

**ACADEMIC SENATE MINUTES**  
**JANUARY 10, 2023**  
**RANCHO CAMPUS, ACADEMIC SENATE CONFERENCE ROOM, BEB-204**  
**RANCHO CAMPUS OFFICE, VSS-100, Office 6**  
**CHINO CAMPUS CONFERENCE ROOM, CHMB-102**  
**CHINO CAMPUS OFFICE, CHMB 240D**  
**CHINO INFORMATION TECHNOLOGY CENTER, CHTC 311**  
**FONTANA CAMPUS CONFERENCE ROOM, FNAC 210**

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

**Alternates**

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

**Guests:**

Sean Connelly, English, LA

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 Attendee Identification** (Chino and Fontana Senators, cameras are required to be on while voting.)**3. PUBLIC COMMENT** (Reserved for Guests only and limited to two minutes.)

- Sean Connelly, Fontana, stated that separate Senator seats for Fontana and Chino are important for the specific student populations for those campuses, noting both demographically and geographically for the expertise from faculty who work at those locations.

**4. APPROVAL OF AGENDA**

- January 10, 2023
- **Motion for Approval** - Senator Shelton moved to approve the 1.10.23 agenda. Senator Jackson seconded the motion. The motion was approved. 1.10.23, 20Y/0N/0A.

**5. APPROVAL OF MINUTES**

- December 6, 2022
- **Motion for Approval** - Senator Jackson moved to approve the 12.6.22 minutes. Senator Jenkins seconded the motion. The motion was approved with amendments. 1.10.23, 19Y/0N/1A.

**6. CONSENT AGENDA****6.1 Faculty representatives that have been requested to serve on these selection/hiring committees:**

(The following were approved by the Officers during the break:)

**6.1.1 Technical Support Specialist, VPA**

- Cabrina Alviar, Art, VPA

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

### 6.2.1 Outcomes and Assessment Committee

- Adeel Rizvi, Physical Therapy Assistant, HS

## **6.3 Curriculum is asking that the Academic Senate endorse the course modifications that Curriculum presented below:**

### **Course Deactivations:**

MUSIC-2A	Music History and Literature
MUSIC-2B	Music History and Literature

### **CYBERSECURITY and CLOUD SECURITY PACKAGE**

#### **New Courses w/ DE:**

CISCYBR-404	Certified Information Systems Security Professional (CISSP) Certification Preparation
CISNTWK-80	Microsoft Azure Fundamentals

#### **Program Modifications:**

Cloud Analyst	Certificate of Achievement
Cloud Security	A.S.
Cloud Solutions Architecture	A.S.
Cybersecurity Defender	Certificate of Achievement
Cybersecurity Professional	A.S.

### **COURSE MODIFICATIONS FOR IGETC SUBMISSIONS**

#### **Course Modifications w/ DE:**

ART-10	2D Design: Concepts, Theory, and Practice
ART-12	3D Design: Concepts, Theory, and Practice
ART-15	Color Theory
ART-20	Ceramic Sculpture: Concepts, Theory, and Practice
SPAN-3SS	Spanish for Heritage Speakers I
THEATRE-7	Theatrical Script Analysis
THEATRE-10	Principle of Acting
THEATRE-12	Principle of Acting II

### **MATHEMATICS PACKAGE**

#### **Course Modifications w/ DE:**

MATH-31	Plane Trigonometry
MATH-60	Calculus for Business
MATH-61	Pre-Calculus
MATH-65A	Calculus I
MATH-65B	Calculus II
MATH-75	Calculus III
MATH-81	Linear Algebra
MATH-401	Mathematics for Health Science

## **6.4 AP 4105 - Distance Education - Title V Update: "regular and substantive interaction" replaces "regular effective contact"**

- **Motion for Approval** - Senator Boboye moved to endorse the curriculum course modifications as presented, and approve the Consent Agenda. Vice-President/President Elect DeRose seconded the motion. The motion was approved. 1.10.23, 21Y/0N/0A.

## 7. REPORT

### 7.1 President

#### 7.1.2 Flex Remarks

- Portal and Canvas update: Pop up messages show up for both students and faculty regarding issues with students being added to courses. IT is working on the issue and updates on resolutions to the issue will be forthcoming. Do not add anyone manually to Canvas.
- Memorial for Ardon Adler on April 15 at Wignall Museum. More information to follow. Many senators shared their memories of Ardon.

### 7.2 Vice President/President-Elect

- The Accreditation Report was completed and uploaded December 15. Further questions or necessary development will occur this spring semester. Official Accreditation visit is Fall 2023.

### 7.3 Secretary/Treasurer

- No Report

### 7.4 Curriculum

- No Report

### 7.5 Classified Senate Liaison

- Not present

## 8. GUEST(S)/PRESENTATION(S) - Coordinator, Student Life, Sonia Juarez, will discuss student clubs and organizations, the responsibilities and how you can become a faculty advisor.

- Senator Ming asked where requirements for clubs derive from, because some of the restrictions might limit club formation, student involvement, or faculty availability. Guest Juarez stated that all of the required documentation is now located online and can be submitted online. Unit requirements for student officers are from Ed Code. Another option is to have a club, but not have the club chartered officially so that some of the requirements are not the responsibility of the members to uphold.
- Senator Jackson asked how part time faculty can be involved. Guest Juarez stated that part time faculty can be co-advisors, just not sole advisors.
- Senator Gutierrez asked if Club Rush was being planned for Fontana and Chino campus. Guest Juarez stated that for next year's Club Rush, having events at Fontana and Chino is in the works, and surveys for students at those campuses to understand interest will be sent out this year.
- Senator Jenkins asked about the chartering dates and the timing of Club Rush in the semester, given that many times there are students who have not started 14-week and Fast Track II semester courses. Guest

Juarez stated that the Club Rush was asked to be part of the Welcome Week events, which is earlier than usual in past years.

## 9. UNFINISHED BUSINESS

### 9.1 Discussion Item: HFIC, Chino and Fontana Academic Senate Representation Proposal

- Senator Chamberlain mentioned changing the titles to Chino and Fontana Faculty At Large. Senator DeRose clarified that changing Faculty Senators at Large is a constitutional amendment as opposed to a senate vote that is required to increase representation. Discussion centered around working towards constitutional changes and additional changes to responsibilities of Senators At Large in the future.
- **Motion for Approval** - Curriculum Chair Burk-Herrick moved to approve the proposal to increase Academic Senate representation for the Chino and Fontana campus and to add representation for HFIC. Senator Holdiness seconded the motion. The motion was approved. 1.10.23, 21Y/0N/0A.

## 10. NEW BUSINESS

### 10.1 Information Item: EEO Work Group Findings

### 10.2 Discussion Item: Did You Know #117, Fall 2022 Drop Survey

## 11. ANNOUNCEMENTS

### 11.1 Chaffey College Academic Senate

11.1.1 SAVE THE DATE, You are invited to attend the [2022-23 Faculty Lecturer of the Year](#) Address by *Ava Nguyen*, Racial Triangulation: At the Intersection of Anti-Blackness and Asian Hate, Tuesday, April 18, 2023, 9:30 AM, Chaffey College Theatre

11.1.2 **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](http://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 (1:51 P.M.)

**The next Academic Senate meeting is scheduled for Tuesday, January 17, 2023.**

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**Lissa A. Napoli, Recording Secretary**

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**Elizabeth “Liz” Encarnacion, Secreta**



## AP 4105 Distance Education

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Chief Instructional Officer shall utilize secure credentialing/login and password to authenticate or verify the student's identity. As they emerge, the District shall utilize new or more effective technologies and practices to verify student identification.

The Chief Instructional Officer shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration. The procedures shall be jointly developed with the Distance Education Committee, outlined in a Distance Education Plan, and made available on the Distance Education website.

The Chief Instructional Officer shall provide the Governing Board with a report on all distance education activity no later than August 31<sup>st</sup> of each year (Title 5 Section 55210).

**Definition:** Distance education means instruction in which the instructor and student are separated by time or distance and interact synchronously or asynchronously through the assistance of technology.

**Course Approval:** Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in AP 4020 Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

**Certification:** When approving distance education courses, the Curriculum Committee will certify the following:



## AP 4105 Distance Education

**Course Quality Standards:** The same standards of course quality are applied to the distance education courses as are applied to in-person classes.

