

## SBVC Academic Senate

### Meeting Minutes

February 19, 2020

AD/SS 207 3:00 – 4:30 P.M.

| Topic                                     | Discussion  | Action |
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| <b>1. Roll Call (sign-in)</b>             | <ul style="list-style-type: none"> <li>Meeting called to order at 3:06 p.m. by R. Hamdy [Vice President]</li> <li>Roll call via sign-in sheet <a href="#">[Academic Senate Documents, Sign-In Sheet]</a></li> </ul>   |        |
| <b>2. Public Comments on Agenda Items</b> | <ul style="list-style-type: none"> <li>None.</li> </ul>   |        |
| <b>3. Reports</b>                         | <p><b>Senate President</b> [R. Hamdy, Vice President]</p> <ul style="list-style-type: none"> <li>C. Huston didn't give me an update, but B. Tasaka updated the Senate website. It's still a work in progress, but I want to give her a few minutes to show you what's new.</li> <li>B. Tasaka: Under the <a href="#">Academic Senate's webpage</a>, you can click on <a href="#">Agendas and Minutes</a>. This is where the bulk of the changes are for now. Any documents we receive ahead of time, and C. Huston is working to make sure we get all documents by a certain deadline, will go here. I also put the Quick Summary and documents from today's meeting here. For now, we have this year's agendas and minutes up. I'm working to archive old minutes at the moment. I also included a link to the State Academic Senate's webpage.               <ul style="list-style-type: none"> <li>V. Alvarez: Is the homepage going to the new format as well?</li> <li>B. Tasaka: I have less control over that. The entire campus' website is moving over, so we'll just wait for that to happen on its own.</li> <li>R. Hamdy: If we can all give B. Tasaka a round of applause for her very hard work [applause].</li> </ul> </li> </ul> <p><b>Personnel Policy Committee</b> [J. Notarangelo]</p> <ul style="list-style-type: none"> <li>R. Hamdy: He's currently at CHC now, getting the Advancement in Rank process approved by their Senate. It's really exciting that he's doing all that. It's been a lot of hard work for our Personnel Policy Committee.</li> </ul> |        |

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| <p><b>3. Reports,</b><br/>continued</p> | <p><b>Elections</b> [D. Burns-Peters]</p> <ul style="list-style-type: none"> <li>• Peer evaluations went out today for spring. Make sure you look at that email. If there are issues, let me know right away.</li> <li>• Committee assignments should be done by the end of the month.</li> </ul> <p><b>EEO</b> [R. Hamdy]</p> <ul style="list-style-type: none"> <li>• We've been working on an on-the-spot adjunct hiring fair. As you know, we've had trouble hiring adjuncts for a multitude of reasons. Some campuses have done a call to adjuncts who are qualified, then they interview and hire them on the spot. It's our first go-around. It's scheduled for mid-April I believe. K. Hannon's intent is to train faculty chairs trained on what that process will look like ahead of time. <ul style="list-style-type: none"> <li>○ D. Humble: I just want to say that this stems from conversations we've had for over a year on adjunct training and assisting them in their professional development. This is a big step. Thank you, R. Hamdy for your help with that.</li> <li>○ M. Worsley: Do we have a date?</li> <li>○ R. Hamdy: I'll ask K. Hannon to send that out. We also want to encourage them to apply for full-time jobs, not just here.</li> <li>○ A. Avelar: Will that training for faculty chairs how to communicate with the department? I can't speak for every department, but we have the chair and a second discipline expert to increase communication.</li> <li>○ R. Hamdy: We need guidance on best practices. For the faculty chairs in the room, if you want to email me and Cc K. Hannon on ideas for how you want to see that training go.</li> </ul> </li> </ul> <p><b>Professional Development</b> [R. Hamdy]</p> <ul style="list-style-type: none"> <li>• I'm working with HR to do the Leading at the Speed of Trust training again. We have another training on March 12. I did hear that some were unhappy that they didn't get invited to the first training, so I'm going to send out an email to offer 30 seats to anyone who wants them. You'll have the opportunity to register yourself; you don't have to be invited.</li> <li>• Flex Day is April 8, I'm working on getting the schedule out.</li> <li>• P. Wall: We have a new librarian M. Notarangelo and she'll do a presentation on using Zoom and providing library resources remotely. We're excited about that.</li> </ul> <p><b>Program Review</b> [C. Jones]</p> <ul style="list-style-type: none"> <li>• Efficacies and conditional probational reports are due March 13 at noon.</li> <li>• Workshops Friday, February 21, and Friday, March 6, at 9:30 - 11 in B-204</li> </ul> <p><b>Accreditation and SLO Committee</b> [C. Huston and B. Tasaka]</p> <ul style="list-style-type: none"> <li>• D. Humble: We have a couple forums coming up. Monday's forum is on the QFE. You'll see the QFE come through again as we revise it. The committee saw the first draft yesterday and we'll see it again. We talked about looking at the language of the second project because it was written before some of us went to the training. The projects are really</li> </ul> |        |



