SBVC Academic Senate
Meeting Minutes
October 21, 2020
Zoom link, 3:00 – 4:30 P.M.

Topic	Discussion	Action
1. Call to Order and Roll Call	• Meeting called to order at 3:05 p.m. by A. Avelar [President] • Roll call via sign-in sheet [view the Attendance and Voting Record] o Quorum reached	

2. Consent calendar	• Approval of the 10.21.20 agenda and the minutes from 10.7.20.
	  o **Motion 1**
	    ▪ **Discussion:** None
		Motion 1: Move to approve the consent agenda and the minutes for 10.7.20.
		1st: M. Worsley
		2nd: M. Lawler
		29 Votes
		Aye: 96.6% [28 votes]
		Nay: 0% [0 votes]
		Abstain: 3.4% [1 vote]
		Motion passes
		[Voting Record]

3. Public Comments on Agenda Items	• R. Dulock: Public Comment on KVCR • M. Valdemar: I wanted to also comment on the KVCR situation. Yesterday I was at the HSI meeting for Hispanic Serving Institutions. We also asked if we could come to that body and speak about this. We're getting a mix of responses from trustees and district-level administration so I want to loop faculty in on that so you know where we're coming from. Yesterday at the HSI meeting someone said something about, there have been untrustworthy folks who spoke during public comments at the BOT meeting and there was the inference that things were said that were untrue. I want to clear that up because I really think it's important to understand that the way the board item was written, certain organizations like the Native Council for San Bernardino and Riverside, other organizations that have been very supportive of FNX understood that the stations were in jeopardy. They reached out to some of us staff and faculty whoa re active with native and indigenous communities for clarification around that. And you know, we read the same thing they read and got to the same conclusion they got. So I think we need to really be careful about framing the public and the community who came forward because they read that information and felt that the stations were in jeopardy, KVCR and FNX were in jeopardy, as being untrustworthy or untruthful. They were working off the	

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Topic	Discussion	Action
3. Public Comments on Agenda Items, continued	Information they had that was written in the documents and since then the tone of that has changed considerably. So I think the real important part is that there's lots of community members including classified staff who want to be at the table about this decision. And whether that table is here at Academic Senate or at the board level or District Assembly or HSI or wherever those conversations are happening, there are lots of folks who want to be at the table to make sure their input is heard and that the value of these programs are considered before any decisions are made. We know we have a little more time, until December. So know it's not an opposition to any stance that the community is giving. Let's make sure collectively that we're all collegiately working hard to hear each other and to bring the community to the table so they can also be there. Thank you very much.	
4. Senate President Report, A. Avelar	• [view the Academic Senate President's Report] o George Floyd: George Floyd would have turned 47 years old last week deserves justice. o Accreditation o ASCCC Resolutions Fall 2020 o Area D meeting was last week o Faculty Empowerment and Leadership Academy o Disciplines List Revision Proposal o Fall Plenary	
5. Committee Reports	**a. Ed. Policy** [L. Cuny] • Update on where we're at: We reviewed most of the AP/BPs and are preparing to get ready for recommendations for District Assembly for November 3. We have a joint meeting with Student Services on Friday to review the Grade Change and possibly Grade Appeal process. **b. Personnel Policy** [D. Smith] – No report **c. Student Services** [A. Aguilar-Kitibutr & M. Tinoco] – No report **d. CTE** [J. Milligan] – No report **e. EEO** [H. Johnson] – No report **f. Professional Development** [R. Hamdy] • For full-time faculty, the sabbatical call is out. I sent something out last week, so did District. You have to be a full-time faculty for seven consecutive years and have tenure. You email it to the office of the president. The deadline is October 30. • The other thing I want to clarify, just in case anyone has questions, for full-time faculty the flex obligation changed from 24 to 12 hours per year. I'm working on putting together a new flex-tracking system through our Vision Resource Center, we're a fully integrated college now. And, I do not have that up yet because I'm working with CHC and it's just taking a little longer than I thought it would. Please know you only owe 12 hours this year; hang on to those hours. Record them somewhere, like Excel. I hope to have that piece launched by the end of the year. • **Questions/Comments:** o T. Allen: For those of us who did the online training this summer, do those hours count?	

