



# SBVC Academic Senate

## Meeting Minutes

September 18, 2019

AD/SS 207 3:00 – 4:30 P.M.

Topic	Discussion	Action
<b>1. Call to Order and Roll Call</b>	<ul style="list-style-type: none"> <li>Meeting called to order at 3:03 p.m.</li> <li>Roll call via sign-in sheet [see attachment: <a href="#">AS Documents, Sign-in Sheet</a>].</li> </ul>	
<b>2. Public Comments</b>	<ul style="list-style-type: none"> <li>Agenda change: Chancellor B. Baron is unable to attend today’s meeting. He will be here on October 2<sup>nd</sup> instead.</li> </ul>	
<b>3. Senate President’s Report</b> C. Huston	<ul style="list-style-type: none"> <li>The sign-up for the standing AS committees is going around for you to sign-up again.</li> <li>At the request of the Senate, we have arranged to bring two presenters, Jeffrey Dwyer from Taft College and Anna from Los Angeles Pierce College, from the ASCCC coming here to present on Robert’s Rules of Order and the Brown Act. They will be coming on October 30<sup>th</sup> during our regular meeting time [3:00 – 4:30 p.m.], but we will move to the Library Viewing Room so that there is enough room for others on campus to join as well.</li> <li>The Office of Instruction and the ASLO committee has been working on a proposal for a SLO Faculty Lead position. If you have feedback on the duties and responsibilities listed here, please email D. Humble at <a href="mailto:dhumble@valleycollege.edu">dhumble@valleycollege.edu</a> as soon as possible.               <ul style="list-style-type: none"> <li>R. Hamdy: Can we switch “coordinator” to “lead” because of the contract language?</li> <li>C. Huston: That will change before it’s sent out.</li> </ul> </li> <li>Guided Pathways Committee is looking for faculty to join their committee. There are two ways you can join their committee. You can switch from your current committee as long as your current committee isn’t left without the required membership. You can also join as a second committee to earn flex time.</li> <li>The Board approved sabbaticals for the 2020-2021 school year. The application deadline is November 1<sup>st</sup>.               <ul style="list-style-type: none"> <li>R. Hamdy: The email from District says they offered a 1-year sabbatical. Typically, we offer 2 faculty a 1-semester sabbatical amounting to 1 total year. There is also the option for a faculty to do 1 full year, they get less pay, but we would not be able to offer a second one.</li> </ul> </li> <li>We established the first-ever Academic Senate scholarship to Leticia Ferguson. The more</li> </ul>	

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<b>5. Committee Reports</b>	<p>we grow our scholarship, the more we can give. We can make a difference for someone. You can set up a one-time or ongoing donation to contribute to the scholarship.</p> <ul style="list-style-type: none"> <li>○ T. Simpson: I asked for that to come out of my check and it didn't come out.</li> <li>○ C. Huston: I recommend that you check with the Foundation.</li> <li>● The Area D meeting on October 12 at San Diego Mesa College. We'll go over the resolutions that will be presented at fall plenary session. It's kind of a planning and review session. I am planning to go, but others are more than welcome to join. We'll bring those resolutions back to the Senate so you can guide me how to vote.</li> </ul>	
<b>4. SBVC President's Report</b> D. Rodriguez	<ul style="list-style-type: none"> <li>● No report.</li> </ul>	
<b>5. Committee Reports</b>	<p><b>a. Ed Policy</b> [J. Bjerke]</p> <ul style="list-style-type: none"> <li>● No report.</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. CTE</b> [K. Melancon]</p> <ul style="list-style-type: none"> <li>● No report.</li> </ul> <p><b>e. EEO</b> [R. Hamdy]</p> <ul style="list-style-type: none"> <li>● Our first meeting will be in the first week of October.</li> </ul> <p><b>f. Professional Development</b> [R. Hamdy]</p> <ul style="list-style-type: none"> <li>● Please look at the Flex Day emails I've sent out- register for workshops that interest you.</li> <li>● On October 25 we are hosting an @ONE event called Can Innovate. We're a viewing hub and we'll livestream it.</li> <li>● The Great Teachers Seminar is being switched to the fall. It will be at CHC this year on November 1<sup>st</sup>.</li> </ul> <p><b>g. Elections</b> [D. Burns-Peters]</p> <ul style="list-style-type: none"> <li>● Email sent out about upcoming elections for senate president &amp; program review chair. You can email nominations to her. We'll take them to the floor next time and they'll close on October 15<sup>th</sup>. If you have interest or you know people who will be a good president/program review chair. Ask them to reach out to C. Huston, J. Gilbert, or J. Stankas, or to P. Ferri- Milligan or someone on Program Review to find out about the</li> </ul>	

