

## 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."

[The Brown Act](#)

[Motions and Rules of Order](#)

[Meeting Norms](#)

## Meeting Information

### Date

February 15, 2023

### Time and Location

3 PM - 4:30 PM - LRC 226

### Next Meeting

March 1, 2023

### Meeting Outline

- Announcements
- Kudos
- Public Comment
- Main Business
- Future Business and Updates
- 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

#### Strategic Directions

1. Promote Student Success
2. Build Campus Community
3. Develop Teaching + Learning Practices
4. Expand Access
5. Enhance Value to the Surrounding Community
6. Promote Effective Decision Making
7. Develop Programs + Services
8. Support Employee Growth
9. Optimize Resources

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.

*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.*

# Crafton Hills College | Academic Senate Agenda & Minutes

## Members

(Bold = Present)

	<b>SINS</b>	<b>LAM</b>	<b>Career Ed &amp; Human Dev.</b>	<b>Student Services</b>	<b>Senators at Large</b>	<b>Part-Time Senators</b>
Total Seats	10	9	6	5	10	4
Available Seats	<b>6</b>	3	0	3	<b>3</b>	2
	Andrews, Breanna	Diponio, Gwen	<b>Brink, TL</b>	Grabow, Jimmy	Beecho, Alex (SINS)	<b>Weiler-Leon, Lindsay</b> (SINS)
	<b>Hellerman, Steve</b>	<b>Ivy, Krista</b>	Green, Laurie	Macamay, Mariana	de los Reyes, Chloe (Multilingual)	<b>Ben Faltsek</b>
	<b>McKee, Julie</b>	<b>Jaques, Paul</b>	<b>Grounds, John</b>		<b>Ferrari, Ed</b> (LAM)	
	<b>Olivera, Chris</b>	<b>Juan, Shirley</b>	<b>McLaren, Meridyth</b>		<b>Guevara, Andrew</b> (LAM)	
		Reichert, Nicholas	Serrano, Thomas		<b>Robertson, Jillian</b> (LAM)	
		<b>Robles, Josh</b>	<b>Williams, Gary</b>		Harris, Kashaunda (SS)	
					<b>Lopez, Natalie</b> (LAM)	

**Guests:** Kevin Horan, Delmy Spencer, Mike Strong, Nohemy Ornelas

## Agenda Items

### Preliminary Business

Item	Start Time and Duration in Minutes	Content
Call to Order	0	AS Co-President Meridyth McLaren called the meeting to order at 3:05
Administration's Report	5 Minutes Start: 3:01	<p>Delmy Spencer reported:</p> <ul style="list-style-type: none"><li>a. Update about preferred names brought up last week. Started working with TESS to address some of the concerns.</li><li>b. Cranium café at the last stage. Application: still more research to do.</li><li>c. Coming back March 1<sup>st</sup> to give an update. Making progress and district is supportive</li><li>d. Reminder to complete the form sent by Lily Medina's email for Commencement regalia.. Even if you don't need regalia, check the form as well.</li></ul> <p>Mike Strong reported:</p> <ul style="list-style-type: none"><li>a. Update on student housing. Meeting with the student focus groups and getting input. Planning for 250 beds.</li></ul> <p>Submitting application to the state for funding for student housing in July.</p> <p>Question about where housing will be built on campus. There are 6 recommended sites on campus. Mentioned Tennis courts, Garden on the south end extending up in the solar field. Senate reps can bring input back to Crafton Council.</p>

# Crafton Hills College | Academic Senate Agenda & Minutes

		<p>Kevin noted this is just for the application for construction dollars not for design phase.</p> <p>Kevin Horan reported:: groundbreaking for PAC taking place.</p> <p>Nohemy Orneles introduction: Vice chancellor of educational student support services at District</p>
Announcements (3 minutes)	3 Minutes Start: 3:06	<p>Welcome Ben Faltese (PT Philosophy) as the newest member of the Academic Senate. Approved by applause</p> <p>3 peaks challenge is March 2.</p> <p>Lauren Bond running Sand Canyon Review class this semester. Call for submissions.</p>
Statements from the public 3 per speaker 15 minutes max	3 minutes Start: 3:10	Steve: Mill Creek Cattle Company: Saturday 25 <sup>th</sup> fundraiser.
Kudos and Comradery - Highlighting Faculty Work and Open Discussion	5 Minutes Start: 3:13	To Isidro and Ryan Bartlett for helping a student in distress.

