

ACADEMIC SENATE MINUTES

APRIL 30, 2024

Nicole DeRose	President	2023-2025	P
Elizabeth “Liz” Encarnacion	Vice President	2023-2024	P
Robin Witt	Secretary/Treasurer	2023-2024	P
Angela Burk – Herrick	Curriculum Chair	2023-2025	A
Jonathan Polidano	Business & Applied Technology	2023-2025	A
Jay Scott	Business & Applied Technology	2022-2024	P
Robert Nazar	Chino Campus	2023-2025	P
Jinny Lee	Chino Campus	2022-2024	P
Anthony Guaracha	Fontana Campus	2023-2025	P
Vacant	Fontana Campus	2022-2024	
Omar Estrada	Health Sciences	2023-2025	A
Terzah DePonte	Health Sciences	2022-2024	P
Tara Johnson	HFIC	2023-2025	P
Vacant	HFIC	2023-2025	
Christina Holdiness	Instructional Support	2023-2025	P
Terezita Reyes Overduin	Instructional Support	2022-2024	P
Annette Henry	Kinesiology, Nutrition & Athletics	2023-2025	P
Candice Hines-Tinsley	Kinesiology, Nutrition & Athletics	2022-2024	P
Phatana Ith	Language Arts	2023-2025	P
Elizabeth “Liz” Encarnacion	Language Arts	2022-2024	P
Robin Witt	Mathematics & Science	2023-2025	P
Mark Gutierrez	Mathematics & Science	2022-2024	P
Patricia Gomez	Social & Behavioral Sciences	2023-2025	P
Vacant	Social & Behavioral Sciences	2022-2024	
Michelle Martinez	Student Services	2023-2025	P
Jackie Boboye	Student Services	2022-2024	A
Leta Ming	Visual & Performing Arts	2023-2025	P
Sheila Malone	Visual & Performing Arts	2022-2024	A
Tamari Jenkins	Senator-At-Large	2023-2026	A
Jackson Tropp	Senator-At-Large	2022-2025	P
Sarah Chamberlain	Senator-At-Large	2021-2024	P
Tina Kuo	Adjunct Senator-At-Large	2023-2025	P
Shelly R. Jackson	Adjunct Senator-At-Large	2022-2024	P
Alternates			
Vacant	Business & Applied Technology	2023-2025	
Manar Hijaz	Chino Campus	2023-2025	A
Greg Creel	Fontana Campus	2023-2025	A
Lisa Doget	Health Sciences	2023-2025	A
Vacant	HFIC	2022-2024	
Shelley Marcus	Instructional Support	2023-2025	P
Robert Hadaway	Kinesiology, Nutrition, & Athletics	2023-2025	A
Leona Fisher	Language Arts	2022-2024	P
Diana Cosand	Mathematics & Science	2023-2025	A
Vacant	Social & Behavioral Sciences	2022-2024	
Fabiola Espitia	Student Services	2023-2025	A
Susanna Galvez	Student Services	2022-2024	A
Vacant	Visual & Performing Arts	2023-2025	
Vacant	Adjunct Alternate Senator	2023-2025	
Sarah Schmidt	Classified Senate Liaison	2023-2025	A
Ryan Thomas	Chaffey College Student Liaison	2023-2024	P

Guests:

Fernando Melgar, Journalism Student, Chaffey College
Lissa Napoli, Administrative Assistant, Academic Senate

1. P.E. (12:30 P.M.)**2. CALL TO ORDER (12:52 P.M.)****2.1 Land Acknowledgement**

With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.

2.2 Attendee Identification (Chino and Fontana Senators, cameras must be on and turn off all virtual backgrounds.)**3. PUBLIC COMMENT** (Reserved for Guests only and limited to two minutes.)**4. ADOPTION OF AGENDA**

- April 30, 2024
- **Motion for Approval** - Vice President Encarnacion moved to adopt the agenda for 4.30.24. Senator Ming seconded the motion. The motion was approved. 4.30.24, 21Y/0N/0A.

5. CONSENT AGENDA**5.1 Foundation Account:**

- 5.1.1 Approval of funds not to exceed \$400 for faculty incentives for the 2024-2025 academic year.
- 5.1.2 Approval of funds not to exceed \$200.00 to open a purchase order with Sparkletts water for the 2024-2025 academic year
- 5.1.3 Approval of funds not to exceed \$400.00 to open a purchase order with Picazo's Flower Designs for the 2024-2025 academic year
- 5.1.4 Approval of funds not to exceed \$200.00 to open a purchase order with Fast Signs for the 2024-2025 academic year (Perpetual plaques for Academic Senate Presidents and Faculty Lecture of the Year)
- 5.1.5 Approval of funds not to exceed \$600.00 to open a purchase order with Champion Awards & Specialties for the 2024-2025 academic year (Meritorious and Faculty Lecture of the Year plaques)
- 5.1.6 Approval of funds for miscellaneous food and supplies for the Senate Retreat (Convocation)
- 5.1.7 Approval of funds for miscellaneous food and supplies for the New Hire Welcome Reception
- 5.1.8 Approval of funds for miscellaneous food and supplies for the Faculty Senate/Curriculum/Holiday Celebration

5.2 April 23, 2024 Meeting Minutes. See attachment titled, “Academic Senate Minutes DRAFT”

5.3 **Faculty representatives that have been requested to serve on these selection/hiring committees:**
see "[AP 7120 Committee Compositions](#)"

5.3.1 Director, Purchasing Services

Marlene Soto, Radiologic Technology, HS

5.3.2 Senior Accounting Technician

Naomi McCool, Sociology, PCS

5.4 **Faculty representatives that have been requested to serve on these campus committees:**

5.4.1 Health and Safety Committee

Jianmei Wang, Chemistry, STEM

Lauren Lopez, ADN, HS

5.4.2 FSC Advisory Board

Jianmei Wang, Chemistry, STEM

5.4.3 Career Education Advisory Committee

Sarah Davila, Public Health, HS

- **Motion for Approval** - Vice President Encarnacion moved to approve the Consent Agenda for 4.30.24. Senator Ming seconded the motion. The motion was approved. 4.30.24, 21Y/0N/0A.

6. REPORT

6.1 **President** - see attachment titled “Academic Senate President Report for April 30, 2024”

6.2 **Vice President** - no report

6.3 **Secretary/Treasurer** - see attachment titled “Technology Needs”

6.4 **Curriculum** - no report

6.5 **Classified Senate Liaison, President**, Sarah Schmidt - no report

6.6 **CCSG Liaison, Director of Finance**, Ryan Thomas

- Voter Party for students in the Rancho campus quad on Monday, May 6, 12:30-2pm. There will be a food truck and Kona Ice! Encourage your students to register to vote.

7. **GUEST(S)/PRESENTATION(S)*15 minutes max** - Senator Polidano will present the CEAC Committee Report and Discussion about the Equivalency Process ([AP 7211](#)) at Chaffey. See attachment titled "Career Education Advisory Committee (CEAC) Update and AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies"

- Senators are asked to read through these materials. We will re-visit in the Fall.
- The Career Education Advisory Committee (CEAC) is looking for more faculty to join.
- Senators expressed concern that the faculty equivalency process is not well advertised.

8. UNFINISHED BUSINESS *10 minutes max

8.1 Discussion/Action Item: Meritorious Service Award nominations and recipient selection. See each attachment for nominations titled “Donna Colondres, John Machado, Eva Rose and Sherm Taylor.”

- Each of these super stars contributed to our community in different ways. We are excited to honor them on November 12, 2024.
- **Motion for Approval** - Senator Johnson moved to Approve Meritorious Service Award nominations and recipient selection. Senator Chamberlain seconded the motion. The motion was approved. 4.30.24, 21Y/0N/0A.

8.2 Discussion Item/Possible Action Item: Draft Diversity, Equity, Inclusion, Anti-Racism and Accessibility (DEIAA) definitions for endorsement. See attachment titled, “DRAFT: Academic Senate endorsed DEIAA definitions, for review April 23, 2024.”

- Accessibility section edits:
 - Replace “effectiveness“ with “equally effective”
 - Change “person” to “person’s”
 - Spell out “ICT” which stands for “Information and Communication Technology”
- **Motion for Approval** - Vice President Encarnacion moved to endorse Draft DEIAA with the suggested edits. Senator Holdiness seconded the motion. The motion was approved. 4.30.24, 21Y/0N/0A.

8.3 Sabbatical Resource Workgroup Update - Sabbatical Handbook Revisions. See attachment titled, SABBATICAL LEAVES: PROCEDURES AND DOCUMENTATION, Revised Spring 2024.

- The sabbatical resources will be housed in the Academic Senate Canvas shell.
- **Motion for Approval** - Vice President Encarnacion moved to approve Sabbatical Handbook Revisions. Senator Henry seconded the motion. The motion was approved. 4.30.24, 19Y/0N/0A.

9. NEW BUSINESS *10 minutes max per item

9.2 Information Item: CBA 18.3.5 Petition for Increased Load for Lab, Studio, or Activity (Lab-Based) Courses - Description and selection of the future standing Load Petition Committee. See attachment titled "18.3.5 Petition for Increased Load for Lab, Studio, or Activity (Lab-Based) Courses."

- A call for faculty to serve on the Load Petition Committee will be sent this Fall 2024.

10. FLOOR ITEMS *10 minutes max (Reserved to raise concerns within the Academic Senate scope. The Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)

- On Faculty Lecture of the Year, April 16, 2024 the dean allowed the library to be open with no faculty present (faculty were attending the lecture and other flex workshops).
- Distance Education (DE) coaches will not be continued.

- Ethnic Studies Summit is Tuesday, May 7 in WH-142.
- Next Senate meeting will be in the Faculty Success Center (ATL-109). We will honor student scholarship recipients, welcome new senators, and say goodbye and thank you to outgoing senators.

11. ANNOUNCEMENTS

11.1 Chaffey College Academic Senate

11.2 Academic Senate for California Community Colleges (ASCCC) Information

11.2.1 Check out Academic Senate for California Community Colleges webpage for other great webinars/events at asccc.org

12. ADJOURNMENT (1:50 P.M.)

**The Next Academic Senate is Scheduled for Tuesday, May 7, 2024
in the Faculty Success Center (ATL-110)**

Lissa A. Napoli, Recording Secretary

Robin Witt, Treasurer / Secretary

Academic Senate President Report for April 30, 2024

Opportunity to Provide Recommendations for Improving Technology

- The Technology Committee is hiring an outside consultant to do anonymous emails and/or interviews with individuals and areas for input on the technology strategic plan. The consultants contact information is shown here:

Deborah Lundford
deborah@cambridgewestpartnership.com
(714).322.9911

- The math department came up with several recommendations, which could be shared with the consultant. Should you or your areas have suggestions, please contact the consultant using the information provided.

Summary from ASCCC's Spring 2024 Plenary Session

- One of the sessions I attended was titled "Harnessing Local Resolutions for Radical Transformation". The presentation PowerPoint file is available for download using this link: [Harnessing Local Resolutions for Radical Transformation | ASCCC](#). This presentation contains information and ideas that will be useful should Academic Senate decide to develop and adopt resolutions in the future.
- Resolutions summary report. See below.

ASCCC 2024 Spring Plenary Event Resolutions and Elections Summary and Report to Academic Senate, April 2024

[2024 Spring Plenary Session | ASCCC](#)

- PowerPoint presentations can be accessed at the above link by expanding the Presentation Materials tab, then selecting the desired presentation. A new tab will open. Click on the link to download.
- The program can also be accessed using the same link.

[Resolutions Process | ASCCC](#) The final adopted resolutions packet is available on this page as a downloadable file. The table below is a summary of selected resolutions and does not represent the full resolutions packet.

- Twice per academic year, the ASCCC convenes for plenary. Resolutions are reviewed prior to and during plenary in preparation for resolution debate and voting, which occurs on the last day of plenary. Delegates vote on resolutions, which direct the ASCCC to do something such as prepare support materials, resources, or take positions. The spring 2024 resolutions can be accessed using the link above.
- Resolutions and amendments were up for debate and voting on Saturday April 20. The table below compiles and highlights the voting results for selected resolutions by topic. See the full packet for all resolutions.
- The numbering system was changed for this plenary packet. See page 4 of the full packet for the new categories pilot explanation.

Resolution	Direction	Status
Area/Topic	STEM &/or CalGETC	
102.01 S24 Cal-GETC, Catalog Rights, and Oral Communication Courses	Resolved, That the ASCCC work with the Intersegmental Committee of the Academic Senates to advocate for oral communication courses completed prior to Fall 2025 that meet the Intersegmental General Education Transfer Curriculum Area 1C being honored for the purposes of the California General Education Transfer Curriculum certification regardless of a student's catalog rights.	Consent
102.02 S24 Explore Opportunities and Challenges of a Modified Cal-GETC Subject Area 5	Resolved, That the ASCCC work with the Intersegmental Committee of Academic Senates to explore the opportunities and challenges of a modified California General Education Transfer Curriculum Subject Area 5: Physical and Biological Sciences that would require two courses from different academic disciplines where at least one course includes a lab instead of specifying one course from each area.	Passed.
102.03 S24 Partial Cal-GETC Certification for High-Unit STEM Majors	<p>Resolved, That the ASCCC support that students have access to an equitable college experience whether beginning their college education at a 4-year institution or beginning at a California community college and transferring to a 4-year institution;</p> <p>Resolved, That the ASCCC work with the Academic Senate of the California State University, the California Community Colleges Chancellor's Office, the California State University Chancellor's Office, and the California Intersegmental Articulation Council to establish protocols for partial California General Education Transfer Curriculum certification;</p> <p>Resolved, That the ASCCC work with the California Community Colleges Chancellor's Office and the California State University Chancellor's Office to permit partial California General Education Transfer Curriculum certification for high-unit science, technology, engineering, and mathematics associate degrees for transfer provided that the California State University has similar majors that could be completed in 60 units after transfer; and</p> <p>Resolved, That the ASCCC work with the California Community Colleges Chancellor's Office to permit colleges to award an associate degree for transfer to students that receive a partial California General Education Transfer Curriculum certification.</p>	Passed.
102.04 S24 Streamlining Transfer for STEM Majors	<p>Resolved, That the ASCCC explore the value and implications of the creation of Model Certificates of Achievement that would increase access to admission priority for students in high-unit STEM majors as they prepare for transfer, and provide a report back at the 2025 Spring Plenary Session; and</p> <p>Resolved, That the ASCCC provide professional learning resources that encourage local curriculum committees to explore and share innovative practices (e.g., stacked certificates for transfer, and reverse transfer) to address high-unit science, technology, engineering, and mathematics degrees.</p>	Passed.
114.05 S24 Advocate for STEM Students to be Allowed to Take Non-validated	Resolved, That the ASCCC encourage the California Community College's Chancellor's Office to reconsider its implementation guidance of AB 1705 (Irwin, 2022) as delineated in the February 27, 2024 Guidance Memo ESLIE 24-15 in such a way that it follows the language of section 3(f)(2) and section 3(i) and allows any	

<p>"pre-calculus" Classes as Electives</p>	<p>science, technology, engineering, and math (STEM) student to take trigonometry (C-ID 851), college algebra (C-ID 150 or 151), or pre-calculus and trigonometry (C-ID 955 or 155) at California Community Colleges that do not "validate" the course, so long as the course is not taken before the student is placed and enrolled in calculus, it is offered as an elective, "the college [does] not recommend or require students to enroll in that course," and the college notifies "students who continue to enroll in the course that it is optional and does not improve their chances of completing calculus for their STEM program.", as required by AB 1705 (Irwin, 2022).</p>	
<p>114.06 S24 Update Transfer Level Gateway Completion Dashboard</p>	<p>Resolved, That the ASCCC request that the California Community Colleges Chancellor's Office Transfer Level Gateway Completion Dashboard include a data element on all student enrollment, including enrollment data prior to census date;</p> <p>Resolved, That the ASCCC request that the California Community Colleges Chancellor's Office Transfer Level Gateway Completion Dashboard include a data element on the number of science, technology, engineering, and math students before and after the implementation stages of AB 1705 (Irwin, 2022), the first stage which eliminated intermediate algebra, and the second stage that will eliminate pre-calculus courses;</p> <p>Resolved, That the ASCCC request that the California Community Colleges Chancellor's Office (CCCCO) compare the withdrawal pre-census data to the post-census student success data and include this comparison in the CCCCCO's Transfer Level Gateway Completion Dashboard; and</p> <p>Resolved, That the ASCCC request that the California Community Colleges Chancellor's Office utilize both student access and withdrawal data in math courses when implementing the <i>Vision 2030</i>.</p>	<p>Consent.</p>
<p>Area/Topic Baccalaureate Degree Program</p>		
<p>113.01 S24 Support SB 895 (Roth, as of March 9, 2024) to Establish the Baccalaureate Degree in Nursing Pilot Program</p>	<p>Resolved, That the ASCCC support SB 895 (Roth, as of March 9, 2024) to establish the Baccalaureate Degree in Nursing Pilot Program.</p>	<p>Passed.</p>
<p>Area/Topic Dual Enrollment</p>		
<p>103.01 S24 Expanding Grading Options for Dual Enrollment Courses</p>	<p>Resolved, That the ASCCC work with the Intersegmental Committee of the Academic Senates, California State University Chancellor's Office, and the University of California Office of the President to consider allowing college courses completed with pass/no-pass by dual enrollment students to satisfy the A-G subject requirements for the California State University and University of California.</p>	<p>Passed.</p>
<p>114.01 S24</p>		
<p>Area/Topic Equity</p>		
<p>113.02 S24 Support ACR 147 (Alvarez as of February 16, 2024):</p>	<p>Resolved, That the ASCCC support the passage of ACR 147 (Alvarez, as of February 16, 2024) and the designation of November 8, 2024, as "California's First-Generation College Celebration Day"</p>	<p>Acclamation.</p>

