressed in this Constitution are to be specified in the CCC Bylaws. Operational procedures do not include curriculum procedures addressed in Sections 5.2 of this Article.
- 1.3 **Approval of CCC Bylaws:** CCC Bylaws are subject to approval by the Academic Senate, according to standards of Article XI, Section 2.

Chair of College Curriculum Committee

Section 2.

- 2.1 **Chair:** The CCC shall elect the Chair of the CCC from its membership, subject to approval by the Senate, according to Article XI, Section 2.
- 2.2 **Chair as Member of the Senate:** In the event the Chair of the CCC is not a member of the Senate, the Chair of the CCC shall be an ex-officio member of the Senate.
- 2.3 **Term of Office:** Term of office for the Chair of the CCC shall be two (2) years.
- 2.4 **Duties of Chair:** The Chair of the CCC shall preside at all meetings of the CCC and attend all meetings of the Senate to report all actions of the CCC, as well as perform all the duties specified in the Bylaws of the CCC.
- 2.5 **Removal of the Chair:** Following a simple majority vote of the CCC membership, the Senate may remove the CCC Chair following the same process for removing Senate officers. See Article IV, Section 3.2.

CCC Representatives

Section 3.

Membership

- 3.1 **3.1.1 Faculty** – The faculty shall elect the representatives to the CCC. The senior senator or designee in consultation with the appropriate dean or director shall initiate an election process for division representation in

accordance with the CCC Bylaws.

3.1.2 Other Voting Members – The Vice-President of Academic Affairs or a designee shall be a member of the CCC. The Council of Academic Deans and Directors may select representation to the CCC in accordance with CCC Bylaws.

3.1.3 Ex-Officio Members – The CCC may designate others as ex-officio members.

3.2 Term of Office: The term of office for CCC representatives shall be set in the CCC Bylaws.

Section 4. Responsibility of the College Curriculum Committee

4.1 Curriculum Review: The CCC shall review all curriculum proposals to assure compliance with all Board policy requirements and Title 5 regulations. Approved proposals shall be sent to the college president via the Vice President of Academic Affairs for submission to the Board as specified in Board Policy 6123. Aspects of curriculum falling under the authority of the CCC include the establishment and revision of course outlines of record, conditions of enrollment, programs, degree and certificate requirements, CSU or UC transfer and articulation agreements; the inactivation of courses, certificates and programs; and other areas of curriculum as mutually agreed upon by the Senate and the Board or its designee. Other areas of CCC responsibility include scheduling the periodic review of both courses and conditions of enrollment. These areas of responsibility will be subject to the oversight provisions of Section 5 of this Article.

4.2 Review Procedures: The CCC shall develop curriculum review procedures, subject to the oversight provisions of Section 5 of this article.

Section 5. Curriculum Responsibility and Authority of the Senate

5.1 Oversight Responsibilities: As per Title 5 and Board Policy 2510, the Senate has primary responsibility for reviewing and recommending to the Board curriculum policies and procedures.

5.2 Review of Curriculum Procedures:

5.2.1 Any curriculum procedure is subject to immediate review upon the filing of a written request by a member of the student body, faculty, administration, staff or the community.

5.2.2 Review requests shall, at a minimum:

- a) Describe the procedure(s) to be reviewed and any associated form(s), and
- b) Provide written documentation that the procedure violates one of the standards of Article XI, Section 2 or infringes on other areas, as defined in the Senate Bylaws and agreed to by the Board or its designee.

5.2.3 A Senate committee together with the Vice President of Academic Affairs or designee and the Chair of the CCC or designee shall determine, in a timely manner, whether the review request is valid under Section 5.2.2, and

- a) If found invalid, the request shall be denied in writing, or
- b) If found valid, the committee shall consult with the CCC, the filer and other appropriate parties in order to eliminate the objection documented under Section 5.2.2. (b) and, if that is not possible, the procedure shall be rescinded.

5.3 Review of Curriculum Decisions: Any curriculum decision of the CCC may be referred to the Senate for review, in accordance with the procedures in the CCC Bylaws. Following a review, the Senate may make recommendations to the CCC. However, only the CCC can approve curriculum proposals for recommendation to the Board.

ARTICLE IX Bylaws and Rules of Order

Section 1. Bylaws and Rules of Order

- 1.1 The Senate may adopt bylaws not inconsistent with this Constitution, provide for committees, and establish its own rules of procedure.
- 1.2 Bylaws drawn up by the Senate shall be approved by majority vote of the Senate.

Section 2. Rules of Order

- 2.1 Unless provided in this Constitution, in the bylaws, or standing rules, the rules contained in the current edition of *Robert's Rules of Order* shall govern the proceedings and the conduct of meetings of the Senate and its committees.

