

SBVC Academic Senate

Meeting Minutes

September 16, 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 3:02 p.m. by D. Burns-Peters [Vice President] • Roll call via sign-in sheet [view the Attendance and Voting Record] <ul style="list-style-type: none"> ○ Quorum reached 	
2. Consent calendar	<ul style="list-style-type: none"> • Approval of the 9.16.20 agenda and the minutes from 8.12.20 and 9.2.20 <ul style="list-style-type: none"> ○ Motion 1 <ul style="list-style-type: none"> ▪ Discussion: None ○ Motion 2 <ul style="list-style-type: none"> ▪ Discussion: None ○ Motion 3 <ul style="list-style-type: none"> ▪ Discussion: None 	<p>Motion 1: Move to pull the consent calendar. 1st: R. Hamdy 2nd: A. Aguilar-Kitibutr 31 Votes Aye: 100% [31 votes] Nay: 0% [0 votes] Abstain: 0% [0 votes] Motion passes [Voting Record]</p> <p>Motion 2: Move to approve minutes from 8.12.20 and 9.2.20. 1st: D. Smith 2nd: M. Tinoco 31 Votes Aye: 100% [31 votes] Nay: 0% [0 votes] Abstain: 0% [0 votes] Motion passes [Voting Record]</p> <p>Motion 3: Move to remove 10.a from the</p>

Topic	Discussion	Action
2. Consent calendar, continued		agenda, add action item for advancement in rank. 1 st : N. Sogomonian 2 nd : M. Lawler 31 Votes Aye: 100% [31 votes] Nay: 0% [0 votes] Abstain: 0% [0 votes] Motion passes [Voting Record]
3. Public Comments on Agenda Items	<ul style="list-style-type: none"> • None 	
4. Senate President's Report Written by A. Avelar; Read by D. Burns-Peters	<ul style="list-style-type: none"> • [view the Academic Senate President's Report] • Sabbatical • Evaluations • Decision for Spring 2021 • Technology & Educational Support Services (TESS) Executive Committee • District Budget Committee (DBC) • SBVC Foundation • BOT Report • Memo from the Executive Office of the President 	
5. Committee Reports	<p>a. Ed. Policy [L. Cuny] – No report</p> <p>b. Personnel Policy [D. Smith] – No report</p> <p>c. Student Services [A. Aguilar-Kitibutr & M. Tinoco]</p> <ul style="list-style-type: none"> • A. Aguilar-Kitibutr: We are resurfacing the grade appeal process to close the loop on the work we did previously. We examined the informal and formal steps of the process. We looked at the language of SBVC, CHC, RCC, Chaffey, and others. We also looked the language in the BP and AP. We had meetings with the directors of Admissions and Records from SBVC and CHC as well as Dean M. Cota. • In the second phase, we would like to continue consultations with other stakeholders. We would like to identify revisions to accommodate this process during remote work and we would like to suggest changes in the forms and things of that nature. • Our overarching goal is to offer recommendations in hopes that grade appeals and grade changes are resolved at the lowest level between faculty and students. We also want to advocate for students so they are provided ample and reasonable space for their voice to be heard and so they have the support to come up with persuasive and 	

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<p>5. Committee Reports, continued</p>	<p>factual evidence. Now in cases where there is fraud, mistake, bad faith, or incompetence, the committee would like to offer clear delineation of the next steps. In the absence of these anomalous situations, we would like to uphold that grades given by faculty shall be final. More to come from us.</p> <ul style="list-style-type: none"> • M. Tinoco: The grade appeal process at CHC is more defined. They laid out their steps. I think that's what we need to do here – lay out the steps a little more defined. I think that's the issue here – our students don't understand the process. We also have to think about the now. Students aren't able to talk to their teacher about grade appeals because everything is remote. How are we going to address the grade appeal issue with the online learning environment as well? <p>d.CTE [J. Milligan] – No report e.EEO [H. Johnson] – No report f. Professional Development [R. Hamdy] g. Elections [A. Pave]</p> <ul style="list-style-type: none"> • [view Evaluation documents] • The committee met last week. We assigned evaluators to the evaluates. So everyone who is involved in that process received an email. Some senators were chosen, I'm sure. Thank you for your service. The forms for instructional and noninstructional faculty are listed on the Senate website, the wiki, and most likely your division dean or administrator will send you these forms as well. • Our bylaws are under review. The committee will meet again. We stard conversations on things like timelines for election procedures, terms lengths, etc. Where can we put anti-hate language and how much of this needs to be in our bylaws. We're hoping to report that in an upcoming meeting. • The election of adjunct senators concluded. We had eight nominees from eight departments. Let's let them introduce themselves: <ul style="list-style-type: none"> ○ M. Lawler: I want to thank everyone for letting me be here a second year. I feel like I can learn more and represent our adjunct even more. Thank you for your vote. ○ J. Garcia: Hello. Thank you for the opportunity. I'm eager to see what I can do to be part of the campus community, serving above what I do in the class and hopefully learning a lot more. <p>h. Curriculum [M. Copeland]</p> <ul style="list-style-type: none"> • I do have an action item later. • We met for the first time. Look for me to send out communications to the faculty and chairs later. Because we're online in the spring we will be asking for DE addendums that were not already submitted. If you submitted one for the fall, it's still good for the spring. <p>i. Program Review [C. Huston] – No report j. Accreditation and Outcomes [C. Huston] – No report k. Distance Education [M. Worsley & D. Burns-Peters] – No report l. Legislative [T. Heibel] – No report</p>	

