

## FACULTY SENATE AGENDA

**MARCH 30, 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 (12:35 P.M.)****2.1 Remote Attendee Identification****3. PUBLIC COMMENT** (Reserved for Guests only and limited to two minutes.)**4. APPROVAL OF AGENDA**

- March 30, 2021

**5. APPROVAL OF MINUTES**

- March 23, 2021

**6. CONSENT AGENDA****6.1 Faculty representatives that have been requested to serve as follows:****6.1.1 Dean, Health Services, Selection Committee**

Maryline Chemama, Chemistry, M&S

Tanya Cusick, Dental, HA

Lisa Doget, ADN, HS

Shelley Eckvahl, VN, HS

Michael Escobosa, VN, HS

Marlene Soto, Radiologic Technology, HS

**7. GUEST(S)/PRESENTATION(S) - None.****8. REPORTS****8.1 President****8.1.1 DEI Survey from ASCCC****8.2 Vice President/President Elect****8.2.1 Election Update - Question regarding Chino / Fontana representation****8.3 Secretary/Treasurer**

**8.3.1 Scholarship Review:** Faculty Senate Scholarship applications and prepare for discussion. (Final decisions need to be made on or before April 13)

## **8.4 Curriculum**

## **9. UNFINISHED BUSINESS**

### **9.1 Discussion Item:** Equity Workgroup Senate DEI Resolution

## **10. NEW BUSINESS**

### **10.1 Discussion Item:** FOSA Language/Descriptions (Curriculum Chair) & process of selection.

### **10.2 Action Item:** Student Scholarships rubric/scoring

### **10.3 Discussion Item:** Follow up on the Faculty 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.

### **10.5 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.

#### **10.5.1 Action Item:** BP/AP Review Reporting for March 30, 2021

##### March 30 – Reviewers are identified

- AP 4021 Educational Program Viability Review, Lisa Doget
- AP 4023 Educational Program Initiation, Mary Jane Ross

#### **10.5.2 Action Item:** Call for Senators to Review - for reporting on April 6, 2021

- BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education
- BP 4030 Academic Freedom
- BP/AP 4040 Library and Learning Support Services
- BP/AP 4050 Articulation
- BP/AP 4070 Auditing and Auditing Fees
- BP/AP 4100 Graduation Requirements for Degrees and Certificates
- AP 4101 Independent Study
- AP 4102 Career and Technical Programs

## **11. ANNOUNCEMENTS**

## **12. FLOOR ITEMS**

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

**The next Faculty Senate meeting is scheduled for Tuesday, April 6, 2021.**

## Introduction

Academic Senate Presidents,

As part of the ASCCC Commitment to Diversity, Equity and Inclusion (DEI) and Anti-Racism, we ask you to fill out this survey on your college and or senate's work centered on DEI. These questions were designed to align with the [CCCCO Vision for Success Diversity, Equity and Inclusion Task Force Report](#), [Chancellors Oakley's Call to Action](#), and the [Special Message from Past ASCCC President John Stanskas](#).

The ASCCC understands that DEI and Anti-Racism work is systemic work and takes time, we don't expect your college to have completed all the areas of this survey. The intent of the survey is to see what progress had been made in our system. Since DEI questions cannot be answered just with a yes or no we ask that you take the time to share with us your progress and barriers in the text boxes. Share with us what is being implemented at your college, barriers you have faced or are now facing, and how the ASCCC can support your DEI and Anti-Racism goals. We know this will take a few more minutes but the DEI work we do at our colleges is essential to changing structures, systems and supporting our faculty and students. In filling out the survey bring in your college equity champions and the voices of your Black, Indigenous and People of Color (BIPOC) faculty on your campus.

Bring your team to an introductory webinar on the survey on February 8, February 9, or February 11.

[Register for February 8, 2021 | 3:00 pm – 4:00 pm](#)

[Register for February 9, 2021 | 9:00 am – 10:00 am](#)

[Register for February 11, 2021 | 12:00 pm – 1:00 pm](#)

The ASCCC will also be hosting open webinars for groups to facilitate completing the survey. Bring your team and work with ASCCC Executive Committee members and fellow senate leaders to complete this important survey.

[Register for February 16, 2021 | 9:00 am – 10:00 am](#)

[Register for February 24, 2021 | 2:00 pm – 3:00 pm](#)

[Register for March 10, 2021 | 3:00 pm – 4:00 pm](#)

**Please complete the survey by March 22, 2021.**

Thank you for your participation,

ASCCC Executive Committee

**\* 1. Please provide your college's information.**

College:

Area:

**Please rate your college's progress on these DEI priorities.**

2. Has your college and/or local senate agendized or sponsored open dialogue about DEI and campus climate?

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

Please describe facilitation strategies and successes?

