SANTA ANA COLLEGE

ACADEMIC SENATE

1530 W. 17th St.
Santa Ana, CA 92706
(714) 564-6831
AcademicSenate@sac.edu

SANTA ANA COLLEGE MISSION STATEMENT

Santa Ana College inspires, transforms, and empowers a diverse community of learners.

Academic Senate

Business Meeting Minutes

First Name	Last Name	First Name	Last Name
1-424-255-5359	?	Jennifer	Meloni
Adriana	Ramirez	Jim	Isbell
Alejandro	Moreno	Jodi	Coffman
Ali	Kowsari	Jose	Lopez Mercedes
Amberly	Chamberlain	Karissa	Gallego Lovero
Andrew	Barrios	Kelvin	Leeds
Andy	Gonis	Kristen	Guzman
Ann	Cass	Kyla	Benson
Annette	Bui	Leo	Pastrana
Chantal	Lamourelle	Maria	Aguilar-Beltran
Charles	Jang	Maria	Estrada
Cherylee	Kushida	Marilyn	Flores
Christina	Axtell	Matthew	Bittner
Claire	Coyne	Merari	Weber
Dawn	McKenna-Sallade	Michael	Taylor
Elenor	Papa	Michelle	Vazquez
Ernest	Garrison	Molly	Colunga
Gabriel	Shweiri	Monica	Zarske
Heather	Arazi	Narges	Rabii-Rakin
James	Rudd	Nicole	Patch
Janet	Cruz-Teposte	Osiel	Madrigal
Jarek	Janio	Quynh	Mayer
Jason	Esparza	Rebecca	Barnard
Jason	Huskey	Rebecca	Vazquez Ortiz
Jeff	Cutkomp	Reza	Mirbeik
Jeff	Lamb	Rick	Corp
Jennie	Beltran	Roy	Shahbazian
		Stephanie	Clark

10+1

(1) Curriculum including establishing prerequisites and placing courses within disciplines; (2) Degree and certificate requirements; (3) Grading policies; (4) Educational program development; (5) Standards or policies regarding student preparation and success; (6) District and college governance structures, as related to faculty roles; (7) Faculty roles and involvement in accreditation processes, including self-study and annual reports; (8) Policies for faculty professional development activities; (9) Processes for program review; (10) Processes for institutional planning and budget development; (11) Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

Steve	Bautista		Teresa	Verduzco
Susan	Hoang		William	Nguyen
Tara	Kubicka-Miller		Zachary	Diamond

Date: **Tuesday, Sept. 28, 2021**

Time: **1:30-3:30pm**

Location: **Zoom Webinar Location**

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Meeting Location: For security purposes, please access the Zoom link using this Microsoft Forms link… https://forms.office.com/r/uws9ARqek8

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1. **Call to Order** – Jim Isbell

   a. Meeting was called to order at 1:33pm.

2. **Approval of Additions or Corrections to Agenda**

   a. **Chantal Lamourelle** made the first motion to approve the additions or corrections to agenda.

   b. **Christina Axtell** made the second motion to approve the additions or corrections to agenda.

3. **Approval of/or Corrections to Minutes**

   a. Regarding the SCC report, **Jim Isbell** noted that Tara Kubicka-Miller's was misspelled.

   b. In regard to phase 3 of the reorganization presentation, **Dr. Jeff Lamb** explained the Wellness Program is not being moved to the Fire Technology because it's already under that department.

   c. **Cherylee Kushida** pointed out that in public comments, she said distance education classes can be synchronous and asynchronous and not synchronize and synchronized.

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d. **Susan Hoang** made the first motion to approve the minutes

e. **Quynh Mayer** made the second the motion to approve the minutes

4. **Public Comments**

   a. **Elanor Papa** addressed that issues continue to exist with the Assessment Center making accommodations for students. Students are calling the center and receiving different information. Students and faculty are both experiencing frustration completing the online form and no one is present at the center. In one nursing class, 14 out of 40 students need accommodation but haven't been able to receive them. Consequently, the instructor is struggling to provide these students with accommodations on the spot which is very difficult. Elanor stated that the college is focusing too much on recruitment and not enough on providing services to current students. **Marty Rudd** informed her that the Assessment Center operating hours concerns falls under facilities and to send him an email. He will follow-up with Bart Hoffman.

