

SBVC Academic Senate

Meeting Minutes

August 12, 2020

[Zoom link](#), 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. by A. Avelar [President] • Roll call by B. Tasaka [Secretary] [view the Attendance and Voting Record] <ul style="list-style-type: none"> ○ Quorum reached ○ Motion 1 	<p>Motion 1: Motion to approve the agenda. 1st: R. Hamdy 2nd: D. Burns-Peters 24 Votes Aye: 100% [24 votes] Nay: 0% [0 votes] Abstain: 0% [0 votes] Motion passes [Voting Record]</p>
2. Public Comments on Agenda Items	<ul style="list-style-type: none"> • None 	
3. Senate President's Report A. Avelar	<ul style="list-style-type: none"> • [view the Academic Senate President's Report] 	
4. Committee Reports	<p>a. Ed. Policy [L. Cuny]</p> <ul style="list-style-type: none"> • No report <p>b. Personnel Policy [D. Smith]</p> <ul style="list-style-type: none"> • [view presentation on the Academic Senate's website] • Last year with J. Notarangelo leading our committee, we changed our structure. We used to have a four-level system. Upon tenure we moved from instructor to assistant professor. After that, at seven years, you have the option to advance, then after three more years, you apply. At the ten year mark you were a full professor. After a lot of discussion it was felt that it was one level too many. The old and new criteria is in the presentation. We have three levels instead of four and seven levels instead of ten. • People are now immediately assistant professor. 	

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<p>4. Committee Reports, continued</p>	<ul style="list-style-type: none"> • This does create a bit of a doughnut hole. Some professors make the application, but others don't. We will have a little while as everyone moves to the next level. The committee was looking at it, then the coronavirus hit. AP 7210 does say that three years of service as associate is the expectation prior to full professor. We are in conversation with J. Opris in HR to get this sorted out. • Professor Emeritus is basically how it was. Anyone with ten years of service can put in for that. That's also part of 7210. We're going to wait a little bit and get some feedback from HR, then go from there. <ul style="list-style-type: none"> ○ Motion 2 <p>c. Student Services [A. Aguilar-Kitibutr & M. Tinoco]</p> <ul style="list-style-type: none"> • No report <p>d. CTE [J. Milligan]</p> <ul style="list-style-type: none"> • No report <p>e. EEO [H. Johnson]</p> <ul style="list-style-type: none"> • No report <p>f. Professional Development [R. Hamdy]</p> <ul style="list-style-type: none"> • Flex went really well. Our adjunct orientation went really well. We really had a good turnout at that event. Convocation week is rolling. First day down, tomorrow is the all-campus Guided Pathways event. It's going to be a really stellar event with some guest speakers. If you haven't registered, please do that so you get a link to the room. On Friday we have our traditional opening day in the auditorium. Kidding. On Zoom. Please register for that as well. That's with our president and the executive team. We also have a guest speaker. Faculty will then attend the all-faculty meeting on Friday. Monday morning we start classes. <p>g. Elections [A. Pave]</p> <ul style="list-style-type: none"> • The Science division filled their seat today. We still have an open spot in Social Sciences. We hope to get that filled soon. • More immediately, the adjunct senator positions are going out for recruitment. We have two vacancies. Adjuncts can either nominate themselves or they can be nominated by others. If they are nominated we will verify the process. <p>h. Curriculum [M. Copeland]</p> <ul style="list-style-type: none"> • No report <p>i. Program Review [C. Huston]</p> <ul style="list-style-type: none"> • I can't take credit for this – it's the work of C. Jones and J. Lamore. At the end of efficacy last year there were 25 programs who went under full efficacy. Thirteen received continuation, five received conditional, six probation, and one review was deferred. The following year there were 18 follow-ups; six received continuation and go back on their four-year cycle. Twelve remained on their current rating or moved up one rating. • The first meeting is August 28. • Yesterday you received a survey about Program Review. Please fill it out. As you recall last year when D. Humble 	<p>Motion 2: Motion to direct Personnel Policy Committee to get the information from HR and draft a memo to the BOT congratulating those who moved up in rank.</p> <p>1st: R. Hamdy 2nd: T. Allen 24 Votes Aye: 95.8% [23 votes] Nay: 0% [0 votes] Abstain: 4.2% [1 vote]</p> <p>Motion passes [Voting Record]</p>