Topic	Discussion	Action
5. Committee Reports, continued	○ R. Hamdy: It depends on when in the summer you did the hours. The academic year starts on July 1, so if it was after then it counts. If it was before July 1, it's attached to last year. If you have questions, you can email me. For part-time faculty, they do get paid for professional development, but it goes through your division because it's tied to your teaching load. Those go to me sometimes and they shouldn't. ○ M. Lawler: Your department has the form to get that submitted, just so everyone knows. **g. Elections** [A. Pave] – No report **h. Curriculum** [M. Copeland] – No report **i. Program Review** [C. Huston] – No report **j. Accreditation and Outcomes** [C. Huston] **k. Distance Education** [M. Worsley & D. Burns-Peters] – No report **l. Legislative** [T. Heibel] – No report **m. Financial Policy** [A. Castro] **n. Guided Pathways** [M. Robles, T. Simpson, J. Stanskas] • J. Stanskas: Guided Pathways has been working to create implementation plans for the goals we adopted to actualize the work. We're working with several departments about appropriate mapping for our students. And there's another group working on communication and data and evaluation of what we have done thusfar. The priority was to work on feedback for AP 7210 to get back to the Senate by December. We're working on that and hoping to meet the deadline. One thing we're considering doing is working with the Professional Development coordinator and Human Resources to conduct a series of webinars about the different aspects of the hiring process for faculty and solicit feedback about improving that. It's an effort to be as inclusive as possible, so we don't want anyone to be surprised by any recommendations we have. **o. Honors** [A. Blacksher] – No report	

6. Additional Reports	**a. SBCCD-CTA** [S. Lillard]
	   • We're having a treasurer election. The president will send that information soon, maybe within a week or two. Look for it in your email.
	   • Our monthly luncheon is next week. J. Herrera sent it out for the semester. You can win a gift card.
	   • I just sent an email and calendar invites for some sessions we're going to have about lecture/lab parity. The calendar invites are essentially replicate sessions. We want to make it so everyone can attend. We want to focus on how much time you're spending outside of contact time in a non-COVID world on prep for your lab/clinical and grading for your lab/clinical. You don't need to reply, but if you can attend that would be great.
	   • Just a reminder about the reimbursement MOU we signed a few weeks ago, those receipts are due to your deans by December 1. You can look at the MOU on our website.
	b. District Assembly [B. Tasaka] – No report	

Topic	Discussion	Action
7. SBVC President's Report D. Rodriguez	• I want to thank M. Copeland and the work of the Curriculum Committee in her presentation to the Equity, Inclusion and Anti-Racism group for their deep dive through an equity lens for curriculum. • I was able to participate in a press conference with the statewide Chancellor's Office on the million-dollar gift that's going to be given to the community college system. Some of you may have saw the press release that went out announcing the gift. It was meaningful to be part of such a historic event – the largest gift given to the system. The most exciting part for me was having one of our students highlighted in this press conference and given a substantial speaking role. This was one of our nursing students, a 30 year-old African American male student who spoke about his experiences. That was pretty fun. • The managers are currently working on and are continuing to work on the return to work plan for COVID. They'll continue to reach out to faculty for plans for your particular areas. If your dean or VP reaches out I encourage you to respond with comments. You all are the boots on the ground in the classrooms and in the labs. I hope you make the time to respond. • I was elected by our regional CEOs to represent the statewide equity hiring taskforce. I'm excited to do that. • Dr. Stanskas already talked about faculty doing a presentation to the BOT and the good work our Guided Pathways team is doing. • Accreditation – I can't thank you enough for all the hard work you did leading up to and during the visit. Everyone was very responsive. The visit was intense for our A-Team, it was a little more intense than we thought but it worked out well. I had opportunity to speak with the visiting chair on numerous occasions and she was impressed with the amount and quality of our work. We did have a couple hiccups and I'll be honest I'm not sure I agree with all of them. When we receive the document to read through to identify points of error or needs for clarification, we will do so robustly with a lot of information and evidence. Overall I'm happy with the response. I think you all did amazing. Thank you for that. • KVCR – R. Dulock, thank you for your comments. I think M. Worsley said it best in the comment section: KVCR is a gem in our community. It needs to be student-centered and community-centered. I'll add career-focused to that. Whether it's career-focused in the industry or to advance to a four-year degree, I think we all agree that should be our focus. We have faith in L. Cuny that that will happen. In terms of KVCR and PBS, my understanding is that the district (all aspects of the district) are committed to keeping the current contract intact. As we move toward expirations of those contracts and depending on the outcome of the study that happens with KVCR and the transition to SBVC, NPR and PBS might look different. There may be different ways to offer those types of programming; I don't know what they are. I will admit that media is not my expertise, however I do know that L. Cuny has a broad background in this area. Dr. Humble has a very broad background in this area. And in talking with them, there are a number of different ways in which we could *possibly* design different contracts for NPR and PBS broadcasting, whether it be streamed or in other ways, but in such a way that our students get an incredible experience in working with those agencies and so on. So I just wanted to make that really clear.	

