

## FACULTY SENATE AGENDA

**MARCH 9, 2021**

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/95388121546> Or iPhone one-tap (US Toll): +16699006833, or +12532158782,\* Or Telephone:Dial:+1 669 900 6833 (US Toll), +1 253 215 8782 (US Toll)

**MEETING ID: 953 8812 1546**

Nicole DeRose	President	2020-2021
Neil Watkins	Vice President/President Elect	2020-2021
Mark Gutierrez	Secretary/Treasurer	2020-2021
Angela Burk – Herrick	Curriculum Chair	2019-2021
Tracy Kocher	Business & Applied Technology	2020-2022
Karin Nelson	Business & Applied Technology	2020-2021
Daniel Bentum	Chino/Fontana	2020-2022
Manar Hijaz	Chino/Fontana	2019-2021
Lisa Doget	Health Sciences	2020-2022
Jayne Clark	Health Sciences	2019-2021
Christina Holdiness	Instructional Support	2020-2022
Mary Jane Ross	Instructional Support	2019-2021
Jeff Harlow	Kinesiology, Nutrition & Athletics	2020-2022
Vacant	Kinesiology, Nutrition & Athletics	2019-2021
Elizabeth “Liz” Encarnacion	Language Arts	2020-2022
Steve Shelton	Language Arts	2019-2021
Mark Gutierrez	Mathematics & Science	2020-2022
Nicole DeRose	Mathematics & Science	2019-2021
Dan Kern	Social & Behavioral Sciences	2020-2022
Angela Sadowski	Social & Behavioral Sciences	2019-2021
Jackie Boboye	Student Services	2020-2022
Jean Oh	Student Services	2019-2021
Vacant	Visual & Performing Arts	2020-2022
Patrick Aranda	Visual & Performing Arts	2019-2021
Tamari Jenkins	Senator-At-Large	2020-2023
Robin Witt	Senator-At-Large	2019-2022
Sarah Cotton	Senator-At-Large	2020-2021
Luke Gunderson	Adjunct Senator-At-Large	2020-2022
Gail Keith-Gibson	Adjunct Senator-At-Large	2019-2021
Alternates		
David Karp	Business & Applied Technology	2020-2021
Robert “Ian“ Jones	Chino/Fontana	2019-2021
Shelley Eckvahl	Health Sciences	2019-2021
Shelley Marcus	Instructional Support	2019-2021
Vacant	Kinesiology, Nutrition, & Athletics	2019-2021
Leona Fisher	Language Arts	2020-2022
Diana Cosand	Mathematics & Science	2019-2021
Sergio Gomez	Social & Behavioral Sciences	2020-2022
Donna Colondres	Student Services	2019-2021
Stan Hunter	Visual & Performing Arts	2019-2021
Stephen Villasenor	Adjunct Alternate Senator	2020-2021
Hope Ell	Classified Senate Liaison	2021

**Guests:**

Lissa Napoli, Administrative Assistant, Faculty Senate

**1. P.E. (12:30 P.M.)****2. CALL TO ORDER (12:38 P.M.)****2.1 Remote Attendee Identification****3. PUBLIC COMMENT** (Reserved for Guests only and limited to two minutes.)**4. APPROVAL OF AGENDA****4.1** March 9, 2021**5. APPROVAL OF MINUTES**

- March 2, 2021

**6. CONSENT AGENDA**

**6.1 District Account:** Approval of funds not to exceed \$1,375.00 for Senators to attend the 2021 Spring Plenary Session - Virtual Event

**6.2 District Account:** Approval of funds not to exceed \$1,000.00 for Senators to attend the 2021 Faculty Leadership Institute - Virtual Event

**6.3 Foundation Account:** Approval of funds not to exceed \$50.00 for Faculty Lecture of the Year incentives for rehearsal and film day.