**Course Quality Determinations:** Determinations and judgments about the quality of the distance education course are made with the full involvement of the Instructional Dean, Program Faculty/Coordinator, and the Curriculum Committee. The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses (Title 5 Section 55207).

**Addendum to Course Outline:** An addendum to the official course outline of record shall be made if any portion of the instruction of a new or existing course is provided through distance education. The addendum must be approved according to the District's curriculum approval procedures. The addendum **must** address the following:

- How course outcomes will be achieved in a distance education mode;
- How the portion of instruction delivered via distance education provides regular and ~~effective contact~~substantive interaction between instructors and students; and
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

**Instructor Contact:** Each section of the course that is delivered through distance education will include ~~regular effective~~regular and substantive contact interaction between instructor and students, as well as among students, either synchronously or asynchronously.

**Regular and ~~Effective Contact~~Substantive Interaction Definition and Considerations:** Regular and ~~effective contact~~substantive interaction 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~~substantive interaction:

**Instructor-to-student interaction** is a key feature of distance education courses, and 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~~and substantive interaction between faculty and student 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 provide similar experiences.



## AP 4105 Distance Education

**Student-to-student interaction** is also a key feature of distance education, and it is 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~~ substantive interaction is a California Title V educational requirement that requires instructors to incorporate instructor-initiated, regular, ~~effective contact~~ and substantive interaction 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, 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, or other student-to-student engaged activities.

The following considerations are relevant when establishing regular and substantive interaction ~~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 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 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 should be distributed in a manner that ensures regular ~~instructor/student contact~~ instructor and student interaction 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



## AP 4105 Distance Education

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 should include when students can expect ~~regular, effective contact~~ regular and substantive interaction to resume. If the offline time is expected to result in a lengthy absence the instructor will 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 the Administrative Procedure will follow the tests of Just Cause and Due Process.

**Examples of Regular and ~~Effective Contact~~ Substantive Interaction:** This document outlines a variety of “best practice” instructional pedagogies for developing and maintaining regular and ~~effective-substantive~~ “Start of the Course,” “Instructor-Initiated” and “Student-to-Student” ~~contact~~ interaction.

**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 may inform students how to navigate the course and get started

## AP 4105 Distance Education

- A communication plan may inform students how/when/what ways they can expect to interact with their classmates and instructor
- Syllabus/orientation materials may include contact information and contact response times
- Syllabus/orientation materials may indicate online office hours days/times and how to access them
- Syllabus/orientation materials may include ground rules for online communication and technology use/requirements
- Syllabus/orientation materials may inform students how to access online student support services
- Syllabus/orientation materials may include a weekly schedule of activities with due dates

**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, consistent with what is stated in the syllabus and/or elsewhere in the course
- Instructor informs students of instructor absence which will affect course schedules and/or communications
- 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

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- 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.

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

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

### Surveys:

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

**Student-to-Student Interaction.** The following are types of student-student contact that may be included in a course:

### Peer-to-Peer Replies on Discussions:

- Students should interact in discussions 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 may be required to work collaboratively on group assignments/projects
- Students 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:

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- Students 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).

**Duration of Approval:** All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

References: Title 5 Section 55200 et seq.;  
34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);  
WASC/ACCJC Accreditation Standard II.A.1

Approved: 2/8/13

Revised: 5/1/21

The Office of Student Life

# Roles & Responsibilities to the Club and Chaffey College

PRESENTED BY SONIA JUAREZ

# Agenda

## KEY PRESENTATION POINTS

Introduction

Club Advisors Responsibilities

Event Set-ups

Questions?



# Introduction



**WHO ARE WE AND WHAT DO WE DO?**



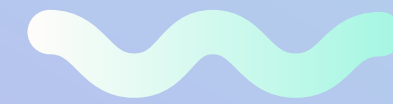


# **Club Advisor's Roles & Responsibilities**

Becoming a club advisor can be very rewarding as you serve as a mentor for our students. There are some mandatory responsibilities that come with this position. Before a perspective advisor agrees to this role, they must be aware of the commitment saying "yes" encompasses.

## THE ADVISOR'S ROLE

An advisor is an integral part of every organization. The advisors volunteer to work with student groups because they are interested- it is a contribution they make in addition to their regular job and/or teaching assignment.



The advisor must be a full-time faculty or classified staff member. The club advisor may designate a substitute (full-time employee) if unable to attend an occasional meeting. Co-advisors are allowed.

## RESPONSIBILITY OF MEMBERS TO THEIR ADVISOR

Groups must plan their meetings at a time and place so their advisor is able to attend. A meeting is not official without their presence—no official business can occur.

- Check all dates with your advisor before scheduling meetings or social activities
- Officers must keep the advisor fully informed of the programs and activities of the club.
- Ask the advisor for his/her opinion and advice when problems come up in the organization. Make use of his/her background and experiences with the organization and the college.
- The president should set a time for meeting **REGULARLY** with the advisor to discuss the affairs of the organization.

## RESPONSIBILITY OF THE ADVISOR TO THE CLUB MEMBERS

Be a resource person and offer guidance to the students in the following:

- **Setting up plans for the year's activities**
- **Helping members know, use, and understand established policies and procedures.**
- **Helping members develop habits of responsibility and service.**  
**Note:** the advisors should NOT do the work for the club members. Members should be permitted to try out new ideas and even fail occasionally if they do not follow through on their responsibilities.
- **Supervise the finances of the organization with the student treasurer assisting. If you feel an idea is fiscally unsound, express concern to the members.**
- **Attend all meetings and social activities of the organization.**
- **May not motion: club money is for the club usage and only members may motion.**

## CONTINUED RESPONSIBILITY OF THE ADVISOR TO THE CLUB MEMBERS

- Give guidance and instruction to members of the club in scheduling and achieving their activities.
- Know the constitution of the organization and the duties of the officers.
- Encourage participation by all members.
- Dismiss any club member whose actions are disruptive/harmful to the organization or the college. The advisor has the authority to dismiss a student for verbal threats and/or misconduct. The Chaffey College Discipline Policy applies to student organizations. Consult, Dean, Student Discipline for guidance in discipline issues.

## RESPONSIBILITY OF THE ADVISOR TO THE COLLEGE

- Know and understand the district regulations and policies as well as those related to clubs and organizations and insure they are observed.
- Attend all regular meetings, special meetings, and any other events sponsored by the organization, or arrange for a designee if you cannot attend. Check personally with the faculty/classified substitute to make certain he/she understands his/her function and the students have made proper arrangements with the substitute. The substitute may not sign club paperwork; only the advisor of record may process and thus be liable for financial endeavors.
- Monitor all fiscal actions closely insuring district guidelines are followed.
- Ensure that all club members, as well as student participants complete a waiver of liability form.

**"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."**



JOHN QUINCY ADAMS

# SET-UP OF EVENT

## STEP 1

Submit Event Proposal- Students Submit

## STEP 2

Enterprise- reservation of room or area where event will take place

## STEP 3

School Dude- reserve tables, chairs, etc.

## STEP 4

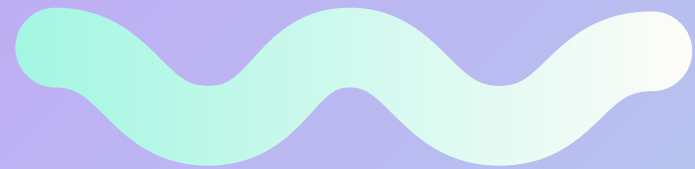
IT Request Form- reserve AV, such as podium, projector, speakers & microphone.



**ADVISOR HAS ACCESS ONLY**

# MARKETING THE EVENT

- Word of Mouth
- Flyers
- Online Presence



## FACEBOOK

Get the word out about your event.



## INSTAGRAM

Get the word out about your event.



## TWITTER

Get the word out about your event.



SONIA JUAREZ

EMAIL ADDRESS

sonia.juarez@chaffey.edu

909.652.6589

**Contact  
Information**





**Questions**  
**Answers**



# How to Start a New Club at Chaffey College

Any student interested in starting a new club will need to take the following steps

## Any questions?

Please contact Sonia Juarez, Student Life Coordinator, at [sonia.juarez@chaffey.edu](mailto:sonia.juarez@chaffey.edu) or (909) 652-6589.

