

SBVC Academic Senate

Meeting Minutes

December 5, 2018

AS/SS 207 3:00 – 4:30 P.M.

Topic	Discussion	Action
1. Call to Order and Roll Call	<ul style="list-style-type: none"> • Meeting called to order at 3:04 p.m. • Roll call via sign-in sheet [see attachment: AS Documents, Sign-in Sheet]. 	
2. Public Comments	<ul style="list-style-type: none"> • T. Long: This is my last senate meeting with all of you. It's been 11 months and it's been a pleasure working with all of you and hopefully making a difference in the representation of instruction, faculty, and students on campus. It's been a good 11 months for me. I wanted to say thank you and I wish you all the very best in continuing to do your best to serve Valley students. Good luck with your new permanent VPI; I think you picked a good VPI. Thank you! [applause] 	
3. Senate President's Report C. Huston	<ul style="list-style-type: none"> • [see attachment on the Academic Senate's website, under Agendas & Minutes, 12/5/18] • I want to remind you that one of the good things we did this semester is the Academic Leadership scholarship. Our scholarship is actually up for this semester for students to apply. Donations to the foundation are tax deductible. <ul style="list-style-type: none"> ○ R. Hamdy: So that means students can apply now for our scholarship? ○ C. Huston: Yes! [applause] There is a link on • VPI: We welcome Dina Humble as our new VPI. We are really happy to have a permanent VPI. I want to also thank T. Long for leading us for 11 months. You were there when we needed you. [applause] • District Assembly: <ul style="list-style-type: none"> ○ We filled out a survey about the charge and membership of the group. ○ We also talked about Measure CC and wanted to caution people about how quickly the money should be spent. If you use the bonds you have a limited amount of time to spend the money. We also looked at the list of buildings that will be fixed; currently our CTE building is at the top. The list is about two years old, so it will go to College Council for review. ○ There are several new Human Resources AP/BPs coming through District Assembly that are relevant to us. CTA will also be looking at those. ○ There was a draft of the college promise program sent to San Manuel for funding consideration. Crafton faculty expressed a lot of concern at District Assembly because we didn't see the draft. There was discussion about the best use of the funding. It talked about supporting programs like dual/concurrent enrollment, pathways for high 	

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<p>3. Senate President's Report, continued C. Huston</p>	<p>school students to come here, growth for our Valley Bound program, a summer bridge program, etc. After a quick glance it didn't seem to infringe on curriculum writing, etc. They're looking to support 1000-2000 students.</p> <ul style="list-style-type: none"> ▪ M. Worsley: I'm not that familiar with the stipulations of the promise program. What would be reasons to not participate in it? ▪ C. Huston: Crafton was concerned because it talked about hiring counselors and a coordinator for the Guided Pathways program, but it didn't mention hiring faculty and they prefer to hire more full-time faculty. ▪ R. Hamdy: We'll have the opportunity to review the draft here at Senate? ▪ C. Huston: Yes. <ul style="list-style-type: none"> • Attendance: We are going to tally attendance after this meeting, applying the by-laws, and letting people know if there are replacements necessary in the different divisions. Please let us know if your conflicts will be remedied in the spring and if those senators will be able to attend. As a Senate we don't want to be unreasonable; we want all divisions to be equally represented. Our elections committee will be delegating elections to the senators and you will be finding new senators through your regular processes. There was a rumor that managers said they would assign Senate positions if nobody volunteers. It was only a rumor, but I want to be sure that we all know this is a faculty process. I looked through our by-laws, constitution, and Title V and nowhere does it allow administrators to assign senators. • Spring Opening Day: We'll have a Senate meeting after brunch in B-100. We're going to build on Guided Pathways. The presentation yesterday was well attended and thought provoking. We want to scaffold off of that. We will also be doing some activities that will be important to our 2020 accreditation. <ul style="list-style-type: none"> ○ P. Ferri-Milligan: Since we have a majority of faculty there maybe we could use some of it to talk about AB 705 to make sure the information is disseminated. 	
<p>4. SBVC President's Report D. Rodriguez</p>	<ul style="list-style-type: none"> • No report. 	
<p>5. Committee Reports</p>	<ul style="list-style-type: none"> a. Ed Policy [vacant] <ul style="list-style-type: none"> • No report b. Legislative [vacant] <ul style="list-style-type: none"> • No report c. Financial Policy [vacant] <ul style="list-style-type: none"> • No report d. Personnel Policy [J. Notarangelo] <ul style="list-style-type: none"> • No report 	