5. **Reports**

   a. ASG Report — **Jason Esparza**

      i. Halloween/Day of the Dead Event has no official name, yet, but it will be on October 28th.

      ii. There will be a smoke free community clean up on campus, but no specific date has been scheduled as of this moment. ASG aims to do it in the morning, and they hope to get students and faculty to participate in picking up cigarettes off the floor. Clean up gear and lunch will be provided.

   b. SCC Report — Professor **Tara Kubicka-Miller**

      i. No report from SCC.

   c. ODEI Report – **Dr. Narges Rabii-Rakin** (15 Minutes)

      i. ODEI Initiative started July 2020 with the notion that they are going to invest in our people and do it in different modalities and spaces. First thing they did is create a pipeline for new diverse faculty who are interested becoming a

full- time faculty member. Thus, they created the Rancho Academy. To learn more about the Rancho Academy, visit the district web page.

ii. Workforce DEI and anti-racism trainings are accessible on Canvas. If you don't have access to it, please let her know so she can ensure you get access.

iii. Conducted a district climate survey back in April. The 79-page report can be found on the district website.

iv. Looking for nominations to fill a community and student advisory board. Please send Dr. Rabii-Rakin names and information of individuals who might be interested.

v. Awarded the inaugural Board of Trustees Diversity Award to a SAC manager. Chancellor Martinez made the recommendation, and the Board of Trustees chose the award recipient.

vi. Building district partnerships with community members, such as Amazon. Working with Amazon to offer a paid internship program for computer science majors.

vii. Invited to participate as a panel member at the USC Career Pathways in Diversity, Equity, and Inclusion (DE() event and a state organization event that handles CTE education.

viii. Provide DEI training for all district staff and faculty in Canvas. Each module takes about 1 hours to complete. There's an evaluation after each module because they seek advice on how they can improve.

ix. Institute for Teaching Excellence is going to be led by faculty and it strives to close the student achievement gap through trainings, seminars, expert panel discussions, and providing student demographic data (veteran, homeless, etc.) to better understand students. Collecting data will produce solution-based decisions which can be implemented in classrooms. The goal is to

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create a information portal that professors can access and use to obtain student demographic information every single semester.

x. There will be a EEO monitor training this Thursday at 10am. It's good for 1 year. This is different than the mandated EEO training which will be on October 8th from 9:30am-12:30pm. It's for personnel who wish to serve on a hiring committee. The EEO training is good for 2 years.

xi. Planning on opening the Office for Collaborative Resolution which is to provide informal conflict resolution and confidential mediation for any of our staff or students who are interested in seeking mediation, rather than a formal filing with the Office of Civil Rights or with Title IX Director. It's expected to launch later this fall and its pending cabinet approval.

xii. The Rancho Academy, which is the pipeline for future committee college faculty, is a 10-week program that was started last year in October with four cohorts. Out of the 110 who participants who graduated, four got full-time tenure jobs starting this fall, and 60% of them landed adjunct positions. Ten--week program includes everything from Academic Senate to collective bargaining, as well as attending Board meetings and learning about the demographics and different type of learners we serve. Looking for faculty mentors who are willing to take on participants as teacher assistants. There is no compensation for being a mentor, but flex credit can be received.

   1. Next Rancho Academy cohort will start in November and another one in March. Interested individuals should visit the ODEI website to complete an online application. To be eligible, someone must be currently registered in graduate school or one year removed from graduate school.

xiii. **Maria Aguilar-Beltran** asked how the student climate survey will be connected with the work that USC has done? **Dr. Rabii-Rakin** asked where she can access this data so she can examine what was asked and close the gap.

6. **ILOs—Jarek Janio**

a. Outcomes and assessment committee has been working on ILOs for about three semesters. Academic Senate must approve this document so that eventually outcomes make it to the school catalog.

b. **Jim Isbell** asked Dr. Janio to clarify if this needs to be an action item for the next Senate meeting? **Dr. Janio** replied that he doesn't want to speak to the Academic Senate process because he's unfamiliar with it, but it's his understanding that Academic Senate needs to be familiar with the content of this document and thus, assumes it requires to be an action item. **Jim** requested for senators to take these back to their constituents and then, when Senate returns in 2 weeks, it can be discussed. His feeling is that there is a need for a vote, either in the next two weeks or the two weeks after that so a discussion needs to occur before it's voted on.