**6.4 Faculty representatives that have been requested to serve as follows:**

**6.4.1 Health & Safety Committee,** Jasmeet Singh, Chemistry, M&S

**6.4.2 Equity and Success Group, CPC**

Elizabeth Encarnacion, Communication Studies, LA

Mary Jane Ross, Instructional Specialist, MSC

**6.4.3 Learning and Completion Work Group, CPC**

Jin Liu, Chinese, LA

Julie Law, Counselor

**6.4.4 Community Opportunities and Needs Work Group, CPC**

Jin Liu, Chinese, LA

Christine Lively, ASL, LA

Nicole Ferrand, Art, VPA

**6.4.5 Technology and Infrastructure Work Group, CPC,** Daniel Valdez, Math, M&S

## **6.5 FS tribute to honor Renee Ketchum's contributions and her memory.**

### **Resolution to Honor Senator Renee Ketchum on Her Passing**

Whereas, Renee served on Senate for more than twenty years, always the first to volunteer to help with Senate events; and

Whereas, Renee was a leading voice in Senate, speaking out with fearlessness, humor, wisdom and insight on countless issues over the years; and

Whereas, Renee was astute, wise, and insightful, able to get to the heart of complicated campus issues; and

Whereas, Renee was a master at bringing to our attention some less than stellar proposals from the administration in a humorous way, sometimes joking, "Well, you know, it's the Chaffey way"; and

Whereas, Renee's questions and comments enriched every group to which she belonged, from Faculty Senate to the School of Physical, Life, and Health Sciences to the countless College committees on which she served; and

Whereas, Renee was a passionate advocate for the Chaffey RN program and instrumental in building that program for twenty-five years; and

Whereas, Renee was a mentor to many students and fellow faculty, nurturing, advising, and supporting them well beyond the call of duty; and

Whereas, Renee's response when you shared a concern with her was, "How can I help?"; and

Whereas, Renee's warmth, wit, and energy made her the life of every faculty party and usually the last to leave; and

Whereas, Her colleagues describe her on her passing as "warm, "witty," "funny," "energetic," "devoted to students and colleagues," "passionate about life," "unique," "unforgettable," "legendary," and "irreplaceable"; and

Whereas, Her colleagues are grateful to have had her in their lives and "will miss her more than words can express";

Resolved, That Faculty Senate honors Renee Ketchum's decades of service on Faculty Senate and on countless other College committees; and

Resolved, That Faculty Senate commends her invaluable contributions to the Chaffey College RN program; and

Resolved, That Faculty Senate recognizes her extraordinary mentorship of students and colleagues; and

Resolved, That Faculty Senate shares the sense of loss felt throughout the college on Renee's passing.

## 7. GUEST(S)/PRESENTATION(S) - None.

## 8. REPORTS

### 8.1 President

### 8.2 Vice President/President Elect

#### 8.2.1 Establishing Guidelines for Meeting Decorum

#### 8.2.2 Election Information

### 8.3 Secretary/Treasurer

#### 8.3.1 [Scholarship Opportunity](#)

Share with your students: [Scholarship Application](#) **Scholarship Deadline Date: Friday, March 12**

### 8.4 Curriculum

## 9. UNFINISHED BUSINESS

## 10. NEW BUSINESS

### 10.1 Action Item: BP/AP Faculty Senate Review and Reporting Timeline.

BP & AP Faculty Senate First Reading and Sunshining of Board Policies (BP) and Administrative Procedures (AP) Under Consideration. Faculty Senate to complete review and provide feedback. The Board Policies and Administrative Procedures under consideration can be found here:

[Items Under Consideration | Policies and Procedures | Chaffey College](#)

#### 10.1.1 Action Item: BP/AP Review Reporting for March 2, 2021

- BP & AP 4231 Grade Changes, Tamari Jenkins
- BP & AP 4240 Academic Renewal, Liz Encarnacion
- AP 4105 Distance Education, Nicole DeRose

### 10.2 Action Item: LGBTQIA+ Inclusivity Statement workgroup: Resolution and Update - Robin Witt

### 10.3 Discussion Item: Equity Workgroup Senate DEI Resolution

### 10.3 Discussion Item: Follow up on the FS Resolution 2/23

### 10.4 Discussion Item: Message of support for students - Plan to bring ideas about ways faculty and Faculty Senate can communicate support for students.