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<p>5. Committee Reports, continued</p>	<p>e. Student Services [A. Aguilar-Kitibutr]</p> <ul style="list-style-type: none"> • No report. <ul style="list-style-type: none"> ○ C. Huston: Ailsa worked very hard on BPs/APs and we are grateful. They finally went to Distract Assembly yesterday. <p>f. CTE [K. Melancon]</p> <ul style="list-style-type: none"> • WinterFest went really well and I was pleased with its location. <p>g. EEO [R. Hamdy]</p> <ul style="list-style-type: none"> • K. Hannon worked on a Best Practices handbook for hiring committees. She just gave me a draft of it and we will bring it to the Senate for review in the future. <p>h. Elections [D. Burns-Peters]</p> <ul style="list-style-type: none"> • Watch for an email after attendance is taken today. We'll try to get that out as soon as possible. <p>i. Curriculum [L. Hector]</p> <ul style="list-style-type: none"> • [see attachment: Curriculum Committee Final Report] I just wanted to share a quick report of all the things we did this fall. In total there were 153 courses, degrees, and certificates reviewed. • M. Copeland is scheduled to be back as the chair next semester. <ul style="list-style-type: none"> ○ C. Huston: Thank you for your hard work; Curriculum chair is such a challenging position. [applause] <p>j. Program Review [P. Ferri-Milligan]</p> <ul style="list-style-type: none"> • We finished needs assessment. We have our last meeting on Friday. Once we do that then I'll send it out. • Efficacy will start almost immediately in January. I'm going to get the efficacy documents out early. We have 24 up for full efficacy. That will be due in March. <p>k. Accreditation & SLOs [C. Huston]</p> <ul style="list-style-type: none"> • We haven't met since last week's Senate meeting. • Hopefully we will have a final review of the SLO handbook so the Senate can review it in January. <p>l. Professional Development [R. Hamdy]</p> <ul style="list-style-type: none"> • Adjunct Orientation & Flex Day are on January 10th. We are actually going to start our Flex Day events at 1:00 p.m. to accommodate the adjuncts who will be there all day. We will have a training in new features in Canvas and PowerPoint because we found out we have a certified trainer in Microsoft on campus. <ul style="list-style-type: none"> ○ The schedule will be out soon. Postcards for adjuncts will also go out soon so they know to save the date for their orientation. • Opening day is Friday, January 11th. I've been working with Paul and the Executive team. There will be a lot of updates and an introduction of our new VPI, no guest speaker this term. There's an all-campus meeting and a delicious brunch. 	

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6. Additional Reports	<p>a. SBCCD-CTA [L. Lopez]</p> <ul style="list-style-type: none"> • No report <p>b. District Assembly [C. Huston]</p> <ul style="list-style-type: none"> • See President’s Report. 	
7. Consent Agenda	<p>a. Minutes</p> <ul style="list-style-type: none"> • 11/28/18 <ul style="list-style-type: none"> ○ Motion 1 	<p>Motion 1: Move to approve 11/28/18 minutes. 1st: R. Hamdy 2nd: T. Allen Discussion: None Approved: Unanimously Abstentions: None</p>
8. Old Business	<ul style="list-style-type: none"> • AB 705 Update- Reading [T. Allen] • [see attachment: flowchart] • This is basically a draft flowchart of our proposed classes for Fall 2019. • Our READ 620 class is to address students who came in 4th – 6th grade reading level. We believe that there are a disproportionate number of students who need this class. • READ 015 class was combined with READ 950. Now we will be able to address those students; there is no prerequisite for that class. • If you look at READ 100 and READ 102, those are both transfer level. They’re collegiate reading and will be transferrable to Cal State as well. I imagine we will have quite a few students taking those courses. It meets the critical thinking requirement and gives them some options. • We want them to leave here learning quite a bit. • Questions/Comments: <ul style="list-style-type: none"> ○ T. Long: When it says READ 100, 11th grade HS English grade > B, is that self-reported? ○ T. Allen: Yes. ○ T. Long: Ailsa, do we know that in terms of guided placement and counseling? ○ A. Aguilar-Kitibutr: Yes. ○ T. Long: I know a lot of people were doing it. I guess because I saw English and Math using overall high school GPA, I didn’t realize we were doing just English GPA for reading. ○ A. Aguilar-Kitibutr: I think the discussion was for English & Math it’s overall weighted HS GPA. For reading, it’s 11th grade English. ○ T. Long: So that will be part of what students self-report as well? ○ T. Allen: AB 705 does not specifically speak to Reading. We still need a vetting project 	