<p>California's First-Generation College Celebration Day</p>	<p>and encourages local senates to actively recognize and celebrate this day; and</p> <p>Resolved, That the ASCCC work collaboratively with system partners to develop and enhance programs and services that specifically address the needs of first-generation college students, supporting their access to higher education and fostering their retention and completion rates.</p>	
<p>113.03 S24 Support AB 2586 (Alvarez, as of February 14, 2024): Student Employment</p>	<p>Resolved, That the ASCCC support AB 2586 (Alvarez, as of February 14, 2024) to provide equal access to campus employment opportunities for all students, regardless of their immigration status, as it pertains to the California Community Colleges.</p>	<p>Acclamation.</p>
<p>113.06 S24 In Support of Documented Dreamers</p>	<p>Resolved, That the ASCCC support federal legislation that provides a path to citizenship, such as HR 3442 America's Children Act of 2023, and state legislation that provides financial relief and in-state tuition to the children of U.S. visa holders;</p> <p>Resolved, That the ASCCC work with the California Community Colleges Chancellor's Office and the Faculty Association for California Community Colleges to advocate for establishing and/or changing policy to support documented Dreamers' access to in-state tuition and financial aid and to reduce barriers to community college degree and certificate attainment and transfer; and</p> <p>Resolved, That the ASCCC work with the Student Senate of the California Community Colleges and system-wide partners to raise awareness in the California community colleges about the needs and challenges of documented Dreamers.</p>	<p>Passed.</p>
<p>Area/Topic</p>	<p>Credit for Prior Learning (CPL)</p>	
<p>105.03 S24 Supporting Credit for Prior Learning (CPL) Through the California Mapping Articulated Pathways (MAP) Initiative</p>	<p>Resolved, That the ASCCC work with the California Community Colleges Chancellors Office to expand collaboration and cooperation of colleges on credit for prior learning (CPL) through the California Mapping Articulated Pathways (MAP) Initiative making MAP a central repository for all approved CPL articulations, exhibits, and student CPL outcomes;</p> <p>Resolved, That the ASCCC encourage subject matter expert faculty across colleges and disciplines to work together to provide reviews and recommendations on credit for prior learning for statewide consideration and adoption at local colleges;</p> <p>Resolved, That the ASCCC encourage colleges currently awarding nontransferable large-unit course credit for training and academies leading to certification to explore and consider the potential benefits and adverse consequences to students of awarding transferrable course credit through credit for prior learning when the knowledge and competencies demonstrated by the certification are aligned with transferable course objectives and learning outcomes; and</p> <p>Resolved, That the ASCCC work with the California Mapping Articulated Pathways Initiative to support local academic senates and faculty with professional development support to expand</p>	<p>Passed.</p>

	credit for prior learning opportunities for their students on their campuses and statewide.	
Area/Topic	Distance Education/RSI	
107.01 S24 Supporting Regular and Substantive Interaction as an Academic and Professional Matter to Enhance Student Success and Meet Standards	Resolved, That the ASCCC work collaboratively with faculty distance education experts and groups such as the California Virtual Campus Online Education Initiative, the California Community College Accessibility Center, and California Community College Distance Education Coordinators' Organization to create a guide of exemplary regular and substantive interaction practices, peer to peer evaluation standards, and a model self-assessment rubric to be shared by Spring 2025.	Passed.
Area/Topic	Noncredit	
113.09 S24 Support Noncredit Instructional Programs Equitable and Affordable Access to Learning Opportunities for Students of All Ages	Resolved, That the ASCCC affirm the necessity of California's community colleges to provide equitable and affordable access to learning opportunities to students of all ages, in noncredit courses promoting tools for brain and physical health which enable seniors to live independent and quality lives, aligning with the California Governor's Executive Order N-14-19 established in the <i>Master Plan for Aging: 2030</i> ; and Resolved, That the ASCCC oppose the <i>Legislative Analyst's Office 2024-2025 Budget: California Community Colleges</i> report recommendations to restructure any of the noncredit approved instruction programs currently defined in California Education Code.	Consent
114.02 S24 Noncredit in the California Virtual Campus	Resolved, That the ASCCC work with the California Community Colleges Chancellor's Office and other appropriate higher education system partners with the goal of having the California Virtual Campus include noncredit courses from both home and teaching colleges, regardless of how the noncredit courses are coded, and with an adequate subject-based filter so students can more easily search for noncredit offerings.	Consent
Area/Topic	For the Curriculum Office	
101.03 S24 Developing an ASCCC-Annotated Version of Program and Course Approval Handbook (PCAH)	Resolved, That the ASCCC develop an ASCCC-annotated version of the Program and Course Approval Handbook (PCAH) providing guidance for integrating inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) into courses, programs, and processes for curriculum review and approval, with specific annotations to occur in commonly referenced portions of the PCAH and including links and references to IDEAA resources such as the <i>DEI in Curriculum: Model Principles and Practices</i> and the <i>DEI in Praxis: Models for Culturally Responsive Curriculum</i> resources currently on the ASCCC website under "IDEAA Tools and Resources," by Fall 2025 and disseminate widely.	Consent.

Technology Needs

Faculty are encouraged to send their own department version of a list like below to the consultant, Deborah Lundford at deborah@cambridgewestpartnership.com before May 16.

1. Better Wi-Fi on campus.
2. Faculty would like the ability to save our credentials in user accounts on classroom instructor stations. It is frustrating and time consuming to do the multi-factor authentication multiple times during one class session, especially when cell service is poor in some classrooms.
3. More regular upkeep of instructor stations and other technology.
4. Allow faculty some level of administrative access to download necessary updates and/or programs.
5. Sync MyChaffey Portal and Outlook sign-on so they are not separate processes.
6. Update instructional videos for faculty on how to use resources like classroom technology, MyChaffey, and other resources.
7. Install LANSchool on all devices and browsers and have better LANSchool training.
8. Continue to show waitlists on MyChaffey to students after classes start. Students email faculty when one seat shows as open for the course even when 20 students are still on the waitlist. Or students on the waitlist don't know they are still on the waitlist (and don't know their ranking on the waitlist).
9. Ability to email all students on the waitlist at once, or at least copy all email addresses to clipboard (as with enrolled list), to make it easier to message the students all at once.
10. Change Canvas settings to allow faculty to reply to student messages after a course ends.
11. Currently, faculty can reply to canvas messages through outlook, but cannot send attachments this way. Allow attachments to canvas messages through outlook.
12. Help students better understand the difference between "scheduled" sections and "registered" sections and when a student's "scheduled" class is full they should be directed to other open sections of that class.
13. Improve communication with students on how to use the portal.
14. Make Honors sections more obvious to students in Self-Service. Currently, students must click "Section Details" on each class and scroll down to see if it is designated as honors in "Additional Information."
15. Add the option of a tablet computer as a district device other than the current two options of a Mac or Dell. Tablets are needed to show students work/steps/drawings especially in STEM online classes. Tablets can be used during office hours, providing feedback on online work, and creating videos and other content for online courses.
16. Regular upkeep of iPads and Apple pencils - updates, charging, etc.

Career Education Advisory Committee (CEAC) Update

Career Education Advisory Committee (CEAC) is looking for faculty representation

Equivalency Topics

- Chaffey's current Equivalency determination process
- Communicating our equivalency process to applicants

Why do we need to review/reform our process?

October 2023: CTE Regional Implementation Convening (Department of Education and Chancellor's Office)

- "Understand and plan to address CTE teacher and faculty shortages"
- "Exploring strategies to address shortages"

November 2023-Current: CEAC Non-Credit Taskforce

- Chaffey's current equivalency review process leaves much to be desired in how "clear" the process is to applicants.
- Barriers exist that may limit the ability of many CTE programs to grow their Non-Credit course offerings due to hiring pool limitations and a lack of clarity for maneuvering an equivalency request.

Title 5, Section 53430

(b) The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the **governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty employed under the authority granted by this Section possesses qualifications** that are at least equivalent to the applicable minimum qualifications specified in this Division.

(c) The process shall further require that the **academic senate** be provided with an opportunity to present its views to the governing board before the governing board makes a determination; **and that the written record of the decision, including the views of the academic senate,** shall be available for review pursuant to Education Code Section 87358.

Chaffey AP 7211

...the equivalency process "shall include reasonable procedures to ensure that the **Governing Board relies primarily upon the advice and judgment of the Academic Senate** to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications..."

Additionally, the Academic Senate shall:

- Periodically review this procedure and recommend necessary changes to the Academic Senate, Chief Instructional Officer (CIO), and Governing Board.
- Ensure that the equivalency process works well and meets the requirements of the law.

What are other colleges doing?

"The Equivalency committee meets as needed to review the applicant's CV's and bona fides of those looking to teach at VVC when they don't meet minimum qualifications set by the state ASCCC. The committee is comprised of volunteers, but they are Senate approved. HR will flag the application as not meeting minimum qualifications and if the petition is included. It is forwarded to the chair of the department and then they must first approve the candidate before the committee gets the opportunity to make a decision. It comes up as more of an issue in CTE than in academics.

Our faculty has dedicated years of service to this position and rarely has there been much turnover. But that is not to say it couldn't happen if someone else wanted to be on that committee. When someone does drop off, like any other committee, we open it up to all full-time faculty for the opportunity to serve. No one seems to be unhappy with our process or the faculty who help complete the service. I think that is because the chair of the department is really the deciding factor in the overall decision.

There are at least three on the committee who review the petition. "

-R. Lynne Glickstein, Esq.
Victor Valley College

What are other colleges doing?

" Committee composition will be determined as follows:

1. Working in coordination, the three District personnel making appointments (see below) will create, whenever possible, a committee fulfilling the following desiderata, listed in order of priority:
 - All three committee members will be from the relevant discipline.
 - All committees will have one member from each of the three District colleges. Exceptions must be approved by the Academic Senate.
2. One member will be appointed by the Associate Vice Chancellor, Educational Services, or designee.
3. One member will be appointed by the Academic Senate President of the college at which the applicant is likely to do the most teaching if granted an equivalency and hired, or designee.
4. One member will be appointed by the relevant district discipline representative.
5. If the discipline does not have three discipline members willing and able to serve on the committee, the Academic Senate will select committee member(s) from a closely related discipline.

“Communicating” Equivalency to Applicants

- Currently, Chaffey does not communicate the requirements for an effective equivalency request as efficiently as we can.
- Neighboring colleges in our region have entire web pages dedicated to the information that can guide applicants to more effectively submit a request and reduce barriers to access for applicants.
- Job applications supply minimal information about how to complete the process.

The screenshot shows the Victor Valley College website. The header includes the college logo and navigation links: ABOUT, ACADEMICS, ADMISSION & AID, STUDENT SERVICES, and ONESTOP. The main content area is titled "Faculty Equivalency Qualifications" and includes a breadcrumb trail: Home / Faculty Equivalency Qualifications. Below the title is a "FORMS" section with a list of links: Faculty: AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies; FACULTY Equivalency Request Form- Fillable.pdf; FACULTY Equivalency Academic Checklist and Coversheet-Fillable.pdf; FACULTY Equivalency Vocational Checklist and Coversheet-Fillable.pdf; Faculty: Request for Verification of Related Work Experience for Equivalency Process Form - FILLABLE; Credit Template Blank Form.xlsx; and Credit Template Example Form.xlsx. At the bottom of the forms list is a link: Minimum Qualifications | California Community Colleges Chancellor's Office (cccco.edu). On the right side, there is a vertical navigation menu with a red bar on the left, listing: Welcome to Victor Valley College's Human Resources Department; JOB OPPORTUNITIES (with a red dropdown arrow); ADA, ADAAA and FEHA POLICY/PROCEDURE; COVID-19; Discrimination/Equal Employment Opportunity; Employee Benefits; Part-Time Faculty Health Insurance Pilot Program; Employee Tuition Benefits; FORMS; Occupational Injury/Illness Reporting; and Public Service Loan Forgiveness (PSLF).



AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

Faculty Service Areas

Faculty service areas have been established after negotiation and consultation as required by law with the appropriate faculty representatives and are incorporated into the collective bargaining agreement.

Minimum Qualifications

Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

Equivalency Process

An equivalency determination process has been established to fulfill the requirement of Education Code Section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications..." In order to ensure that the Governing Board relies primarily on the advice and judgment of the Academic Senate, the equivalency determination process shall ensure that participants:

- Are available to screen and act as a resource regarding equivalency determinations.
- Recommend equivalency determinations to the Governing Board.
- Further clarify the criteria to be used for determining equivalency.
- Ensure that careful records of all equivalency determinations are communicated to the Human Resources Office.

Additionally, the Academic Senate shall:

- Periodically review this procedure and recommend necessary changes to the Academic Senate, Chief Instructional Officer (CIO), and Governing Board.
- Ensure that the equivalency process works well and meets the requirements of the law.



AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

Determination of Equivalencies

The following procedural language is to be used to determine when an applicant for a faculty position, although lacking the exact degree or experience specified in the Disciplines List of the Board of Governors that establishes the minimum qualifications for hire, nonetheless does possess qualifications that are at least equivalent to those required by the Disciplines List. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications.

All faculty position announcements will state the required qualifications as specified by the Disciplines List, including the possibility of meeting the equivalent of the required degree or experience.

District application forms for faculty positions will ask applicants to state whether they meet the minimum qualifications of the Disciplines List or whether they believe they meet the equivalent. Those claiming equivalency will then be asked to state their reasons and to present evidence. It will be the responsibility of the applicant to supply all evidence and documentation for the claim of equivalency at the time of application.

Specifically, an applicant making the claim must provide conclusive evidence in regard to the following:

- 1.** For establishing the equivalent of a required degree, possession of at least the equivalent in level of achievement with breadth and depth of understanding and rigor for each of the following as separate and distinct criteria: General Education required for the degree; and Course work required for the degree major.
- 2.** For the equivalent of required experience, possession of thorough and broad knowledge for each of the following as separate and distinct criteria:
 - a.** Mastery of the skills of the vocation thorough enough for the proposed specific assignment and broad enough to serve as a basis for teaching all other courses in the discipline; and
 - b.** Extensive and diverse knowledge of the working environment of the vocation.

A candidate must present conclusive evidence in regard to both a. and b. above to be considered to possess the equivalent of the experience in question.



AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

Evidence

Conclusive evidence shall require one or more of the following:

1. A transcript showing that the applicant successfully completed appropriate courses at a regionally accredited college or equivalent foreign institution whose accredited status is recognized by the District;
2. Publications that show the applicant's command of the major in question, general education, or writing skill;
3. Other work products that show the applicant's command of the major or occupation in question; and
4. Work experience verification.

Full-Time Faculty Positions

Minimum qualifications and equivalency may be determined by the first-level selection committee members and, if in agreement, confirmed by the first-level manager before, during or after the screening process. These determinations can be made with open discussion among the discipline members. If there are not at least three full-time members of the discipline in question, the Academic Senate may call on part-time faculty or faculty members from a related discipline to help in this task.

The selection committee shall determine which candidates will receive an interview. No candidate shall receive an interview unless the minimum qualifications or the equivalent of the minimum qualifications set out in the Discipline's List of the Board of Governors are met.

Part-Time Faculty Applicants

The selection committee for part-time positions may be different from those established for full-time positions. The coordinator and a faculty member, one of whom possesses discipline expertise, shall evaluate the equivalency of a part-time applicant. (Whenever possible, full-time faculty members shall be responsible for the review.) If the applicant is recommended for equivalency by the two faculty, the recommendation shall be forwarded to the first-level manager who shall, in a timely manner, review the determination and, if in agreement, confirm the decision.



AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

Current Faculty Members

When a current faculty member claims to meet minimum qualifications on the basis of equivalency, the claimant shall present evidence as described above. The Academic Senate shall call for an equivalency determination committee, which must include at least three discipline area experts to make a recommendation to the first-level manager. If in agreement, the equivalency determination shall be confirmed by the first-level manager.

Part-Time & Full-Time Records

The Human Resources Office maintains a log indicating the number of equivalencies, granted per job vacancy announcement. A record of those faculty who have met the minimum qualifications through this equivalency process is maintained in the Human Resources Office.

References: Education Code Sections 87001, 87003, 87359, and 87743.2;
Title 5 Sections 53400 et seq.;
ACCJC Accreditation Standard III.A.2-4

Approved: 2/18/14
(Replaces former Administrative Procedure 7.1.12)

Revised: 5/17/22



Chaffey College
Request for Equivalency – Faculty Positions

Are you applying for equivalency of the stated minimum qualifications for this position?
INSTRUCTIONS: The information requested below is required of all candidates NOT HOLDING THE STATED MINIMUM QUALIFICATIONS who are seeking consideration on the basis of EQUIVALENCY. Candidates making application under the equivalency basis shall complete the instructions on this supplemental form, as well as submit any additional materials which support the equivalency process.

1a. Please attach a list of all academic preparation (coursework) that you wish to be considered to determine equivalency. Please be specific regarding the institution, course title, unit value of the coursework (graduate, upper division, etc.), and to which degree(s) it is equivalent. Transcripts must be uploaded.

1b. Please provide a one-to-one comparison between courses that you have completed and courses that satisfy the degree requirements of a specific university that offers an accredited degree program as listed in the minimum qualifications. Please upload degree program requirements and additional sheets as appropriate.

2. List all relevant professional/work experience (teaching and non-teaching) that should be considered to determine equivalency. Please give details including dates, places, job titles, and duties performed. Verification of experience should be uploaded.

3. List any other relevant accomplishments that should be considered to determine equivalency. (This could include, but would not be limited to: research publications, seminars, professional performance/exhibitions, honors, awards, etc.)



Origination 11/2016
Last Approved 04/2019
Last Revised 04/2019
Next Review 04/2025

Owner Human Resources
Policy Area Chapter 7 Human Resources
References Legally Required

AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

Faculty Service Areas

Faculty service areas shall be established after negotiation and consultation as required by law with the appropriate faculty representatives.

Minimum Qualifications

The goal of the San Bernardino Community College District is to provide a faculty of highly qualified professional educators who are experts in their fields, skilled in teaching, and serve the needs of a varied student population. The District also seeks those who can promote overall college effectiveness and who are sensitive to the diversity of the District community. The San Bernardino College District shall employ faculty who possess the minimum qualifications, as established by the California State Chancellor's Office (see the most recent edition of the publication, "Minimum Qualifications for Faculty and Administrators in California Community Colleges").

Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

Faculty are responsible for including a minimum qualification on all new curriculum or as part of a curriculum review process. All curriculum should be placed within a discipline that is identified as having a minimum qualification. It is best practice to place curriculum in the discipline that best matches the course content and for which the minimum qualifications of faculty best match the course content.