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<p>4. Committee Reports, continued</p>	<p>Presented the QFE, evaluation of our program review process is one of the items of the essay. This survey kind of launches that process.</p> <p>j. Accreditation and Outcomes [C. Huston]</p> <ul style="list-style-type: none"> • The ISER is on the agenda for approval. I have to give a shoutout to D. Peters and K. Yarborough who just went beyond the extra mile to get this report together on a very tight deadline. The committee's first meeting is next week. We'll talk about planning for the visit, including the types of workshops we want to do with the campus to get prepared for their visit. We'll look at the campus climate survey map that was created last semester and shared with Senate. We now have data populating that map. • If you taught in summer please make sure to get SLO reports in. Some SLOs have never been submitted since we started using the Cloud. A lot of those were summer courses that were only taught once a year, so they never received any data and they were possibly taught by adjuncts who until last year were not compulsory to report SLO data. I want to check in with B. Tasaka, who is our SLO Lead right now and see what she would like to add. • B. Tasaka: I mean you pretty much said it all. Just make sure you submit your SLOs. You can go back and submit for spring if you forgot. You're not limited to the semester that just finished. Please make sure you have your SLOs on your syllabi. I recommend making them easy to find. Chairs, I will be hitting you up very soon to talk about maps. <p>k. Distance Education [M. Worsley & D. Burns-Peters]</p> <ul style="list-style-type: none"> • D. Burns-Peters: We had a training with adjunct faculty yesterday. I think we had close to 200 in attendance. We had our training today from 1 – 3 p.m. I know many of you were on that. We hope that was helpful as well. We're going to keep working on trainings for Level 1. Those are on our website. • You'll hear us talk about accessibility. We want to be really clear that we are not directing what faculty should be doing. We are simply providing information on what accessibility might look like in the online format and hoping to support you in that process. Please look to your administrative group and your union for further details. If we can be of support in any way we certainly will be. • Our first DE Committee will be on the 21st. We're going to look at the kind of recommendations we can put together in a collegiate way, also regarding online instruction if that's the case for spring. • M. Worsley: Also if you can touch up the Universal Access Point. Go to your WebAdvisor to change it. It's a place for students to go to get information for their online courses. Make sure your CMS is set to Canvas, not BlackBoard. <p>l. Legislative [T. Heibel]</p> <ul style="list-style-type: none"> • No report <p>m. Financial Policy [A. Castro]</p> <ul style="list-style-type: none"> • No report <p>n. Guided Pathways [T. Simpson, M. Robles, J. Stanskas]</p> <ul style="list-style-type: none"> • [view report] 	