Topic	Discussion	Action
5. Committee Reports , continued	m. Financial Policy [A. Castro] – No report n. Guided Pathways [M. Robles, T. Simpson, J. Stanskas] o. Honors [A. Blacksher]	
6. Additional Reports	a. SBCCD-CTA [S. Lillard] – No report b. District Assembly [B. Tasaka] – No report	
7. SBVC President's Report D. Rodriguez	<ul style="list-style-type: none"> • I want to be sure that everyone received the memo coming out of the district office about being online in the spring term. I don't think it's what any of us wanted, but I do think that it's the right thing to do based on where we are with this pandemic. I believe Vice President Humble covered that at yesterday's all-campus meeting. I'm happy to answer questions on that. • My other update is on our new committee on Equity, Inclusion, and Anti-Racism. We met just before this. We decided to kind of hit the reset button. We recognized we had some missteps and were a little all over the place, so to speak. I met with my co-chairs and we hit the reset button so it's clear that the focus of this committee is geared around anti-black racism. That's not to say that's at the exclusion of other marginalized groups, not that at all. The focus for the moment is on anti-black racism. I just wanted to let this committee know that. There were seven areas of work identified that we wanted to give attention to: <ol style="list-style-type: none"> 1. Event calendars to provide awareness. 2. An advocacy group for students. If you kind of picture at the university level where there's an ombudsperson for students. We can grow it so there's an ombudsperson for employees of the college or district. 3. Focus on partnerships with outside agencies and organizations. 4. Give consideration to a multicultural center as we grow and in the event we're able to secure the swap meet property. 5. This one I think is really important: Examine the language we use in our forms and contracts to keep an eye out for biased language, phrases, and so on. 6. A TED talk series that focuses on issues of equity. That's become a passion of our ASG and they have some phenomenal ideas of what they want to do out there. 7. Continue our work for a strategic plan for African American students' success. • Each of these seven areas is going to develop goals and timelines and benchmarks of what we have and what we want to accomplish. That really helps us put our words into action. We can have a lot of conversation around this but until we start actually doing, things won't get better. • We also made a commitment to invite others who may not be active participants right now. We want to invite new people who aren't normally involved. I told the group, wouldn't it be amazing if every employee of the college was working on one of these areas. Or if there was another item they're passionate about. Imagine the great work that could be done. • Finally, I asked that everyone give an update to other groups so others are aware of the work. It's also a way to identify gaps. 	