For departments that include courses with dual designators, deans and chairs from all relevant programs will collaborate to ensure the most qualified faculty teach these courses and minimum qualifications are met.

The Role of Human Resources

The role of the Human Resources office is to collect, date-stamp, and forward applications and other pertinent information to the appropriate discipline selection committee (full-time) or department chair and dean (part-time).

In addition, Human Resources ensures that the established minimum qualifications for the position will be listed in the job description/announcement. The District criteria for equivalency will be available at the Human Resources Department. A statement will be included in the application materials requiring all candidates who do not possess minimum qualifications to indicate in the application material how they meet the equivalent qualifications for the position and to provide supporting documentation. The burden of proof for minimum qualifications and equivalency is on the applicant.

Human Resources staff will verify that applicants have the appropriate credential, or that applicants claiming the required minimum qualifications show the appropriate degrees on their transcript. If there is an experience requirement, College District Human Resource staff will verify that the applicant has the required number years of experience, but will not judge if the experience is appropriate.

If the applicant claims to possess the minimum qualifications, but the degree titles are significantly different from those listed in the most recent edition of the "Minimum Qualifications for Faculty and Administrators in California Community Colleges," that application shall be considered under the equivalency process even if the applicant did not claim equivalency. Human Resources will rely primarily on the Academic Senate, in consultation with administration, to determine equivalency of degree titles based on an examination of an applicant's transcripts

Human Resources forwards all applications which satisfy the credentials requirement, satisfy the minimum qualifications requirement, or are deemed to be equivalent to the college selection committee (full-time) or to the dean and chair in that department (part-time).

Supplemental Equivalency Application

Human Resources is responsible for maintaining a "Supplemental Equivalency Application." If a potential employee applies for a position and wishes to complete a "Supplemental Equivalency Application for Academic Employment", the following information should be provided:

- Degree for which the applicant claims equivalency.
- The educational preparation on which the applicant bases this claim for the major of the minimum degree.
- The relevant courses the applicant has taken or other evidence that the applicant has the equivalent of the General Education portion of the minimum degree.
- An official transcript and copies of the appropriate pages from the catalog of the institution that granted the degree upon which the applicant bases a claim of equivalency.
- Publications or other work products that support a claim of equivalency.
- A detailed description of work experience which the applicant believes establishes equivalency to the minimum qualifications. If the applicant is using work products or other items which cannot be submitted, provide detailed information from an objective source about the nature

of this work product or experience.

Equivalency

All community college faculty should exemplify the qualities of a college educated person.

Pursuant to Education Code Section 87359, the equivalency process “shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications.” Equivalency may be recognized in three major ways: course work, work experience, and eminence in the field or a combination of the three.

Joint Equivalency Committee

The Dual College (Joint) Equivalency Committee shall be comprised of the Academic Senate Presidents from each college, four faculty members, two from CHC and two from SBVC as appointed by their respective Academic Senate president’s and two administrator’s one from CHC and one from SBVC as designated by the respective college VPI who are advisory to the process.

Process for Determination of Equivalency

In order to determine when an applicant for a faculty position who lacks the specific degree or experience specified in the “Minimum Qualifications for Faculty and Administrators in California Community Colleges” Handbook possesses qualifications that are equivalent, the following process has been established:

- A. When Human Resources stipulates that a determination of equivalency is needed, the Equivalency Committee will be called to meet as soon as possible. Human Resources will provide the Equivalency Committee with the necessary information to determine equivalency no less than three working days prior to the meeting.
- B. The dean, discipline faculty, and applicant may address the committee and provide additional information prior to the committee making a decision.
- C. Determination of equivalency to the minimum qualifications for hire shall be decided, by majority vote in the Equivalency Committee and is final. The Equivalency Committee will document their determination in writing and send it to Human Resources within 5 working days.
- D. If new information becomes available, a new request for equivalency may be submitted.
- E. Human Resources will forward the written rationale from the Equivalency Committee explaining the equivalency decision to the applicant and dean.
- F. The results of the Equivalency Committee decision shall be documented by Human Resources and records kept of all decisions. Individual voting by Committee members will not be recorded.
- G. Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs. Equivalencies shall be forwarded to the Office of the Chancellor to be placed on a Governing Board agenda.

Standards and Criteria Applicable for Determining Equivalency

The following standards and criteria apply when determining equivalency:

- A. Minimum qualifications in a discipline—and, by extension, equivalency—are the same whether the position is for a full-time or part-time faculty member.
- B. Equivalency is determined for an entire discipline, not on a course-by-course basis, per legal opinion I 03-28. The granting of equivalency is on a case-by-case basis and does not set precedence for future hires.
- C. Past equivalency decisions in the discipline will be made available as needed to the Equivalency Committee or to the dean and chair in that department to aid in their deliberations and can be considered when determining equivalency, though they do not establish precedence.
- D. Should an equivalency be granted, that decision shall not give the applicant any more or any less consideration than other applicants. In addition, granting an equivalency neither guarantees an interview nor a job.
- E. It is the applicant's responsibility to provide all documentation in support of equivalency and to be available for questions. Applicants wishing to establish equivalency through work experience should provide objective, detailed information about those work experiences. Any applicant who fails to provide evidence to support his/her claim of a credential, or of minimum qualifications, or of equivalency may be eliminated from the applicant pool.
- F. Various occupational experiences may be combined to total the required number of years established by the minimum qualifications; all experience must have taken place within the ten years preceding the date of application with at least one year of qualified experience occurring within the three years immediately preceding the date of application.
- G. No candidate for a full-time position shall be invited to interview without meeting the minimum qualifications or having been verified as meeting the equivalency.
- H. No candidate for part-time employment shall be hired without either meeting the minimum qualifications or having been verified as meeting equivalency per these procedures.

Provisional Equivalency

The Equivalency Committee shall not grant "provisional" or "temporary" equivalency. All faculty hires must possess the minimum qualifications or be determined to possess equivalency to the minimum qualifications to be employed by the college district.

Additional Criteria for the Equivalency Committee

In all cases in which equivalency is granted or denied, an officially signed form shall be filed with the Office of Human Resources. This form shall include a complete description of the Equivalency Committee's reasons for determining that a candidate does or does not have the equivalent of the minimum qualifications for the position. The Human Resources Office is responsible for creating and maintaining this documentation.

Minimum Standards for Consideration of Equivalency to Minimum Qualifications in Disciplines Requiring a Master's Degree

In order to be considered for equivalency, In the case of disciplines normally requiring a Master's degree, the minimum standard shall be any one of the following:

- A. A Master's degree in a discipline which is not specifically named in the most recent edition of the "Minimum Qualifications for Faculty and Administrators in California Community Colleges" for the particular discipline in question, but which, when courses (and course descriptions) are carefully reviewed, clearly constitutes parallel and/or closely related coursework to the discipline which is specifically listed in the most recent edition of the "Minimum Qualifications for Faculty and Administrators in California Community Colleges".
- B. In specific disciplines as named by the most recent edition of the "Minimum Qualifications for Faculty and Administrators in California Community Colleges", a bachelor's degree in the discipline, plus licensure by an appropriate state agency, plus at least two years of professional experience, verified in writing.

Minimum Standards for Consideration of Equivalency to Minimum Qualifications in Disciplines That Do Not Require a Master's Degree

In order to be considered for equivalency in the case of disciplines not normally requiring a Master's degree, the minimum standards shall be one of the following:

- A. An Associate degree plus six years of related experience
- B. Bachelor's degree plus two years of related experience,
- C. Associate degree plus graduation from an institution specific to that field, plus two years of professional experience in the discipline, verified in writing, plus appropriate certification to practice or licensure, if applicable.
- D. The MQs for Credit ESL will be used when evaluating Equivalency for Noncredit ESL.
- E. The MQs for Credit English will be used when evaluating Equivalency for Noncredit Basic Skills Writing.
- F. The MQs for Credit Reading will be used when evaluating Equivalency for Noncredit Basic Skills Reading.
- G. Pursuant to Title 5 § 53406, all degrees and coursework must be from colleges/universities accredited by one of the intersegmental accrediting agencies: Western Association of Schools and Colleges, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Associations of Colleges and Schools, Southern Association of Colleges and Schools, and Northwest Association of Schools and Colleges.

Qualifications Established by Degrees and Coursework from Educational Institutions Outside of the United States

Applicants wishing to be granted equivalency based on coursework completed at an educational institution outside of the United States must provide the following:

- A. A transcript assessment by a third party degree assessment service.

B. Proof that the institution is accredited in its country of operation or in the United States.

Local Minimum Qualifications and Equivalencies

Disciplines wishing to add “local” qualifications for hiring to their discipline beyond the minimum qualifications established by the latest edition of the “Minimum Qualifications for Faculty and Administrators in California Community Colleges”) may do so with approval of the Academic Senate with a recommendation from the Equivalency Committee. Local requirements may not be added on a course-by-course basis. Equivalency for the local requirement will be determined through the equivalency process.

Eminence

Although no legal definition of eminence exists, eminence shall mean that qualifications which, as evidenced by prominence and celebrity, is established by the specific industry and/or community at large and may be deemed equivalent to minimum qualifications. This may include appropriate local, state, national and/or international associations, trade unions, guilds or communities comprised of experts, who are themselves renowned in the specific field, and who can attest, in writing, to the prominence and celebrity of the applicant.

Eminence alone is not sufficient to grant equivalency. An application of equivalency based on eminence must be accompanied by conclusive evidence that the applicant exemplifies qualities of a college educated person and brings to the college district the knowledge and ability to expected at the college level. The applicant must provide documentation supporting the status of eminence

References:

Education Code Sections 86360, 87001, 87003, 87355-87359.5, and 87743.2;

Assembly Bill 1725, Section 4

Title 5 Sections 53400 et seq., 53410-53417

ACCJC Accreditation Standard III.A.2-4

Approval Signatures

Step Description	Approver	Date
Board of Trustees 2nd Reading	Policy Stat	04/2019
Board of Trustees 1st Reading	Policy Stat	04/2019
District Assembly receives for information only	Policy Stat	04/2019
Academic Senates	Policy Stat	04/2019

Chancellor's Cabinet

Policy Stat

04/2019

Chapter owners are notified

Policy Stat

04/2019

COPY

Supplemental Equivalency Request
San Bernardino Community College District

This side to be completed by the Applicant

Applicant's Name (Please Print) _____

Position for which Applying _____

To be completed by applicant:

Submit completed application materials (ie: District Application) along with a written statement explaining why you believe you meet the equivalency and all tangible evidence necessary to support your request.

Evidence must include:

1. A set of official or unofficial transcripts showing that appropriate courses including general education requirements were successfully completed at an accredited college or appropriate foreign institution in order to establish the equivalent amount of formal education required for the degree and the number of major course units required for that degree.

Additional evidence may be submitted to include:

2. Certifications or licenses appropriate for the specific discipline;
3. Publications that show either a command of the discipline in question or candidate's writing skills;
4. A written statement or portfolio of substantial artistic experience and/or accomplishments equivalent to the degree (e.g. performances, shows, exhibitions, compositions, or books);
5. Documentation, such as letters supporting work experience from a supervisor including length and level of service from employer; eminence and qualifications in the field.

I understand that it is my responsibility to provide all relevant materials to prove equivalency for the minimum qualifications required for my discipline.

Applicant's signature

Date

Equivalency is the process by which a person can meet the minimum qualifications of his/her discipline. It is the responsibility of the candidate to provide conclusive evidence of equivalency for the State-approved requirements through the use of transcripts, publications, statements validating related work experience, and other products that show a command of the discipline or occupation in question.

Note: *In accordance with community college system regulations adopted to implement AB1725 legislation, the San Bernardino Community College District must award Equivalency on a discipline basis—not course-by-course.*

Equivalency Determination Form

This side to be completed by the Equivalency Review Committee

Based on a review of the following,

(Check all that apply)

- Educational preparation for the equivalent discipline-level major degree or major and minor combination based on transcripts (including undergraduate and graduate units).
- General education requirement for the degree.
- Other relevant education (e.g. licensure, certifications, etc.).
- Other relevant work products (e.g. publications, shows, etc.).
- Evidence of work experience which establishes equivalency to the minimum qualifications.

It was determined that the equivalency criteria **WAS MET** for the following discipline:

Comments (optional):

It was determined that the equivalency for the discipline **WAS NOT MET** for the following reason (Reason(s) must be noted):

SBVC Academic Senate President Date

CHC Academic Senate President Date

SBVC Faculty Member Date

CHC Faculty Member Date

SBVC Faculty Member Date

CHC Faculty Member Date

SBVC Administrator Date

CHC Administrator Date

San Bernardino Community College District Equivalency Form

Directions: Before your request for equivalency is reviewed by the District Equivalency Committee, you must provide evidence showing how you think your education and/or experience is equivalent to the minimum qualifications for the position. Depending on the position you are applying for and your educational background you will need to provide evidence indicating equivalency for a bachelor's, master's, or associate degree.

1. To start, you will need to identify the minimum qualifications for the position/discipline you want to apply for. These can be found at the [California Community College Chancellor's Office \(CCCCO\) Minimum Qualifications \(MQ\)](#) website.
2. Complete the appropriate equivalency form below for a bachelor's, master's, or associate degree.
3. If you are applying for equivalency for an associate degree in an occupational discipline, Human Resources can provide "A Best Practice Model, CTE Faculty MQ Toolkit."
4. If you need help or have questions, please contact Human Resources at (909) 388-6950 or at hureinfo@sbccd.cc.ca.us.
5. The Human Resources Office will confirm that Subject Matter Experts (SME) are consulted for each equivalency application within five days of the Equivalency Committee meeting that addresses the equivalency.

Examples of equivalency criteria for use in determining minimum qualifications:

1. Formal education equivalent to the degree (Academic Equivalency)

Formal education equivalent to the Master's Degree:

- A master's degree in a related-discipline
- A master's degree, with substantial graduate units in the discipline
- Graduate level units equivalent to the depth and breadth of a degree in that field.
- Bachelor's Degree and a combination of thirty (30) semester graduate units in education and the discipline

Formal education equivalent to the Bachelor's Degree:

- At least one hundred twenty (120) semester units, including general education and forty (40) units in a discipline, at least thirty (30) of which are upper division or graduate level

Formal education equivalent to the Associate Degree:

- At least sixty (60) approved units, including general education, as defined in the following guides published by the American Council on Education:

The Guide to the Evaluation of Educational Experience in the Armed Services

The National Guide to Educational Credit for Training Programs

2. Non-Formal Education Equivalencies to the Degree (Professional Achievement Equivalency/Eminence)

- Substantial work experience equivalent to the degree (e.g., in computers, engineering, journalism, culinary arts, fire science, automotive)
- Substantial academic experience and/or accomplishment equivalent to the degree, e.g., teaching at the upper division or graduate level, scholarly publications Substantial artistic experience and/or accomplishments equivalent to the degree, e.g., performances, shows, exhibitions, compositions, or books
 - Equivalencies to required experience could include appropriate collegiate education or other training programs that indicate a mastery of the skills of the discipline and knowledge of the working environment of the discipline.

Equivalency Examples:

1. Once you have identified the discipline, you will need to identify which degree options you are seeking the equivalency for.

For example, if you are seeking equivalency for Kinesiology, you would have the option of showing equivalency for a master's degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education.

OR

A bachelor's degree in any of the above

AND

A master's degree in any life science, dance, physiology, health education, recreation administration or physical therapy

As an illustration, if you have a master's degree in life science, you need to identify which bachelor's degree you are going to demonstrate equivalency. This decision would be based on the bachelor's degree you currently hold and the degree that best aligns with the master's degrees listed above.

Sample: Equivalency for a Bachelor's Degree or Master's Degree

List all academic preparation that should be considered to determine equivalency of both general education and major field courses. Please be specific regarding the Institution, course titles, unit value, and level of course work (graduate, upper division, etc.) and to which degree(s) it is equivalent. Transcripts must be attached. We recommend copies of course descriptions also be attached when possible

Discipline Seeking Equivalency for: Ethnic Studies

Link to Accredited College Website with Program and Courses seeking equivalency for:

<https://bulletin.sfsu.edu/colleges/ethnic-studies/ethnic-studies/ma-ethnic-studies/#degreerequirementstext>

Provide the course, units, and brief description from the accredited program that you are seeking equivalency for:			List of courses that applicant has taken and earned credit that align with a specific course from an accredited program where applicant is seeking an equivalency for to meet the MQs for a specified discipline. The courses listed here should be apparent in transcripts provided during the application process.			
College: San Francisco State University						
Degree: Master of Arts in Ethnic Studies						
Course	Units	Brief Course Description	Course	Units	Brief Course Description	Gr
ETHS 710	3	Theories and Issues in Ethnic Studies	CRT 240	3	Critical Race Theory in Education	B
AAS 800	3	Theory & History in Asian American Studies	AAS 213	3	Introduction to Asian American Hist.	B+
AFRS 705	3	Seminar in Africana Studies	SOCI 241	3	Blk Fem and Blk Fem Thought	A
AIS 701	3	Seminar in American Indian Studies	AIS 250	3	Federal Indian Law and Policy	A
LTNS 707	3	Seminar in Latina/o Studies	SOCI 599	4	Latinx Aesthetics	B
ETHS 720	3	Research Methods in Ethnic Studies	SOCI 310/311	6	Sociological Research I & II	A, A
ETHS 750 Or ETHS 885	3	Ethnic Studies Community Practicum Grad. Proj. in Teaching of Ethnic Studies	ETST 243	3	Special Topics in Ethnic Studies	A
Elective	3	Area of Emphasis Elective	SOCI 240	3	Urban Sociology	A
Elective	3	Area of Emphasis Elective	SOCI 340	3	Urban Society	A
ETHS 895 Or ETHS 885	3	Field Study Master's Thesis	SOC-6909	4	Department Thesis	B
Total Units	30		Total Units	35		

Equivalency for an Associate's Degree

In a traditional Associate of Arts or Science degree, a student must complete a minimum of 60 semester (90 quarter) units. Of the total units required for a degree, at least 18 semester (27 quarter) units of general education coursework is required in addition to meeting competency requirements in written expression and mathematics and at least 18 semester (27 quarter) units of major preparation (Title 5 §55063). The major prep units are not generally in question for equivalency requests in CTE disciplines, but the need to meet all GE areas may be when coursework has not been completed.