## **STEP 1** Contact the Office of Student Life.

It is recommended that you discuss your intent to start a new club with the Student Life Coordinator because they will assist you with any information you may need to complete the steps required to create your club. Review the student club privileges and responsibilities. All student clubs are required by the Office of Student Life through the Inter-Club Council ICC Bylaws to fulfill a number of different requirements, obligations, and responsibilities.

## **STEP 2** Recruit other Chaffey students who are interested in joining this new club.

Each student club is required to maintain a membership roster of at least seven (7) active club members. We encourage you to advertise the intent to start a club by posting approved flyers on campus and by attending an ICC meeting to inform representatives who may know of other students with the same interest.

## **STEP 3** Recruit a Club Advisor.

Find an Advisor who will be actively involved in supporting the club's goals and activities. Advisors must be a full-time, permanent employee (faculty or classified professional) of the district who will be present at all club meetings and official functions. If the club cannot find an advisor, the Student Life Coordinator can assist in trying to find a club advisor. Once you have found an advisor, please consult with them prior to setting meetings and scheduling activities.

## **STEP 4** Create a Club Constitution.

All clubs are required to maintain a constitution. You should work with your club members to create your club constitution. A club constitution is a document, which states the club's purpose, the roles of its members and how club business should be conducted. There is a sample club constitution for guidance on how to create your constitution, but you should feel free to adjust the structure and contents depending on your club's purpose and needs.

## **STEP 5** Select and Elect Club Officers.

All clubs must have a President, Vice-President, Treasurer, Secretary, and ICC Representative. (Officers may not hold more than one officer position within a club)

## **STEP 6** Submit the Club Chartering Form online.

Once you have all of your club's original members and officers, an Advisor, and a constitution, you must fill out the Club Charter Form online, which you can find on the Office of Student Life website.

## **STEP 7** New Clubs-Review and Approval at the Inter-Club Council.

For new clubs, after submitting your club application, the Office of Student Life will notify you of an appointment with the ICC. You are REQUIRED to attend this meeting to present and discuss your proposed club with members of ICC. Please come prepared and ready to answer questions. ICC members will vote to approve or deny your new club charter. For returning clubs, the Office of Student Life will review your charter application and notify once you have been approved or denied.

## Academic Senate – Flex Remarks - January 2023

I hope you all had a great winter break and actually had some time to not think about work. Once again, I am good at giving advice that I don't follow. Like, why does my brain want to write emails or these remarks at 5:30 in the morning? But enough digressing – my name is Neil Watkins, my pronouns are he / him, and I am the Academic Senate president.

First of all, on a very somber note, I would like to take a moment to acknowledge Ardon Alger, who passed away a couple of weeks ago on December 18. He was a faculty member here for over forty years, and he served as Faculty Senate President for eighteen years.

In that time, he was a tireless and vocal advocate for faculty and students; in fact, he advocated for the bond measure that led to the building of this sports center. His progressive ideals and determination to fight for what he believed in inspired many faculty, including me, over the years, and Chaffey is a better place because of him.

One of the things that I admired about him was his blend of inspirational and humorous remarks at convocation and commencement, so hopefully I can live up to his legacy this morning.

Sadly and happily, this is my final semester as Senate president. My term ends June 30, then Nicole DeRose will be your Academic Senate president. Last year, I decided not to run for a second term because I wanted to join ranks of great one-term US presidents: Herbert Hoover, Jimmy Carter, George H.W. Bush, and of course Donald J. Trump.

But seriously, it's important to make way for other voices. Often, and especially these days, we need to show up, stand up, and speak up. However, we also need to recognize when it is time to hang back, sit down, and really listen carefully to our colleagues. For me, that time is now, and I look forward to seeing what the Academic Senate will accomplish with Nikki as president.

Looking back, I am proud of what the Academic Senate has accomplished in the last couple of years:

- Resolution on climate change
- Advocating for all-gender restrooms
- Approving many faculty to numerous committees
- Developing Strategies to increase success and retention rates

And most importantly, with the most positive, direct impact on students, teaching, and learning is the Senate's collaboration with the Office of Instruction on the Textbook Transformation Project. Thanks to the work of Emilie Koenig, Liz Encarnacion, Dean Chevalier, and the many ZTC coaches, we are already seeing wider adoption of zero and low-cost textbooks. Actually, there has been a dramatic increase in the last couple of years.

For this semester, Spring 2023, more than half of the sections are ZTC or LTC (56% combined):

- Zero-textbook-cost sections are 38%
- Low-cost-textbook sections are 18%

This means that your collective action will save many thousands of dollars for students as a whole, so great job to all of you!

Looking forward, let me talk about the semester ahead. Spring semester can be very challenging for everyone, and the post spring-break time can be extra brutal for students and all employees of the college.

So, what can you do to survive this long semester? These are my top two favorite bits of advice (which I do actually follow):

*Number 1*

Infuse your teaching with energy and enthusiasm. Be the spark of light for your students. Every class, every week, all semester, you keep the students going with your energy. Be available and present for them on campus and online.

*Number 2*

Just like Ardon Alger was, be a visible ally and vocal advocate for students and their families in all respects. You would not have this amazing job without the students, so be on their side, stand up for them, and put their interests first.

## HFIC, Chino and Fontana Representation on Academic Senate

**January 10, 2023**

**Proposal:** To increase Academic Senate representation for the Chino and Fontana campuses and to add representation for HFIC (Hospitality Management, Fashion Design and Merchandising, Interior Design and Culinary Arts).

- Implementation:
  - Spring 2023 Elections to fill expiring and new seats
- Effective Date:
  - July 1, 2023

Proposed Structure (Effective Fall 2023):

HFIC	Representation	Term	Election Timeline/Notes
Number of Senators = 2	2-Year Term <b>NEW SEAT</b>	2023-2025	Election in spring 2023 for the 2023-2025 term
	One Year Term* <b>NEW SEAT</b>	2023-2024	Election in spring 2023 for the 2023-2024 term
Number of Alternates = 1	2-Year Term <b>NEW SEAT</b>	2023-2025	Election in spring 2023 for the 2023-2025 term
<b>Chino</b>			
Number of Senators = 2	Jinny Lee	2022-2024	<b>Term expires</b> June 30, 2024. No election until spring 2024
	2-Year Term* <b>NEW SEAT</b>	2023-2025	Election in spring 2023 for the 2023-2025 term
Number of Alternates = 1	2-Year Term <b>EXPIRING TERM/ALTERNATE VACANCY TO BE FILLED</b>	2023-2025	Election in spring 2023 for the 2023-2025 term
<b>Fontana</b>			
Number of Senators = 2	1-Year Term* <b>NEW SEAT</b>	2023-2024	Term expires June 30, 2024. No election until spring 2024.
	2-Year Term <b>NEW SEAT</b>	2023-2025	Election in spring 2023 for the 2023-2025 term
Number of Alternates = 1	2-Year Term <b>NEW ALTERNATE SEAT</b>	2023-2025	Election in spring 2023 for the 2023-2025 term

\*To maintain staggered terms, one of the seats will be for a one-year term. Constitution, Article IV, Sections 1 and 2.

## January 10, 2023 Supplement to HFIC, Chino, and Fontana Representation

### School/Unit Faculty/Academic Senate Changes between 2000 and 2019

**Overview:** School/Unit representation has changed five times between 2000 and 2019. [FS School Unit Rosters Review.xlsx](#)

History of these changes have been identified in Faculty Senate\* minutes have been identified that reflect the changes. Faculty Senate minutes prior to 2017 were obtained from the Z drive. Faculty/Academic Senate [minutes](#) from fall 2017 to present were obtained using the Academic Senate webpage.

**Summary:** Faculty Senate minutes reveal that for VPA, HS, MS, and KNA seats were added with administration realignment efforts. IS was added upon request from faculty within that school. Chino and Fontana were added as units following the introduction of a suggested item to add representation for Chino and Fontana. All decisions were within the Faculty Senate.

\*Retained former name to align with minutes and timelines.

