

SBVC Academic Senate

Meeting Minutes

September 30, 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 9.30.20 agenda and the minutes from 9.16.20 <ul style="list-style-type: none"> ○ Motion 1 <ul style="list-style-type: none"> ▪ Discussion: None 	<p>Motion 1: Move to approve the consent calendar. 1st: D. Burns-Peters 2nd: D. Smith 25 Votes Aye: 96% [24 votes] Nay: 0% [0 votes] Abstain: 4% [1 vote] Motion passes [Voting Record]</p>
4. Senate President's Report A. Avelar	<ul style="list-style-type: none"> • [view the Academic Senate President's Report] • Ruth Bader Ginsburg: Observation of 87 seconds of silence for RBG. • Breonna Taylor: The injustice handed down last week reminds us as to why we need to continue our work. • Districtwide Institutional Effectiveness Committee (DIEC) • AB 705 <ul style="list-style-type: none"> ○ AB 705 Implementation Survey ○ AB 705 Corequisite Analysis 	
5. Committee Reports	<p>a. Ed. Policy [L. Cuny] – No report b. Personnel Policy [D. Smith] – No report c. Student Services [A. Aguilar-Kitibutr & M. Tinoco] d. CTE [J. Milligan] – No report e. EEO [H. Johnson] – No report f. Professional Development [R. Hamdy] – No report</p>	

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5. Committee Reports , continued	<p>g. Elections [A. Pave] – No report</p> <p>h. Curriculum [M. Copeland] – No report</p> <p>i. Program Review [C. Huston] – No report</p> <p>j. Accreditation and Outcomes [C. Huston] – No report</p> <p>k. Distance Education [M. Worsley & D. Burns-Peters] – No report</p> <p>l. Legislative [T. Heibel] – No report</p> <p>m. Financial Policy [A. Castro] – No report</p> <p>n. Guided Pathways [M. Robles, T. Simpson, J. Stankas]</p> <ul style="list-style-type: none"> • T. Simpson: We want to prioritize the review of hiring practices on the list of the Guided Pathways goals that were approved last time. The committee met and will move that to our #1 priority. There's also a survey for the Guided Pathways Committee to choose their workgroup. <p>o. Honors [A. Blacksher] – No report</p>	
6. Additional Reports	<p>a. SBCCD-CTA [S. Lillard] – No report</p> <p>b. District Assembly [B. Tasaka] – No report</p>	
7. SBVC President's Report D. Rodriguez	<ul style="list-style-type: none"> • For those of you who were at the last Board study session, the conversation was geared around accreditation and KVCR. We talked about the facilities and equipment of KVCR coming to SBVC. It's an exciting opportunity to work closely with the dean and faculty of the Media Academy. We will ask, "Is this what we want to do?" Everyone is incredibly excited about it. It's an opportunity for our students to use that equipment for hands-on learning. The Board of Trustees is still considering this. KVCR, or Valley College Radio as the acronym stands for, will look a lot different than what it is now. As I shared in the Chancellor's Cabinet, we aren't in the entertainment business, we're in the education business. We're happy to train people to enter into the entertainment industry. The building will be educational and instructional labs across all disciplines. It's exciting to think about. I imagine Chef Stacy doing a cooking show. L. Cuny has contacts in the entertainment world. There's lots of opportunities. We'll look to this group and others for more ideas on how to use that opportunity. • We're still looking to acquire the swap meet facility. With a piece of land that large, we want to do our due diligence. • It's time for us to start pulling together our Educational Master Plan. There was a lot of conversation about using consultants. I know here at SBVC there's concern and I'm talking to faculty leadership. One thing we did agree on was to get outside consulting for the environmental scan. One question was asking if we can slow this down, asking, "Is this a priority right now?" The conversation coming up at District Assembly will be more about the process for the RFP for the group to be selected for the environmental scan. We will hold the conversations about the actual writing of the document until a little bit later. I know the word "consultants" can be a bit of a trigger word, so we're going to use "coaches" for now. • There are a lot of huge opportunities for our campus (accreditation, KVCR, the swap meet). I'm excited for that. • Questions/Comments: <ul style="list-style-type: none"> ○ R. Hamdy: I have a question about KVCR. Would it be under the Arts and Humanities division? Or is it a story of a 	