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<p>4. Committee Reports, continued</p>	<ul style="list-style-type: none"> • T. Simpson: In October we kicked off the year with Student Services. We presented on the 18th of October. We went over what we had done at that point and talk about our goals. On the 25th of October we, let's get to the mapping. We had received maps from 25 staff had attended we received maps from about 15 of them who were physically at the event and through emails. On November the 1st we presented at ASCCC Guided Pathways Regional Lead in Victorville, we all had attended that on the eighth we presented at the plenary session of November. • On the 16th of January we hosted the chancellor's office leads for Guided Pathways in our region. Twelve colleges attended and it was a nice event. President Rodriguez opened it up and we took it away from there. M. Robles and I presented with a couple guest speakers. • On the 29th we partnered with the teachers of color with San Bernardino City Unified School District. There's a conscious effort to bring education to our local students. They want to go into education and build those supports, make sure they know they have a home at SBVC then also transfer to CSU San Bernardino. We were identifying key players in that to make sure students are included. • On the 8th of February we did a presentation with the child development, our local child development. • On the 29th of February we did the league of innovation in Seattle, Washington. That was a multiple day conference. We came home the next day and did the presentation for the high school counselors conference which was very well attended. We received a lot of feedback. They will definitely want to partner with Valley College. • One of the big things we did was mapping. We took the maps we received from the beginning of the year from all the department chairs. We did over 400 maps so we mapped all the associate degrees, transfer degrees, and certificates that Valley College is offering. • On the 28th of May we met with Rob Johnston and his group. We actually joined partnerships with them. • On the 15th of June this summer we met with Crafton Hills to discuss our programs to try to align them with Crafton Hills' programs. Our students have an easier transition going through both colleges. • That was what we did last year. This year we have our goals for Guided Pathways. We're going to identify who's going to be in each career field. Also we're going to work on our campus communication. We want to make sure everyone understands what Guided Pathways means. • M. Robles: I want to update everyone for tomorrow. R. Hamdy did a great job of laying it out. The main theme is to reintroduce Guided Pathways to the campus. Hopefully everybody walks away from the event tomorrow with a better understanding and ideas about how you can involve yourself across campus with Guided Pathways efforts. The morning is going to be all campus wide and then in the afternoon we're going to have just faculty in breakrooms to continue on the discussions. • There will be guest speakers and presentations and it's going to be a lot of fun. • A. Avelar: We have a new official member of the Guided Pathways team. • M. Robles: We do. Thank you for reminding me. J. Stanskas is now part of our Guided Pathways team. We're 	

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4. Committee Reports , continued	<p>excited to have him on.</p> <ul style="list-style-type: none"> • J. Stankas: I've been away for four years working at the state level. One of them was Guided Pathways so I'm looking forward to coming back to campus, even if it has to be virtual, and engaging here. Thank you. 	
5. Additional Reports	<p>a. SBCCD-CTA [S. Lillard]</p> <ul style="list-style-type: none"> • No report <p>b. District Assembly [B. Tasaka]</p> <ul style="list-style-type: none"> • No report; first meeting is 9/1/2020 	
6. SBVC President's Report D. Rodriguez	<ul style="list-style-type: none"> • In our conversations throughout the summer and this term we've been talking about enrollment. Through this environment our enrollment is soft if we compare it to this same time last year. So we have approximately 2000 fewer students that have enrolled in where we are right now in terms of FTES. We're sitting as of today about 5062 FTES in order to meet our annual target. We still need another just over 5700 FTES. Keep in mind we still have spring and summer and also whatever we going to do late start this term. It isn't a time to panic, but more of a time to be aware of where we are because I think it's important for me to continuously update the campus community with where we are in terms of enrollment. The District is in a hold harmless for this upcoming year. So we do have that to fall on, however, you know, once we fall behind in enrollment, it's my experience that it's incredibly difficult to catch back up. We want to do as much as we can to encourage the community to come to school. To encourage our graduating seniors to give us a shot in terms of trying this online education. With that we recently sent out yet another communication. This can be a text or email to all of the students that have graduated within our service area and basically we said, "Congratulations, you've been accepted to Valley College," with some kind of information to help guide them on how to register and so on. We're also working with our local unified schools and how we might be able to connect with their parents. Parents are influencers with their students. So we are working those details out. I also want to mention that I and the executive team recognize there are some departments and divisions that are doing very well with enrollment. That's commendable. We also recognize that because of the COVID impact, there's a number of divisions and departments where it's extremely difficult to attract students. We get it. However we can be of help, please let us know. We'll lean on our Enrollment Management team. Part of enrollment management is holding on to the students who are already here. You all know I share my cell phone number to everyone, including students. Many students have been reaching out and sharing their fear. I've been replying to those and checking back with them after a couple days. I want us to have empathy for our students for what they're going through. It's a difficult time for them just like it is for many of us. • I like the conversation that happened at the edge of orientation. When I attended the facilitators talked a lot about how to communicate with the students – how to send Welcome Letters, and they gave a lot of phenomenal tips. I hope the committee shares that with the full-time faculty because there might be some good nuggets in there that would be helpful. • I'd like to encourage all the faculty to use Starfish, our early alert system as much as possible. It's not only to alert students when they may have deficiencies, but it's also a great way to give kudos to students and I think 	

