ACADEMIC SENATE MINUTES
OCTOBER 19, 2021

Name	Role	Term	P/A
Neil Watkins	President	2021-2023	P
Sarah Cotton	Vice President	2021-2022	P
Elizabeth "Liz" Encarnacion	Secretary/Treasurer	2021-2022	P
Angela Burk – Herrick	Curriculum Chair	2021-2023	P
Tracy Kocher	Business & Applied Technology	2020-2022	A
Bruce Osburn	Business & Applied Technology	2021-2023	P
Daniel Bentum	Chino/Fontana	2020-2022	P
Tara Johnson	Chino/Fontana	2021-2023	P
Lisa Doget	Health Sciences	2020-2022	A
Jayne Clark-Frize	Health Sciences	2021-2023	A
Christina Holdiness	Instructional Support	2020-2022	P
Mary Jane Ross	Instructional Support	2021-2023	A
Jeff Harlow	Kinesiology, Nutrition & Athletics	2020-2022	P
Elaine Martinez	Kinesiology, Nutrition & Athletics	2021-2023	P
Elizabeth "Liz" Encarnacion	Language Arts	2020-2022	P
Steve Shelton	Language Arts	2021-2023	P
Mark Gutierrez	Mathematics & Science	2020-2022	A
Elizabeth Cannis	Mathematics & Science	2021-2023	P
Dan Kern	Social & Behavioral Sciences	2020-2022	P
Pak Tang	Social & Behavioral Sciences	2021-2023	P
Jackie Boboye	Student Services	2020-2022	P
Michelle Martinez	Student Services	2021-2023	P
Erik Jacobson	Visual & Performing Arts	2021-2022	P
Patrick Aranda	Visual & Performing Arts	2021-2023	P
Robin Witt	Senator-At-Large	2019-2022	P
Tamari Jenkins	Senator-At-Large	2020-2023	P
Sarah Cotton	Senator-At-Large	2021-2024	P
Patty Peoples	Adjunct Senator-At-Large	2020-2022	P
John Glass	Adjunct Senator-At-Large	2021-2023	P
Alternates			
William O'Neil	Business & Applied Technology	2021-2023	A
Manar Hijaz	Chino/Fontana	2021-2023	P
Jordan Hung	Health Sciences	2021-2023	A
Shelley Marcus	Instructional Support	2021-2023	P
Candice Hines-Tinsley	Kinesiology, Nutrition, & Athletics	2021-2023	P
Leona Fisher	Language Arts	2020-2022	P
Diana Cosand	Mathematics & Science	2021-2023	P
Sergio Gomez	Social & Behavioral Sciences	2020-2022	A
Myra Andrade	Student Services	2021-2023	A
Leta Ming	Visual & Performing Arts	2021-2023	P
Vacant	Adjunct Alternate Senator	2021-2023	
Hope Ell	Classified Senate Liaison	2021-2023	A

Guests:
Sharon Alton, English, LA
Nicole DeRose, (IPP) Faculty Senate, Accreditation Faculty Tri-Chair, Biology, M&S
Kimberly George, English
Laura Hope, Associate Superintendent of Instruction and Institutional Effectiveness
Tina Kuo, Biology, M&S
Alex Pizano, Student
David Rentz, Music, VPA
Ash Tandoc, Student
Jackson Tropp, Communication Studies
Angela Ybarra, President, Multicultural Club

1. P.E. (12:30 P.M.)

2. CALL TO ORDER (12:35 P.M.)

2.1 Remote Attendee Identification

3. PUBLIC COMMENT (Reserved for Guests only and limited to two minutes.)

- Ash (they/them), President of Lavender Coalition and student on campus. Pronouns on professors' correspondence with students, including Canvas and email signatures. Ash wanted to highlight the importance of the use of pronouns for students, given current legislation that has passed, AB 245 which counters efforts towards deadnaming students who are trans and nonbinary. One of the effective things that have happened when they are using pronouns, adding a link explaining the reasoning as to why they are using their pronouns.
- Sharon Alton (she/her/they/ella) English faculty, here to support the statements made by Ash and encouraged Chaffey to take those next steps to d
- Alex Pizano (they/them), student, supports the use of pronouns. Stating that pronouns are important in recognizing people's place. They stated being misgendered is dehumanizing and communicating with faculty is difficult and sometimes afraid to approach faculty when they use incorrect pronouns for students.
- Angela Ybarra showcased support for more LGBTQIA+ support across campus including making students feel comfortable by sharing pronouns and using correct pronouns with students.

4. APPROVAL OF AGENDA

- October 19, 2021
- **Motion for Approval** - Senator Boboye moved to approve the 10.19.21 agenda. Senator Peoples seconded the motion. The motion was approved. 10.19.21, 22Y/0N/0A.

5. APPROVAL OF MINUTES

- October 12, 2021

- **Motion for Approval** - Senator Boboye moved to approve the 10.12.21 minutes with amendments. Curriculum Chair Burk-Herrick seconded the motion. The motion was approved. 10.19.21, 19Y/0N/3A

6. CONSENT AGENDA

6.1 Faculty representatives that have been requested to serve on these hiring committees:
1. AAII, Financial Aid, Brent McLaren, Counselor, C&M
2. Program Assistant, DPS, Patricia Powell, Counselor, C&M

6.2 Faculty representatives that have been requested to serve on these campus committees:
1. Resource Allocation Committee - Neil Watkins, English, Academic Senate President
2. President's Equity Council - Neil Watkins, English, Academic Senate President

- **Motion for Approval** - Senator Shelton moved to approve the 10.19.21 consent agenda. Senator Boboye seconded the motion. The motion was approved. 10.19.21, 22Y/0N/0A.

7. REPORTS

7.1 President

- **Vaccination Reporting for Faculty**
  - All faculty and teachers teaching in-person this semester have submitted vaccination requirements.
  - 20 FTF who have not uploaded proof or filed for an exemption. When a faculty submits an exemption request, the district goes through to review their exemption paperwork on a case-by-case basis.
    - If a FTF does not go through the process of uploading the vaccination requirements or file the exemption they will be given paid leave, time to remediate, and potentially disciplinary process will ensue.
  - Adjunct/PTF are different because they are "at will" employees, will be a warning and conversation and dismissal will ensue.
    - If Adjunct/PTF are only teaching online, they will not need to be vaccinated.
- **Vaccination Reporting for Students**
  - 77% of students for fall 2021 in-person classes have uploaded their vaccination documents.
  - As an email that went out last week from Laura Hope stated, there have been some instructors that have created "side deals" to keep them enrolled in their courses in the online format to finish the semester.
    - The administration is not going to ask faculty to drop students for the fall 2021 semester
    - There was an email sent out to individuals who are teaching in-person classes for fall 2021 with a survey attached to see what students have been given the "side deal" exceptions to. There are no ramifications that are going to occur to the faculty or students, however, accurate reporting is necessary.
    - Senator Peoples asked if it would be important for all faculty to complete the survey since there is a question regarding "yes" or "no" to if they have offered students a side deal