Topic	Discussion	Action

8. Action Agenda	a. **Anti-racism: SLOs pilot** [B. Tasaka]
	• [view Student Level Reporting]
	• B. Tasaka: In our last meeting I brought forward a pilot for reporting student learning outcomes at the student level. The senate asked me to invite J. Brady to introduce the process and what it will look like, exactly what we'll see, so we can ensure our students' privacy is protected. One thing I want to mention is this was mentioned during the accreditation visit. They emphasized the importance of disaggregating data at the student level and that's part of why this is necessary.
	• J. Brady: Initially it will look pretty similar to the way it was before. The main question will be what sections are required to report at the student level. If they're not reporting at the student level, then everything will look normal. The difference will be a checkbox here that tells you whether you're going to do student-level reporting or not. If the section is not set to require it, then it's optional. If it's set to require it, like section 44 here is, the optional box will be set to required. You'll select which SLO statement you want to report and you'll be able to specify whether they assessed the SLO for each student. It will show the same information as the roster. So if they have a preferred name it will appear in parentheses so faculty can identify students. The faculty will check a box if the student was assessed and another box if they met the SLO. When you select that they met the SLO it checks both boxes because they have to get assessed in order to meet it. The totals will be calculated at the top and bottom. That's pretty much the only change, so it's very small changes for faculty. I know there were some questions about FERPA and who has access to the information. FERPA mainly deals with the unauthorized release of student records. You can only release to authorized people. Here, only faculty that are entering them can see the name and ID numbers and they know what has been marked for assessed or met, the SLO Coordinators, and research are the only ones who know. They'll have access to the student-level reporting data. They'll be the ones setting up reports that don't show the student-level effects, but they show disaggregation based on student effects and they'll make them available to those authorized people. Those exports we have right now, and we aren't changing them, will not contain student level data; it will only have the aggregate data which is what you're used to having.
	• **Questions/Comments:**
	  o M. Worsley: I actually was going to lower my hand because you answered my question – just to be clear, there will be no breach of data for age, race, etc. between individual students and anyone else.
	  o J. Brady: Correct. That information is only stored in Colleague like it is now. That's not changing where that information is stored or who has access to it.
	  o C. Jones: To make it easier for the user, can we add a "Select All" button so we can just de-select anyone who didn't assess?
	  o J. Brady: Yes, CHC had that idea as well.
	  o Motion 2
	    ▪ Discussion
		Motion 2: Move support the Student Level Reporting pilot.
		1st: T. Vasquez
		2nd: C. Huston
		30 Responses
		Aye: 96.7% [29 votes]
		Nay: 0% [0 votes]
		Abstain: 3.3% [1 vote]
		Motion passes
		[Voting Record]

Topic	Discussion	Action
8. Action Agenda, continued	▪ J. Smith: I wanted to flush out the issue of reporting so everyone is comfortable with it. As J. Brady said, the key word is authorized. So in the same way that grades are reported right now are disaggregated in summary reports, we'll be able to disaggregate ourselves, but they won't be published with any student identifiers attached so we protect individuals' confidential information. It will look very similar to the summary data. ▪ M. Worsley: I want to reiterate what A. Blacksher said in our last meeting, that this information has been requested at many levels from the community. ▪ J. Garcia: I think this looks great. It's a lot easier than some of the other schools I teach at. Being that it's a pilot and being that it's something we're testing this out, I guess it's more of a process. What would be some reasons that a forum like this would not be accepted? ▪ B. Tasaka: Are you saying if the pilot doesn't run or if we decide not to do it afterwards? ▪ J. Garcia: Yeah, what would be the decision or factors that we would decide, hey this won't work for us? Off the bat, it looks great. What would be a reason that someone or a division or department or dean might say, well it looks nice, but we aren't going to go that route? ▪ B. Tasaka: We're required by accreditation to disaggregate at the student level somehow, so if we decide that this isn't the particular avenue we would have to investigate something else that would do the same thing in another format. We would have to reach that end goal eventually, that parts really not an option. It's just how are going to get to that end goal? ▪ D. Burns-Peters: There were concerns about the security and identifying individuals. I think that was the main barrier, but I think the way it's presented is assuring us that this is all staying on the back end. It's data that's already been reported in other areas. We're just adding an SLO to it, which is needed. ▪ B. Tasaka: I want to point to S. Lillard's comment about how much work she put into disaggregating data last term. We also need to decide within this pilot and with the Accreditation and Outcomes Committee what structure will be put into place to request reports. I don't think we want every single individual faculty member inundating Dr. Smith's office with reports for their individual data, that's not necessarily helpful. ▪ J. Smith: We can also create informer reports so people can run their own data at whatever intervals they want. We can also run it for people who don't want to use informer, but there are informal reports that are pretty straightforward that will allow you to run your own data. ▪ R. Pires: I know the Program Review Efficacy Cycle requires us to address it, so I'm wondering if we can maybe add that programs that are up for efficacy automatically get the data so we don't have to request it like the EMP. ▪ A. Avelar: I think that's what S. Lillard was hinting at. So that's a good question for J. Brady, is there a way for your office to be the one who does all of that behind the scenes and gives us the information? ▪ J. Brady: The question is what formats those reports would take. One reason why we work with research is because they're used to coming up with those reports. ▪ J. Smith: Yes, we do the EMP sheets and we would just add another table or couple of tables that gave the	