Applicant's Name: _____

**Discipline Seeking
Equivalency for:** _____

The eighteen units of general education is expected in the follow areas (Title 5 §55063 (b)(1)):

Description	Evidence/Documentation
<p>List of courses, certificates of completion for training courses or workshops, industry-recognized credentials, military records, performance evaluations, technical or professional writings, job descriptions, products designed or produced, membership in professional organizations, membership requirements for certain organizations, licenses, diplomas, transcripts, verifications of employment, skills/competencies from employers/supervisors, significant interests outside of work experience like community service, etc. that align with the courses in the selected degree program.</p>	<p>Corresponding courses in an accredited degree program. OR Equivalency can also be demonstrated through artifacts/evidence: portfolio, professional development, author or relevant materials, presentations of training sessions, and by providing training. Any artifacts or evidence listed here must also be included with the equivalency submission.</p>
<p>A. Natural Sciences Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities (Title 5 §55063 (b)(1)(A)). This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.</p>	
<p>B. Social and Behavioral Sciences Courses in the social and behavioral sciences focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the</p>	

<p>ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate (Title 5 §55063 (b)(1)(B)). This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.</p>	
<p>C. Humanities Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments (Title 5 §55063 (b)(1)(C)). Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.</p>	
<p>D.1. Language and Rationality: English Composition Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses (Title 5 §55063 (b)(1)(D)). Such courses shall include both expository and argumentative writing.</p>	
<p>D.2. Language and Rationality: Communication and Analytical Thinking Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses (Title 5 §55063 (b)(1)(D)). Such courses shall include Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite.</p>	

Ethnic Studies Requirement and Competency in Written Expression and Mathematics

<p>Ethnic Studies (if not met in areas B or C) Ethnic Studies must be addressed in General Education (Title 5 §55063 (b)(2))</p> <p>Document evidence if not already ES requirement not already met in Areas B or C</p>	
<p>Competency: Written Expression (if not met in Area D.1.) Competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the</p>	

<p>course typically known as Freshman Composition. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the Area D.1. Language and Rationality: English Composition coursework requirement (Title 5 §55063).</p> <p>Document evidence if competency in written expression is not already met in area D.1.</p>	
<p>Competency: Mathematics (if not met in Area D.2.)</p> <p>Competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally). Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the Area D.2 Language and Rationality: Communication and Analytical Thinking coursework (Title 5 §55063).</p> <p>Document evidence if competency in mathematics is not already met in area D.2.</p>	



**VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
FACULTY MINIMUM QUALIFICATIONS UNDER EQUIVALENCY PROCESS
CHECKLIST AND COVERSHEET FOR ACADEMIC DISCIPLINES ONLY.**

APPLICANT NAME _____ DISCIPLINE _____

- COMPLETED CHECKLIST AND COVERSHEET FOR ACADEMIC DISCIPLINES**
- COMPLETED EQUIVALENCY FORMS FROM THE VVC WEBSITE**
- STATEMENT OF INTRODUCTION & EQUIVALENCY BEING REQUESTED**

This is your opportunity to tell the Equivalency Committee which discipline you are requesting equivalency for and why you feel your request should be approved.

- COMPLETED VVC DISTRICT NEOGOV APPLICATION**

Please see our website for application instructions.

- LIST OF MINIMUM QUALIFICATIONS OF THE DISCIPLINE IN WHICH YOU ARE REQUESTING EQUIVALENCY AS LISTED BY THE CCCCCO.**

The link for the MQ handbook can be found here: [Minimum Qualifications | California Community Colleges Chancellor's Office \(cocco.edu\)](http://Minimum Qualifications | California Community Colleges Chancellor's Office (cocco.edu))

- A COPY OF ANY AND ALL TRANSCRIPTS YOU ARE USING IN ORDER TO QUALIFY YOUR REQUEST FOR EQUIVALENCY.**

It is important to note that many of the disciplines the 'Handbook for Minimum Qualifications for Faculty and Administrators in California Community Colleges' utilize both graduate and undergraduate degrees to establish qualifications.

- A COMPLETED CORSEWORK COMPARISON CHART.**

Please see example and template in instructions.

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
FACULTY MINIMUM QUALIFICATIONS UNDER EQUIVALENCY PROCESS
(Revised by Academic Senate March 3, 2022)

APPLICANT NAME _____ DISCIPLINE _____

Please refer to the Equivalency Qualifications document attached to this request form for guidelines and conditions upon which equivalency may be approved.

The minimum standard for equivalency may be met in one of following ways -- course work, work experience, a combination of course work and work experience for vocational areas only, or eminence.

Please check the appropriate box under which you are submitting the equivalency request and provide the required documentation:

COURSE WORK

A master's degree in a discipline which is not specifically named on the Board of Governor's minimum qualification list for the particular discipline in question but includes course work which clearly parallels and/or is closely related to the discipline which is specifically listed on the minimum qualifications list. (Course work must be satisfactorily completed with a grade of C or higher and must be from an accredited institution recognized by the Department of Education).

Please list the Board of Governor's minimum qualification for the discipline and the specific courses from the applicant's transcripts which parallel or are closely related to the discipline listed on the minimum qualifications list.

WORK EXPERIENCE

A minimum of fifteen (15) years of full-time work experience in the field is required. The candidate is responsible for submitting evidence proving mastery of the skills in the vocation, thorough enough for the specific assignment and broad enough to serve as a basis for teaching other courses in the discipline. Extensive and diverse knowledge of the working environment is required. Applicants will be required to provide specific and conclusive evidence of equivalency such as certifications, licenses, employer certificatory letter, and recency of experience. This may also include teaching experience at high school level or higher.

Please provide a statement and evidence as listed showing mastery of the skills of the vocation with a minimum of fifteen (15) years of full-time experience.

COURSEWORK / WORK EXPERIENCE COMBINATION (VOCATIONAL AREAS ONLY)

In the vocational area, a combination of course work and work experience in the field may be combined in order to meet the minimum qualifications.

Coursework from Accredited Institution and Work Experience

45 semester units, 8 years experience

30 semester units, 10 years experience

15 semester units, 12 years experience

0-14 semester units, 15 years experience

Please provide a statement and evidence showing mastery of the skills of the vocation with a minimum of years of experience and transcripts indicating a minimum number of semester units, as shown above. This may also include teaching experience at the high school level or higher.

EMINENCE

The candidate must provide verifiable eminence in the field, plus conclusive evidence of the ability to teach effectively at the community college level. The candidate must provide clear and preponderant evidence of understanding the principles of teaching and he/she possesses the skills necessary to teach effectively at the community college level.

Eminence as evidenced by prominence and celebrity is established by the specific industry and/or community at large. This shall include appropriate state, national, and/or international associations, trade unions, guilds, or communities comprised of experts who are themselves renowned in the specific field and who can attest in writing to the equivalency but must be accompanied by adequate evidence of the applicant's knowledge and ability to teach effectively at the community college level.

The applicant may provide documentation supporting the status of eminence, and the college may also seek other avenues to verify the eminence of the candidate.

Please provide a statement and evidence which indicates why the applicant should be approved under the eminence provision of equivalency and provide the required documentation.

The faculty equivalency form requires department chair signature (either approval or denial) before Equivalency Committee review.

Department Chair:

_____	_____	_____	Approve	Deny
Name	Signature	Date		

Equivalency Committee:

_____	_____	_____	Approve	Deny
Name	Signature	Date		

_____	_____	_____	Approve	Deny
Name	Signature	Date		

_____	_____	_____	Approve	Deny
Name	Signature	Date		

_____	_____	_____	Approve	Deny
Name	Signature	Date		

Academic Senate President:

_____	_____	_____	Approve	Deny
Name	Signature	Date		

COMMENTS:

References:

California Education Code Section 87359; Title 5 Sections 53430 et seq.



**VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
FACULTY MINIMUM QUALIFICATIONS UNDER EQUIVALENCY PROCESS
CHECKLIST AND COVERSHEET FOR VOCATIONAL DISCIPLINES ONLY.**

APPLICANT NAME _____ DISCIPLINE _____

- COMPLETED CHECKLIST AND COVERSHEET FOR VOCATIONAL DISCIPLINES AND ALL OTHER APPICABLE FORMS FOR EQUIVELANCY FOUND AT OUR WEBSITE.**

http://www.vvc.edu/offices/human_resources/faculty-equivalency-qualifications.shtml

- COMPLETED VVC DISTRICT NEOGOV APPLICATION:**

<http://agency.governmentjobs.com/vvc/>

- STATEMENT OF INTRODUCTION & EQUIVELENCY BEING REQUESTED.**

This is your opportunity to tell the Equivalency Committee which discipline you are requesting equivalency for and why you feel your request should be approved.

- LIST OF MINIMUM QUALIFICATIONS OF THE DISCIPLINE IN WHICH YOU ARE REQUESTING EQUIVELENCY AS LISTED BY THE CCCCCO.**

The link for the MQ handbook can be found here: [Minimum Qualifications | California Community Colleges Chancellor's Office \(cccco.edu\)](#)

A COPY OF ANY AND ALL TRANSCRIPTS YOU ARE USING IN ORDER TO QUALIFY YOUR REQUEST FOR EQUIVALENCY.

It is important to note that many of the disciplines the 'Handbook for Minimum Qualifications for Faculty and Administrators in California Community Colleges' utilize both graduate and undergraduate degrees to establish qualifications. All Credits for consideration must be from a regionally accredited institution.

- PROFESSIONAL CERTIFCATIONS, LICENSES AND TRAININGS.**

Please provide copies of any certificates and/or licenses as well as certificate and license numbers.

- EMPLOYMENT VERIFICATION FORMS FOR ALL YEARS OF EXPERIENCE BEING CONSIDERED FOR EQUIVELENCY.**

Please note that in order to be considered, experience must be at a professional level in the vocation itself. Time spent teaching the vocation does not count as vocational experience.



VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
REQUEST FOR VERIFICATION OF RELATED WORK EXPERIENCE FOR EQUIVALENCY PROCESS

FOR APPLICANT REQUESTING EQUIVALENCY:

Name (Print) Social Security # (only last 4)

Signature Date

My signature authorizes release of the information requested below

Please, submit one verification form for each employer. If you wish to use self-employment as qualifying occupational experience, a copy of one of the following IRS documents (one for each year) may be accepted as a verification of employment: Schedule C (Sole Proprietorship, Form 1065 (Partnership, Joint Venture, etc), Form 1120 (U.S/ Corporation Tax Return).

FOR EMPLOYER:

Please complete this form within 10 days from the date that you receive it and mail it to: Victor Valley College, Office of Human Resources, 18422 Bear Valley Road, Victorville, CA 92395. If you have any questions, please contact the Human Resources department at (760) 245-4271, ext 2486.

Job Title:

Description of Duties (If more space is needed, attach a signed letter on business letterhead to this form):

Dates of Employment: From: To: Month/Day/Year Month/Day/Year

Percentage: Full-time 100% Half-time 50% Other - please state percentage

Name & Address of Company/Institution:

Signature Name of person completing form

Title Phone number Date

Applicant Credits Degree: MA in Education and Reading with Language Arts Option

**Credit Requirements for Equivalency
Discipline: MA English and Writing Studies**

INSTITUTION NAME	California State University, San Bernardino	California State University, San Bernardino
COURSE NUMBER AND TITLE	EELB 332 EDUC PSYC FOR DIVERSE SOC	ENG 6090 Cultures of Research in English & Writing Studies
COURSE DESCRIPTION	Overview of psychological principles applied to educational theory and practice. Course uses humanistic, behavioral, anthropological, and cognitive research to explore educational practices, student characteristics, learning processes, teaching strategies, and classroom Education evaluation in the multicultural classroom. Requires a ten-hour field component in an approved setting	Critical study of disciplinary approaches to research in the fields of composition, linguistics, and literature, with attention to scholarly identities, research methods, research ethics, and research as knowledge production. This course satisfies the writing requirement for graduate candidacy for the M.A. in English and Writing Studies. Formerly ENG 609
COURSE NUMBER AND TITLE	EELB 333 CURR & INSTRUC FOR DIVERSE SOC	ENG 6000 Critical Approaches to Literature
COURSE DESCRIPTION	Overview of the social, theoretical, classroom and policy perspectives used to explain the school performance of English language learners. Includes historical, legal, and educational foundations of bilingual education; first and second language acquisition; structure of language; nonverbal communication; English language development; specially designed academic instruction in English; assessment and placement issues; and an examination of the role of verbal interaction in learning.	Study and practice of various critical approaches after the New Criticism, such as deconstructionism, feminism, reader response, and new historicism, with particular attention to their assumptions about the meaning and function of literature
COURSE NUMBER AND TITLE	EELB 301 GROWTH&DEV SOC-ED CONTEXTS	ENG 6120 Contemporary Composition and Discourse Theory
COURSE DESCRIPTION	Developmental characteristics of children from birth through adolescence in the areas of physical, cognitive, language, emotional, personal, social and moral development. Interaction between individual development and social and educational contexts as affected by culture, language, gender, sexual orientation, socioeconomic status, or physical/emotional/learning disabilities. Emphasis on creating classrooms which allow equitable access to education for all students	Examination of major texts and movements in contemporary composition and discourse theory
COURSE NUMBER AND TITLE	ENG 311 THE ENGLISH LANGUAGE	ENG 6150 Discourse, Cognition, and Society
COURSE DESCRIPTION	Introduction to the structure and development of the English language, including phonetics, phonology, morphology, syntax, pragmatics, sociolinguistics, psycholinguistics, and language acquisition. (4 units)	Seminar in theoretical approaches to the analysis of discourse from social, pragmatic, and cognitive perspectives
COURSE NUMBER AND TITLE	ESPE 350 INTRO SPEC POPULATIONS-G.E.TCH	ENG 6620 Sites of Praxis
COURSE DESCRIPTION	Introduction to special populations in the mainstream classroom for general educators. Development of basic skills for teaching special populations in the general education classroom including differentiated instructional strategies within the core curriculum, roles of general education teachers, and creating a positive inclusive climate of instruction for exceptional learners. A minimum of three hours of fieldwork is required	Seminar in the applications of English and Writing Studies to particular workplace and classroom settings, including ethnographic approaches to workplace cultures, attention to workplace genres, and ways of approaching and responding to writing in the workplace
COURSE NUMBER AND TITLE	HSCI 100 CONCEPTS IN HEALTH	Concentration (12)

COURSE DESCRIPTION		Composition and Rhetoric Concentration
	Applicant Credits Degree: <u>MA in Education and Reading with Language Arts Option</u>	Credit Requirments for Equivalency Discipline : <u>MA English and Writing Studies</u>
INSTITUTION NAME	California State University, San Bernardino	California State University, San Bernardino
COURSE NUMBER AND TITLE	COMM 304 INTERCULTURAL COMM	ENG 6340 Seminar in Literacy Studies (Concentration)
COURSE DESCRIPTION	Description and analysis of cultural and gender factors in communication such as perception, value systems, language codes and nonverbal communication. Overcoming the communication problems that can result when members of different cultures communicate.	Advanced study in a specific area of literacy studies. May be taken for up to 12 units as topics change.
COURSE NUMBER AND TITLE	HUM 350 AMERICAN CHILDHOOD	ENG 6600 Approaches to Teaching Writing (Concentration)
COURSE DESCRIPTION	An exploration of the ways childhood has been defined by biological, theoretical, cultural and social means in the United States. Special emphasis on the changing notions of childhood in terms of pop culture and the increasingly multiethnic landscape of America.	Study of the theories, principles, and methods of teaching writing.
COURSE NUMBER AND TITLE	EELB 315 READ/LANG ARTS CURR & PEDAGOGY	One 3-unit course from another concentration in the M.A. program
COURSE DESCRIPTION	Research-based materials, methods, and strategies for teaching reading/language arts, including explicit systematic, meaningful instruction in basic reading skills and comprehension strategies to meet the needs of English learners, proficient English learners, and learners with special needs including learners with varied reading levels and language backgrounds. Emphasis is on emergent reading and writing behaviors, balanced literacy components, and literature.	ENG 6600 Approaches to Teaching Writing: Study of the theories, principles, and methods of teaching writing.
COURSE NUMBER AND TITLE	EELB 422 CLASSROOM ORG, MGMT & DISCIPLI	
COURSE DESCRIPTION	Seminar focusing on knowledge, skills and dispositions required to create and maintain a supportive, healthy environment for student learning. Topics include learning about students, encouraging parental involvement and support, understanding multiple factors that influence behavior, using support personnel, establishing procedures which result in using instructional time effectively, and developing a discipline plan based on research and personal educational philosophy	
COURSE NUMBER AND TITLE	EELB 519 ASSESSMENT SEM I	
COURSE DESCRIPTION	Seminar focusing on knowledge, skills and dispositions required of first-year teachers. Emphasis on content specific and developmentally appropriate pedagogy, characteristics of English learners and learners with special needs, and demonstration of Teacher Performance Expectations	

COURSE NUMBER AND TITLE	PSYC 115 PERSONAL & SOCIAL ADJ	
COURSE DESCRIPTION	Application of psychological principles to predictable challenges and problems over the life span. Explores opportunities for adjustment and growth in a variety of circumstances, such as family and college life	

Applicant Credits Degree: MA in Education and Reading with Language Arts Option

**Credit Requirments for Equivalency
Discpline : MA English and Writing Studies**

INSTITUTION NAME	California State University, San Bernardino	California State University, San Bernardino
COURSE NUMBER AND TITLE	KINE 205 FOUND FOR LIFE FITNESS	
COURSE DESCRIPTION	Introduction and discussion of the interrelationship of physical fitness and wellness. Benefits associated with physical activity, and how exercise on a regular basis contributes to the development of healthier lifestyles. Topics include: components of physical fitness (including assessment techniques), weight control, nutrition, stress management, health benefits of active lifestyles, and exercise guidelines for each area of fitness.	
COURSE NUMBER AND TITLE	PSYC 351 BEHAVIOR MODIFICATION	
COURSE DESCRIPTION	Analysis of the theory, techniques and ethics of behavior modification.	
COURSE NUMBER AND TITLE	PSYC 362 LEARNING AND MOTIVATION	
COURSE DESCRIPTION	Survey of research and major theories in animal and human learning and motivation. Applications of learning and motivational principles.	
COURSE NUMBER AND TITLE	PSYC 384 PERSONALITY&SOCIAL DEVEL	
COURSE DESCRIPTION	Development of personality, emotions and social behavior from childhood through adulthood	
COURSE NUMBER AND TITLE	EELB 423 MATH CURR & PEDAGOGY	

