



ACADEMIC SENATE

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
Adriana	Ramirez
Alejandro	Moreno
Ali	Kowsari
Amberly	Chamberlain
Andrew	Barrios
Andy	Gonis
Andria	Alefhi
Angel	Michael
Ann	Cass
Annette	Bui
Annie	Knight
Armando	Soto
Avinash	Ramaswamy
Bill	?
Chantal	Lamourelle
Cherylee	Kushida
Christina	Axtell
Christina	Resendiz
Claire	Coyne
Dawn	McKenna-Sallade
Dori	Dumon
dsallade	?
Emely	Vazquez
Fernando	Ortiz
Flo	Luppani
Gabriel	Shweiri
Heather	Arazi

iPhone	?
James	Rudd
Jane – ASL Interpreter	?
Janet	Cruz-Teposte
Janie	Wade
Jarek	Janio
Jason	Esparza
Jeff	Cutkomp
Jeff	Lamb
Jennie	Beltran
Jennifer	Meloni
Jim	Isbell
Jodi	Coffman
Jose	Lopez Mercedes
Karissa	Gallego Lovero
Kelvin	Leeds
Kristen	Guzman
Leo	Pastrana
Louise	Janus
Maria	Aguilar-Beltran
Maria	De la Cruz
Maria	Estrada
Mary	Steckler
Mark	Turner
Matthew	Bittner
Michael	Taylor
Molly	Colunga
Mv23764	?

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

Nabila	Bolisay
Nicole	Patch
Osiel	Madrigal
Quynh	Mayer
Rebecca	Barnard
Reza	Mirbeik
Rick	Corp
Roy	Shahbazian

Sara	Turner
Stephanie	Clark
Susan	Hoang
Tara	Kubicka-Miller
Vaniethia	Hubbard
Veronica	Oforlea
William	Nguyen
Zachary	Diamond

Date: **Tuesday, Oct 26, 2021**

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

Location: **Zoom Webinar Location**

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

1. **Call to Order** – Jim Isbell

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

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

- a. No additions or corrections

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

- a. **Jim Isbell** pointed out that Claire Coyne’s last name was misspelled once and that the minutes had October 28th listed a handful of times as the next Academic Senate Business Meeting as opposed to October 26th.
- b. **Reza Mirbeik** made the first motion to approve the minutes.
- c. **Zachary Diamond** made the second motion to approve the minutes.

4. **Public Comments**

- a. **Ali Kowsari** shared the following recent activity from the Business Division:
 - The Legal Department collaborated with the School of Continuing Education to provide a citizenship resources virtual fair.
 - Bridge to Engineering program had 15 students tour Glidewell in Irvine. They are also hosting a two-session workshop starting Friday, Oct 29th called “Transforming Your Mindset.”
- b. **Reza Mirbiek** asked if the equivalency form that is uploaded on the district website is current and the latest version?
- c. **Jim Isbell** commented that as he understands it, the equivalency form that is uploaded on the website is the most recent one. There’s work being done at the moment to review it.
- d. **Amberly Chamberlain** shared that the Theater Arts Department is struggling in getting approval for instructional supplies like food for their productions. Food is used as props on stage during performances. Consequently, they are trying to find outside funds to pay for these types of instructional supplies.
- e. **Chantal Lamourelle** said that the Child Development Department is interested in being considered as the next bachelor’s degree program offered at SAC.

5. Reports

- a. ASG Report — **Jason Esparza**
 - **Jason** shared that this Thursday, October 28 is the Fiesta de Freight event. It’s a Halloween event that is comprised of three activities: (1) pumpkin carving contest; (2) food, games, etc. in the campus plaza; and (3) movie screening of Disney’s Coco from 5:30-7:15pm. Campus plaza activities and pumpkin carving will be from 12:30-2pm.
 - He also shared that they are in the process of finalizing Native Heritage Month which will take place next month. A Veteran’s Day event will also be held next month.
 - **Kristen Guzman** pointed out that it seems like the Halloween event is overlapping with Día de los Muertos which are two holidays with two

different meanings. **Jason** replied that ASG's intention was to include a mixture of Halloween and Día de los Muertos which is why it's called Fiesta de Freight. They wanted both holidays to be acknowledged and celebrated.