ARTICLE X Amendments to the Constitution

Section 1. Amendments of the Constitution

- 1.1 Amendments to the Constitution may be proposed by:
 - a) A motion approved by a majority vote of the Senate, or

b) A petition signed by one-quarter of the faculty
The motion or petition must be presented in writing to the Senate president accompanied by a statement of the purpose and effect of the proposed amendment.

- 1.2 Upon receipt of a valid proposal for amendment, the Senate president shall submit the proposal to the Senate for a first reading. At the meeting following the first reading, there shall be a discussion, debate and vote on the proposed amendment.
- 1.3 If the Senate approves the proposal for amendment, it is put to a ratification vote by the faculty. The Election Committee chair shall conduct the vote by mail or other secure means including internet, phone, or other technology.
- 1.4 Proposed amendments of the Constitution must be ratified by a majority vote of the faculty members voting. The amendment shall become effective immediately upon ratification.

Section 2. Editorial Changes. Non-substantive, editorial changes in the Constitution may be made by a majority vote of the Senate.

ARTICLE XI Professional Standards and Ethics

Section 1. Professional Standards and Ethics

- 1.1 The Academic Senate may consider matters of professional standards and ethics as may apply to academic institutional concerns. The Senate may also consider such other matters that concern the academic well-being and management of the institution.
- 1.2 The Senate may, upon its findings, pass:
 - a) Resolutions of Commendation
 - b) Resolutions of Confidence
 - c) Resolutions of No Confidence, or
 - d) Resolutions of Censure, as well as other measures as it may deem appropriate and lawful.

Section 2. Standards of Operation and Conduct of the Senate, its Committees and its Officers

The operation and conduct of the Senate, its committees and its officers may not

- a) Violate state law, or
- b) Violate ECC Board of Trustees policies, or
- c) Violate ECCFT agreement, or
- d) Subject the district to serious legal or fiscal liability, or

- e) Overzealously interpret state regulations and/or ECC Board of Trustees policies, or
- f) Violate any provision of this Constitution or its Bylaws.

ARTICLE XII Delegate to Academic Senate for California Community Colleges

Delegate

1.1 The delegate enjoys full voting rights at both regular and special general sessions of the Academic Senate for California Community Colleges.

1.2 The delegate shall be the president of the Senate. If the president is unable to attend, he or she may appoint a Senate member to represent El Camino College at the state level.

Amendments and Revisions

Revised	June 1982
Revised	June 1988
Revised	April 1989
Revised	March 16, 1990
Revised	December 1992
Revised	March 22, 1993
Revised	August 29, 1998
Ratified	May 1, 2000
Ratified	July 1, 2002
Ratified	Nov. 4, 2011
Ratified	June 9, 2017
Ratified	June 3, 2019

Safety Note

El Camino Community College District takes the health and safety of all students seriously and every attempt is taken to make sure students are kept in a safe learning environment at all times. During this time of Safer-at-Home orders, the District had to design creative ways to deliver instructions remotely, which includes instructions that may have to be completed outside of the campus and outside of a student's home. As with all matters that are beyond the District's control, it is not possible to identify or foresee every possible hazard. For this reason, the District urges students to work with their faculty to collectively ascertain the possible safety conditions relating to an activity and discuss how these conditions can be eliminated, reduced or avoided. Students are advised to exercise personal judgement, refrain from engaging in any activity that they feel is unsafe, and consult with the instructor immediately regarding any safety concerns.

2020-23 Strategic Plan Implementation & Monitoring

INSTITUTIONAL RESEARCH & PLANNING

Overview

Framework

Guided Pathways

Clarify
the Path



Enter
the Path



Stay on
the Path



Ensure
Learning



Plan

2020-23 Strategic Plan
(Board Approved
April 2020)

Goals

ECC Institutional Goals

1. Increase completion
2. Increase transfer
3. Decrease units earned
4. Increase workforce
5. Decrease equity gap

Metrics

LAGGING INDICATORS (Summative Measures)

1. Degree completion
2. Certificate completion
3. Transfers to CSU or UC
4. Unit accumulation
5. Annual earnings
6. Living wage attainment
7. Job in the field of study

LEADING INDICATORS (Actionable Measures)

1. Two-term retention
2. Average number of degree applicable units
3. Transfer-level English & math completion
4. 30+ units
5. Course reduction
6. Employable skill attainment

ECC Institutional Goals

Long-range statements that express desired results

1. Increase Completion
2. Increase Transfer
3. Decrease Units Earned
4. Increase Workforce
5. Decrease Equity Gap

ECC Institutional Goals (detail)