3. Has your college and/or local senate created a shared understanding of the terms and purpose of Diversity, Equity, Inclusion and anti-racism?

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

If so how?

4. Has your college and/or local senate created a plan to address campus climate concerns (such as racist behavior, microaggressions) and created an inclusive and safe college environment?

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

Please share any specific strategies?

5. Has your college and/or local senate focused discussions on addressing anti-racism, equity-focused and culturally relevant curriculum re-design?

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

Please share what your college/senate has done?

6. Has your college and/or local senate included students in your DEI work?

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

Share some of the ways your college has included students, including students not involved in ASG leadership?

7. If your college has a first responder/law enforcement program, has there been a review of training and curriculum as described in Chancellor Oakley's [Call To Action?](#)

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

If so what were the results?

8. Has your college and/or local senate reviewed its processes for appointing faculty to committees and hiring search groups to increase the racial diversity and perspectives of those committees?

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

What steps have been taken and what was the result?

9. Has your college and/or local senate evaluated hiring processes to increase faculty racial diversity?

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

If so what has been found and what changes are being recommended/implemented?



10. Has your college and/or local senate discussed making a recommendation to the bargaining unit and or administration to revise faculty evaluation criteria that supports serving diverse and racially-minoritized student population and applying a culturally responsive and racial equity lens?

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

If so what were the results?

11. Has your college and/or local senate engaged in conversations about addressing racial bias, stereotyping, and discrimination at your college?

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

If so how and what was the result?

12. Has your college and/or local senate promoted professional development in the areas of DEI (for example, antiracism and decolonization in instruction and student services)?

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

If so what types of professional development activities have been offered and what feedback has been received?

13. Has your college and/or local senate approved an actionable statement or resolution regarding DEI and Anti-Racism?

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

What has been the action taken in response to the statement/resolution?

14. Has your college and/or local senate included a DEI and Anti-Racism focus in your program review processes?

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

If so how?

15. Has your college and/or local senate broadly shared and discussed disaggregated student equity data?

- ☐ Accomplished
- ☐ In progress
- ☐ Not started yet

If so how and what was the result. What changes are reflected in the review of the equity data (longitudinal review of at least 3 years)?

16. Click any activities that your college has been involved in focused on DEI work (Click all that apply).

- ☐ Mentoring
- ☒ Curriculum Audit/Review
- ☐ Town Halls
- ☒ Healing Circles
- ☐ Webinars
- ☐ External Speakers
- ☐ Land Acknowledgements
- ☒ Resolutions
- ☐ Student Panels
- ☐ Forums
- ☐ Policy, Processes and Procedures Revision
- ☐ Learning Circles
- ☒ Reading Circles/Book Clubs
- ☐ Student Town Halls (by racial group or other diversity category)
- ☒ Other (please specify):

17. Share a success story about the DEI and Anti-Racism work at your college thus far?

18. What have been the barriers at your college engage in meaningful DEI and Ant-Racism work?

19. What kinds of Professional Development/Policy support would you like to see from the ASCCC around DEI and Anti-Racism?

Thank you!

**Thank you for taking the time to take this survey and engaging your community in a discussion of DEI. The ASCCC will share the information from this survey out to the field in through a Report, Rostrums articles, Breakout sessions and other ASCCC sponsored events.**

**ASCCC Executive Committee**

**Optional questions:**

**The ASCCC aims to intentionally support the increase of development opportunities for diverse faculty, as called for in the ASCCC Strategic Plan 2018-2023 Goal 2 Objective 2.1. In order to design and lead professional development opportunities for diverse faculty, it is essential to begin gathering data to identify and meet the needs of the diverse faculty in our community college system. We ask that you please consider answering the following optional questions to help us identify the needs of our diverse faculty. Please know that we value your voice and confidentiality, and this information will be secure and not shared or published without permission.**

20. With which racial/ethnic group(s) do you identify? (check all that apply)

- ☐ African American/Black
- ☐ American Indian/Alaskan Native
- ☐ Asian/Asian American
- ☐ Caucasian/White
- ☐ Latino/a/x/Chicano/a/x
- ☐ Middle Eastern
- ☐ Native American/First Nations/ American Indian/Alaskan Native
- ☐ Pacific Islander
- ☐ One or more races
- ☐ Decline to state
- ☐ Other (please specify):