- - ■ Senator Cosand asked if there were any students remaining in classes because of these side deals that are not vaccinated.
      - President Watkins explained that students who are not vaccinated are not allowed to take classes in person, including through any "side deals" that may occur.
    - ■ Senator Cotton asked if, going forward, if students who have asked for an accommodation, if they will be able to take in-person classes having demonstrated they "met the bar" for the accommodations and exemptions.
      - President Watkins stated that yes, students who have an exemption for accommodations can only take online classes for the Spring 2021 semester.
    - ■ Senator M. Martinez stated that they have a student that has applied for the exemption and expressed frustration regarding the exemption, especially since they are a nursing student and needs a class with a lab, with no spring classes on CVC OEI and no online labs available except for stalling out their education.
    - ■ Students with no exemptions and no vaccination proof
      - Will be suspended from their fall in-person classes for a violation of a district policy. 350 students in that category, but could be fewer depending on how many "side deals" are present. These students cannot register for spring 2022 face-to-face courses but can register for online classes. No one is getting kicked out of the college, but some pathways are limited because of the mandate.
  - President Watkins stated that we cannot have a 100% risk-free environment but the statements from faculty tend to be that they want to get as close to that as possible.
  - Teaching face to face in spring 2022 you can be sure that the students physically present in your class will be vaccinated.
  - Senator Cotton addressed a false binary involved. For example, microbiology requires handling microbes for success in the field. She stated that there will be classes that will never be allowed to be taught online. She expressed that she did not feel it was fair for students with accommodations to be stalled out of their education. Senator Cotton expressed that students with approved exemptions should be allowed to take in-person classes, stating this process is similar to how the public K-12 schools in the area are handling this concern.
  - Senator Harlow asked for clarification - students seeking accommodations would be meeting with HR one-on-one (presumably) and asked if there was an opportunity to bring a representative with them in order to minimize the power
  - Senator Encarnacion asked for clarification regarding how many students fall into the category of the accommodation/exemption, which is 200 individuals, and asked to clarify that HR would be meeting with each of these students individually in order to communicate and work with the student to figure out what accommodations they needed. To which President Watkins stated, yes, that would occur.
- **Ongoing Vaccinations & Spring 2022**
  - 40% of ALL students have already uploaded documentation, or the college has already connected with the students who do not have documentation uploaded.
  - Plexiglass will continue even though this process is no longer required by OSHA.
  - HVAC units will be replaced & ducts will be cleaned
  - For spring 2022 there will be normal course caps, all individuals in the classroom will have vaccinations, masks, and improved ventilation.

- Senator Johnson shared that there will be an event hosted by Umoja regarding the Covid-19 vaccination and various questions regarding the vaccine, titled "COVID, Vaccines, and the Black Community" on Tuesday, Nov. 16 at 6 pm via Zoom.
- Senator Jenkins asked about enforcing mask mandates in the classroom. President Watkins stated that faculty can contact their Dean to get involved in addressing the concerns. Senator Jenkins added a follow-up regarding the types of masks, specifically for Languages and specifically American Sign Language (ASL) regarding lip reading and/or seeing mouth movements. President Watkins stated that that concern should be directed towards their Dean in order to implement solutions for the Languages Department.
- Please complete the Climate Survey that was sent out by Dr. Shannon on Monday, Oct. 18

7.2 Vice President

- No Report

7.3 Secretary/Treasurer

- No Report

7.4 Curriculum

7.5 Classified Senate Liaison, Hope Ell

- Not present

8. GUEST(S)/PRESENTATION(S) - None.

9. UNFINISHED BUSINESS

9.1 Discussion Item: Senator to report on the following AP:

As part of 10+2, the attached BPs/APs are being forwarded to Academic Senate for review and input. The BPs/APs reflect all legally required or recommended language updates as recommended by the Community College League of California (CCLC) Subscription Service. Any CCLC updates are since BPs/APs were last reviewed and approved by the institution. - Dean, Institutional Research, Policy, and Grants, Jim Fillpot

- Jim Fillpot, Dean, Institutional Research, Policy, and Grants was sensitive to the need to change gender-neutral pronouns in all BP's and AP's and will be making those changes wide-scale.
- 4236 - Advanced Placement Credit, President Watkins on behalf of Senator Clark-Frize
- **Motion for Approval** - Senator Cotton moved to confirm AP 4236. Senator Kern seconded the motion. The motion was approved. 10.19.21, 22Y,0N,0A

9.2 Discussion Item: Instructional rationale for Canvas - Spring 2022 face-to-face courses

- President Watkins mentioned that the issues occurring this semester with "side deals" draw greater attention to the need for an instructional rationale for using Canvas in the Spring 2022 face-to-face courses.
  - President Watkins expressed the difference between using Canvas in a face-to-face course, versus a hybrid course
- Senator Tang stated that they and Senator Kern conducted research with their constituents regarding Canvas use. SBS instructors (8 responses) stated that they do plan to use Canvas while returning to face-to-face

courses. Half of the respondents stated that they agreed that the use of Canvas should be based on individual choice since it is not mentioned within the contract.

- Senator Johnson mentioned that there is a DE Committee working towards these same goals. Senator Johnson mentioned the hopes to not work in "silos" and instead work together to support the same message to disseminate the goals from both Senate and Distance Education.
- Senator Cotton reiterated the statements made by Senator Johnson including having examples from instructors of different disciplines to showcase "real life" examples.
- **Motion for Approval** - Senator Holdiness moved to have a workgroup to collaborate with DE to work on the instructional rationale for the spring 2022 use of Canvas. Senator Jenkins seconded the motion. The motion was approved. 10.19.21, 23Y,0N,0A

  ○ Senators Johnson, Encarnacion, Cotton and Sharon Alton from the Curriculum Committee would be members of the workgroup.

10. NEW BUSINESS

10.1 Discussion Item: Communication with students regarding UC and Cal State deadlines.
- The Impacts of the Pandemic on Students' Transfer Journey
- Understanding the Impact of the Covid-19 Pandemic on Their Transfer Journeys
- Senator Johnson stated that Umoja is hosting an event titled "UC Application and Black Student Experience Workshop." The event is in collaboration with local High Schools and Community Colleges.
  ○ The event is Thursday, Oct. 28 at 6:30 pm via Zoom.

10.2 Discussion Item: Faculty Support for LGBTQIA+ Students
- Senator Shelton (he/him) recognized that many students do not always have the voice to speak for themselves because they do not have support in their houses or homes. He shared that the goal of this is to showcase support to those students.
- Senator Glass (he/him/his) expressed that there have been many students who have reached out to him regarding name changes and specific pronouns, and by supporting the idea of adding pronouns allows students to feel comfortable having that allyship with faculty. Senator Glass mentioned that the goal for this workgroup is not to mandate or require anything from faculty, but if they are so moved to add their pronouns to have resources to do so.
- **Motion for Approval** - Senator Shelton moved to approve the email as is and to be sent out to faculty. Senator Fisher seconded the motion. The motion was approved. 10.19.21, 23Y,0N,0A.

10.3 Discussion Item: Academic Calendar: More equitable and culturally responsive to include holidays outside of the current Western marked holidays.

11. ANNOUNCEMENTS

11.1 Academic Senate for California Community Colleges (ASCCC) Information

11.1.1 **2021 Hybrid Fall Plenary Session**, Thursday, November 4 through Saturday, November 6. The 2021 Fall Plenary will be a hybrid event with an in-person option and a virtual-only option. Registration In-Person, $580. Deadline: Tuesday, October 12 by 5:00 PM. Registration Virtual-Only, $325.00. Deadline: Thursday, October 28 by 5:00 PM. *Click on the link for more*

information.