COURSE DESCRIPTION	Introductory course in curriculum and instruction in mathematics. Emphasis on implementing state adopted mathematics curriculum standards and skills in an elementary classroom based on an in depth understanding of concepts, skills, and strategies in mathematics. Includes designing instruction to meet the academic needs of all learners in a diverse classroom including English learners and learners with special needs	
COURSE NUMBER AND TITLE	EELB 425 LIT&SEC LANG ACQUIS,INTERMEDIA	
COURSE DESCRIPTION	the study of literacy development for the intermediate reader and beyond for all learners including English learners, proficient English learners, and learners with special needs. Emphasis on developing higher level academic skills for complex reading, writing, speaking, and thinking; approaches to English language development (ELD); planning for both language and content instruction, literacy in the content areas; development of strategies to build comprehension and fluency; assessment techniques; and transfer of literacy skills from first to second language.	
	Applicant Credits Degree: <u>MA in Education and Reading with Language Arts Option</u>	Credit Requirments for Equivalency Discipline : <u>MA English and Writing Studies</u>
INSTITUTION NAME	California State University, San Bernardino	California State University, San Bernardino
COURSE NUMBER AND TITLE	EELB 532 SCI/HEALTH CURR & PEDAGOGY	
COURSE DESCRIPTION	Introductory course in curriculum and pedagogy in science and health. Emphasis on implementing state adopted science and health curriculum standards in an elementary classroom. Includes designing instruction to meet academic needs of all learners including English language learners and learners with special needs.	
COURSE NUMBER AND TITLE	EELB 423 MATH CURR & PEDAGOGY	
COURSE DESCRIPTION	Introductory course in curriculum and instruction in mathematics. Emphasis on implementing state adopted mathematics curriculum standards and skills in an elementary classroom based on an in depth understanding of concepts, skills, and strategies in mathematics. Includes designing instruction to meet the academic needs of all learners in a diverse classroom including English learners and learners with special needs	
COURSE NUMBER AND TITLE	EELB 529 ASSESSMENT SEM II	
COURSE DESCRIPTION	Seminar focusing on knowledge, skills and dispositions required of first year teachers. Emphasis on connecting instructional planning to student characteristics for academic learning; designing instruction in physical education; and demonstration of Teacher Performance Expectations	
COURSE NUMBER AND TITLE	EELB 533 SOC STDS & ARTS CURR & PEDAGOG	
COURSE DESCRIPTION	Introductory course in curriculum and pedagogy in history/social studies and visual/performing arts. Emphasis on implementing state adopted curriculum standards and skills in an elementary classroom based on an in-depth understanding of concepts, skills, and strategies in history/social studies and the visual/performing arts. Includes designing a teaching unit to meet academic needs of all learners including English language learners and learners with special	
COURSE NUMBER AND TITLE	EELB 540A SUP STUDENT TCH MULTI SUBJECT	

COURSE DESCRIPTION	Teaching practicum in public schools in a multiple subject setting as defined by CCTC. Two quarters of student teaching are required.	
COURSE NUMBER AND TITLE	EELB 539 ASSESSMENT SEM III	
COURSE DESCRIPTION	Seminar focusing on knowledge, skills and dispositions required of first year teachers. Emphasis on assessment of learning goals; lesson design, implementation, and reflection after instruction; professional, legal and ethical obligations; and demonstration of Teacher Performance Expectations	

	Applicant Credits Degree: <u>MA in Education and Reading with Language Arts Option</u>	Credit Requirments for Equivalency Discipline : <u>MA English and Writing Studies</u>
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INSTITUTION NAME	California State University, San Bernardino	California State University, San Bernardino
COURSE NUMBER AND TITLE	ERDG 642 IMAGES CULTURE THR CHILD LIT	
COURSE DESCRIPTION	Review of children's literature of diverse cultures and organizing this literature for curriculum implementation. Exploration of concepts of diversity and culture as they affect literacy learning.	
COURSE NUMBER AND TITLE	ERDG 622 BASIC MATERIALS&APPRCH REG/WRT	
COURSE DESCRIPTION	Investigating, creating and making critical judgments about curriculum approaches and materials, including software, appropriate to different theoretical perspectives	
COURSE NUMBER AND TITLE	ERDG 625 PRACTICUM IN READING/WRITING	
COURSE DESCRIPTION	Supervised application of reading and writing strategies with children at two or more reading levels in grades 1-3 in individual and small group settings.	
COURSE NUMBER AND TITLE	ERDG 632 ASSMT IN READING & WRITING	
COURSE DESCRIPTION	Review of formal and informal reading and writing assessment instruments, methods of data collection, and analysis	
COURSE NUMBER AND TITLE	ERDG 624 SOCIOPSYCHOLINGUISTIC&LITERCY	

COURSE DESCRIPTION	Social and linguistic processes of literacy learning and the implications for instruction	
COURSE NUMBER AND TITLE	EDUC 603 EFF COMM IN EDUC	
COURSE DESCRIPTION	Varying theoretical approaches with an emphasis on identifying one's personal/professional school of thought. Dynamics of interpersonal communication in educational structures: participation of individuals and small groups from a pluralistic perspective; writing for research purposes and professional speaking	
	Applicant Credits Degree: <u>MA in Education and Reading with Language Arts Option</u>	Credit Requirments for Equivalency Discipline : <u>MA English and Writing Studies</u>
INSTITUTION NAME	California State University, San Bernardino	California State University, San Bernardino
COURSE NUMBER AND TITLE	EDUC 605 FOUNDATIONS OF EDUCATION	
COURSE DESCRIPTION	History and theory of elementary, secondary and postsecondary education within the setting of American society: underlying assumptions, organizational structure, and educational change. Multiculturalism is studied in a balanced context relevant to the educational setting. Students apply what they learn to their school of thought in education, thereby connecting theory to the daily practice in the schools	
COURSE NUMBER AND TITLE	EDUC 607 INTRO TO EDUC RESEARCH	
COURSE DESCRIPTION	Introduction to the vocabulary, design, and sources of quantitative and qualitative methodologies, and program evaluation research in education. Ethical strategies for collecting, treating, and reporting data are emphasized; research reports and identifying, developing and critiquing trends in research communities	
COURSE NUMBER AND TITLE	EELB 640 TEACHING ENGLISH LEARNERS	
COURSE DESCRIPTION	Overview of programs, curricula, and resources for the education of English language learners. Strategies for English language development and methods for sustaining access to the core academic curriculum. Assessment techniques for initial placement and progress evaluation of learners. Psychological and sociocultural factors which affect first and second language development.	
COURSE NUMBER AND TITLE	ERDG 643 CRIT ISS INTERMED READ/WRITNG	
COURSE DESCRIPTION	Critical issues that affect the teaching of reading and writing to students.	

COURSE NUMBER AND TITLE	ERDG 679 FLDWK:RDG/LANG ARTS SPEC	
COURSE DESCRIPTION	Field experiences including demonstration of leadership roles in curriculum planning, inservice presentations and professional development.	
COURSE NUMBER AND TITLE	ERDG 630 ADV PRACTICUM READING/WRITING	
COURSE DESCRIPTION	Intensive study of children's literature as it applies in elementary and middle school classrooms with an emphasis on developing familiarity with the variety and wealth of literature available, strategies for classroom instruction and appropriate assessment tools.	

2024-2025 Meritorious Service Award Nomination: **Dr. Donna Colondres**

The Chaffey Umoja Program and Umoja Advisory Committee enthusiastically nominate Dr. Donna Colondres for the 2024-2025 Meritorious Service Award. Dr. Colondres was not only a 32-year Chaffey Counselor, but was one of the original founding members of the Umoja Community Education Foundation.

As a counselor and faculty coordinator of the Chaffey Umoja program (formerly AMAN/AWOMAN), “Mama Donna” as she was affectionately known, mentored and counseled thousands of students over her 32 years of service. She went above and beyond to ensure that her students were fully supported and was known to do “walking counseling,” which meant that if students did not make it to their counseling appointments in her office, she would find them on campus and walk with them to counsel them and check in with them to see how they were doing. She pioneered Chaffey’s Umoja Program, which she built to further support students who identify as Black or African/American and all students with specialized counseling, cultural activities, and leadership opportunities.

Dr. Colondres emphasized a holistic approach to student support, recognizing that the “whole” student was crucial to success and retention. Throughout the numerous Faculty Success Center and FLEX workshops she facilitated, she highlighted the importance of supporting students in mind, body, and spirit, and compelled faculty and staff to tap into the “ethic of love,” with a willingness to share ourselves, our stories, our lives, and our experiences in order to humanize the classroom.

In addition to her work at Chaffey, Dr. Colondres served as a founding member of the original governing body that crafted the statewide model, organizing principles and original mission statement of what we know today as the Umoja Community Education Foundation. Dr. Colondres saw a need and felt a burning commitment to do more to affect positive outcomes and support the success of African American students attending California Community Colleges. In 2007, Umoja, as a grassroots organization, built a coalition and began the critical work of launching new Umoja programs in community colleges up and down the state. In 2008, the Umoja Community was officially recognized by the California Community College Board of Governors (CCCBOG) as a legitimate statewide student success program. Dr. Colondres and other founders continued to fight passionately and strategically over the next 15 years to secure funding to solidify Umoja’s presence in the California Community College system and to support the work of Umoja that began with no money and no permission. Now at 72 Umoja programs—and even extending onto numerous CSU and UC campuses—the work of Dr. Colondres created one of the largest, most impactful, and longest-running Black student success and faculty development programs in the California Community College system.

It is not an understatement to say that Dr. Colondres worked tirelessly to advocate for student success, and she continued to regularly check in on Umoja students even into her retirement. At her memorial service in 2022, over 300 former students and colleagues gathered to celebrate her profound legacy at Chaffey College and beyond.

We believe that Dr. Donna Colondres’ life’s work not only serves as an inspiration, but as a benchmark of what true student-centeredness is and should be. As she always reminded us: “If you want to go fast, go alone. If you want to go far, go together” (African Proverb). Her legacy is forever cemented in the fabric of the Chaffey Umoja Community as well as in our hearts. We will always drink from the well of “Mama Donna” when we call on her as an ancestor to guide us in our continued struggle for freedom, access, and opportunities for our students.

Nomination for Meritorious Service Award, 2024-2025

Nominee: John Machado

Nominator: Leta Ming

April 8, 2024

I would like to nominate John Machado for the Meritorious Service Award. Prior to his death last October, John was a respected teacher, well-liked colleague, and a tireless champion of the visual and performing arts at Chaffey and in the larger community.

College Service and Superior Job Performance

John held many positions on campus in which he vigorously advocated for the needs of students and the visual and performing arts. Some of those positions include:

- Educational Programs Coordinator for the departments of Broadcasting & Cinema, Dance, Music and Theatre (10 years)
- Senator representing the School of Visual and Performing Arts on the Faculty Senate (12 years)
- Curriculum Committee (6 years)
- Chair of the Chaffey College Art Committee (11 years), continued as a member and fulfilling the duties of registrar overseeing the documentation and care of the college art collection
- Founder and Supervisor of the Visual Performing Arts Resource Center (VPARC) in CAA-215A, a library/study/listening space for all students in VPA for a decade
- Wignall Museum of Contemporary Art Advisory Committee (13 years)
- Faculty Advisor for the Chaffey College Student Government
- Organizer of a Maker festival at VPA
- Organizer of the ArtPark public art exhibition across the Rancho campus
- Professor of Art History: known for his vast multi-disciplinary knowledge and stimulating art history lectures. Took over the teaching of art history courses outside of his field when it was impossible to find adjuncts.

Professional Achievement and College Service and Superior Job Performance

In the past decade, John was especially busy building opportunities for those interested in pursuing the arts in the Inland Empire. He served in these many capacities off campus:

- Founder and Director of The Arts Area, a 501(c)(3) nonprofit arts organization since 2016. The Arts Area's mission is to develop and support economic sustainability and equitable access in the creative industries of the inland region of Southern California, including San Bernardino, Riverside, and East Los Angeles Counties, through providing professional development, civic advocacy, resource support, and fiscal sponsorship. President of its eleven-member Board of Directors, managing its volunteer staff, team of project directors, and coordinating student interns from several colleges and universities in the region. Some initiatives include:

- hosting the Inland Empire Arts Directory, a centralized professional network and business resource hub
- offering professional support services for newly founded arts organizations. Some sponsored projects include Curious Publishing, The Artlands gallery, the Print Pomona Art Book Fair, and the Young Artists Initiative.
- organize events including a panel discussion on the history of Chicano art highlighting the upcoming opening of The Cheech Marin Center for Chicano Art, Culture & Industry in Riverside.
- conducts research into long-standing systemic issues of access in education. Arts education is an important facet of the wide variety of educational resources that are unequally dispersed between communities: rich and poor, rural and urban, White and non-White. This research and collected data on issues of local access to arts education is being applied to create community advocacy tools and bring additional resources into the region to support arts and culture in the civic, business, and educational spheres
- providing employment opportunities, mentoring and arts access for BIPOC youth
- Completed Master's in Arts Management at the Claremont Graduate University, Drucker School of Management in 2016. He completed this degree with the intention of founding a nonprofit (see above) with the aim of partnering with Chaffey College and benefiting Chaffey College students and alumni.
- Project Director on the CCC Maker Initiative grant, completed 2019. Awarded \$500,000 for the creation of a community makerspace. The project was supported by the City of Rancho Cucamonga with an in-kind donation of a facility on 9th Street. The Maker Innovation Center's mission was to build a regional hub promoting innovation, creativity, and entrepreneurship in all stages of production from ideation and design, to prototyping and problem solving, through manufacturing, marketing, and distribution that embraces an inclusive STEAM education model. Through a combination of missed deadlines by the city and changes in college management, the project was abandoned before completion at the end of its two-year implementation period. As a result, various schools across Chaffey College, including VPA, M&S, BAT, the main campus library, and the Fashion Design program at the Chino campus received new equipment, tools, hardware and software purchased with the grant funds.
- Served on various public arts committees including:
 - City of Rancho Cucamonga Public Art Committee
 - City of Ontario Arts and Culture Committee
 - City of Ontario Festival of Arts Planning Committee
 - Ovitt Family Community Library Makerspace Advisory Board
 - Claremont Graduate University Center for Business & Management of the Arts Alumni Board
 - An advisory committee of the San Bernardino County Arts Council: Moderated a panel session, Artist-run Spaces and Creative Entrepreneurship, at the Creative People's Conference hosted at San Bernardino Valley College.

2024-2025 Meritorious Service Award Nomination: Eva Rose

It is with great honor and appreciation that we (Ava Nguyen, Brent Bracamontes, Liz Encarnacion, and Steve Shelton) nominate Eva Rose for a Meritorious Service Award. During her 32-years as a faculty member at Chaffey College, Eva tirelessly worked to guide her students to success, and greatly prioritized building a connection with all of her students and colleagues. Eva also was selected by her peers as the Faculty Lecturer of the Year 2006-2007 in which she spoke on emotional intelligence and the role it plays in communication competence. Eva coordinated the Faculty Success Center for 3-years, and for 7-years was instrumental in establishing a successful Honors Program that went from serving 135 students yearly when she started to 900 students when her time with the honors program concluded.

During her 16-years as the Educational Service Coordinator for the Department of Communication Studies Eva oversaw the expansion of course offerings to turn the Communication Studies program at Chaffey College into one of the most diverse programs in the region in terms of types of courses offered. Also, while serving as coordinator, Eva facilitated the growth and expansion of the Communication Studies program so much so that the college was able to develop full-time faculty positions at both the Chino and Fontana campuses, as well as expand the number of full-time faculty at the Rancho campus.

While the above information is just a mere snapshot of the contributions Eva made to the Chaffey College community, we believe Eva Rose should be given a Meritorious Service Award based on her superior teaching/job performance, professional achievements, and her service to the college.

Sincerely,

Ava Nguyen, Brent Bracamontes, Liz Encarnacion, Steve Shelton

Dear Members of the Academic Senate,

I am writing to nominate Eva Rose for the 2024-2025 Meritorious Service Award in recognition of her outstanding contributions and dedication to our institution. Eva Rose is exceptionally deserving of this recognition for several reasons:

Superior teaching and job performance:

Eva Rose has exhibited outstanding expertise in various instructional areas, as demonstrated by her exceptional performance in teaching courses such as Interpersonal Communication, Intercultural Communication, Organizational Communication, and Gender & Communication. She consistently delivers high-quality instruction and demonstrates a deep understanding of these subjects, significantly contributing to the academic development of our students. Eva took 20 students to China in 2007 and taught Intercultural communication for 6 weeks to Chaffey students in 5 different cities in China. Throughout her tenure at Chaffey College, Eva Rose has received several prestigious awards, including Most Inspirational Faculty (2010), Faculty of the Year (2003 and 1997), and Educator of the Year (1996). These accolades not only highlight her exceptional teaching abilities but also underscore her dedication to student success and academic excellence.

Professional Achievement:

Eva Rose's professional achievements speak volumes about her dedication to excellence and continuous growth. Notably, she delivered a special presentation titled "The Art of Coaching" at the Ontario Convention Center on April 22nd, 2021, showcasing her expertise and leadership in coaching and mentoring. Additionally, she has been actively involved in providing ongoing leadership training for the City of Ontario, CA, demonstrating her commitment to fostering leadership skills within our community. Furthermore, Eva Rose has played a pivotal role in enhancing communication skills through virtual platforms. Her workshops on "How to Effectively and Appropriately Communicate Using an Online Platform" at Chaffey College and "Relation Management Skills Needed in the Transitional Stage for Supervisors & Managers" at the Superior Court of San Bernardino have been instrumental in equipping individuals with essential communication techniques, especially during the transitional stage in their careers. Eva Rose's dedication to professional growth, leadership, and effective communication exemplifies her exceptional contributions to our institution and the broader community.