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<b>5. Committee Reports, continued</b>	<p>roles. You learn a lot about the campus and yourself.</p> <ul style="list-style-type: none"> <li>• I also sent out an email calling nominees for the two adjunct senators.</li> </ul> <p><b>h. Curriculum</b> [M. Copeland]</p> <ul style="list-style-type: none"> <li>• No report.</li> </ul> <p><b>i. Program Review</b> [P. Ferri-Milligan]</p> <ul style="list-style-type: none"> <li>• Needs Assessment went out and are due back on October 23<sup>rd</sup>. On the instructions there are 2 workshops where people can come or they can call to work with people in their division.</li> </ul> <p><b>j. Accreditation &amp; SLOs</b> [C. Huston]</p> <ul style="list-style-type: none"> <li>• We met yesterday. We are working with the full draft of the Institutional Self Evaluation Report (ISER). We're currently making edits and suggestions internally within the committee. We plan to get it out to the campus in October as well as planning some events with Professional Development around accreditation.</li> </ul>	
<b>6. Additional Reports</b>	<p><b>a. SBCCD-CTA</b> [S. Lillard]</p> <ul style="list-style-type: none"> <li>• We had negotiations on Friday. There's not much on the table except we are still working on the evaluations article. We expect to give the District a counterproposal in late October. We got both of the senates' input and we're putting that together.</li> <li>• We are working on the comments that came up after the faculty chairs meeting about online training. We are aware of it, we've gotten emails, and we're working on it.</li> </ul>	
<b>7. Consent Agenda, continued</b>	<p><b>a. Minutes</b></p> <ul style="list-style-type: none"> <li>• 9/4/19 <ul style="list-style-type: none"> <li>○ <b>Motion 1</b></li> </ul> </li> </ul>	<p><b>Motion 1: Move to approve the consent agenda.</b>  1<sup>st</sup>: M. Copeland  2<sup>nd</sup>: D. Martin  <b>Discussion:</b> None  <b>Approved:</b> Unanimously  <b>Abstentions:</b> None</p>
<b>8. Old Business</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>9. New Business</b>	<p><b>a. Chancellor's Update</b> [B. Baron]</p> <ul style="list-style-type: none"> <li>• See Public Comments.</li> </ul> <p><b>b. Class Caps</b> [M. Copeland]</p> <ul style="list-style-type: none"> <li>• At the Curriculum Committee this past week, one thing K. Yarborough and I worked on was a form we'll ask faculty to fill out about their courses. One thing that came up on that</li> </ul>	

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<p><b>9. New Business,</b> continued</p>	<p>form was class cap sizes. Right now there's no real process about how to determine class caps. A rather robust discussion ensued about how we go about deciding that. At the moment the process is rather arbitrary. K. Yarborough needs that information for things like Colleague and it's kind of a guessing game for her.</p> <ul style="list-style-type: none"> <li>• My understanding is that Crafton actually ran all their courses through the Senate to determine class caps. As the discussion ensued we talked about different options. I said I would bring it to the body to see what you thought about it. I hesitate to put caps on the course outline of record. I did a survey of Curriculum Chairs- I'm on a list serve for Curriculum Chairs across all the community colleges- a few do put caps on the course outline or record, but most don't. I can see some possible unintended consequences with that. I do think we should maintain some kind of document that has the class caps determined, hopefully by faculty. I heard something to the effect that the District opened this item up for negotiations. <ul style="list-style-type: none"> <li>○ S. Lillard: They have.</li> </ul> </li> <li>• M. Copeland: That probably makes it even more relevant and important for us to make our voices heard rather than getting some mandate from the District about what our class caps <i>should</i> be.</li> <li>• <b>Questions/Comments:</b> <ul style="list-style-type: none"> <li>○ K. Melancon: Most of the class caps we have are because of how many people the fire department allow in the room.</li> <li>○ M. Copeland: So there are two ways to think about this. I think most of us look at it from a pedagogical point of view. How can we be most effective for our students? I think English is the only department that has this negotiated at 25.</li> <li>○ S. Lillard: Chemistry too for safety reasons.</li> <li>○ M. Copeland: So there are a few that are negotiated for specific reasons, but for the most they are not. I think we should think about pedagogy first. I know that the physical room also determines how many students we can have. We should think about how many students we can have.</li> <li>○ S. Lillard: I can weigh in about what Crafton did in the past because they already did this work. I also want to reiterate what M. Copeland said, because it's not about the size of the room, it's about how the courses can be most effectively taught. That's absolutely up to faculty and part of the Senate's purview. This also crosses into negotiations because of workload issues, but it should come to the Senate first. At Crafton, the Senate sent a request to faculty chairs with a list of all the courses in their areas. They asked the chairs to have communication with the faculty to find out what they thought the cap should be</li> </ul> </li> </ul>	

