

## SBVC Academic Senate

### Meeting Minutes

December 4, 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 3:05 p.m. by C. Huston [President]</li> <li>• Roll call via sign-in sheet <a href="#">[see attachment: AS Documents, Sign-in Sheet]</a>.</li> </ul>	
<b>2. Public Comments</b>	<ul style="list-style-type: none"> <li>• None.</li> </ul>	
<b>3. Senate President's Report</b> C. Huston	<ul style="list-style-type: none"> <li>• <a href="#">[see attachment: AS Documents, AS President's Report]</a></li> <li>• Yesterday I got confirmation that the .2 reassign time can be redirected to update the website. I needed to beef it up so it's the website, organizing DropBox files, and establishing clear documentation for practices so that the new president. I want to throw it out there. The .2 reassign is for spring only. It will be decided at the Executive meeting on 12/11/19. Interested faculty should contact me by 12/10/19.             <ul style="list-style-type: none"> <li>○ B. Tasaka: You don't need to know coding or anything like that.</li> <li>○ C. Huston: Right, it's just OU Campus. J. Brady will come teach you how to do it.</li> </ul> </li> <li>• I would like to recognize P. Ferri-Milligan. She's done years of excellence and will be stepping down at the end of the semester. Thanks to C. Jones and J. Lamore who are teaming up to take Program Review for the spring semester.</li> <li>• EDCT and Professional Development Center (PDC). On the back of the President's Report, I have some snapshots from a website M. Copeland told me about. It was kind of a concerning website about online courses that people could take at San Bernardino Community College. I wanted to point out the middle picture here is an Excel 2016 class; it's 72 hours and they charge \$324. They can take a credit class for a lot less than \$324 and a non-credit class for free. The bottom one is a listing for an instructor for mathematics who would not be qualified to teach noncredit on our campus. There were some concerns here. I'd like everyone to take a look over their break and mark anything that looks concerning so we can address it when we come back in January. I had a parking lot conversation with B. Baron. He said he didn't think they offered those classes anymore, but to bring him a list of what bothers us, and he'll take it down. Please look over during the break. It'll be a big topic for us in the spring. We'll get started right away.             <ul style="list-style-type: none"> <li>○ M. Worsley: When we were looking at the website in Curriculum, we brought up classes like Spanish. That's not on this list.</li> <li>○ C. Huston: This is a different list, that's from EDCT. That's the last 2 pages. They have EDCT and PDC. This one purports to be offered by PDC.</li> <li>○ M. Worsley: My point is too, that ambiguity like Bilingual Leadership Skills, sounds like it might be equivalent to a Spanish class here.</li> </ul> </li> <li>• C. Huston: Yeah. Some of it, sure, it's just one-off stuff we don't offer. But others, we have a non-credit certificate for computer skills and you can do it for free. It's branded Community College District. So it lends to the belief that</li> </ul>	

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<b>3. Senate President's Report</b> , continued C. Huston	<p>it's from a community college. Please look it over.</p> <ul style="list-style-type: none"> <li>• There's also future topics we'll discuss when we return.</li> <li>• Congratulations to Dr. D. Humble for successfully defending her dissertation. [applause] The school is doing all the paperwork to officially confer her Ph.D.</li> </ul>	
<b>4. 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>• We received last week some proposed changes for AP 7210 which deals with the naming of professors and tenure-track faculty, and the advancement in rank process. [Crafton] made some changes to the language. This is just the report, it's not the formal recommendation. I can answer questions at the end because there are a lot of details to AP 7210 that I won't be covering in the interest of time.</li> <li>• Much of what Crafton Hills is proposing is right in line with what we were talking about. It's about naming full-time faculty and the idea of advancement in rank. Some of the substantive changes that both committees agree with were to change the name of "instructor" as an authorized title and give the title of "assistant professor" to all tenure-track faculty. Those assistant professors would become associate professors upon tenure. Then after three years they can apply for full professor and with a favorable recommendation from the advancement in rank committee would be conferred the title "professor." So we'd be dropping one step, "instructor."</li> <li>• We would also add language that both campuses would honor titles if faculty transfer between campuses. We want to make that clear.</li> <li>• We had one substantive difference from Crafton Hills. Our committee would recommend that those who apply for the full professor rank show continued growth in the current three criteria, to use the slang that would be service to department, service to campus, and service to community. Right now Crafton is suggesting you only show professional development in two of those three. I don't know why we would want to confer the rank of professor to someone who didn't show continued growth and professional development in their department. I'm sure these can be worked out.</li> <li>• Now we had a lot of small changes due to language and wordsmithing. We don't need to go into too much detail here.</li> <li>• The only other change I believe was that they kept "professor emeritus" but they didn't put a minimum time. So in the current language we were concerned that people could only get "professor emeritus" before they're even tenured. So we were thinking of a minimum year.</li> <li>• I believe that our feedback will go to their committee. We'll probably schedule some time in early 2020 for the Academic Senate to go over AB 7210 to bring to the full group.</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> [J. Milligan]</p> <ul style="list-style-type: none"> <li>• There's stuff going on with the building. There was also an exciting thing: the Aeronautics program had a plane donation the other day. They had to close down a street and hoist it over the fence to get it in. That was fun to see. It was a needed addition to the program.</li> <li>• There was a user group meeting about two weeks ago. It was not productive with S. Stark and the architects. I know D. Humble is working to get us a meeting with the executive team for Welding and Aeronautics.</li> </ul>	