## 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
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[The Brown Act](#)

[Motions and Rules of Order](#)

[Meeting Norms](#)

## Crafton Hills College | Academic Senate Agenda & Minutes

					Goals Focus
Approval of Minutes - McLaren	Start 3:18 2 Minutes	<input type="checkbox"/> <a href="#">Minutes Feb 1 2023</a>	<p>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.</p> <p>Note: Anyone can <a href="#">add a comment</a> 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.</p>	Motion: To approve the minutes from 2.1.2023 (Grounds, Jacques, MSC 1 abstention, Weiler-Leon)	10+1: 7 SD: 6 EG: 1
OER - Ferrari	Start 3:20 4 Minutes		<p>ASCCC running a collaborative round of funding for collaboration projects across CCC campuses. Deadline February 20. If you have something you think could be promising on a more general level on our campus, check it out on the website to see what proposals are about. Even if not on this round, continuous projects.</p> <p>What kind of support do you need from the bookstore for that project?</p> <p>Still in the early days so just a proposal for a cost. Printing services:</p>	<p>Reach out to Roger about options for smaller numbers of orders of OER, Library storing as well.</p> <p>Address issues with Regular textbook ordering</p> <p>Mike will set up an open meeting with Bookstore</p>	

# Crafton Hills College | Academic Senate Agenda & Minutes

			<p>can print OER in b + white, but not long.</p> <p>Questions about ordering the textbook as an online PDF. Can't because it overlaps with Books and was free for students already. Senator Lindsay reported PDF versions available. If you go to the website, you could download these options.</p>		
Common Application - Nohemy Ornelas	Start 3:24 15 Minutes		<p>The common application is in effect. Now need to address specific discipline/course issues or needs.</p> <p>In place so students can register to classes at both campuses. Next round of conversation needs to be about any course specific, discipline specific issues. Opportunity for us if we have concerns or foresee future problems. Opportunity for faculty to present some ideas.</p> <p>Nohemy's role at the District level to support instructional and student services. Look at ways to support you with technology or other ways of improving. Working on strategic planning and educational master plan.</p>	Survey - creating working group Discussion at Curriculum	10+1: 5 SD: 4 EG: 3

# Crafton Hills College | Academic Senate Agenda & Minutes

			<p>Common application created as a way to eliminate a barrier for students. Something identified at the district level and the campuses as difficult for students who wanted to enroll here and were trying to take a class at Valley.</p> <p>Worked with senate reps throughout the spring and summer to identify ways to automate that process for students.</p> <p>Work that has been done has created some successes. Overall number of students cross enrolled are 75%</p> <p>CHC specifically 144 students enrolled. This year doubled to 288.</p> <p>Throughout those conversations, looking at logistical pieces and technology. Had faculty and expert staff at the table. What other barriers exist?</p> <p>Course numbering. English 101 course, example. ENG 100 same course or similar COR. Meet the same GE area - what does that mean for the student? Other piece identified is a difference in prereqs. English class prereq of another class.</p>	
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# Crafton Hills College | Academic Senate Agenda & Minutes

			<p>Math at one college has prereq; at the other it doesn't.</p> <p>Some of the areas identified as potential barriers for students if they register at the college with the prereq, they will get blocked if they didn't take that prereq.</p> <p>Some gen ed courses worth looking at and exploring to see if really needed. Any potential impacts, welcome feedback from faculty. Suggestions to market and inform students of these changes.</p> <p>Survey link to share with faculty. VPs are also. Diff constituency groups. GP, classified, bring back working group. Email Nohemy if interested.</p> <p>What are the next steps?</p> <p>Should we fix course level issues- can begin those conversations. Honors- need to recognize courses very unique and specific and there may be differences. Are there true barriers to students.</p> <p>Suggestion to go to different committees such as curriculum.</p> <p>Question about listing preferred name. Delmy said yes, they are</p>		
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## Crafton Hills College | Academic Senate Agenda & Minutes