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<p>6. SBVC President's Report, continued D. Rodriguez</p>	<ul style="list-style-type: none"> • that will be very, very well received from our student population. • On Monday, I had a very good meeting with J. Bjerke in regards to all we do with OER and about the challenges and the workload that's around those initiatives. We recognize that this is extremely important to the college to continue the work. She and I strategized and are scheduling another meeting and bringing additional people to the table that might have some really good ideas and provide clarification on what's been done in the past and what work still needs to be done. • Faculty hiring and other hires. We haven't forgotten about the importance of hiring full-time faculty members and we hope to start this process again, either late fall or spring. This gives us time to review the program review document. Take a look at the rehiring rubric. Take a look at trends and enrollment and to see where our needs are. I want to assure you we haven't forgotten and it is definitely our intent to hire additional full time faculty. • I've gotten some questions and concerns from various campus members about guidelines and safety requirements should they need to come onto campus now that we're going to be in session. The District doesn't have strict guidelines and I would ask that you wear a mask because that's what the CDC is recommending. I ask that you participate in social distancing. Again, I'll ask that you don't meet in your offices with students or colleagues – just all of the things that the CDC reminds us to do to be safe for ourselves and for others. If you have any specific questions on the safety guidelines or things like that, please feel free to reach out to M. Nguyen at the district. He's been extremely helpful. You can also reach out to me as well. • I want to thank C. Huston and the everybody who helped work on the accreditation document – huge accomplishment. Not an easy thing to put together, so we appreciate your work. We will be designing campus forums and other campus conversations so we can be best prepared for the accreditation visit. We are going to be one of the first colleges to do the accreditation visit virtually, so with that comes some challenges. We're going to try to work those out and identify what those might be prior to the visit. • The no-hate education resolution that this body put forward – you know, I have to tell you that I've been telling everybody about this resolution. I am incredibly proud, seriously proud of the work and the way it was structured. I think it is a powerful, powerful document. And I hope it's something that we keep in the forefront, not just for the Academic Sente, not just for instruction, but campus-wide. And I honestly believe that it could be a model district-wide. Just this morning I was participating in Crafton Hills College's opening day events. We were talking about lessons learned from the diversity and anti-racism conversations we had throughout the district this summer. I was happy and proud to talk about the resolution that you all put together and pass. Thank you for that very powerful, powerful work. • Professional Development – just kudos to R. Hamdy and the team who put together this week of events. I've been popping in and out of your meetings and you can just tell the level of care that went into developing the sessions and there's just a tremendous amount of information. I don't know about all of you, but I'm exhausted with all of the intake of information. So I'm excited for a new academic year. I wish we could be face-to-face or crowded in my conference room right now. Hopefully come spring we will be all together. The District and the Chancellor's Cabinet made a commitment to notify the college community if we are going to be in a remote format like we are now or if it's safe to 	