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<p><b>4. Committee Reports, continued</b></p>	<p><b>e. EEO</b> [R. Hamdy]</p> <ul style="list-style-type: none"> <li>No report.</li> </ul> <p><b>f. Professional Development</b> [R. Hamdy]</p> <ul style="list-style-type: none"> <li>C. Huston: R. Hamdy wasn't able to be here today. I'm sure everyone received the email from the President's Office about Opening Day. I know R. Hamdy is planning a really good Flex Day on January 9. She'll send out info.</li> </ul> <p><b>g. Elections</b> [D. Burns-Peters]</p> <ul style="list-style-type: none"> <li>No report.</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> [C. Jones]</p> <ul style="list-style-type: none"> <li>We finished ranking for faculty, budget, equipment, and classified. Technology still isn't ranked because it goes through the Technology Committee. P. Ferri-Milligan said she'll email out the efficacy cycles soon. <a href="#">[see attachment]</a></li> </ul> <p><b>j. Accreditation &amp; SLOs</b> [C. Huston]</p> <ul style="list-style-type: none"> <li>We had our first forum for accreditation on Standard I yesterday. We determined that 12:00 p.m. on a Tuesday is not a good time. Rather than another forum next week that would probably also be poorly attended, we decided to postpone our next meeting to January. We have a brochure that will be available on Opening Day.</li> </ul>	
<p><b>5. Additional Reports</b></p>	<p><b>a. SBCCD-CTA</b> [A. Avelar]</p> <ul style="list-style-type: none"> <li>I talked to S. Wilson. She said the negotiations update was emailed out. I believe there's a parade involvement if you want to participate for I think Yucaipa, Redlands, and San Bernardino. Respond to her email. <ul style="list-style-type: none"> <li>B. Tasaka: M. McLaren sent out an email and J. Cervantes sent out an email.</li> </ul> </li> </ul> <p><b>b. District Assembly</b> [C. Huston]</p> <ul style="list-style-type: none"> <li>We pulled AP 7210 on academic employees, both senate presidents did that, because we're working on advancement in rank. That way it only goes through once. I also wanted to make sure that CTA reads it to make sure that everything is going the way it should.</li> <li>There was a question from HR. We've been doing the committee screening handbook and there's been a request for screening for hiring adjuncts. She asked if we want those hiring practices in the AP. Think about it. <ul style="list-style-type: none"> <li>A. Avelar: This wouldn't be a best practice, it would be guidelines, right?</li> <li>C. Huston: Well if it's in the AP it's guidelines. Right now hiring adjunct hiring is inconsistent. I would kind of like to see it in the AP, but give it some thought.</li> <li>An emergency response plan was a big topic.</li> <li>We meet again in February. We'll have a lot of time to look this over before we go back to District Assembly.</li> </ul> </li> </ul> <p><b>c. Guided Pathways</b> [T. Simpson]</p> <ul style="list-style-type: none"> <li>We're working on the website. We're also working on the mapping done with the scheduling tool. We're making our plans for spring so we can have some focus groups with students and faculty to make sure everyone stays engaged.</li> <li>Our meetings will still be on Tuesdays.</li> <li>We're looking at making sure our work aligns with the statewide goals this year. The goals for spring are: <ul style="list-style-type: none"> <li>Strengthen the local implementation of Guided Pathways liaisons so that everyone knows exactly who to go to so senates aren't bombarded with information</li> </ul> </li> </ul>	