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<p>7. SBVC President's Report, continued D. Rodriguez</p>	<p>different entity?</p> <ul style="list-style-type: none"> ○ D. Rodriguez: Good question. We are going to be doing an in-depth analysis of how we would use the equipment and facilities. Right now, it would probably be in that area because those folks would use it the most. But I want you to know that if sociology wanted to go in and film something, we will have those partnerships. What a great opportunity to work with disciplines. I can think of tons of ways to do that. So it's really wide open. ○ R. Hamdy: I'm super excited for KVCR because of how many faculty are using technology in their classrooms right now. Professor Blacksher is using podcasts, and that's just one example. ○ A. Avelar: I'm thinking about our Chemistry safety video. 	
<p>8. Action Agenda</p>	<p>a. Grade Change/Appeal Process [A. Aguilar-Kitibutr and L. Cuny]</p> <ul style="list-style-type: none"> • At our last meeting I reported that the Student Services Committee will continue its work with continued collegial consultation from stakeholders. Our committee forwarded our observations to the Ed Policy Committee. At the end, we will be seeking your support for our collaborative and joint effort with Ed Policy, the Office of Student Life, Admissions and Records, and other pertinent stakeholders. • L. Cuny: Our committee reviewed the policy and you know the first glaring thing was it was about 10 years since the last time it was looked at. We came up with a few adjustments to some of the wording to get more specificity out of it. That seemed to be the discussion points, that it was broad. We would like to join with Student Services to come up with an updated policy that serves everyone's interests. <ul style="list-style-type: none"> ○ Motion 2 <ul style="list-style-type: none"> ▪ Discussion: None <p>b. 2020-21 APs/BPs [L. Cuny]</p> <ul style="list-style-type: none"> • [view the AP/BP Review Schedule for District Assembly] • L. Cuny: The purpose of this was to bring up the APs/BPs to the Senate to let them know we'd like to give them some time to give feedback. We want to do an overall review, but there's a recommendation due to the Board. We want to go over them as a committee and make any adjustments or changes. • A. Avelar: On the website you can see what APs/BPs are scheduled to be reviewed. L. Cuny is asking for feedback on any marked here that should be a "Yes" or a "No" when marked otherwise. So faculty should look at this and let us know if there are changes. • B. Tasaka: In general the 4000 and 5000 are under our purview. If there's anything outside of that, then we should really make sure it's under the 10+1. <ul style="list-style-type: none"> ○ Motion 3 <ul style="list-style-type: none"> ▪ Discussion: None 	<p>Motion 2: Move that the two subcommittees (Student Services & Ed Policy) work collaboratively on a new grade change policy. 1st: D. Hunter 2nd: D. Burns-Peters 24 Votes Aye: 100% [24 votes] Nay: 0% [0 votes] Abstain: 0% [0 vote] Motion passes [Voting Record]</p> <p>Motion 3: Move that the 4000 and 5000 APs and BPs be marked as "Yes" under the Senate's purview. 1st: B. Tasaka 2nd: A. Aguilar-Kitibutr 23 Responses Aye: 100% [23 votes] Nay: 0% [0 votes] Abstain: 0% [0 votes]</p>

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8. Action Agenda, continued		Motion passes [Voting Record]
9. Discussion Items	<p>a. Accreditation</p> <ul style="list-style-type: none"> • [view Accreditation] • This is just a semi-brief accreditation update. Our visit is in a little less than two weeks. The team will be at District on Monday, October 12. We'll kick off the campus visit on Tuesday, October 13. We will be reaching out to those that the team wants to meet with. Just so you know, we don't decide who they meet with, they do. We will also have open forums for anyone who wants to talk to the ACCJC team. • I hope you've been reading the Accreditation Newsletters. So I decided to quiz you all [results are in the link]. • Institution Set Standards: That's something we set in Academic Senate a year and a half ago. A lot of this data we have to report to ACCJC. We also report ISS data to College Council, Academic Senate, the Accreditation and Outcomes Committee, and it's available on our Research and Planning website. We have to be conscientious about reporting out. <ul style="list-style-type: none"> ○ We have fallen below the ISS twice. Each time we were able to assess the issue and look for explanations or solutions. ○ There's a section in the ACCJC report where we talk about the ISS and whether they're being met. • ILOs: We mapped campus climate surveys. The Research department filled in data according to the survey results. The information was broken into percentiles. The lower percentile was problem solving and mathematics. That's consistent between the faculty and student surveys. It's perception and it's an anonymous survey. This lower 25 percentile does align with our student success data and AB 705 efforts in math. This information has been shared with the math department. We need to start discussions around it. B. Tasaka and K. Yarborough have been working on the PLO to ILO mapping so we can upload data to the SLO Cloud and have data on how we're performing on ILOs. • What happens after SLOs are reported into the SLO Cloud? I put this in because I've heard people say that's it. Departments look at this data every four years. They're recorded in your program review. It's up to you when you disaggregate that data. You make changes based on your analysis and close the loop by applying those changes. Then you start the cycle again. Here's a couple examples of departments that did just that: <ul style="list-style-type: none"> ○ Economics ○ Chemistry • How do PLOs and SAOs get changed, besides calling B. Tasaka? Go through content review and the Accreditation and Outcomes Committee, respectively. <ul style="list-style-type: none"> ○ B. Tasaka: The last I talked to Student Services Council, SAOs will be assessed once per year. Some will assess more often than that. Those results will go to their manager and, ideally, to me so we can use that data. Similar to Curriculum and SLOs, we don't want to tell them what they need to do. We want to focus on making them meaningful. 	