Topic	Discussion	Action
<p>8. Action Agenda</p>	<p>a. Guided Pathways [J. Stankas]</p> <ul style="list-style-type: none"> • [view Guided Pathways Action Item] • We had our first committee meeting. We tried to put together an idea of where we think Guided Pathways should focus its effort for the next year. We'll continue to work on the scheduling tool, evaluate the website, there's a data cleanup project. We are looking at items that are academic and professional matters. We did have classified professionals and managers, and they're taking this back to their groups as well. • We have seven goals. I'm asking for action by the Senate. <ol style="list-style-type: none"> 1. Include student voices in the SBVC Guided Pathways effort. This includes: <ol style="list-style-type: none"> a. asking the Associated Student Government for two student representatives on the committee b. working with the Research and Planning office to collect data, perhaps both qualitative and quantitative, about our onboarding processes, career fields guides, and other observations about how students interface with the college and what they want from the college in terms of support. 2. Engage the campus in mapping programs of study for OUR students. Possibly create student profiles, evaluate the availability of instructional and support services through a variety of lenses that reflect our student population. 3. Actively collaborate with the Academic Senate, Professional Development, and other existing structures of the college to create a cohesive plan that infuses guided pathways and anti-racism/no-hate goals of the institution. 4. Evaluate career development tools currently on hand and inform the entire campus about the tools and resources available to the students. 5. Evaluate and propose changes to the hiring processes of the district with a lens toward racial justice and equity. 6. Support and or lead campus dialogue about culturally responsive andragogy. 7. Evaluate student success and support team models from other campuses and determine their effectiveness or appropriateness for our students. • Questions/Comments: <ul style="list-style-type: none"> ○ J. Bjerke: I was wondering about #2 could the language be firmed up a bit? And also what about the variety of lenses, maybe that could be firmed up as well? ○ J. Stankas: We're looking for direction from the Senate and action to pursue these things. This is what we think we should be doing, but we need the Senate because this in an academic and professional matter to tell us to do it. All of these things would come back to the Senate. Most committees on campus with the possible exception of Curriculum, aren't authorized to make decisions, they make decisions. What would happen under the strategies for each of these is I tried to give enough information so you could envision what we meant without being too prescriptive that we couldn't adjust and move forward. ▪ Motion 4, Discussion: None 	<p>Motion 4: Move to support the goals of the Guided Pathways Committee. 1st: M. Copeland 2nd: J. Bjerke 31 Responses Aye: 100% [31 votes] Nay: 0% [0 votes] Abstain: 0% [0 votes] Motion passes [Voting Record]</p>

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<p>6. Additional Reports, continued</p>	<p>b. Curriculum [M. Copeland]</p> <ul style="list-style-type: none"> • The committee met and part of our discussion was on anti-racism and how the committee can serve the college and students in this area. I am looking for a motion of support. I want to send a letter to faculty and chairs to talk about what the Curriculum Committee is going to do. That is, reviewing curriculum and the course outline of record through a culturally responsive/equity lens. This applies to all new courses and existing courses that go through the content review process as well. • Some items may include, but are not limited to: <ol style="list-style-type: none"> 1. Diversity in textbooks 2. Diversity in assignments 3. Re-examining course content/adding culturally responsive content where appropriate 4. Re-examining Course Objectives and Student Learning Outcomes to include culturally responsive content 5. Re-examining the course title and course schedule & catalog descriptions to include culturally-responsive content 6. OER • I'll also include a PowerPoint from the Curriculum Institute and the statewide senate on how to view curriculum so it's viewed through this lens. • I think this aligns with what J. Stankas said earlier. It aligns with how to carry forward those conversations. We should have all of our curriculum reflect this, but getting all faculty to reflect that in their syllabus and teaching practices is not necessarily under the Curriculum Committee's purview. We certainly need to see that extra step where faculty are trained and all of that. • Questions/Comments: <ul style="list-style-type: none"> ○ R. Hamdy: This is really empowering for PD as well because having this put forth by the Curriculum Committee gives us a platform to put on workshops and work more closely with you and Guided Pathways so we can all work together with the same vision in mind. ○ M. Copeland: It's not meant to be a punishment, this is a positive thing that moving forward all faculty will be happy about. ○ Motion 5 <ul style="list-style-type: none"> ▪ Discussion: None <p>c. Advancement in Rank [D. Smith]</p> <ul style="list-style-type: none"> • [view the Personnel Policy: Advancement in Rank Update] • D. Smith: Both campuses approved a more streamlined advancement process. The categories are: Assistant Professor, Associate Professor, and Full Professor. Those are now automatic processes. Upon hire our good people are immediately assistant professors instead of instructors. Upon tenure, they become associate professor. Now we have a really substantial list of people who received these much-deserved promotions. I would like for you to take a look at these categories and names. 	<p>Motion 5: Motion to proceed with the Curriculum Committee's recommendation. 1st: M. Lawler 2nd: M. Valdez 30 Responses Aye: 96.7% [29 votes] Nay: 0% [0 votes] Abstain: 3.3% [1 vote] Motion passes [Voting Record]</p>