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9. Old Business, continued	<ul style="list-style-type: none"> ○ C. Jones: So they need a B+ to get into Read 100? Because it says greater than a B. ○ T. Allen: Yes, or they need to complete the prerequisite of READ 015. ○ R. Hamdy: Well can't they just take the class even if they don't meet this? There's no longer a hard and fast barrier, right? ○ T. Long: There are going to be hard and fast barriers for English and Math. It's their GPAs. ○ T. Long: Do you really mean B+ or HS grade greater than or equal to B? Do our high schools give +/-? ○ T. Allen: Some do. I will take that back to our department. I've learned that our feeder schools don't all use the same grading policy. ○ C. Houston: We'll have students from outside our feeder schools as well. ○ D. Fozouni: If someone comes in and says they have a C in English, then can they change their mind to change their placement? A. Aguilar-Kitibur: What happens is there will be a questionnaire in the email they receive to notify them of what grades/GPA affect their placement. Then they will answer questions and sign that they are answering truthfully. They'll be given a report of where they are going to be placed. The counseling piece will come in after they get their report. Students will have to meet with a counselor before they register. There will be an interview where the student is told in READ 015 you'll encounter these materials, etc. The tendency is that students will place themselves lower rather than higher. ○ P. Quach: You're saying you base it only on their entire 11th grade year for English? ○ T. Allen: Yes, the ending English grade for just their 11th grade year. ○ P. Quach: So just that semester or both semesters? So it doesn't matter what they get their senior year? ○ T. Allen: I would think both semesters, but I'll take it back to my department. 	
9. New Business	<p>a. OEI Rubric Update [D. Burns-Peters and M. Worsely]</p> <ul style="list-style-type: none"> ● D. Burns-Peters: There's a new OEI rubric. It came out fairly recently. It's for the better; they took feedback from the previous rubric and reconfigured it and reduced it by about 4 pages. It also allows for those submitting their courses to have a higher potential to get it through. <ul style="list-style-type: none"> ○ M. Worsely: It also amalgamated the accessibility. ○ D. Burns-Peters: Yes, and it put the accessibility pieces in one big unit. This rubric was adopted and approved by the state senate. ○ C. Huston: Do we need to adopt a new rubric? ○ D. Burns-Peters: Possibly, but not today. ○ T. Long: As part of the consortium we are committed to the rubric they have. I think 	

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<p>9. New Business, continued</p>	<p>that we are committed to whatever rubric they approve.</p> <ul style="list-style-type: none"> ○ D. Burns-Peters: It is a living document, so the chances of it being revised further are high. ● D. Burns-Peters: There's a lot of courses coming through that have DE addendums. As Maggie and I were going through those processes we saw some gaps, mostly due to Title V wording changes. They want to know how that student-to-student interaction is happening. They're asking about availability of synchronous office hours, not just responding to them within 48 hours. Will you be available to them in a synchronous format at all? There are 2 things that need to be happening: <ol style="list-style-type: none"> 1. We need to fix what's in CurricUNET and align it with our expectations now. We started working with the Curriculum Committee to try to fix it. That's what this form is about. This was intended as an outline; it wasn't intended to be in printed form. It covers everything that's already there, but fills in the gaps. This is basically the information we are asking to have replaced in CurricUNET. You'll see some of it overlaps, but it also fills in some gaps. Two weeks ago we took this to the Curriculum Committee for edits, review, and approval. Let me know if you have additional feedback. <ul style="list-style-type: none"> ○ M. Worsley: I want to draw your attention to items 8 and 9 regarding regular and substantive contact with students. We are just asking them to explain how they're going to do that. ○ D. Burns-Peters: Right, that's their opportunity to really demonstrate how they're going to do that. It will show how your class differs from a regular face-to-face meeting. ○ R. Hamdy: I have a comment on #5. Zoom is our CCC mode of conversation and because it's embedded in Canvas, I highly recommend that we don't give people a choice about their synchronous office hours. You have a Zoom Room built into your Canvas account. We should have everyone do the same thing instead of students setting up a Skype account as well as calling offices, etc. ○ T. Long: What about the Worldwide Whiteboard? ○ D. Burns-Peters: We also have Cranium Café that will have that potential. ○ R. Hamdy: I think we are asking too much of students to do Zoom, phone, Skype, etc. Having too many options isn't beneficial to students. We need to look at it from a student success perspective. ○ M. Worsley: I hear what you're saying, but we have to be careful not to tell instructions how to teach their class. ○ C. Huston: What does the OEI rubric say? ○ D. Burns-Peters: The rubric does not direct how, but there is a section to look how you are offering those hours and whether or not it is in your syllabus. We can take that to the committee. 	