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<p><b>9. New Business, continued</b></p>	<p>based on pedagogical reasons. Then the Senate then went back through them and came up with reasonable numbers, taking into some account things like administrative issues. It was mainly based on pedagogy. The process could be something like that where it originates with the departments and comes back to the Senate. For example, if I said I only wanted 4 people in my class, I need a pretty compelling reason to support that. And they did put it in their course outline of record by the way.</p> <ul style="list-style-type: none"> <li>○ M. Copeland: I think that poses possible issues.</li> <li>○ S. Lillard: Regardless I think a process that's perhaps similar to that should be followed because faculty need a voice in that.</li> <li>○ M. Worsley: Can we talk briefly about the repercussions of putting class caps on the Course Outlines of Record (COR)?</li> <li>○ M. Copeland: Most of the Curriculum Chairs I talked to said it was a Senate issue not a Curriculum issue. The thought was, say the class cap was 30 and you add 5 students out of the goodness of your heart. What if the student said you could not effectively teach me because you had more students than what this course allows? It's not super likely, but why open it up? There are other unintended consequences, that's just one that comes to mind. When we add students, will the District say we need to add more because we can justify it with a document? The COR is a legal document.</li> <li>○ D. Humble: I've seen some language that says "recommended" for one full class load. Then I think also going to negotiations is some large lecture verbiage. If the Senate sets the class caps, which I think is a great idea to have all the class caps for each course, that will help when we start talking about compensation for larger class sizes. I think it's a great idea to maintain that list.</li> <li>○ R. Hamdy: Also a reminder of distance ed. courses as well. Those are the ones where some people think it's okay to add as many people as we want. Like M. Copeland said, it's about pedagogy not size. We want to be mindful of that as well.</li> <li>○ M. Copeland: Thinking about DE is part of this process. I told Senate Exec that I had one student wanting to add an online class, and I told them that I didn't have any more seats. They said, how is that, it's online? They didn't understand the amount of work it was for me to add another student. I explained it, then they understood. We want to include distance ed. courses in this process.</li> <li>○ S. Lillard: One thing CHC did was regarding online classes, they set the caps the same as face-to-face. It's the same amount of work to teach an online class.</li> <li>○ M. Copeland: I like S. Lillard's suggestion. I would want a motion of support. We can get an email out to the chairs and explain what we're doing in terms of class caps. This</li> </ul>	

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<p>9. New Business, continued</p>	<p>process might take a while, but we want to start the process. As we go through the process, let me know if there are additional suggestions or ideas. We can keep this as an ongoing topic in Senate if we need to.</p> <ul style="list-style-type: none"> <li>▪ <b>Motion 2</b></li> </ul> <p>c. <b>Campus Committees</b> [C. Huston]</p> <ul style="list-style-type: none"> <li>• This has 2 parts. In Senate Exec. we were talking about how committee memberships are selected. Back when J. Stankas was president, he assigned people to committees. Now we allow people to sign up for committees by self-selection, but we are having committees that aren't filled like Program Review or Curriculum. We end up having to switch people around to fill those voids, then people become unhappy. Both processes have the same problem: some faculty choose not to show up for their assignment or don't do their committee work. We wondered about entertaining a different process or possibly assigning Personnel Policy to look into by-laws for selection of committees and make some recommendations of a better way. <ul style="list-style-type: none"> <li>○ P. Ferri-Milligan: I don't think it's the selection of the committee. Through the 4 years I've done Program Review, I think people just don't show for committees. Those committees that have a high workload, the other faculty are doing the work for them. It's really an issue of workload that deans should make their faculty accountable.</li> <li>○ C. Huston: That was another conversation we had in Exec. Our contract allows for 5 hours/week for committees and shared governance work. Across 18 weeks, that's 90 hours that some faculty aren't doing as part of their workload.</li> <li>○ M. Copeland: I just want to piggy back of what P. Ferri-Milligan said: I don't think it's about the selection process. I do think most faculty have good intentions. There are a few who blatantly refuse any kind of communication or anything for their committee. It's not the selection process, it's that there's no consequence. I'm kind of tired of complaining about it; I want to see something done. It's the faculty member that consistently refuses to have any participation whatsoever. Maybe we can have a discussion on what to do about that.</li> <li>○ C. Huston: S. Lillard, is there anything in the contract? I know sometimes if you miss inservice or don't make flex time there are some consequences. Is there anything in the contract in terms of workload about 90 hours/semester?</li> <li>○ S. Lillard: There's not for that specifically. As you said, the contract says we have 5 hours of district service per week. That encompasses our committee meetings. The only place is on our current evaluation forms it does say "other responsibilities". As full-time faculty that would be our committee work. If you're a coach or department</li> </ul> </li> </ul>	<p><b>Motion 2: Move to support the start of the conversation of the action of class caps.</b>  1<sup>st</sup>: D. Burns-Peters  2<sup>nd</sup>: K. Melancon</p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• M. Copeland: We'll start by getting an email to department chairs.</li> </ul> <p><b>Approved:</b>  Unanimously</p> <p><b>Abstentions:</b> None</p>