College Service:

Eva Rose's extensive service to the college is a testament to her dedication and leadership. Over the past 17 years, she has served as the Coordinator of Communication Studies, demonstrating exceptional leadership and organizational skills in this role. Additionally, her tenure as the Sexual Harassment Training Officer for 10 years underscores her commitment to creating a safe and inclusive environment for all members of our community. Furthermore, Eva Rose's contributions extend beyond her direct responsibilities. She has served as the Faculty Success

Center Facilitator for 10 years, providing invaluable support and guidance to her colleagues. Her leadership as the Director of the Honors Program for Chaffey College for 7 years has had a profound impact on the academic enrichment of our students. Moreover, Eva Rose has been an active participant in various committees, including the College Book Committee, Faculty Senate, Honors Committee, International Committee, Faculty Advisor Committee, Student Mentoring Committee, and Curriculum Committee. Her involvement in these committees highlights her commitment to collaborative decision-making and her dedication to advancing the goals of our institution.

In light of Eva Rose's exceptional service and leadership, I strongly endorse her nomination for the Meritorious Service Award. Her tireless efforts and unwavering dedication have significantly contributed to the success and reputation of our institution.

Thank you for considering Eva Rose's nomination.

Sincerely,
Jin Liu

2024-2025 Meritorious Service Award Nomination: Sherm Taylor

Hi Lissa,

I'd like to recommend/nominate Sherm Taylor for a Meritorious Service Award. Below are statements gathered from numerous people that knew Sherm which illustrate his above-average level of service to both Chaffey College and its student population:

Sherman Taylor was an extraordinary teacher, leading his students to awards and achievements throughout his years at Chaffey College. Sherm supported automotive technology students in regional, state, and national Skills USA competitions, where his students won multiple awards. In 2012, his Chaffey colleagues chose him for the Puck Award for excellence and innovation in teaching. In 2012-2013, he received the Inland Empire/Desert Regional Consortium Excellence Award for leadership. He was named California State Skills USA Advisor of the Year in 2014. For donating his time and knowledge, the organization honored him as Faculty of the Year.

Sherm "Moose" Taylor was not only the public face of the Automotive Technology Lab at Chaffey; he was the heart and soul of the building as well. Sherm regularly conducted tours of the ATL for anyone who was interested. He gave ongoing tours for high school students at the request of the Marketing Department. Some days, there were back-to-back tours with busloads of students passing through the lab, oftentimes with very little notice. Sherm even endowed an opportunity for Japanese students to visit the ATL. He was proud of his lab and of his students and took great pride in sharing them with anyone who was interested.

Sherm also took great pride in his development of the curriculum and equipment of the Automotive Program in order to bring the course offerings and tools used current with a quickly evolving industry. He played a significant role in the development of hybrid vehicle coursework within the program and the acquisition of numerous hybrid vehicles. His efforts to make Chaffey's Automotive Program among the best in the region created job opportunities for graduates of the program that wouldn't have existed otherwise. He also pioneered new professional development pathways that allowed for instructors of the program, including himself, to attain regular training allowing the instructors to supply industry preparation certifications to students at no cost to the student.

Although he was a consummate professional, Sherm's commitment to the college community went well beyond his professional responsibilities. He personally saw to it that as many Chaffey cars stayed on the road as possible. He purchased car parts out of his own pocket and repaired the cars of many Chaffey students who could not afford high repair prices. Some of the students belonged to programs he coordinated, but many did not. In one instance, a general population student was referred to him because she was interested in buying a car but had very limited financial resources. She was looking at used cars and came to Sherm to ask if he could recommend any shops in the area that could be trusted to inspect the car thoroughly before she bought it. Sherm's reply was, "Yeah. Us!" She brought the car to the ATL building, where the auto tech students inspected it for her. The car needed \$300 - \$400 in parts, plus repair costs, more than the student could afford. So Sherm bought the parts himself without telling her and then supervised his students while they repaired her car. It was a scenario that Sherm would repeat over and over for students in need.

He provided similar automotive support for colleagues and coworkers. Over the years, he and the Car Club held “Car Clinics” for staff and faculty. They could bring in their cars for a free inspection, which included topping off the fluids and filling the tires. He held free “Get to Know Your Car” workshops for staff and faculty. In addition to the car clinics and workshops, he went a step further and regularly diagnosed and worked on staff and faculty members’ cars. His term for these no-cost services was “professional courtesy.”

Sherm Taylor had an immense passion to give back, expecting nothing in return. No one loved his cars more than Sherm did, but he loved his students more. Sherm would do everything in his power to help students complete their education, including “putting his money where his mouth was” to an unusual degree. Many students at Chaffey suffer from food insecurity, and without food, they cannot survive, much less prosper. Sherm understood this. One day a colleague told him about something they had witnessed on campus: “I witnessed a displaced student rummaging through one of the trash cans next to the Gym. The 19-year-old man was watching people throw away their food, while waiting for an opportunity to look for an item during a moment he thought no one was watching. I bought him a meal, gave him money for a meal later, and handed him my business card. I could not understand that at a campus like ours, we have starving students.”

When the colleague shared the incident with Sherm, his first impulse was to do something about it. The timing was right, and he joined colleagues in creating food resources for Chaffey students in need. Susan Stewart, who oversaw the program, said Sherm’s favorite saying was, “If you need something, call me.” He donated large sums to the Food Pantry on all three campuses and personally supported students with food insecurities by purchasing them cups of noodles and other things to eat.

Sherm not only provided food to students; he also made certain they had the supplies and services they needed to complete their education. Sherm helped sponsor several specific scholarships for Chaffey students. He also bought supplies for the Classified Senate backpack project. If a student was in danger of dropping out because their name was not on the \$100 book grant list, he bought the books himself, insisting the student not be told who really provided their texts. When he worked with other departments, he regularly inquired if any students needed money for books. Several campus initiatives that support students, such as Legal Night and the Veterans’ Resource Center, also benefited from the Car Club’s financial support.

“Moose,” as his students affectionately called him, loved campus events and helped provide funding to make them possible. Holidays were favorites of his. He donated to the bookstore to support the annual costume contest at Halloween. Every Christmas, he donated a huge number of toys and bicycles for both boys and girls and even played Santa three years running. Sherm loved kids, so he supported the bake sales at the Children’s Development Center and helped plan and fund a children’s petting zoo in the quad. On two occasions, he held the Car Show on the Wignall Museum’s Family Day so that the museum and club could share audiences and marketing. His philanthropy wasn’t limited to the campus, however. In February 2019, he donated to the Fontana School Police Foundation for the Baker to Vegas Challenge Cup. Along with members of the Car Club, he attended the NHRA Career Opportunities Fair and various STEM events off campus. He also led outreach programs with local high schools, in concert with the Faculty Advising program.

Sherm’s contributions to campus events, however, weren’t solely monetary. He became part of the Chaffey culture, personally participating in a myriad of campus activities. Some of the activities were

directly related to his interests. He was the heart and soul of the annual Car Show, which raised money for student scholarships. The annual Trunk or Treat grew in size and popularity year after year, and Sherm participated not only in it, but in a number of tailgate events. As recently as 2019-2020, he arranged for drive-by mini car shows on campus despite the pandemic.

Automotive events were a natural for Sherm, but perhaps more surprisingly, he was an avid supporter of theater on campus. He attended every mainstage theater production and encouraged the Car Club to purchase season tickets. Whenever the Theater Department held opportunity drawings at their shows, Sherm donated funds. From 2006 to 2020, he collaborated with the Theater Department on a series of events. He aligned the Chaffey College Car Shows with the children's theatre performances on Sundays in April. He barbecued for audience members before theater performances to help promote the productions and gather donations for the theater. At Trunk or Treat, he allowed the Theater Department to take over the haunted house and provided multiple opportunities for theater students to perform songs and walk around in character and in costume, to help promote upcoming theater productions. He provided automotive props, such as hub caps and tires for the musical Grease and the play All in the Timing. Sherm also arranged for classic cars to park in front of the theater for Grease, to create an authentic 1950s environment. His crowning theatrical achievement was playing Darth Vader in a theater skit about accreditation during Convocation. The audience of peers who watched it loved the irony of having the ultimate "bad guy" of films played by the quintessential "good guy" in real life.

After Sherm Taylor passed away, a student left an anonymous note honoring their friend. This is how it reads: "There were many times [that Sherm helped me], but I think the most significant, that I hold dear to my heart, is the time I opened up to him about being sexually assaulted by a previous coworker. Sherm was patient and kind. He listened without judgment, gave me advice to the best of his ability, and reassured me that not everybody in the auto industry is like that. Afterwards, he gave me one of those big bear hugs that just make you feel safe and like you can take on the world."

Sherm Taylor helped everyone he met feel that they could take on the world – and that he would help them do it. He truly believed that anything was possible. More importantly, he made every person whose life he touched believe it, too.

Thank you for considering this nomination,

Jonathan Polidano

DRAFT: Academic Senate endorsed DEIAA definitions, for review April 23, 2024

The following definitions were obtained using ASCCC's Diversity, Equity, and Inclusion [Glossary of Terms](#). The glossary does not currently include a definition of accessibility. The definition of accessibility shown below is the product of collaboration with DE, DPS, and ZTC/OER representatives: Jason Schneck, Jacob Peck, Angela Cardinale and Emilie Koenig.

- **Diversity:** The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.
 - **Suggestion to add** immigration status to the definition of diversity. Neil Watkins, Academic Senate Past President
- **Equity:** The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.
- **Inclusion:** Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.
- **Anti-Racism:** A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.
- **Accessibility** means ensuring that individuals with disabilities have the same opportunities to access information, engage in interactions, and utilize services as those without disabilities, with comparable ease of use and effectiveness. This involves intentionally designing or redesigning instructional materials, technology, policies, products, services, and facilities to enhance accessibility and enable everyone to use and obtain what they need in a timely manner.
 - **Equally effective:** Alternative access for individuals with disabilities to instructional materials and information and communication technology that (1) is timely, (2) is accurate in translation, (3) is delivered in a manner and medium appropriate to the disability of the individual, and (4) affords the individual with a disability the opportunity to obtain the information as fully, equally and independently as a person without a disability with substantially equivalent ease of use. Note, such alternative(s) are not required to produce the identical result or level of achievement, but must afford individuals with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement in the most integrated setting appropriate to the person needs.
 - **Timely:** As it relates to equally effective alternative access to instructional materials and ICT, timely means that the individual with a disability receives access to the instructional materials or ICT at the same time as an individual without a disability.

SABBATICAL LEAVES: PROCEDURES AND DOCUMENTATION

Revised Spring 2024

Approved by Faculty Senate DATE

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STATEMENT OF PHILOSOPHY

Educational Code 87767:

"A Leave of absence for study and travel is granted by the Governing Board to any district employee in a position requiring certification qualifications not to exceed one year. The study or travel shall benefit the students of the district. "

Students are successful when they feel excitement and enthusiasm in their fields of study.

Textbooks and computers are rarely the direct source of excitement and enthusiasm for most students—teachers are. All quality institutions of higher education have long recognized the need to retain the fresh enthusiasm and vitality of their faculties by encouraging periodic retreats from the rigors of classroom instruction in the form of sabbatical leaves.

The purpose of a sabbatical leave is to provide faculty members with the opportunity to pursue educational activities to enhance their professional growth and enrichment, and contribute to the improvement of the instructional services and programs of the District. Quality education may be measured by the level of enthusiasm and vitality on the part of the teaching faculty. Assembly Bill 1725 reaffirmed the Community College Mission and brought recognition to the system as a respected coordinated segment within the realm of higher education. This newfound collegial recognition creates the need to acknowledge the importance of intellectual renewal. Because of Board-adopted goals including improvement in student achievement, retention and transfer rates, renewed vigor in teaching needs to be given a high priority. Because the District recognizes the need to retain freshness and enthusiasm by instructors, a significant portion of the faculty must be encouraged to undertake sabbatical activities. "A maximum of 2.5 percent of the regular full-time bargaining unit members are permitted sabbatical leaves each academic year." (14.10 CCFA Contract).

If they are to be effective, the nature of sabbatical activities must vary with the individual faculty member. The only universally valid criterion of success is that the activities have provided the participant with fresh perspectives, the outcome of the sabbatical will benefit students, and benefit the district (or college) to be freely shared and enhance the educational program for student learning and success.

CONTRACT PROVISIONS

The [contract](#) contains specific language regarding sabbatical leaves. Please consult for details.

14.10.0 Eligibility

Faculty member must:

- Be a regular full-time bargaining unit member (14.10)
- Have their previous evaluation be “Satisfactory” (14.10)
- Have had six years elapsed since previous sabbatical leave or since being employed as a full-time contract faculty member (Office of Human Resources)

14.10.1 Routing of request

14.10.2 Timing of request

14.10.3 Priority

14.10.4 Compensation

14.10.5 Compensation

14.10.6 Report

14.10.7 Time frame for leave

14.10.8 Period of service upon return

14.10.9 [Bond](#)

SABBATICAL LEAVE REQUEST FORMAT

Heading

Please type the following information in the upper right-hand corner of the first page of your application:

- Name
- Area/Department
- Proposed period of the leave (one semester or two semesters)

Purpose of the Sabbatical Project

Provide an adequate description and rationale describing the intention and/ or purpose of your request. Describe in what way this experience will contribute to your professional growth (CCFA Contract 14.10.3).

Sabbatical Objectives

This section should articulate the purpose of the sabbatical project. Be specific. The Academic Senate, the Administration, and the Governing Board will pay particular attention to your sabbatical objectives. Please **be sure** that the objectives point to **professional development, benefit the college and the students**. Refer to the rubric as you develop the objectives. Some

examples of typical objectives are to:

1. Extend or develop new skills directly related to your assignment.
2. Develop or explore new concepts or ideas within your assignment.
3. Write and/or publish in a field related to your discipline.
4. Engage in research related to educational needs.
5. Engage in a formal course of study related to the educational needs of the institution.
6. Engage in activities to achieve recency in a technical field.
7. Create a body of work (e.g. art, music composition or performance, etc.) that will benefit the District or student learning.
8. Enhance pedagogical performance through travel.

Sabbatical Activities

This section of the proposal should specify the activities that will allow you to accomplish the objectives of the sabbatical project cited in Section III above. Examples of such activities include, but are not limited to:

1. Affiliation with a business, industry, or enterprise that will provide currency in a field related to your discipline.
2. Creation of original work which may include objects d'art, manuscripts, research, editing, performable works of music, dance, and other professional activities.
3. Enrollment in an accredited educational program leading to a degree or some portion thereof that is related to your discipline.

Benefits of the Sabbatical

Describe the benefits derived from the sabbatical for each of the following:

1. Enhance their professional growth and enrichment
2. Contribute to the improvement of the instructional services and programs of the district
3. Enhance the educational program for student learning and success during the sabbatical.

Statement of Support

At least one statement of support is required.

Application for Sabbatical Leave

An Application for Sabbatical Leave must be attached to the original copy of the request. A notification letter will be sent to each applicant regarding the status of their application by the Academic Senate.

For the preliminary review, the sub-committee will decide if the proposal is **acceptable for consideration**, **acceptable with clarification**, **determination pending major clarification**, or **unacceptable** (as explained in the explanation of determinations on page 10).

The applicant will be able to take the feedback provided from the sub-committee and make appropriate changes by a deadline determined by both the applicant and sub-committee members. This process can continue as many times as deemed necessary by the sub-committee until final recommendations to the Academic Senate are required. The final recommendation to the Academic Senate will be either **Acceptable** or **Unacceptable**.

APPLICATION FOR SABBATICAL LEAVE

I, _____ (first and last name), am requesting a sabbatical leave for the period: _____ (semester(s) and year(s)).

Attached to this application is the Sabbatical Leave Request in the format outlined by the Academic Senate. I certify that the foregoing information is accurate, and the proposed objectives are, to the best of my knowledge, achievable within the requested time frame. I understand that, if the proposed leave is granted, I must meet all conditions outlined in the collective bargaining agreement (Article 14.10).

I agree to furnish the Academic Senate with a full report of any sabbatical activities no later than Friday of the fourth week of instruction after the return to regular assignment, as shown on the current Academic Calendar. This report must be received by the chief instructional officer no later than Friday of the eighth week of instruction. I understand the Governing Board may, at its sole discretion, approve or disapprove sabbatical leaves.

Signature: _____ Date: _____

Certifications

Human Resources: I certify the employee has met the service requirements, is in good standing, and meets other contractual and legal conditions for the requested sabbatical.

Director, Human Resources

Signature: _____ Date: _____

First-Level Manager: I have reviewed the requested leave and have determined such leave

- will
- will not

present major difficulties for the ongoing activity of the educational program. The requested leave is

- recommended
- not recommended.

First Level Manager

Signature: _____ Date: _____

Academic Senate: I certify that a majority of the Academic Senate (voting at a regular meeting)

has approved the content of the requested sabbatical leave as a set of objectives that will enhance the professional development of the applicant and the educational program of the District.

Academic Senate President

Signature: _____ Date: _____

Associate Superintendent, Instruction/Institutional Effectiveness: Based on the criteria described in the bargaining unit agreement, the request for sabbatical leave is

- recommended
- not recommended

Associate Superintendent, Instruction/Institutional Effectiveness

Signature: _____ Date: _____

SABBATICAL LEAVES SUB-COMMITTEE

PRELIMINARY REVIEW OF SABBATICAL LEAVE APPLICATIONS

Upon preliminary review the Academic Senate sub-committee will use the following rubric to evaluate the proposal. If clarification is needed, the review committee will communicate this to the applicant. The sub-committee will be mindful of the strict timeline and will communicate with the applicant as needed during their review.

The Academic Senate will make the final decision based on the recommendation of the sub-committee.

- Acceptable for consideration
- Acceptable with minor clarification
- Determination pending major clarification
- Unacceptable

EXPLANATION OF DETERMINATIONS

Acceptable for Consideration

The application is complete and clear, detailing all required elements as expressed in application instructions and review rubric. The application is ready for consideration as determined by the Academic Senate.

Acceptable with Minor Clarification

Editing/proofreading is necessary, or missing information or explanation(s) should be added to enhance the sub-committee reader(s') understanding of the proposed purpose, objectives, and/or activity(ies) before consideration. The writer is required to work with the subcommittee to make changes as necessary for another review and evaluation. The subcommittee is confident that with minor revisions the sabbatical proposal will be more thoroughly explained and ready for an acceptable consideration.