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

- Tara reported that SCC submitted a resolution that will align enrollment dates with surrounding districts. They hope this leads to increase enrollments.

6. Equity and Guided Pathways – **Prof. Maria Aguilar Beltran & Prof. Stephanie Clark** (5 Minutes)

a. **Stephanie** reported that they still have implementation teams for Guided Pathways. They have less teams now that than they used to.

- Their Entry Team is lead Alicia Kruizenga and Armando Soto. They have prioritized a better and stronger integration of the Super Strong Assessment into the onboarding process and especially with high school and early decision students. They're also focusing on identifying and developing a better common math placement tool. This will help outreach better serve students regarding their math placement for the first year which has been a barrier. Typically, students are asked to see a counselor to enroll in math but they typically don't enroll.
- She reminded everyone that all programs have Success Teams related to their CAPs. These teams involve coordinators, faculty leads, and counselors. A change this year is there are student ambassadors on each success team that will help with bringing in that student voice. In addition, they have success coaches that play an integral part in the implementation of Starfish. When academic flags are raised by faculty in Starfish, success coaches will be reaching out to those students. The ideal timeline is to connect with the student within 24 hours of a flag being raised in Starfish. They will reach out to a student for a total of three times and will close the flag after the third attempt if they don't hear back from the student. Finally, if faculty don't know who is their faculty lead, Stephanie asked to connect with her.

1. **Ali Kowsari** asked if there a mechanism where if a Success Team member doesn't get a response from a student after the third time, will they connect with the faculty lead? Or if after the third time, the academic flag is considered closed? **Stephanie** answered that it's her understanding that flags are closed after three attempts of trying to

10+1

connect with a student. She added that if faculty want that in place, success coaches can be asked to type notes in Starfish. Therefore, the question is if faculty want that? What the Success Team doesn't want is to have many flags raised and not addressed in some manner. She said that a conversation about Success Team members workflow can be had that would benefit everyone. Stephanie also mentioned that the Starfish Team did talk about on how to message students and provide the resources in the email. This way, if students need support, they have the opportunity to get it themselves because they may not feel comfortable calling a success coach back or emailing them back if they don't know them. In the message, they are embedding links and resources, and more context for why students would use each resource.

- Learning and Engagement Team has been slowly showing people a new concept for a four-year Faculty Institute. They plan to conduct a presentation on the framework at possibly the next Academic Senate Business Meeting. Currently, different committees are reviewing it.

- b. They met with SCC Guided Pathway Coordinators. The plan is to collaborate more and identify common problems so it can be brought to the district's attention and a more integrated support can be provided district wide. They have a district meeting tomorrow in which they will initiate these conversations. A few areas have already been identified which center around professional development in Guided Pathways and equity, as well as using Canvas shells.

7. **ILOs Second Reading (10 minutes) – Dr. Jarek Janio Action Item**

- a. **Dr. Janio** informed attendees that the question from the last Academic Senate meeting regarding reading not being included as an ILO under the communication skills heading was addressed with the Outcomes Assessment Committee. As a result, they came up with the following: "Students, will be able to effectively read college materials to identify, and employ concepts." This ILO is now included under communication skills. He reiterated that it had been some time since ILOs had been updated so the committee took great pride in completing this work.
- b. **Christian Axtell** made the first motion to approve the ILOs.
- c. **Susan Hoang** made the second motion to approve the ILOs.
- d. Voting results: 36 yes, 0 no, & 0 abstentions. Motion passes.

8. **Assessment Center Update—Dr. Armando Soto**

- a. **Jim Isbell** provided background information on why the Assessment Center was presenting. In short, within the last month, a couple of individuals

made a public comment about issues that faculty and students were having with connecting and accessing services from the Assessment Center. Consequently, Dr Soto and his team will be providing an update and educate Senate on why it operates the way it does and how current problems people are experiencing be resolved.