Topic	Discussion	Action
8. Action Agenda, continued	disaggregated breakdown. - J. Brady: One question that affects the quality of that kind of data is how we're going to run the pilot and how we're going to use it afterwards. Right now it's optional, so it's decided on a per faculty basis when they submit it or it's set up as required on a per term basis. This course is required to report in a certain term. - B. Tasaka: I think some of that can be navigated as we work through the pilot. I don't know that we have to answer every single piece of that now. ○ **Motion 3** - Discussion: - M. Copeland: There's a lot of data, are you talking about strictly related to this pilot? - T. Vasquez: No, I'm talking about data overall that is helping us move into anti-racist efforts that would be disaggregated we could better understand what we have. I think we don't know what's available to us. Also each department, including tutoring services and classified members, want data, but we don't know what to ask. Or maybe we need specific data in our areas. Talking to the office would be great so they know what we need. - R. Hamdy: As the PD coordinator and also I'm in J. Smith's division with research and planning. That's very feasible. J. Smith and I could sit down and look at all the data that's available. Then we could plan a workshop to go through what data is available and help faculty and staff better understand that, absolutely. **b. KVCR Tentative Transition to SBVC** [L. Cuny] - [view KVCR] - What I'm asking for is the Senate's support on a motion, it's on the last page. The motion is to ask for support of this transition from the Senate to the BOT: The faculty senate thanks the BOT for facilitating the availability of appropriate instructional equipment and facilities of KVCR to SBVC pending a campus plan of action of how that transition will occur. - We feel this is very important and impactful for our students moving forward, and not only our students but the community because it impacts all of that. It's not just the FTVM program; this impacts the arts program, the theater program, the music program, it impacts the nature of the economics of media in general. I would say it impacts every program on this campus. - I share a coversheet of a film budget and on that cover sheet are basically career options. A friend of mine who is a location manager one invited me to a wrap party for a TV show called *Bones* some years ago. He pointed to an unassuming guy dressed in khakis and a polo. He said he's the most important person on the set. I asked, "Who is that?" He's like, "That's the production accountant." So media impacts more than you know. All my students want to be the next Scorsese, and that's who they're aiming for. But then you end up as you delve into the business of media you see so much more. Having access to the space will only increase opportunities for students and what those things mean because they'll be in a real life circumstance. I've talked to R. Dulock about this many times. It's like it becomes a media residency program.	**Motion 3**: Move that the Senate support forums that are related to data and that we work together to better understand what we have available. 1st: T. Vasquez 2nd: A. Aguilar-Kitibutr 30 Responses Aye: 96.7% [29 votes] Nay: 0% [0 votes] Abstain: 3.3% [1 vote] **Motion passes** [Voting Record]

