

**SBVC ACADEMIC SENATE  
Minutes**

AS/SS 207 3:00 PM – DATE: 12.6.17

Topic	Discussion	Action
<b>Call to Order</b>		3:01 p.m.
<b>Approval of Minutes from November 15, 2017</b>		<p><b>Motion to approve 11/15/17 Minutes.</b>            1<sup>st</sup>: M. Copeland            2<sup>nd</sup>: V. Alvarez</p> <p><b>Approved unanimously</b>  <b>Discussion:</b> None  <b>Abstentions:</b> P. Ferri-Milligan</p>
<b>Approval of Minutes from November 29, 2017</b>	<ul style="list-style-type: none"> <li>• Moved to the next agenda.</li> </ul>	
<b>President's Verbal/Written Report</b> C. Huston	<p>*See attachment to these minutes for a copy of the president's written report. The president or other senators made additional comments about the following items:</p> <ul style="list-style-type: none"> <li>• <b>VPI Search:</b> No decision was made yet. There was a question of a breach in the process. Many comments were highly emotional and they did not give us insight to the candidates' potential. I was pleased with the turnout. Candidates were appreciative of having the opportunity to talk to the Senate.</li> <li>• <b>Semester Review:</b> I want to highlight what we did this semester. We did review several processes. We did good things this semester.</li> <li>• <b>Thanks:</b> <ul style="list-style-type: none"> <li>○ A. Avelar stepped up to District Assembly.</li> <li>○ R. Hamdy stepped up to join the District Enrollment Management committee. The more faculty voices we have on the District committees will help us bridge gaps so they know what we need as a campus.</li> <li>○ J. Murillo stepped up as the Basic Skills Chair. A number of people stepped up for ZTC coordinator, grant counselor, and grant librarian. That is still being coordinated with J. Smith.</li> </ul> </li> </ul>	

Topic	Discussion	Action
<p><b>President's Verbal/Written Report</b> C. Huston</p>	<ul style="list-style-type: none"> <li>○ Brandy asked to work at the statewide Academic Senate level as a Guided Pathways liaison.</li> <li>○ The current Executive Senate Committee. R. Hamdy stepped up as the Senate Vice President, and will continue in Spring 2018.</li> <li>○ For those who are here, I thank you. Pass my thanks on to those who are not.</li> <li>• <b>More Opportunities:</b> S. Briggs is now officially a dean. There is room for more faculty.</li> <li>• <b>Spring Agenda:</b> The Executive Senate Committee and I are going to look at how the agenda is structured and meeting norms. Maybe we need to look at our meeting norms and enforce some of what we have in place.</li> </ul> <p>J. Notarangelo wants to request a self-assessment. He needs the President and AS President to sign off. I will unless told otherwise.</p>	
<p><b>New Business</b></p>	<p><b>a. Program Review Rankings (P. Ferri-Milligan):</b></p> <ul style="list-style-type: none"> <li>• [see handout] The Program Review Rankings is a draft. Next week she will send out the final prioritization list to the campus via email.</li> <li>• We are also doing an emergent need request, a new process. We will finish the process on Friday. This is for emerging needs that are urgent and outside the Program Review Needs Assessment cycle.</li> </ul> <p><b>b. CTA – Committee Recommendation (A. Avelar):</b></p> <ul style="list-style-type: none"> <li>• [see handout] We sunshined Article 13 from our contract.</li> <li>• There is a lot of language that is not clear. We noticed in Senate that a lot of faculty do not participate in committees. If you look at workload you can see the language on committees.</li> <li>• The contract is not clear on what committees are mandatory to attend. It makes it hard to make something mandatory when it is not clearly indicated in our contract.</li> <li>• We only see Senate assignment of committees with the noninstructional faculty. Our evaluation does not indicate you have to attend Senate-assigned committees.</li> </ul>	

Topic	Discussion	Action
<p><b>New Business</b></p>	<ul style="list-style-type: none"> <li>• This is a problem both here and at Crafton, but we are also inconsistent between the two campuses. Here we agree to one Senate-assigned committee, but Crafton does not have that and some faculty serve on up to 7 or 8 committees.</li> <li>• We have not looked at a critical mass to see how many faculty we really need on each committee. Often Crafton needs to have faculty serve on multiple committees to accomplish the workload. This becomes a workload issue and it becomes a union issue.</li> <li>• We need to agree on what is a reasonable amount of workload for faculty.</li> <li>• We can clean up this language since Article 13 is sunshined, or we can leave it as-is.</li> <li>• I am making several requests. <ul style="list-style-type: none"> <li>○ Because the body has moved us to go to electronic voting, we need feedback ASAP.</li> <li>○ Please let your division full-time faculty know that this survey will be coming out in January. Only about 58 faculty returned the salary survey, but we have over 250 full-time faculty.</li> <li>○ The first request is that the Senate have a recommendation as to the minimum or maximum number of committees a faculty member should serve on. We will be really specific by saying “Senate-assigned committees.”</li> </ul> </li> <li>• We went to a faculty committee assignment- Crafton didn’t know where to find where that is stated. The idea is we want to be consistent in workload.</li> <li>• Campus practices- if you are a first year you do not have to participate in committees because you do your faculty orientation. <ul style="list-style-type: none"> <li>○ R. Hamdy: It is still our practice.</li> <li>○ A. Avelar: Crafton does not postpone committees for one year. If someone goes from here to there it can cause problems. Do we want to be consistent, because the union represents everyone as a whole?</li> </ul> </li> <li>• There is a list of other things to consider, but please let me</li> </ul>	

Topic	Discussion	Action
<p><b>New Business</b></p>	<p>know if there is anything else.</p> <ul style="list-style-type: none"> <li>• The other thing is evaluation language, do we want committee work to be on evaluations? <ul style="list-style-type: none"> <li>○ J. Demsky: Do you have a timeline? Will this happen before we ask our colleagues to sign up for new committees?</li> <li>○ C. Huston: Do you want me to hold the committee sign-up sheets until after the survey comes out?</li> <li>○ A. Avelar: Sometimes things take a long time. Our calendar is a good example. I cannot guarantee what the District will agree to or not. Ideally, the District will go along with what we ask because it is reasonable, we asked the body, and we checked it against what other campuses are doing. If we do get an agreement it has to be before March because, due to online voting, the vendor needs everything by March.</li> <li>○ R. Hamdy: In terms of Flex, clarified language is helpful. That way people know that they cannot put their assigned committee on their Flex. Also, orientation is tied to flex, not the committee.</li> <li>○ A. Avelar: So there is just no committee assignment?</li> <li>○ A. Avelar: I will make sure I clear that up.</li> <li>○ R. Hamdy: For orientation and onboarding, I'm working with HR on the professional development side to make sure we have consistency. We hope it can be the same for classified and managers. We will have separate campus meetings because some things are very pertinent to each campus.</li> </ul> </li> <li>• A. Avelar: Other comments or questions? <ul style="list-style-type: none"> <li>○ M. Worley: is that survey going to be sent to our school or personal email?</li> <li>○ A. Avelar: We are uncertain right now, but to go to electronic voting you need to have a personal email. Our VP, who is at Crafton, set up a personal union email for everyone. I am not sure on the timing. You may get a link.</li> <li>○ We will have more current information on the salary</li> </ul> </li> </ul>	