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[Resolutions for Discussion](#)

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11.2 Chaffey College

11.2.1 **[Report to the Community](#)**, Thursday, November 4, 2021, from 11:30-1:00 p.m. On behalf of the Chaffey College Governing Board, you are cordially invited to attend this virtual event.

12. FLOOR ITEMS

13. ADJOURNMENT (1:55 P.M.)

The next Academic Senate meeting is scheduled for Tuesday, October 26, 2021.

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Lissa A. Napoli, Recording Secretary

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Elizabeth "Liz" Encarnacion, Secretary-Treasurer

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57th SESSION RESOLUTIONS
Fall Plenary

FOR DISCUSSION AT AREA-MEETINGS

OCTOBER 15-16, 2021

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 6, 2021.

Resolutions Committee 2021-2022
Amber Gillis, ASCCC South Representative, Area C (Chair)
Stephanie Curry, ASCCC Area A Representative (2nd Chair)
Manuel Velez, ASCCC South Representative, Area D
Craig Rutan, Rancho Santiago College, Area D

FALL 2021 VIRTUAL RESOLUTIONS PROCESS

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

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

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

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

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

CONSENT CALENDAR

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

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted at Area Meetings are marked with a +.
Resolutions and amendments submitted during open comment period are marked with a #.

*1.01   F21 Adopt the Updated Periodic Review of the Academic Senate for California Community Colleges
*3.01   F21 Resources for Racial Justice and Critical Race Theory
*3.02   F21 Equity in Science, Technology, Engineering, and Math (STEM)
*3.03   F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning
*3.04   F21 Develop Statewide Recommendation for Low-Cost Definition
*4.01   F21 Transfer Pathways Guarantees
*7.01   F21 System-Level Zero-Textbook-Cost Resources
*9.02   F21 Update Baccalaureate Degree Handbook
*9.03   F21 Adopt "The Role of Faculty in Tutoring and Learning Centers" Paper
*17.01 F21 Local Senate Policies Regarding Textbook Adoption
*19.01 F21 Support Diversity, Equity, and Inclusion-Focused Hiring Pages

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1.0 ACADEMIC SENATE

*1.01 F21 Adopt the updated Periodic Review of the Academic Senate for California Community Colleges

Whereas, In spring 2013 the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the ASCCC, through Resolution S13 1.02, to develop a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability;

Whereas, The purpose of the periodic review is to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its services and operations in order to meet its stated goals, and to improve its policies and procedures; and

Whereas, In following a process of self-review and improvement, and in response to the Periodic Review Reports of 2016-17 and 2020-21, the Academic Senate for California Community Colleges (ASCCC) formed a Periodic Review Process Committee to review and update the Periodic Review process; and

Whereas, In spring 2014 the first set of guidelines and process documents for the Periodic Review were adopted through Resolution S14 1.02, and have been updated for consideration by the delegates of the Academic Senate for California Community Colleges(1);

Resolved, That the Academic Senate for California Community Colleges adopt the updated *Periodic Review of the Academic Senate for California Community Colleges*.

Contact: ASCCC Executive Committee

3.0 DIVERSITY AND EQUITY

*3.01 F21 Resources for Racial Justice and Critical Race Theory

Whereas, Racial justice practices have been called for in 2020 by the Academic Senate for California Community Colleges, California Community College Chancellor's Office, and the Student Senate for California Community Colleges to address systemic racism;

Whereas, Critical race theory is an academic concept established in the 1970s in Critical Legal Studies by legal scholars who were interested in assessing the outcomes of civil rights laws on our society and the role that racism continues to play in our everyday actions and which has since informed other disciplines by providing a theoretical framework through a racial justice and equity-minded lens;

Whereas, Since its introduction in academia, critical race theory, as a theoretical practice of critique, has played an essential role in challenging the Eurocentric foundations in academia as well as encouraging dialogue and actions to address systemwide inequities at our colleges; and

Whereas, By exercising their right to academic freedom, faculty have been able to introduce critical race theory, critical thinking in teaching and learning, and other racial and social justice focused theories-to-practice that have served to diversify and rethink college curriculums with the intentional goal of providing students with a more accurate and comprehensive understanding of the how race and racism permeates all aspects of society.

Resolved, That the Academic Senate for California Community Colleges recognizes critical race theory as a well-established school of thought and racial justice framework and supports the right of California community college faculty to utilize critical race theory as well as other theories relevant to their disciplines.

Resolved, That the Academic Senate for California Community Colleges by fall 2022 provide a resource to define critical race theory and its importance and tools for faculty and colleges to utilize critical race theory in antiracist education, teaching, and learning.

Contact: Juan Arzola, Equity and Diversity Action Committee

*3.02 F21 Equity in Science, Technology, Engineering, and Math (STEM)

Whereas, The Academic Senate for California Community Colleges has published the paper "Building Equity Driven Systems" that calls for equity-minded practitioners;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions supporting the success of students in math; and

Whereas, Data and research[1] supports the effectiveness of equity-minded and culturally relevant practices in science, technology, engineering, and math, yet California community colleges data continues to show the opportunity gap in student success in STEM areas[2][3][4];

Resolved, That the Academic Senate for California Community Colleges write a paper focused on optimizing student success through models of equity-minded teaching and learning practices in STEM online and traditional course modalities and present it to the body by the spring 2023 plenary session.

Contact: Roberto Rubalcaba, Equity and Diversity Action Committee

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[1] Hammond, Zaretta (2015). *Culturally Responsive Teaching and the Brain.* Corwin.

[2] Johnson, K. M. S. (2019). Implementing inclusive practices in an active learning STEM classroom. Advances in Physiology Education, 43(2), 207–210.

[3] Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. Review of Educational Research, 86(1), 163– 206. https://doi.org/10.3102/0034654315582066

[4] Nagthall, N.V. (2020). (Re)Imagining STEM Instruction: An Examination of Culturally Relevant Andragogical Practices to Eradicate STEM Inequities Among Racially Minoritized Students in Community Colleges (Publication No. 28154244) [Doctoral dissertation, University of Southern California]. ProQuest Dissertations Publishing

*3.03 F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning

Whereas, The Academic Senate for California Community Colleges has adopted resolution 06.04 in spring of 2016, which urged "local senates to advocate for the improvement of and access to mental health services at their local campuses" and "support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;"

Whereas, The global pandemic starting in 2020 and continuing into 2021 has exacerbated and increased the need for mental health awareness, support, and education; and

Whereas, Both students and educators may experience stress and trauma, as a result of the pandemic and other traumatic experiences and teachers may experience the effects of vicarious trauma; and

Whereas, Both students and educators may be survivors of various Adverse Childhood Experiences (ACE) and as a result may be more likely to experience depressive symptoms, ADHD symptoms, tobacco use, alcohol use, marijuana use, consumption of less than four cups of fruits or vegetables a day, sleep issues, and obesity.

Resolved, That the Academic Senate for the California Community Colleges work with discipline experts to develop resources identifying effective practices for ACE awareness including screening, resources and referral sources by Fall 2022;

Resolved, That the Academic Senate for California Community Colleges develop resources identifying effective practices for mental health awareness and trauma-informed teaching and learning and present the strategies to local academic senates by Fall 2022; and

Resolved, That the Academic Senate for California Community Colleges continue legislative advocacy for the funding of mental health services, support, and professional development on trauma-informed teaching and learning.