7. **Information on DE Modalities—Cherylee Kushida**

a. Remote live instruction was an emergency modality and the state emergency for it ends on December 31st. Distance education (DE) office found that faculty, as well as students, are requesting for the college to adopt and keep the synchronous remote live instruction modality. These are the instructional modalities available starting spring 2021 term:

   i. **Fully Online Instruction (O)** classes are distance education classes that meet 100% online with no scheduled meeting days. Students logon to Canvas at sac.canvas.edu and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.

   ii. **Fully Remote Live Instruction (RL)** classes are distance education classes that only meet in scheduled live streaming Zoom meetings. Students logon to Canvas at sac.canvas.edu to attend class virtually on zoom during the published course times. Canvas and other technologies will be required to complete coursework.

iii. **On-Campus Hybrid Instruction (H)** classes are distance education classes that combine scheduled on-campus meetings and online instruction. Students will attend class on-campus during the published course times and will logon to Canvas at sac.canvas.edu and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.

iv. **Virtual Hybrid Instruction (VH)** classes are distance education classes that combine scheduled live streaming Zoom meetings and online instruction. Students will attend class virtually on Zoom during the published course times and will logon to Canvas at sac.canvas.edu and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.

v. **On-Campus (C)** classes are on-campus and in-person with scheduled meeting days and times. Students will complete their course on campus.

b. For any of the modalities that involve virtual instruction, the Online Teaching Certificate (OTC) is required. Because the OTC is required, the implementation of when the OTC would be required, will be extended to fall 2022. This is something the DE advisory group has agreed upon and will have more discussion about. Extending until fall 2022 gives faculty spring and summer 2022 semesters to earn their OTC. For instructors who want to continue teaching a remote live course in spring 2022 and not plan to ever teach online after the pandemic ends, for example in fall 2022, they can continue to do so in spring 2022 with the Remote Instruction Certificate (RIC).

c. **Ann Cass** asked for clarification on the virtual hybrid instruction because it sounds like fully remote live instruction because of the Zoom meetings. **Cherylee** explained that fully remote live only meets during the scheduled zoom meetings. For example, on Web Advisor or Self-Service it would say Monday and Wednesday, 8 to 9:30am, and the room is Zoom. For virtual hybrid, for instance, class could meet three times a semester and those dates and times would be listed. Others might meet on a more regular basis, and one of the three hours might be meeting on Zoom. Consequently, it would be that Monday and

Wednesday, 8 to 9:30am on Zoom, and the remainder of class would be asynchronous.

d. **Kelvin Leeds** asked for clarification regarding fully remote live instruction. He understands it as basically what we've been doing, and if scheduling an exam online on a specific date and time would be fine? Furthermore, if such a class would go on CVC list of online classes statewide so that students can sign up? **Cherylee** responded that yes, because he would be doing it on a remote live course and giving the exam is part of his class time.

e. **Ali Kowsari** asked if faculty teaching a fully remote live class still need to complete the full OTC training or a shortened version of it? **Cherylee** answered to make it a regular DE modality, the OTC is required. It's not just lecturing online, it's actually using the gradebook, communication techniques, and fully utilizing Canvas.

f. **Jim Isbell** raised the question if training would be different for faculty who teach fully remote live and asked Dr. Jeff Lamb to chime in. **Dr. Lamb** stated that if there is an appropriate training for that particular interaction that may or may not be the full OTC, it would be up to the DE committee. Then from an administrative perspective, they would work to partner with the Senate to ensure that anyone who does a particular teaching modality would have the right training, based on what is determined appropriate.

g. **Molly Colunga** asked in regard to the virtual hybrid, if there are any kind of guidelines or requirements for the synchronous versus a synchronous ratio. Should it be 50/50 or does it matter at all? **Cherylee** answered that it's dependent on the discipline and how much face to face is needed for the discipline.