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<p style="text-align: center;"><b>New Business</b></p>	<p>study.</p> <ul style="list-style-type: none"> <li>○ A. Jennings: My understanding was that the start of spring was when you discussed committees and sign-ups. Will this be towards the end of January so we can have our Inservice day?</li> <li>○ A. Avelar: We will probably send it out several times. We were looking at chairs and some other things, then realized we should also look at this.</li> </ul> <ul style="list-style-type: none"> <li>• My last semester as lead negotiator is next semester, so if anyone is interested please talk to me. We do have room to shadow the position.</li> </ul> <p><b>c. AP 2410 (C. Huston)</b></p> <ul style="list-style-type: none"> <li>• AP 2410 was pulled from the Board agenda in November. It had a first and second read at District Assembly. We were learning how to use PolicyStat. J. Gilbert was handling Ed. Policies at the time. Somehow this slipped through without anyone seeing changes. There was inconsistency between what we thought we were voting on and what was in the Board Book.</li> <li>• This basically struck out the Academic Senate to determine if a board procedure was a Senate issue and left it to the chancellor. M. McConnell and myself discussed this with the chancellor via email.</li> <li>• It was pulled from the agenda and kicked back to the Senate and District Assembly.</li> <li>• The other thing they did was to shorten the time that the Academic Senates had to review and revise and get policy back to the District Assembly.</li> <li>• Could I get a motion?</li> <li>• One of the main concerns at the District and Board level was how long it took for a policy to go through the Senates and District Assembly. One of the Senate's concerns was if you give us 2 months and you give us a policy in May then it will be assumed we did not have feedback and everything was approved.</li> <li>• The idea was that once something was once something was deemed an academic and professional matter, it will be</li> </ul>	<p><b>Motion to not support AP 2410 as written in the November Board Book.</b>  1<sup>st</sup>: S. Meyer  2<sup>nd</sup>: M. Worsley</p> <p><b>Approved unanimously</b>  <b>Discussion:</b> None  <b>Abstentions:</b> none</p>

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<p><b>New Business</b></p>	<p>agenized on the first unpublished Senate agenda and handled within four consecutive meetings.</p> <ul style="list-style-type: none"> <li>○ It is enough time if we work together.</li> <li>• We also removed all timelines as it was addressed earlier.</li> <li>• Then we had District Assembly yesterday. We talked about AP 2410 and it was noted that we had an IEPI visit last year. They felt strongly that Boards should not approve Administrative Procedure. Boards approve board policy. Administrative procedure should be informative only because it is how the District puts the policy into play..</li> <li>• Some initial changes: <ul style="list-style-type: none"> <li>○ Change Item C to something like, “the chancellor will forward to the Board for information only.”</li> <li>○ Where it is not an academic or professional matter, the chancellor will submit new and revised AP’s and BP’s to the Board. <ul style="list-style-type: none"> <li>▪ AP’s go to the Board as information only.</li> <li>▪ BP’s go to the Board for a first and second reading, and approval. That determines what you get to vote on and what goes through the campus or District processes.</li> </ul> </li> </ul> </li> <li>• We can make a motion to meet with Crafton and discuss.</li> <li>• At the District Assembly level, we are trying to go back and find minutes with the PRT team who provided us with that feedback. I am reading other people’s 2410’s for reference.</li> </ul> <p><b>d. AP 4240 (April)</b></p> <ul style="list-style-type: none"> <li>• [see handout] Academic Renewal is a process that allows students who have substandard grades in particular terms to have the substandard work eliminated. They have to have at least a 2.5 minimum GPA and 24 units completed subsequent to the substandard grades. Students can also meet the requirements through transfer work or through us here.</li> <li>• I was contacted by my counterpart at Crafton last week. They already made recommendations through their Senate.</li> <li>• I brought L. Molina who is a senior evaluator in our office. She can answer background or history questions.</li> </ul>	<p><b>Motion to meet with Crafton and explore language that we agree upon to explore this point of view.</b>  1<sup>st</sup>: J. Notarangelo  2<sup>nd</sup>: A. Avelar</p> <p><b>Approved unanimously</b>  <b>Discussion:</b> None  <b>Abstentions:</b> none</p>

Topic	Discussion	Action
<p style="text-align: center;"><b>New Business</b></p>	<ul style="list-style-type: none"> <li>• Notice the marks on points 2 and 3 on the paperwork that is being passed around. These are what were changed. <ul style="list-style-type: none"> <li>○ D. Rodriguez: Is there a reason why we have a minimum GPA of 2.5 vs. 2.0?</li> <li>○ April: I'm not sure. I was looking at Title V and it does not say. L. Molina do you know?</li> <li>○ L. Molina: It's always been that way. Some colleges require different GPAs, but that is what we require.</li> <li>○ D. Rodriguez: Has there ever been an analysis to see if we are hindering students or not hindering them with the 2.0? To give students the benefit of the doubt.</li> <li>○ A. Aguilar-Kitibutr: It had always been 2.5 and nobody questioned it until now. We are looking at graduation velocity and how students get out. We are awakened to the consciousness of student success and perhaps this is something we can look into. Also from the scholastic standards committee.</li> <li>○ A. Jennings: The 2.5 would include the work they are trying to get rid of?</li> <li>○ April: No, after that. It is including the 24 subsequent units.</li> <li>○ J. Notarangelo: I think the 2.5 matters in how you count it. I would like to point out that if a passing grade is replacing a failing grade that matters in regards to probation and dismissal.</li> </ul> </li> <li>• April: The last point was also changed to indicate it can be by college. Right now the way it's said is if a student gets a renewal here they are not qualified for one at Crafton.</li> <li>• C. Huston: Is this a share, or would you like a motion?</li> <li>• April: A motion for us to move this forward as-is. Are you okay with it as-is? Are there changes or clarification you can bring. <ul style="list-style-type: none"> <li>○ J. Smith: we should look at the 2.5 and see if it is an obstacle.</li> <li>○ A. Jennings: To clarify, we are researching if a 2.0 GPA would lead to more academic success than a 2.5?</li> <li>○ L. Molina: yes.</li> </ul> </li> </ul>	<p><b>Motion that this policy be looked into with further research and that April come back to us and update us before we can make a motion of support.</b>  1<sup>st</sup>: A. Aguilar-Kitibutr  2<sup>nd</sup>: D. Smith</p> <p><b>Approved unanimously</b>  <b>Discussion:</b> None  <b>Abstentions:</b> none</p>

Topic	Discussion	Action
<p style="text-align: center;"><b>New Business</b></p>	<p><b>e. One Pay Check Away (Brandy Nelson):</b></p> <ul style="list-style-type: none"> <li>• I am Human Services faculty. I am going to speak to you about the poverty simulation. It is a simulation that allows you to live in the life of poverty for a month. <ul style="list-style-type: none"> <li>○ It is an hour long. Every 15 minutes represents a week, totaling 4 weeks.</li> <li>○ Each person who comes is assigned a role. You may be someone on social security benefits. You may be a single mother. They tell you your income, your bills, if you have a vehicle, if you ride the bus.</li> <li>○ At the end of the simulation you will have a debrief.</li> </ul> </li> <li>• The event will be on April 26<sup>th</sup> from either 2 – 5 or 3 – 6 (still up in the air) in B-100.</li> <li>• This is a collaborative effort. Some thought that “poverty” could trigger certain emotions in people. Others thought we should call poverty what it is to remove the stigma. There are also some who are above the poverty threshold who are trying to make it. <ul style="list-style-type: none"> <li>○ We decided to call it “One Paycheck Away.”</li> <li>○ It is an event put on by Catholic Charities.</li> </ul> </li> <li>• The purpose: awareness, education, and advocacy.</li> <li>• Catholic Charities lowered the price from \$1500 to \$500. Office of Student Life will cover it.</li> <li>• This event is for 100 people. It will be a mixture of students, faculty, staff, and administration. <ul style="list-style-type: none"> <li>○ We don’t have enough counselors for 100 people, so we will be bringing in more counselors to help.</li> </ul> </li> <li>• The other issue that was brought up was to hold smaller events leading up to the simulation. <ul style="list-style-type: none"> <li>○ We could do a film screening.</li> <li>○ The book <i>Bridges out of Poverty</i>, by Ruby Payne, has a training. We have someone who would be willing to do the training with us for free.</li> <li>○ There are videos on YouTube for the poverty simulation.</li> </ul> </li> <li>• Questions: <ul style="list-style-type: none"> <li>○ C. Huston: Who is the target audience? Anyone?</li> <li>○ B. Nelson: It’s open to the campus and everyone can</li> </ul> </li> </ul>	