Year	Added School/Unit	Meeting Minutes	Links (see pink highlighted sections)
2003-2004	VPA	<ul style="list-style-type: none"> <li>8/27/2002 page 3, New Business. VPA will be added due to reorganization</li> <li>9/3/2002 page 2, VP &amp; Curriculum reports covered VPA representation</li> <li>10/1/2002 VPA senators on the roster</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">FS Min 08-27-02.pdf</a></li> <li><a href="#">FS Min 09-03-02.pdf</a></li> <li><a href="#">FS Min 10-01-02.pdf</a></li> </ul>
2005-2006	PLHS (Physical, Life, and Health Sciences) was split into HS and MS	<ul style="list-style-type: none"> <li>9/23/2005 page 5, VP report that due to PLHS split into two distinct schools, elections to be held for HS senators and MS senators</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">FS Min 08.23.05A.pdf</a></li> </ul> <p>Note - HS and MS senators were listed on the roster for these minutes</p>
2007-2008	IS	<ul style="list-style-type: none"> <li>10/2/2007 page 3, President report that Senate had received a request to add representation from the school of instructional support. Senate voted and passed to add the school.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">October 02, 2007.pdf</a></li> <li><a href="#">October 23, 2007.pdf</a> (IS was added to the roster)</li> </ul>



2010-2011	Chino/Fontana	<ul style="list-style-type: none"> <li>• 9/1/2009 page 5, President report, suggested issues senators for Chino and Fontana</li> <li>• 10/6/2009 page 7, New Business - need for Chino and Fontana liaisons; liaisons identified</li> <li>• 3/23/2010 page 3, VP report efforts to increase Chino and Fontana representation</li> <li>• 4/13/2010 page 3, VP report Senate voted to add Chino and Fontana as a unit. Elections to be held for new senators.</li> <li>• 4/27/2010 page 2, VP report, Chino and Fontana election results</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">September 1, 2009.pdf</a></li> <li>• <a href="#">October 6, 2009.pdf</a></li> <li>• <a href="#">March 23, 2010.pdf</a></li> <li>• <a href="#">April 13, 2010.pdf</a></li> <li>• <a href="#">April 27, 2010.pdf</a></li> <li>• <a href="#">August 24, 2010 Roster.pdf</a></li> </ul>
2019-2020	KNA	<ul style="list-style-type: none"> <li>• 8/27/2019 page 8, President report</li> <li>• 9/3/2019 page 4, President report demonstrates that the Senate recognized KNA as a school</li> <li>• 9/24/2019 pages 3-4, Consent Agenda demonstrates that the Senate recognized KNA as a school</li> <li>• 10/8/2019 page 4, Consent Agenda demonstrates that the Senate recognized KNA as a school</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">082719 faculty senate minutes-approved.pdf</a></li> <li>• <a href="#">090319 faculty senate minutes-approved.pdf</a></li> <li>• <a href="#">092419 faculty senate minutes-approved KNA representation approved Measure P.pdf</a></li> <li>• <a href="#">100819 faculty senate minutes-approved.pdf</a></li> <li>• <a href="#">081120-faculty-senate-minutes-website.pdf</a> (KNA on the roster)</li> </ul>

# EEO Task Force Research

School	Contract Language	Forms	Professional Learning
Cerritos	<p>Contract  <a href="https://www.cerritos.edu/ccff/collective-bargaining-agreement-2018-2021">CCFF Collective Bargaining Agreement July 1 2018 to June 30 2021 (cerritos.edu)</a></p> <p>DEIA not referenced in evaluation section of contract</p>	DEIA not referenced in evaluation forms (included in contract)	<p>Professional Development Website: <a href="https://www.cerritos.edu/center-for-teaching-excellence/">Center for Teaching Excellence - Cerritos College</a></p> <p>Provides significant resources related to Accessibility</p>
Citrus			
College of the Canyons	<p>Contract  <a href="https://www.canyons.edu/ccff/collective-bargaining-agreement-2018-2021">CCFF Collective Bargaining Agreement July 1 2018 to June 30 2021 (canyons.edu)</a></p> <p>DEIA not referenced in evaluation section of contract</p>	<p>Student Eval Forms included these questions:            Instructor/counselor demonstrated respect for me            Instructor/counselor demonstrated sensitivity to my diversity</p>	<p>Professional development plan: <a href="https://www.canyons.edu/professional-development-program-plan-2020-21">COC Professional Development Program Plan 2020-21 (canyons.edu)</a></p> <p>Digital badging available in “Cultural Diversity and Equity”</p>
College of the Desert			
El Camino	<p>Contract  <a href="https://www.elcamino.edu/about/depts/hr/2020-2022-Federation-Agreement.pdf">https://www.elcamino.edu/about/depts/hr/2020-2022 Federation Agreement.pdf</a></p> <p>Searched for DEIA found nothing.</p> <p>EEO Plan  <a href="https://www.elcamino.edu/administration/ir/docs/planning/ECCCD-EEO-Plan-2019-2022.pdf">https://www.elcamino.edu/administration/ir/docs/planning/ECCCD-EEO-Plan-2019-2022.pdf</a></p>		<p>EEO Rep Training  <a href="https://www.elcamino.edu/about/depts/diversity/docs/equal-employment-opportunity-representative-training.pdf">https://www.elcamino.edu/about/depts/diversity/docs/equal-employment-opportunity-representative-training.pdf</a></p>

<p>Glendale</p>	<p>Contract link:  <a href="https://www.glendale.edu/home/showpublisheddocument/47379/637477983695370000">https://www.glendale.edu/home/showpublisheddocument/47379/637477983695370000</a></p> <p>Note: this CBA is dated July 1, 2018 to June 30, 2021. No indication about a more current CBA.</p> <p>See Article IX: Evaluation Procedures (begins on page 114)</p> <p>Article IX, Section 6: Evaluation of Tenure Track Faculty Members,  Part D: Evaluation Criteria (page 120)</p> <p>No direct mention of DEIA in evaluation criteria. Again, note that this document was likely written some time in 2018 or earlier.</p>	<p>See “Instructional Faculty Evaluation Form” (link: <a href="https://www.glendale.edu/home/showdocument?id=45514">https://www.glendale.edu/home/showdocument?id=45514</a> )</p> <p>No direct mention of DEIA. Peripherally related, see:  Item 11: Demonstrates respect for students and others;  Item 12: Demonstrates respect for colleagues;  Item 24: Applies best practices for accessibility and privacy.</p> <p>Other faculty (instructional and student support) are also listed on the Glendale website and as links in the CBA. All are of a similar flavor as the Instructional Faculty Evaluation Form.</p> <p>Again, these were likely written in 2018 or earlier.</p> <p>Self-Evaluation Report (link: <a href="https://www.glendale.edu/home/showdocument?id=8101">https://www.glendale.edu/home/showdocument?id=8101</a>)</p> <p>No mention of DEIA in self-evaluation.</p> <p>Example of Student Evaluation form for in-person class (link: <a href="https://www.glendale.edu/home/showpublisheddocument/8098/636204317795770000">https://www.glendale.edu/home/showpublisheddocument/8098/636204317795770000</a>)</p> <p>No direct mention of DEIA. Of peripheral interest, see:</p>	<p>No mention of PL related to DEIA in this contract</p>
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		<p>Item 17: The instructor makes me feel free to ask questions and express my opinion;  Item 18: The instructor respects my individual opinions and ideals;  Item 19: The instructor promotes an atmosphere of mutual respect among students.</p> <p>Example of Student Evaluation form for Online Class (link: <a href="https://www.glendale.edu/home/showdocument?id=8094">https://www.glendale.edu/home/showdocument?id=8094</a>)</p> <p>No direct mention of DEIA. Of peripheral interest, see:  Item 7: I feel free to ask questions and express my opinion during chat sessions;  Item 8: Interactions among students reflects an atmosphere of mutual respect.</p> <p>Example of Part-Time Faculty Self-Evaluation (link: <a href="https://www.glendale.edu/home/showdocument?id=8234">https://www.glendale.edu/home/showdocument?id=8234</a>)</p> <p>For full list of evaluation forms at Glendale, see: <a href="https://www.glendale.edu/about-gcc/human-resources/faculty">https://www.glendale.edu/about-gcc/human-resources/faculty</a></p>	
Long Beach	July 1, 2020 to June 30, 2023 (revised 7/1/22) <a href="https://lbcc.edu/sites/main/files/file-attachments/lbccd-lbccfa_master_agreement_2020-2023_revised_july_2022.pdf?1664205167">https://lbcc.edu/sites/main/files/file-attachments/lbccd-lbccfa_master_agreement_2020-2023_revised_july_2022.pdf?1664205167</a>	Checklist for evaluation includes a section for Accessibility: 1. The course contains equivalent alternatives to auditory and visual content (captioning). 2. Course instructions articulate or link to an explanation of how	PL in a Canvas shell (unaccessible)