Topic	Discussion	Action
8. Action Agenda, continued	• It aligns with the Senate goals of Guided Pathways and career networking exploration. More course options that feed into those CSU is with more robust media programs. For example, I spoke with one of the leads of the broadcasting program at CSU LA and sharing with them what we're looking to do. They said that would really support more students being able to transfer into that program because CSU LA, Northridge, Fullerton, those programs are more impacted for film and media studies. We've had students try to get into them, but this would increase our students' opportunities to get into USC, UCLA, those ones we've become accustomed to. It makes our program more equitable for students with the space and equipment. It's one thing to transfer to USC. It's another to go there with the knowledge of how to use the equipment and to be on set and actually have this actual work experience and having greater availability of the space. For the school to control the space means that our students have that access, you know. Imagine having what's now basically on paper, three hours of access to a space, but you're asking the theater department to put a play on, the more that students have access to the space, the more equitable their future will be because they'll learn so much by actually doing it on a bigger scale. It increases their job readiness skills because this is an ever-changing economic landscape of media, 20 years ago it was radio and TV, maybe some computer maybe some Internet. But we all know that's just blown up. We've all sat at home for months watching Netflix, Hulu, Amazon, listening to podcasts, listening to Sirius Satellite Radio. There's so many more avenues of how to get this content to you and some more businesses are now able to use it just because of the availability of the technology to create great content. • Certain offerings we don't currently have. We can go into full production with that space. Those are offerings right now; student if they want to get into those things will have to go to schools in LA, Orange County. We can be the spot where they can get those courses so it becomes a destination program. • I've already started working on some of these new courses that started. Over at KVCR there are two systems for color correction that I believe with the computers and technology are around $60,000 apiece. You can only find those usually in LA. We have those here on our campus and to have the increased access means our students get to learn on that equipment and walk into potentially $1000 a day job. • When you look at the landscape of schools here in the Inland Empire, we would be the one where they would get that class. We would be the one where they would get the reality TV production course. We would be the one that would do the sports broadcasting. It's not that we're covering a Dodgers game, we're covering the IE. Our students can walk out of here with a portfolio of work that will help them start careers. It expands their opportunities because we can offer some of these courses within our degree to help them so they have other options. • This means increased opportunities for interdisciplinary tracks on campus. We can certainly have opportunities with M. Worsley's program or M. Botelo's program, but we could have a business of media track. We're one of the few colleges that have an actual 35 millimeter motion picture camera. My students are actually working on that one today, learning how to load it. Even though they're not shooting film as much, if they master it, they can walk onto a set and get a job. There's a chemistry of film processing. You could have a whole lesson between me and the Chemistry Department. There's opportunities to partner with business, economics, math, computer tech.	

Topic	Discussion	Action
8. Action Agenda, continued	• We're an education institution, that's what we do. We educate, we train, we get people ready for the next phase of their life. I think that's first and foremost. We have great facilities here and the students need to be able to maximize the use of that space. ○ **Motion 4** ○ Discussion: ○ M. Worsley: I want to reiterate how wonderful this opportunity is to put KVCR into the hands of students. The equipment, the potential here is limitless. So I look forward to having us be better because of this transition. ○ J. Stanskas: I just want to reiterate that the motion is actually thanking the board for their decision. I think that's important that there's a great deal of pressure to make sure nothing changes ever, and the pressure seems to be sometimes very strong with locally elected boards, so for the board to even consider this, given that there was a lot of confusion in the community about what that meant and how it might be implemented. I think we're thanking the board for thinking through things that align with the things that faculty believe are important. ○ K. Lawler: I saw on your presentation where you said sports broadcasting. When I was first hired here the football games were broadcast by KVCR. Is that in the plans for this new era of KVCR? ○ L. Cuny: Yes. We can talk offline. ○ T. Heibel: Comment on weather and climate and students doing the forecasting.	**Motion 4: Move that the faculty senate thanks the Board of Trustees for facilitating the availability of appropriate instructional equipment and facilities of KVCR to SBVC pending a campus plan of action of how that transition will occur.** 1st: M. Worsley 2nd: M. Lawler 29 Responses Aye: 100% [29 votes] Nay: 0% [0 votes] Abstain: 0% [0 votes] **Motion passes** [Voting Record]
9. Discussion Items	• **None**	
10. Information Items	a. **AB 705** [V. Alvarez] • [view AB 705 Update] • I was asked to speak on part of the math department; I'm the department chair. I'm here to give you an update on AB 705. I thought it's best to give you a timeline of how we went about this. Back in spring 2018 it officially became law and we pretty much as a department was like, what is AB 705. We had a lot of information coming out at the time. We developed a self-guided placement, along with the SSSP Committee, formerly the Matriculation Committee using multiple measures. That included the Accuplacer. Then later I believe we learned we were not allowed to use any kind of placement exam and had a reshuffle and adjust the subject of placement. Then in fall 2018/spring 2019 we developed a MATH 096: Beginning and Intermediate Algebra to give students a quicker pathway to transfer level math that is within the two semester timeline that was allowed by the law. • We also developed MATH 141: Business Calculus to provide an alternative level transfer course other than Statistics and College Algebra, and Ideas of Math.	