- b. **Dr. Soto**, Associate Dean of Counseling, stated that he and his team will be addressing the concerns that were raised, specifically, on September 14th and the 28th by nursing faculty during public comment. He added that he and his team also met with Mary Steckler, nursing dean, on October 18th, and they were able to talk through the concerns and develop a plan. Nonetheless, he reviewed the following concerns that were addressed last month during public comment:

- On one occasion, a faculty member had confirmed dates and exam times for DSPS students, only to find there was no one at the Assessment Center at the time of the exam.
 1. The Assessment Center will post the schedule changes on their website. Faculty can plan accordingly and faculty who have a scheduled appointment will be notified via email of scheduling changes.
 2. The current process is for students to visit the center's website and fill out a form which identifies their accommodation. When students submit the form, they schedule an appointment and will receive an email confirmation. The nursing faculty has requested to be contacted as well, so center staff will ensure that response is given.
 3. If there's a last-minute center closure, an off-campus email will be sent to ensure that the campus community is aware. Unfortunately, this wasn't done recently. One of the main

issues the center is experiencing is staff shortage due to retirement. They have lost 75% of their staff. This includes their DSPS specialist who resigned on August 12th which made it for a challenging start to the fall semester. Currently, they have two full-time staff and one part-time. On the specific date when the center was closed and no email was sent to the campus community, two staff were scheduled to work that day. One of them was at Segerstrom High School administering the Super Strong Assessment to over 400 students. There was a one-hour overlap at 2pm where this person was to return but the other staff member called in sick. As a result, there was no coverage at the center during that time period. Students who had an appointment at the center were rescheduled. Furthermore, staff is responsible for registration, orientation, and scheduling students. The sessions are two-hours and take place three times a week. They're also responsible for student placement in terms of English, math, and MLS/ESL. For students that don't have high school transcripts, they're responsible for administering the guidance of placement.

- The other concern that was raised is that students are not being provided their legal rights to appropriate accommodations.
 1. Currently, there hasn't been a formal student complaint that their rights have been violated. Thus, the center is in compliance with state regulations, and they are being careful and monitoring this. They are providing reasonable academic accommodations required for students with disabilities and remain in compliance with state regulations.
 2. The center is open to proctor the required five hours for students that require double time and or time and a half, or a final test examination for their finals. As it pertains to providing a distraction free environment, it does not

necessarily mean it will be at the Assessment Center or in a private room. A distraction free area could be in the classroom such as sitting a student in the front or rear of the classroom. It could also be in the library with minimal or no distractions. In short, the goal is distraction free within reasonable accommodations for the student.

- a. **Dr. Veronica Oforlea**, DSPS Associate Dean, thanked faculty for their continue support of students, especially as it pertains to the accommodations listed on student letters. She introduced Mark Turner and Louise Janus, who are DSPS faculty, to further speak on this matter.
- b. **Mark Turner** shared that due to the sudden transition to remote instruction, DSPS has undertaken a variety of projects to provide new accommodations and to reorient the way that certain existing accommodations are provided. They regularly consult not only with departments, but with individual faculty on universal design considerations. Their primary goal when communicating with faculty, regarding accommodations, is to ensure that they are as clear and specific as can be, while at the same time indicating that in many cases there are variety of options. Options that address the unique characteristics of faculty schedules, students' schedules, and the particular functional limitations of a student. Historically, faculty have relied heavily on the Assessment Center for that distraction reduced environment. Currently, though, until a full

proctoring schedule is restored, everyone has to be more flexible and creative at times in identifying a range of locations that meet a student's accommodations. DSPS also realized that historically, because they and faculty have heavily relied on the Assessment Center to deliver that service, DSPS had not been providing very granular recommendations with respect to what would constitute an acceptable distraction reduced environment. Thus, that led to discussions which resulted in preparing documentation that's going live on the DSPS website that speaks to the issue of distraction reduced environments. There will be a link to that new page on the accommodation letter template. Furthermore, he clarified between the two distinct factors when it comes to accommodations which is location and characteristics of the location. In the past, there was two options: a location that was determined in collaboration with the instructor and the Assessment Center. Whether a distraction reduced environment is included in a student's letter is specific to that student and it is completely separate from the concept of whether the Assessment Center will be the designated location. Students are only qualified for reduced distraction environment, to the extent that they have a disability specific functional limitation that require it. That's a subset of people who are eligible for testing accommodations and it's tailored under ADA to a student's specific functional limitations. In sum, there are two distinct groups of students, those who specifically needed a distraction

reduce environment and those that don't but may require other testing accommodations.