Topic	Discussion	Action
<p><b>9. New Business,</b> continued</p>	<p>chair, those are addressed as well. It's not as clearly defined as if you miss graduation or something.</p> <ul style="list-style-type: none"> <li>○ C. Huston: Now after a faculty member is tenured, they go to a 3-year evaluation. If on their evaluation, it shows that they are not doing their committee work is there any consequence of the evaluation?</li> <li>○ S. Lillard: So the current evaluation article says anyone who gets less than a satisfactory evaluation is given an improvement plan. There's that process. In terms of consequence, I don't think it's as clearly defined.</li> <li>○ P. Ferri-Milligan: It's really hard as a chair of a committee, I'm not everyone's mother or a whistleblower. We work so hard, and you have colleagues who don't even respond. The response to me was to let the administrative chair know and work with the VPs in those areas to get faculty to those meetings and that's what I did. The other suggestion was to send meeting minutes to deans so they know who is there. It's not that we want to point out faculty, but it's not fair.</li> <li>○ C. Huston: So S. Lillard, if we as a Senate made a committee policy that the committee chair sends out committee participation to deans for deans to use in their evaluations, would we be infringing on the contract?</li> <li>○ S. Lillard: I don't know that you'd be directly infringing on the contract, but don't most committees post minutes on their website? I would argue that it's not the responsibility of the chairs to look up the attendance. It's a ton of extra work for a committee chair.</li> <li>○ C. Huston: Realistically are deans going to be able to go through minutes for every committee their faculty serve on and create a list of attendance?</li> <li>○ P. Ferri-Milligan: I almost have to disagree. Program Review is supposed to have representation. We have 1 area that never comes, actually 2 areas. What do you do for a global committee?</li> <li>○ S. Lillard: I completely agree. Let me return to what C. Huston said- Would it violate the contract if chairs send attendance to deans? I don't think that violates the contract. That's information. Then deans do what they want from there.</li> <li>○ K. Weiss: It would also be helpful if there was consistency in how those minutes are presented. They don't even have to email them, if they were on the website that's sufficient. Rosters are not consistent. It would be helpful if there was a consistent template.</li> <li>○ M. Copeland: I heard a rather radical idea. Faculty are being paid for the 5 hours/week and 90 hours a semester. I'm wondering if deans could ask faculty who</li> </ul>	

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<p><b>9. New Business,</b> continued</p>	<ul style="list-style-type: none"> <li>○ consistently doesn't come to fill out an absence report and take sick time. How different is that if you missed that much time of class?</li> <li>○ P. Ferri-Milligan: This is not for the person who misses once in a while. This is for the person who is always sick or missing. I counted- I had a person who came 2 out of 14 times last year.</li> <li>○ M. Copeland: I have one and the person has never come while I've been chair. I've reached out and they've never come. It's really frustrating.</li> <li>○ M. Jacobo: I think Robert's Rules of Order deals with some of that. You might ask them to cover that topic when they come do our training.</li> <li>○ B. Tasaka: I would also say that the Senate ask for some consistency if there is sick time or some consequence. We should also include some kind of standard of practice for consistency.</li> <li>○ C. Huston: Perhaps the Senate should establish an attendance template for the committees and designate a place for it to be housed, then possibly develop some policies or guidelines for faculty and deans about committee participation?</li> <li>○ P. Ferri-Milligan: Can that be discussed at a dean's meeting? I've had a dean give me an excuse for a faculty not coming, and it wasn't a good one.</li> <li>○ M. Copeland: I'm just curious, S. Lillard, if a dean asked a faculty member to fill out an absence report, is that against the contract?</li> <li>○ S. Lillard: No, it's not because we are 40-hour/week employees. Our job is our faculty work (counselors, librarians, teaching classes, office hours), that's our workload.</li> <li>○ D. Burns-Peters: Aren't evaluations are up for review in negotiations right now? We've voiced our thoughts about what district proposed to us. Maybe this is the time to include some language of what we want to see in a proposal back to District? Having gone through the evaluation process myself, we know that it's vague. I'm sure it's vague for some reasons, but it's vague enough that a dean wouldn't go out and seek out this kind of information. I wonder if now is the time to have that conversation.</li> <li>○ S. Lillard: We are required by Ed. Code to consult with the Senate, which is why we held those closed sessions with the Senates. I think I have a pretty good idea of what you're thinking. If you trust me to take this back to the negotiations team, I will do that. I want to have this discussion just as faculty. You can also send me an email. We are working on our counter-proposals.</li> <li>○ C. Huston: Do we as a committee want to devise a way to take attendance and some kind of guidelines for where to post it?</li> <li>○ R. Hamdy: I think a standardized way to take minutes and to create an agenda will be</li> </ul>	