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<p>8. Action Agenda, continued</p>	<ul style="list-style-type: none"> • These people have done a tremendous amount of work and the college is fortunate to have such a collection of experienced people working here. • We do have an existing dichotomy because of these two different rubrics. We're going to try to work through the dichotomy. It has to do with how soon somebody could move up to full professor, which is still a nominating process. We usually do that in the spring so we have a little bit of breathing time before we have to try to resolve that issue. • Today we want to celebrate these names that will be sent to the Board of Trustees. • R. Hamdy: For anyone wondering how that full professor process works, PD will do workshops to cover how to go through that process. Thank you and the committee for all your work. • D. Smith: There may be a gap here and there; it's hard to have a perfectly impeccable list. If you have some fixes, let me know. • D. Humble: I want to thank D. Smith for his work on this. He jumped right in and dug through the new AP and made sure we're inclusive of everyone and their new title. Once this is supported by the Academic Senate, we'll take this, along with CHC, to the November Board Meeting. Thank you for all your hard work, and thanks to D. Burns-Peters and A. Avelar as well. <ul style="list-style-type: none"> ○ Motion 6 ○ Discussion: <ul style="list-style-type: none"> ▪ A. Avelar: We'll make sure names are spelled correctly on the memo, right? ▪ R. Hamdy: The memo will go out to all of us, right? So we can make sure everyone's names are on the list? There are a lot of names. ▪ B. Tasaka: I would say that this is already on our website, so check what's there. If there are any issues you can email D. Smith (dasmith@valleycollege.edu) and Cc A. Avelar. They'll communicate with D. Humble. I recommend sending this to your division. What kind of timeline are we on? ▪ D. Humble: We have some time. I would say in the next week or two we want to get that finalized. ▪ D. Burns-Peters: I guess that motion will stand understanding that we will ensure the accuracy of that list. I know that's been a lot of work. It's good to see it moving forward. Congratulations to everyone on the list. 	<p>Motion 6: Move to send this list [the Advancement in Rank list] to the Board of Trustees. 1st: R. Hamdy 2nd: A. Blacksher and A. Aguilar Kitibutr 30 Responses Aye: 100% [30 votes] Nay: 0% [0 votes] Abstain: 0% [0 votes] Motion passes [Voting Record]</p>
<p>9. Discussion Items</p>	<p>a. Anti-Racism – Guided Pathways and Curriculum</p> <ul style="list-style-type: none"> • D. Burns-Peters: I think this was done as part of their action items earlier. Let's recognize that those two committees have taken action. That's exciting to see. We'll continue to look for feedback from those committees. As a reminder, there was a motion passed for the senate committees to look at how they can support the resolution. If you could look at how you can report that back to us, that would be great. <p>b. Voting Campaign [T. Heibel and R. Carlos]</p> <ul style="list-style-type: none"> • [view Civic Engagement – Office of Student Life] • R. Carlos: Our students have really pushed to have the civic engagement and voter empowerment action plan. 	

Topic	Discussion	Action
<p>9. Discussion Items, continued</p>	<p>This was created by a number of students in California. They essentially said they wanted more action from colleges and universities when it came to voting. A lot of that had to do with information and support. There are three areas on this assembly bill.</p> <ol style="list-style-type: none"> 1. Distribute information 2. Make sure that social media and calendars have dates to register 3. Designate one person to take ownership and have an action plan <ul style="list-style-type: none"> • Earlier this year we heard about a Ballot Bowl. They essentially wanted to create a friendly competition amongst the CSUs, UCs, and community colleges in California to get students to vote. There are awards. Right now, we have three events. <ol style="list-style-type: none"> 1. Tomorrow is national constitution day. We're going to have a trivia co-hosted by myself and Dr. W. Johnson. 2. We're also having National Voter Registration Day on September 22. 3. We're having another event for Indigenous Peoples' Day. The concept is the same, just about how students can use their voice. • We also have a number of things on our social media. We also have a set event on our Presence app to encourage students to vote. • We need your help! I would ask that each of you give this link to your class. Make sure they know what they can do to vote and how to vote. Registration is key. • We are contemplating a watch party for the debates. They think it might get ugly so they aren't sure about that. If you have other ideas, please sent them our way. There are a number of California State propositions that some of you may have a little bit more understanding on. Please connect with T. Heibel or myself and we'll be happy to set that up. • Questions/Comments: <ul style="list-style-type: none"> ○ T. Heibel: As a reminder this is not about how to vote, it's about voting. ○ M. Worsley: I also wanted to give that point. How would it work with the propositions in a non-influential way? ○ R. Carlos: We're going to ask our student government if there's a proposition they think are confusing. If there's someone who can get them information, not whether it's good or not, but on the impact that it might have on them and let them make a decision. ○ A. Blacksher: Can you speak more about the fear of a debate watch party? We're an institution of higher learning, so I imagine we all have ways to phrase things that are professional. But the notion of objectivity is problematic and discriminatory. It's hard to dive in if we're not all going to dive in. ○ R. Carlos: I think it has to do with structure. Is there a moderator? Is there a chat? What happens if there are conversations that are not critical at all. If the structure is there to have a civil dialogue, then they're ready to move forward. The concern is who would take the lead on moderating; there's free speech issues as well. There's a want to see it and a fear of what would happen if they did it. 	