	10.7.3 Course Syllabus “ Faculty shall include an inclusion statement in their syllabus.”	the institution’s academic / student support services and resources can help students succeed in the course and how students can access the services. 3. The design and delivery of content integrate alternative resources (transcripts, for example) or enable assistive processes (voice recognition, for example) for those needing accommodation. 4. Links to institutional policies, contacts, and procedures for supporting students with disabilities are included and easy to find.	
Los Angel es	July 1, 2020 to June 30, 2023 <a href="https://www.laccd.edu/Departments/HumanResources/Documents/Union%20Contract%202020-23/ AFT ContractBook FINAL 10.1.8.5 20210321.pdf">https://www.laccd.edu/Departments/HumanResources/Documents/Union%20Contract%202020-23/ AFT ContractBook FINAL 10.1.8.5 20210321.pdf</a> No DEIA language in contract	Student form includes a few related questions: “The instructor interacts with students in ways that are free of discrimination,” “The instructor creates an environment in which it is safe to seek help, ask questions, or express opinions which differ from those of the faculty member,” and “The instructor treats students with respect.”  Peer form has “Demonstrates sensitivity in working with students with diverse backgrounds and needs” prompt with a Meets/Exceeds Expectations or Needs Improvement assessment	
Mt. San Antonio	Link to contract (dated July 1, 2019 to June 30, 2022): <a href="https://www.mtsac.edu/pod/resources/adjunctfaculty/faccontract/2019_2022_Year_1_of_3_Faculty_Contract.pdf">https://www.mtsac.edu/pod/resources/adjunctfaculty/faccontract/2019_2022_Year_1_of_3_Faculty_Contract.pdf</a>  Note: a tentative agreement was reached in August 2022 ( <a href="https://msac-fa.org/negotiationsupdate/2122negupdate13.pdf">https://msac-fa.org/negotiationsupdate/2122negupdate13.pdf</a> ) for their new CBA. Not sure when it will become official, but the link to the CBA has not changed from the one ending on June 30, 2022.	Appendix H (pages 141-186) contains evaluation forms.  Of interest on Appendix H.1.a (Peer Evaluation, pages 141-142): Item B: Deals fairly and ethically with a diverse population of students; Item C: Cultivates a supportive environment for students; Item D: Deals fairly and ethically with a diverse population of colleagues.  Other faculty peer evaluation and related forms are similar.	DEIA in relation to PL not mentioned in this contract

	<p>Article 18 (pages 72-97) addresses Faculty Evaluations.</p> <p>Article 18.B: Teaching Faculty Performance Expectancies (pages 73-74): No specific mention of DEIA issues in this section. We should note that this CBA language was written in 2019 if not earlier.</p> <p>Of peripheral interest: Article 18.B.13 (page 74): To cultivate a supportive inclusive environment that promotes success of a diverse student body; Article 18.B.14 (page 74): To be reasonably accessible to students.</p> <p>Similar statements in other sections of this article for student support, counseling, coaching, performance, etc. faculty.</p>	<p>Of interest on Appendix H.2.a (Student Evaluation, page 145): Item 3: Creates a supportive learning environment; Item 11: Treats a diverse population of students ethically, courteously, and fairly.</p> <p>Of interest on Appendix H.2.d (Student Evaluation – Counseling Session, pages 149-150): Item 9: This counselor demonstrated sensitivity to my gender, disability, and multi-cultural concerns. (when applicable); Item 11: This counselor explained my disability and how my limitations impact me in school. (when applicable).</p> <p>Appendix H.4.d (Lab Classroom Visitation Evaluation form, pages 164-166): Item A (Lab Classroom Dynamics Rating), fourth bullet: Demonstrates awareness and/or sensitivity to cultural, ethnic, and gender differences in communication with class members.</p>	
Mt. San Jacinto	NO DEIA Language in contract	<p>“The instructor respects students’ personal culture, gender differences, and disabilities.” In Rapport section of Teaching Faculty Classroom Observation <a href="https://msjc.edu/officeofinstruction/documents/forms/ClassObservationTeachingFaculty.pdf">https://msjc.edu/officeofinstruction/documents/forms/ClassObservationTeachingFaculty.pdf</a></p>	<p><a href="https://youtu.be/G83MOBc1RHc">https://youtu.be/G83MOBc1RHc</a> This video was the only available resource when searching for Professional Development/Professional Learning on:</p>

			<a href="https://msjc.edu/for-faculty-and-staff.html">https://msjc.edu/for-faculty-and-staff.html</a>  Log in required for other PD: <a href="https://msjc.edu/professional-development/">https://msjc.edu/professional-development/</a>
North Orange County			
Palomar	<p>10.5.2 Developing and approving professional development programs and workshops to meet identified needs, as required by Title 5CCR §55730(b).</p> <p>10.5.6 Ensuring compliance by faculty members and the District with all legal requirements for the professional development program, and especially including the relevant requirements of Title 5 CCR, §55720 et seq. and Ed. Code 87153.</p> <p>10.5.7 Keeping the professional development programs and workshops dynamic and rigorous, which includes an annual needs survey and an annual evaluation of the effectiveness of the programs and workshops, as required by Title 5 CCR §55730(d).</p> <p>10.5.10 Maintaining accurate records on the description, type and number of professional development activities scheduled and the number of District</p>	<p>“The professor treats students with respect, demonstrating a willingness to work with a diverse student body” in review report guide</p> <p><a href="https://www.palomar.edu/tenureandevaluations/probationary-faculty/">https://www.palomar.edu/tenureandevaluations/probationary-faculty/</a></p> <p>In current negotiations regarding evaluation procedure</p>	<p>Annual Updates: Disability Resource Center</p> <p>Annual Updates: EOPS/CARE/CalWORKs and FYRST Annual Updates: Veterans Resource Center</p> <p><a href="https://www.palomar.edu/pd/annual-pd-training-calendar/">https://www.palomar.edu/pd/annual-pd-training-calendar/</a></p> <p>PD platform not open access</p>

	<p>employees participating in these activities, as required by Title 5CCR §55730(c).  10.5.12 Providing needed documents to the State Chancellor's Office  as required by Title 5 CCR §55730(f).  (IN CONTRACT)  <a href="https://drive.google.com/file/d/1roc1vQkaJxP0KxXgpHGwf7gnKQh9llv_/view">https://drive.google.com/file/d/1roc1vQkaJxP0KxXgpHGwf7gnKQh9llv_/view</a></p>		
Pasadena	<p>July 1, 2019 to June 30, 2022  No DEIA language in contract</p>	<p>On full-time faculty self-evaluation form (not on part-time form):  “How do the results from student evaluations and success, retention, and equity data of students in your courses affect what you do in the classroom? Have you changed any strategies in order to improve/maintain success and/or retention?”</p>	<p>PL Days include breakouts sample:  <a href="https://apps.pasadena.edu/pd/fal22-pd-day-program/">https://apps.pasadena.edu/pd/fal22-pd-day-program/</a></p>
Rio Hondo	<p>No DEIA refs</p>	<p>?</p>	<p>Training required to be on eval</p>
Riverside	<p>(21-24)  “... support of equitable student access and success”  “After completion of the formal report, the committee may review, for informational purposes only, the contract faculty member’s grade distribution, equitable access and success data, and retention statistics. This information shall not be part of the formal review process or report.”</p>	<p>?</p>	