			working on it. Should also appear on the rosters.		
CalGETC - McLaren, Macamay	Start 3:40 20 Minutes	<a href="https://docs.google.com/document/d/1GHnVpkCPBO6C9pLwZ1BLXltw6_o42tMjKBaTNwhdzak/edit?usp=sharing">https://docs.google.com/document/d/1GHnVpkCPBO6C9pLwZ1BLXltw6_o42tMjKBaTNwhdzak/edit?usp=sharing</a>	<p>The CalGETC transfer pathway has passed.</p> <p>As faculty we need to be proactive in acknowledging potential impacts on disciplines and programs and as well as what we need to do moving forward.</p> <p>Summary: There are 5 transfer pathways right now. The goal of the bill is to have only 1, the CalGETC. ICAS approved the pathway, now waiting on the actual framework of how to apply it.</p> <ul style="list-style-type: none"> <li>• Things do not look good for Lifelong Learning and languages other than English.</li> <li>• Oral Comm needs to update content to be counted with English Comp.</li> <li>• Social &amp; Behavioral Sciences went down 3 units and those units were given to ETHS.</li> <li>• Arts &amp; Humanities went down 3 units as well.</li> </ul>	<p>Do we create a workgroup to address/make recommendations?</p> <p>Send to Guided Pathways task force for initial discussions.</p>	10+1: 2

# Crafton Hills College | Academic Senate Agenda & Minutes

			<p>We still have control over a local GE pattern plain AA or AS, not AA-T or AS-T.</p> <p>We a faculty need to start taking a look at potential impact. Talked about at plenary. What is the potential impact to different disciplines?</p> <p>Lifelong learning not a part of it. Languages other than English are not a part of it. As more students come in and are moved toward a transfer pattern, they will not be taking AA / AS or local degrees. Potential impact to disciplines, depts and courses not part of that process. Impact but not insurmountable problem what else can we do. We have the ability to write certificates, write curriculum, enhanced non-credit. Have to start looking at a bigger picture in some of our disciplines.</p> <p>As we get more info we have more opportunities to figure out what impact is. ASCCC letter.</p> <p>Purpose: decide do we want to create work group, taskforce? Do we have a committee already like GP. Is this something where we want to have this conversation? What else can we do?</p> <p>What have other campuses done?</p> <p>Certain depts will be impacted more than others. People still arguing vital part of</p>		
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# Crafton Hills College | Academic Senate Agenda & Minutes

			<p>campus life and students need to learn health. Not going to be part of this path. If we believe that. What else are we going to do? Where do we want to send this to have this discussion.</p> <p>Will change what a CC looks like.</p> <p>Guided pathways a good place to start it? Good group to look at it. Nervous about finishing maps and making permanent because of the upcoming CALGETC. 2025. We have a little time to prepare.</p> <p>Nohemy: CC's have their GE patterns. CSU and UCs have theirs. This is trying to consolidate CSUs and UCs. We still have our pattern. When we look at our degrees it's 60 units. We have our own GE pattern. Lifelong learning or other courses could still fall in the elective credit, but not part of the major patterns.</p> <p>Powerful framework. What if we apply this framework for our local degrees for our transfer bound students. Pivot not panic.</p>		
AS Scholarship - McLaren	Start 4:00 10 Minutes	<input type="checkbox"/> <a href="https://docs.google.com/document/d/16aspLFh-RbmU_Z-y5Ojd1JJZaoVm6hUr5-GZLak4vfQ/edit?usp=sharing">https://docs.google.com/document/d/16aspLFh-RbmU_Z-y5Ojd1JJZaoVm6hUr5-GZLak4vfQ/edit?usp=sharing</a>	<p>In the past scholarship to any 4.0 student at CHC.</p> <p>Now it is Foundation driven through payroll deduction.</p>	<p>Common essay - follow this pattern Equity - need more focus</p> <p>Motion: approve two \$500 scholarships with</p>	10+1: 5