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5. Additional Reports, continued	<ul style="list-style-type: none"> <li>○ Defining the roles of counselors, faculty professionals, and faculty advisors because some colleges use all those. Thankfully we don't.</li> <li>○ Supporting faculty in data literacy and coaching.</li> <li>● Our campus will be hosing the chancellor's office retreat in January 16.</li> <li>● We'll also be hosting the ASCCC Guided Pathways Leads.</li> </ul>	
6. Consent Agenda	<p>a. Minutes</p> <ul style="list-style-type: none"> <li>● 11/20/19</li> <li>○ Motion 1</li> </ul>	<p><b>Motion 1: Move to approve the consent agenda. Motion passes</b>  1<sup>st</sup>: J. Herrera  2<sup>nd</sup>: D. Martin  <b>Discussion:</b> None  [see attachments: Voting Record]</p>
7. Old Business	<p>a. Campus Committees [C. Huston]</p> <ul style="list-style-type: none"> <li>● R. Hamdy has been working on the FAQs and best practices for committee assignment. She said she sent out the information to the senate. I haven't had a chance to see the updated version. It was sent out yesterday.</li> <li>● The idea here was based on J. Lamore's practice when he was a senator for going out and getting people on committees. It's more of an outline of how division senators should approach working with your faculty in your division to make sure committees who require minimum participation are actually filled and ways to ensure that one committee doesn't have too many representatives from one division. There's a sample email. You want to put in the date you want them to get it back to you. These are the kind of things that the person with the .2 will get to work on next year so we have guidelines for the future. We want to look at these and adopt them either separately or together. <ul style="list-style-type: none"> <li>○ J. Notarangelo: To speak for Arts &amp; Humanities, we've had a good level of success without an inordinate amount of conflict. It makes sense. It's polite &amp; collegial.</li> <li>○ C. Huston: We also did the committee FAQs. <ul style="list-style-type: none"> <li>▪ Motion 2</li> </ul> </li> </ul> </li> </ul> <p>b. By-Laws: 300's [C. Huston]</p> <ul style="list-style-type: none"> <li>● We already approved this language, but M. Copeland wanted us to put it in the by-laws for her committee. In order to do that, we need a motion, a second, and a vote. <ul style="list-style-type: none"> <li>○ Motion 3</li> </ul> </li> </ul> <p>c. CTE Minimum Qualifications Toolkit [C. Huston]</p> <ul style="list-style-type: none"> <li>● This is from the last meeting, did you get a chance to look at it? The basic premise is it's a Strong Workforce recommendation to try to find a way to create larger pools of CTE faculty to choose from. There was a work group led by ASCCC, Instruction Office, HR, and the chancellor's office. They focused on the GE prep for the depth and breadth. We have some really highly qualified people, but either they lack enough units or the college units they have don't reflect the depth and breadth of a degree.</li> <li>● I sent this out to each area. They have examples like in order to be a flight instructor you have to understand Newton's Law of Motion.</li> </ul>	<p><b>Motion 2: Move to approve the FAQs and best practices. Motion passes</b>  1<sup>st</sup>: D. Smith  2<sup>nd</sup>: D. Martin  <b>Discussion:</b> Friendly correction that a comma is needed. [see attachments: Voting Record]</p> <p><b>Motion 3: Move to include the language in the by-laws. Motion passes</b>  1<sup>st</sup>: J. Notarangelo  2<sup>nd</sup>: D. Burns-Peters  <b>Discussion:</b> None  [see attachments: Voting Record]</p>