San Bernar dino			
San Joaqui n		References being an “anti-racist, equity-focused college” in their mission statement.  Strategic plan 1.1 commits to significantly reduce equity gaps by year 2027 for disproportionately impacted students.	
Santa Barbar a	None per JC email	None per JC email	
Santa Rosa	None per JC email	None per JC email	
Sierra	Article 18.6 addresses the evaluation process and indicates that all faculty must complete required Equity and Inclusion training within first year of employment for new faculty and every three years for tenure-track and tenured faculty.	Website has a page dedicated to the college’s commitment to DEIA which includes a glossary of DEI terms, the Division of Student Equity, the EEO Plan, and Equity and Student Completion Guided Pathways Strategic Plan. <a href="https://www.sierracollege.edu/administrati on/human-resources/equity-equal-employment-opportunity-eeo-compliance/">https://www.sierracollege.edu/administrati on/human-resources/equity-equal-employment-opportunity-eeo-compliance/</a>  The Sierra College Shared Core Competencies Document specifically lists the commitment to equity and inclusion for employees, faculty, classified staff and	Includes Equity and Inclusion training in their NFA (New Faculty Academy).

		managers and includes desirable outcomes for each classification.	
South western	July 1, 2021 to June 20, 2024  No mention of DEIA	<p>DEIA is referenced in the tenure review handbook, but no substantial assessments: <a href="https://www.swccd.edu/administration/tenure-review-and-faculty-evaluation/files/tenure-review-faculty-evaluation-manual-full.pdf">https://www.swccd.edu/administration/tenure-review-and-faculty-evaluation/ files/tenure-review-faculty-evaluation-manual-full.pdf</a></p> <p>Instructor form has a nice rubric, but is not measuring any DEIA directly.</p> <p>Student form has no questions except for: "I feel respected by the instructor."</p>	<p>None found.</p> <p>President's goals include the following: 1. Inclusive, Equity-Focused, Anti-Racism Campus Culture-Emphasis on Leadership</p> <ul style="list-style-type: none"> <li>a. Work collaboratively with the campus community to ensure a college culture that centers on equity, diversity, and inclusion - focusing on race consciousness, social justice, and cultural proficiency.</li> <li>b. Ensure faculty, staff, students, and administrators are contributing to the collective connection of respect and inclusion, through the development of their professional goals and interactions with one another at the college.</li> <li>c. Identify, revise, and develop administrative procedures that require anti-racism, implicit bias and related trainings in critical areas including but not limited to new hires, hiring committees, Associated Student Officers, and board members.</li> <li>d. Work with college leaders to develop new and</li> </ul>

			innovative programs that will increase enrollment – including an intentional focus on marginalized communities.
Victor Valley	July 1, 2019 – June 30, 2022 No DEIA found in contract language	Nothing in student form	“Professional Development” links directly to 3csn.org

## **Essential Competencies of a Valencia Educator**

### **Effective August 2016**

#### **Assessment**

Valencia educators will develop student growth through consistent, timely formative and summative measures, and promote students' abilities to self-assess. Assessment practices will invite student feedback on the teaching and learning process as well as on student achievement.

##### **Performance Indicators: Evidence of Learning**

The faculty member will

- design and employ a variety of assessment measures and techniques, both formative and summative, to form a more complete picture of learning (e.g., classroom assessment techniques, authentic assessments, oral presentations, exams, student portfolios, journals, projects, etc.)
- design activities to help students refine their abilities to self-assess their learning
- employ formative feedback to assess the effectiveness of teaching, counseling, and librarianship practices
- employ formative feedback loops that assess student learning and inform students of their learning progress
- communicate assessment criteria to students and colleagues
- give timely feedback on learning activities and assessments
- evaluate effectiveness of assessment strategies and grading practices
- align formative and summative assessments with learning activities and outcomes

#### **Inclusion and Diversity**

Valencia educators will design learning opportunities that acknowledge, draw upon and are enriched by student diversity. Diversity has many dimensions, including sex, gender identity, sexual orientation, race, ethnicity, socio-economic background, disability, cognitive styles, skill level, age, religion, etc. An atmosphere of inclusion and understanding will be promoted in all learning environments.

##### **Performance Indicators: Evidence of Learning**

The faculty member will

- design and support learning experiences that address students' unique strengths and/or needs
- diversify the curricular and/or co-curricular activities to increase the presence of historically underrepresented groups
- use diverse perspectives to engage and deepen critical thinking
- create a learning atmosphere with respect, understanding, and appreciation of individual and group differences
- challenge students to identify and question their assumptions and consider how these affect, limit, and/or shape their viewpoints

- ensure accessibility of course content in alignment with federal law and Valencia standards

### **Learning-centered Teaching Practice**

Valencia educators will implement diverse teaching and learning strategies that promote active learning and that foster both acquisition and application of knowledge and understanding.

#### **Performance Indicators: Evidence of Learning**

The faculty member will

- employ strategies that engage students to become more active learners (e.g., reference interviews, counseling inquiry, engaging lectures, classroom discussions, case studies, scenarios, role-play, problem-based learning, inquiry-based learning, manipulatives, etc.)
- encourage students to challenge ideas and sources. (e.g., debates, research critiques, reaction reports, etc.)
- use cooperative/collaborative learning strategies. (e.g., peer to peer review, team projects, think/pair/share, etc.)
- incorporate concrete, real-life situations into learning activities
- invite student input on their educational experience (e.g., choice among assignment topics, classroom assessment techniques, etc.)
- employ methods that develop student understanding of discipline's thinking, practice, and procedures
- employ methods that increase the students' academic literacy within the discipline or field (e.g., reading, writing, numeracy, technology skills, information literacy, etc.)

### **LifeMap**

Valencia educators will design learning opportunities that promote student life skills development while enhancing discipline learning. Through intentional inclusion of growth-promoting strategies, faculty will facilitate the students' gradual assumption of responsibility for making informed decisions and formulating and executing their educational, career, and life plans.

#### **Performance Indicators: Evidence of Learning**

The faculty member will

- establish student & faculty contact that contributes to students' academic, personal, and professional growth
- employ digital tools to aid student contact (e.g., Atlas, MyPortfolio, Blackboard, Ask-A-Librarian, email, etc.)
- seek out struggling students and identify options through dialog and appropriate referrals
- help students assume responsibility for making informed academic decisions (e.g., degree requirements, transfer options, financial aid, etc.)
- guide students in developing academic behaviors for college success (e.g., time management, study, test and note taking strategies, etc.)
- Help students identify academic behaviors that can be adapted as life skills (e.g., library search skills, decision-making, communication skills, scientific

- understanding, etc.)
- assist students in clarifying and developing purpose (attention to life, career, education goals)

### **Outcomes-based Practice**

*The Essential Competency areas of Outcomes-based Practice and Assessment work hand in hand, but they are not the same thing. Outcomes-based Practice is the process of identifying what the learner should be able to do as a direct result of teaching/learning activities. Effective assessment helps us measure the level at which students achieve these desired outcomes. Creating appropriate outcomes is a different area for study and practice, crucial in establishing expectations for students.*

Valencia educators will design and implement learning activities that intentionally lead students towards mastery in the student core competencies (Think, Value, Communicate, and Act) as well as the related course and program outcomes.

The key question is “What will students be able to do as a result of the instruction?”

#### **Performance Indicators: Evidence of Learning**

*Tenure candidates demonstrating this competency must select at least one indicator that includes the student core competencies (Think, Value, Communicate, and Act).*

The faculty member will

- create a new, or revised, learning outcomes for a unit, course or program that meets the criteria for learning outcomes (this performance indicator must be used in conjunction with at least one other Outcomes-based Practice indicator for demonstration in faculty portfolios)
- align unit, course, and/or program outcomes with one or more student core competencies (Think, Value, Communicate & Act)
- collect evidence of progress toward student achievement of unit, course or program learning outcomes
- sequence learning opportunities and assessments throughout units, courses, programs, and developmental advising to build student understanding and knowledge
- help students understand their growth in the acquisition of student core competencies (Think, Value, Communicate & Act) and program learning outcomes
- use evidence of student learning to review and improve units, courses, and programs (in classroom, counseling and library settings)
- ensure that unit, course, and program learning outcomes are current and relevant for future academic work and/or vocational and employment opportunities.