- c. **Louise Janus** explained that accommodations related to a distraction reduced environment, certain information will be included on the accommodation letter, so faculty know if a student requires a distraction reduced environment. This doesn't necessarily mean that location is the Assessment Center. Therefore, the recommended language that DSPS is using to change on their accommodation letters, is that the Assessment Center or a reasonable alternative, for example, Nealy Library, Academic Computing Center or other centers. Another option and language that will be included is instructor coordinated location which could include a classroom office, lab space, conference room, or online. On the accommodation letter, the left side has classroom accommodations and on the right side it has testing accommodations. She clarified that a reduction reduced environment is not a reduction free environment. On the DSPS webpage, there is information listed for consideration in all class modalities.

- i. **Susan Hoang** commented that that library can't guarantee a distraction reduce environment. It depends on where students are sitting. Consequently, she cautions faculty who might send their students to the library because they think it's a guaranteed

reduction reduced environment or completely silent. Also, there are four group study rooms, and the library must keep them as such because they are in high demand.

ii. **Quynh Mayer** shared that she once referred students to the Academic Computing Center, and they said it was louder than their noisy apartment.

iii. **Jim Isbell** asked what is the average time between students completing the online form with their contact info and getting appointments to take an exam? Dr. Soto answered it's a 5-day window but typically it's the same day because staff is monitoring the forms being submitted.

d. **Dr. Oforlea** emphasized that if a faculty member has a student who is asking for something they believe is unreasonable, to please contact the DSPS Office so they can handle the situation. DSPS' goal is to ensure faculty can focus on teaching and they will do their part, which is disability services.

c. **Dr. Jeff Lamb** asked if students are supervised while taking exams? **Mark** replied that it's not always the case. For instance, students take exam in synchronize Zoom environment.

d. **Roy Shahbazian** asked if it's a requirement for students to provide their birthdate when scheduling an appointment? **Dr. Soto** answered that it's not a requirement. It's the student ID number they need to have.

e. **Dr. Soto** addressed the concern of faculty not having the time to: keep up every week with following up and reaching no solution; spend extra time in ensuring there is faculty available to sit during the time with the student; and arrange the time and mode/space that is recommend for the student.

The Assessment Center response to these concerns is the following:

- Instructors were trained to use either Proctorio or Exemplify which will support instructors in making the necessary time adjustments for students with such accommodations.
- Options: Instructors could proctor the exam themselves, coordinate with their division secretary to identify an available classroom to proctor the exam or seek space via the Assessment Center.
- The Assessment Center will provide make up tests for students that do not require an accommodation for their disability.

1. Assessment Center Make-Up Testing & Accommodation
Hours Schedule

- a. Tuesday 9am-2pm
 - b. Thursday 2pm-7pm
 - c. Friday 8am-10am
 - d. Appointments are in-person for students with an accommodation.
 - e. Students must begin their make-up session 1 hour before closing.
 - f. Students are to schedule this appointment 5 days in advance. They are to schedule it on the DSPS website.
- f. **Mary Steckler** asked for exams that require to be proctored, like those given in the nursing program, who will be proctoring these exams for students who have accommodations? **Dr. Oforlea** answered that for students who make-up exams on Fridays, they are monitored at the Assessment Center. **Mary** responded that's only on Fridays at the Assessment Center so a discussion needs to be had on what can be done at other locations like the library, computer lab, etc. **Dr. Soto** agreed with **Mary** and emphasized the importance of addressing this need.

- g. **Dr. William Nguyen** commented that the college, needs to do advance planning for spring 2022 considering more in-person classes will be offered which will result in more students needing to take make-up exams in person. More staff is what the Assessment Center needs in order to meet this expected increase in demand.
- h. **Mark** stated that at the end of the day, the Civil Rights Office doesn't look at the budget of the Assessment Center, DSPS, or the entire campus but rather, the budget of the district and they ask how 1% of the allocation from the top level of the district is a fundamental hardship for solving an issue? At that point, they can start imposing mandates, such as imposing a dean of compliance. Therefore, he urges for continued progress between now and spring 2022, because if they don't have a proportionate increase in the availability of support with proctoring, not only for the needs of nursing, but all the other departments, they will be in serious jeopardy for complaints.
- **Stephanie Clark** added that digital proctoring is available to all faculty. Thus, the proctoring issue could be resolved through some different tools that are available and more creative thinking around exams. Overall, faculty needs to meet student needs because that's everyone's responsibility, not just the Assessment Centers.
6. **Equity and the Classroom: Masks and Testing—Prof. James (Marty) Rudd**
- a. **Marty** shared that eventually the college will return to a point wear masks are not mandated in the classroom. As a result, he wants to get the conversation started about having a plan, especially because certain departments don't really need to wear masks at this point. He has students ask him on why they need to wear mask if they have received both their vaccine doses and get tested weekly. In short, this is a topic of conversation because there's isn't consistency across the campus, as it applies to the student population, on who wears masks. He recommends looking at how industries are conducting business and have department match those standards.