Topic	Discussion	Action
10. Information Items, continued	• Then we modified the curriculum for MATH 601, which is usually referred to as our ALEKS lab. It's an independent study kind of lab where we designed it so that it could support students at all levels of remediation and we continue to receive new information throughout this year on AB 705 from the Chancellor's Office and memos and things like that. • Fall 2019/spring 2020: All colleges were required to be in compliance by the end of that semester. We were in compliance by the start of that term. We decreased the umber of remediation courses. We focused on offering MATH 095 and MATH 096. We had a few sections of MATH 962 for students at the lower level. We didn't have the curriculum to move forward with the co-requisite model, but we used MATH 601 which is the independent lab to kind of attach it just to have it and we paired it up with MATH 102 or MATH 108. This seemed like this was the way to go. So we developed curriculum for two noncredit courses: MATH 602, Support for College Algebra, and MATH 608, Support for Statistiscs. • We created a MATH resource course on Canvas which was developed using open educational resources. Students can independently study various arithmetic and algebra topics. There's a full blown course for students to remediate on their own. • We have a Community of Practice for College Algebra and Statistics. We revised the self-guided placement again and now at this time an online version was created by the SSSP Committee. We also created Directed Learning Activities offered through the Success Center. • Fall 2020: Curriculum was finally approved. We are offering sections of algebra and statistics with co-requisite models. We have numerous sections of these. • Is the implementation working? Yes/No. We have more students passing transfer-level math courses, but it's because more are enrolled. But the bad news is our success rates are low. A preliminary analysis put out by the district says it's low. We need to enhance our 602 and 608 classes. We need to map workbooks to our textbooks. We need to continue the Community of Practice. We need to increase awareness because it seems like students are avoiding the support classes. We need to align the MATH 115 class with Cal State and either create a new class or adjust our curriculum. We need to target students who could potentially use that route. We need to increase the number of eight-week 102/103 classes. Encourage students that are struggling or dropping mid-semester to take the ALEKS lab. So right now many students can be struggling during the semester and just drop out. But there's still potential for them to get caught up by enrolling in one of our ALEKS lab courses or 601 and get caught up so that next semester they're ready to take the course. Better utilize tutors. That will be in partnership with the Success Centers. • How can the Academic Senate help? Continue with professional development by sending faculty to conferences. Computer lab space when we get back to face-to-face. The ALEKS lab is a very small space. If we are going to expand this particular approach, we need space. Reassign time for a faculty to do research. • **Questions/Comments:** o C. Gabriel-Millette: You talked about actionable items that are more centered around faculty	

Topic	Discussion	Action
10. Information Items, continued	development. I was curious if there has been any talk with regard to changing the STEM versus the SLAM track will exclude MATH 102 and if there is talk about adding PSYCH 105 to the SLAM track as many other colleges have done. ○ V. Alvarez: With regard to talk about adjusting the STEM path we have discussed that as a department because we, in my opinion, and I'm speaking for myself, 102 and 103 is PreCalculus. So one of the things we talked about is maybe we could just place students into PreCalculus and support them with our support course now. I think that's a great way, but unfortunately we have not come to an agreement on how that should look but there has been discussion. If I could ask what was the second one about? ○ C. Gabriel-Millette: So the SLAM track in addition to removing 102 and 103 as recommended courses, adding PSYCH 105 as a social behavioral science rather than 108 since students seem to do so well in that class comparatively speaking and also because it's a pattern that a lot of other community colleges are doing to create applied statistics classes within the business model or behavioral sciences model. ○ V. Alvarez: We haven't had any particular conversation on that particular topic, but we have talked about making 108 a little more approachable to specific programs, like the nursing program, which seems to be a lot of students take statistics, but not necessarily the PSYCH whatever number you said. ○ A. Avelar: Can you explain what SLAM track is? ○ C. Gabriel-Millette: SLAM stands for Statistics and Liberal Arts Math. Students who identify with a non-STEM major the trend that's showing that students do better is if they take a SLAM track math pathway instead of STEM. I did an analysis of students who do a SLAM major instead of a STEM major I ran the success and retention rates for all the math courses were offered, with the exception of 103, which was kind of an anomaly, students that declared a SLAM major verses a STEM major did better in the PSYCH 105. And conversely the STME majors as predicted did better. ○ T. Vasquez: Is the department thinking about the students you currently have now? To get qualitative feedback from them directly about how they feel about the program and coursework? When you change something sometimes students have a lot of feedback. ○ V. Alvarez: Last spring we wanted to do a survey of attitude. We did an initial one, but then COVID struck and we didn't have a follow-up one. This fall, just because of the situation, we didn't follow up. ○ A. Castro: I want to follow up and back up Vicente. We are aware of different paths and success rates. We've discussed 102 and its success rates and gearing them towards Liberal Arts and Statistics. We also are in the process of writing a finance class. We want to make sure students get something out of their math education. ○ J. Stanskas: I think for some context, I appreciate the math department coming and talking about AB 705. At the 2018 Curriculum Institute when we talked about the 12-page memo, this was a radical shift in the way that we as an institution do business. We don't expect it to be perfect. This should be an iterative process; trying things out and seeing what does/doesn't work. This is a determination of the legislature. The legislature had invested in the Basic Skills Initiative $1 billion over 10 years. I think every faculty wants students to be successful, and breaking down quantitative and composition into small pieces, the needle didn't move. There was no return on that	