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<p>9. New Business, continued</p>	<ul style="list-style-type: none"> ○ L. Lopez: I just want to say that office hours are covered by contract and they are not assigned to a class. If you go with that model you would be reducing face-to-face hours. ○ D. Burns-Peters: The goal is to have this fixed in CurricUNET hopefully for Spring, whether or not that actually happens. Those included in the process are being asked to fill in those gaps. At some point everyone teaching DE classes will need to fill complete this new form. ○ T. Long: Just a quick suggestion so this doesn't have to come back here. If your committee accepts Rania's suggestions, which if I understand is to list Zoom, Whiteboard, and Cranium Classroom and removes phone from the list then I'm sure everyone would be okay with that. ○ L. Hector: I don't see who would have a problem with phone. ○ D. Burns-Peters: I think that's part of the discussion. I think Rania is saying we just focus on those things that are already on Canvas. There is a school of thought that says we should keep as many options as possible. I know we want to avoid telling people how to teach, but I do understand including some standardization and perhaps best practices. Maybe that's more of a training issue than a form issue. <p>b. Faculty Replacement Rubric [C. Huston]</p> <ul style="list-style-type: none"> • [see minutes 3-22-17 under Faculty Replacement Flowchart] I had a question out of college council about the revision of the faculty replacement rubric. The Senate last looked at this in Spring 2017 and we recommended some changes. The problem that came to us in 2017 was that there was no way a department could fail the rubric. We were asked to look at it and consider revising it. This is where we were in March, but then it kind of went away. I couldn't find a motion saying we adopted it. I've been trying to determine where we are with this. Does anyone have any memory on this? • Questions/Comments: <ul style="list-style-type: none"> ○ R. Hamdy: We made changes to one in 2017 and that's more recent. ○ C. Huston: But we never officially adopted it. <ul style="list-style-type: none"> ▪ Motion 2 <p>c. ZTC Report [J. Bjerke]</p> <ul style="list-style-type: none"> • The ZTC group put together a proposal for Basic Skills. I went to state meetings and they recommended looking at equity funds. Data shows that reducing costs to students shows good results for equity. We are going to start taking data for our campus. Our proposal was approved with Basic Skills and we are going to expand this some. I put in for another round of stipends. It's called The Basic Skills ZTC Project- there will be 20 stipends available, with preference given to faculty who haven't done it before, to curate OER that they can find. Maybe this time we can include CTE. We have had 	<p>Motion 2: Move to bring this back in the Spring. 1st: P. Ferri-Milligan 2nd: A. Aguilar-Kitibutr. Discussion: None Approved: Unanimously Abstentions: None</p>

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9. New Business, continued	<ul style="list-style-type: none"> • about 47 faculty on campus go through this. We got it approved for 15 hours of noninstructional pay. • We are also planning to hire 2 people who will be tech support with library skills and knowledge of OER and their copyrights and accessibility to help faculty. These people will help us polish up the material. This will be open to all faculty, but they don't have to be faculty. Faculty will be able to send them their work to get help. The plan is to get them Macbooks so they can go to your office to meet with you. We are still working on details. If you have a plan on the backburner that will help your students, this is a good chance. Hopefully we will have them in place by February and it will last through June 30. If it's successful we can have a conversation about more permanent positions- do we need someone for instructional design, or a librarian? We'll talk about that. • We will host a state regional workshop on Friday, March 29, in B-100 where we can bring people together to talk about OER and to keep the momentum going. We also want to talk about reducing textbook costs. We want this to be hands-on as well. Our campus is a leader in Region 9 so we will invite other colleges. We'll send out an announcement. The state will be sending out speakers on their dime as well so we should get some cool people. • We just got paperwork on AB 798, the textbook affordability grant, renewed. I will be carrying the baton on that as well as ZTC. More to come on that. • Questions/Comments: <ul style="list-style-type: none"> ○ R. Hamdy: Are the stipends applicable to adjuncts as well? ○ J. Bjerke: Yes, we've given some stipends to adjuncts and they've done really well. 	
10. Announcements	<ul style="list-style-type: none"> • T. Long: I'm giving you an update on enrollment, we fell short this fall for our FTS target (about 178 short). We are scheduled strong in Spring; scheduled to make that up, however our estimate is being 82% full, but our fill rates are around 76% right now. Our fill rates look horrible right now. Students aren't registering. S. Thayer and his team are really making a push. His data shows that many students wait until the New Year to enroll. We also made the decision not to ask you to add more classes in the spring. You built a really strong summer session 1. Last year it was about 600 FTES, this year will be about 850. If there are ideas you have for adding, please talk to your deans about summer session 1. That's a pretty easy way to collect FTES. Overall it's what we do at the end of the year and I'm confident that we can make our target with our strong spring schedule and really strong summer 1 schedule. Just a heads up on where we are. • C. Huston: We've had a lot of positive work this semester. Thank you for a good semester! • D. Burns-Peters: In The Heights is this weekend! 	
11. Adjournment	<ul style="list-style-type: none"> • Meeting adjourned at 4:07 p.m. 	