

ACADEMIC SENATE AGENDA OCTOBER 25, 2022

Academic Senate Conference Room

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Rancho Campus, BEB Building, Room 204

Meeting ID: 917 2103 2344 Passcode: 2022

Neil Watkins	President	2021-2023
Nicole DeRose	Vice President/President-Elect	2022-2023
Elizabeth “Liz” Encarnacion	Secretary/Treasurer	2022-2023
Angela Burk – Herrick	Curriculum Chair	2021-2023
Bruce Osburn	Business & Applied Technology	2021-2023
Jay Scott	Business & Applied Technology	2022-2024
Tara Johnson	Chino/Fontana	2021-2023
Jinny Lee	Chino/Fontana	2022-2024
Jayne Clark-Frize	Health Sciences	2021-2023
Terzah DePonte	Health Sciences	2022-2024
Christina Holdiness	Instructional Support	2021-2023
Terezita Reyes Overduin	Instructional Support	2022-2024
Elaine Martinez	Kinesiology, Nutrition & Athletics	2021-2023
Candice Hines-Tinsley	Kinesiology, Nutrition & Athletics	2022-2024
Steve Shelton	Language Arts	2021-2023
Elizabeth “Liz” Encarnacion	Language Arts	2022-2024
Elizabeth Cannis	Mathematics & Science	2021-2023
Mark Gutierrez	Mathematics & Science	2022-2024
Pak Tang	Social & Behavioral Sciences	2021-2023
Dan Kern	Social & Behavioral Sciences	2022-2024
Michelle Martinez	Student Services	2021-2023
Jackie Boboye	Student Services	2022-2024
Leta Ming	Visual & Performing Arts	2021-2023
Sheila Malone	Visual & Performing Arts	2022-2024
Tamari Jenkins	Senator-At-Large	2020-2023
Sarah Chamberlain	Senator-At-Large	2021-2024
Norma Leon	Senator-At-Large	2022-2025
Shelly R. Jackson	Adjunct Senator-At-Large	2021-2023
Patty Peoples	Adjunct Senator-At-Large	2022-2024

Alternates

William “Bill” O’Neil	Business & Applied Technology	2021-2023
Manar Hijaz	Chino/Fontana	2021-2023
Jordan Hung	Health Sciences	2021-2023
Shelley Marcus	Instructional Support	2021-2023
Annette Henry	Kinesiology, Nutrition, & Athletics	2021-2023
Leona Fisher	Language Arts	2022-2024
Diana Cosand	Mathematics & Science	2021-2023
Hannah Lucas	Social & Behavioral Sciences	2022-2024
Myra Andrade	Student Services	2021-2023
Vacant	Student Services	2022-2024
Nicole Farrand	Visual & Performing Arts	2021-2023
Vanessa Nunez	Adjunct Alternate Senator	2021-2023
Sarah Schmidt	Classified Senate Liaison	2021-2023

Guests:

Lissa Napoli, Administrative Assistant, Academic Senate

1. P.E. (12:30 P.M.)**2. CALL TO ORDER (12:35 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 (Remote) Attendee Identification If on Zoom, please turn on the camera when voting.**3. PUBLIC COMMENT** (Reserved for Guests only and limited to two minutes.)**4. APPROVAL OF AGENDA**

- October 25, 2022

5. APPROVAL OF MINUTES

- October 18, 2022

6. CONSENT AGENDA**6.1 Faculty representatives that have been requested to serve on these selection/hiring committees:****6.1.1 (Mngt.), Directory, Administrative Systems**

- Nicole DeRose, Biology, M&S

6.2 Curriculum is asking that the Academic Senate endorse the course modifications that Curriculum presented below:**AUTOMOTIVE TECHNOLOGY PACKAGE****Course Modifications w/ DE:**

AUTOTEC-10	Service and Repair
AUTOTEC-15	Auto Electricity and Electronics
AUTOTEC-407	Introduction to Hybrid Vehicles
AUTOTEC-416	Basic Automotive Air Conditioning Systems
AUTOTEC-417	Brakes
AUTOTEC-418	Suspension and Steering Systems
AUTOTEC-422	Fuel, Ignition, and Emission Control Systems
AUTOTEC-423	Engine Management Systems and Drivability

