

Welcome to the Academic Senate

The Academic Senate is the voice for the faculty on all matters related to curriculum and academic standards. In its simplest form, the Academic Senate is the main source for faculty recommendations on anything related to our students. In technical terms, faculty have purview over any item related to the "The Ten Plus One," a detailed list of 10 items and a general "+1" which are outlined in Title 5 (state law) and shared on the next page of this agenda.

Purpose

The Academic Senate shall serve as the representation of faculty whenever consultation or interaction for making recommendations in the areas of curriculum and academic standards with the District or the college administration is necessary. Unless it is directly under the authority of the faculty bargaining agent, [SBCCDTA](#). This is in accordance with, [Education Code §70902 \(b\)\(7\)](#) "...the governing board of each community college district shall... ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."

The local Academic Senate relies on the State-Wide Senate, [ASCCC \("A. S. triple C"\)](#), for recommendations and state-wide representation.

Primary Recommending Body

Academic Senate recommendations take precedence. California State Law, Title 5, gives the senate its powers. Please read the law in full here: [Title 5 § 53203 - Powers](#)

"[O]nly in exceptional circumstances and for compelling reasons will the recommendations [of the academic senate] not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate."

Meeting Information

Date October 16, 2024

Time and Location

3-4:30 PM - LRC 226

Next Meeting

November 6,, 2024

Location: LRC 226

Meeting Outline

- ☐ Announcements
- ☐ Admin Reports
- ☐ Public Comment
- ☐ Kudos
- ☐ Main Business
- ☐ Future Business and Updates
- ☐ AS Reports

APs and BPs

Please see the [Academic Senate pages](#) of the Crafton Hills College website for explanations of [Administrative Procedures and Board Policies](#), commonly called "APs and BPs".

Direction of Work

Faculty guide the work of implementing, when deemed pedagogically appropriate by faculty, Strategic Directions and Student Equity Goals in areas related to academics and curriculum. The Ten Plus One helps us ensure that faculty are the main source of recommendation for anything related to student support, instruction, and preparation. In short, the Ten Plus One lists everything for which faculty are responsible; the Strategic Directions and Student Equity Goals help organize our work based on the needs of the students.

The 10 + 1

CHC Strategic Directions

1. Increase Student Enrollment
2. Engage in practices that prioritize and promote inclusivity, equity, anti-racism, and human sustainability
3. Increase student success & equity.
4. Develop a campus culture that engages students, employees, and the broader community
5. Foster and support inquiry, accountability, and campus sustainability

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. +1: Other academic and professional matters as mutually agreed upon.

Student Equity Goals

1. Create a research agenda to analyze and understand disproportionate impact.
2. Promote high engagement teaching, service, and support throughout the college
3. Create clear pathways to promote completion and success.
4. Create cohorts and student communities to promote learning and success.

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To ensure faculty guide the work of Academic Senate, comments and questions will be addressed in the following order **1) Senators** **2) Non-senator faculty**.

Administration may be called upon to offer further context.

Members (23-25)

(Bold = Present)

	SINS	LAAS	Career Ed & Human Dev.	Student Services & Counseling	Senators at Large	Part-Time Senators
Total Seats	9	8	5	4	4	4
Available Seats	1	2	1	2		4
	Bailes, Brandi (Sabt)	Brighton, Breanna (Sabt)	Clements, Kristen	Grabow, Jimmy	Anderson, Jonathan [JA]	
	Brink, TL	Diponio, Gwen [GD]	Grounds, John [JG]	Macamay, Mariana [MM]	Hogrefe, Rick	
	Estrada, Joshua	Guevara, Andrew [AG]	McLaren, Meridyth [ASPM]		Schmidt, Jeff	
	Hellerman, Steve	Jaques, Paul [PJ]	Serrano, Thomas			
	Juan, Shirley	Lopez, Natalie [NL]				
	Olivera, Chris	Reichert, Nicholas				
	Robertson, Jillian					
	Williams, Gary [GW]					21/12

Guests: Ashley Hayes [AH], Chloe de los Reyes, Danae Hart, Tony Cong

Admin: VPIKW Keith Wurtz, VPSSDS Delmy, VPASMS Mike Strong, Dean Sara Butler [SB]

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Student Senate (and guests): Katrina Barringer [KB] (president), Julia Cuevas (academic affairs director), Kaela Sarsoza (sp?)(outreach coordinator), Genesis Maya (ICC Coordinator), Christian Rolle (senator at large)