## 11. ANNOUNCEMENTS

### 11.1 Academic Senate for California Community Colleges (ASCCC) Information

- 11.1.1 [Area D Meeting](#) - Virtual Event, Saturday, March 27, 2021, 10:00am - 3:30pm. Zoom Meeting for more information click on link. Spring 2021 Meeting Documents Coming Soon! The site

currently has the fall 2020 meeting documents attached. If you have any questions, please email LaTonya Parker- [latonya.parker@mvc.edu](mailto:latonya.parker@mvc.edu)

## **11.2 Other**

**11.2.1** Classified Senate is hosting a [See's Candies Fundraiser](#) for Spring. The fundraiser will be March 4-19. Please get all your orders in before the 19<sup>th</sup> to ensure Easter delivery. All orders will be delivered directly to your address.

*Please use the following link to order:*

[https://www.yumraising.com/secure/chaffeyccs\\_chaffey\\_college\\_classified\\_senate9/candy?h=AlyKra4073](https://www.yumraising.com/secure/chaffeyccs_chaffey_college_classified_senate9/candy?h=AlyKra4073)

## **12. FLOOR ITEMS**

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

**The next Faculty Senate meeting is scheduled for Tuesday, March 16, 2021.**

# Faculty Senate – Best Practices for Meeting Decorum

## **(1) Tone & Language for All Attendees**

- Mute your microphone.
- Be professional and courteous.
- Actively listen to your colleagues.
- Don't be inflammatory or inconsiderate.
- Consider how your comments will be received.
- Be mindful of what is communicated; use discretion when sharing information.
- Focus on issues and facts, not personalities, not the person (in or out of the room).

## **(2) ASCCC Guidelines**

- basic motions:

[https://www.asccc.org/sites/default/files/basicmotions%20fifth\\_0.pdf](https://www.asccc.org/sites/default/files/basicmotions%20fifth_0.pdf)

- general tips for meeting process:

<https://www.asccc.org/sites/default/files/meeting%20process%20second.pdf>

## **(3) Specific Guidelines for Public Comments / Visitors**

- Decorum should be observed regardless of position or status of visiting guests.
- Guidelines shall be applied consistently to all guests.
- Presiding officer has discretion to call on visitors / attendees.
- Public comments = 2 minutes
- Invited guests / presenters = 15 minutes

## **(4) Reminders for Senators**

- Try to be on time – 12:35 p.m. start time.
- Senators are representatives and should solicit input from constituents.
- Read agenda and packet before the meeting.
- Be on time; we will start on time.
- Request to be acknowledged; raise hand.
- Be mindful when speaking:
  - Prep your comments.
  - Be concise.
  - Consider time.
  - Think about how people will receive your comment.
- Meeting ends at 1:50 p.m.

# Faculty Senate – Best Practices for Meeting Decorum

## (5) Voting

- Agenda, minutes, consent agenda
  - expedited voting: abstain / no / yes
- Other motions
  - oral roll-call voting

## (6) Chat Protocol

- Reserve for *extraneous* items.
  - e.g., arriving late, leaving early, clarifications, posting links
- Official Senate business should not take place in the chat.
  - exceptions can be made for technical issues
- Chat enters public record only if item is discussed orally.

## (7) Other Long-Term Considerations

- possible update to bylaws ??
- possibly need parliamentarian, non-voting member, need to be in by-laws ??
- possible need to do a training meeting ??