Determination Pending Major Clarification

Extensive information and/or explanation is missing from the proposed purpose, objectives, and/or activity(ies). Given the major revisions necessary, the writer is required to work with the subcommittee to make changes for another review and evaluation.

Unacceptable

Application needs major revisions in all areas of purpose, objectives, and activity(ies). Given the major revisions necessary the subcommittee does not foresee the application meeting the standards required during this application cycle and encourages the writer to consider the sabbatical purpose and goals and re-apply during a future cycle.

SABBATICAL PROPOSAL RUBRIC

Applicant's Name _____

Area/Department _____

Proposed Period of the Leave: One semester ____ or Two semesters ____

For the preliminary review, the sub-committee will decide if the proposal is **acceptable for consideration**, **acceptable with clarification**, **determination pending major clarification**, or **unacceptable** (as explained in the explanation of determinations on page 10). The applicant will be able to take the feedback provided from the sub-committee and make appropriate changes by a deadline determined by both the applicant and sub-committee members. This process can continue as many times as deemed necessary by the sub-committee until final recommendations to the Academic Senate are required. The final recommendation to the Academic Senate will be either **Acceptable** or **Unacceptable**.

Sabbatical Proposal Rubric				
<p>1. Sabbatical Purpose.</p> <p>The sabbatical description and rationale provide detailed explanation describing the intention of the sabbatical, including the purpose of the educational pursuits including the objectives and rationale for sabbatical activities (research, travel, etc.).</p>				
Comments:	<p>Acceptable</p> <p>Sabbatical provides a comprehensive description of the intention and purpose, including thorough explanation of the objectives and rationale behind the educational pursuits to be</p>	<p>Acceptable with minor clarification</p> <p>Sabbatical provides description of the intention and purpose, but is perhaps missing depth or breadth to help provide clear understanding of how the objectives or</p>	<p>Determination pending major clarification</p> <p>Sabbatical intention and/or purpose is poorly explained. Detail is lacking, or clear direction in what educational pursuits will be completed. Description may</p>	<p>Unacceptable</p> <p>Sabbatical intention and/or purpose is missing or lacking any explanation to provide the subcommittee confidence that a revision process will produce acceptable changes.</p>

	completed during the sabbatical.	<p>rationale are related to the educational pursuits.</p> <p>The subcommittee is confident that with minor revisions the clarity and depth of the sabbatical proposal will be more thoroughly explained.</p>	<p>be missing on the ways in which the sabbatical aims to accomplish specific objectives or is missing rationale completely.</p> <p>Given the major revisions necessary, the subcommittee feels it is necessary to work extensively alongside the writer to make the changes necessary to move this sabbatical to Acceptable.</p>	<p>Significant additions and explanations are necessary to provide ample understanding of how the sabbatical will accomplish specific objectives. Rationale may be missing completely.</p> <p>The subcommittee encourages the writer to consider the sabbatical purpose and goals and re-apply during a future cycle.</p>
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2. Sabbatical Objectives.

The sabbatical objectives provide specific, measurable, and achievable goals aimed to enhance (1) their professional growth and enrichment, (2) contribute to the improvement of the instructional services and programs of the district, and (3) enhance the educational program for student learning and success during the sabbatical.

The Academic Senate, the Administration, and the Governing Board will pay particular attention to the sabbatical objectives.

Comments:	<p>Acceptable</p> <p>The objectives are clear, measurable, and achievable. The objectives detail the descriptive</p>	<p>Acceptable with minor clarification</p> <p>The objectives are mostly clear, while there are areas in which</p>	<p>Determination pending major clarification</p> <p>Objectives are not clearly written. Two or more of the</p>	<p>Unacceptable</p> <p>The objectives are unclear or missing completely. The objectives may be missing</p>
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	ways in which the sabbatical aims to enhance (1) professional growth, (2) contribute to the District and (3) enhance student learning	the educational pursuits need more clarification to showcase how they will be measured or achieved. The subcommittee is confident that with minor revisions the clarity and depth of the sabbatical proposal will be more thoroughly explained.	three educational pursuits (Professional growth, contribution to the District, and enhancing student learning) are missing or undefined. Given the major revisions necessary, the subcommittee feels it is necessary to work extensively alongside the writer to make the changes necessary to move this sabbatical to Acceptable.	measurable or achievable outcomes. The ways in which the sabbatical aims to enhance (1) professional growth, (2) contribute to the District and (3) enhance student learning are missing or so unclear major revision is necessary. The subcommittee encourages the writer to consider the sabbatical objectives and re-apply during a future cycle.
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3. Sabbatical Activities.

The sabbatical activities should align with the Objectives cited in section 2. The activities should be thorough in accomplishing the purpose of the sabbatical. Rationale as to how these activities align to the objective and purpose should be direct.

Comments:	Acceptable The relationship between the objectives and the way the sabbatical activities will achieve those	Acceptable with minor clarification The relationship between the objectives and the way the sabbatical	Determination pending major clarification The relationship between the objectives and the way the sabbatical	Unacceptable The relationship between the objectives and the sabbatical activities is unclear or not aligned at all.
-----------	---	--	--	--

	objectives are clearly aligned and rationale is present.	activities will achieve those objectives are mostly aligned, although there may be specific questions related to the rationale that can provide more clarity. The subcommittee is confident that with minor revisions the clarity and depth of the sabbatical proposal will be more thoroughly explained.	activities will achieve those objectives are not aligned. There may be rationale present, but it may not be detailed enough to provide a clear connection. Given the major revisions necessary, the subcommittee feels it is necessary to work extensively alongside the writer to make the changes necessary to move this sabbatical to Acceptable.	Rationale may be missing entirely. The subcommittee encourages the writer to consider the sabbatical objectives and re-apply during a future cycle.
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4. Statements of Support.
At least one (1) statement of support is present in the application packet.

Comments :	Present	
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5. Application for Sabbatical Leave.
An application for sabbatical leave must be attached to the original copy of the request.

Comments:	Present	
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SABBATICAL PROCESSES OVERVIEW

Proposal

Proposal Pre-work

- It is recommended that applicants attend a Sabbatical Orientation before writing and submitting their proposal

Upon proposal submission:

1. Submit proposal to Human Resources by 10/1
2. Human Resources submits proposal to First Level Manager for review
3. Applicant submits proposal to Academic Senate Office by 11/1
4. Academic Senate Subcommittee reviews and makes recommendation to Academic Senate
 - a. Academic Senate Subcommittee will make one of the following recommendations (see section "PRELIMINARY REVIEW OF SABBATICAL LEAVE APPLICATIONS" in the Sabbatical Leaves: Procedures and Documentation for full explanation):
 - i. Acceptable for consideration
 - ii. Acceptable with minor clarification
 - iii. Determination pending major clarification
 - iv. Unacceptable
 - b.
5. Academic Senate Office submits determination to CIO Office by 1/15
6. CIO presents accepted proposal(s) to Governing Board at March meeting
7. Academic Senate receives a list of which sabbatical applications will be sent to the Board for approval. The Academic Senate informs the approved applicants; those that were not approved are encouraged to resubmit their proposal the following year.

Report

After the Sabbatical is complete, the Sabbatical Returnee shall complete a report of activities (see CCFA Contract 14.10.6).

1. Sabbatical returnee submits report to the Academic Senate Office no later than the Friday of the 4th Week of instruction after the return to regular assignment.
2. Academic Senate Subcommittee reviews and makes recommendation to Academic Senate
 - a. If the subcommittee has questions or requests for clarification, the sub-committee will consult with the faculty member and, if necessary, request a meeting. They may submit a written list of concerns prior to the meeting. At this meeting, the faculty member should present written clarifications/ revisions of their report.
 - b. Academic Senate Subcommittee will make one of the following recommendations:
 - i. Recommendation for Approval

- ii. Not Recommended for Approval
 - c. The final Academic Senate recommendation will be forwarded to the faculty member, appropriate dean and Associate Superintendent of Instruction and Institutional Effectiveness. A report that is “Recommendation for Approval” will have the Academic Senate President’s signature. A report that is “Not Recommended for Approval” will be forwarded without signature to the Associate Superintendent of Instruction and Institutional Effectiveness.
3. Academic Senate Office submits report to CIO Office no later than Friday of the 8th Week of Instruction
 4. Sabbatical Returnee presents to the Governing Board

SABBATICAL LEAVE REQUEST SUBMISSION PROCEDURES

Application for sabbatical leaves will be made in writing using the appropriate form. By October 1 of the preceding academic year, the form will be sent (by the applicant) to Human Resources to certify the employee has met the service requirements, is in good standing, and meets other contractual and legal conditions for the requested sabbatical. Upon certification by Human Resources, the form will be forwarded to the appropriate first-level manager who will determine whether the requested leave presents any major difficulties for the ongoing activity of the educational program. Upon recommendation by the first-level manager, the form will be forwarded to Academic Senate by November 1 (14.10.1 CCFA Contract). Sabbatical leave requests shall be accompanied by a written statement from the *first-level manager* outlining the following: [Sabbatical Application Timeline](#)

- How many total instructional hours will be covered by adjunct faculty?
- How many, if any, total instructional hours will not be covered during the sabbatical?

The Academic Senate Sabbatical Leave Sub-Committee will review the request. They will recommend approval or denial. After the sub-committee’s recommendation is discussed, the Academic Senate will vote to approve or deny the Sabbatical request. After the signature of the Academic Senate President is obtained, the request will be forwarded to the Office of the Associate Superintendent of Instruction and Institutional Effectiveness for their review and recommendation NO LATER than January 15 (14.10.2 CCFA Contract). The Associate Superintendent of Instruction and Institutional Effectiveness is responsible for forwarding all sabbatical leave requests which he/ she approves for the consideration of the Governing Board not later than the first regular Board meeting in March, unless there are circumstances that preclude submission at the Board meeting.

CRITERIA FOR THE WRITTEN APPLICATION

- The sabbatical request shall be as comprehensive and detailed as is necessary to permit meaningful review by the Academic Senate, the Administration, and the Governing Board.
- Sabbatical projects shall be of appropriate scope for the time requested. 3. The

sabbatical request shall be written in a way that is clear, coherent, and in keeping with the standards of a professional educator, and free of errors caused by haste or carelessness.

- The statement of specific objectives, the plan for achieving each objective, and the documentation to be submitted upon completion of the leave are clear, measurable, and in harmony with the general purpose of the leave.

GENERAL CRITERIA OF THE SABBATICAL LEAVE COMMITTEE IN THE EVALUATION OF APPLICATIONS

It is the responsibility of the Academic Senate to carry out the sabbatical leave policy as set forth in the agreement between the District and the CCFA. Because it believes in the value of sabbatical leaves, the Academic Senate will do everything in its power to maintain the integrity of the leave and the integrity of the evaluation process.

Academic Senate is empowered to evaluate all applications for sabbatical leaves to determine that:

1. The application has appropriate content and objectives that are likely to enhance professional development of the applicant and the educational program of the district (Sec. 14.10.1 CCFA Contract); and
2. The statement of specific objectives, the plan for achieving each objective, and the documentation to be submitted upon completion of the leave are clear, measurable, and in accordance with the general purpose of the leave.

The Academic Senate does not rank proposals or applicants. Faculty Senate's concern is to evaluate the applications to assure they conform to District policy and contain clear, measurable objectives which can be evaluated upon completion of the sabbatical. The purpose is to update and improve the capabilities of the faculty member upon his/ her return to his/ her regular assignment—a long-range goal, therefore, the Academic Senate examines all applications with a sensitive respect for the faculty member's views of what will improve his/ her value to the college.

It is the responsibility of the faculty member to be sure that each application submitted reflects the thoughtful and careful attention that has been devoted to the selection of a project and the plans to realize it.

The Academic Senate sub-committee expects each application submitted to reflect the thoughtful and careful attention that has been devoted to the selection of a project and the plans to realize it. Both the applicant and Academic Senate should start with an assumption of good faith and a desire to resolve differences in a professional equitable manner. The Academic Senate reminds each applicant that both the Academic Senate and the applicant will be saved valuable time and energy if the application is prepared with scrupulous care for clarity

and sharpness of statement.

The Academic Senate will work cooperatively with each applicant to the best of its ability. When the Committee asks for clarification of anything in the application, it is exercising its mandate to protect the integrity of the sabbatical leave policy. In order to facilitate the evaluation of applications and offer assistance to applicants, the following formal procedures will be followed.

FORMAL EVALUATION PROCEDURES OF THE SABBATICAL LEAVE SUB-COMMITTEE FOR APPLICATIONS

In evaluating sabbatical leave applicants, the first step will be the review of the statement of general purpose of each applicant.

If questions are raised, the sub-committee will consult with the applicant and if necessary, request a meeting. They may submit a written list of questions prior to the formal meeting. At this meeting, the applicant should present written clarification and revisions of their statement. The sub-committee may then request further clarification or vote on the application. If a majority of the members vote to reject the statement of general purpose, then the recommendation to the Academic Senate is "Unacceptable.

If the Academic Senate denies the application, the applicant will be notified in writing and will be given a reason for the disapproval.

When the statement of general purpose is acceptable, consideration will then be given to the specific objectives, the plan to achieve them and the documentation to be submitted on completion of the leave. When these are acceptable, the sub-committee shall forward the application to the Academic Senate, with the recommendation of "Acceptable. b. If questions are raised by members of the sub-committee, the sub-committee will consult with the applicant and may submit the questions in writing. A formal meeting may be set up with the applicant. At this sub-committee meeting, the applicant should present written clarifications and revisions. If there are still unresolved issues after this meeting, the sub-committee may inform the applicant in writing of the unresolved issues and set up a final meeting.

After the final meeting, the sub-committee shall vote to accept or reject the application and make recommendations to Academic Senate accordingly. The applicant shall be informed of the decision of Academic Senate. If the application is rejected, the applicant is to be informed of the reasons for the rejection in writing. The final Academic Senate recommendation will be communicated in writing to the appropriate dean, the Associate Superintendent of Instruction and Institutional Effectiveness and the applicant.

Applicants whose leaves have been previously recommended for approval by the sub-committee, but either not funded or not taken, will go through the same procedures as all other candidates (those listed above).

GUIDELINES FOR DOCUMENTATION OF ATTAINMENT OF OBJECTIVES

In order that the sub-committee may objectively evaluate the attainment of the objective(s) upon the completion of a sabbatical leave, the following description of documentation for various types of proposals is offered as a guideline:

FORMAL COURSEWORK AT AN EDUCATIONAL INSTITUTION OF HIGHER LEARNING

An official transcript of grades (for an American or foreign accredited collegiate institution) or an official letter of verification (foreign institution only), signed by an appropriate authority indicating that your course of study has been completed satisfactorily.

If a course is only "audited," this attendance must be verified:

1. **In writing** by the course instructor or other appropriate authority,
- OR
2. **dated** class notes taken during attendance in the course.

WORK EXPERIENCE

An official letter of verification, signed by the appropriate supervisor, administrator, or similar authority, that:

1. Indicates the name and place where the work was done
2. Indicates the type of work performed
3. Indicates the quantity of time spent working
4. Indicates the quality of work performed

TRAVEL/STUDY/VISITATION

1. Travel itineraries (places, dates, time, etc.)
2. Name, title, and address of person you may have interviewed, consulted, or collaborated with. Include date and synopsis of interview, consultation, or collaboration effort.
3. Manuscripts, publications, papers, painting, drawings, photographic reproductions, copies, dated tape recordings, and/ or similar materials, produced or acquired as a result of your activity and that meet the usual and accepted professional standards.
4. Bibliography of material read, studied, and/ or collected.
5. Names, titles, places, dates, etc. of conferences, seminars, or meetings attended. Include synopsis of each activity.

RESEARCH/PROJECTS/OTHER CREATIVE WORK

1. Names of the location(s) or institution(s) where your project/ study was carried on, and the names and titles of authorities (or similar persons), if any, with whom it was conducted.
2. If applicable, assurances of cooperation or authorization to conduct the project/ activity/ study received from appropriate individuals, institutions, companies, or agencies.
3. Manuscripts, publications, papers, paintings, drawings, photographic work, and/ or other similar materials developed or produced, as a result of your research, study, or other creative activity. These should be of a quality consistent with usual and accepted professional standards.
4. Titles, places, dates, short description, and other evidence, if any, of any lectures delivered, and/ or seminars, meetings, or conferences, in which you are an active participant.

REVISING THE SABBATICAL REQUEST/OBJECTIVES/ACTIVITIES

If due to extenuating circumstances during the sabbatical, it becomes necessary to revise the objectives or activities, the Academic Senate Office must be notified in writing. An explanation of the circumstance(s) that prevent completion of the original plan and explain what equivalent objectives or activities will be substituted to accomplish the sabbatical objectives or activities.

Applicants will be held responsible, financially and otherwise, for accomplishing appropriate objectives and activities during the sabbatical leave.

Various combinations of the above may be considered, depending on the nature of the proposed activity and objectives. The above guidelines are meant to be suggestive and not all inclusive. Applicants may submit their applications and other appropriate documentation.

THE SABBATICAL REPORT

Upon return from a sabbatical leave, in accord with the District's contract with CCFA (14.10.6), the individual shall submit a detailed written report of the activities during the sabbatical leave (hardcopy and electronic copy). The report should detail how the objectives proposed in the sabbatical request have been accomplished by the activities that were undertaken.

The original report should be submitted to the appropriate dean along with the signature page (p.22 of this document), and a copy submitted to the Academic Senate no later than the Friday of the fourth week of instruction, after return to regular assignment, as shown on the current Academic Calendar.

After the dean endorses the signature page, the original report should be forwarded to the Academic Senate.

After approval by the Academic Senate, the original report and signature should be forwarded to the Associate Superintendent of Instruction and Institutional Effectiveness no later than the Friday of the eighth week of instruction.

The Associate Superintendent of Instruction and Institutional Effectiveness will prepare the Board agenda item. When the report is presented to the Governing Board, the faculty member shall attend the Board meeting for purposes of either addressing concerns or presenting a brief oral report.