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<p><b>New Business</b></p>	<p>come. The event is free. They will also give out a sack lunch and resources. We also thought about a resource fair, but we want to make sure we use resources that will be continuing.</p> <ul style="list-style-type: none"> <li>○ M. Worlsey: How do we sign up for it?</li> <li>○ B. Nelson: There will be an email invitation. We are taking volunteers. We need people to help set up on the 24<sup>th</sup> and to tear down after the event ends.</li> </ul>	
<p><b>Old Business</b></p>	<p>No items</p>	
<p><b>College President's Report</b> D. Rodriguez</p>	<ul style="list-style-type: none"> <li>• <b>VPI Search:</b> First of all, thank you all who helped put together and participated in the forum. I am in the process of reference checking. I did ask each candidate for permission to go off their reference list and they were all okay with it. <ul style="list-style-type: none"> <li>○ There is a possibility of a breach within our process. As soon as I was notified, I told HR and they are looking into that.</li> <li>○ Also there were some that could be perceived as a threat to myself and the rest of the administrative team. Something like, "Hire this candidate or else." I won't share the exact language, but it is being investigated. I am certain that this is a violation of our code of ethics on campus.</li> <li>○ That being said, we may have to prepare for a failed search. <ul style="list-style-type: none"> <li>▪ A. Aguilar-Kitibutr: Was the breach on process, or something more serious?</li> <li>▪ D. Rodriguez: In process. Some of the comments had information that could only be obtained from materials in the first level interviews. We don't know who saw this information. I don't think that this information was provided during the candidates' presentations. I am pretty good at google and I still couldn't find some of that information. I think some of this was discussed in first level and it should not have been written on the comment sheets.</li> <li>▪ A. Avelar: The forums were taped right?</li> <li>▪ A. Jennings: No but we did get the biographies in our email.</li> <li>▪ D. Rodriguez: I spoke with several people. I am in conversations with HR. In the event that we have to go</li> </ul> </li> </ul> </li> </ul>	

Topic	Discussion	Action
<p style="text-align: center;"><b>College President's Report</b> D. Rodriguez</p>	<p style="padding-left: 40px;">out again, I will let all of you know first.</p> <ul style="list-style-type: none"> <li>○ C. Huston: Meanwhile you are still checking references.</li> <li>○ D. Rodriguez: I am still moving forward. I do not know what will come out of this.</li> <li>○ C. Huston: If you know a committee member, don't ask them about this. It will be a further breach.</li> <li>○ J. Demsky: In terms of facilities, can we make sure we have a working microphone because I had a hard time hearing one of the candidates and others said the same thing.</li> <li>○ C. Huston: We planned to have a working mic but they could not connect it.</li> <li>○ D. Rodriguez: Any other questions?</li> <li>○ J. Demsky: When do you think you'll have a decision one way or the other?</li> <li>○ D. Rodriguez: I am hoping by the end of the week, but I cannot promise that.</li> </ul> <ul style="list-style-type: none"> <li>• Today, you probably saw about 550 elementary school kids on campus. We had an adoption ceremony for Urbita Elementary School. They brought the whole school. It was fun and the kids were very excited. <ul style="list-style-type: none"> <li>○ I know that a lot of our science faculty do a lot with that school to get them interested in the STEM programs.</li> <li>○ There has also been interest in the Arts and Humanities in hopes that we get a full blown STEAM program.</li> <li>○ My hope is to adopt one school in each of our districts. Perhaps either Rialto or Colton is next. Remember my vision from opening day is to take care of the people in our community first. One way we do that is to reach our young folks first.</li> </ul> </li> <li>• Kudos to all those involved in a \$25,000 grant that was received from the State of CA for our Diesel and Automotive program. [applause]</li> <li>• Winterfest was a huge success last night. My apologies for missing it; we were preparing for evacuations. Thank you for your social media posts, they were fun to watch.</li> <li>• Thanks to those of you who participated in the Chancellors' holiday gathering.</li> </ul>	

Topic	Discussion	Action
<p align="center"><b>College President's Report</b> D. Rodriguez</p>	<ul style="list-style-type: none"> <li>• Our annual day of service was this past Saturday. We handed out over 5,000 pieces of information to different neighborhoods.</li> <li>• Our holiday party is this Friday. I hope to see all of you there. Bring some people with you. Get tickets and baskets to support our textbook scholarship. Get some good food. I think this is your last Senate meeting before the holidays, so Happy Holidays to you on behalf of the administration. We really do appreciate what you do for our students and for each other [applause].</li> </ul>	
<b>Committees</b>		
<p><b>a. Ed. Policy</b> vacant</p>	<ul style="list-style-type: none"> <li>• We need someone.</li> </ul>	
<p><b>b. Personnel Policy</b> J. Notarangelo</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>c. Student Services</b> A. Aguilar-Kitibutr</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>d. Career/Tech</b> S. Meyer</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>e. Equity/Diversity</b> K. Melancon</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>f. Elections</b> J. Demsky</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>g. Curriculum</b> M. Copeland</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>h. Program Review</b> P. Ferri-Milligan</p>	<ul style="list-style-type: none"> <li>• Reported earlier</li> </ul>	
<p><b>i. Accreditation &amp; SLOs</b> C. Huston</p>	<ul style="list-style-type: none"> <li>• The midterm report is out and it will be reviewed by ASCCJC in January.</li> <li>• Goals for Spring are to look the Student Learning Outcomes policy that we have and update it to include things we have done including SLO assessment and review as a part of Program Review. We want to look at how we will incorporate ILOs into our campus processes. <ul style="list-style-type: none"> <li>○ A. Kitibutr: Is the midterm report online?</li> <li>○ C. Huston: It's on the Senate website.</li> </ul> </li> </ul>	

Topic	Discussion	Action
<b>j. Professional Development</b> R. Hamdy	<ul style="list-style-type: none"> <li>• On Friday as President Rodriguez mentioned, the President’s gathering is at 11:00 a.m. We are moving Fitness Friday to 9:45 a.m. so that you can do low-impact yoga before you eat. This is our last fitness Friday of this semester. The turnout has been phenomenal- we are at least 20-25 people every time.</li> <li>• The Flex Day schedule is almost finalized. I am looking to have a workshop on educational benefits. I am also working with HR to try to streamline professional development.</li> <li>• I started talking to B. Nelson about poverty simulation. I want to try to loop that into professional development. Maybe we should have it on the April Flex Day?</li> <li>• Opening day is on January 12<sup>th</sup>. Brunch is happening! The cafeteria is going to have a nacho bar for brunch.</li> </ul>	
<b>Additional Reports</b>		
<b>a. SBCCD-CTA</b> A. Avelar	<ul style="list-style-type: none"> <li>• Just a reminder, please fill out the faculty salary study surveys.</li> <li>• Several APs were pulled in November. We motioned to take all of them back to District Assembly so we can go through them with a fine-toothed comb. They are taking recommendations that do not reflect the current contract language. <ul style="list-style-type: none"> <li>○ Pulled AP 1780 about retiree health benefits. If you are between 60-65 years old and retired from the District, the District will continue to pay your benefits. The District was trying to remove that and have them pay their own benefits. We took this to the union and it has to match the language in the contract.</li> </ul> </li> </ul>	
<b>b. District Assembly</b> A. Avelar	<ul style="list-style-type: none"> <li>• I learned how to use PolicyStat really quickly. It you want to see how an AP or BP is changing, it allows you to see who is changing it. <ul style="list-style-type: none"> <li>○ A. Aguilar-Kitibutr: In accessing the AP/BP you have to do a login?</li> <li>○ A. Avelar: There is a guest login that you can use to view, but you cannot edit: <ul style="list-style-type: none"> <li>▪ username: guestuser</li> <li>▪ password: guestuser123</li> </ul> </li> </ul> </li> <li>• C. Huston: Denise Allen was voted in as president of District Assembly, so we still have a faculty president. That is very exciting.</li> </ul>	

Topic	Discussion	Action
<b>8. Announcements</b>	<ul style="list-style-type: none"><li>• J. Murillo: Basic skills proposals are now being accepted.</li><li>• C. Huston: Academic Senate reconvenes on January 17<sup>th</sup>.</li></ul>	
<b>9. Public Comments</b>		
<b>10. Adjournment</b>		4:25 p.m.