Topic	Discussion	Action
10. Information Items, continued	investment. So this is the box in which we have to play. I think it's important to recognize that we're asking faculty and Academic Senates who are ultimately responsible for students preparation and success to do something that is very different than they did, perhaps as a student or that they were trained to do. And figuring out how to support discipline conversations – how to align this with discussions across campus like Guided Pathways. We are going to have data from years that aren't so great and we'll keep moving forward. The faculty implementing this are working very hard to make changes that are very different from what they signed up for 10 years ago.	

b. **Anti-racism: CSU Ethnic Studies requirement** [M. Copeland]

- We need to start a discussion among all the faculty. There's going to be a new GE requirement that's going through with the Cal States. We are going to be putting Ethnic Studies on our GE requirements. We're going to take away 3 units from the social sciences and put that under Ethnic Studies. So students will be required to take a course under the ethnic studies requirement. The difficulty comes in is that Ethnic Studies is interdisciplinary and there are a number of disciplines on campus that have courses that would fit under the Ethnic Studies umbrella like social sciences, history, music, English, political science, and so on. The CSU said we need an Ethnic Studies prefix. Since we don't have an ethnic studies department, technically we don't have ethnic studies faculty. This is why we need to have this discussion. Everybody has a stake in this and a lot of faculty want to offer courses under this umbrella, which is fantastic. The problem is if we offer them with that Ethnic Studies prefix, then we're looking at who can teach those courses.

- One way to do this is cross-list. A lot of faculty are worried about cross-listing, which I understand because they're worried that anybody can teach their course. So we may have some leeway with where the Curriculum Committee can make some decisions, but we need to have a discussion among all faculty about how best to move forward with this requirement and then we can get as many courses listed in there as possible. We could possibly create the course and then the exact mirror course in your own discipline. Then it would be accepted by the CSUs. We could make a decision as a college for now. I'm going to take it to Curriculum on Monday to possibly make a motion or something we can bring back to Senate.

- J. Wilkins: We were just notified as articulation officers for the CCC at our last state meeting. Basically the train is moving fast and these discussions are very important. It's a sticky situation in regards to how we determine the classes that go in these areas. Currently right now under our social and behavioral sciences area in the CSU, a lot of our classes are deemed as Ethnic Studies. But what we've been told, based on the legislation, they want them to have that Ethnic Studies prefix. If we cross-list as M. Copeland said, we can move those history, anthropology, etc. courses into that new area F. That's the information – we're waiting for the executive order from CSU to come out. My understanding is it should be out in November and we should have specific guidelines in that there's a draft on the website. They're giving us the timeline right now, this has to go into effect in fall 2021, we have until February 5 to submit classes that we would like to go in this area.

- M. Copeland: I want to add that if we go off the February 5 deadline, you're basically looking at a November,

Topic	Discussion	Action

10. Information Items, continued	maybe December curriculum deadline because it has to go through the Committee then Board. We're looking at a very quick timeline. Some of the courses may have to be tweaked slightly. There are some SLOs that the CSUs are requiring we put into the curriculum.
	