# Crafton Hills College | Academic Senate Agenda & Minutes

		<input type="checkbox"/>	<p>4.0 students are 20-25 because we divided, and they received \$25 each.</p> <p>Concern that it was not really addressing financial need, too restrictive and limited to only 4.0 students who have other access to a lot of other scholarships out there.</p> <p>Usually have about \$1,000 in our fund.. Brought it back last semester.</p> <p>Supporting engaged scholars not just 4.0s but contributing to the community. Not just limited to 4.0 scholars. But could give 4.0 scholars on the rubric.</p> <p>If rubric idea is good, continue to work on rubric. Make it an application process for anyone who wishes to apply.</p> <p>Submit an essay that addresses the points. This is where the grade point is. Put in a section about how this money would support them in their future goals. Revised edition of this academic senate scholarship. Can't come to an agreement and students are applying now. If not for this year, then keep as all we have had along. And change next year.</p>	<p>these criteria and revisit every year (Ferrari, Guerra, MSC)</p>	
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# Crafton Hills College | Academic Senate Agenda & Minutes

			<p>If no longer limited to 4.0 students, it would create criteria and a rubric we could use.</p> <p>To award two \$500 scholarships.</p>		
<a href="#">Good of the Order</a>	<p>- no scheduled meeting time -</p>		<p>Feedback for AS in general and items that should be added to a future agenda</p>	<p>Request agenda items for future meetings or comment on board reports, ASCCC updates, or other 10+1 items.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AB 1705 (new AB 705)</li> <li><input type="checkbox"/> Non credit/not for credit</li> <li><input type="checkbox"/> Student Housing Discussion</li> <li><input type="checkbox"/> AI chat bot - Kashaunda - February 24th dialogue</li> </ul>	<p>10+1: 7</p>
<p>Did you know?</p>	<p>- no meeting time -</p>	<p><input type="checkbox"/> <a href="#">How to become a Senate President</a></p>	<p>There is a step-by-step guide for becoming a Senate President! You can do it!</p>		<p>10+1: 7 &amp; 8 SD: 8 EG: 2</p>

# Crafton Hills College | Academic Senate Agenda & Minutes

				
			<input type="checkbox"/>	

## Reports

Item	Start Time and Duration in Minutes	Materials	Content
Co-Presidents' Report	Start 4:15 5 minutes	<a href="https://drive.google.com/file/d/1bMfklrQGDslOS8leJMR9SKympSzcjHxS/view?usp=share_link">https://drive.google.com/file/d/1bMfklrQGDslOS8leJMR9SKympSzcjHxS/view?usp=share_link</a>	<input type="checkbox"/> Changes to Board Reports <input type="checkbox"/> Preferred name discussion  Board requested more efficient board reporting limited to 3 minutes with stipulation another point at which we get to talk to them more about how our goals support them.  Board planning session – board report.

# Crafton Hills College | Academic Senate Agenda & Minutes

<p>1<sup>st</sup> meeting of the month.  <b>External:</b>          A. Classified Senate (Palkki)          B. CTA Report (McKee)          C. API Association (DiPonio)          D. Professional Dev Lead (Harris)</p> <p><b>Leads and Sub-committees:</b>          A. Chairs (Andrews)          B. Honors Steering (Cannon)          C. Curriculum (Di Ponio)          D. FSEA (de los Reyes)</p>	<p>Start 4:20          2 Minutes</p>		<p><a href="#">View Written Reports Here</a></p>
<p><b>2<sup>nd</sup> meeting of the month:</b>  <b>External:</b>  <b>A. Student Senate Report (Trista Beggs)</b>  <b>B. Treasurer's Report (DiPonio)</b>  <b>C. LFSAAA (Zepeda)</b>  <b>D. BFSA (Vacant)</b></p> <p><b>Leads and Sub-committees:</b>  <b>A. Educational Technology (Hamlett)</b>  <b>B. Library Taskforce (Ivy)</b>  <b>C. Review Workgroup (McLaren)</b>  <b>D. Guided Pathways (Robles)</b>  <b>E. MOPED (McKee)</b></p>			<p><a href="#">View Written Reports Here</a></p>



# Crafton Hills College | Academic Senate Agenda & Minutes

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Adjournment - 4:36 pm.

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## *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.