1. **Kelvin Leeds** commented that areas, like athletics, don't wear masks because they must adhere to strict testing.
2. **Flo Luppani** shared that yes, student athletes, staff, and coaches get tested weekly. They also get tested 72 hours before any competition. Student athletes must have a negative test on hand and if they don't, they're not cleared to participate. Everyone must wear a mask for indoor events except for the athletes who are playing. Students and faculty wear mask for kinesiology lectures and activity classes that are indoors.
3. **Amberly Chamberlain** informed the group that the Performing Arts Department advocated for similar type standards that athletics abide by. They recently got approved and thus, will begin testing so students who are performing on stage can be unmasked. She feels it's important that the college moves forward understanding what works for one department will not necessarily work for another department. Therefore, it's important to note what's happening in industries so it can reflect what departments are doing and that being approved by administration

7. **Distance Education: Updates/Training Informational—Prof. Cherylee Kushida**

- a. **Cherylee** listed the different online teaching modalities: fully online (asynchronous), fully online live (synchronous Zoom), hybrid with on-campus instruction and asynchronous work, and virtual hybrid (synchronous Zoom and asynchronous work). Currently, in draft mode, is another modality which is on-campus virtual. This is a course that would be synchronous when on-campus and using Zoom virtually. Since different departments were running this modality, the DE Advisory Committee wanted to accommodate for this. It's in draft form because Dr. Lamb is in progress of obtaining an agreement with SCC in terms of the actual name for this modality. Nonetheless, this modality will be available and offered

during spring 2022. Teaching in this modality, like fully online live, will be covered by the FARSCCD MOU. As a result, the Remote Instruction Certification (RIC) would suffice to teach it in spring 2022 because it's fully synchronous.

- b. Regarding online teaching training, there's been a lot of conversation about the MOU covering faculty to use the RIC for spring and summer 2022 to continue teaching fully online live. Planning ahead for fall 2022, the DE Advisory Committee recognizes that all synchronous and asynchronous courses are on Canvas so all grades, assignments, communication, etc. are delivered in Canvas. It also provides students the equity of 24/7 access to all of their course materials. SAC is a consortium member of the CVC (California Virtual Campus). SAC is required to use a quality format to increase the quality of online courses by June of 2023. They have started to do that and use the CCC online course design rubric in the Online Teaching Certificate (OTC) training. It also provides students with proper expectations of teaching accessibility and universal design instruction practices. Therefore, while the RIC was good and met the urgent needs of serving students in a remote environment, it doesn't come with the context of the OTC. For example, a faculty member completing the RIC and virtual conferencing could not have a clear understanding of instructional design, online pedagogy, and Canvas technical knowledge that's really needed. As a result, the DE Advisory Committee recommends two requirements. The first requirement is that OTC be required for all distance education modalities, which includes fully online live. The second requirement is for faculty who obtained their OTC before the pandemic, since the virtual conferencing course wasn't required for them, to complete a training in virtual conferencing. This resulted in the DE Advisory Committee adopting a CVC level online course, called Introduction to Live Online, which is self-paced and will be available in the next couple of weeks for OTC faculty to complete. The DE Advisory Committee is recommending this course be completed by all OTC faculty. Faculty will have spring and

summer 2022 to complete this course especially if departments are planning to offer fully online live classes in fall 2022.

8. **“Regular and Effective Contact” Second Reading – Prof. Cherylee Kushida** *Action Item*

- a. **Cherylee** stated that the Board of Governors is close to finishing a Title 5 revision. Regular and effective contact language remains very similar with some different language. Nonetheless, she recommends it would be best if Academic Senate waited to approve the second reading until spring 2022 once Title 5 has the exact wording.