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| <b>3. Reports, continued</b><br><b>Other Reports</b> | <ul style="list-style-type: none"> <li>• looking to take a team, but if someone else is interested in going. It's April 8<sup>th</sup> and 9<sup>th</sup>.</li> <li>• The Guided Pathways team is going to present on March 6<sup>th</sup> at a high school counselors' conference.</li> <li>• Also, we're going to be part of the League of Innovation training.</li> <li>• Also working on regional workshop with ASCCC. There are three – one in Southern California, one in Central California, and one in Northern California. It's nice to see SBVC be on the map and be mentors.</li> <li>• We're also working with the weekly webinars.</li> </ul>  |   |
| <b>4. Consent Agenda</b>                             | <b>4.1 Recommendation to approve the minutes for 2.4.19</b> <ul style="list-style-type: none"> <li>• <b>Motion 1</b></li> </ul>   | <b>Motion 1</b><br>Move to approve the Consent Agenda<br>1 <sup>st</sup> : M. Copeland<br>2 <sup>nd</sup> : V. Alvarez<br>Approved: Unanimously<br>Opposed: None<br>Abstentions: None<br><a href="#">[Academic Senate Documents, Voting Record]</a> |
| <b>5. Action Agenda</b>                              | <b>5.1 Class Caps [M. Copeland]</b> <ul style="list-style-type: none"> <li>• Believe it or not, we're still working on class caps. I'm probably going to send an email with the list I currently have for approval before it comes to the Senate.</li> <li>• I'm bringing this to you now because I got forwarded an email from C. Huston, who was notified by M. McLaren, saying she expects the District to come up with a proposal about class caps. They think the District is going to make some kind of proposal regarding large class sizes. I don't know what that means for us. They want an overall feedback - do we oppose large lectures across the board, do we have a number for regular-sized classes, at what point is there compensation, do we look for a percentage above the class cap? I think that's an important reason for why we approve a list, so we can at least say we support a certain amount.</li> <li>• I need some feedback on that. If you have some ideas, email me. I'll forward it to the union for their consideration.</li> <li>• <b>Questions/Comments:</b> <ul style="list-style-type: none"> <li>○ R. Hamdy: This is an important topic, especially since union is negotiating it. What do we want our classrooms to look like? Those are your students sitting in your classroom; you're grading their papers.</li> <li>○ D. Fozouni: If I'm not mistaken, only English and Chemistry have class caps.</li> <li>○ M. Copeland: They do, they're negotiated.</li> <li>○ D. Fozouni: Those caps are really necessary for us to do a good job teaching. Going above that really hurts everyone.</li> <li>○ M. Copeland: So we need to think, are we willing to go up a certain amount, but ask if we need to be paid more? We should also think about how we add students. Because if we just add all the time, then suddenly say we want to get paid extra for extra students, does that make sense?</li> <li>○ M. Worsley: First of all, with Distance Education, I'm a firm believer that Distance Education should not be above 40. I think pedagogically it's not possible to manage a discussion board with too many people in it. However, with face-to-face I'm completely comfortable with a larger GE-oriented class size of say, 100. It could help supplement FTES for some of our lower-enrolled classes.</li> <li>○ A. Avelar: I do think it should be by discipline. A class that size would never work for Chemistry. It does raise a red</li> </ul> </li> </ul> |   |