**SBVC ACADEMIC SENATE)**  
**AD/SS 207**  
**3:00 PM – December 6, 2017**

1. Call to Order: Roll Call (sign in)		3:00 pm
2. Approval of Minutes from 11/15/17; 11/29/17		
3. Senate President’s Verbal and Written Report		3:05
4. New Business		
Program Review Rankings	P. Ferri-Milligan	3:12
CTA – Committee Recommendation	A. Avelar	3:20
AP 2410		3:30
AP 4240		3:45
One Pay Check Away	Brandy Nelson	3:50
5. Old Business		
6. College President’s Report	D. Rodriguez	4:05 pm
7. Committees		4:10 pm
a. Ed. Policy	J. Gilbert	
b. Personnel Policy	J. Notarangelo	
a. Student Services	A. Aguilar-Kitibutr	
d. Career/Tech	S. Meyer	
e. Equity/Diversity	K. Melancon	
f. Elections	J. Demsky	
g. Curriculum	M. Copeland	
h. Program Review	P. Ferri-Milligan	
i. Accreditation & SLOs	C. Huston	
j. Professional Development	R. Hamdy	
8. Additional Reports		
a. SBCCD-CTA	A. Avelar	
b. District Assembly	A. Avelar	
9. Announcements		4:25 pm
10. Public Comments		
11. Adjournment		4:30 pm

# Academic Senate Sign-In Sheet December 6, 2017

	SENATOR	INITIAL
A	Aguilar-Kitibutr, Ailsa	<i>AK</i>
	Avelar, Amy	<i>AA</i>
B	Barnett, Kellie	
	Beebe, Yvonne	
	Burnham, Lorrie	
	Burns-Peters, Davena	
C	Calderon, Colleen	
	Copeland, Mary	
D	Demsky, Jeffrey	<i>JD</i>
F	Ferri-Milligan, Paula	
	Fozouni, Daihim	
G	Gilbert, Jeremiah	<i>J.A.</i>
H	Huston, Celia	<i>CH</i>
J	Jennings, Amy	<i>AJ</i>
	Jones, Carol [Soha Sobhanian, proxy]	<i>CS</i>
	Jones, EJ	
	Jones, Patricia	<i>PJ</i>
K	Kafela, Kathy	
L	Lopez, Leonard	
M	Massad, Sana	
	Melancon, Kenny	<i>KM</i>
	Mestas, Marie	<i>MM</i>
	Meyer, Stacy	<i>SM</i>
	Moeung, Botra	<i>BM</i>

N	Murillo, Joan	<i>MJ</i>
	Notarangelo, Joseph	<i>ON</i>
	Rosales, David	
O	Slusser, Michael	<i>MS</i>
	Smith, David	<i>DS</i>
T	Tasaka, Bethany	<i>BT</i>
V	Vasquez, Mary Lou	
	Vasquez, Tatiana	
	Worsley, Margaret	

FREQUENT VISITORS	
Hamdy, Rania	
Rodriguez, Diana	
Smith, James	<i>JS</i>
Thayer, Scott	<i>ST</i>
Torres, Jose	
Weiss, Kay	

VISITORS (Print Name)	INITIAL

See back if more sign-in space is needed

# SBVC Academic Senate President's Report

12-6-2017

## Senate Accomplishments: Fall Semester 2017

- Increased Spring reassign time for the Curriculum Chair
- Support OER Coordinator and ZTC Grant
- Revised the Faculty Ethics Policy
- Participated in the Collegial Consultation Process
  - ACCJC Mid-Term Report
  - SSSP/SE/BSI Report
  - AP 4020
  - Non-Credit minimum GPA
  - Worked collegially with CHC Senate and CTA to pull questionable Board Agenda items.
  - Program Review: Emerging Needs
- Lost, gained, and lost a Non-Credit Coordinator
- Reviewed Campus Committee Structure
- Supported the work of the District Education Coordinator and Online Program Committee
- Worked with CTA to pull Board agenda item recommending no sabbaticals for 2017-2018 and successfully replace it with two sabbaticals for 2017-2018.
- Ensure the faculty voice is heard at Board of Trustee Meetings (Resolution FA17-1)
- Academic Senate members attended
  - ASCCC Fall Plenary
  - CCC Change Leadership Summit
  - Guided Pathways Workshop

**NEXT MEETING 1/17/18!**

**Thank You** to Amy Avelar for joining District Assembly and Rania Hamdy for joining District Enrollment Management Committee. Faculty service on District committees is valuable for the campus and the District. *There are still more opportunities to serve!*

### **Additional Thanks Goes Out To:**

Joan Murillo, Basic Skills Coordinator, Romana Pires and all faculty who will be involved with the ZTC Grant next semester —*A ZTC Grant Instructional Designer (.2 backfill) is still needed.*

Brandy Nelson—ASCCC Guided Pathways Liaison. All faculty who are working with Non-Credit, SWF, Guided Pathways and Dual/Concurrent Enrollment, and all faculty who took the time to serve on the Deans and VPI hiring committees.

### **Coming in Spring 18**

- AP 2410
- Academic Senate Meeting Norms
- New Agenda Format
- SSSP Committee Report
- SBCCD Branding
- More Guided Pathways

### **Our DE Coordinator Joe Notarangelo**

would like to request for Self-Assessment packet for the next step in the OEI Exchange. In order to receive the Self-Assessment Packet the Academic Senate President and Campus President need to sign a letter expressing interest in receiving more information on the OEI Exchange.

Academic Senate VPI Forum Tally  
Ballots Received by Candidate and Constituency Group

	Tillquist	Weiss	Powell
Managers	11	11	8
Faculty	23	27	24
Classified/Confidential	4	7	5
Students	1	1	1
Community	3	0	0
Other	5	1	2
<b>TOTAL</b>	<b>47</b>	<b>47</b>	<b>40</b>
<b>Number of Comments</b>	<b>9</b>	<b>25</b>	<b>20</b>

### SAVE THE DATE

2018 SLO Symposium, February 9, 2017, Orange Coast College: Rania, Amy J. Celia  
 Accreditation Institute, February 23-24, 2018, Garden Grove  
 2018 Spring Plenary, April 12-14, 2018, San Mateo: Celia  
 CTE Institute, May 4-5, 2018, Southern California  
 Faculty Leadership Institute, June 14-16, 2018: Celia  
 Curriculum Institutes, July 11-14, 2018 Southern California: Mary



- Q1 What is your overall impression of this candidate?  
 Q2 How well do you feel the candidate answered each question?  
 Q3 Do you feel this candidate is a fit with SBVC?