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<p>7. Old Business, continued</p>	<ul style="list-style-type: none"> <li>● If we want to try to adopt the toolkit, we need to take a couple of steps. First, we need to decide that we want to pursue it. We've had a recommendation from the statewide senate encouraging us to adopt these. Our CTE committee chair reviewed it with CTE faculty and they're in favor. We have to work with Crafton's senate. We need a list of which programs will use this toolkit because not all areas may want to. For example, Library Science falls under CTE, but I doubt we'll want to hire people without an AA. <ul style="list-style-type: none"> <li>○ J. Buchannan: I didn't see anything that said it was more of a guideline other than the words "toolkit." It was kind of confusing.</li> <li>○ D. Burns-Peters: My understanding is, in equivalency right now the way that CTE works is we'll have someone come in with two types of master mechanic credentials. We have little to no leeway to make a judgement call about their qualifications. But on the back side we know to get a master level certification in mechanics in any category and to do it twice over, they clearly have the skillset. So, I see this toolkit as allowing the equivalency committee a little more flexibility to make those considerations.</li> <li>○ J. Milligan: It's really a lengthy document. It provides recommendations to HR about portfolios. If you go through the whole document it's said it's a recommendation, but it's with the expectation that we develop our own process.</li> <li>○ C. Huston: Yeah, our English department might want to include a writing sample as part of the equivalency process so a candidate can demonstrate mastery of the language.</li> <li>○ J. Notarangelo: That's the thing, it seemed quite reasonable but I would really want someone from CTE to see if it's appropriate from them. Do you need a writing sample? I don't need it. I would take direction on adopting it from people who it would affect directly.</li> <li>○ C. Huston: That's why we need to know what kind of portfolio we're looking for. You can't really hire somebody who doesn't demonstrate depth and breadth. So they'll have to demonstrate proficiency in English, and if they haven't taken our equivalency of English 101, how can they establish their competency in depth and breadth? Maybe they wrote a training journal or published in a journal.</li> <li>○ T. Allen: As far as CTE courses, I would think others would be a better judge than me. I couldn't tell you the first thing about welding.</li> <li>○ C. Huston: That's the thing. They can produce something else to show they have experience in the humanities.</li> <li>○ T. Allen: I'm just afraid this will ice out a lot of people.</li> <li>○ C. Huston: Right now, we're already icing out 70 – 80% of the candidates.</li> <li>○ D. Burns-Peters: It's important to know that this doesn't decide that they're hired. It just decides that they can be screened. I think J. Notarangelo is right we're going to have to fall to CTE folks to see what they mean by certain certificates and qualifications. If a person has a certificate and only 30 people in the state have it, to me that's a big deal. We need CTE people to validate that. If we can have an idea of what other options would be other than just a cover letter or resume to show they have a skill set.</li> <li>○ C. Huston: I'm not comfortable with just the senate adopting this for everyone across campus. This needs to get vetted across campus.</li> <li>○ A. Pave: You asked specifically to look at the social sciences. Some of these are written in, I don't want to say awkward language, but I wouldn't accept this in any shape or form. If a chef or culinary artist works with very ethnic foods, and applies an understanding of foods and cultures. It says a culinary artist must apply global cultures and</li> <li>○</li> </ul> </li> </ul>	

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7. Old Business, continued	<p>religions to interact with positively with cultures. If you serve food, you don't know the first thing about world religions. I would not accept this from my standpoint. It's disconcerting.</p> <ul style="list-style-type: none"> <li>○ C. Huston: Would you be comfortable taking it back to faculty in your division and finding something you could accept?</li> <li>○ A. Pave: What is actually required? I'm not going to say someone can't teach culinary arts just because they didn't take a religion class.</li> <li>○ C. Huston: They do have to show that they've had some knowledge of the social sciences.</li> <li>○ A. Avelar: Maybe take a step back. To be hired at a community college you need at least an Associate's degree and experience, depending on the field. In my area, Chemistry, for example, you would need at least a Master's degree. We wouldn't even look at someone who doesn't have a Master's degree. For CTE there isn't a Master's degree, but there might be a Master Welder certification. I think it's important to say we wouldn't consider this equivalent to a religion class. It's a discussion to have with our CTE colleagues.</li> <li>○ J. Notarangelo: If we're looking for equivalencies, in English it's a 7 – 8 page paper in MLA format with several sources and college-level writing. On one hand it's easy when I go that way, but that's a steep hill to climb.</li> <li>○ D. Burns-Peters: For example, we've had people come from Aeronautics who wrote an entire manual handbook. It's good solid work.</li> <li>○ J. Notarangelo: So it does sound like it's a good idea to bring it to the English department.</li> <li>○ T. Allen: That speaks to what J. Milligan said about submitting a portfolio of their work. I would think it carries far more weight that they have the actual experience than what classes they took.</li> <li>○ C. Huston: This is what we're working with. Line 1312 in AP 7210. For areas where a Master's degree is not required: Six years of documented experience and 60 undergraduate units. We're looking at depth and breadth. We're looking for ways we can be inclusive by having their work or job certifications or private universities/schools count for something. Is there some penultimate degree that denotes eminence? We have to turn down 80% of equivalencies for CTE because we can't show depth, breadth, and rigor.</li> <li>○ D. Burns-Peters: And we don't have guidelines to tell that person what we're really looking from you so we can make a valid decision.</li> <li>○ C. Huston: This is really just trying to address so we look at depth and breadth in a different way.</li> <li>○ A. Avelar: J. Notarangelo had a good comment. It's looking instead that coursework was completed, that they're able to show performance, that they can write at a certain level.</li> <li>○ C. Huston: If we want faculty to write program review. If we're going to move forward, and I hope we do, we'll need to make sure English is okay with that.</li> <li>○ J. Notarangelo: Now I'm understanding that they're pretty straightforward guidelines.</li> <li>○ C. Huston: We're trying to get more direction for what could be equivalent to depth and breadth in an AA.</li> <li>○ J. Mulligan: It's a recommendation in the toolkit that HR can give a list to the possible candidate of what we would accept. Then you can say, come back with this developed.</li> <li>○ C. Huston: We would have to pull that information together. We'll have to agree with Crafton as well because this will go into the AP. We want them hiring faculty based on the same equivalencies. It's going to be a long process, but we can do it next semester.</li> <li>○ C. Jones: Is that the suggestion? A writing sample to make sure they can write even though they teach diesel?</li> <li>○ C. Huston: We can ask for that.</li> </ul>	