9. **Reorganization Discussion Resolution (Process) Work Group: (Guiding Principles)**
We adopt and affirm State Senate Resolution – Action Item

- a. **Jim Isbell** requested that anyone who is interested participating in the reorganization work group, should send him an email or send it to the Academic Senate email.
- b. **Claire Coyne** added that the work group will create a resolution that incorporates what the state resolution has but also, act as a guide for the Academic Senate, in terms of process, procedures, and actions to take with relation to these types of proposals for reorganization.

10. **Smoke, Vape, Tobacco-Free District Policy (10 Minutes)—Dr. Rebecca Barnard, Emely Vazquez, Commissioner Avinash Ramaswamy, and Senator Angel Michael**
Informational

- a. **Dr. Barnard** informed the group that students have worked for the last year on having a smoke, vape, and tobacco-free campus. It was a resolution that passed last year at SSC and can't become district policy until SAC passes it as well.
- b. **Avinash Ramaswamy**, student commissioner, reviewed the current district policy which allows smoking, vaping, and tobacco-usage “in designated parking lot areas and [not] within 20 feet of entrances, exits, and operable windows.” When he spoke with campus safety, they said smoking is

permitted at SAC and SCC parking lots. The issue with this, as addressed by many students and faculty, is that due to the proximity of the parking lots to buildings, it exposes others to secondhand smoke as they enter the buildings and campus through the parking lots. The resolution that SCC has passed supports all district property to be 100% smoke, vape, and tobacco-free. They want to emphasize there will be non-disciplinary enforcement because they don't want people to get fined for non-compliance but rather, educate these students on the new policy, as well as the danger of secondhand smoke which causes 41,000 death annually as reported by the CDC. In addition, since the campus population is composed of young adults, they want to prevent any new smokers since those who reported smoking started under the age of 25 years old. The goal is to create an environment that is supportive of those that are trying to quit, as well as an environment that doesn't encourage young students to start. Sixty percent (60%) of California community colleges have already adopted this type of policy. Survey results demonstrate support for such a policy.

- c. **Angel Michael**, Senator of Disabled Student Services & Programs and ex-tobacco user, shared her personal story of using tobacco and flipping her cigarette anywhere that didn't have signage. She proceeded to review and read the SAC Associate Government Student Government resolution titled "100% Smoke, Vape, and Tobacco-Free District Policy."
- d. **Avinash** concluded by stating that the purpose of the presentation is to receive written support from Academic Senate so they can proceed to College Council and eventually the Board of Trustees along with SCC.

11. **Baccalaureate degree program: Understanding AB 927** *Informational*

- a. Health Sciences?
- b. Welding?
- c. Auto?
- d. Not presentation due to time expiring.

12. **Academic Calendar—Common Days— Prof. Amberly Chamberlain**

- a. No presentation due to time expiring.

13. **Hiring Prioritization Timeline (5 minutes) - Prof. Roy Shahbazian**

- a. Oct. 29 Senior Senator Meeting
- b. No presentation due to time expiring.

14. **Reports:**

- a. **President – Jim Isbell:** Jim encouraged faculty to submit their payroll deduction form and donate to Academic Senate. It's \$50 annually or \$5/month. He also announced that the Institutional Effectiveness and Assessment Committee has vacancies in continuing education, performing arts, kinesiology, health sciences, social sciences, student services, and technology. They meet on the third Wednesday of the month at 3:30pm. Anyone interested, should email him.

- 1. **Bylaws Work Group report**

- 1 No report was given as time expired

- 2. **Academic Senate Racially Inclusive Workgroup—Prof. Maria Aguilar Beltran**

- 1 No report was given as time expired

- b. Secretary/Treasurer – **Dr. Osiel (Ozzie) Madrigal**

- 1. No report was given as time expired

- c. Curriculum – **Prof. Claire Coyne**

- 1. No report was given as time expired

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

- 1. No report was given as time expired

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

- 1. No report was given as time expired

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

- 1. No report was given as time expired

- g. SACTAC – TBD

- 1. No report was given as time expired

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

- 1. No report was given as time expired

15. Accreditation– **Prof. Monica Zarske**

- 1. No report was given as time expired

11. Announcements

- a Opening to temporarily replace Dr. Ozzie Madrigal (Secretary/Treasurer)
 - i Announcement not made due to time expiring

12. Adjournment

- a Meeting adjourned at 3:33pm