Increase Completion

- 1A. Increase students who earn a degree by 20%
- 1B. Increase students who earn a certificate by 20%
- 1C. Increase students who earn a degree or certificate by 20%

Increase Transfer

- 2A. Increase students who earn an associate degree for transfer by 35%
- 2B. Increase students who transfer to a UC or CSU by 35%

Decrease Units Earned

- 3A. Decrease by 10% average number of units degree earners accumulate

Increase Workforce

- 4A. Increase median annual earnings by 30%
- 4B. Increase students who attained the living wage by 39%
- 4C. Increase career education students with a job closely related to field of study by 10%

Decrease Equity Gap

Decrease 40% in achievement gaps across Goals 1-4

Lagging Indicators

Measures used to track progress of institutional goals (not actionable)

1. Degree Completion
2. Certificate Completion
3. Transfers to CSU or UC
4. Unit Accumulation
5. Annual Earnings
6. Living Wage Attainment
7. Job in Field of Study

Targets for Lagging Indicators

Desired level of performance for a particular indicator

Rationale

- VfS 2021-22 targets were set in 2019 and uploaded in CCCCO's NOVA platform.
- 2020-21 overall targets were calculated to meet VfS 2021-22 targets.
- To focus the College's work on reducing the gap for disproportionately impacted students, 2022-23 targets for the overall population remain the same while DI targets progress over time.
- DI targets for 2022-23 were calculated using the progress needed to completely close the equity gap by 2026-27 (VfS deadline).

Leading Indicators

Measures that provide information about students' progress. They are actionable because they provide a window of opportunity for the College to act.

1. Transfer-level English and Math Completion

Percent of students who complete Transfer-level English and Math within first year

2. Course Withdrawal

Percent of students who withdraw from one or more courses during the academic year

3. Two-Term Retention

Percent of students enrolled in Fall and following Spring

4. 30+ Units

Percent of students completing 30+ units within first year

5. Average Number of Degree Applicable Units

Average number of degree applicable units earned during first year

6. Employable Skill Attainment

Percent of students who successfully complete a Career Education course designed to teach employable skills

Selection of Leading Indicators

Rationale

Leading indicators were selected based on current ECC's tracking capabilities and metrics that are starting to show to be predictors of student long-term success.



See Next Slide

Guided Pathways

Clarify the Path



Enter the Path



- 1 Transfer-level English & Math Completion

Stay on the Path



- 2 Course Withdrawal
- 3 -Two-Term Retention
-30+ Units
-Average Number of Degree Applicable Units

Ensure Learning



- 4 Employable Skill Attainment

1 Gateway Momentum Metric
Research has found that transfer-level English & math completion in the first year is associated with better completion & time-to-graduation rates.

2 ECC Data Metric
Since 2018, ECC data has shown that decreasing number of course withdrawal has a positive impact on student retention by DI group & overall population.

3 Persistence Momentum Metrics
Research has found that these metrics strongly predict completion outcomes

4 Mastery of Learning Metric
Procedure to track mastery of learning outcomes leading to employment

Targets for Leading Indicators

Desired level of performance for a particular indicator

Rationale

- Overall targets: created a 2022-23 target* (final year of current Strategic Plan) and worked backwards to create 2020-21 and 2021-22 targets.
- DI targets: calculated using the progress needed to completely close the equity gap by 2026-27 (VfS deadline).
- To focus the College's work on reducing the gap for disproportionately impacted students, targets for the overall population remain relatively the same while DI targets progress over time.

*Standard deviation of 3 year trend data, multiplied it by 2, and added that to the baseline year