Dr. John Illig

Illig Q1	Excellent	Good	Fair	Poor
Managers	2	6	2	
Faculty	10	11	2	
Classified/Confidential	1	2		
Students	1		1	
Community		1	2	
Other		4	1	

Illig Q2	Excellent	Good	Fair	Poor
Managers	1	6	3	
Faculty	4	14	5	
Classified/Confidential	1	1	2	
Students	1			
Community			2	1
Other		4	1	

Illig Q3	Excellent	Good	Fair	Poor
Managers	1	2	5	2
Faculty	7	10	6	
Classified/Confidential	1	1	2	
Students	1			
Community			3	
Other		3	1	1

Dr. Kay Weiss

Weiss Q1	Excellent	Good	Fair	Poor
Managers	10	1	0	0
Faculty	25	1	1	
Classified/Confidential	1	6		
Students	1			
Community	0			
Other	1			

Weiss Q2	Excellent	Good	Fair	Poor
Managers	9	2		
Faculty	24	3		
Classified/Confidential	1	6		
Students	1			
Community				
Other			1	

Weiss Q3	Excellent	Good	Fair	Poor
Managers	10	1		
Faculty	27			
Classified/Confidential	1	6		
Students	1			
Community				
Other	1			

Dr. Daniel Powell

Powell Q1	Excellent	Good	Fair	Poor
Managers	1	6		1
Faculty	5	12	7	
Classified/Confidential	1	3	1	
Students			1	
Community				
Other			2	

Powell Q2	Excellent	Good	Fair	Poor
Managers	3	4		1
Faculty	8	9	7	
Classified/Confidential	1	4		
Students			1	
Community				
Other			2	

Powell Q3	Excellent	Good	Fair	Poor
Managers	2		2	1
Faculty	4	9	9	2
Classified/Confidential	1	1	3	
Students			1	
Community				
Other		1	1	

## Program Review Prioritization—Equipment Fall 2017

	Equipment	Department	Cost
1	Microscopes	Biology	\$115,000
2	Torque Certification Kit	Automotive Technology	\$58,000
3	30 Shimpo VC-Whisper Potter Wheels	Art	\$34,750
4	New Seating	Library and Learning Support Services	\$130,00 over 3 fiscal years
5	Magneto Tester, Digital Meters, Vid-Mar Cabinets, A65 Test Stand	Aeronautics	\$28,500
6	Gas Chromatographs	Chemistry	\$7,000
7	Portable Dance Mirrors	Theater Arts	\$1,500 + shipping
8	Electrocardiogram Machines	Biology	\$7,773
9	Augmented Reality Sandbox-Virtual, Interactive Topography and Geomorphology	Geography-GIS and Geology-Oceanography	\$8,000
10	Free Motion Heavy Commercial Dual Cable Cross	Kinesiology	\$5,500
11	Welding Machines	Welding	\$15,000
12	Glass Furnace	Art	\$30,000
13	IG-TIG Welders	Automotive Collision	\$12,000
14	Spectrophotometers	Biology	\$6,000
15	Soldner Professional Clay Mixer	Art	\$7,660
16	Precision Balances	Biology	\$1,800
17	Ultra Low Temp Freezer	Biology	\$11,000
18	Spirogram Machines	Biology	\$10,804
19	Micropipets	Biology	\$900
20	Machine Tool Accessories	Machinist Technology	\$15,000
21	Best-Rite Reversible Dry-Erase Board	Theater Arts	\$526
22	Spectrophotometers	Chemistry	\$25,000
23	Tire Mount and Balance Machines	Automotive Technology	\$22,000
24	Human Anatomy Models	Biology	\$10,000
25	Parts Cleaning Equipment	Automotive Technology	\$7,679
26	Mini Refrigerator	Biology	\$700
27	3 Reversible Mobile 6' X 4" Whiteboards	Chemistry	\$1,800
28	Meter Certification Kit EEDM525 SnapOn	Automotive Technology	\$8,000
29	Scan Tools & Diagnostic Equipment	Automotive Technology	\$26,000
30	Utility Vehicles (Electric Carts)	Maintenance/Operations	\$37,975
31	Proximity Access Control System	Maintenance/Operations	\$22,260
32	Main Sewer Line Jetter	Maintenance/Operations	\$18,581
33	Zero Turn Riding Lawn Tractor	Maintenance/Operations	\$13,604
34	Portable Electric Arc Welder	Maintenance/Operations	\$1,349

**Program Review Prioritization—Classified & Faculty**  
**Fall 2017**

	<b>Classified</b>		<b>Faculty</b>
1	Secretary II—Arts & Humanities	1	Pharmacy Technology
2	Athletic Trainer—Kinesiology-Athletics	2	English (1)
3	Research Analyst—Research, Planning, & Institutional Effectiveness	3	Tutorial Center Coordinator— Student Success Center
4	Part-Time Anatomy & Physiology Lab Tech	4	Biology
5	Clerical Assistant—Student Health Services	5	Therapeutic Mental Health Clinician—Student Health Services
6	Secretary II—Campus Technology Resources	6	Art
7	Lab Assistant—Electricity-Electronics	7	Physics
8	Lab Technician (half-time to full-time)— Physics & Astronomy	8	Psychology (1)
9	Lab Assistant--Welding	9	Welding
10	Media Clerk--Library	10	DSPS Counselor
11	Media Specialist—RTVF/IEMA	11	Nursing—Skills Lab Coordinator
12	Lab Technician (half time)—Geography- GIS & Geology-Oceanography	12	Child Development (1)
13	Professional Accompanist--Music	13	Communication Studies
14	Accountant—Office of Development & Community Relations	14	Nursing—Medical-Surgical Mental Health
15	Lab Assistant—HVAC/R	15	American Sign Language
16	Resource Development Specialist—Office of Development & Community Relations	16	History
17	Lab Technician (half-time)—Chemistry	17	Chemistry (1)
18	Lab Technician (55% to full-time) --Art	18	Child Development (2)
19	Secretary II—Applied Technology	19	Aeronautics
20	Lab Assistant—Automotive Technology	20	Culinary Arts (1)
21	Lab Assistant—Automotive Collision	21	English (2)
22	Tool Room Specialist (part-time)—Applied Technology	22	Nursing—Medical-Surgical-- Pediatrics
23	Lab Technician—Culinary Arts (1)	23	Chemistry (2)
24	Lab Technician—Culinary Arts (2)	24	Psychology (2)
		25	Nurse Practitioner (Shared with CHC)—Student Health Services
	The following requests were submitted late. They were not prioritized by the Committee:	26	English (3)
	Groundskeeper	27	Librarian
	Custodian	28	Culinary Arts (2)
	Communication Specialist—Marketing & Public Relations	29	Theater Arts
	Simulator Technician Support Specialist-- Nursing	30	Psychology (3)
		31	Baseball Coach

**Program Review Prioritization—Budget**  
**Fall 2017**

	<b>Request</b>	<b>Department</b>	<b>Cost (Ongoing)</b>
1	Tutors/Professional Experts	SIs Across the Disciplines	\$155,520
2	Faculty Coordination (Reassigned Time for Writing Center Lead Instructor)	SIs Across the Disciplines	\$14,000
3	Adjunct Faculty Mentors	SIs Across the Disciplines	\$46,000
4	Baking Portion of Program	Culinary Arts	\$25,000 (one time only)
5	Instructional Laboratory Supplies	Biology	\$18,000
6	Supplies for Labs	Chemistry	\$15,000
7	Maintenance	Science	\$25,000
8	Establish Budget	Art Gallery	\$1,000
9	Professional Expert (Therapeutic Counseling Associates/Interns & Nurse Practitioner Salaries)	Student Health Services	\$140,000
10	Professional Expert (Accompanist)	Music	\$23,500
11	Support for New Anthropology 106 Lab	Anthropology	\$600
12	AVID Contract	RTVF/IEMA	\$500
13	Glassware	Chemistry	\$20,000 (one time only)
14	Tutors	English--Writing Center	\$10,000
15	Updating Curriculum & Manuals to Conform with Newest FAA Standards	Aeronautics	\$8,000
16	Student Travel to Conference	Psychology	\$3,000
17	Instructional Supplies	Automotive Collision	\$8,000
18	Site Visits & Immersive Outdoor Laboratory	Science	\$12,000
19	Support KCACTF & Theatre Arts Festival Participation	Theater Arts	\$10,000
20	Instructional Supplies	Geography-GIS & Geology-Oceanography	\$3,000
21	Instructional Supplies	Welding	\$10,000
22	General Budget	Office of Student Life	\$55,000
23	Student Projects & Equipment Support	Electricity-Electronics	\$10,000
24	Develop Lib 067 for Online Delivery & Support Additional Sections	Library Technology	\$13,400 (funding spread over 2 years only)
25	Science Journal Annual Subscription	Biology	\$1,810
26	Tooling for Machine Tool Boxes	Machinist Technology	\$12,000
27	Outreach & Marketing, Including Workshops	GIS-Geography	\$7,200
28	Repair Equipment	Welding	\$10,000
29	Conference Participation for Students	Geography-GIS & Geology-Oceanography	\$1,000
30	Student Outreach Events	Nursing-Psychiatric Technology	\$7,000
31	Tutors	GIS	\$4,000
32	Lease Off-Campus Class/Lab Spaces & Furnishings	Applied Technology	\$350,000
33	Accommodate Addition of Programs	Kinesiology-Athletics	\$150,000

**Program Review Prioritization—Technology**  
**Fall 2017**

The Technology Committee prioritized all the Program Review technology requests.