	• **Questions/Comments:**
	  ○ M. Worsley: I just have a question about how we should give you these recommendations on specific courses. Do you want us to just email you a list? Will you have a form we fill out potentially? I'm trying to think about this process since it's fast-tracked. Could we bring it to some committee members or make it a sub-committee?
	  ○ M. Copeland: I think the best way to do it would be I send out a list of the requirements by the CSUs to all the faculty and if they want to launch their course in CurricUNET it has to go through the process. Then if you want to launch your course and curriculum by looking at those SLOs, you may have to modify your content slightly as well.
	  ○ T. Allen: Can you share the file with us?
	  ○ M. Copeland: Here are the SLOs. They have to be in every course. You can probably play with the wording some so it's in the spirit of the SLOs. J. Wilkins, I believe that's the only curricular requirement.
	  ○ J. Wilkins: Yes.
	  ○ M. Copeland: We need to make a decision as a college, are we going to make these Ethnic Studies courses? Are we going to cross-list them? How are we going to do that?
	  ○ R. Pires: We have to be very careful if we're changing our curriculum, then that's going to affect our disciplines for those of us with a transfer degree.
	  ○ J. Wilkins: The FAQ doe talk about this, but everything needs to stay in compliance with our CID descriptors and so forth. The main thing is how are we going to handle the Ethnic Studies prefix? What does it look like? Because that we can't even move forward with changing any of our current courses to align with that area.
	  ○ R. Pires: Sociology discussed this. Do you think it's possible to treat those prefixes like honors? So SOC 100 would become Ethnic Studies 100?
	  ○ J. Wilkins: Per the legislation and draft executive order it specifically states it has to be a prefix of Ethnic Studies or there's other language in there. But if we cross-list it there's no way we can add like an "E." I think that's what we're talking about, adding a letter to the end. I don't think it would be acceptable.
	  ○ R. Pires: This relates to every discipline, we have to have a course outline of record. Then we open ourselves to a lawsuit where some faculty might come in and say, I meet the minimum quals for an Ethnic Studies discipline, why are they not allowing me to teach this class? So category D has to be taught by sociology faculty or minimum quals. If I take that and put it in Ethnic Studies then it could be taught by anyone with minimum quals for Ethnic Studies.
	  ○ M. Copeland: Unless the Curriculum Committee agrees to house these courses in their original disciplines.
	  ○ R. Pires: We have a statewide minimum quals handbook.
	  ○ M. Copeland: True. It cold be problematic if we developed an Ethnic Studies department and started hiring	

Topic	Discussion	Action
10. Information Items, continued	faculty for Ethnic Studies. ○ R. Pires: I saw the resolution for plenary, it didn't really address what we're saying right now. ○ M. Copeland: J. Stanskas, can you weigh in on this? ○ J. Stanskas: The 5C state Curriculum Committee is also looking at this. Right now the CSU Chancellor's Office is telling us that they want us to have this done and submitted by February and that is what our curriculum chair is bringing to you. I don't think you have to cross-list. You could just offer them as Ethnic Studies courses and it has the course outline of record that has the outcomes the CSU determined must be there and you can place that course in two disciplines – you can place it in Ethnic Studies and Sociology. I don't' think there is any chance that a faculty member would win about being able to teach a course because every court has determined that the administration has the right of assignments. They can assign you to teach anything that you need to normally qualify for. That's where cross-listing seems like an easier way to address some of the fears I think I've heard. Some disciplines are concerned they'll lost control over that course. My understanding from meetings I attended is they're looking for the transcripts to say ETH or something. ○ J. Wilkins: The last information I got from CSU was their interpretation as well. If it's cross-listed we can add that SOC and the ETH and the student can take either one. ○ R. Pires: So do you think if we cross-listed then they would honor sociology or English or communication studies if they take Ethnic Studies 100 and it's cross-listed as SOC 100 when they get ready to graduate as a sociology major? Would they honor that? ○ J. Stanskas: Yes. Right now the psych stats class is submitted for a math course and the ID is honored as the same. ○ J. Wilkins: That would be my concern because it's not on the transfer degree. I would have to look into that. ○ D. Humble: I just want to jump in the conversation. It goes with what J. Stanskas is saying. This continues to be unsettled at the state level and I was in a meeting on Friday with the Chancellor's Office and they're continuing to meet with the CSU folks. I suspect it will continue to be unsettled. For us at the community college level, there are many ways we're going to be able to implement this. We have to decide what's right for SBVC.I also want to point out there's a difference between a department and a discipline. ○ M. Copeland: If we go the cross-list route I think we can find a way to assure faculty that the courses they're going to cross-list will stay with them. ○ R. Pires: Time is of the essence. I think it would be beneficial if Curriculum could come up with something like they did for DE in the emergency.	
11. Public Comments on Non-Agenda Items	None	

Topic	Discussion	Action
12. Announcements	• None	
13. Adjournment	• Meeting adjourned at 4:55 p.m. • Next meeting: November 4, 2020, at 3:00 p.m. via Zoom (link will also be shared on our webpage).	