### **Professional Commitment**

Valencia educators will stay current and continually improve their mastery of discipline/academic field, their excellence in pedagogy, and their active participation in the college’s learning mission.

### **Performance Indicators: Evidence of Learning**

#### **The faculty member will**

- stay current in discipline/academic field (e.g., professional organizations, conferences, journals, reading in the discipline, field work or clinical experience, etc.)
- contribute to discipline/academic field (e.g., publications, presentations at discipline-based conference, poster sessions, writing articles, editing learning material, curriculum development, field work, sharing clinical experience, contributing to textbooks, sharing research with peers, etc.)
- participate in faculty development programs, resources or classes, whether Valencia-based or external university/college-based
- stay current with technological tools and/or platforms within discipline and at the college
- engage in ongoing discourse surrounding division, campus, and college work (e.g., meetings, ongoing committees, work teams, task forces, “Big Meetings,” governing councils, etc.).
- collaborate with peers both in and out of discipline/academic field (e.g., developing educational materials to be shared, peer observation of teaching, mentoring programs, learning partners, etc.).
  
- engage in expanding and building institutional, programmatic and personal connections to the wider community (e.g., community involvement, service learning, civic engagement, board of [museums, hospital, etc.], partner K12 schools, student development leadership or activities, etc.).

### **Scholarship of Teaching and Learning**

Valencia educators will continuously examine the effectiveness of their teaching, counseling, librarianship and assessment methodologies in terms of student learning. They also will keep abreast of the current scholarship in the fields of teaching and learning.

For tenure-track candidates, all indicators must be addressed to demonstrate this Essential Competency. An action research project is an efficient method of demonstrating all indicators.

### **Performance Indicators: Evidence of Learning**

#### **The faculty member will**

- produce professional scholarly work (action research or traditional research) related to teaching and learning, that meets the Valencia Standards of Scholarship
- build upon the work of others (consult experts, colleagues, self, students)
- be open to constructive critique (by both colleagues and students)
- make professional scholarly work public to college and broader audiences through Valencia’s research repository and other means
- collect evidence of the relationship of SoTL to improved teaching and learning
- demonstrate use of current teaching and learning theory & practice

Please add your ideas in the appropriate section below:

**Forms Recommendations:**

- Suggest modifications to faculty self-evaluation form to include a DEIA category
  - Use language from law: Describe your “demonstrated, or progress toward, proficiency in diversity, equity, inclusion, and accessibility (DEIA)-related competencies that enable work with diverse communities” and
  - Provide examples of how faculty can demonstrate progress toward DEIA proficiency
    - Is a dashboard reflection a required item or a suggested item?
- Suggest modification to observation checklist to include an item: “demonstrated, or progress toward, proficiency in diversity, equity, inclusion, and accessibility (DEIA)-related competencies that enable work with diverse communities” in section 5 “Professional Responsibilities”
- Suggest development of a required self-evaluation form for part-time faculty that addresses DEIA
- Add in/suggest IDEA Dashboard reflection on equity data represented in faculty’s courses to personal evaluation
- Modifications to student evaluation forms to include DEIA – classroom and non-classroom may be different
  - The following are example questions drawn from other California Community Colleges:
    - “I feel respected” - Inclusion?
    - “Instructor/counselor demonstrated sensitivity to my diversity”?
    - “The instructor promotes an atmosphere of mutual respect among students.”

Commented [EE1]: Liz added this - please revise as needed

**Contract Recommendations:**

- Suggest adding language to Article 20 (Evaluations) that DEIA needs to be part of both full-time and part-time faculty evaluation and tenure review due to revisions of Title 5.
- Suggest wording (contract language) in such a way that it applies to all faculty evaluations without needing to repeat it multiple times (e.g. applies to C1-4 and regular faculty, and to part-time faculty) - perhaps in Article 20.3.1 related to “All Faculty”
  - Suggest DEIA can be addressed multiple ways (important delineations between disciplines- or discipline specific examples)
- Suggest inclusion of definitions of related terms in Article 25 - Glossary (Diversity, Equity, Inclusion, Accessibility, Anti-Racism)
- Suggestion: If DEIA is included as part of all faculty evaluations and tenure recommendation is based on review of faculty performance in C1-C4 evaluations, then DEIA would already be built into the tenure review process.
- Suggest training for all faculty (evaluators and evaluatees, including administration)
- Assessing DEIA should be present in all facets of evaluation (self-eval, classroom observation, student eval, etc)
- Make sure assessment of DEIA is “working towards” and part of continuous improvement
- Include addressing DEIA in Article 18.2.3 (Professional Service)?



**Professional Learning Recommendations:**

**Advisory Committee**

- Create an advisory committee to oversee some of the following recommendations
- Equity advisory committee: forms, language, training
- Institutionally designated definitions to DEIA terms

**Training Differentiated based on needs**

- Separated trainings on various areas that are aligned by not synonymous with one another
- Classified staff, management, admin, student services, faculty, etc.
- Pedagogical training focusing on DEIA in the classroom and best practices (DE, in-person)

**FLEX Requirements**

- Flex: a minimum number of required hours per Equity strand. (4-6 hours)
- Flex/ PL workshops and/or FSC workshops to help faculty learn about DEIA and how they can address DEIA

**Training Elements**

- Reoccurring training (annually? Semesterly?)
- EEO- required Equity training (campus wide)
- Hiring outside experts to provide training in DEIA
- Expanded accessibility training – including different modalities (FTF; DE)
- Training in IDEA Dashboard (how to use) alongside training to understand disaggregation of data in response to DEIA goals
- Faculty access to individual data sets for their courses via the IDEA dashboard
- Offer incentives to faculty for taking these workshops – district funding and flex credit, certificates of completion

**Evaluation Training**

- Workshops should be offered to train evaluators on reviewing elements within DEIA

Prioritizing elements of DEIA? Title V says “working towards...” remembering each unique “letter in the acronym” - That is where the conversation ended 11/16/22

(v) The district incorporates commitment to diversity, equity, and inclusion into criteria for employee evaluations and tenure reviews, to the extent permitted by the district’s collective bargaining obligations.

§ 53024.1. Strategies for Achieving Institutional Diversity.

Establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort. Districts shall implement effective strategies to achieve their institutional commitment to diversity detailed in their EEO plans. EEO strategies shall be selected according to the individualized challenges to diversity faced by each institution within the district. EEO strategies may include, but are not limited to, the following:

(q) The district conducts longitudinal analysis of various employment events by monitored group status, in addition to hiring as required by section 53006, such as promotion, retention, voluntary resignation, termination, and discipline.

(v) The district incorporates commitment to diversity, equity, and inclusion into criteria for employee evaluations and tenure reviews, to the extent permitted by the district's collective bargaining obligations.

#### § 53602. Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes

(a) District governing boards shall adopt policies for the evaluation of employee performance, including tenure reviews, that requires demonstrated, or progress toward, proficiency in the DEIA competencies published by the Chancellor.

(b) The evaluation of district employees must include consideration of an employee's demonstrated, or progress toward, proficiency in diversity, equity, inclusion, and accessibility (DEIA)-related competencies that enable work with diverse communities, as required by section 53425. District employees must have or establish proficiency in DEIA-related performance to teach, work, or lead within California community colleges.

(c) To advance DEIA principles in community college employment, districts shall:

(1) include DEIA competencies and criteria as a minimum standard for evaluating the performance of all employees;

(2) ensure that evaluators have a uniform understanding of how to evaluate employees on DEIA competencies and criteria;

(3) set clear expectations regarding employee performance related to DEIA principles, appropriately tailored to the employee's classification;

(4) place significant emphasis on DEIA competencies in employee evaluation and tenure review processes to support employee growth, development, and career advancement;

(5) ensure professional development opportunities support employee development of DEIA competencies that contribute to an inclusive campus and classroom culture and equitable student outcomes;

(6) include a self-reflection and a comprehensive evaluation from appropriate evaluators who reflect a range of perspectives on an employee's performance. The evaluation process shall provide employees an opportunity to demonstrate their understanding of DEIA and anti-racist principles, including how the employee has operationalized DEIA in the performance of their job responsibilities.