## (8) Alternatives to *Robert's Rules of Order*

<https://socialistcall.com/2019/11/05/roberts-rules-dsa-meetings-democracy/>

<http://libcom.org/library/how-hold-good-meeting-rustys-rules-order>

<http://www.legalcenterfornonprofits.org/2014/05/13/roberts-rules-not-needed/>

<https://www.dummies.com/careers/business-skills/roberts-rules-and-the-motion-to-suspend-the-rules/>

# GUIDELINES FOR DISCUSSION



1

## BE WILLING TO "TRY ON" NEW PERSPECTIVES/IDEAS

Just as we have to try on clothes to see how they fit us before we make a judgement about them, we have to "try on" new ideas. This requires us to be self-aware of our own worldview and biases. This self-awareness opens us up to "try on" ideas that are difficult to wrap our minds around.

2

## IT'S OK TO DISAGREE (NOT OK TO ATTACK OR BLAME SELF OR OTHERS)

Blaming oneself or others results in perpetuating systems of oppression by not allowing for nuanced and in-depth conversation to happen.

3

## PRACTICE SELF-FOCUS

When speaking, keep the focus of your comments on your self. This is a practice of taking ownership of your opinions, feelings, and ideas. This is also a way to open up dialogue for follow-up questions and inviting others to "try on" your worldview and lived experience.

4

## PRACTICE BOTH/AND THINKING.

Two truths can exist on the same plane at the same time and both be true. Our identities are multiple and intersectional. Thus, ideas may contradict one another; this does not mean we have to choose between one or the other. Speaking using "both" or "and" helps us reframe the conversation in this more holistic perspective.

5

## NOTICE PROCESS & CONTENT

How decisions are made and how discussions occur are just as important as their content. When speaking, it is important to note how you are saying something (process) just as much as what you are saying (content). Examples of process-oriented communication are: the tone of voice we use, who is allowed to be involved in the conversation, the questions we choose to answer or not answer, etc.

These elements are important to consider because it helps us understand ourselves and others. Emotions are the driving force of the process. Are they/we speaking from a place of anger/fear/distrust/shame/anxiety/etc.?

6

## BE AWARE OF INTENT & IMPACT

Our intent is how we would like our messages and actions to be received. However, other factors influence the way our messages and actions effect others. Therefore, we must take responsibility for the impact that we have on others, regardless of our intent.

7

## MAINTAIN CONFIDENTIALITY

Keep confidential anything that may be shared with you. Always ask the source's permission before sharing any of their stories or examples out with others.

8

## SHARE TO YOUR COMFORT LEVEL

Story telling and sharing are crucial tools for learning and self-reflection. When disclosing personal experiences, please choose to share only those personal narratives that you feel comfortable with others in our community knowing.

9

## CREATE BRAVE SPACES

Commit to moving from a "safe space" to a brave space in order to act as co-conspirators in the pursuit of reformative justice.

10

## STEP UP, STEP BACK

Maintain self-reflexivity throughout the conversation by being aware of how you are participating. If you find yourself not sharing out, step up and actively participate in the discussion. Conversely, if you have already been actively participating, step back and allow others the space and time to share their perspective.

11

## BE PRESENT

Be present during the entirety of the conversation. Stay off your digital device(s) and refrain from doing any work not directly pertaining to the conversation.



# AP 4105 Revision DRAFT

[INSERT ORIGINAL CHAFFEY COLLEGE AP 4105 LANGUAGE RE: DEFINITION, COURSE APPROVAL, AND CERTIFICATION]

## Additional language:

(adapted from Diablo Valley and Miracosta Colleges)

## Regular and Effective Contact Definition and Considerations

Regular and effective contact between instructor and student and among students in online classes significantly increases student success and humanizes the online learning experience. Two elements are central to regular and effective contact:

- **Instructor-to-student interaction** is a key feature of distance education courses, and it is ~~what one factor that~~ distinguishes it from correspondence courses. In course sections in which the instructional time is conducted in part or in whole through distance education, ensuring regular effective instructor/student contact guarantees the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face instructional format, instructors are present at each course section meeting and interact via announcements, lectures, activities, and discussions that take a variety of forms. In course sections in which the instructional time is conducted in part or in whole through distance education, instructors ~~shall~~ provide ~~an equivalent~~ similar experiences.
- **Student-to-student interaction** is also a key feature of distance education, and it is ~~what another factor that~~ distinguishes it from correspondence courses. These forms of contact are also required by federal regulatory requirements, state education codes, and the Accrediting Commission for Community and Junior Colleges (ACCJC), and are recommended by the Statewide Academic Senate for Community Colleges

Regular and effective contact is a California Title V educational requirement that requires instructors to incorporate instructor-initiated, regular, effective contact into online and any online portion of hybrid course design and delivery. This means that it is the responsibility of the instructor to initiate contact with students, provide contact information to students, make announcements, question and involve them in discussions, ~~reach out to them when they are absent or missing work~~, provide meaningful feedback on assignments, and monitor their overall progress. It is also the responsibility of the instructor to design opportunities for students to interact with other students in the course via discussion boards, group collaboration, peer review, ~~and or~~ other student-to-student engaged activities.

The following considerations ~~shall be made~~ are relevant when establishing regular and effective contact in a distance education course:

- a. **Frequency of interaction:** Distance education courses are considered the virtual equivalent of traditional classroom courses; thus, the frequency of instructor/student interaction in a course section in which the instructional time is conducted in part or in whole through distance education ~~will~~ **should** be at least the same as would be established in its face-to-face counterpart. At the very least, the number of instructor contact hours (synchronous or asynchronous) per week that would be available for face-to-face students ~~will~~ **should** also be available, in asynchronous and/or synchronous mode, with students in the distance education format (based on the Carnegie unit). Given the nature of asynchronous instructional methodologies, contact ~~shall~~ **should** be distributed in a manner that ensures regular instructor/student contact is maintained over the course of a week and the duration of the term and should occur as often as is appropriate for the course section.
- b. **Establishing expectations and managing unexpected instructor absence:** An instructor- and/or department-established policy describing the frequency and timeliness of instructor-initiated contact and instructor feedback will be posted in the syllabus and/or other course documents made available to students when the course section officially opens each semester. This information will also refer students to the section in the college catalog on student rights and responsibilities. During a course section in which the instructional time is conducted in part or in whole through distance education, the instructor will notify students if the instructor will be out of contact beyond what is described in the course documents as mentioned above. This notification ~~will~~ **should** include when students can expect regular, effective contact to resume. If the offline time ~~is expected to result~~ in a lengthy absence (~~e.g., more than three or four instructional days, excluding holidays and weekends~~), the instructor will ~~file an absence report so that a substitute instructor may be secured per college policies to assist students while the instructor is unavailable. It is the instructor's responsibility to evaluate and determine whether the length of the anticipated absence in regular, effective contact will exceed three or four instructional days (excluding holidays and weekends), and, if so, to notify the department coordinator and dean of the need for a substitute.~~
- c. **Quality of contact:** In course sections in which the instructional time is conducted in part or in whole through distance education, instructors will use a variety of means to initiate meaningful, individualized contact with students.
- d. **Accessibility:** Each section of a course in which the instructional time is conducted in part or in whole through distance education will comply with all applicable accessibility requirements. By proposing a distance education course, the instructor author and dean agree that the course will be able to meet the accessibility requirements in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, California Government Code §11135, and Title 5 §55205).

- e. 

Any discipline arising from this AP will follow the tests of Just Cause and Due Process.

## Examples of Regular and Effective Contact

~~There are a variety of ways to demonstrate regular and effective contact in a course;~~ this document outlines a variety of ~~options~~ “best practice” instructional pedagogies for ~~developing and maintaining regular and effective for~~ “Start of the Course,” “Instructor-Initiated” and “Student-to-Student” contact.