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<p>9. Discussion Items, continued</p>	<p>b. Educational Master Plan [A. Avelar]</p> <ul style="list-style-type: none"> • I think President Rodriguez did capture much of the discussions. The timeline can be found on the SBCCD website. <p>c. Anti-Racism [T. Vasquez]</p> <ul style="list-style-type: none"> • [view Equity and Inclusion Resources and Antiracism – Biology Example] • I want to show you what we're doing in Biology. I've been meeting with other full-time faculty since the summer. We've been collecting information to help us move forward with antiracism in the Biology department. I organized the information on a spreadsheet. The categories include: <ul style="list-style-type: none"> ○ Curriculum ○ Professional (Self) Development ○ Quantitative and Qualitative ○ Course Practices ○ Other Resources • We are also meeting as a department to discuss some of these areas. We select topics ahead of time. Here's a presentation from our third meeting. We started by evaluating our own data in our department. We also set ground rules (borrowed from the CUE Institute) so everyone feels safe. We also remind ourselves of what we've already talked about. • We're interested in pairing with other departments as well. In STEM we deal with a lot of racial disparities. • Questions/Comments: <ul style="list-style-type: none"> ○ C. Jones: I wonder if we can compare with other colleges as well. ○ T. Vasquez: I know some other colleges have disaggregated data, but it may not be by department. In my department we compare ourselves to the college as well. ○ C. Jones: Is the data only for people to made it to Census. ○ T. Vasquez: Yes. ○ M. Worsley: This is amazing. Does everyone in your area have the option to add to your spreadsheet or are you curating that information? ○ T. Vasquez: I am curating it. I ask people to send me documents. ○ A. Blacksher: This looks great. How receptive are faculty to these findings and data? Particularly, senior faculty. How is this influencing their decision making in their classes or their approach to students? How fast will this lead to change that caused pushout from your department in particular? ○ T. Vasquez: I think we are more interested in data as scientists. My plan is to navigate content and ideas and distill what's going on in our classroom. I took this to Curriculum as well. Some senior faculty have expressed a frustration with "what can I do?" I've been selecting specific areas of what we can get into. I think that the men of color articles were really helpful in terms of understanding identity. There's not as much apprehension that I can tell. I know that some have looked at the data and said, "Well our students are just poor quality." And I have to 	