Contact: Leslie Shull, Equity and Diversity Action Committee

*3.04 F21 Develop Statewide Recommendation for Definition of Low-Cost Course Materials

Whereas, The Academic Senate for California Community Colleges supports efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students and encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials (Fall 2017, Resolution 13.01);

Whereas, Recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9), some colleges and districts have implemented a low-cost designation with the definition of low-cost not being readily available or varying between less than $30.00 to less than $50.00;

Whereas, Efforts to mark course sections as zero-cost or low-cost should be informed by students' perspectives since the designations are intended to inform students of the financial burden of a given course section; and

Whereas, Students may register for courses at more than one college, and various definitions of low-cost at different institutions can be confusing and even misleading for students.

Resolved, That the Academic Senate for California Community Colleges work with the Student Senate for California Community Colleges and Chancellor's Office to identify a recommended definition of "low-cost" to be considered for adoption throughout the California Community Colleges system.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

3.05   F21 Zero Means Zero

Whereas, Zero-Textbook-Cost (ZTC) refers to instances in which textbooks are available to students at no cost, and California Education Code §66406.9 requires that California community colleges "Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials," providing a mechanism for marking course sections that are zero-textbook-cost;

Whereas, California Education Code §78052, which originally established a zero-textbook-cost degree grant program in the California Community Colleges system, states that "'Zero-textbook-cost degrees' means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies," and the California Community Colleges Chancellor's Office has recommended that future ZTC funds should "ensure the ZTC programs and courses are truly zero cost to the students by eliminating hidden costs" (Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCO 2020);

Whereas, The 2021 revisions to California Education Code §78052 redefine "zero-textbook-cost degrees" to allow for "low-cost" to be recognized as "zero" in ill-defined instances, stating, "For purposes of this paragraph, 'zero-textbook-cost degrees' may include a low-cost degree option if a no-cost equivalent option is not available or cannot be developed"; and

Whereas, While open educational resources (OER) provide a mechanism to reduce or eliminate costs for instructional materials and textbooks, in some instances eliminating costs using OER is not possible because instructional resources require the use of such works as photographs, literature, and other materials that are under copyright;

Resolved, That the Academic Senate for California Community Colleges work to further communicate that zero-textbook-cost has a clear and specific meaning by affirming California Education Code's original definition of zero-textbook-cost that refers to "courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies," and recognize that a variety of approaches can be used to bring course costs for students to zero, including college library subscriptions, purchasing access to copyrighted resources, and purchasing print resources;

Resolved, That the Academic Senate for California Community Colleges recognize open educational resources as the preferred and most sustainable mechanism for eliminating course costs but acknowledge that instances will arise in which eliminating costs is not possible;

Resolved, That the Academic Senate for California Community Colleges assert that while open educational resources can reduce or eliminate instructional materials and textbook costs, resources should be dedicated to convening discipline faculty to determine the most sustainable mechanisms for reducing the costs of course resources; and

Resolved, That the Academic Senate for California Community Colleges encourage the use of approaches that significantly reduce course resource costs such that course sections with a low-cost can obtain zero-textbook-cost status by virtue of the cost being absorbed by the college, district, or the state.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

4.0 ARTICULATION AND TRANSFER

*4.01 F21 Transfer Pathway Guarantees

Whereas, AB 928 (Berman, 2021), the Student Transfer Achievement Reform Act of 2021 aims to further streamline and make the transfer process easier for students to navigate but does not address the crucial need for additional spaces for transfer students to the California State University or University of California, especially for students to transfer to institutions in or near their community college service area;

Whereas, The Academic Senate for California Community Colleges (ASCCC) has a long history of supporting transfer opportunities and streamlined processes, and has approved *Transfer in the Higher Education System* to be an area of focus of the ASCCC for 2021-22;

Whereas, The Intersegmental Committee of Academic Senates is considering transfer to be a prioritized component of their work for 2021-22; and

Whereas, The *Vision for Success* goals for transfer and equity are unattainable unless additional spaces for transfer students are assured;

Resolved, That the Academic Senate for California Community Colleges work with practitioners within and among the California Community College, the California State University, and the University of California systems to build transfer guarantees that will increase the number of spaces for community college students transferring to the California State University or the University of California, especially for students to transfer to institutions in or near their community college service area.

Contact: ASCCC Executive Committee

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

*7.01 F21 System-Level Zero-Textbook-Cost Resources

Whereas, The legislative intent of California Education Code §78052 is "that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs";

Whereas, California Education Code §78052 requires that districts "Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented," "ensure compliance with the federal Americans with Disabilities Act (Public Law 104-197) and the federal Copyright Act of 1976 (Public Law 94-553)," "develop and implement a degree that other community college districts can use or adapt," and "ensure faculty shall have flexibility to update and customize degree content as necessary within the parameters of this program";

Whereas, The option to update and customize course content is only available when course resources are openly licensed; and

Whereas, Accessibility and licensing concerns may be barriers to resource adoption, curation, and development;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

7.02   F21 HyFlex Modality Accounting and Apportionment

Whereas, Hybrid Flexible, also referred to as "HyFlex," is an instructional modality that combines face-to-face and online learning, where class sessions and activities are offered in person, synchronously online, and asynchronously online, and where students have the flexibility of choosing any of these modalities in the same course during the same term;

Whereas, colleges are implementing, with increased use, HyFlex in various manifestations that offer students varying amounts of flexibility during the COVID-19 Pandemic, yet there is not a clear system-wide definition of, or coding for, HyFlex instruction;

Whereas, in order to assess the effectiveness of this modality and its impact on equity metrics, coding designations are needed for both local and statewide assessment; and

Whereas, an apportionment designation is necessary for the HyFlex modality in order to properly anticipate and support colleges' investment in the technological setup as well as faculty professional development for successful and equitable use of this multi-modal instruction;

Resolved, that the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office to establish a working definition and description of the modality as well as designated coding for HyFlex as a distance education modality; and

Resolved, that the Academic Senate for California Community Colleges work with appropriate system faculty, administrators, and student constituent groups to define apportionment models for HyFlex modality.

Contact: Kandace Knudson, ASCCC Online Education Committee

9.0 CURRICULUM

9.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to COR Requirements in Title 5

Whereas, The Course Outline of Record (COR) is at the center of local curricular process; its required elements have been outlined in Title 5 including Section 55002 and the application of those requirements is detailed in the Program for Course and Approval Handbook (PCAH);

Whereas the elements of the COR need to be integrated so each reinforces the purpose of the other elements and obvious relationships should be built between course objectives, methods of instruction, assignments, and methods of evaluation;

Whereas, the California Community Colleges Chancellor's Office (CCCCO) through its Call to Action calls for campuses to "create an action plan to create inclusive classrooms and anti-racism curriculum," including calling for faculty to "evaluate all courses for diversity of representation and culturally-relevant content";

Whereas, The Academic Senate for California Community Colleges (ASCCC) through its mission, planning documents, webinars, and events have committed to promoting culturally responsive curriculum in the California Community College system including resolution 3.04 Spring 2020 which directs the ASCCC to "develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies";

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise Title 5 including section 55002 titled "Standards and Criteria for Courses" to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include in future publications, webinars, and other resources guidance and multiple examples of how to infuse cultural responsiveness, equity mindedness and anti-racism in the COR.