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7. Old Business, continued	<ul style="list-style-type: none"> <li>○ J. Herrera: Require or request?</li> <li>○ C. Huston: We can put it on a list of ways they can demonstrate what we want. Let's try to move forward with this. J. Milligan, I know it's the end of the year, but can you talk to your faculty and see who would want to opt-in? Those of you with CTE in your divisions, that would be math because computers would fall into this category. Child development. If we can get a list together. We can get a list of penultimate credentials. We'll start working there.</li> <li>○ A. Avelar: A good example of what wouldn't work is nursing.</li> <li>○ C. Huston: Yes, but their teachers have to have a Master's. We're only addressing areas where you don't need a Master's. This is for disciplines where a Master's is not available or required. You can get the minimum quals list off the CCCCO website or maybe the ASCCC website. Google CCCCO office and minimum quals. You should be able to find it. We'll need to talk about who will be on these committees to make these decisions.</li> </ul>	
8. New Business	<ul style="list-style-type: none"> <li>● None</li> </ul>	
9. SBVC President's Report [D. Humble]	<ul style="list-style-type: none"> <li>● D. Humble: There are 2 very important dates coming up: <ul style="list-style-type: none"> <li>○ Next Thursday is the President's Holiday Gathering and Gift Basket Extravaganza from 11 – 1 p.m.</li> <li>○ Saturday the 14<sup>th</sup> is the day of service for the college. We gather folks and go out into the community and distribute bags. There will be 5000 available. In each bag will be a schedule of classes for spring. If you're around on Saturday and want to go with us, we're out in the community until the bags are gone.</li> </ul> </li> <li>● On Friday the 6<sup>th</sup> at the faculty chair meeting we'll be handing out the new scheduling tool with the rollover for summer and fall.</li> </ul>	
10. Announcements	<ul style="list-style-type: none"> <li>● MESA: Next week Wednesday 4 - 5 pm. We'll talk about what it takes to get into the Psych Tech program and mental health. All are welcome; you don't have to be MESA.</li> <li>● D. Burns-Peters: <i>The Miser</i> is happening this weekend. The theater arts play. Thursday is dress rehearsal and Friday/Saturday/Sunday are the performances. Some of you may have a complementary ticket in your mailbox.</li> <li>● A. Avelar: I have a question because I found out today, it sounds like we lost our DSPS director to Crafton. Who do we contact if we need information? <ul style="list-style-type: none"> <li>○ H. Johnson: Contact Michelle Crawford.</li> </ul> </li> </ul>	
11. Adjournment	<ul style="list-style-type: none"> <li>● Meeting adjourned at 4:11 p.m.</li> <li>● Next meeting: January 15, 2019, at 3:00 p.m. in AD/SS 207.</li> </ul>	