## Start of the Course

### Pre-Course Contact, Orientation Materials, and Syllabus

**The following are examples of types of initial contact that may be included in a course:**

- A welcome message **may be** sent to students before or on the first day of the course, providing them with instructions for logging in and getting started with the course.
- **The course may include a** home page that contains the following:
  - Instructor presence (photo and/or design elements that convey personality/subject matter)
  - Instructor contact information and timelines for responding
  - A clear starting point
  - Technical tips / help information
- An orientation video **that may** inform students how to navigate the course and get started. A communication plan **that may** inform students how/when/what ways they can expect to interact with their classmates and instructor.
- Syllabus/orientation materials **that may** include contact information and contact response times.
- Syllabus/orientation materials **that may** indicate online office hours days/times and how to access them.
- Syllabus/orientation materials **that may** include ground rules for online communication and technology use/requirements.
- Syllabus/orientation materials **that may** inform students how to access online student support services.
- Syllabus/orientation materials **that may** include a weekly schedule of activities with due

### Instructor-to-Student Interaction

**The following are examples of types of instructor-initiated interaction that may be included in a course:**

#### Student Messages and Announcements

- Instructor responds to student emails and Canvas Inbox messages within a reasonable timeframe **(24-48 hours)**, consistent with what is stated in the syllabus and/or elsewhere in the course.
- Instructor informs students of **any instructor** absences **which will affect course schedules and/or communications due to obligations and/or unforeseen circumstances**.
- Instructor provides general and timely course-related information and reminders to the class.

#### Discussions

- Instructor **may** participate in discussions by posting replies within discussions to student work, adding comments, or asking questions to further student thinking.
- Instructor **may** provide feedback to discussions privately via individualized feedback.
- Instructor **may** provide whole class feedback to discussions by highlighting particular posts either in discussions, messages to the whole class, and/or announcements.

## Assignment Feedback

- Instructor creates assignments that include opportunities for individualized and specific feedback that go beyond automatically graded quizzes/exams.
- Instructor provides rubrics and/or clear instructions with expectations on assignments.
- Instructor provides feedback that is timely, meaningful, and individualized.
- Instructor enters and publishes grades on assignments in a timely manner using the LMS gradebook.

## Office Hours, Conferences, and Chats

- Instructor provides ~~students optional or required opportunities for synchronous office hours, conferences, etc. optional, regularly occurring synchronous office hours-~~
- ~~and/or study sessions.~~
- ~~Instructor provides optional or required synchronous conferences with students.~~

## Instructor Contact via Publisher Packs or Third-Party Tools

- Instructor ~~may~~ ~~uses~~ third-party tools authenticated through the LMS to engage in regular and effective contact with students

## Surveys

- Instructor ~~may~~ ~~survey~~s students anonymously for feedback on course design, online instruction, communication, and/or other elements of the course.

## Student-to-Student Interaction

**The following are examples of types of student-student contact that may be included in a course:**

### Peer-to-Peer Replies on Discussions

- Students ~~are required to~~ ~~should~~ interact in discussions ~~and provided~~ with clear instructions/expectations for original posts and replies.
- Students are provided with optional discussions for informal peer-peer interaction (Q&A discussion, for example).
- Instructor provides rubrics and/or clear instructions with expectations for participant interaction in required discussions.

### Small Group Collaborations and Group Projects

- Students ~~are may be~~ required to work collaboratively on group assignments/projects.
- Students ~~are may be~~ provided with optional opportunities to work collaboratively in small groups. Instructor provides rubrics and/or clear instructions with expectations for participant interaction in required group assignments/projects.
- Instructor regularly monitors groups and provides whole group feedback.
- Instructor regularly monitors groups and provides private, individualized feedback on group assignments/projects.