Contact: Sarah Harris, ASCCC Curriculum Committee

*9.02 F21 Update *Baccalaureate Degree Handbook*

Whereas, California Code of Regulations Title 5 §55009 established that the California Community Colleges Chancellor's Office "shall prepare and maintain a handbook detailing requirements for district baccalaureate degree pilot programs established pursuant to California Education Code Section 78041," and that the handbook "shall include, but not be limited to, requirements related to admissions, curriculum, student services, and financial aid," much of which are academic and professional matters; and

Whereas, The first version of the *Baccalaureate Degree Pilot Program Handbook* was developed by stakeholders, including the Academic Senate for California Community Colleges, and approved by the Board of Governors of the California Community Colleges in 2016 in response to SB 850 (Block, 2014), which authorized the Board of Governors of the California Community Colleges to establish a statewide pilot baccalaureate degree program at not more than 15 pilot colleges, and from which pilot designation has since been removed; and

Whereas, Baccalaureate programs in the California community colleges regularly operate according to the standards included in the *Baccalaureate Degree Pilot Program Handbook,* yet the handbook has not been updated since its initial approval;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to update the *Baccalaureate Degree Handbook*.

Contact: ASCCC Executive Committee

*9.03 F21 Adopt "The Role of Faculty in Tutoring and Learning Centers" Paper

Whereas, In Fall 2019, the Academic Senate for California Community Colleges adopted Resolution 16.01 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the Role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators, which recognized the evolution of the field of learning assistance since prior learning assistance center and tutoring resolutions; and

Whereas, Faculty leaders of learning centers have contributed their expertise in collaboration with the 2020-2021 Transfer, Articulation, and Student Success Committee, resulting the draft paper titled "The Role of Faculty in Tutoring and Learning Centers in the Community College*";*

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled "The Role of Faculty in Tutoring and Learning Centers in the Community College" and disseminate the paper to local academic senates upon its adoption.

Contact: Ted Blake, Transfer, Articulation, and Student Success Committee

13.0 GENERAL CONCERNS

13.01 F21 Faculty Responsibility for Confirming Course Resource Accuracy

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations Title 5 §59404);

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to "disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore (Resolution 20.02 F20); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate, and ensure that their textbook and class resource information is clear and accurate.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

15.0 INTERSEGMENTAL ISSUES

*15.01 Adopt the ICAS ESL Report: 2020 Update

Whereas, English language learners (ELLs) represent an important demographic served across the three segments of higher education in California;

Whereas, The complexities in addressing the needs of ELLs in California public higher education remain unchanged in the last fifteen years, and recent statewide legislation along with national and international developments have rendered the landscape even more precarious for ESL instruction and support services;

Whereas, Faculty, intersegmental groups, and professional organizations are concerned with and seeking to prioritize meeting the specific needs of ELL students; and

Whereas, Legislators and local and statewide governmental entities may benefit from a greater understanding of ELL students and ESL instruction needs in colleges and universities to support intersegmental communication and coordination for ELL student success;

Resolved, That the Academic Senate for California Community Colleges adopt the Intersegmental Committee of Academic Senates (ICAS) ESL Task Force Report: A 2020 Update; and

Resolved, That the Academic Senate for California Community Colleges work with segment partners to advocate and support the recommendations in the ESL Task Force Report: A 2020 Update in order to provide ELL students equitable access to educational opportunities and pathways.

Contact: ASCCC Executive Committee

17.0 LOCAL SENATES

*17.01 F21 Local Senate Policies Regarding Textbook Adoption

Whereas, Faculty have both the academic freedom to select the course materials they deem most appropriate (Resolution 19.01 F04) and the responsibility to consider the cost burden as they do so (Title 5, § 59404);

Whereas, Provisions of the Higher Education Opportunity Act require each institution of higher education receiving federal financial assistance to "disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes";

Whereas, California Education Code §66406.9 requires the California Community Colleges to "clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions"; and

Whereas, Students who register for a course and act on the available course information, purchasing a nonreturnable text or choosing a section that is identified as no-cost or low-cost, should not be negatively impacted in the event that the instructor of record changes;

Resolved, That the Academic Senate for California for Community Colleges provide guidance to local senates in developing policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources by Fall of 2022; and

Resolved, That the Academic Senate for California for Community Colleges encourage local senates to adopt policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

19.0 PROFESSIONAL STANDARDS

19.01 F21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices

Whereas, faculty must meet two minimum qualifications for employment at California Community Colleges: a discipline-specific qualification aligned with minimum discipline standards set in the Minimum Qualifications for Faculty and Administrators in the California Community Colleges and "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students" (CA Ed Code §87360(a)); yet current screening and selection practices at most colleges focus solely on the discipline-specific minimum qualification; and

Whereas, Academic Senate for California Community Colleges delegates passed Resolution 12.01 (Fall 2015), which acknowledged that hiring faculty who have a sensitivity and understanding of diverse students positively impacts student success, consistent with research included in the Chancellor's Office Diversity, Equity, and Inclusion Task Force *Literature Review on Faculty, Staff, and Student Diversity* (2019) and *Report* (2020);

Whereas, Strategies in the Recommendations from the Vision for Success Diversity, Equity, and Inclusion Task Force call for implementation of innovative and hiring and outreach practices focused on diversity, revised procedures that address diversity, equity, and inclusion to reduce bias in the hiring process, and inclusion of cross functional staff in hiring and screening committees; and

Whereas, at its August 12-14, 2021 meeting, the Executive Committee of the Academic Senate for California Community Colleges took action to support the Association of Chief Human Resource Officers (ACHRO) Screening and Selection Recommendations (July 23, 2021 version) for innovative hiring practices focused on diversity, developed in collaboration with associations represented on the Vision for Success Diversity, Equity, and Inclusion Workgroup, including trustees, chief executive officers (CEOs), chief instructional officers (CIOs), chief student services officers (CSSOs), chief business officers (CBOs), and the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges endorse the ACHRO draft Screening and Selection Process Recommendations; and

Resolved, That the Academic Senate for California Community Colleges commit to continued partnership with ACHRO and other associations for the implementation of the actions included in the Screening and Selection Recommendations and the DEI Implementation Workgroup recommendations and development of professional development resources to support local senate implementation efforts.

Contact: ASCCC Executive Committee

Faculty Support for the LGBTQIA+ Community at Chaffey - sharing pronouns

(1) Not a mandate / requirement

(2) Academic Senate Context

10+2 Items

#8 - Policies for faculty professional development activities

#11 - Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate

March 9, 2021

10.2 Action Item:

LGBTQIA+ Inclusivity Statement workgroup: Resolution and Update - Robin Witt

Motion for Approval - Senator Witt moved to adopt the LGBTQIA+ Resolution. Senator Gunderson seconded the motion. The motion was approved. 3.9.21, 22/0.

https://www.chaffey.edu/faculty-staff/faculty-senate/docs/spring-2021/03092021-faculty-senate-minutes-website.pdf

(3) Draft Email

Sharing Your Pronouns in Zoom, Canvas, and Email

Dear Chaffey Colleagues,

The Academic Senate encourages and supports faculty to share your pronouns in Zoom, Canvas, and email signatures as it aligns with creating an inclusive educational environment for our LGBTQIA+ community at Chaffey.

This is not a requirement, and there are other ways that faculty can show support for the LGBTQIA+ community at the college. The Senate recognizes that the sharing of pronouns is an individual choice and that all may not be comfortable with doing so.

