

ALLAN HANCOCK COLLEGE
Academic Senate Special Meeting
Agenda for Tuesday, August 24, 2021
4:00 – 5:30 p.m.

Zoom Meeting: <https://hancockcollege.zoom.us/j/91849511849>

AS PRESIDENT: A. Restrepo

VOTING MEMBERS PRESENT: K. Adams, H. Alvarez, T. Aye, R. Bryant, L. Campos, R. Chaudhari, C. Diaz, H. Elliott, A. Fox, K. George, A. Gómez de Torres, M. Guido Brunét, C. Hite, J. Jozwiak, A. Koch, E. Mason, M. McGill, K. Runkle, M. Arvizu-Rodriguez, T. Roepke, J. Scarff, M. Segura, K. Truer, J. Tuan, N. Ward, L. West

STUDENT REPRESENTATIVE:

GUESTS: K. Walthers, R. Curry, D. DeGroot, M. Schuldt, A. Eulloqui, A. Romo, A. Cardona, B. Stokes, B. Britton, B. Wampler, C. Camacho, C. Raygoza, C. Hamlin, C. Pavone, C. Straub, C. McMillan, C. Bisson, C. Reed, C. Place, D. McNeil, D. Payne, D. Hernandez, D. Mathieu, C. Devine, E. Murray Jr., E. Ysip, E. Hodges, E. Reinwald, E. Biely, E. Chung, E. Macias, F. Lopez-Perea, F. Patrick, G. Marquez, G. Garcia, H. Jacinto, J. Reyes, J. Dimick, J. Appel, J. Hall, J. Davis, J. Mitchem, J. Severn, J. Raybould-Rodgers, J. Sokolovska, J. Rios, K. Demchak, K. Beckelhymer, K. Prow, K. George, K. Cohn, K. Norris, K. Ensing, L. Harris, L. Lee, L. Champion, L. Miller, L. Kelly, L. Bradbury, L. Coulter, L. Williamson, M. Lau, M. Martino, M. Moreno, C. Ying Hood, C. Bisson, J. Contreras, L. Milbourne, S. Ford, S. Regaldo, S. Anderson, S. Scott, S. Crosby, S. Walsh, S. Sorenson, T. Webb, T. Reynolds, T. McLaughlin, V. Dominguez, V. Reyes, V. Aguilera, Y. Andrade, Y. Teniente, M. Serpa, M. Lehne, M. Yavari, N. Ramirez, N. Dechaine, P. Benedict, R. Valdovinos Jr., R. Andres, R. Orozco, R. Rantz, R. Ramirez, S. Sadig, S. Easton, S. Ford, A. Specht, A. Densmore, S. Loomis, M. Landeros, M. Dominguez, K. Brickey

1. Call to Order

A. Restrepo stated that the purpose of this meeting is a forum for faculty to articulate their concerns regarding our return to campus – experiences, realities, and leadership concerns. Procedures for the meeting are as follows: 1) public comment will be limited to three (3) minutes each, anyone can speak during in public comment; 2) during the rest of the meeting, statements are reserved for faculty; 3) any senator can recommend a motion and will need to be seconded by another senator; 4) any motions put forward will be forwarded to senators to share with their departments for discussion. Questions for the administration or the board will be passed along to the appropriate person or bodies, and those individuals will have the opportunity to reply in writing.

2. Public Comments

K. Walthers read a statement saying he knows there has been a lot of anxiety and some anger and admits that he can be a better communicator. He sees communication as a two-way street and welcomes conversations from faculty. Walthers appreciates that faculty have reached out to him and is open to conversations and phone calls before things escalate. He shared that we are already thinking about the spring schedule, supporting students who want to be on campus and faculty who want options. The district is open to modalities and supports a hybrid high-FLEX approach that offers flexibility for students and faculty.

C. Beckelhymer, *Community Ed*, is concerned about safety in classes with 40-45 students. She asked if students had been asked about modalities. She shared that many students work and are concerned that their safety is not being taken into account.

C. Raygoza, *B.I.G.E. Club member/student*, shared that students are stressed and full of anxiety about the mandatory vaccine. He asked about testing at AHC and shared that students are wondering if they should take classes because of the mandatory vaccine. He stated that as a student, he would like a choice in how to learn.

K. George, *Public Safety*, shared that their students and faculty do not have options to not meet in person and have been doing well for over a year. Their students are concerned about mandatory vaccines and asked how we get this system in place.