Agenda Items

Preliminary Business

Item	Start Time and Duration in Minutes	Content
Call to Order	3:00	AS President Meridyth McLaren called the meeting to order at 3:01pm .
Administrative Reports	3:01 5 Minutes	VPIKW: Grant application for Dual Enrollment. VPSSDS: Booksaver program moving forward - details to come VPASMS: Active shooter training, 10/25, LRC, creating a standby group for these communications.
Announcements	3:06 6 Minutes	PJ: Lair of Dracula - we are “blowing up” the building - it's immersive, 9 stages at the PAC, Fri/Sat 6:30 and 8:30p, Sun 1:30 and 3:30p AG: Collab with library on Zines for HHM MM: Transfer Center taking students to an HBCU fair in Riverside (RCC), email and flyers to come AH: Flyers for Dia de los Muertos (Ofrenda) - with prizes, Zines, DACA (Stories without borders), D&D club
Statements from the public 3 per speaker 15 minutes max	3:12 5 minutes	<i>FYI: Statements from the public are just statements, there are no responses, discussions, or actions permitted.</i> KB: Statement of purpose and invitation - please ask student reps to attend your committees for their feedback (Advice and help) on student perspectives and experiences.

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		JA: Academic Freedom protects the discussion of unpopular themes (a.k.a., 1st Amendment protects hate speech); we are moving toward teaching younger students, it is important to consider how we deliver information, especially with sensitive topics. Let us consider thoroughly Academic Freedom (especially what is written in our currently-reviewed statement))
Kudos and Comradery - Highlighting Faculty Work and Open Discussion	3:17 5 Minutes	MM: Hello Major Hello Career, 270 logged-in students, kudos to career center ← ASPM seconds it JG: Kudos to CHC for Silver ← Dodgeball interest? [AH] (Censored language ensues 😊) KB: to MM for presenting the completion model GD: To Kim Salt and Troy for Common Core completions NL: Birthdays: October, Yay!

Main Business

Item and Presenter	Approximate Start Time and Duration in Minutes	Prep Material	Goals and Notes	Examples of Actions	10+1, Strategic Directions, and Equity Goals Focus
Approval of Minutes - McLaren	Start 3:22 3 Minutes	☐ Minutes Oct 2, 2024 (postponed to next meeting)	Assess the written record of our meeting to be sure it reflects the discussions and voting in the last meeting. Be sure to double-check your own votes, attendance, discussions, motions, etc.	<i>10/2 Minutes tabled for the next session</i>	10+1: 7 SD: 5 EC: 1

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			Agendas & Minutes are available on the AS Document Site (link of AS Webpage). Note: Anyone can add a comment if something needs to be edited. Make sure the attendance record is accurate. Bylaws say senators will be dropped after 3 absences. Check to ensure motions are accurately reflected in minutes.		
FMP Final Draft - Mike Strong	Start 3:25 20 minutes	 CHC FMP Final Draft for Review and Comment 10-14-24.pdf	Feedback requested on the content, projects, and priorities of the plan VPASMS: Final plan due December 8 to Crafton Council, next meeting is first read. Today, Intro to FMP. Purpose for AS to provide comments/input. Document summarizes, intro, (3.2) baseline up until 2027, FMP starts on 2027, 3.3 and 3.4 (please focus here). Input comments on shared file (link to be sent out soon). 3.3 focuses on the needs (space utilization vs needs) + enrollment projections (4% until 2028, then 1% each year thereafter) and gaps. 3.4 focuses on how to solve those needs (the plan) - highlights possible outcomes minus details. We want to honor the 1972 "cluster" concept design.	VPASMS: First Read next session. Incoming email soon. Please make comments on PDF (shared file)	10+1: 6 SD: 4,5 EG: 2

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			Public Art taskforce to help with details on... Active Learning Spaces needed from feedback during In-Service Final pages are appendices (1000pages) Please focus on 3.3-3.4 30 pages. 11/20 aiming for second read. GD: Can we have a summary of all the comments? Post facto ← VPASMS: Yes, once we collect information from all the senates.		
Student Senate Response to GE Pattern- Barringer	Start 3:45 10 minutes		Student Senate response to the local GE pattern and area F impact senate had at its last meeting. KB: SS response - please someone come to SS Meet every other Friday 3-5p, next 10/25 SS sees value in area F. Is there an estimate of cost associated with keeping these areas? Changes in local degree concurs on leading to barriers. e.g., FAFSA changes means more student expenditure, especially on additional classes. Ideas on courses: Offering C/NC courses, advocacy for catalog rights? Regarding language courses, NC courses are more likely to be	VPIKW: will set up someone to attend SS to discuss	10+1: 2,5 SD: 4 EG: 3, 4