This article provides some background on this practice, and this quote is most helpful: "Adding these words to your email signature has the practical benefit of making clear how you would like to be referred to, while also signalling to the recipient that you will respect their gender identity and choice of pronouns. It is an effective way of normalising

discussions about gender and creating an inclusive work environment for transgender and non-binary people."
https://www.forbes.com/sites/jamiewareham/2020/12/30/should-you-put-pronouns-in-email-signatures-and-social-media-bios/?sh=459c82766320

You can find additional information here:
https://www.edi.nih.gov/people/sep/lgbti/pride-2021

https://www.mypronouns.org/sharing

If you choose to share your pronouns,
• in Zoom, you may add your pronouns after your last-name in your profile / name boxes. The college might also enable the pronouns option in the future.
https://blog.zoom.us/zoom-pronoun-sharing/

• the pronouns setting is already available in Canvas, so you may follow these steps.
https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-an/ta-p/1127

Thank you for participating in the ongoing conversation about inclusivity on our campus.

Sincerely,
Neil Watkins
Academic Senate President

National Institutes of Health
Office of Equity, Diversity, and Inclusion

Sexual & Gender Minority   About   Pride 2021   Safe Zone   Campaigns   Research   Resources   Back to Portfolios

Engaging communities. Influencing change.

using PRONOUNS to demonstrate ALLYSHIP

Message from the Strategist

The purpose of our 2021 PRIDE campaign is to help demonstrate allyship, one of the most critical activities that makes the NIH a more inclusive environment for all employees, patients, and visitors.

"By sharing our own pronouns routinely, we encourage others to do the same and demonstrate that we understand the importance of sharing pronouns. Using someone's correct pronouns is an important way of affirming someone's identity and is a fundamental step in being an ally."[1]

WHAT ARE PRONOUNS?

Pronouns are the way we refer to each other in the third person.

People may use multiple pronouns in different combinations and **there are many gender identities and pronouns beyond these listed.**

People may choose to explain why they use specific pronouns, or it may be a private matter. Some people who are **gender-neutral or transitioning** may use non-binary/inclusive pronouns.

↳ what does GENDER NEUTRAL & GENDER EXPANSIVE mean?

An umbrella term sometimes used to describe people who expand notions of gender expression and identity beyond perceived or expected societal gender norms…

GENDER-SPECIFIC PRONOUNS:

HE HIM HIS   SHE HER HERS

GENDER-NEUTRAL PRONOUNS:

THEY THEM THEIRS   ZE SIE ZIE HIR   PRONOUNCED: zee see zee hear

why PRONOUNS are important in the workplace:

+ shows respect
+ creates an inclusive work environment
+ more people are in the workforce who identify as transgender and/or gender expansive/non-binary

PRONOUNS in action:

"**They** are a writer and wrote that book **themself**. Those ideas are **theirs**. I like both **them** and **their** ideas."

"**Ze** is a writer and wrote that book **hirself**. Those ideas are **hirs**. I like both **hir** and **hir** ideas."

how to use PRONOUNS to demonstrate allyship:

If you find yourself unsure of someone's pronoun, **be attentive** to how others refer to this person.

If you are still unclear or concerned that people might be using the incorrect pronoun, **politely and privately** ask that person what pronoun they use.

THEO
He/They

Start meetings with everyone introducing themselves and stating their pronouns.

Include your pronouns in your **email signature**.

Hello, my name is Anna
MY PRONOUNS ARE
she/hers

When attending meetings or events, **add your pronouns to your name tag.**

↳ **REMINDER:**
he/him/his   they/them/theirs
she/her/hers   ze/sie/zie/hir

BEST PRACTICES:

⚠ **Acknowledge mistakes, apologize, and correct yourself when using the wrong pronoun.**

✓ Ensure that you do not make a big deal out of the mistake. **Make the correction & move forward in the conversation.** Most people appreciate a quick apology and correction at the time of the mistake!

💙 Using a person's pronouns correctly is a way to **respect** someone and **create an inclusive environment**, just as using a person's name can be a way to respect them!

LEARN MORE:

Stay up-to-date on this evolving topic by bookmarking: **https://go.usa.gov/x6aj3**

Authors:
EDI SGM Portfolio and SGM Engagement Committee with LGBT-Fellows and Friends and Salutaris: The NIH SGM Employee Resource Group

Safe Zone ?

Sources:
"Pronouns Matter" | https://www.mypronouns.org
"Gender Pronouns: A Provider's Guide to Referring to Transgender Patients" https://www.prideinpractice.org/articles/transgender-pronouns-guide/
"Personal Pronouns" | https://teaching.cambriancollege.ca/personal-pronouns/

National Institutes of Health
Office of Equity, Diversity, and Inclusion

Print/Download this infographic.

Revisiting: Lesbian, Gay, Bisexual, Transgender - What's the Difference?
by Bali White

SHE/HER   HE/HIM   THEY/THEM
THEY/THEM   SHE/HER   HE/HIM
ZE/HIR   HE/HIM   THEY/THEM

Revisiting: What are Gender Pronouns? Why Do They Matter? Updated June 2021
by Gemma Martin, Louis Choporis & Bali White

Live Event:
June 16, 2021
12p - 1p EST

#NIHPronounAlly   #NIHAllyship
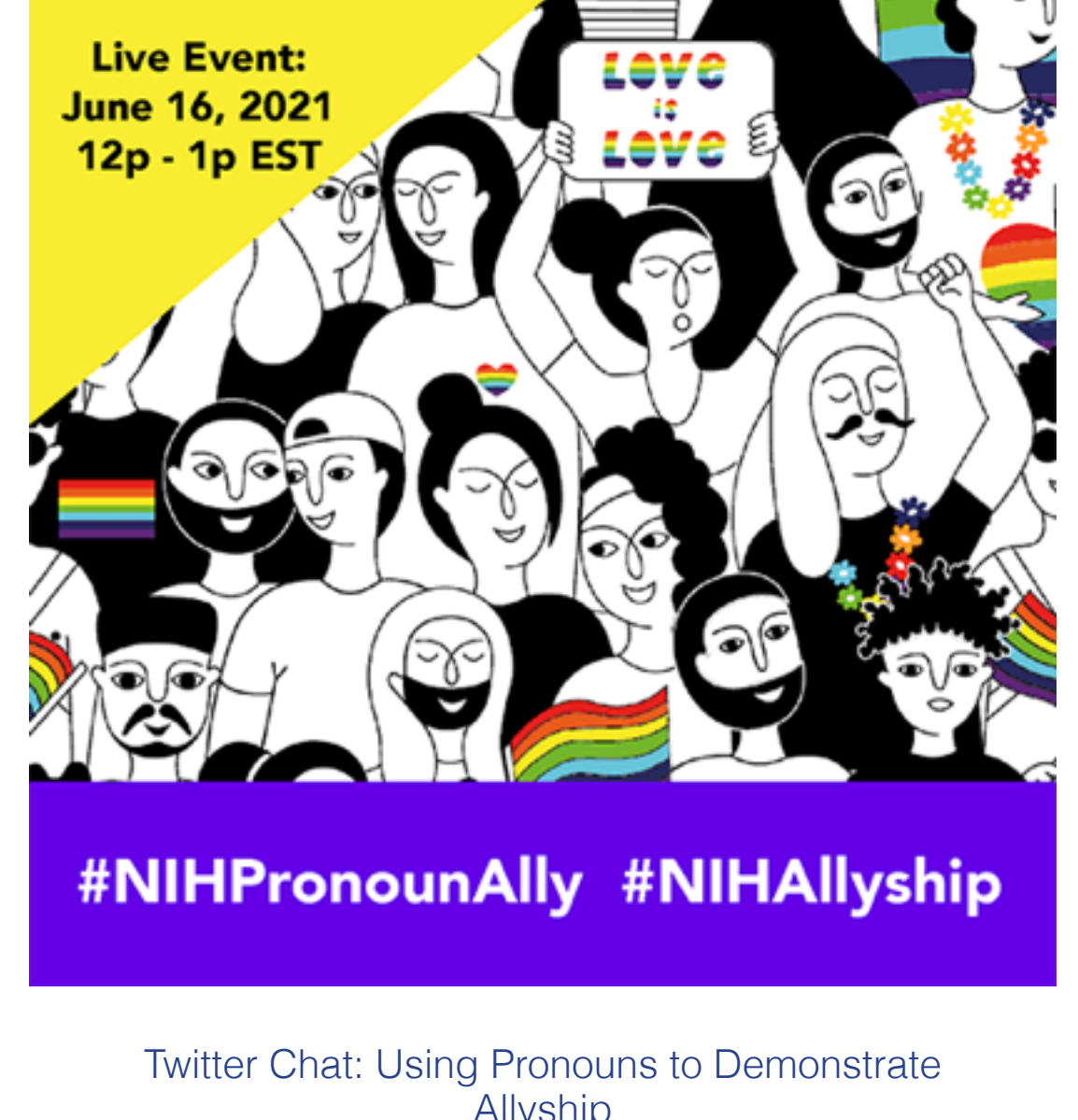
Twitter Chat: Using Pronouns to Demonstrate Allyship
Hosted by EDI & SGMRO