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| <p><b>5. Action Agenda,</b><br/>continued</p> | <p>flag for me though, even though it's not Chemistry. We have to ask, how well are we building our relationships in our classes? What support systems are in place? Keep in mind we don't get TAs. We're getting students who may not be college-ready. We can't just focus on content; we have to focus on interaction.</p> <ul style="list-style-type: none"> <li>○ M. Worsley: We aren't reinventing the wheel. Other community colleges do the same thing with those large classes.</li> <li>○ M. Copeland: Just something else to keep in mind, the English department used to take some more students in some classes to compensate for low-enrolled classes, but that strategy didn't end up being effective. Keep in mind, we don't really know what the District is thinking yet. I'll bring it to you when I find more out. What's our definition of a "large class"? What's the percentage we're willing to go above the class caps?</li> <li>○ T. Simpson: I have a concern when I hear such high numbers. We're high touch at the community college. We accept 100% of our applicants. At the university, it may work, but they're taking students who are college ready. With the minimum amount of remediation we're offering, I think we're setting up our students for failure. I was a student here and I think our students deserve better.</li> <li>○ M. Valdez: We have to remember with Allied Health, that we're governed by another agency. We have caps with them as well as clinical sites that will only allow so many students at any given point.</li> <li>○ D. Burns-Peters: I know we sent caps in, but I think we sent them to the Office of Instruction.</li> <li>○ M. Copeland: Resend them to me if you're not sure. If you sent it to K. Yarbrough, then I have it. I have a spreadsheet, but it's very long. If you know you haven't, try to get with your department to get that done.</li> <li>○ D. Humble: If you want to, take a look at other contracts in our area. I don't know what the District is going to propose, but I know they looked at other district's contracts. I know RCC and Long Beach.</li> <li>○ M. Copeland: It may also come down to us defining what "large" means.</li> <li>○ R. Hamdy: Someone brought up a good point of Distance Ed vs face-to-face. We don't know what the District wants to do; so make sure you define class caps if you have Distance Ed classes as well.</li> <li>○ A. Avelar: I hope the District team is consulting managers and they can see what the work really looks like.</li> <li>○ A. Pave: In my department, speaking selfishly, I'm happy putting all the caps at 40. The concern I have is if it's lower, if a class has 25, then is it a negative for the department? I'm happy to teach 40 students if the District says it's okay. I understand the accommodation issue of having too large a class. I put the caps at 40 in hopes that 40 register. What I don't want is departments saying, "I don't want to get dinged, so I'll put the cap at 25."</li> <li>○ M. Copeland: I always encourage faculty to place caps on the ability to teach; pedagogically, how many students can you handle? What's realistic? I'm making the assumption that when I get those numbers it's what the faculty did.</li> <li>○ A. Pave: I would be happy, comfortable, and willing to teach 150 students in one class.</li> <li>○ R. Hamdy: A. Pave, is there a difference between being happy and comfortable?</li> <li>○ A. Pave: I understand the accommodation issue and that's why I don't teach that much. My Magic, Witchcraft, and Religion class, I'll be surprised if I <i>don't</i> get 40 students.</li> <li>○ M. Copeland: Email me if you have feedback or information. We'll keep getting the info to you.</li> </ul> |        |

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| <p>5. Action Agenda, continued</p> | <p><b>5.2 Guided Pathways SOAA</b> [T. Simpson]</p> <ul style="list-style-type: none"> <li>• <a href="#">[Guided Pathways SOAA, linked on February 19<sup>th</sup> meeting]</a></li> <li>• It's the time of year when we have to report to the Chancellor's office how we're doing. Did everyone see the report?</li> <li>• Group: No.</li> <li>• T. Simpson: We sent it to C. Huston.</li> <li>• A. Avelar: She had a family emergency, so it may not have been passed along.</li> <li>• B. Tasaka: I didn't know that was to be sent out to the campus for the agenda. I can post it now.</li> <li>• T. Simpson: We've been reaching out to students as well. Our ASG is very active. They're attending conferences with us, and they provide a lot of feedback at the state level.</li> <li>• R. Hamdy: Please provide feedback to T. Simpson. Remember that this is a first-read, so we'll motion in the next meeting. C. Huston won't sign it without that motion. I've also seen M. Robles present this in other areas. It's really the structure of Guided Pathways on our campus. Everyone needs to be involved.</li> <li>• D. Burns-Peters: This is up for a second read next time?</li> <li>• R. Hamdy: Yes. We can do a motion then.</li> <li>• T. Simpson: We are going through all of the collegial consultation. We're going on a road show. You'll probably see us at other meetings as well.</li> </ul> <p><b>5.3 AP 3710</b> [R. Hamdy]</p> <ul style="list-style-type: none"> <li>• <a href="#">[AP 3710, linked on February 19<sup>th</sup> meeting]</a></li> </ul> <p><b>5.4 AP 3715</b> [R. Hamdy]</p> <ul style="list-style-type: none"> <li>• <a href="#">[AP 3715, linked on February 19<sup>th</sup> meeting]</a></li> </ul> <p><b>5.5 AP 3725</b> [R. Hamdy]</p> <ul style="list-style-type: none"> <li>• <a href="#">[AP 3725, linked on February 19<sup>th</sup> meeting]</a></li> </ul> <p><b>5.6 AP 3750</b> [R. Hamdy]</p> <ul style="list-style-type: none"> <li>• <a href="#">[AP 3750, linked on February 19<sup>th</sup> meeting]</a></li> </ul> <p><b>5.7 AP 5017</b> [R. Hamdy]</p> <ul style="list-style-type: none"> <li>• <a href="#">[AP 5017, linked on February 19<sup>th</sup> meeting]</a></li> <li>• R. Hamdy: We have all these APs to look at. They're going to the next District Assembly meeting. They're here so we can either approve them, or we can pull them for changes or updates. Does anyone have any feedback on these? B. Tasaka, you're on District Assembly, can you give more details on these?</li> <li>• B. Tasaka: These have only come up for a first read. We haven't had any discussion on these. C. Huston put them on the agenda because they're in the 3000's and that's part of the 10+1, Senate's purview. The next District Assembly is on March 3, so if we want to motion as a Senate, it would have to be today.</li> <li>• <b>Questions/Comments:</b> <ul style="list-style-type: none"> <li>○ C. Jones: I have some comments on AP 3725, it talked about doing things in a "timely" manner for disabled students. It said that's the same time as everyone. I think it might be an issue if a student needs an accommodation and if it holds back the entire class.</li> <li>○ R. Hamdy: Make sure you pass any feedback to B. Tasaka or C. Huston.</li> <li>○ C. Jones: I can see that it's ideal to give everyone the same material at the same time, but it's not always feasible.</li> <li>○ M. Copeland: I think it's a legal thing. We're responsible to make sure they have the same access.</li> <li>○ R. Hamdy: We can also consult with DSPS, we have a new person who just started.</li> <li>○ A. Avelar: This is important, I think we're legally required to do this. Currently we don't have processes. We don't know we have to accommodate until the student tells us. Students don't tell us until the last minute. Sometimes they</li> </ul> </li> </ul> |        |