S. Anderson, *Media Arts: Photography*, shared that he was concerned after listening to students about how the mandatory vaccine should be rolled out. He has had three students who had to drop and were only a few classes away from graduation. His hybrid modality was thrown out, and numerous students had concerns and confusion about the mandatory vaccine. He was unclear and how it was voted on without much input from faculty and students.

T. Roepke, *Early Childhood Studies*, has classes in-person classes Monday, Tuesday, and Wednesday was notified that she had a student who had tested positive. She was told that if students were vaccinated, they could come to class; if not – they had to stay home to isolate and test. She stated that a high population of students missed many days at the front of the semester and asked about options for the instructor. What happened to the hybrid model? She is worried about the impact on students who are falling behind.

M. Brunét, *English*, was encouraged to be in the classroom and has had three students test positive. They were vaccinated were told to return to class. Then they had three more students test positive. She was permitted to transition to zoom and felt that it was essential to do so. M. Brunét shared that she has a ten-year-old at home with health issues and is concerned about the lack of flexibility. She stated that ERT might not work for all students and believes that it does work for many.

J. Dimick, *English*, shared that in her department, within six days of the start of the semester, there have been six students who tested positive, five faculty and over 150 other students exposed. She wants to know how bad this is going to get. She shared that she spends many hours communicating with students. J. Dimick asked about hybrid training and how the equipment requests were communicated and processed? She wants to be proactive and asked how we were educating students about vaccines, why we do not have testing information and testing on campus.

L. Campos, *Counseling*, stated that she was interested in representing student-athletes, who are full of uncertainty, and worry how this situation will impact their education. She shared that she sees a massive influx of students switching from in-person to online. In May, many stated they prefer in person, but after seeing exposures and quarantine that will impact their season, they opt for online. The district did not think this would happen. She asked how faculty could support students who have to sit out of classes because of being exposed. There are not enough online classes to support them, and they asked that we find a way to support them.

R. Valdovinos, *Rising Scholars peer mentor/advocate*, echoed what C. Raygoza had to say and enjoyed being in the classroom. He is going through the vaccine process and hears the voices of faculty who are exposed and have children at home. He stated that he appreciates K. Walthers comments and thinks that a hybrid option is the best option because of exposures, missing class, and the challenges with communicating with faculty.

3. Return to Campus: Faculty realities, experiences, and leadership concerns.

H. Alvarez shared that we have transitioned into the faculty statements portion of the agenda.

K. Cohn, *Librarian*, shared that she has had little to no guidance or direction on the process of handling exposures. The library provides essential services and has had over 300 students come through the doors. She is unclear how contact tracing is done and stated that faculty are not equipped to handle this situation. Service faculty are looking for clear guidance.

M. Arvizu-Rodriguez, *Counseling*, stated that she echoes colleagues' comments and sees a lot of stressed students. There is a lack of clarity regarding exposure protocol and stated that all constituents are looking for guidance. Students, especially, are looking for clarity, special accommodations and are concerned about vaccinations. They have expressed to her that their choices have not been made clear. She referenced a student who had two classes left to get her degree and recently dropped those critical classes, and she switched to enroll at Cuesta because they were offered online. Another student has small students and asked why AHC does not offer an option to be tested as often as necessary. She heard that faculty are allowed but could not find anything on the AHC website. M. Arvizu-Rodriguez is looking for transparency and wants all student voices considered.

C. Reed, Counseling and VP of Faculty Association, stated that she was inspired by J. Dimick's questions and has watched the decision process become very confusing. She wants transparency and answers to why the district undid the Faculty Association MOU so quickly in June. She reminded the district that we are still in a state of emergency and wonders why the BOT ignored the request by the AS and FA to honor the MOU to keep people safe.

A. Koch, *Life & Physical Sciences*, polled his students about their experiences – whether they have family concerns or have health issues. He reported that some are okay and others are very concerned. His department reports that in-person classes have concerns and recommend using Canvas to stay on track. The in-person experience is working, but it is not easy to offer everything only on Zoom. Faculty express that if students are not fully vaccinated, they will immediately switch to zoom. A. Fox shared that some students have a solid objection to vaccines. She asked about those circumstances and if there would be any opportunities to get accommodations to teach in different modalities.

J. Joswiak, *English*, shared that the concerns from her department include issues about not having enough large air purifiers in larger shared spaces in the library. Visitors come in with the mask on and then take them off once inside, and there is not enough staff to monitor this. She asked about a transparent COVID statistics system that reports the number of cases, classes affected and is updated daily. She stated that there is a need to be more transparent to keep students and employees safe. She believes that FA designed a great MOU and has used flexible online programs to great success. She is looking for more choices of teaching modalities offered in the spring – education has changed forever.