h. **Jennifer Meloni** asked if defining the instructional modalities are driven by our district, by the state, or Title IX? **Dr. Jeff Lamb** shared that during the how to make this sustainable conversation, they used Title 5 and this is their state definitions for DE. Thus, he feels confident that it's within the guidelines.

i. **Amberly Chamberlain** expressed concern for adjuncts not getting compensated and the time it takes to complete OTC. As a result, she asked if it's a state

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requirement for faculty to complete the full OTC or is that just a SAC requirement? She also would like the college to continue discussing the possibility of recognizing online teaching certifications that faculty earn from other schools. She also asked if there is a way SAC DE can revisit what the training would look like for fully remote live because it does seem quite different than the other virtual modalities? **Cherylee** responded that the OTC ensures a standard of quality of instruction in distance education. Most other schools only cover Canvas training and not pedagogy or regular effective contact. If faculty are qualified, they should be able to get through SAC's easily and simply but that's a discussion for another day. SAC DE is just trying to come up with a modality for DE that would be helpful to students now and appreciated.

j. **Dr. Merari Weber** suggested that as classes are being scheduled to have at least one DE class option for each of the time slots, to continue giving students options. As we move forward, not cutting DE options and just having on campus classes, because students are now familiar with online instruction and understand it's a possibility. **Cherylee** confirmed this was a good thought because of the student survey results which found that students are reporting that fully online and remote live are modalities they don't want to see taken away.

k. **Cherylee** reviewed the SAC Regular Effective Contact Policy. It was approved by the DE advisory group in May and SCC has the same version. SCC approved their policy in the spring semester. It is now being presented to SAC Academic Senate. She's requesting for the policy to be taken back to divisions and departments and believes it takes two reads for it to be passed in Senate.

8. **Discuss FT Hiring Prioritization Timeline (5 minutes) Roy Shahbazian**

   a. Oct 11th is the deadline to submit faculty request in Canvas. Department chairs are to self-enroll in the AS Faculty Hiring Course.

9. **Reports:**

   a. President – **Jim Isbell**

      1. Chancellor went to Washington D.C. last week and met with a few people. SAC will receive $2 million in earmark funding for broadband. Another $2 million from a different grant for the school district to eliminate tuition under a different

grant. Since SAC tuition is eliminated for most students already, this money can be used for a lot of other things as well, like books, food, rent and other obstacles that student face. It hasn't gone to board resolution, yet.

2. Would faculty support a smoke free campus? **Stephanie Clark** mentioned that ASG presented their report pre-COVID. **Rebecca Barnard** from the Health and Wellness Center reported confirmed that ASG did present and another committee is proposing it as well. They would like know if they can bring it forward to Academic Senate for support? SCC has gone thru the process. They couldn't get a board policy because it must be joint venture between SAC and SCC.

3. Regarding the vaccine mandate, they polled students a couple of times and the Chancellor reports that approximately 70% of students would support it. Responses were voluntary. **Kelvin Leeds** inquired on how the surveys were conducted. Jim replied it was conducted some time ago and one was more recent. Kelvin asked if reports were going to be made accessible.

4. DACA fell through but it doesn't necessarily change anything SAC does already.

5. Academic Senate can remain meeting virtually or return to face to face. **Dr. Marilyn Flores** shared that Senate could opt to continue meeting virtually per SB 361 which extends the emergency memorandum. It states that if you cannot for public Brown Act meetings maintain the social distancing and/or you deem that it may not be as safe, that you can opt

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to continue meet virtually. Consequently, whether Senate continues Academic Senate agenda as an action item.

2. Bylaws Work Group report

   a. Per **Maria Aguilar Beltran**, nothing to report at this time.

3. Spring Schedule — Academic Calendar update. What are our Common Days? – **Jim Isbell**

   1. Thursday and Friday are current common days. Discussion on whether common days should remain Thursday and Friday or changed to other days will be coming soon.