Aligning ECC's Work with Leading Indicators

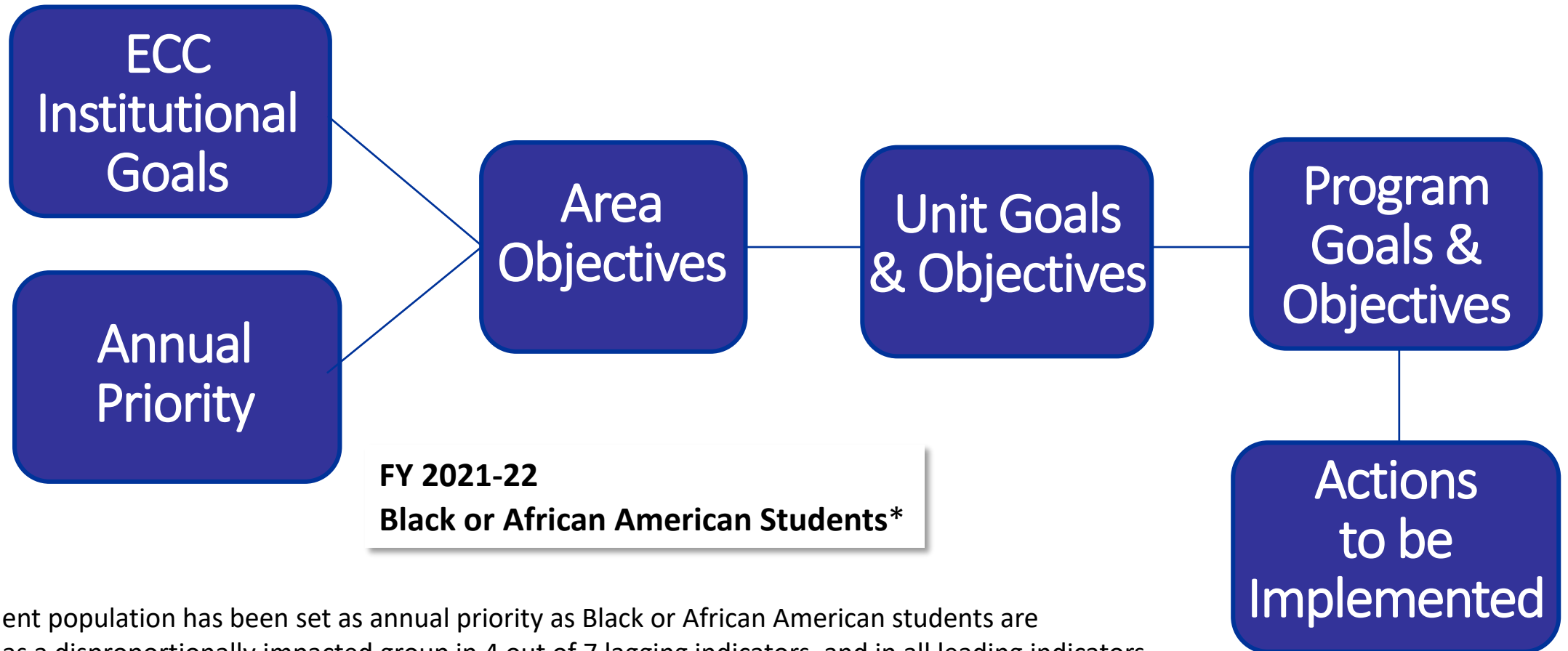
Summer 2020

Series of workshops for VPs, Deans, and Directors to train them in goal-setting, performance indicators, implementation of activities, and progress tracking.

Institutional Planning Guide

The Guide will reinforce Summer 2020 training and serve as a starting point/refresher for (new) managers when planning.

Institutional Planning Map



*This student population has been set as annual priority as Black or African American students are identified as a disproportionately impacted group in 4 out of 7 lagging indicators, and in all leading indicators.



Thank You
Questions? Comments?

References

- Belfield, Jenkins & Fink (2019). *Early Momentum Metrics Leading Indicators for Community College Improvement* [PDF]. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-leading-indicators.pdf>
- Jenkins and Bailey (2017). *Early Momentum Metrics: Why They Matter for College Improvement* [PDF]. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-college-improvement.pdf>
- American Association of Community Colleges (AACC), Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Complete College America, The Charles A. Dana Center, Jobs for the Future (JFF), National Center for Inquiry and Improvement (NCII) & Public Agenda (2017). *Guided Pathways: Planning, Implementation, Evaluation* [PDF]. Retrieved from <https://www.aacc.nche.edu/wp-content/uploads/2017/09/PathwaysGraphic462017.pdf>

Lagging Indicators for 2020-23 Strategic Plan Implementation & Monitoring

1. Degree Completion

Number of students earning a degree

	2016-17 VfS Baseline	2020-21 Target	2021-22 VfS Target	2022-23 Target
Overall	2,441	2,848	2,929	2,929
LGBT	27	45	48	52
Black or African American	241	350	366	388

2. Certificate Completion

Number of students earning a certificate

	2016-17 VfS Baseline	2020-21 Target	2021-22 VfS Target	2022-23 Target
Overall	437	510	524	524
Black or African American	42	62	65	69

3. Transfers to CSU or UC

Number of students who transfer to a CSU or UC

	2015-16 VfS Baseline	2020-21 Target	2021-22 VfS Target	2022-23 Target
Overall	1,676	2,179	2,263	2,263
Veteran	23	37	38	40
Disabled	74	118	121	128
Foster Youth	15	24	24	25
LGBT	20	31	32	33
Black or African American	181	276	282	293