21. What is your sexual orientation? (check all that apply)

- ☐ Asexual
- ☐ Bisexual, pansexual or fluid
- ☐ Gay or lesbian
- ☐ Heterosexual or straight
- ☐ Queer
- ☐ Decline to state
- ☐ Other (please specify):

22. What is your current gender identity? (check all that apply)

\*(Cisgender is defined as a person whose gender identity aligns with their sex assigned at birth)

\*\* (Gender non-conforming is defined as a person whose behavior or appearance does not conform to traditional gender expectations)

\*\*(Non-binary is defined as a person whose gender identity is not exclusively male or female)

\*\*\* (Transgender is defined as a person whose gender identity and/or expression is different from their sex assigned at birth)

☐ \*Cisgender man

☐ \*Cisgender woman

☐ \*\*Gender non-conforming

☐ \*\*Genderqueer/non-binary

☐ \*\*\*Trans man

☐ \*\*\*Trans woman

☐ Decline to state

☐ Other (please specify):

## **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.



# Chaffey College

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## Human Resources

INTERNAL  
CANDIDATE  
S ONLY

### FACULTY ON SPECIAL ASSIGNMENT (FOSA) OPPORTUNITY

#### CURRICULUM COMMITTEE CHAIR 2019-21 (TWO YEAR ASSIGNMENT)

APPLICATION DEADLINE: TUESDAY, APRIL 23, 2019; 4:00 PM

The Curriculum Committee Chair is responsible to the Associate Superintendent of Instruction and Institutional Effectiveness and the Faculty Senate.

#### I. SCOPE OF ASSIGNMENT

The Curriculum Committee Chair shall:

- Develop, implement, and facilitate a coordinated curriculum process;
- Serve as a resource for faculty regarding curriculum and CurricUNET issues;
- Facilitate oversight and development of the college curriculum management system;
- Plan, organize, and preside over Curriculum Committee meetings;
- Prepare agendas, edit and distribute Curriculum Committee summary notes;
- Refer issues to the Curriculum Committee for discussion and consideration;
- Provide curriculum training for faculty as well as orientation for new members;
- Conduct periodic reviews to update the college curriculum;
- Serve on college committees as appropriate;
- Attend local and state committee meetings as appropriate;
- Review all documentation for title 5 compliance, Chancellor's requirements, and CCC Academic Senate good practices;
- Oversee development of new and revised curriculum, including new course proposals, course modifications, course deletions, new and modified program proposals, and prerequisite reviews;
- Coordinate/liaison with articulation officer on curriculum-related matters;
- Coordinate/liaison with the appropriate administrators on curriculum-related matters affecting the development of the college catalog, schedules of classes, and for the integration and planning of curriculum offerings and services into the instructional units of the college;
- Serve as an officer of Faculty Senate and represent Faculty Senate regarding curriculum-related matters at the Academic Senate of California Community Colleges;
- Assure that the Curriculum Office and process functions smoothly;
- Ensure application of the SLO process through curriculum modification and development;
- Perform other coordination and related duties as required and necessary.
- To consult and participate in the Educational Program Proposal Committee.

#### II. QUALIFICATIONS

##### A. MINIMUM QUALIFICATIONS

- Full-time (100 FTEF) Chaffey College tenured faculty member.
- Clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students and staff.

##### B. DESIRABLE QUALIFICATION

- Knowledge and understanding of Title 5, Chancellor's Program and Course Approval Handbook, State Academic Senate publications pertaining to curriculum issues, college curriculum processes, and CurricUNET management system.

**III. CONDITIONS OF EMPLOYMENT**

- Reassigned time: 50.00 FTEF annually, 10-month contract.
- One (1) additional month's pay.
- Two (2) year term subject to annual renewal, evaluation, and approval of the Governing Board. Nominated from the faculty-at-large, selected by members of the Curriculum Committee, and ratified by the Faculty Senate. Final selection subject to mutual agreement between the Faculty Senate and the administration.

**IV. APPLICATION PROCEDURE**

- The application package must include an Application for Extra Duty Assignment, letter of application detailing both interest and experience, and resume.
- Application packets must be received in the Office of Human Resources by the application deadline.

4/9/19

Step 1: Fill out an application.

Step 2: FS select representatives to serve on the Curriculum Chair hiring committee with the CIO, or designee (with the hiring process typical of FOSAs facilitated by the Office of Instruction).

Step 3: the hiring committee forwards its recommendation to FS for ratification.