4. Academic Senate Racially Inclusive Workgroup — **Maria Aguilar Beltran**

   1. In fall 2020, Academic Senate unanimously approved this resolution and in particular the work of Kathy Obear. As part of this resolution, the Academic Senate established a work group that would provide short-term and long-term recommendations to dismantle sexism, racism, and any other forms of oppression. Establishing a diverse and inclusive spaces for systematically marginalized voices is what led to the creation of the work group.

   2. In order to accomplish work group goals, they needed some training to be provided to them, as well as tools, language and resources so they can disrupt instances where micro aggression, silence and bullying are occurring.

   3. A call-to-action email was sent by Dr. Marilyn Flores which included an online interest form for anyone interested in participating in this training.

5. "Fake Students"

   1. **Dr. Jeff Lamb** explained that there are students who applied through CCC apply and aren't actually students but rather, folks who are intending to be frauds. Daisy Gonzales, the Acting State Chancellor, talks about a student-centered

approach from a faculty perspective. It's not students who are committing fraud but it's others who are seeking to get money from financial aid.

    2. **Dr. Lamb** recommends for faculty to reach out to students who haven't attended or communicated with them and encourage attendance in virtual office hours. Moreover, look for oddities in enrollments such as multiple students with the same phone number. It's easier to reinstate a student than it is to drop them.

6. Faculty Professional Development — Carryover from last meeting—**Amberly Chamberlain**

    1. PD is teaming up with Student Services and assisting with speakers for Heritage Month and next month for Native American. PD will be funding a total of 5 speakers.

    2. Nine faculty, credit and noncredit, will attend the Strengthening Student Success Conference. There's room for one more faculty. If interested, contact Amberly.

    3. To get the mural team back on their feet, PD will assist 6 faculty in the Arts and Theater Department to obtain their scaffolding and heights certification.

    4. Sending a manger to the Sports and Recreation Law Association Conference and to the ACC a Management Essentials Conference.

    5. Sending a faculty member from each of the performing arts programs to the Broadway Back to School Guidance and Protocols Webinar. This is to help them with the live audiences and productions that they'll be trying to put on this semester.

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6. If a faculty member wants to attend a conference, they first need to complete and submit the funding activity form. They will get an email back with PD asking more questions or they will immediately approve it if there's enough information that qualifies it for professional development. The faculty member will get their approval email with their budget number to start filling out forms. If faculty needs assistance with the forms, they need to ask their department's administrative assistant because PD doesn't have the ability to do that.

7. A review of the PD web page was conducted to demonstrate all the forms that are housed on the page.

8. A review of the PD Canvas page was also conducted.

9. A survey will be sent out to identify which Microsoft trainings employees are most demanding.

10. A review of upcoming workshops and trainings was given. Look at the weekly E-blast for training opportunities being offered.

b. Secretary/Treasurer – **Osiel "Ozzie" Madrigal**

i. The Academic Senate Payroll Deduction Form is located on the Academic Senate web page. It's $5 monthly or $50 annually. Once completed, the form is to be submitted to the Academic Senate email address.

c. Curriculum – **Claire Coyne**

i. Due to time constraints, no oral report was given.

d. Planning & Budget – **William Nguyen**

i. Due to time constraints, no oral report was given.

e. Facilities – **James (Marty) Rudd**

i. Due to time constraints, no oral report was given.

f. Faculty Professional Development – **Amberly Chamberlain**

i. See Faculty Professional Development — Carryover from last meeting under the Reports agenda item.

g. SACTAC – TBD

   i. No one was present to provide a report.

h. Outcomes/Assessment – **Jarek Janio**

   i. Due to time constraints, no oral report was given.

i. Accreditation– **Monica Zarske**

   i. Submitted first batch of evidence yesterday evening to ACCJC. Received feedback for ACCJC last Wednesday. Therefore, the accreditation team is requesting information for 7 additional questions asked by ACCJC

   ii. Kick off with team members is next Tuesday, October 5th. It will be a virtual meet and greet.

10. .**Announcements**

   a. **Kristen Guzman** shared that CARES funding is still available for students. Encourage students to continue applying.

11. Adjournment

   a. Meeting adjourned by **Jim Isbell** at 3:34pm

      i. First motion to adjourn the meeting was made by **Kristen Guzman**

      ii. Second motion to adjourn the meeting was made by **Amberly Chamberlain**

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