C. Hite, *Fine Arts - Film*, stated that the rollout for COVID safety protocol was slow, vague, and ambiguous and resulted from that district making up protocols on the spot. When the MOU was dropped in June, it resulted in mass confusion. Students and faculty were unclear about the choices in course modality and processes for requesting assistance/technology to facilitate these options. Some faculty were offered individual accommodations - like smaller class sizes – and others were not. In May, technology for classrooms identified by EdTAC was not ordered until August, and some still have not been ordered. Forms for HEERFS funding to support these requests were recently put in place last week, which has delayed ordering. Another glitch was that faculty were informed the week before classes started that all student workers must be Federal Work-Study students. This new decision set up a chaotic scramble to locate proper students to assist in the classrooms. Media Arts has been without a classified staff for 18 months and did not have a substitute in place until the first day of class which has added confusion for students and faculty.

Cy. Diaz, *Counseling*, shared that when students find out they have been exposed, they are confused and reach out to instructors or Canvas and are not seeing a process in place. Students are upset that they have been encouraged to be back on campus yet have no clear instructions or guidance. We need to keep in mind that students and faculty families are being exposed. Confusion is compounded because the notifications to students are different from CDC guidelines on exposures and quarantining.

J. Scarff, *Social and Behavioral Sciences*, shared that faculty are confused about what modalities are available. Faculty are being offered full DL or face-to-face, yet Zoom modalities are outside the current FA contract. Several faculty members have opted to zoom outside of class time and are unpaid for those teaching hours. She has questions about the quarantine, the decision tree, and reporting. If a student is exposed on one day, they must quarantine, but they can attend class the next day? She stated that this is all

very confusing.

M. Schuldt, *Media Arts: Graphic Design*, shared that she teaches at SBCC who chose to go entirely online. Part-time & Full-time faculty were allowed to make that decision individually before the semester. The online courses have waitlists, and the in-person classes are at capacity. She wonders if our enrollment is being affected by that not having choices in modalities. She shared that her student was exposed and received a very long information letter with no option to be tested on campus. She believes that a notification about exposures should also be sent to the faculty and believes that students will drop if there is a vaccine mandate. Currently, the unions are telling us there are no hybrid or high flex options.

M. Brunét, *English*, has concerns about exposure in the Writing Center and large shared spaces. She believes there should be transparent communications about students who have been exposed and what the protocols should be.

L. Campos, *Counseling*, has students who want to switch to online and believes that there should be fair compensation for faculty to teach hybrid. Tomorrow, students will be channeled through check-in systems and screened with little to no communication about the process. She stated that this lack of communication is alarming. She wondered if contract tracing is happening and what happens when a student is only notified in that initial class - are they supposed to tell their other instructors? She believes secondary instructors should be notified as well.

T. Roepke, *Early Childhood Studies*, stated that people need context – courses have labs that require face-to-face. Many of our senators' issues correlate to her department. She is looking for clear and consistent communication with all parties involved. Access to instructional materials and technology, microphones are needed because of teaching with masks – where are they. The program requested Zoom carts for all four classes. Now they are gone, and she does not know where they went. Want autonomy to make decisions. She recommends clear messaging with students and faculty who support them. Faculty are struggling to teach over 800 students who use labs in the Children's Center. Her program needs live video feeds to get the experience – she has been asking for this technology for 18 months.

T. Aye, *Athletics*, stated that their students have been on campus for a year now and have successfully maneuvering through the testing system during the last year. Athletics faculty are excited to have students back on campus. Student-athletes know when to report symptoms and know when to not come to campus. The problem now is that general students are coming to campus with symptoms. Student-athletes miss opportunities that other students may not miss. It is possible to make this work. The athletic faculty would like to have more hybrid classes.

J. Mitchem, *Mathematics*, is concerned about scheduling. After the emergency was rescinded, students and faculty were not given any guidance during July. Reports say that 25% of infections are breakthrough. Faculty were not given that choice and were not told the truth.

J. Tuan, *Counseling*, asked about modalities – is this a decision of teaching pedagogy or scheduling? K. Adams responded that it was both. Tuan stated that Academic Senate communicated well-documented recommendations to the Board of Trustees (BOT) and it fell on deaf ears. She asked how we can make our experience safe and welcoming and shared that if employers are required to provide healthy and inclusive environments, why is that not happening with faculty and students right now.