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| <p><b>5. Action Agenda, continued</b></p>                          | <p>don't even tell us until the day of the test. In terms of the handouts, sometimes they need to be made into a bigger font or compliant.</p> <ul style="list-style-type: none"> <li>○ D. Burns-Peters: I think the other thing too, I'm going to do a plug for DE Level 2 training on accessibility. Outside of braille print, if your material is designed correctly from day one, your material is accessible. If you have an electronic form, DSPS can make it accessible.</li> <li>○ A. Avelar: It really is to help your face-to-face classes with anything.</li> <li>○ R. Hamdy: Accessibility is an important issue. Professional Development has done a lot of workshops and very few people have attended. It can be a legal issue.</li> <li>○ A. Avelar: We need to do this as an inservice day activity.</li> <li>○ L. Cuny: I'm trying to understand the process. When I worked at a CSU, they told us if a student needed accommodations at the beginning of the semester. Faculty aren't told ahead of time here?</li> <li>○ R. Hamdy: The student has to self-identify.</li> <li>○ D. Burns-Peters: They would in terms of media.</li> <li>○ S. Thayer: All the things you're saying are great with regards to students with disabilities. They should notify you immediately if they have an approved need through DSPS. I think what this is referring to is that you should be 508 compliant. You should always be thinking of, for example, if you show a video in class, it should have subtitles so all students can watch it. We want to make sure everything we're providing is equitable. Some students don't disclose because they choose not to. They shouldn't come to you mid-semester and say they need a testing accommodation.</li> <li>○ A. Avelar: Is there a reason why faculty can't be informed ahead of time?</li> <li>○ D. Burns-Peters: By 508, by law, they aren't required to let you know.</li> <li>○ T. Allen: Some don't. I just let them know they have options on campus.</li> <li>○ R. Hamdy: This is also a plug for Starfish. I learned from B. Larivee that you can notify the DSPS Office through Starfish. Then the DSPS Office will reach out to the student. There's a Starfish open lab tomorrow in LA-208. It's really amazing how robust Starfish is and how much it can do for faculty and students.</li> </ul> <ul style="list-style-type: none"> <li>● Let's look at the remaining APs quickly and that way we can send feedback to those on District Assembly.</li> <li>● <b>Motion 4</b></li> </ul> | <p><b>Motion 4</b><br/> Move to pull the APs on the agenda so people can give feedback by next Tuesday.<br/> 1<sup>st</sup>: M. Copeland<br/> 2<sup>nd</sup>: C. Jones<br/> Discussion: None<br/> Approved: Unanimously<br/> Opposed: None<br/> <a href="#">[Academic Senate Documents, Voting Record]</a></p> |
| <p><b>6. Public Comments on Non-Agenda Items Announcements</b></p> | <ul style="list-style-type: none"> <li>● C. Jones: MESA has a live feed from DreamWorks on internship opportunities tomorrow at 4 in PS-199. We also have an engineer coming Tuesday, February 25, 4:00 p.m., in PS-199. I think there are still a few seats available for the UCR trip if anyone wants to go, but we need to move fast. <ul style="list-style-type: none"> <li>○ A. Avelar: You have a QR code now?</li> </ul> </li> <li>● B. Tasaka: Our last regular-season home basketball games are tonight. Women play at 5, men play at 7; you can sit with me.</li> </ul>   |  |
| <p><b>11. Adjournment</b></p>                                      | <ul style="list-style-type: none"> <li>● Meeting adjourned at 4:08 p.m.</li> <li>● Next meeting: February 19, 2019, at 3:00 p.m. in AD/SS 207.</li> </ul>   |  |