



Commonly known as the "Ten Plus One," (as articulated in [Title 5 of the Administrative Code of California, Sections 53200](#)) the following define "Academic and Professional matters."

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| <ol style="list-style-type: none"> <li>1. Curriculum including establishing prerequisites and places courses within disciplines</li> <li>2. Degree and certificate requirements</li> <li>3. Grading policies</li> <li>4. Educational program development</li> <li>5. Standards or policies regarding student preparation and success</li> <li>6. District and college governance structures, as related to faculty roles</li> </ol> | <ol style="list-style-type: none"> <li>7. Faculty roles and involvement in accreditation processes, including self-study and annual reports</li> <li>8. Policies for faculty professional development activities</li> <li>9. Processes for program review</li> <li>10. Processes for institutional planning and budget development</li> <li>11. Other academic and professional matters as mutually agreed upon between the governing board and the senate</li> </ol> |
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	Agenda Item	Discussion	Action
1.	<b>Call to Order and Roll Call (Sign- In)</b>	3:03 p.m. <a href="#">Sign-In Sheet and Voting Record</a>	
2.	<b>Public Comments on Agenda Items (max. 15 minutes)</b>	None	
3.	<b>Senate President’s Report (5 minutes)</b>	[view <a href="#">Academic Senate President’s Report</a> ] <ul style="list-style-type: none"> <li>• Recognition of Black History Month</li> <li>• Patrick Warren</li> <li>• Anti-Hate and Anti-Racism</li> <li>• Academic Senate Scholarship</li> <li>• Requests for faculty representation on hiring committees</li> <li>• CCCCCO Webinar on a revised Financial Aid package</li> <li>• Results of the District’s Environmental Scan</li> </ul>	
4.	<b>Committee Reports (10-20 min.)</b> <ol style="list-style-type: none"> <li>a. Ed. Policy – <b>Report</b></li> <li>b. Personnel Policy</li> <li>c. Student Services</li> <li>d. CTE</li> <li>e. EEO</li> </ol>	<b>d. CTE</b> [J. Milligan]: Congratulations to J. Milligan and his family on the birth of their new baby!  <b>f. Professional Development</b> [R. Hamdy]: We’ve completed the flex tracker portion of the Vision Resource portal. Will be recording a video on how to use it. It’s a district system. Please don’t run to the portal and enter flex just yet – wait for my video. This is just for full-time faculty’s	