## **Evaluation Form for Faculty Senate Student Scholarship**

Student's Name: \_\_\_\_\_

Name of Faculty Member Evaluating the Student: \_\_\_\_\_

The student must be graduating this semester and have a cumulative GPA of 3.5 or higher. Indicate if the student meets these requirements.

- |                                                   |     |    |
|---------------------------------------------------|-----|----|
| 1. Is the student graduating this semester?       | Yes | No |
| 2. Is the student's cumulative GPA 3.5 or higher? | Yes | No |

If you have circled no for either of the above, the student is not eligible for this scholarship.

- After reading the student essay and faculty letters of recommendation, please score the student in the following areas using the scale below.
- In reviewing faculty letters of recommendation please consider the information conveyed about the student and not the quality of the faculty member's writing style.

### **SCALE**

1=The student is below the average level of achievement in this area.

2=The student is average in his or her level of achievement in this area.

3=The student is above average in his or her level of achievement in this area.

\_\_\_\_ 1. **COMMUNITY INVOLVEMENT** (can include art shows, charity events, etc.)

\_\_\_\_ 2. **ACADEMIC AND CHAFFEY CAMPUS INVOLVMENT** (Honors, campus clubs, newspaper, etc.)

\_\_\_\_ 3. **HARDSHIP** (first-generation student, poverty, disability, etc.)

\_\_\_\_ 4. **DEMONSTRATES A GROWTH MINDSET** (evidence of improvement in learning, openness to feedback, resilience, and perseverance in the face of obstacles)

\_\_\_\_ 5. **WRITING SKILLS** (as demonstrated in the written essay)

\_\_\_\_ TOTAL SCORE (a number between 5 and 15)

Faculty Senate Approved 12/08/15



Chaffey  College

## Faculty Senate Scholarship Application Available NOW!

The Faculty Senate, as representatives of the Chaffey College faculty, has a scholarship to be awarded to deserving students in order to show support for academic achievement and service to the college community.

**Scholarships in the amount of \$1000**  
(up to four awards will be given)

**Applications are due  
Friday, March 12, 2021**

**Application Eligibility:**

1. The applicant must be currently enrolled as a student at Chaffey College with a minimum of 24.0 units earned at Chaffey.
2. The applicant must have a minimum Chaffey GPA of 3.5.
3. The applicant must have a demonstrated record of academic achievement and service to the Chaffey College community (eg, tutoring, student government, internships, etc.) or the community at large (eg, soccer coach, classroom volunteer, scout leader, service club, church choir, etc).

**Download Application**  
<https://www.chaffey.edu/faculty-staff/faculty-senate/scholarship.php>



Chaffey College

March 9 at 3:24 PM · 

The deadline for the Chaffey College Faculty Senate Scholarship is this Friday, Panthers! Download the application at: <https://www.chaffey.edu/.../faculty-senate/scholarship.php>

 8

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Write a comment...

3.30.21 Faculty Senate Agenda Packet

23   

## Hip Hop Summit Hate Crime Resolution, Spring 2021

Whereas FS supports the statement below read into public comments during the February 23, 2021 Faculty Senate meeting;

Be it resolved that . . .

1. A follow-up statement shall be distributed to the Chaffey community (including the public) acknowledging these events as an organized hate crime, describing how the attack meet the criteria of a hate crime, and taking a stand that Chaffey will have zero tolerance for racist attacks of this nature within the week of Feb. 22-26, 2021.
2. The district shall demand further investigation of this matter, beyond Campus Police, to include local police precincts and FBI involvement by Friday, Feb. 26, 2021.
3. ITS shall investigate and address the security issues on faculty devices and support the financial costs of repairs and/or replacement equipment by Monday, March 1, 2021.
4. A campus wide task force, including those faculty directly involved in this incident, shall be instituted by March 12, 2021 to establish firm protocols on how to both report and respond to hate crimes on our campus moving forward. These protocols should include a plan for providing trauma counseling to students, faculty, and staff affected by the attack.
5. Follow-up training shall be provided for all faculty, staff, and administrators on how to navigate Zoom-bombings and/or coordinated cyberattacks, in order to safeguard future Chaffey events before the end of the Spring 2021 semester.