Topic	Discussion	Action
<p>6. SBVC President's Report, continued D. Rodriguez</p>	<p>return to face-to-face in the spring. The target date is September 18. We recognize the amount of work that goes into prepare classes and the amount of work that goes into preparing schedules and all those things around a traditional environment.</p> <ul style="list-style-type: none"> I wish all of you just a fantastic, fantastic semester. 	
<p>7. Consent Agenda</p>	<p>a. Approval of the minutes for 5.6.2020</p> <ul style="list-style-type: none"> Motion 3 	<p>Motion 3: Motion to approve the consent agenda. 1st: M. Copeland 2nd: A. Aguilar-Kitibutr 25 Votes Aye: 84% [21 votes] Nay: 0% [0 votes] Abstain: 16% [4 votes] Motion passes [Voting Record]</p>
<p>8. Action Agenda</p>	<p>a. ISER 2nd Read [C. Huston]</p> <ul style="list-style-type: none"> Motion 4 Discussion: <ul style="list-style-type: none"> C. Huston: Can I briefly recognize the two plus years of hard work by the Accreditation Committee? Thank you to the people who participated in the feedback, forums, and interviews. Thank you. This will go to the Board of Trustees and ASG tomorrow, Classified Senate on Friday, then we'll drop it off in the mail and send it to ACCJC. A. Avelar: Excellent. Thank you very much for your hard work on this as well as being the Accreditation Lead Faculty and staff principal writer. <p>b. Anti-racism/No-hate update [A.Avelar]</p> <ul style="list-style-type: none"> We had decided as Exec to have this always be an agenda item and we should have an update every single meeting we have. Sometimes we may not have action. It may be informal or maybe a discussion item. I'm going to work with Exec on adding first approval of the agenda as probably item two and maybe adding another item. Instead of just informational and action items, we maybe also have discussion as well. The update right now is we have been moving full speed trying to start that work – how do we change our own system? How do we change how we perceive things around us and how we treat our students? I must reiterate what our president said, I am very proud of my colleagues and I am very happy and feel very lucky to work with such a wonderful team. We're moving forward. Remember Friday is our all-faculty meeting. Please don't check out of that one. We have a guest speaker coming from the Statewide Senate. She's the senator at-large and I'm very excited for you to hear her speak. I hope all of you get the same level of excitement. She is going to facilitate our discussion on culturally responsive curricular 	<p>Motion 4: Motion to approve the Institutional Self-Evaluation Report (ISER). 1st: C. Huston 2nd: D. Burns-Peters 25 Votes Aye: 96% [24 votes] Nay: 0% [0 votes] Abstain: 4% [1 vote] Motion passes [Voting Record]</p>

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<p>8. Action Agenda, continued</p>	<p>design. What can we do to be culturally responsive and reach out to our students, especially our students of color, especially our Black students. What are we doing to change? Part of this can be us – what are we doing? So I look forward to that. I hope to see all of you there.</p> <p>c. Synchronous instruction in DE discussion launch [D. Burns-Peters and M. Worsley]</p> <ul style="list-style-type: none"> • D. Burns-Peters: We are recognizing that there may have been faculty who haven't, you know, been present over the summer, which is absolutely fine. I think some of us in the hub of a lot going on forget, you know, that faculty do go away for the summer. That being said, they're coming back and just now kind of wrapping their head around the concept of synchronous and asynchronous learning and what impact that's going to have on them and the instruction process. So just as a recap, based on the leadership's statement and the decision that was made to default our instruction to an asynchronous format. If synchronous formats are utilized, to make sure that those are accessible and available to students at a later date. I think what we've also encountered over the last couple days is not just having a clear understanding that you know what synchronous components need to be recorded and which ones don't, supplemental instruction versus direct instruction, but we're happy to engage in those conversations and discuss options and choices with you if you need to have support on ways to meet those needs, please reach out. That's really what we're here for. • The nuts and bolts of it is we should be defaulting to asynchronous format. If you have synchronous components that are instructional, they should be recorded and made available to students at a later time. If you're interested in some cool tools to help with your online instruction and create more interactivity with your students. I'm getting ready to send out some stuff to my own department, but maybe we can just send this out to the whole campus. There are some cool tools that we have found to really increase student interactivity. • One of them is Flipgrid. We have Flipgrid available to us. It's a great little video tool that allows students to post little clips of videos. It's all in one place, it's integrated into speed grader. It's really pretty awesome. Students get to see each other face-to-face and kind of get to know each other as peers. You get to put a face to students. It's pretty awesome and pretty easy to fit into your curriculum as well as integrate. • We have another program coming out call Playposit. Think of it as an interactive video so you can bring video into your instructional space and an overlay on the video with interactive pieces. You can prompt students to respond to questions, you can create a quiz on top of the video, you can create a discussion board where students can watch a video and have an asynchronous or synchronous discussion, along with that video and can see what each other's responses are. They can ask questions of the faculty. It has some really great possibilities. • In terms of training there are some tools available. Our district tech support certainly can guide you as ell. • I also want to plug our training. • Questions/Comments: <ul style="list-style-type: none"> ○ A. Avelar: Is the DE Committee going to meet before the September 18 decision? Also to discuss as a committee, the four different definitions that might be available in case we have to go online in the spring again. ○ What other options are there going to be? I just want to make sure we don't lose that part. 	