	<ul style="list-style-type: none"> <li>f. Professional Development</li> <li>g. Elections</li> <li>h. Curriculum</li> <li>i. Program Review-<b>Report</b></li> <li>j. Accreditation &amp; Outcomes</li> <li>k. Distance Education</li> <li>l. Legislative</li> <li>m. Financial Policy</li> <li>n. Guided <b>Pathways</b></li> </ul>	<p>flex obligation. It's not for adjunct compensation; that's a different process. I hope to send the video in the next week.</p> <ul style="list-style-type: none"> <li>• T. Allen: How many hours are required?</li> <li>• R. Hamdy: Twelve hours per academic year. Please don't enter 24 or 100 hours, just 12.</li> <li>• T. Simpson: Do our flex hours have to be a variety?</li> <li>• R. Hamdy: No, just max of 6 hours/day.</li> <li>• T. Simpson: For those of us who aren't senators, will attending Senate count as flex time?</li> <li>• R. Hamdy: Yes, attending Academic Senate counts as flex for everyone.</li> <li>• D. Burns-Peters: There was also a question in the chat about the dates of when you can start and when is the last day to get flex credit.</li> <li>• R. Hamdy: Our academic flex calendar starts on July 1; it's just that the portal hasn't been available. I think I've said this before, but keep track of those hours on paper for now. I ask that everyone submits their flex to me by May 15, even though you can submit through you can submit up to June 30. The reason is I have to submit a report to the state by June 1.</li> </ul> <p><b>h. Curriculum</b> [M. Copeland]: I sent an email to all faculty and chairs about Ethnic Studies if they want a course in that GE breadth requirement area. If they want it to be effective fall 2022, it needs to be submitted through our regular processes this semester. History, Sociology, and Anthropology are all working on something. Reach out to me if you have any questions or if you think you have a course that might fit.</p> <p><b>i. Program Review</b> [C. Huston]: I wat to let everyone know that the committee's been working on creating a pilot for a needs assessment based on all the feedback received from the survey that went out last semester and from some focus groups, so we'll be launching a pilot of needs assessment next week. It's going to be a different needs assessment so we all have to think broadly for a little while. It's a pilot, we're going to be evaluating the process at its conclusion so we can continue to make changes and improve our needs assessment process. As a reminder, last semester the Senate voted to suspend all full program efficacies that were due this semester. If you normally</p>	
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		<p>complete a two-year report this time of year, those two-year reports are going forward; they're legally mandated. Then conditional reports will have some kind of follow-up this year as well, but the full reports have been suspended for the semester and I believe they will resume this time next year.</p> <p><b>j. Accreditation and Outcomes</b> [C. Huston]: I have to start by saying that SBVC rocks! We received a full 7-year reaffirmation with no recommendations for compliance and no follow-up report – the highest possible reaffirmation. Great job to the committee and whole accreditation team. Thanks to our co-accreditation liaison officers, Dr. Humble and Dr. Smith, and D. Peters and K. Yarborough, who provided amazing support.</p> <ul style="list-style-type: none"><li>•D. Burns-Peters: It's also worth mentioning that we are one of four campuses who got the full 7-year reaffirmation.</li><li>•C. Huston: Yes, so it's not a gift; we didn't slip by. They were looking at us carefully and we received the highest possible recommendation.</li></ul> <p><b>m. Financial Policy</b> [A. Castro]: As of now, our budget committee hasn't met for this term. I'm hungry for information. I know FTES are down and I'm sure the campus is really curious about the budget. I'll be reaching out to get information as soon as possible. We are looking for ideas to bring that forward.</p> <p><b>n. Guided Pathways</b> [T. Simpson]: We met last night to go over our mapping. We are getting everyone the drafts of the maps from last year. There's going to be a lot of work ahead of this. We are also working with educators of color. We agreed with CSUSB to get an extension for our deadline, they'll accept some fall students with concurrent enrollment. San Bernardino City Unified School District agreed to give our students a site for student teaching or student internship. We'll meet to go over who will pay for their tests (CBEST, MSET, etc.). Both campuses agree it's a need, but we need to look at who has funds to pay for it, so either CSUSB or the school district. E. Gomez let me know there's a club of students interested in teaching. The committee also wants to develop the ADT which I am talking to the articulation officer to see if that is possible because we found out that there are only two CSUs that have an ADT for liberal studies that goes into teaching: CSU Dominguez Hills and CSU Northridge. That's</p>	
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		<p>out of reach for our students. Our Scale of Adoption Self-Assessment deadline is today so I can get it to the next office; it will go to our VPI to prepare for College Council, Board, and of course it has to go to the Chancellor's Office. We don't want to ask for an extension, so if you've read it over please send feedback to me.</p>	
<p>5.</p>	<p><b>Additional Reports (5 min)</b>  a. SBCCDTA  b. District Assembly-Report</p>	<p><b>b. District Assembly</b> [B. Tasaka]: We had our first meeting of the year yesterday and we're happy that L. Cuny joined us as an official voting member. We pulled several APs/BPs: 7100, 7270, 4231, 4105, and 4235. L. Cuny and Ed Policy will be looking at those. A lot of the reasons why these were pulled revolved around language. For example, the wording on the distance education policy stated that the Chancellor is responsible for establishing that. Both CTA and Senate representatives felt that didn't seem right. So we are going to make sure that the language aligns with the policies and practices. The Chancellor also updated us on accreditation, COVID-19 testing, and the budget. J. Buysee also gave an update of the budget. They said the COLA would be 1.5% and that was something that was not anticipated. K-12 schools are getting more because of a retroactive process that doesn't apply to us. They also said the current budget does not account for what came from the Federal Government, it's just from the state so there's potential that it's not as bad as we thought. I'm not exactly sure how bad we thought it would be, so gauge that accordingly. There were also talks about COVID-19 and the general return-to-work plan. They thought the plan was required by the government, and then they pulled back on it so we are still figuring that out.</p> <ul style="list-style-type: none"> <li>•D. Burns-Peters: Yes, there wasn't much detail about the budget. The general theme was it's better than we expected. The ties attached to the COLA, I believe specifically had to do with an increase of online course offerings, which is interesting at this time. There's a lot unsaid because there are further directives and documentation to come. Overall it seems to be more positive than we were expecting.</li> </ul>	
<p>6.</p>	<p><b>SBVC President's Report (5 min.)</b></p>	<ul style="list-style-type: none"> <li>• I can talk about budget at your first meeting in March. I don't want to commit to your next meeting this month because I just checked my calendar and I have a lot of meetings that day. I'm also happy to meet</li> </ul>	