<b>Committee Rank</b>	<b>Dept. Rank</b>	<b>Requester</b>	<b>Dept.</b>	<b>Division</b>	<b>Amount Requested</b>	<b>Request</b>
1		Melinda Fogle	Many	Interdivisional	\$ 34,449.85	Microphones in the Auditorium
2	1	Michael Torrez	Chemistry	Science	\$ 450.35	2 Department Licenses for Camtasia
3		Rick Hrdlicka	CTS	Admin Services	\$ 50,000.00	Install Electric Screens on 25 Classrooms
4		Michael Lysak	Physics	Science	\$ 70,000.00	New Planetarium Dome Projection System
5	2	J. Lemieux / M. Torrez	Chemistry	Science	\$ 8,000.00	3 Chemdraw Licenses
6		A. Jennings/S. Moore	Psychology	Social Science	\$ 6,000.00	Fund SPSS Software Purchase with Program Review Technology Funds Last Year
7	3	Carol Jones	Chemistry	Science	\$ 55,501.00	Modernize Classroom Technology in PS310, 312, 315, 316, & 318
8	4	Carol Jones	Chemistry	Science	\$ 23,039.44	Modernize Smart Classroom PS228
9		Diane Dusick	RTVF	Humanities	\$ 27,000.00	10 Macintosh Computers
10		Kimberly Jefferson	Reading	Humanities	\$ 63,917.00	3 Years Funding for Reading Plus Software Subscription.
11	5	Carol Jones	Chemistry	Science	\$ 6,150.00	Purchase 3 Surface Pros

## Program Review Prioritization—Facilities Fall 2017

The Facilities & Safety Committee prioritized all the Program Review facility requests.

	Description	Dept.	Approx. Amt.	SAFETY			PROGRAM IMPACT			Comments
				Urgent	Import.	Minor	Urgent	Import.	Minor	
1	Replacement of Lighting in HLS 134 & 135	Biology	\$2,000	X						Upgrade to high lumen LED lamps.
2	Improve Current Deionized Water System for Biology	Biology	\$30,000		X			X		
3	Soundproof Walls in HLS 134 & 135	Biology	\$20,000				X			
4	Conversion of PS 146 into Full-Time Faculty Office	Geology/ Oceanography	\$10,000					X		Creation of two faculty work spaces within this room.
5	Replacement of Lighting in the Gresham Art Gallery	Art	\$36,000						X	Conditional—Maintenance to replace non-functional lighting.
	Creation of Workspace in PS 220	Geology/ Oceanography	\$-							Not prioritized. Operations will do this at no cost.

## ARTICLE 13: WORKLOAD

### B. Workweek/Workday

#### 1. All Full Time Faculty

The workweek for all full-time faculty shall be 40 hours. Less than full-time faculty shall have a workweek of 40 hours prorated on the basis of full-time equivalency. (example: 9 lecture hours equals 0.600000 F.T.E., a workweek of 24 hours).

The 40 hour week for all full-time faculty shall include all student contact responsibilities, posted office hours, arranged consultation hours, committee assignments, accurate grade and attendance record keeping, preparation of all required reports, attendance during service days, and other non-student contact responsibilities as determined and assigned by the District. All full-time faculty also shall attend commencement ceremonies unless excused by the Chancellor or his/her designee.

There shall be a minimum of 11 (eleven) hours between the end of the last assigned class on one day and the first assigned class the next day unless the faculty member otherwise consents. The District shall not for arbitrary and capricious reasons assign someone to a schedule that has such employee teaching both at the beginning and end of the District's operational day.

The District and the Association recognize the professional nature of the work performed by the instructional faculty members and agree that full-time instructional faculty shall be available at the District facilities for a minimum of an additional five (5) hours per week (pro-rated for less than full-time instructional faculty) to perform required responsibilities.

No overload hours, extra compensation work of any kind, or special contract assignments shall be included within the 40 hours. As set forth in Tables I and II of this Agreement, a faculty member shall be assigned a weekly schedule comprised of one of the following:

- a. 15 lecture hours.
- b. 21 laboratory hours.
- c. 24 clinical hours.
- d. 30 non-instructional hours.
- e. 35 hours of other assigned responsibilities.
- f. Any combination of the above listed assignments equaling 1.000000 full-time equivalency.

#### 2. Definitions

- a. **Lecture Hours:** Instructor student contact hours in which the instructor normally gives a lecture presentation which was previously prepared and students are required to complete substantial work prior to or after such lecture presentation.
- b. **Laboratory Hours:** Instructor student contact hours in which the instructor normally supervises student activities in a laboratory environment, the activities are related to lecture hours, the instructor frequently provides instruction and students are responsible for learning all information from the instruction and activities.

- c. Clinic Hours: Activities where instructors or other professionals normally only supervises students who are practicing specific skills. The District and the Association also recognize that the implementation of "clinic hours" in some cases requires an expanded number of hours without additional compensation and flexibility since an instructor may be able to supervise a very small number of students at any one time.
  - d. Non-instructional Hours: Most of the non-Instructional contact occurs within the services and functions of the support and Student Service areas such as but not limited to counseling, library, learning centers, Health Centers, and/or support programs such DSPS and EOPS. Non-Instructional hours include activities where faculty normally interact with students within an office, center and, or other specified area or services of the college where the contact between faculty and students does not normally generate FTE.
  - e. Other assigned responsibilities: Primary responsibilities do not include student contact. All other duties as assigned.
3. The District may assign faculty teaching loads between .950000 and 1.050000 without reduction of or addition to compensation. The District may also calculate load based on the average of two consecutive semesters in an academic year in order to allow for some flexibility in assignments.
  4. Instructional Faculty  
All full-time instructional faculty shall maintain three posted office hours per week and two arranged office hours per week. All instructional faculty must submit, upon request, reasonable verification that they maintained the required number of office hours.  
Instructional faculty who have less than a full assignment (except hourly faculty) shall maintain office hours on a pro-rated basis as their teaching load equates to a full-time teaching load.
  5. Non-Instructional Faculty with Student Contact Hours  
Within the forty (40) hours shown above, thirty (30) hours shall be student contact hours per week, including management assigned responsibilities, five (5) hours for professional development, and five (5) hours per week on campus office hours/preparation time and academic senate assigned or optional committees, except for peak registration periods which shall be mutually agreed upon. Peak times are those that involve high volume of student contact based on student demands. During peak times, student contact hours shall be limited to thirty-five (35) hours per week.
  6. Other regular and contract non-instructional faculty as listed in Appendix G and H.
  7. Other Non-Instructional faculty shall remain at District facilities for requirements of their assignments for 35 hours per week. In addition, other non-instructional faculty shall be available at the District facilities for an additional five (5) hours per week to perform required responsibilities.