AUTOTEC-427	Engine Operation and Service
AUTOTEC-429	Advanced Automotive Electrical Systems
AUTOTEC-430	Engine Rebuilding - Upper Engine
AUTOTEC-431	Engine Rebuilding - Lower Engine
AUTOTEC-432	Manual and Automatic Transmissions, Transaxles and Drive Trains
AUTOTEC-435	High Performance Engine Rebuilding and Blueprinting
AUTOTEC-443	Engine and Emission Control Training Level 1
AUTOTEC-450	General Automotive Technician A
AUTOTEC-455	General Automotive Technician B

Program Modifications:

Automotive Electrical Systems	Certificate of Career Preparation
Engine Performance (Smog Check) Technician	Certificate of Achievement
Engine Rebuilding	Certificate of Career Preparation
General Automotive Service Technician	A.S. Degree
General Automotive Service Technician	Certificate of Achievement
High Performance Engines Building and Blueprinting	Certificate of Career Preparation
Master Automotive Technician	A.S. Degree
Master Automotive Technician	Certificate of Achievement

HVACR PACKAGE

Course Modifications w/ DE:

HVACR-600	Introduction to Heating, Ventilation, and Air Conditioning
HVACR-601	HVACR Piping Practices, Brazing, and HVACR Tools
HVACR-602	HVAC Electrical Systems
HVACR-603	Environmental Protection Agency Certification
HVACR-604	Refrigerants, Recovery, Vacuum, and Charging
HVACR-605	HVAC Heat Pumps and Basic Troubleshooting
HVACR-606	HVAC Air Distribution, Installation, Flues and Ducts
HVACR-607	HVAC Gas Heat
HVACR-608	HVAC Electric Heat, Oil Heat, and Hydronic Heating
HVACR-609	Advanced Commercial HVAC Systems and Solar
HVACR-610	HVAC DDC, Pneumatic, and Building Automation Controls
HVACR-611	HVAC Management Topics
HVACR-612	Intermediate Refrigeration

Program Modifications:

Heating, Ventilation, Air Conditioning and Refrigeration Level I	Certificate of Competency
Heating, Ventilation, Air Conditioning and Refrigeration Level II	Certificate of Competency

7. REPORT

7.1 President

7.2 Vice President/President-Elect

7.2.1 ASCCC 2022 Fall Plenary Session, Resolutions Packet

- [Resolutions Fall 2022 | ASCCC](#) (new packet should be available on 10/20)

7.2.2 ASCCC 2022 Fall Plenary Session, 11/3 - 11/5, 2022, Breakout sessions at the Fall Plenary

7.3 Secretary/Treasurer

7.4 Curriculum, Angela Burk-Herrick will share information on the following disciplines:

[Automotive Technology Program Presentation](#)
[EMT and Fire Technology Program Presentation](#)
[HVACR Program Presentation](#)

7.5 Classified Senate Liaison, Sarah Schmidt

7.6 Committee Reports

8. **GUEST(S)/PRESENTATION(S)** - On behalf of the Languages department, ESL Professor, Charmaine Phipps, will discuss offering synchronous online options for future schedules. (1:00-1:30 PM)

9. UNFINISHED BUSINESS

9.1 Discussion Item: Faculty Communication Guidelines

10. NEW BUSINESS

10.1 Action Item: Endorsement of synchronized online options

10.2 Action Item: Sabbatical Proposal Subcommittee Assignments: Call for senators to volunteer to read the sabbatical proposal(s). At least three volunteers for each proposal are recommended. It is recommended that reader workgroups communicate with one another to assign a point person who will be contacting the individual being reviewed and gathering report materials to maintain consistency.

Readers are required to immediately contact the writer, coordinate discussion amongst themselves, and bring recommendations, concerns, etc. to Academic Senate NO LATER than November 15. The final voting date is Tuesday, November 29.

For information on the responsibilities of the reader, please review pages 5-7 in the [Sabbatical Leaves Procedures and Documents Handbook](#).

- Christina McPeck, Child Development and Education, SBS

10.3 Discussion Item: Tuition and Fee Waiver for all Gabrieleño-Tongva and American Indian students

11. ANNOUNCEMENTS

11.1 Chaffey College Academic Senate

11.1.1 Academic Senate - Hiring Committees - Interest List - 2022-2023 - If you are possibly interested in serving on a hiring committee this year, please complete this brief survey:

[Academic Senate - Hiring Committees - Interest List - 2022-2023](#)

Completing this survey does not ensure that you will be selected to serve, nor does this list replace the usual selection of interested faculty by area deans.