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<p>9. Discussion Items, continued</p>	<p>be careful because we want to make sure we understand what the data tells us. I've talked to Dr. Smith about making sure we understand data too.</p> <ul style="list-style-type: none"> ○ A. Blacksher: Thank you. I'm happy to provide very fascinating qualitative stories that give insight into some data that could perhaps help you use all this data. ○ M. Lawler: Do you have steps? What are your next steps? It's sad to see you're at the bottom, so what steps are you taking? ○ T. Vasquez: We as a department want to start with the problems we're making in the classroom. Where are we as faculty at? My thinking is we can start looking at factors about course practices, like our syllabi or assignments. I don't have a concrete answer because we're still brainstorming. It's twofold because it's course practices and curriculum. ○ M. Lawler: Are you getting a team together who know how to read the data? Are you training them? It can be confusing. ○ T. Vasquez: I think as scientists we are trained to read data. Nobody is training me. We just have to make sure we aren't misinterpreting the data. The data isn't that bad to read. We just need to propel action. ○ A. Blacksher: I want to respect departments taking initiative. I want to be cautious of nit-picking. I think that conversation comes when more departments are doing this. I appreciate Biology being the first one doing something like this and bringing it to Senate. T. Vasquez, if you need me to help you as a social scientist, I deal with data like this all the time. I'm comfortable reading data as well. One question I do have is to what degree is Biology doing this by yourselves or addressing this as a group? And to what degree are you looking to invite other faculty in? ○ T. Vasquez: I've actually thought about that. It's qualitative data, you know. It's another piece from the students' perspective. We're hoping to do surveys and bring in students opinions as well. I don't see this as something that ends with the semester. It's going to be a constant discussion. In terms of other resources, there's a grant I was looking at that brings trainers. Honestly, I'm willing to learn from others. This is just the start of the conversation and I don't want to let go of the conversation. ○ A. Avelar: This is going to be ongoing. We do have a running list of faculty who are going to continue to share. We do have the Diversity, Equity, and Inclusion Glossary of terms. We also have DataMart. We can look at other campuses as well. I want to put out a call. How do we want to house and curate this content? I think it can get lost in our agendas and minutes. ○ B. Tasaka: I think a good approach might be to start with SharePoint and get things collected, then put it on the website once it's "ready." If you're working on something, let me know and we can start collecting it. ○ R. Hamdy: I agree. These are larger-scale workshops that PD can help with. I would say send those to B. Tasaka and I, and we can get them on the SharePoint and keep everyone informed. ○ B. Tasaka: I also want to make sure that faculty like T. Vasquez are comfortable with what we're sharing. ○ R. Hamdy: Right, and we don't want to duplicate efforts either. 	
<p>10. Information Items</p>	<p>a. TESS Technical Services Committee [M. Worsley]</p>	

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10. Information Items, continued	<ul style="list-style-type: none"> • I went to the TESS tech meeting on September 17. I'm not an expert, but I want to share out. • TESS stands for Technology and Educational Support Services. The meeting was led by J. Sims. He went over the goals in a strategic plan and how to tactically approach those. • What's relevant to you and your departments is they're thinking about incorporating multi-factor authentication for servers and eventually everyone who uses Office 365. If you're already a Google user, you might be familiar with this. It would require more than just a password. Also, phishing simulation software to see who is clicking on what. Some faculty and staff might need more training on this. • R. Hrdlicka also gave his Campus Technology Services (CTS) report. They've been distributing laptops and hotspots. I think it's gotten us recognized as being one of the top online colleges in the state because we have those resources available. They're also making Amazon workspaces available, Excel for math classes, Adobe for art, Quickbooks for accounting, etc. • Ring Central is not idea, so they're investigating other options for off-campus telephone numbers. • Firewalls are due for upgrades. • I want to focus on training. A training for phishing scams is due. These are basically baited attempts. It's encouraged – not required – that faculty take these trainings. It should be sitting in your queue and learner dashboard for the district. It would obviously need to go to CTA if it's required. • Questions/Comments: <ul style="list-style-type: none"> ○ M. Lawler: This is only available to full-time faculty, not part-timers. ○ R. Hamdy: That's because there weren't enough licenses to get training to adjuncts. I was working with them on that. They're just trying to expand their license. Now it's available to full-time faculty and they're working on making it available to adjuncts. 	
11. Public Comments on Non-Agenda Items	<ul style="list-style-type: none"> • None. 	
12. Announcements	<ul style="list-style-type: none"> • D. Burns-Peters' birthday is tomorrow! • L. Cuny: The theater organized a play that was originally written with San Bernardino County's Mental Health department called What about Tomorrow? It's available on YouTube. We're hoping to get a FCC/PBS approved version that will go up on KVCR in December. • T. Heibel: Be looking for an announcement, probably in an email, about a Vice Presidential or Presidential debate. This is part of the larger voter engagement movement by R. Carlos. <ul style="list-style-type: none"> ○ B. Tasaka: I know we're looking for everyone to get involved and watch, even those who can't vote. ○ A. Blacksher: After last night's debate, I think the panel discussions we're holding might be the most substantive things for our students. I know I was hesitant to be part of this, but we have a great group of faculty who know how to teach. That's what we're here to do. 	

13. Adjournment

- Meeting adjourned at 4:36 p.m.
- Next meeting: October 7, 2020, at 3:00 p.m. via [Zoom](#) (link will also be shared on our webpage).