J. Dimick, *English*, shared that the COVID decision tree was only released until last week. Faculty have asked for more frequent, clear communication. The district is inadequately prepared to handle quarantined students. Also, faculty are struggling to teach through masks and requested technology last April that was not ordered. She stated that 100% of her students said they received an email about being exposed and requested that the district publish accurate, current information about how many students are exposed and quarantining. Faculty also need to be notified by the district about exposures in their classes.

K. Beckelhymer, *Community Ed/Non-Credit*, shared that her area has very particular issues and has not

been getting the same kinds of emails about students' exposures. Many Community Ed students do not use their AHC email regularly. Their students are out of the loop on getting vaccine information.

A. Fox, *Life, and Physical Science*, shared that faculty need clear, consistent communication about modality options. They have been asked to teach in person, but their Administrative Assistant has been allowed to work remotely. She requests equity in offering flexibility in workplace options and clarity in vaccination protocols. She questioned the statement of "students answering with their feet." Individual faculty may want to teach in person, others in zoom based on their comfort level. Other campuses have had to cancel courses because students dropped after the vaccine mandate, and there are not enough online options.

C. Pavone, *Mathematics*, shared that he was excited about the language in the MOU, revised classes, and made plans for fall classes. He put effort into teaching them from afar and how to be hybrid students. When the MOU was rescinded, faculty adapted and pivoted and then heard that some faculty were getting accommodations. He does not understand why this has become so complicated and loves teaching. He believes that faculty know what is best and can make good decisions to support their students through accountability, flexibility, autonomy, and trust.

C. Place, *Social and Behavioral Sciences*, shared that a student tested positive, notified her, and she accommodated her by teaching on zoom. Her other students had not been notified, which puts faculty in a bad spot. She asked, "what can we say in class about a classroom exposure?" It appears that we do not have the infrastructure in place to manage this situation and the domino effects.

M. Arvizu-Rodriguez, *Counseling*, speaking on behalf of faculty in her area, shared that they were notified – not consulted with - that a new Dean will be appointed and start in November because their current Dean has health issues will continue to from home. She is distressed at the lack of transparency and respect for the culture of the department. Faculty felt disrespected when they discovered that emergency funds had been used for things other than the requested equipment. The counseling faculty believe that their current Dean has been handling the situation as best as she can. M. Arvizu-Rodriguez stated that these quick decisions have led to distrust and lack of transparency and are evidence that faculty expertise has been disregarded.

M. Segura, *Dance, and PT Senate representative*, stated that Mark Miller, resident of the Part-time Faculty Union (PTFU), distributed an email with part-time faculty that shared many of these concerns. Orcutt school district has reported that many students are reporting as COVID positive. There was excessive communication at the front of the pandemic, and recently there has not been much at all. PT faculty have a unique relationship with the college, and they need to acknowledge that and offer the same flexible options.

B. Bryant, *Business*, stated that teaching modalities should be a faculty choice based on experience and specific discipline. He shared that we all need to have the same choices. The administration should trust faculty - have the students' best interests at heart.

K. Adams, *English*, stated that she appreciated what her colleagues have already stated and thanked the faculty for coming and sharing - everyone has different experiences. She was excited and is now confused about being back in the classroom. She admires the work we are all doing - teaching and learning, learning and teaching. She does not believe that one-on-one tutoring during quarantines is an excellent way to proceed. Faculty need choice in how they teach. She asked why the emergency was lifted and why the MOU was disregarded. Communications suggest that administrators do not have the same reality as faculty, and they need to figure out how to address changes quickly and clearly as information comes forward.

D. Devine, *Life and Physical Science*, stated that she supports the idea of reinstating the MOU. She had four (4) students exposed and had to jump to hybrid to manage this emergency. She believes that on-campus testing is necessary, and AHC needs to do more contact tracing. Immunology is her area of expertise and presented the myths of covid, the myths of vaccines, process, and science. She believes that students are receptive to hearing from experts. They wanted to know more about the pandemic. She believes that this information helped her rates of vaccination in her classes. We get the vaccine, or we get the virus. Why

have we not been teaching this? A group of professional virologists can zoom in to assist faculty and district in understanding the implications as a college, community, and person. Maybe through this, our students will learn a most important lesson.