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. FLOOR ITEMS (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.)

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

The next Academic Senate meeting is scheduled for Tuesday, November 8, 2022.

ASCCC 2022 Fall Plenary Session 11/3 - 11/5, 2022

[2022 Fall Plenary Session - Hybrid Event | ASCCC](#)

Program, selected sections:

3:30 p.m. to 4:45 p.m. Breakout Session 1

1. Serving as a Liaison on your local academic senate
2. OER and ZTC
3. Data-informed Planning, Policy Development, and Decision-making
4. ACCJC
5. The importance and power of Sharing Stories: advocating locally and statewide for faculty and students
6. Developing Faculty Leaders

11:00 a.m. to 12:15 p.m. Breakout Session 2

1. California Community College System Level Resources and Opportunities
2. Elections Bylaws and Rules changes
3. Rising Scholars
4. ASCCC strategic planning
5. Ethnic Studies in the CCCs Update
6. Leveraging Noncredit Education for Equitable Student Opportunities

Breakout sessions will be limited to in-person attendees.

Question: Are there any breakout sessions the Academic Senate would prefer that I attend and report back on?

Tip: Use graphics to set the tone of the speech.

Synchronous Options

Languages – Department Proposal

Background Information

During Covid

- Synchronous and Asynchronous
- As of Spring 2021, no synchronous online classes were allowed at Chaffey.
- (As far as I know, this was across the board as an administrative decision.)



Why?

This presentation...

- Language Students – English-speaking students learning another language, often as a GE requirement
- ESL – Students learning English, MOST OFTEN for personal reasons (job, family, community)

○ Spanish, Chinese, French, Arabic, ASL

○ ESL Levels 1-6, Pronunciation, Citizenship, Workplace English (Vocational)

The issue for non-ESL language learners



- Language Learning Requires Communication
- For **some** people, asynchronous learning doesn't provide enough of that kind of interaction.
- For those students, if a hybrid or F2F section is not offered at the right time, or they live far away, they will choose another school.

At other schools.

- Multiple format options

NOTE Meeting Times with "**WEB**" are **Asynchronous Online Classes**: No set class 1: meeting times are required.

NOTE Meeting Times that list days and times with "Online" for Building/Room are 2: **Synchronous Online Classes**: Requires real-time, online meetings during listed times.

NOTE Meeting Times that list days and times with a physical Building/Room location 3: indicate the class will be offered at an on-campus or off-campus location.

NOTE Meeting Times that are a combination of "**WEB**", list days and times "Online", or 4: list a physical Building/Room require a combination of online work, scheduled online meetings, and on-campus, or off-campus meetings during listed times.

At other schools...

- 44-100% with a pre-scheduled interaction time.

	% with F2F or Zoom	F2F	ZOOM online synch	Hybrid F2F/asynch	Hybrid Zoom/asynch	Fully Asynch
Span 1, Mt SAC	44%	11		2		16
French, Mt SAC	50%	5				5
ASL, Mt SAC	60%	6				10
Spanish 1, PCC	57%	9	2			8
ASL, PCC	47%	2	6			9
RCC Spanish 1	53%			7		6
RCC ASL 1	100%	9				+ lab
RCC French	66%	2				1

At Chaffey...

- 28%

	% with F2F or Zoom	F2F	ZOOM online synch	Hybrid F2F/asynch	Hybrid Zoom/asynch	Fully Asynch
Chaffey Languages	28%	2		17		67
Arabic	25%			1		4
ASL	16%			3		19
Chin	20%			1		5
Fr	33%			1		3
Spanish	13%			6		40

Languages Summary (non-ESL)

- Other schools have 40-100% with a "face to face" component
- Chaffey has 16-33%
- For most of our languages this is what enrollment seems to support.
- But with 40 online Spanish classes, we could try a few as synchronous.
- In the future, it would be nice to have it as an option.