Topic	Discussion	Action
9. Discussion Items, continued	<ul style="list-style-type: none"> ○ R. Hamdy: Can I make a suggestion? I know that in the political science department they do this sort of stuff a lot in terms of class assignments and things like that. Maybe this is an opportunity to partner with those faculty to see how they've done that in the past and how it stayed civil and added to the learning environment. ○ R. Carlos: Is that a volunteer, A. Blacksher? ○ A. Blacksher: Let me check the schedule. I'm open if I can. ○ R. Hamdy: I am not opposed to A. Blacksher, but I really want to go back to the idea of engaging the political science department in this because they do this a lot in their classes you know from a political standpoint. Maybe someone can partner with A. Blacksher so it stays in the curriculum they teach? ○ D. Burns-Peters: I appreciate the sensitivity and trying to make it an educational experience for our students. ○ T. Heibel: Thank you. I look forward to potential future events on campus. That's great. Thanks. ○ A. Avelar: If we know those days maybe we can even work with you on communicating with faculty so it's not on your office only. We could help support it. It would be moderating not telling anyone how to vote. ○ R. Carlos: Thank you. 	
10. Information Items	a. Bylaws Revisions [A. Avelar] <ul style="list-style-type: none"> ● Removed in Motion 3 	
11. Public Comments on Non-Agenda Items	<ul style="list-style-type: none"> ● J. Garcia: I have a quick question, or more so an observation and being new. One thing I've been noticing is the adoption of ethnic studies in the CSU system. They're having students take an ethnic class. Taking a look at our classes, I think there was a Chicano Literature class and an African American Literature class in the English department. Is our college following suit so students could take classes here and transfer them over, or is that more similar to a 300- or 400-level course we couldn't offer here? Is our college taking a step back and waiting to see what happens? I'm curious. <ul style="list-style-type: none"> ○ M. Copeland: I've been talking to our articulation office about this. We've been talking to some other faculty. There's a transfer model curriculum (TMC) that we can adopt from the state for an ethnic studies transfer degree. We're actually supposed to have a meeting with some history faculty if you want to be included on that. The Curriculum Committee would love to have any faculty who are willing to write that curriculum. We are in compliance with Title 5 as far as offering multi-cultural content, but we would love to have that specific degree. ○ N. Mendoza: From the counselor perspective, the CSUs do have some history classes that are required. The students don't have to take them here, but we do encourage them to. Chicano history and African American history and racial and ethnic relations are in there. The Social Justice AD-T, we don't have it available for students to complete just yet. ○ M. Copeland: C. Calderon in history is looking at it. I think it falls under that Social Justice degree. If anyone is interested, let me know, and I'll invite you. ○ D. Burns-Peters: J. Garcia, if you're interested, go ahead and jump in that's a great way to learn. ○ M. Copeland: I don't remember what is included in the degree off the top of my head. We can send it to those who are interested and they can see if their discipline falls under that. 	

Topic	Discussion	Action
12. Announcements	<ul style="list-style-type: none"> • M. Lawler: I wanted to mention, and it kind of goes along with what we were talking about, on September 28, is our Latino faculty staff meeting. It's National Hispanic Heritage Month. I think President Diana was talking about getting more involved with our groups and so forth. It's important to be part of our groups to help them grow. • D. Humble: Happy birthday, Dr. Thayer! • T. Heibel: There's a Campus Community event next week. You may have seen this in an email. This is next Wednesday, September 23, from 5 – 7 p.m. We'll discuss a variety of topics. Registration is required. Come join us! • L. Cuny: We're hosting the 48-hour film competition for the Inland Empire. This is an international event. It's open to anybody. You have 48 hours to make a short film. • M. Valdez: I want to recognize our most recent graduates. They were the first ever virtual graduation in our Psych Tech history. I want to congratulate them all! • D. Burns-Peters: We were selected as one of the top online education institutes. 	
13. Adjournment	<ul style="list-style-type: none"> • Meeting adjourned at 4:26 p.m. • Next meeting: September 30, 2020, at 3:00 p.m. via Zoom (link will also be shared on our webpage). 	