As you are all aware, we experienced a Zoom cyberattack at our HHSS showcase. Not only were there obscene images used to desecrate the face of one of our Black faculty members--but for the next 3 and a half minutes, multiple voices screamed racial epithets over the Zoom air waves, some launched directly at the Black male host of the event by name. Racial slurs flooded the chat. Images of nooses, bombs, and of a hip-hop appropriating Osama Bin Laden doing the running man bombarded the screen. The attack was so swift, so organized, so calculated that we had no hope of silencing it fast enough. My computer was hacked to the point that I could not move my mouse for over 60 seconds, while I watched the image of a noose and a huge banner of "YOU'VE BEEN HACKED" across the top of my screen. This was more than a hateful "Zoom bombing." This was a coordinated, calculated hate crime that directly traumatized faculty, staff, students, and even young people who were in the audience.

All weekend our team stayed up through sleepless nights to do our own investigation and find out what we could on the perpetrators--3 of which we were able to identify. We supported each other. We virtually held each other's hands as we all cried. No one is okay. The people who did this were not "cowards." These were technically adept criminals who launched a coordinated attack on one of our campus events that was fueled by racism and white supremacy.

The utter silence for days after the event was almost as jarring as the event itself. There has been no check-in from IT to verify if our devices have been compromised. No healing event has been organized, nor has healing taken place--and please know that I'm not talking about some performative healing circle. Students and community members have not been checked in with to make sure that they are okay. And although a letter from Dr. Shannon was sent yesterday, it did not begin to fully convey the extent of what happened. Our Black faculty members--although I am not attempting to speak on their behalf--do not feel safe or supported in this moment, because they aren't being supported in this moment. Only the police have asked us questions as to what extent we feel in "imminent harm" given the types of images that were circulated, which were blatantly life-threatening symbols.



Additionally, although the campus should be informed of Zoom best practices, since there has still not been a formal follow-up with us to find out what actually happened, Melanie Sidiqqi's email (and the timing of it) implies that our settings were not appropriate or that we did not abide by Zoom "best practices." Much to the contrary, our system was overridden by folks who knew exactly what they were doing--and the campus needs to be aware of that to prevent further issues.

Although individual sentiments and check-ins were sent to some of us, we were not directly asked about this or followed up with collectively until last night, when two administrators said we were acting "traumatized," being "hysterical," that we "shouldn't let these people steal our joy," to let it go, and they then had the nerve to look at a group of Black faculty and to tell them that it could have been worse, that they should be happy that they weren't physically harmed when Black folks are being killed and physically injured all the time and all over the world. It was a message that implied that they needed to suck this up and understand this as a natural part of being Black in America. These messages are normalizing violence on Black bodies to the point that when assaults happen to Black folks there is nothing more than a "great job at handling that," some packaged euphemism, and everyone is expected to just keep it moving. And this is not the first time. Black educators have been targeted on this campus many more times before this, and most faculty are not even aware of what has happened because it is always swept under the rug, it has always become a PR statement and a band aid instead of a complete overhaul of the culture on our campus.

How is it that in 2021, after all of the claimed allyship and solidarity statements, can Black folks be publicly subjected to hate crimes here and it just be shrugged off? How is it that administration can stay effectively silent when Black faculty members, students, and community members have experienced such public violence on their platform? Why in the name of respectability politics and workplace propriety do Black men have to keep hosting Black History Month events with a smile immediately after repeatedly being verbally assaulted, and Black women have to continue to share encouraging words to audience members after their faces have been desecrated by obscenities?

In her book, Bettina Love (our keynote for the Summit) defines the "educational survival complex" that is learned by Black and dark students as a response to years of racism and trauma within the American educational system. What is becoming clearer to me now is that it is not just students who have learned how to survive despite and in spite of the trauma and violence in academic institutions. Black educators have endured this trauma not only as students, but also as employees of academic institutions that continue to overlook, minimize, and silence them—all while expecting them to take on the free emotional labor of spearheading equity-based professional development trainings and organizing Black History Month celebrations on behalf of the very institutions that the other 11 months try to un-see them. It is the educational survival complex that has trained my colleagues not to flinch when faced with the kind of public violence that occurred at our Hip Hop Studies Summit. It is the ingrained courage and spirit of makin-a-way-outta-no-way that led them to selflessly protect their Black students at that moment instead of having a second thought to their own self-preservation or feelings. Black educators know that in the eyes of the institution Black students don't matter because they know that they don't matter to the institution—so much so, that in a moment of the public spirit murdering of both student and educator, the show just goes on...in this case both literally and figuratively. To this I ask: Are we this desensitized to racism against Black bodies that "put it into context" is our response? What is the extent of violence that has to happen to our colleagues and students on our watch before we wake up as an institution and take a firm stand that we will no longer allow this sort of hatred and anti-Blackness on our campus? Really--what is it going to take?

**Passed unanimously by Faculty Senate at the February 23, 2021 regular meeting.**