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			enrolled (including community involvement) if not required. If classes are not solely for grades, perhaps we can reach out to a greater community involvement (e.g., older populations, parents). PJ: Similarity to lifelong learners. ← ASPM - campus charge for this was removed. VPIKW: there are other options, such as the Personal Fitness Certs currently being developed in Kinesiology - in which after taking these courses for non-credit, the students can take a state exam and begin working as a personal trainer. This is the direction we are moving in. Typically, isolated courses that don't meet any requirements, we do not get much enrollment GD: We do not create these programs, these are state mandates. We just implement them, such as area F. PJ: Could SS bring it back to General Assembly. ← KB we could suggest it at state assembly, CCs vote on it, if passed, it moves to the SSCCC board, and ultimately to BOG (if the students really want it, SS can at least move it.		
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			VPIKW: Politicians are more focused on not wasting students time AH: Serving our elder communities, can they audit? does it yield FTES? VPIKW: We did try this with KIN, did not succeed. We need data to support running such courses. Auditing does not affect FTES. NC is the only way to get FTES. GD: anecdotal data - one gentleman to take a course on music theory. VPIKW: Solution to that, create NC course for English using the exact same COR. AH: Anecdotal data - Gentlemen on learning languages VPIKW: Let's focus on KIN and Languages with impact on enrollment. Please bring your ideas. KB: We did a 30-students survey on interest on language and fitness courses if they weren't required - most answers stated they would not take a language if it wasn't required, but there interest on language if applicable in the local job market (e.g. Spanish) - real world application.		
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			MM: RCC has a Community interpretation certification. 6-unit class for Spanish interpreting (for education, medical, etc). ← VPIKW Let's look into it - a LMA would be useful. PJ: Humanities certificate? → ASPMM: Impact? or labor benefit. KB: Student body is looking for more options in course offerings for flexibility. AH: How often do we survey for this information? VPIKW: Regularly. ASPMM: dissonance between survey and actual demand. KB: AS please visit SS, Student body could be better informed.		
Dual Enrollment Shared Gov Task Force Update - McLaren	Start 3:55 10 minutes	 20240911_Dual...	Review Finalized Charges & Committee Make-up Plans for upcoming meetings Term changed to up to 1 year ASPMM: Approved by Crafton Council to create this taskforce to focus (charge) on challenges of dual enrollment over 1 year (previously 2 years). Closures, emergency situations, how to communicate, who is aware?		10+1: 4,5,6 SD: 1,3 EG: 2

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			Currently most PTers will not likely voice their concerns, we need FTers Perhaps a pathway that limits under-18 student populations. If interested in serving, please contact ASPM. This is a taskforce, does not count as committee work, but does count as part of the 5h-service requirement and can go into your evaluation. AH: Schedule differences (4 days a week vs 2 days a week - FA25 this should change). Group (not a committee) to meet twice a month. KB: Can students be on this? ← ASPM + VPIKW: Yes! AH: Can we schedule it before SS meetings? ASPM: It will depend on the membership.		
VESPA - Academic Freedom Statement Final -Robertson	Start 4:05 10 Minutes	 Academic Free...	Review, please provide feedback. ASPM: If down the line SBVC concurs, this can be integrated into the CBA. AH: Intent behind this draft is to protect faculty during their conversations of sensitive subjects. Complaint from CCAP school for using “Shitty first drafts”. Rehire concerns?	Should be approved and sent back to MOPED to integrate into our Faculty Handbook	10+1: 8 SD: 5 EG: 2