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<p><b>9. New Business,</b> continued</p>	<p>covered when we have our Robert's Rules of Order.</p> <ul style="list-style-type: none"> <li>○ C. Huston: That would put off further conversation on this until after October 30<sup>th</sup>. We have a plan with CTA and a plan with Robert's Rules.</li> <li>● C. Huston: I'm going to email out our committee structure that we reviewed 2 years ago. We'll be signing up for committee selections towards the end of the semester, probably October or November. Review it and let me know if there are recommendations. See if it still looks good or if there are any recommendations to condense, delete, or create committees. If we want to change committee membership or charges we have to do that as a body and take it to College Council. If we start now, we should be done by mid-October.</li> <li>● R. Hamdy: I didn't hear any comments about how committee selections are made. Is everybody fairly comfortable with the way it is now? <ul style="list-style-type: none"> <li>○ H. Johnson: From a counselor's perspective, our division meetings are few and far between. They're usually on dates when many of us can't go. A lot of counselors don't know their committee meetings, so they don't get to self-select. I don't know if there's an easier way to do it.</li> <li>○ C. Huston: We've let division senators choose how assignments are made. We can look at making it standardized.</li> <li>○ A. Hallex: In my department there's only 1 DSPTS faculty, but I'm looking at these committees and a lot of them need DSPTS representation. Who makes the choice to be on what committee?</li> <li>○ C. Huston: You are.</li> <li>○ A. Hallex: I've never gotten any official requests.</li> <li>○ C. Huston: If you want to go to additional committees, that's your decision. If you want DSPTS included in the charge, the Senate can make that recommendation. Keep in mind the number of faculty you have to go around.</li> <li>○ R. Hamdy: I would recommend that you choose a primary committee and you can always add more for flex time. You can go to as much as you want.</li> </ul> </li> <li>● R. Hamdy: Can I propose that maybe people aren't comfortable speaking about how the process works in their division. Can senators email you with any ideas they have? Maybe there's another way we haven't thought of yet. <ul style="list-style-type: none"> <li>○ M. Copeland: Back when J. Lamore was a senator, he used to email out a list of the importance of representation. As people would self-select, he would remind them that if we got imbalanced membership the Senate would reassign as needed. I think having a senator is helpful.</li> </ul> </li> </ul>	

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<b>9. New Business, continued</b>	<ul style="list-style-type: none"> <li>○ J. Notarangelo: That's how he did the last process and that's how we ran it.</li> <li>○ R. Hamdy: What M. Copeland said is best practice. It's not putting it on a table and asking people to run up and step up.</li> <li>○ C. Huston: Maybe we should formalize that and put it on our website.</li> <li>○ M. Copeland: Yes, like a sample email for senators to send out.</li> <li>○ C. Huston: Can you get one of J. Lamore's last emails?</li> </ul>	
<b>10. Announcements</b>	<ul style="list-style-type: none"> <li>● C. Jones: I wanted to plug MESA events again. We have a neuroscientist coming out on October 4. We also have a mathematician and a guy from JPL coming out. There's a full list of events.</li> <li>● A. Hallex: The Disability Awareness Fair is on October 1<sup>st</sup>, from 10 - 1 p.m., on the campus walkway.</li> <li>● A. Ababat: The Non-credit Committee every other Thursday 2 - 3 p.m.</li> </ul>	
<b>11. Adjournment</b>	<ul style="list-style-type: none"> <li>● Meeting adjourned at 3:58 p.m.</li> <li>● Next meeting: October 2, 2019, at 3:00 p.m. in AD/SS 207.</li> </ul>	