The ESL population



- These students are highly motivated to learn the language.
- They aren't in it for a GE credit.
- Most are learning English for:
 - Job
 - Family

The ESL population



- During Covid, we attracted many students from out of the area.
- Many of the new students found they could attend despite having childcare issues and transportation issues.
- We'd like to keep those students now that we are open again.

The problem with online classes...

- Canvas is in English
- Support (Counseling, Tech Support) is in English



So why not just have optional Zoom?



We do. Especially for levels 1, 2, 3 and pronunciation.

Without them, students would be lost.

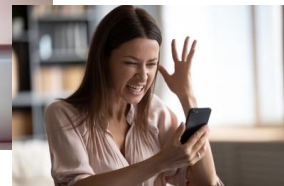
- "I would like ESL class"
- **"Great, we'd love to have you"**
- "I can't come to school. Can I take it online?"
- **"Yes, here's our schedule"**
- "When's the class?"
- **"It's online."**
- "What time?"
- **"It's online, so there's no set class time."**

Phone Conversation



- "Is there Zoom?"
- **"Maybe. Probably."**
- "I need morning."
- **"OK"**
- "Is it in the morning?"
- **"I don't know."**
- "Evening?"
- **"Maybe."**
- "I can't take it in the evening."
- **"OK"**
- "When will I know what time the class is?"
- **"I don't know."**

Phone Conversation



CLASSES	IN PERSON	ONLINE
24030	TWR, 8:30-10:20 5:30pm-7:50pm SI Online	Pre-Level 1 Level 1 Level 2 Level 3 Level 4
NC 330 ESL: College Readiness - Reading and Writing		
<p>Writing, listening and speaking designed for students whose first language is not English. The course includes reading and writing the English alphabet, producing the sound system, as well as practicing simple grammar, reading and writing. Students also learn basic classroom rules and communication necessary for success at school. Ten hours of independent learning in a Success Center field supports this course is required. May be taken twice.</p> <p>Chaffey: Face-to-Face Non-credit</p>		
<p>ESL-432 English as a Second Language III 0.00 UNITS</p> <p>Placement Level Eligibility for ESL-432 as determined by the optional Chaffey College ESL placement process and/or parent and placement Advisory Committee of ESL-432 or self-placement after completing the placement test (visit www.chaffeycollege.edu/esl/assessment).</p> <p>This is the third multi-skills core course in the study of English with reading, writing, listening and speaking designed for students whose first language is not English. The course includes the study of grammar and sentence structure, paragraph format and organization, reading skills, and oral communication.</p> <p>Chaffey: Face-to-Face Non-credit</p>		
<p>Online Class: www.chaffey.edu/programs/academic/esl/online-education.php</p> <p>20103 S. Mousavi Online hours Canvas Section 20103 Live-Chat Textbook: Total material costs are below \$50. 20102 B. Quiroles Online hours Canvas Last day to add: 09/23/22</p>		
<p>Online Class: www.chaffey.edu/programs/academic/esl/online-education.php</p> <p>20112 C. Lee Online hours Canvas Section 20112 Zero Textbook Cost: Total material costs are \$0. SI 20113 C. Bailey Online hours Canvas 09/06/22 12/06/22 Last day to add: 09/23/22 Section 20113 Zero Textbook Cost: Total material costs are \$0. SI 20114 S. Telford Online hours Canvas 10/17/22 12/06/22 Last day to add: 10/26/22 Section 20114 Fast-track class: see www.chaffey.edu/programs/academic/esl/fast-track.php Section 20114 Hybrid class: see www.chaffey.edu/programs/academic/esl/online-education.php</p>		

What are they doing at other schools?

- o Face to Face
- o Online Zoom
- o VERY LITTLE Online Asynch

ESL Depts

- o Multiple format options, almost **ALL** with pre-scheduled interaction time.

ESL Fall 2022	% with F2F or Zoom	F2F	ZOOM online synch	Hybrid F2F/asynch	Hybrid Zoom/asynch	Fully Asynch
PCC Credit ESL	57%	9		2		8
PCC Non-Credit ESL	100%	55	38		4	
MT Sac Credit ESL	92%	8	1		3	1
MT Sac Non Credit ESL	95%	10	10			1
RCC ESL	85%	6				1
SBVC ESL	100%	11	6			
Citrus Credit ESL	100%	10	10			
Citrus Non Credit ESL	100%	7	6			

Chaffey

- o Chaffey = 51% with a Face to Face component pre-scheduled

	% with F2F or Zoom	F2F	ZOOM online synch	Hybrid F2F/asynch	Hybrid Zoom/asynch	Fully Asynch
Chaffey	51%	17		3		19

But...