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		AG: Other colleges have adopted the references provided. Definition at the bottom of document. These are freedoms we want to protect. What are the things we value and care of that we want to protect? Would like to have this approved prior to elections. GW: Kudos to everyone working on this. Concern on using the term “Crafton” - better to use term “Faculty” as there is a difference between the institution and us. ← This is the AS Faculty voting ASPM Issue with stating “UC Chicago” Concern on advocating specifics (e.g., One book, One College) rather than a collection or theme towards antiracism. PJ: applying to CHC is an agreement on students learning CHC precepts (not the other way around) - thus, students are agreeing to learn what we have to offer. By extension, they agree to learn college material, we don’t agree to teach high school. ASPM: This is a conversation for taskforce. JA: Concurs with GW on boxing in.	Actions: Change use of term “Crafton” to “CHC Faculty” Correct typo on UC Chicago vs University of Chicago Statement from JA to encourage critical re-evaluation of any and all current popular ideologies, policies, and agenda that lead to homogenated thought.	
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			Perhaps a statement that exemplifies and includes it, such as: To encourage critical re-evaluation of any and all current popular ideologies, policies, and agenda that lead to homogenated thought. ASPM: Concurr with GW and JA, on not limiting a selection of textbook as faculty should have the right to choose their books (thus, include 1B1C as an example) - expand this as a selection of textbook. AH: statement on 1B1C is exemplifying tenets. Currently successful, thus, using it as a standard. Perhaps language can change to “may or may not include/not limited to” GW: We could be pinning ourselves into a corner with this language. Can we have an appendix on these expressions and avenues to continue these dialogues. This statement should encourage a much broader range of expressions. We can list this as an example that provides a foundation towards these expressions, and routinely re-visit the language.		
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			AG: These are examples. And we can revisit them. ASPM: Once approved, incorporate revisiting. These are all minor grammatical changes. Are there any core concepts to change? JA: Additional bullet: to encourage critical re-evaluation of any and all current popular ideologies, policies, and agenda that lead to homogenated thought. ASPM: Motion to approve WITH changes suggested today. NR → PJ → Y-all,NOAO Passes.		
Compressed Calendar Update - McLaren	Start 4:15 10 minutes	 2025-2026 ACA...	Informational only. Negotiation of days without instruction - what to do? State has approved. No changes.		10+1: 6 SD: 1,4 EG: 3
Honors Program Update - Cannon (postponed to 11/6)	Start 4:25 5 minutes			Postponing to next meeting.	10+1: 4 SD: 4 EG: 4
Good of the Order	- no scheduled meeting time		Feedback for AS in general and items that should be added to a future agenda	Request agenda items for future meetings or comment on board reports, ASCCC updates, or other 10+1 items.	10+1: 7

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			Updates from faculty on the use of generative AI.		
Did you know?	- no meeting time -		 2024 Fall Plenary Session Thu, Nov 7 2024, 8am - Sat, Nov 9 2024, 5pm Visalia Convention Center Acequia Ave, Visalia → Report form for District Support Operations (DSO) Committees → Sabbatical Form		

Reports

Item	Start Time and Duration in Minutes	Materials	Content
President's Report			
1 st meeting of the month. External: A. Student Senate Report B. CTA Report (Reichert)			View Written Reports Here

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C. API Association (DiPonio) D. Professional Dev Lead (Harris) Leads and Sub-committees: A. Chairs (Hogrefe) B. Honors Steering (Cannon) C. Curriculum (Di Ponio) D. FSEA (de los Reyes)			
2nd meeting of the month: External: A. Classified Senate - 5 minutes (Peterson) B. Treasurer's Report (DiPonio) C. LFSAAA (Zepeda) D. BFSA (Vacant) Leads and Sub-committees: A. Review Workgroup () B. MOPED (Chivera & Xayaphanthong)			View Written Reports Here
DSO Written Reports			W 2024.09.26 IEAC notes.docx = DSO Budget Meeting 9/19/24

Adjournment – pm.

Mission, Vision, & Values

Mission Statement

The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support.

Vision Statement

To empower the people who study here, the people who work here, and the people who live in our community through education, engagement and innovation.

Institutional Values

We rely on the following values to support our vision and mission:

Respect: To champion active listening and open dialogue within our community.

Integrity: To uphold honesty in our interactions and academic pursuits and maintain community collaboration.

Diversity & Inclusion: To promote a welcoming environment through equitable and antiracist practices in all aspects of our work.

Innovation: To actively grow and adapt to support our mission and vision through a willingness to embrace new perspectives and new ideas.

Leadership: To develop and inspire current and future leaders through professional development, mentorship, education and experience.

Sustainability: To be a leader in our community by reducing environmental impact with practices that meet the needs of the present without compromising the future.