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<p>8. Action Agenda, continued</p>	<ul style="list-style-type: none"> ○ M. Copeland: I went to the Playposit webinar. It was super super cool. One of the drawbacks is if you make a video in Zoom, which I think many of us are doing, Playposti does not work with Zoom. I sat through the whole thing and I'm thinking, oh I'm going to integrate this stuff. It's going to be so wonderful, I believe you have to do your videos on YouTube and stuff like that. ○ M. Worsley: What you can do is go to your Zoom recording; the files include an MP4. You bring that MP4, that movie file, in Playposit. Since Zoom close captions anyway, those captions would follow. ○ M. Copeland: I tried that and it's doesn't give you that option. I talked to the CCC guy after everybody got off and he said there's no way to do it. Plus the bandwidth. ○ M. Worsley: I'll experiment with it and keep you posted. ○ A. Avelar: I also want to remind our senators that the Senate did make recommendations at the end of last semester to follow our DE Committee's recommendations on the type of online instruction, which was primarily asynchronous. Keep in mind the hiccups that were raised and we want to give appropriate recommendations based on our experiences, our new experiences, to our leadership as to what format we should be using if we have to go online. ○ M. Copeland: I was going to ask if we're going to revisit that very issue for the spring – are we going to be told the only way we can teach is asynchronous or synchronous, or if that will be revisited. ○ A. Avelar: That's why it's going to be more of a discussion or informational, but it could become an action item. I want to make sure everything is in the works and that the DE Committee is meeting. We'll work on definitions that are more flexible, potentially, and then make a presentation to the Senate body. ○ D. Burns-Peters: I think to be clear, we have four definitions, but we aren't going to change those definitions because they're brought by the state. We want to look at how they can be implemented here if we should end up going fully or partially online. It looks like none of us really know for spring right now. So looking at those definitions and what parameters can be recommended to make those successful. The biggest key is communication with our students and faculty with enough time to prepare. ○ T. Allen: Quick question since you were talking about videos. I wanted to ask if the library was sending a link and information about videos; I guess there's a place where we can get those captioned. ○ R. Hamdy: We recorded that session too. They just did a flex day session and it was amazing. They walked us through the entirety of their new databases. ○ P. Wall: They'll be close captioned or have transcripts. ○ T. Allen: I would like to make use of those as opposed to the ones on CCC if I can or sending my material and waiting for the turnaround, I might be able to find something in our database. ○ P. Wall: I'll put my email in the chat and I'll work with you on it. ○ M. Worsley: I wanted to go back to the asynchronous conversation. I just wanted to throw out there because I've had a whole lot of frantic faculty, at least in music, theatre, and dance, about synchronicity. I'm telling them it's temporary and just for fall. Hopefully with approval and discussion with the DE Committee we can make 	