- "Teachers can have optional Zooms whenever they want!"
 - So, the students won't know in advance what they're signing up for.
 - The teacher must prepare an asynch class AND participate in a synchronous class.
 - OR
 - Teachers can record their Zoom and subject students to 4 hours a week of watching other students in a Zoom class.

But...

- "The survey said..."
 - That survey was not of ESL students. This is a different population.

What happens in practice...



- Students register not knowing if they can come to the Zoom sessions or not.
- The teacher arranges Zoom options for students and many of them attend.
- The teacher is then required to teach both a synchronous section and an asynchronous section, burdening them.
- Many students who want a Zoom class sign up for a class that has a Zoom time that doesn't work for them.

Our Proposal

Allow "online synchronous" as a delivery option to meet student needs, be equitable and compete with surrounding community colleges.

How I would schedule...

- **Level 1-2, pronunciation, VESL -100% synch/hybrid/F2F**
- **Levels 3 and Citizenship – 80% synch/hybrid/F2F**
- **Levels 4-6 – 20% synch/hybrid/F2F**

Other languages – 1-2 sections for Spanish to see how popular they are.

Thank You!

Other Depts?

- Mt Sac, ART, Winter 23, 18% asynch (9 sections in person, 2 asynch)
- Mt Sac Comm Studies, Winter 23, 50/50 (in person, asynch)
- RCC Fall 22, drawing + painting 0% asynch (100% in person)
- RCC Fall 22, art history, 100% asynch
- RCC Fall 22, Comm 69% asynch (12 in person, 27 asynch)
- PCC Art, drawing 15% asynch (32 in person and 6 asynch online)
- PCC Art, art history 50% asynch/in person (6 asynch, 7 in person)
- PCC Speech 1 50% asynch (21 in person, 28 asynch, 3 HS)
- Chaffey, Intro to Drawing, F22 82% asynch (14 sections asynch + 3 in-person)
- Chaffey, Intro to Painting, F22 30% asynch (1 section asynch + 2 in-person)
- Chaffey ComSID2 76% asynch (32 asynch, 10 in person)

Charmaine Phipps, Language Coordinator

Faculty Senate Presentation Summary, October 25, 2022

1. During Covid, Chaffey utilized synchronous and asynchronous formats.
2. We attracted a lot of new ESL students.
 - a. Our classes were newly non-credit (free).
 - b. Students with transportation or childcare issues could attend online synchronous classes.
3. As of Spring 2021, online asynchronous was no longer allowed.
4. For the non-ESL language learners, we continue to find a balance between online and in-person. Enrollment numbers dictate how many of each are added, cancelled, etc.
 - a. When compared to other colleges, Chaffey's percentage of online classes is high. (70% rather than closer to 50% for other schools.) Still, enrollment numbers dictate what is offered and the percentage may change as the climate changes.
5. Having a synchronous option would allow us to offer a few of the online sections as synchronous for students that want the option to practice speaking and listening with the teacher and other students. Enrollment numbers would let us know if those options are popular.
6. **For ESL learners**, especially the lower levels and both pronunciation and conversation-based classes, face to face or online synchronous classes are desperately needed.
 - a. Canvas is in English and hard to navigate for non-English speakers, which does not provide an equitable learning space. (Every basic-level language course online offers directions and guidance in one's first language.)
 - b. The lower-level teachers recognize this and most of them hold Zoom sessions. But, they cannot advertise those times in advance.
 - c. Prospective students always ask at which times the teacher will hold Zoom sessions. It's frustrating to tell them they must register first and then find out later when the teacher will hold Zoom sessions.
 - d. Zoom sessions are technically optional. The teachers have to create a non-synchronous class for the students who cannot attend.
7. Other colleges offer 85-100% of non-credit ESL classes as face to face, hybrid or online synchronous. Only the higher levels or specialty classes are asynch.

REQUEST – allow for online, synchronous scheduling for any class on campus where the department feels that it is essential to learning.

(As always, departments will utilize enrollment, retention and success numbers to guide scheduling.)