**Problem:** Inconsistency in committee requirements and attendance between both SBVC and CHC as well within each of the campuses. This also affects workload.

**We can either change the language through the negotiations process or we could leave the language as is in Article 13 regarding committee work.**

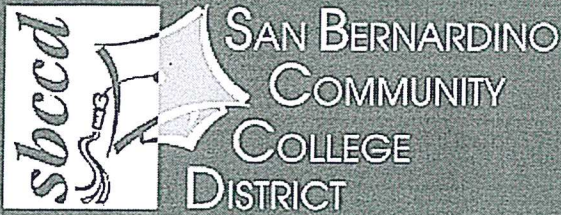
**Requests:**

- 1) What is the recommendation from the Senates as to the minimum number of committee assignments faculty may be potentially contractually obligated to serve on as part of their 40 hour/ week assignment? Can you please send a list from your respective campuses as to which committees would count?
- 2) While the above is not clear in our contract, especially for instructional faculty, SBVC Senate has adopted the 1 Senate committee assignment as the official obligation but this is not true at CHC. Ideally, both campuses would be consistent as our contract covers all faculty. What are potential drawbacks to District-wide consistency?
- 3) When did SBVC go to one committee? year/ semester (I will ask John Stankas- ideally this is in the archived agendas/ minutes)
- 4) Campus practice: At SBVC, 1<sup>st</sup> year full- time faculty are not any Senate- assigned committees. In the past, 1<sup>st</sup> year faculty at SBVC went through New Teachers Orientation instead. At CHC, 1<sup>st</sup> year full-time faculty are required to be on committee(s). Is this an area where we would want to be consistent District-wide?
- 5) Please communicate with full- time faculty in your respective divisions to please fill out a survey we will be sending out in January regarding committee obligations.
- 6) Anything else we should consider?
  - Maximum number of committee assignments
  - Advisory committees/ boards
  - Ad hoc committees
  - District-wide committees
  - Hiring committees
  - Department, Division meetings
  - Senate
  - New committees

In addition, our evaluation language indicates example of what may be done, and does not specify what is required in terms of committee work.

Attached are the parts of Article 13 that may be relevant to this discussion. The full contract is available at:

<http://www.sbccd.org/~media/Files/SBCCCD/District/HR%20%20Documents/Bargaining%20Agreements/CTA/cta-agreement-2014-2017.pdf>



Origination:	07/2008
Last Approved:	07/2008
Last Revised:	07/2008
Next Review:	08/2017
Owner:	Academic Senates Academic Senates:
Policy Area:	Chapter 4 Academic Affairs
References:	

## AP 4240 Academic Renewal

(Replaces current SBCCD AP 4240)

**NOTE:** This procedure is **legally required**. Local practice may be inserted but should comply with the following:

Students may petition to have their academic record reviewed for academic renewal of substandard academic performance under the following conditions:

- Students must have achieved a grade point average of [set a minimum of at least 2.0] in [set minimum number of units], and
- At least [set time limit] must have elapsed from the time the course work to be removed was completed.

Up to [set unit limit] units of course work may be eliminated from consideration in the cumulative grade point average.

Specific courses and/or categories of courses that are exempt from academic renewal must be described. Academic renewal actions are irreversible. When academic renewal procedures permit previously recorded substandard coursework to be disregarded in the computation of a student's grade point average, the student's permanent academic record should contain an accurate record of all coursework to ensure a complete academic history.

Academic renewal procedures may not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.

**NOTE:** Additional local procedures should be inserted, which **must** include:

- The procedures to be followed by the student in requesting academic renewal.
- Designated authorities.
- From current SBCCD AP 4240 titled Academic Renewal

### A. Petition

A student may petition to alleviate previous substandard academic performance that is not reflective of his/her present demonstrated abilities.

### B. Terms and Conditions

A student may petition to have eliminated from the computation of the total grade point average any units

and credits taken during not more than two consecutive terms of attendance, excluding Summer Session, at any accredited college. The terms in question must have been completed at least two semesters prior to the time of submitting the petition. In addition, the student must have completed twenty-four units at an accredited college with a grade point average of 2.5 or better subsequent to the term(s) being petitioned.

**C. Limits**

A student may not petition for academic renewal under this *policy procedure* more than one time and may not exceed a total of thirty units.

**D. Notation to Record**

Institutional action taken under this procedure will not remove the courses, units, grades, or any other information from the student's permanent record. A fine line will be drawn through each course affected so that all work attempted, once entered on the record, remains legible and reflects the student's complete academic record.

## Reference:

Title 5, Section 55046 55044

## Attachments:

AP 4240 Academic Renewal - Comments  
AP 4240 Academic Renewal - Legal Citations  
AP4240 -OLD.pdf

**Current Status:** Active PolicyStat ID: 2877141  
**Origination:** 07/2008  
**Last Approved:** 07/2008  
**Last Revised:** 07/2008  
**Next Review:** 08/2017  
**Owner:** Academic Senates Academic  
Senates:  
**Policy Area:** Chapter 4 Academic Affairs  
**References:**

## AP 4240 Academic Renewal

Students may petition to have their academic record reviewed for academic renewal of substandard academic performance, which is not reflective of their demonstrated ability under the following conditions:

- Students may petition to have eliminated from the computation of the total grade point average any units and credits taken during not more than two consecutive terms of attendance, excluding Summer Session, at any college within the San Bernardino Community College District.
- ✎ • Students must have achieved a minimum grade point average of 2.5 in all coursework completed subsequent to the semester(s) requested in the petition.
- ✎ • Students must complete a minimum of twenty-four semester units subsequent to the semester(s) requested in the petition, at any accredited college.
  - At least two-semester(s) must have elapsed from the time the course work to be removed was completed.
  - A student may not petition for academic renewal under this procedure more than one time per college.
- ✎ • Up to *thirty* units of course work may be eliminated from consideration in the cumulative grade point average per college.

Academic renewal actions are irreversible. Institutional action taken under this procedure will not remove the courses, units, grades, or any other information from the student's permanent record. When academic renewal procedures permit previously recorded substandard course work to be disregarded in the computation of grade point averages, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

- ✎ Academic renewal procedures will not prevent the student from retaking the course in a subsequent semester, if necessary, in accordance with course repeat policies or alter records of previous attempts of the same course.

Academic renewal procedures may not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.

Students must file the Petition for Academic Renewal in the Admissions & Records Office at the respective college where the units were completed. The determination of eligibility will be decided by the Director of Admissions & Records, or their designee.

## ***One Paycheck Away***

- I. One paycheck away.... Poverty Simulation
- II. April 26<sup>th</sup> (2-5pm or 3-6pm) Business 100
- III. Purpose- Awareness, Education, Advocacy
- IV. Collaboration among various Campus Departments and Catholic Charities
- V. \$500 cost covered by Office of Student Life
- VI. Additional Counselors for Debriefing covered by Arts Letters and Diversity
- VII. Events prior to event TBD (Film screenings, Trainings, etc)
- VIII. <http://www.povertysimulation.net/about/>

# Guided Pathways and the Vision for Success

By

Randy Beach, Rebecca Eikey,  
Ginni May, & Carrie Roberson

As recently as last year, the vast majority of California Community College faculty were not aware of the concept of guided pathways, which is now being popularized by such books as *Redesigning America's Community Colleges* and promoted by organizations like the Center for Community College Student Engagement, Community College Research Center, National Center for Inquiry & Improvement, and West-Ed. However, college faculty and staff have worked for decades to determine pathways, programs, and course sequences for students that communicate clear expectations while providing options for career and personal exploration that are driven equally by the desire to complete a program and by the potential for education to change and enrich human lives.

Fast forward to September 2017 when the California Community Colleges Chancellor's Office released its Vision for Success, which promotes guided pathways as a framework that "engages college administration, faculty, staff, and students to enact comprehensive changes across an entire college," and proposes—some would say asserts—that system-wide implementation of guided pathways principles is the linchpin for system-wide success. So what does this mean for faculty?