Live Event:
June 23, 2021
1p-2p EST
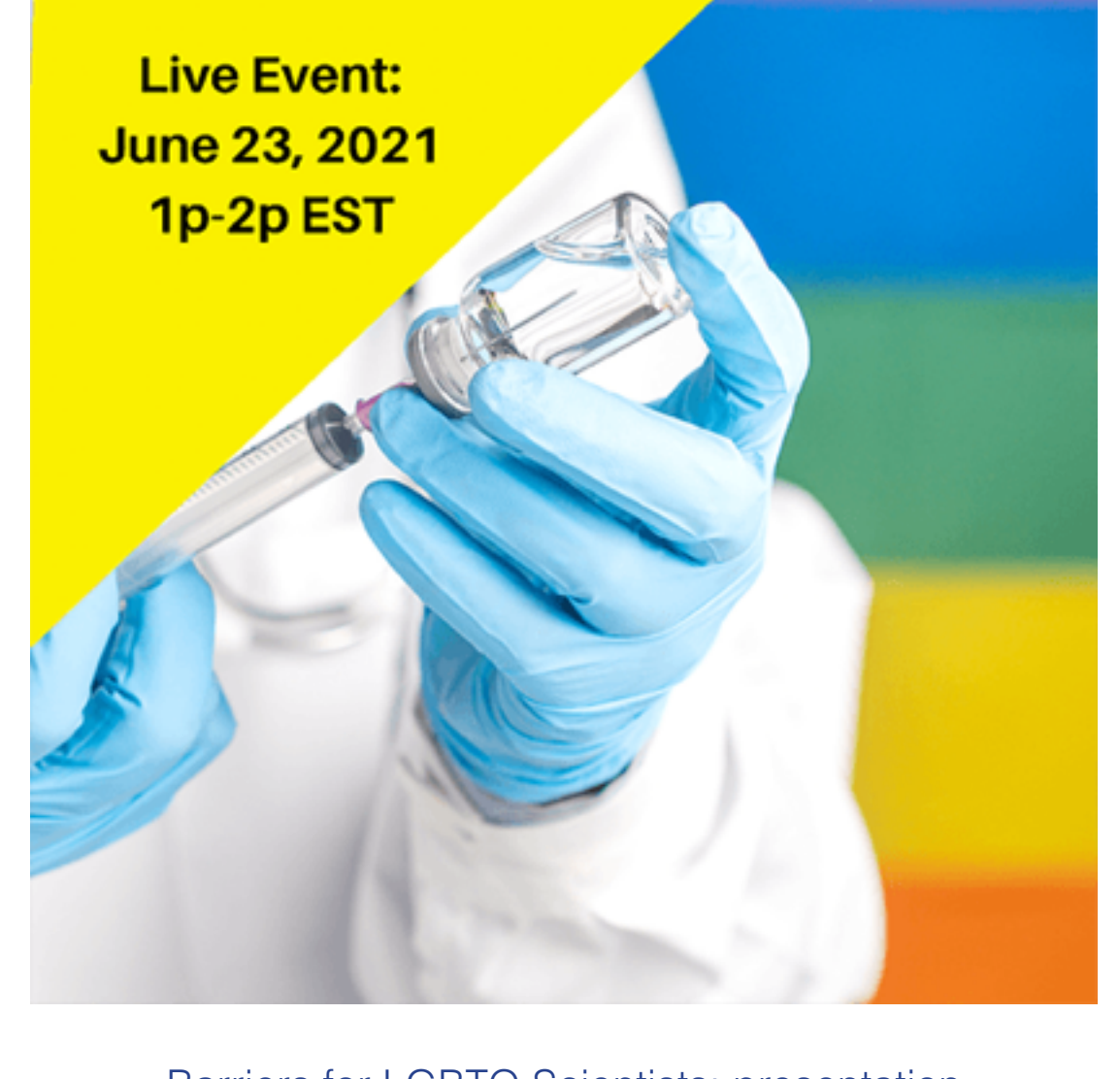
Barriers for LGBTQ Scientists: presentation by Dr. Erin A. Cech , Department of Sociology, University of Michigan, Ann Arbor, MI
Hosted by EDI and Salutaris: the NIH SGM Employee Resource Group