4. Unit Accumulation

Average number of units accumulated by degree earners

	2016-17 VfS Baseline	2020-21 Target	2021-22 VfS Target	2022-23 Target
Overall	87	80	78	78
Disabled	94	89	88	86

5. Annual Earnings

Median annual income of former ECC students

	2015-16 VfS Baseline	2020-21 Target	2021-22 VfS Target	2022-23 Target
Overall	\$24,404	\$30,715	\$31,767	\$31,767
Amer. Indian or Alaska Nat.	\$11,426	\$18,139	\$19,562	\$22,003
Foster Youth	\$15,896	\$21,133	\$22,244	\$24,149
LGBT	\$18,376	\$22,795	\$23,732	\$25,339
Disabled	\$18,808	\$23,084	\$23,992	\$25,547

6. Living Wage Attainment

Percent of former ECC students who attain living wage

	2015-16 VfS Baseline	2020-21 Target	2021-22 VfS Target	2022-23 Target
Overall	36%	48%	50%	50%
Foster Youth	14%	35%	37%	40%
Disabled	20%	39%	40%	42%
LGBT	21%	40%	41%	43%
Black or African American	30%	46%	46%	47%
Econ. Disadvantaged	32%	47%	48%	48%
Hispanic or Latino	33%	48%	48%	49%
Female	34%	48%	49%	49%

7. Job in Field of Study

Percent of career education students with a job closely related to their field of study

	2014-15 VfS Baseline	2020-21 Target	2021-22 VfS Target	2022-23 Target
Overall	76%	83%	84%	84%

Note: No DI Groups identified

Leading Indicators

1. Two-term Retention

Percent of students enrolled in Fall and following Spring

	2018-19 Baseline	2020-21 Target	2021-22 Target	2022-23 Target
Overall	75%	76%	76%	76%
First Generation	61%	65%	67%	69%
Native HI/Other Pac. Islander	63%	66%	68%	69%
Foster Youth	64%	67%	69%	70%
Black or African American	66%	68%	70%	71%
LGBT	70%	71%	72%	73%

2. Average Number of Degree Applicable Units

Average number of degree applicable units earned during first year

	2018-19 Baseline	2020-21 Target	2021-22 Target	2022-23 Target
Overall	16.97	17.07	17.12	17.17
Foster Youth	8.95	11.17	12.24	13.23
Disabled	12.09	13.46	14.12	14.73
Black or African American	13.39	14.41	14.90	15.36
Native HI/Other Pac. Islander	14.55	15.26	15.60	15.91

3. Transfer-level English and Math Completion

Percent of students who complete Transfer-level English and Math within first year

	2017-18 Baseline	2020-21 Target	2021-22 Target	2022-23 Target
Overall	12%	13%	14%	14%
Disabled	2%	6%	7%	9%
Foster Youth	3%	6%	7%	9%
Veteran	3%	7%	8%	9%
Black or African American	3%	7%	8%	9%
First Generation	6%	8%	9%	10%
Hispanic or Latino	7%	9%	10%	11%
Economically Disadvantaged	11%	12%	12%	12%

4. 30+ Units

Percent of students completing 30+ units within first year

	2018-19 Baseline	2020-21 Target	2021-22 Target	2022-23 Target
Overall	11%	13%	13%	14%
Foster Youth	0%	4%	6%	7%
Native HI/Other Pac. Islander	0%	4%	6%	7%
Disabled	6%	8%	9%	10%
Black or African American	5%	8%	9%	10%
Hispanic or Latino	9%	10%	11%	11%

5. Course Withdrawal

Percent of students who withdraw from one or more courses during the academic year

	2018-19 Baseline	2020-21 Target	2021-22 Target	2022-23 Target
Overall	39%	37%	36%	36%
Foster Youth	65%	57%	53%	50%
Native HI/Other Pac. Islander	50%	46%	44%	43%
Disabled	48%	44%	43%	41%
Black or African American	44%	42%	41%	40%
Hispanic or Latino	42%	40%	39%	38%

6. Employable Skill Attainment

Percent of students who successfully complete a Career Education course (SAM codes A, B, C, or D) designed to teach employable skills

	2018-19 Baseline	2020-21 Target	2021-22 Target	2022-23 Target
Overall	77%	77%	78%	78%
Foster Youth	59%	64%	67%	69%
American Indian or Alaska Native	64%	68%	70%	71%
Black or African American	66%	69%	71%	72%
Disabled	70%	72%	73%	74%
Some other race	70%	72%	73%	74%
Native HI/Other Pac. Islander	72%	74%	75%	75%
Veteran	74%	75%	75%	76%