## What are Guided Pathways?

Any guided pathways framework is a synergy around reform efforts that range from the course and program-level to full-scale institutional redesign intended to improve integration of student services and instruction around the realities of the student experience. Much attention is paid to intentional alignment or "mapping" of course student learning outcomes, industry expectations, and academic standards to program learning outcomes, the expectation of transfer institutions, and the needs of local employers, as well as how well those connections are explained to students. Many other top-

ics are touched on when discussing a guided pathways framework like the need for and timing of career counseling for students; basic skills instruction and the contextualization of basic skills curriculum; methods for student placement; and the role of proactive counseling and advising to support students.

## Clarifying the Pathways Programs

Currently, several organizations sponsor projects with the hope of galvanizing and incentivizing California Community Colleges to design and implement reforms consistent with the guided pathways framework and principles. The national American Association of Community Colleges (AACC) Pathways Project, funded by the Bill & Melinda Gates Foundation among others, includes three of California's community colleges: Bakersfield, Irvine Valley, and Mt. San Antonio. These colleges adhere to a precise guided pathways model and must meet accountability metrics that other colleges around the nation follow.

The California Guided Pathways Project, coordinated and funded by the Foundation for California Community Colleges, has adapted the national AACC Pathways concept in California to engage 20 selected colleges to design a local framework for integrating California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and the California College Promise, and others.

Finally, to support more participation in these efforts, the California Community College Guided Pathways Award Program was approved by the Legislature and signed into law by the Governor in the 2017-18 Budget Act with an allocation of \$150 million to be distributed among the 114 colleges who choose to participate. The program is designed to support local colleges as they explore this transformational effort which requires engagement in deliberative conversations and collaboration when considering a guided pathways framework.

## Pathways and the Academic Senate for California Community Colleges

The Academic Senate for California Community Colleges (ASCCC) has been involved in numerous guided pathway discussions for over a year now and strongly encourages the use of innovative strategies and actions that support students in achieving their educational

goals, whether or not these are aggregated under the agency of a guided pathways framework.

ASCCC Resolution 9.12 F15 *Support Local Development of Curricular Pathways* urges local academic senates and curriculum committees to be genuinely involved in any decision on curricular pathway programs under consideration. To support this involvement as directed by Resolution 9.03 F16, *Investigate Effective Practices for Pathways Programs*, the ASCCC will continue to advocate for and support the role of faculty in the consultation process by providing professional development and resources that assist faculty to determine if and how principles found in the guided pathways framework support student success and their college mission.

The ASCCC has formed a Guided Pathways Task Force to support local academic senates and faculty as they consider, design and implement a guided pathways framework. The task force representatives include Executive Committee members and faculty from colleges at varied stages of involvement with their own guided pathways framework. In addition, the ASCCC requests that each college establish a "liaison" that will communicate guided pathways programs, issues, questions, and concerns between the local academic senate and state-wide groups.

### What's Next?

Without question, guided pathways have gained significant attention in California. So, what now? Although several colleges have taken steps to implement their own guided pathways framework, the ASCCC recommends that local senates familiarize themselves with each of the three pathway programs described, as well as independent efforts that several community colleges are implementing, and engage in dialogue and deliberation. And while the level of engagement over the principle foundations of guided pathway frameworks will vary from college to college, it is important to remember that the actions taken in response to these ideas should grow organically from the mission a college has established through participatory governance.

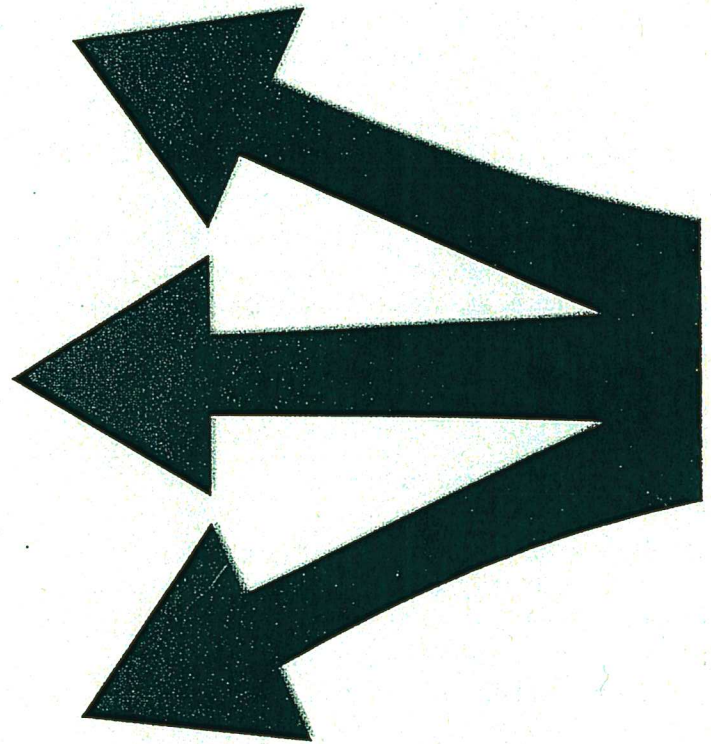
As with all 10+1 areas, faculty should play a central role in decision-making processes which affect all academic and professional matters, and the discussion over adopting a guided pathways frameworks is no different. Faculty must participate in determining what aspects of

the guided pathway principles will cohere with their college's culture and their students' needs while upholding standards of scholarship, academic rigor and integrity, and the philosophy of education that is the foundation of a college's mission.

*For more information, contact [info@asccc.org](mailto:info@asccc.org).*

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*Editor's Note: ASCCC has just approved several new resolutions on Guided Pathways at its Fall Plenary Session. Visit [asccc.org](http://asccc.org) for details.*



# San Bernardino Community College District 2018-2019

## June 2018

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

	In Service Days		Semester Ends
	Instruction Begins		CHC/SBVC Commencements
	Holidays		Final Exams
	Semester Grades Due		Classes Not In Session- All Offices Open
	Flex Days	This side is for quick reference only.	

## July 2018

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## November 2018

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## March 2019

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## August 2018

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## December 2018

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## April 2019

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## September 2018

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## January 2019

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## May 2019

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## October 2018

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## February 2019

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## June 2019

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23	24	25	26	27	28	29
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# San Bernardino Community College District 2018-2019 Academic Year

## Fall Semester 2018:

Flex Day (no classes in session) .....	August 9
Faculty In-Service Day .....	August 10
Instruction Begins .....	August 13
Labor Day .....	September 3
Fall Census Day .....	September 4
Flex Day (no classes in session) .....	October 2
Veterans Day .....	November 12
Thanksgiving Recess .....	November 22-24
Final Exams/Saturday Classes .....	December 8
Final Exams .....	December 10-14
Fall Semester Ends .....	December 14
Fall Semester Grades Due .....	December 21
Campus Closed .....	December 25-January 1

## Spring Semester 2019:

Flex Day (no classes in session) .....	January 10
Faculty In-Service Day .....	January 11
Instruction Begins .....	January 14
Martin Luther King Day .....	January 21
Spring Census Day .....	February 4
Lincoln's Birthday .....	February 15
Washington's Birthday .....	February 18
Spring Recess .....	March 11-16
Flex Day (no classes in session) .....	April 9
Final Exams .....	May 17-23
Final Exams/Saturday Classes .....	May 18
Spring Semester Ends .....	May 23
CHC & SBVC Campus Graduation .....	May 24
Faculty In-Service Day .....	May 24
Memorial Day .....	May 27
Spring Semester Grades Due .....	May 30

**Short Term Courses** ..... Grades due 7 calendar days after last day of class

**Flex Days** ..... 4 days of Required Flex to be completed by contract faculty

### 2018-2019 Census Days

Fall Census Day - September 4  
Spring Census Day - February 4