The written report shall consist of the following:

1. A copy of the sabbatical request
2. A summary of the study, research, and/ or travel completed while on leave.
3. A statement indicating how the leave will help the individual to render more effective service to the students, college, and instructor.
4. A transcript of the academic work completed, if applicable.
5. A copy of any research completed, if applicable.
6. A copy of any book or article completed, if applicable.

OTHER REPORTING

In an appropriate forum, sabbatical leave experiences/ projects will be showcased providing the faculty member the opportunity to present highlights of his/ her activities. This will allow for the sharing of the more significant outcomes and dissemination within the college with colleagues in other departments/ disciplines/ units who may also derive a benefit from the sabbatical experience.

GUIDELINES FOR PREPARING THE SABBATICAL LEAVE REPORTS

The following suggestions are made to assist certificated personnel in preparing sabbatical leave reports to facilitate acceptance by the Governing Board. These guidelines were prepared by the sub-committee who review and recommend all sabbatical leave reports.

In preparing the sabbatical leave report:

- Remember that the report is a comprehensive and concise account of the sabbatical activity(ies).
- While on leave, collect pertinent materials (brochures, pamphlets, photographs, slides, etc.) and affix selected examples to your sabbatical report, where applicable.
- While on leave, it is advisable to maintain a personal journal of sabbatical activities which will assist you in writing your report.
- Consider discussing your report with colleagues who have completed recent sabbaticals and with members of the Sabbatical Leave Committee. 5. The report should include a clear description of research design and method(s) of investigation, if applicable.
- The report shall include verification of units completed (transcripts or letter of completion by instructor, if applicable).
- Conclusions reached should be clearly substantiated by citing appropriate research or other sources of data.
- A clear distinction should be made between personal opinion, empirical results and results based upon true research of systems, theories, and data, etc.
- The travel report, in particular, should have some specific form of scholarly approach with attention to detail, purpose and conclusion.
- The unit member reporter should maintain a complete copy of the sabbatical report in his/ her personal file.
- The unit member reporter must submit a complete copy of the report to the appropriate dean, to the Academic Senate, no later than Friday of the fourth week of instruction following return to regular assignment (14.10.6 CCFA Contract), and to the Associate Superintendent of Instruction and Institutional Effectiveness no later than Friday of the eighth week of instruction. (14.10.6 CCFA Contract).

SABBATICAL LEAVE REPORT FORMAT

- The report shall be prepared on 8-1/2 x 11 paper. Copy shall be presented in manuscript form (unbound) in a 9 x 12 envelope. The report will later be uniformly bound by the college prior to submission to the Governing Board.
- Use a thesis format. This is a professional document requiring proper English usage, grammar, spelling and punctuation.
- The report shall have 1 inch margins for binding and be double-spaced for ease in reading. The report shall be properly footnoted, if applicable.

- Pages shall be numbered consecutively. The sabbatical leave report shall include:
 1. Title page
 2. Table of contents (page/ s) including headings, listings, data, plates or illustration, maps, charts, etc.
 3. Copy of the sabbatical leave application proposal
 4. Statement of purpose (page/s)
 5. Executive Summary (general summary of completed sabbatical)
 6. Body of report
 6. Conclusions (summary with statement of value to the college)
 7. Appendix (index, bibliography and other appendages) For your information: For your information:

Before submission of the recommended report to the Governing Board, a signature page shall include the dated signatures of the applicant, the appropriate dean, Academic Senate President, and the Associate Superintendent of Instruction and Institutional Effectiveness.

FORMAL REVIEW PROCEDURES OF THE SABBATICAL LEAVE SUB COMMITTEE FOR REPORT

The role of Academic Senate sub-committee review of the sabbatical report is to verify that the objectives and activities proposed in the sabbatical request have been accomplished. If there have been revisions, the reason(s) for the approved modification(s) must be adequately explained. The approved alternative objectives and activities must be described and accomplished.

In reviewing sabbatical leave reports, the sub-committee will consider the following:

1. Adequate description of activities undertaken
2. Adequate description of how the activities undertaken are related to the attainment of the objectives
3. Comprehensiveness
4. Examples of pertinent materials
5. Clear description of research design and methods of investigation (if applicable)
6. Verification of coursework units completed
7. Substantiates conclusions, cites research or other sources of data.
8. Distinguishes between personal opinion, empirical results, research results, theory
9. Uses scholarly approach with attention to detail
10. Pages numbered consecutively
11. Title page
12. Copy of sabbatical application proposal
13. Statement of purpose
14. Table of contents (headings, listings, data, illustrations, etc.)
15. Summary statement includes value to college

16. Contains pertinent appendices
17. Footnotes (if applicable)
18. Typed, 12 point Times New Roman font with 1 inch margins around the document.
19. Submitted by deadline date

If questions are raised

- The sub-committee will consult with the faculty member and, if necessary, request a meeting. They may submit a written list of concerns prior to the meeting.
- At this meeting, the faculty member should present written clarifications/ revisions of their report
- The sub-committee may then request further clarification or vote on acceptance of the report. If the report is “Recommended for Approval,” then that recommendation will be forwarded to the Academic Senate for formal approval.
- If further clarifications/ revisions are necessary, further consultations and/ or a meeting may be scheduled. The concerns should be communicated to the faculty member in writing before the next meeting. If after voting on acceptance, there are still concerns, the recommendation of “Not Recommended for Approval” will be forwarded to the Academic Senate for formal action.
- The final Academic Senate recommendation will be forwarded to the faculty member, appropriate dean and Associate Superintendent of Instruction and Institutional Effectiveness. A report that is “Recommended for Approval” will have the Academic Senate President’s signature. A report that is “Not Recommended for Approval” will be forwarded without signature to the Associate Superintendent of Instruction and Institutional Effectiveness.

SABBATICAL REPORT REVIEW

Applicant's Name _____

Area/Department _____

Reviewers Name(s): _____

Upon return from a sabbatical leave, in accord with the District's contract with CCFA (14.10.6), the individual shall submit a detailed written report of the activities during the sabbatical leave (hardcopy and electronic copy). The report should detail how the objectives proposed in the sabbatical request have been accomplished by the activities that were undertaken.

The role of Academic Senate sub-committee review of the sabbatical report is to verify that the objectives and activities proposed in the sabbatical request have been accomplished. If there have been revisions, the reason(s) for the approved modification(s) must be adequately explained. The approved alternative objectives and activities must be described and accomplished. The sub-committee may then request further clarification or vote on acceptance of the report. If the report is "Recommended for Approval," then that recommendation will be forwarded to the Academic Senate for formal approval.

Sabbatical Review Rubric		
<p>1. Sabbatical Objectives.</p> <p>The sabbatical report provides clear evidence of meeting proposal objectives, including examples of pertinent materials, detailed research design and methods of investigation, and provides verification of coursework units completed (where applicable)</p>		
<p>Comments:</p>	<p>Acceptable</p> <p>The sabbatical report provides detailed evidence that aligns to the proposal objectives.</p> <p>Evidence includes materials, research design, methods of investigation, and outcomes. Verification of coursework units completed are present where applicable.</p>	<p>Unacceptable</p> <p>The sabbatical report does not provide detailed evidence or does not align to the proposal objectives.</p> <p>There may be evidence missing: materials, research design, methods of investigation, and/or outcomes.</p> <p>Verification of coursework units completed are not present or missing</p>

		<p>information (if identified in the proposal).</p> <p>Further clarification and revision is required.</p>
<p>2. Sabbatical Activities.</p> <p>The sabbatical report is comprehensive in detailing the activities that were undertaken and how those activities relate to the attainment of the objectives.</p>		
Comments:	<p>Acceptable</p> <p>The sabbatical report is comprehensive in detailing all activities that were completed during the sabbatical timeframe. These activities align with the rationale stated in the sabbatical proposal and demonstrate how they helped to accomplish the sabbatical objectives.</p>	<p>Unacceptable</p> <p>The sabbatical report is lacking detail to demonstrate what activities were completed and/or how the activities relate to the objectives.</p> <p>Further clarification and revision is required.</p>
<p>3. Collegial Writing</p> <p>The sabbatical report follows formatting guidelines, uses a scholarly approach with attention to detail. Substantiates conclusions, cites research or other sources of data, and distinguishes between personal opinion, empirical results, research results and theory.</p>		
Comments :	<p>Present</p> <p>All elements of collegial writing are present.</p>	<p>Missing</p> <p>Elements of collegial writing are missing. Revision is required.</p>

SABBATICAL LEAVE REPORT APPROVALS

Please attach this form to your report

I certify that I have reviewed this report and it meets the standards and terms of the Sabbatical Leave procedure

Applicant's Signature	
Dean's Signature	
Academic Senate President's Signature	
Associate Superintendent of Instruction and Institutional Effectiveness' Signature	

EXAMPLES OF SUCCESSFUL SABBATICALS

Please view the full Sabbatical Reports for the following examples of exemplary work on the [Academic Senate Canvas shell](#).

Counseling - Molina

Summary of Sabbatical Purpose: Produce a video ethnography and series of firsthand narratives and photographs, exploring the experiences of undocumented immigrant minors. Using surveys and review of the current data from Governmental Agencies and Educational Policy Centers to mark the beginning of a collection that can become a service learning project for Chaffey Students and workshops for the Puente Project across California and Texas.

Psychology - DiLorenzo

Summary of Sabbatical Purpose: Due to the accelerated need of online learning from the COVID-19 pandemic, this research aims to investigate issues in equity for distance education classes through statistical tracking trends and scholarly research. In addition, the research aims to examine strategies for ensuring equity in online learning.

FSC - Walker

Summary of Sabbatical Purpose: Investigation into leadership training for faculty. Design faculty workshops for leadership opportunities to increase skills for budding coordinators, committee chairs, program leaders and other effective leadership roles on the campus.

Instructional Support - Ross

Summary of Sabbatical Purpose: Advance workshop and learning opportunities for ESL learners at the Success Centers by researching current needs and various learning styles to teach grammar to ESL students.

English - Tulacro

Summary of Sabbatical Purpose: Fulfill obligations as an artist and professional writer to enrich student learning in creative writing classes. Pursue professional writing for publishing, including a complete first draft of a novel, marketing said novel, and expand creative writing story collection on Army veterans.

Anthropology - Meyer

Summary of Sabbatical Purpose: Collaborate with Dr. Williams' lab to uncover the evolutionary path of our ancestors using cutting edge technology in the fossil analysis to produce research and publication to the discipline.

- Other laboratories as designated by the Course Outlines of Record shall be equated at .90 of a contact hour except those identified in 18.3.4(f), (g), (h), and (i). Please refer to 21.2.2 for language on a lab or group.

18.3.5 Petition for Increased Load for Lab, Studio, or Activity (Lab-Based) Courses

This agreement provides for the creation of a process to evaluate and potentially increase the load associated with lab, studio, or activity courses.

For group timeline:

- In Fall 2023, a for group will be established to formulate the forms and processes/protocols, based on the criteria. The for group will consist of three (3) faculty members, one of which shall be a current Association negotiator, and three (3) administrators, one of whom shall be a current District negotiator.
- Final for product shall be reviewed and approved by the Labor Management Committee (LMC) before implementation. The for group will provide its final product to the LMC by January 2024.

Starting in fall 2024, a joint standing Load Petition Committee will be established. The purpose of this committee will be to evaluate department petitions to increase load for lab based courses. The committee will consist of four (4) faculty, appointed by the senate, and four (4) administrators. The committee members will be appointed to a 2-year term.

The Petition Panel will be drawn from the Load Petition Committee and will include an equal number of faculty and administrators. At least one faculty committee member shall be from a lab based area to the extent possible. Any faculty member and/or administrator from the affected area shall not serve on the Petition Panel.

The Petition Panel will pass on only unanimous recommendations to the appropriate executive administrator, who will conduct a fiscal feasibility analysis and make the final determination. The Petition Panel's recommendation and the final determination of all applications are non-grievable.

The Load Petition Committee will accept applications on a first-come, first-served basis up to a maximum of five (5) per academic year. Applications must be submitted no later than the last business day of September for implementation the following fall term. The Petition Panel must make its recommendation by last business day of the first week of November.

Petition Panel recommendations will be based on instructional efforts comparable to a lecture based environment and will address the following criteria:

- Similar amount of out-of-class preparation
- Similar amount of lab related grading outside of the lab environment
- Similar time required to develop, implement, and dismantle laboratory experiences
- Similar time dedicated to other educational related activity

ETHNIC STUDIES SUMMIT

*"Exploring the Power of Community and
Advancing the Ethnic Studies Movement"*

TUESDAY, MAY 7TH

9 AM - 2 PM

RANCHO CAMPUS

WARGIN HALL

ffey  College

Ethnic Studies





1ST ETHNIC STUDIES SUMMIT
CHAFFEY COLLEGE
TUESDAY, MAY 7TH 2024 - WARGIN HALL

PROGRAM

9:00 AM REGISTRATION WH-142

9:30 AM OPENING WH-142

10AM-10:45AM "OUTREACH FOR ROOTS MENTORING"
1ST SESSION PROF. ALTON (WH-142)

"MULTI-RACIAL COALITION BUILDING"
PROF. NGUYEN (WH-112)

11AM-11:45AM "DUAL-ENROLLMENT & THE ETHNIC STUDIES
2ND SESSION REQUIREMENT" JULIE LAW (WH-142)

NACCS: CHICANX STUDIES IN THE 21ST CENTURY"
PROF. GOMEZ (WH-112)

12PM-12:45PM "WHAT TO DO WITH AN ETHNIC STUDIES DEGREE"
3RD SESSION PROF. GUARACHA (WH-142)

"INCARCERATED STUDENTS & SOCIAL JUSTICE"
PROF. MORONEZ (WH-112)

1PM-1:30PM CLOSING WH-142

THANK YOU TO OUR PRESENTERS!

		Present	Adoption of Agenda 4.30.24	Approval of Consent Agenda 4.30.24	Senate Approval of Meritorious Service Award nominations and recipient selection	moved to endorse DEIAA with the suggested edits	Approval of revisions made to the Sabbatical Handbook.
<i>Alternate Senators Italicized</i>							
Representation	Name						
Senator-At-Large	Tamari Jenkins						
Senator-At-Large	Jackson Tropp	Y	Y	Y	Y	Y	Y
Senator-At-Large	Sarah Chamberlain	Y	Y	Y	Y	Y	Y
Adjunct Senator-at-Large	Tina Kuo	Y	Y	Y	Y	Y	Y
Adjunct Senator-at-Large	Shelly R. Jackson	Y	Y	Y	Y	Y	Y
<i>*Adjunct Alternate Senator</i>	<i>Vacant</i>						
Business & Applied Technology	Jonathan Polidano						
Business & Applied Technology	Jay Scott	Y	Y	Y	Y	Y	
<i>Business & Applied Technology Alternate</i>	<i>Vacant</i>						
Chino Campus	Robert Nazar	Y	Y	Y	Y	Y	Y
Chino Campus	Jinny Lee	Y	Y	Y	Y	Y	Y
<i>Chino Campus Alternate</i>	<i>Manar Hijaz</i>						
Fontana Campus	Anthony "Tony" Guaracha	Y	Y	Y	Y	Y	Y
Fontana Campus	Vacant						
<i>Fontana Campus Alternate</i>	<i>Greg Creel</i>						
Health Sciences	Omar Estrada						
Health Sciences	Terzah DePonte	Y	Y	Y	Y	Y	Y
<i>*Health Sciences Alternate</i>	<i>Lisa Doget</i>						
HFIC	Tara Johnson	Y	Y	Y	Y	Y	
HFIC	Vacant						
HFIC Alternate	Vacant						
Instructional Support	Christina Holdiness	Y	Y	Y	Y	Y	Y
Instructional Support	Terezita Overduin	Y	Y	Y	Y	Y	Y
<i>Instructional Support Alternate</i>	<i>Shelley Marcus</i>	Y					
Kinesiology, Nutrition, & Athletics	Annette Henry	Y	Y	Y	Y	Y	Y
Kinesiology, Nutrition, & Athletics	Candice Hines-Tinsley	Y	Y	Y	Y	Y	Y
<i>Kinesiology, Nutrition, & Athletics Alternate</i>	<i>Robert Hadaway</i>						
Language Arts	<i>Phatana Ith</i>	Y	Y	Y	Y	Y	Y
Language Arts	Elizabeth Encarnacion						
<i>*Language Arts Alternate</i>	<i>Leona Fisher</i>	Y					
Mathematics & Science	Robin Witt						
Mathematics & Science	Mark Gutierrez	Y	Y	Y	Y	Y	Y
<i>Mathematics & Science Alternate</i>	<i>Diana Cosand</i>						
Social & Behavioral Sciences	Patricia Gomez	Y	Y	Y	Y	Y	Y
Social & Behavioral Sciences	Vacant						
<i>*Social & Behavioral Sciences Alternate</i>	<i>Vacant</i>						
Student Services	Michelle Martinez	Y	Y	Y	Y	Y	Y
Student Services	Jackie Boboye						
<i>* Student Services Alternate</i>	<i>Fabiola Espitia</i>						
<i>* Student Services Alternate</i>	<i>Susanna Galvez</i>						
Visual and Performing Arts	Leta Ming	Y	Y	Y	Y	Y	Y
Visual and Performing Arts	Sheila Malone						
<i>*Visual and Performing Arts Alternate</i>	<i>Vacant</i>						
President	Nicole DeRose	Y					
Vice President	Elizabeth "Liz" Encarnacion	Y	Y	Y	Y	Y	Y
Secretary/Treasurer	Robin Witt	Y	Y	Y	Y	Y	Y
Curriculum Chair	Angela Burk-Herrick						
Classified Senate Liaison	Sarah Schmidt						
Chaffey College Student Government	Ryan Thomas	Y					
RED indicates reported absence	PURPLE indicates reported tardy/leave early						
Total Yes Votes		25	21	21	21	21	19
Total No Votes			0	0	0	0	0
Total Abstentions			0	0	0	0	0
- = Not available during meeting to vote							
39 members total - up to 29 voting at any given time. The President is a non-voting member, but counts as quorum. Curriculum Chair now votes per 8.2							
President ONLY votes to break a tie.							
A quorum shall consist of two-thirds of the voting members of the Academic Senate							
20 members are needed for QUORUM							
27 Present at this meeting = 25 members, 2 visitors							
4.30.24 Academic Senate Meeting							