J. Tuan, *Counseling*, shared comments from a colleague who could not be here. She shared that students are confused, are communications are poor. Students who dropped in-person classes had difficulty finding open online classes. Some are only a few classes away from graduation. She has seen students drop after vaccine mandate because there has not been a system documented and communicated. Another issue is transportation and how it affects students. The MOU addressed options, but decisions made by BOT have made work environments unfair, with different Deans offering different solutions. There has been a lack of faculty consultation in decision-making.

A. Restrepo, *Social and Behavioral Sciences*, made a few comments as faculty. He stated that the CDC guidelines the college claims to be following were designed to keep K-12 kids in the classroom and are minimum guidelines. We expect more; we can do better in maintaining safety for faculty and students. He is disappointed that Trustee Hall is the only BOT member in attendance at this meeting. The MOU was carefully designed. Restrepo finds it disheartening and frustrating that the MOU became equated with ERT. The jest of conversations between administration and the BOT about students wanting to be back in the classroom led to misunderstandings of what the MOU offered. Many faculty were planning to be back in person, offering students options, and he agreed with them, but let us give other students options. He questioned if the BOT has realized how many classes were canceled this fall, despite being core classes. He is less optimistic about being able to have the ability to teach hybrid. When the MOU was repealed, the technology necessary to accommodate hybrid classes was primarily disregarded and not ordered. Decisions were made to do other long-term replacements of classroom equipment, which resulted in fewer classrooms being ready for hybrid options – despite many faculty spending hours last May discussing the best practices and concerns for classroom technology. These conclusions were codified into the MOU and working conditions were well articulated. Senate's recommendations were in that MOU, and when it was rescinded, faculty lost the support of the district. This fall is the first time he has been worried about stepping into his classroom.

N. Ward, *Media Arts: Graphic Design*, CTE Liaison, shared that access to technical support and the lack of classified staff in her area has required faculty to do work outside of their assignment to get equipment and classrooms ready for fall.

R. Bryant requested that these comments be preserved and shared.

Motion: Reinstate the MOU as proposed by the Faculty Association: R. Bryant / M. Brunét

Discussion: K. Adams clarified that this should be an option for fall semester 2021 and spring semester 2022 because faculty are already doing this. The district should provide flexibility for faculty to make the best choice. C. Reed stated that the BOT would have to agree to put the college back into a “state of emergency” for the MOU to work as currently written. H. Elliot stated that the Senate could make a resolution that captures the speakers’ concerns and resolves. He believed that this would give the Administration another opportunity to listen and respond. The content of the MOU is essential, and the resolution could be broader. J. Scarff asked to make a friendly amendment – go forward with the motion to reinstate the state of emergency and the MOU – a hard-wrought and good document. H. Elliot suggested reinstating the MOU and including a resolution to address the concerns and suggested a motion to pass a resolution that addresses the concerns that go beyond the MOU. K. Adams proposed an amendment to the motion to reinstate a state of emergency, and the associated MOU, with working conditions and evaluation tools redefined. She shared that she heard about a vote of no confidence in the AHC COVID policy around the campus – which could be in the resolution. It is clear that faculty are not happy with the planning and the procedures that have been laid out. K. Adams stated that the robust dialog in this meeting indicates that faculty have been driven to respond to chaotic changes, which is evidence that it is not working well. L. Campos asked if FA could modify the MOU to account for service faculty.

K. Adams suggested a friendly amendment to the Motion: Academic Senate requests that the Board of Trustees re-instate the state of emergency that was cancelled in July and the associated MOU, which allowed for student-facing flexibility driven by faculty's pedagogical and disciplinary expertise. R. Bryant / M. Brunét

A. Restrepo shared that this will be an information item, and senate should go back to departments for discussion for an informed vote at our next meeting

Motion: Senate develop a resolution about the overall lack of transparency, planning, course scheduling communication, access, and pedagogy; and K. Walthers failure to allow faculty input at the forum to address these concerns: J. Scarffe / M. Brunét

Motion: Meet next Tuesday at 4pm to vote on these items. R. Bryant / K. Runkle

Yes: 25 - K. Adam, H. Alvarez, T. Aye, R. Bryant, L. Campos, R. Chaudhari, C. Diaz, H. Elliott, A. Fox, K. George, A. Gómez de Torres, M. Guido Brunét, C. Hite, J. Jozwiak, A. Koch, E. Mason, M. McGill, K. Runkle, M. Arvizu-Rodriguez, T. Roepke, J. Scarff, M. Segura, K. Truer, J. Tuan, N. Ward, L. West

No: 0

Abstain: 0

3. **Adjourn.**