### Peer Reviews

- Students ~~are may be~~ assigned peer review activities in which they are required to evaluate and give feedback, observations, and/or suggestions on peers' assignments or projects.

- Instructor provides rubrics and/or clear instructions with expectations for participant interaction in peer review activities.

#### Third-Party Tools for Student-to-Student Interaction

- Instructor **may** use third-party tools authenticated through the LMS to provide opportunities for student-student interaction.

### Student Support Services

The college will assure that distance learners have access to student support services that are comparable to those services provided to on-campus learners.

### Accessibility

The college will assure that all institutionally provided technology resources used in support of distance education will meet the accessibility requirements in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, California Government Code §11135, and Title 5 §55205).

## Chaffey College Faculty Senate Support for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersexual, Asexual or Allied+ Students and Staff

Whereas, The Academic Senate for California Community Colleges is consistent in its unflagging efforts for student success for all students and has a long-standing tradition of support for underrepresented minority students in the State of California;

Whereas, Chaffey College also supports efforts in student success for all gender identities and sexual orientations;

Whereas, Each community college's support of the psychological health of every student in the California community colleges is important;

Whereas, Research demonstrates that prejudice against and the invisibility of lesbian, gay, bisexual, transgender, queer or questioning, intersexual, asexual or allied+ (LGBTQIA+) people has adverse effects on both LGBTQIA+ students and the campus community as a whole; and

Whereas, The invisibility, both by omission and by design, of the LGBTQIA+ community and issues involving curricula, co-curricular activities, and campus practices perpetuates prejudice against and negatively impact LGBTQIA+ individuals and promotes heterosexism;

Resolved, That Chaffey College Faculty Senate reviews their curricula, co-curricular activities, and campus practices for inclusion of LGBTQIA+ community;

Resolved, That Chaffey College Faculty Senate employs appropriate venues to increase awareness of the issues affecting LGBTQIA+ community;

Resolved, That Chaffey College Faculty Senate amend its diversity policy to include gender identity and expression in the policy's description of diversity;

Resolved, That Chaffey College Faculty Senate urges the institution to review their curricula, co-curricular activities, campus practices, employ appropriate venues to increase awareness of the issues affecting LGBTQIA+ community, and

Resolved, That Chaffey College Faculty Senate urges the institution to amend its diversity policy to include gender identity and expression in the policy's description of diversity.

## **Faculty Senate Resolution on Diversity, Equity, and Inclusion**

**March 3, 2021**

Whereas, A commitment to equity requires acting deliberately to create a safe and inclusive environment where individual and group differences are valued and recognized as essential to synergizing the educational process; and

Whereas, Prejudice against and the invisibility of lesbian, gay, bisexual, transgender, queer or questioning, intersexual, asexual or allied+ (LGBTQIA+) people has adverse effects on both LGBTQIA+ students and the campus community as a whole; and

Whereas, The national history of discriminatory laws continues to disproportionately affect students who are undocumented, DACA recipients, or AB 540 eligible; and

Whereas, Diverse faculty that mirror the student population greatly increase student success, retention, and completion of educational goals; and

Whereas, Chaffey College has not made progress in hiring and advancing people of color during the last 20 years, with a consistent ratio of 1 African-American to 18 White non-Hispanic administrators; 60% White full-time tenured faculty; and the combined number of full-time and part-time African-American faculty decreasing during this time period (CCCOC Data Mart); and

Whereas, Implicit racism exists within the systemic structures of Chaffey College; and overt racism has resulted in hate crimes being perpetrated against members of the Chaffey community; and

Whereas, Anti-racism education is necessary to respond to the current moment in time and to ensure the transformation of community colleges; and

Whereas, The President of the Academic Senate for California Community Colleges called for local academic senate leaders to “Prioritize culturally responsive curricular redesign” within disciplines, courses, and programs, and with curriculum committees; and

Whereas, ASCCC Resolution 3.02 F19 directs the academic senates of California Community Colleges to “infuse Anti-Racism/No Hate Education in professional development opportunities to the degree that doing so is feasible”; and