Live Event:
June 23, 2021
3p - 4p EST

NIEHS Panel Discussion: What Brings us Here - Experiences & Perspectives...
Hosted by EDI & NIEHS
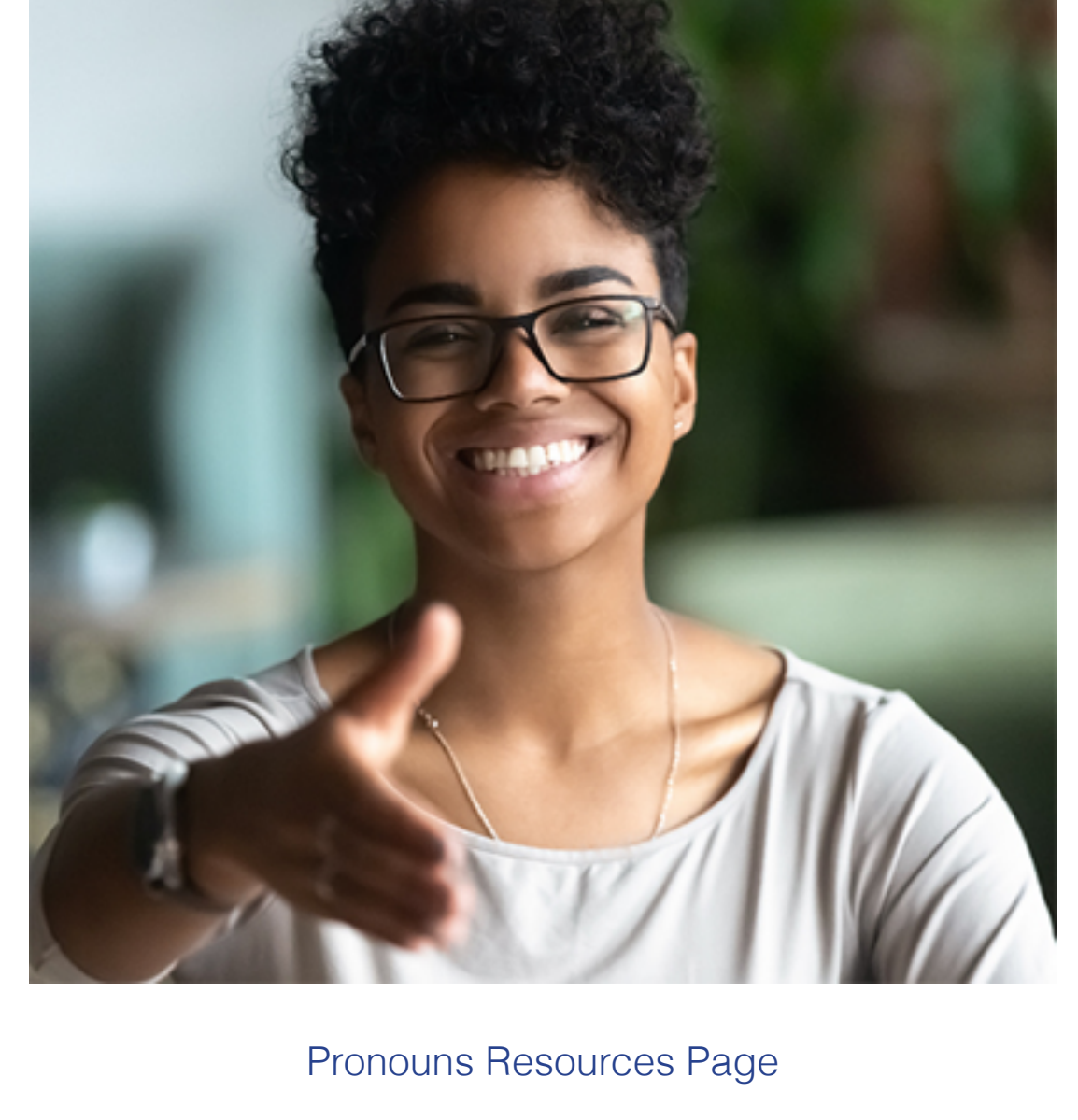
Pronouns Resources Page

LGBT labels and Safe(r) Language

Sexual & Gender Minority Updated Terminology

A Message from Leadership

NIH Director's Message: Pride 2021
by Dr. Francis Collins

EDI Acting Director's Message: Pride 2021
by Treava Hopkins-Laboy

HE/HIM/HIS
THEY/THEM/THEIRS
SHE/HER/HERS
ZE/ZIE/SIE/ZIR

Follow the Pride Month campaign on our social sites throughout the month of June.
#NIHPronounAlly
#NIHAllyship

@NIH_EDI

[1] "A Guide To Pronouns for Allies," University of California, Davis LGBTQIA Resource Center

Consulting
Guidance
Strategy
Customer Outreach

People
Portfolios
Change Agents
Game Changers
Get Connected

Training
Courses
The Cadre
Contact Us

Resolutions
About
Complaints
Remedies
The Specialists
Resources

Data
About
Resources
Contact Us

More
The Office
The Agency
Social Media

Senators / Alternate Senators Italicized		Present	Approval of Agenda 10.19.21	Approval of 10.12.21 Minutes	Approval of Consent Agenda 10.19.21	Approval of AP 4236 with changes recommended by subcommittee	Formation of work group to work on encouraging Canvas use in F2F classes	Approve email drafted by pronoun work group to be distributed	
Representation	Name								
President	Neil Watkins	y							
Vice President/President Elect	Sarah Cotton	y	y	y	y	y	y	y	
Secretary/Treasurer	Elizabeth "Liz" Encarnacion	y	y	y	y	y	y	y	
Curriculum Chair	Angela Burk-Herrick	y	y	y	y	y	y	y	
Business & Applied Technology	Tracy Kocher								
Business & Applied Technology	Bruce Osburn	y	y	y	y	y	y	y	
*Business & Applied Technology Alternate	William "Bill" O'Neil								
Chino/Fontana	Daniel Bentum	y	y	y	y	y	y	y	
Chino/Fontana	Tara Johnson	y	y	y	y	y	y	y	
*Chino/Fontana Alternate	Manar Hijaz	y							
Health Sciences	Lisa Doget								
Health Sciences	Jayne Clark-Frize								
*Health Sciences Alternate	Jordan Hung								
Instructional Support	Christina Holdiness	y	y	y	y	y	y	y	
Instructional Support	Mary Jane Ross								
Instructional Support Alternate	Shelley Marcus	y	y	y	y	y	y	y	
Kinesiology, Nutrition, & Athletics	Jeff Harlow	y	y	y	y	y	y		
Kinesiology, Nutrition, & Athletics	Elaine Martinez	y	y	y	y	y	y	y	
Kinesiology, Nutrition, & Athletics Alternate	Candice Hines-Tinsley	y						y	
Language Arts	Elizabeth "Liz" Encarnacion								
Language Arts	Steve Shelton	y	y	y	y	y	y	y	
*Language Arts Alternate	Leona Fisher	y							
Mathematics & Science	Mark Gutierrez								
Mathematics & Science	Elizabeth Cannis	y	y	y	y	y	y	y	
Mathematics & Science Alternate	Diana Cosand	y	y	y	y	y	y	y	
Social & Behavioral Sciences	Dan Kern	y	y	y	y	y	y	y	
Social & Behavioral Sciences	Pak Tang	y	y	y	y	y	y	y	
*Social & Behavioral Sciences Alternate	Sergio Gomez								
Student Services	Jackie Boboye	y	y	y	y	y	y	y	
Student Services	Michelle Martinez	y	y	a	y	y	y	y	
* Student Services Alternate	Myra Andrade								
Visual and Performing Arts	Erik Jacobson	y	y	y	y	y	y	y	
Visual and Performing Arts	Patrick Aranda								
*Visual and Performing Arts Alternate	Leta Ming	y	y	y	y	y	y	y	
Senator-At-Large	Robin Witt	y	y	a	y	y	y	y	
Senator-At-Large	Tamari Jenkins	y	y	a	y	y	y	y	
Senator-At-Large	Sarah Cotton								
Adjunct Senator-at-Large	Patty Peoples	y	y	y	y	y	y	y	
Adjunct Senator-at-Large	John Glass						y	y	
*Adjunct Alternate Senator	Vacant								
Classified Senate Liaison	Hope Ell								
RED indicates reported absence	PURPLE indicates reported tardy								
Total Yes Votes		26	22	19	22	22	23	23	0
Total No Votes			0	0	0	0	0	0	0
Total Abstentions			0	3	0	0	0	0	0

- = Not available during meeting to vote

37 members total - up to 27 voting at any given time. The President is a non-voting member. Curriculum Chair now votes per 8.25.20 meeting.

President ONLY votes to break a tie.

A quorum shall consist of two-thirds of the voting members of the Faculty Senate

18 members are needed for QUORUM

37 Present at this meeting = 27 members, 10 visitors

10.19.21 Academic Senate Meeting