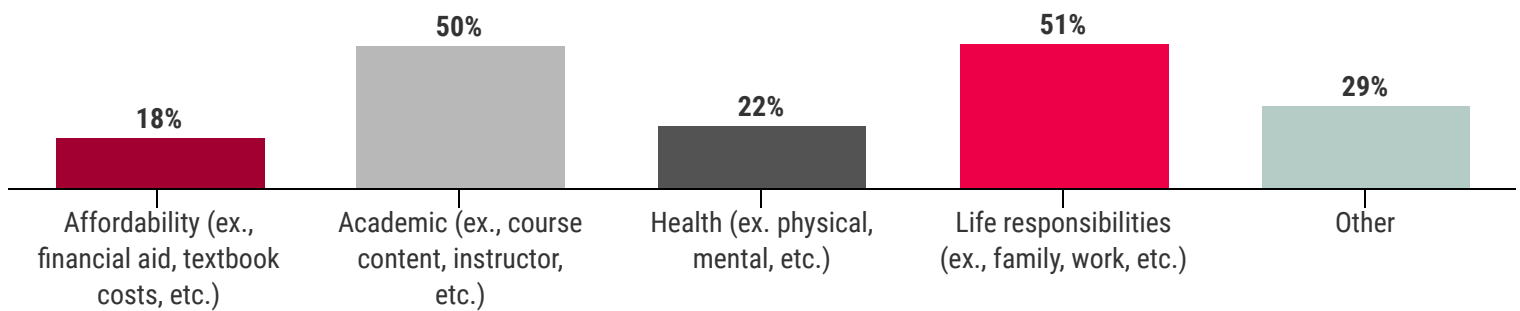
# Did You Know?



## Student Reasons for Dropping Courses During Fall 2022

Overview: The Office of Institutional Research surveyed Chaffey College students who dropped one or two classes during the Fall 2022 semester. Students were asked to identify reasons for dropping their class(es). 428 students responded to the survey.

### Students were most likely to identify Life Responsibilities and Academic Reasons for dropping courses



- \$** Most common **affordability** related reasons for dropping:
- I lost/did not have access to financial aid
  - I could not afford the textbook(s) and/or course materials for this course

*"I had multiple classes, all required me to buy textbooks. My financial aid couldn't cover them all, so I had to drop"*

- 📖** Most common **academic** related reasons for dropping:
- I did not feel prepared for this course
  - The class required too much work

*"This class seemed like I needed a lot of previous knowledge to go into and I was already taking 6 courses and planning on dropping one."*

- ❤️** Most common **health** related reasons for dropping:
- I am prioritizing my mental health
  - I have issues related to my physical health

*"treatment of my mental health condition jeopardizes my ability to take classes at the moment."*

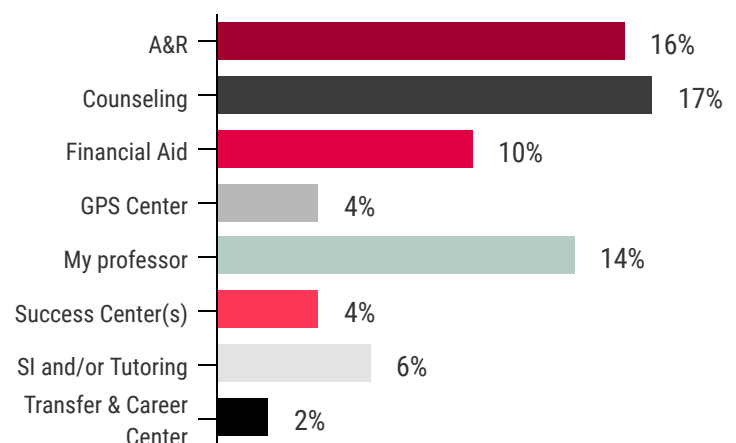
- 🔄** Most common **life responsibility** related reasons for dropping:
- I need to prioritize my family/personal obligations
  - I need to prioritize my work obligations

*"Full course load and a full-time job were not working together. Decided to just take this course in a near future semester."*

- ✓** **Other** reasons for dropping included:
- "Only taking one class at a time"
  - "Did not know it was an honors class"
  - "I prefer in person classes"
  - "Class was not offered online"
  - "I was taking more than 12 units"
  - "My counselor recommended I drop the class"
  - "I was having problems with the admissions process"

*"I decided to drop this course since I'd have to make a second commute to the Fontana campus. I am currently not focused on my major-related classes at this moment. I am concerned with completing my general education classes."*

### Resources used prior to dropping



		Present	Approval of Agenda 1.10.23	Approval of 12.6.22 Minutes	Approval of the curriculum and Consent Agenda 1.10.23
<i>Alternate Senators Italicized</i>					
Representation	Name				
President	Neil Watkins	Y			
Vice President/President Elect	Nicole DeRose	Y	Y	Y	Y
Secretary/Treasurer	Elizabeth "Liz" Encarnacion	Y	Y	Y	Y
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y
Business & Applied Technology	Bruce Osburn				
Business & Applied Technology	Jay Scott	Y	Y	Y	Y
<i>*Business &amp; Applied Technology Alternate</i>	<i>William "Bill" O'Neil</i>				
Chino/Fontana	Tara Johnson	Y	Y	Y	Y
Chino/Fontana	Jinny Lee	Y	Y	Y	Y
<i>*Chino/Fontana Alternate</i>	<i>Manar Hijaz</i>	Y			
Health Sciences	Jayne Clark-Frize				
Health Sciences	Terzah DePonte	Y	Y	A	Y
<i>*Health Sciences Alternate</i>	<i>Jordan Hung</i>				
Instructional Support	Christina Holdiness	Y	Y	Y	Y
Instructional Support	Terezita Overduin				
<i>Instructional Support Alternate</i>	<i>Shelley Marcus</i>	Y	Y	Y	Y
Kinesiology, Nutrition, & Athletics	Elaine Martinez				
Kinesiology, Nutrition, & Athletics	Candice Hines-Tinsley				
<i>Kinesiology, Nutrition, &amp; Athletics Alternate</i>	<i>Annette Henry</i>	Y	Y	Y	Y
Language Arts	Steve Shelton	Y	Y	Y	Y
Language Arts	Elizabeth Encarnacion				
<i>*Language Arts Alternate</i>	<i>Leona Fisher</i>				
Mathematics & Science	Elizabeth Cannis	Y	Y	Y	Y
Mathematics & Science	Mark Gutierrez	Y	Y	Y	Y
<i>Mathematics &amp; Science Alternate</i>	<i>Diana Cosand</i>				
Social & Behavioral Sciences	Pak Tang	Y	Y	Y	Y
Social & Behavioral Sciences	Dan Kern				
<i>*Social &amp; Behavioral Sciences Alternate</i>	<i>Hannah Lucas</i>	Y	Y	Y	Y
Student Services	Michelle Martinez				
Student Services	Jackie Boboye	Y	-	-	Y
<i>* Student Services Alternate</i>	<i>Myra Andrade</i>				
<i>* Student Services Alternate</i>	<i>Vacant</i>				
Visual and Performing Arts	Leta Ming	Y	Y	Y	Y
Visual and Performing Arts	Sheila Malone	Y	Y	Y	Y
<i>*Visual and Performing Arts Alternate</i>	<i>Nicole Farrand</i>				
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y
Senator-At-Large	Sarah Chamberlain	Y	Y	Y	Y
Senator-At-Large	Norma Leon				
Adjunct Senator-at-Large	Shelly R. Jackson	Y	Y	Y	Y
Adjunct Senator-at-Large	Vacant				
<i>*Adjunct Alternate Senator</i>	<i>Vanessa Nunez</i>				
Classified Senate Liaison	Sarah Schmidt				
RED indicates reported absence		PURPLE indicates reported tardy/leave early			
<b>Total Yes Votes</b>		<b>23</b>	<b>20</b>	<b>19</b>	<b>21</b>
<b>Total No Votes</b>			<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Abstentions</b>			<b>0</b>	<b>1</b>	<b>0</b>

- = Not available during meeting to vote

**38 members total - up to 27 voting at any given time. The President is a non-voting member. Curriculum Chair now votes per President ONLY votes to break a tie.**

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

18 members are needed for QUORUM

25 Present at this meeting = 23 members, 2 visitors

**1.10.23 Academic Senate Meeting**