Whereas, The Academic Senate of the California Community Colleges recommends that local academic senates create and adopt diversity, equity, and inclusion statements; and include DEI statements in their constitutions, bylaws, rules, policies, and processes; and

Whereas, The Academic Senate of the California Community Colleges is committed to intentionally increasing representation on local academic senates by identifying, including, and empowering missing voices;

Resolved, That the Faculty Senate adopt the following diversity statement:

*As the voice of the faculty at Chaffey College, the Faculty Senate acknowledges its responsibility to actively cultivate a safe and inclusive climate where hate speech is not tolerated and where equity and mutual respect are honored in both precept and practice. The Senate is committed to a campus where students, faculty, and staff can not only survive, but thrive. To ensure that the voices of all members of the campus community are heard, the Faculty Senate will actively promote equity mindedness and diversity in all areas within its purview. Diversity may include but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, and discipline or field.*

Resolved, That the Chaffey College Faculty Senate be proactive in identifying, analyzing, and changing racist structures on campus that have led to inequitable outcomes; and hold the institution accountable for racist policies and actions; and

Resolved, That the Chaffey College Faculty Senate urge the institution to review campus practices and employ appropriate venues to increase awareness of the issues affecting LGBTQIA+ community, and amend its diversity policy to include gender identity and expression in the policy's description of diversity; and

Resolved, That the Chaffey College Faculty Senate support and advocate on behalf of students who are undocumented, DACA recipients, or AB 540 eligible; and encourage the campus community to be visible and vocal undocu-allies in order to make Chaffey College a welcoming environment for students regardless of their immigration status; and

Resolved, That a position of Equity Liaison be created on the Faculty Senate to serve as the Senate representative at campus meetings and to report back to Senate on DEI issues; with the ultimate goal of establishing the Liaison as an officer of the Senate; and

Resolved, that the Faculty Senate establish a permanent Diversity, Equity, Inclusion, and Anti-racism workgroup comprising faculty, classified staff, and students to support the work of the Equity Liaison and to advise Senate on issues as they arise; and

Resolved, that Faculty Senate adopt a faculty EQUITY Statement comparable to the faculty PRIDE statement:

**Equality** should never be confused with equity.

**Questioning** is the only way to find answers.

**Understanding** is the first step toward empathy.

**Integrity** should guide all of our actions.

**Truth** can bring pain that leads to healing.

**Yesterday** is a history to evaluate, not to emulate; and

Resolved, That the Faculty Senate advocate for mandatory training on diversity, equity, inclusion, and anti-racism for all employee groups, including faculty, classified staff, and administration; and that the College take the necessary steps to support such training; and



Resolved, that the college provide ongoing support for members of the Chaffey community who feel isolated because of their ethnicity, LGBTQIA+ identity, immigration status, or disability; and provide therapeutic counseling for victims of racist attacks and other hate crimes, and

Resolved, That the Faculty Senate support faculty and the Curriculum Committee in prioritizing culturally responsive curricular redesign within disciplines, courses, and programs, and in the development of an Ethnic Studies program; and

Resolved, That the Faculty Senate of Chaffey College make a commitment to students to provide an environment where they can strive, thrive, and achieve, no matter their ethnic background, LGBTQIA+ or immigration status, disability, or economic condition.

# Classified Senate See's Candies Fundraiser

— MARCH 4-19 —

Help support Classified Senate and get  
all of your Spring Chocolates!

All orders will be shipped directly to you.  
Please use the link below to place your order  
**THANK YOU** for your support!

[https://www.yumraising.com/secure/chaffeyccs\\_chaffey\\_college\\_  
classified\\_senate9/candy?h=AlyKra4073](https://www.yumraising.com/secure/chaffeyccs_chaffey_college_classified_senate9/candy?h=AlyKra4073)