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<p>8. Action Agenda, continued</p>	<p>guidelines and parameters. One of the main proponents for being asynchronous this fall was because of the schedule. If you require students to be there from a specific time and date, that's got to be communicated to them like a hybrid course in the schedule. The more time we have, which it looks like we do with the District not making a decision until next month, that's good. We have time to adjust the schedule and make sure students know. That was the hurdle and that's why. If you know any faculty who are completely upset by this, and I completely understand, I'm telling them it's temporary.</p> <ul style="list-style-type: none"> ○ A. Avelar: So that will be an action item in the very near future. Make sure you're here and that you're communicating to your colleagues as to what the wishes are of the disciplines so we have the most information when we put items to vote. <p>d. Bylaws revisions [A. Avelar]</p> <ul style="list-style-type: none"> ● Towards the beginning of the summer I took on the project of updating our bylaws because it looked like they were ancient. I've tried to make sure to follow the new accessibility check. That's a different discussion. I'm requesting that the Senate take action to open the bylaws and look at the recommended edits that were made in terms of the language. Those edits are in red. For example, updating names. We don't call CTE Voc Ed anymore, it's called Career Tech. The CTE committee was put somewhere else, so I moved them with the other committees. The CTE charge was worded in a weird way. So there are some recommended changes. One committee didn't have a charge. I don't take it personally if you don't like the language. Do not be nice, do what's right. If we see language here that doesn't match what the body wants to do, change it. ● The other thing that isn't clear is who is an actual voting member and who is not. So for example, we have people who always sit on our Senate such as the Curriculum Chair. I couldn't find if they're a voting member or not. What we're doing right now is past practice. I would hope we're more explicit in our bylaws on who is a voting member and who is not because there are members of the Senate who are not voting members. We want to capture that language. <ul style="list-style-type: none"> ○ Motion 5 ○ Discussion: ○ C. Huston: How do you want us to give you feedback? Do you want us to edit it in Canvas? ○ A. Avelar: There is a draft on SharePoint. It should be fine to edit there because it tracks who is making changes. I do think that committees should ultimately make recommendations on changes directly related to them. ○ C. Jones: Didn't we just re-do each committee. Who is in charge of each committee now? ○ A. Avelar: The ones I'm referring to are the Senate's sub-committees. There is some overlap between that and the campus committees. 	<p>Motion 5: Motion to open the bylaws and review the recommendations that were made. 1st: D. Burns-Peters 2nd: A. Aguilar-Kitibutr 25 Votes Aye: 100% [25 votes] Nay: 0% [0 votes] Abstain: 0% [0 votes] Motion passes [Voting Record]</p>
<p>9. Information Items</p>	<p>a. Spring 2021 format of course offerings [A. Avelar]</p> <ul style="list-style-type: none"> ● I just want to bring to the Senate's attention that there is concern about the format of our course offerings and how 	

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9. Information Items, continued	<p>the schedule is done.</p> <ul style="list-style-type: none"> • So I asked D. Humble our VPI to do a presentation on August 19 of the timeline of the schedule of classes. That way we can see the behind the scenes things they do in order to ensure that the schedule of classes is published for students to see and register on priority dates. 	
10. Public Comments on Non-Agenda Items	<ul style="list-style-type: none"> • None 	
11. Announcements	<ul style="list-style-type: none"> • T. Vasquez: There is some interest in opening conversations about sustainability across the campus. This came from the Classified Senate as well. I was wondering if any faculty wanted to join the movement. I know the district put out a plan, but I think faculty and classified didn't have an input on that. If you're interested send me an email. • C. Jones: I just wanted to let everyone know about MESA. There's several things going on. We have a variety of events. They're going to include growth mindset, writing a CV or resume, a personal statement, what it's going to be like transferring to a UC or CSU. There's also student-led workshops in specific disciplines like physics, math, chemistry, and we have a peer mentor. We're going to have a MESA chat twice a week that will be open to students, faculty, or staff to start a community of people talking about things. People were stressed moving online with the pandemic and lockdown, so we're going to just be there twice a week. I'll send that our or J. Bjerke will. • A. Avelar: There are Teaching Men of Color modules available and free to us as SBVC employees. I'm going to register and take this course. One thing we see over and over again is our black male students who do not seem to perform at the same level as everybody else. That is not okay. I'm looking forward to what I can do differently to help my students. • A. Avelar: The Academic Academy is in October. It's going to be virtual. I believe I had at least seven people interested. If you are interested in going reach out to Professional Development. The good news with this pandemic is we can send more faculty because we don't have travel costs. There might be funding in other areas as well. • A. Avelar: We also have plenary in the fall. It's potentially face-to-face, we will see as more information comes out. • B. Tasaka: An Area D meeting before that as well. 	
12. Adjournment	<ul style="list-style-type: none"> • Meeting adjourned at 4:50 p.m. • Next meeting: August 19, 2020, at 3:00 p.m. via Zoom (link will also be shared on our webpage). 	