		<p>with you, A. Castro, if you want to connect about the budget. I can answer any questions you have or clarify things for you.</p> <ul style="list-style-type: none"><li>• Reflecting on some of today’s conversation, I want to say thanks to everyone who is doing 100s of flex hours. I appreciate it.</li><li>• Congratulations to J. Milligan on your new addition! That’s incredibly exciting. Give her a warm hug from all of us.</li><li>• Accreditation – how exciting is that! We got the highest award we could receive coming out of our last accreditation visit. I am so incredibly proud of all your hard work. There were some things that the accrediting team was concerned about when they left and we had the opportunity to address those in a written document to the team. I’m pleased they heard us. It’s great that we don’t have a follow-up report.</li><li>• Enrollment – We are about 18% down from where we were last year. That’s not uncommon throughout the state. We are working on some plans for late-start courses. We’re looking at different populations so we can do some targeted marketing to raise those numbers. There’s also a conversation about how this affects us in terms of “hold harmless.” We want to continue to continue to bring in as much enrollment as we can so there isn’t a negative effect on us. We’ll continue to look for strategies.</li><li>• Covid – Hopefully you all completed the survey that went out. I wish we could have the vaccination on our campus, but that’s not the case right now. It does not necessarily mean we are getting it any sooner. Were invited to get it with our K-12 partners. I’m thankful they’re including us. The survey went out to see how many are interested in getting the vaccine. We will send that to our K-12 partners and to the county when the vaccines become available. In our district we don’t know because it depends on the numbers that the K-12 receive, so my understanding is that the tier for educators opened today. I would encourage all of you interested in getting the vaccine to seek out appointments at your local pharmacies, doctor, or wherever you can, and not necessarily wait on our district’s partnership. You may be able to get an appointment sooner than what we can provide.</li><li>• <b>Questions/Comments:</b></li></ul>	
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		<ul style="list-style-type: none"><li>○ M. Copeland: The tier for educators in Riverside County has been up for a while. Demand is very high. I've been on the website several times and it's nearly impossible to get an appointment.</li><li>○ T. Simpson: I got mine today and they had about 30 appointments in Redlands at 8 o'clock this morning. They release them if you're on MyChart.</li><li>○ R. Hamdy: I've had questions about proof. We don't have ID cards that say we're employees of the district. Is there talk about getting those?</li><li>○ D. Rodriguez: We checked with the county and they're okay with us providing pay stubs as proof of employment with the district, so that should be all you need. If anyone hears anything different, please let us know. In terms of the district providing IDs, apparently there's a lot that goes into that. It's not just taking a photo and placing it on the card. So they are working out those kinks, hopefully before too long.</li><li>○ A. Aguilar-Kitibutr: When the vaccination would be made available to the district will that be delivered in our college, would the vaccination take place in the college or where might that be?</li><li>○ D. Rodriguez: It would not take place at the college, it would be at a couple different school sites that are already set out to distribute the vaccine.</li><li>● You may recall the survey as part of the strategic planning process. We received the results of that survey. The core group that was involved with that is going to reach out to you all again. We're dividing up into different segments based on those four areas they think we might need to work on. The core group will work on those four areas to look at and dissect the report that they gave us and provide feedback to the larger group.<ol style="list-style-type: none"><li>1. Advising</li><li>2. Guided Pathways</li><li>3. Strategic Planning</li><li>4. Digital Learning</li></ol></li><li>● We will either accept their recommendations on how to move forward or we won't accept it and present what we think we should do. We'll have those conversations once the core team does their work. It has representation from all the different constituent groups. We will take</li></ul>	
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		<p>that information to College Council to see if we want to include these in our strategic plan.</p> <ul style="list-style-type: none"> <li>• I want to encourage everyone to participate in the Black History Month events. Our campus is putting a lot of effort to bring these events to our campus, so I hope you can participate in those and provide feedback as well.</li> <li>• Welcome to Dr. Stanskas, who joined us as the interim dean of science. Thank you for taking on that role and helping us out. We appreciate it.</li> </ul>	
7.	<p><b>Consent Agenda</b></p> <p>a. Approval of the minutes for 1/20/21</p>	<p><b>Motion 1</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> None</li> </ul>	<p><b>Motion 1:</b> Move to approve the minutes for 1.20.21.  1<sup>st</sup>: R. Hamdy  2<sup>nd</sup>: C. Jones  29 responses  Aye: 100% (29 votes)  Nay: 0% (0 votes)  Abstain: 0% (0 votes)  <b>Motion passes</b></p>
8.	<p><b>Action Agenda (15-25 min.)</b></p> <p>a. Guided Pathways Recommended edits on AP 7210-second read</p> <p>b. Guided Pathways Recommendations-Equity in Hiring</p> <p>c. Guided Pathways SOAA Report</p>	<p><b>a. Guided Pathways Recommended Edits on AP 7210 – second read</b> [J. Stanskas]:</p> <ul style="list-style-type: none"> <li>• [view <a href="#">Guided Pathways Proposed Changes to AP 7210 Second Read</a>]</li> <li>• At the September meeting of the Academic Senate, you asked Guided Pathways to look at revisions to AP 7210, the faculty hiring process. This is one of the few APs that must exist for colleges and must originate from the Senate because it has to do with the hiring of faculty. We had webinars for the entire district, discussions with the Guided Pathways work group, and I presented you our initial findings and suggestions along with the track changes form of AP 7210. I also asked for any changes at the last Senate meeting. This is a summary of the changes from last time. We are asking that the Academic Senate approve the recommended changes in AP 7210 and send them to HR for reconciliation.</li> <li>• <b>Motion 2</b></li> <li>• <b>Discussion:</b> None</li> </ul> <p><b>b. Guided Pathways Recommendations – Equity in Hiring</b> [J. Stanskas]:</p>	<p><b>Motion 2:</b> Move that the Senate supports and approves the recommended changes in AP 7210 and send them to HR for reconciliation.  1<sup>st</sup>: A. Aguilar-Kitibutr  2<sup>nd</sup>: T. Allen  29 responses  Aye: 93.1% (27 votes)  Nay: 0% (0 votes)  Abstain: 6.9% (2 votes)  <b>Motion passes</b></p>

		<ul style="list-style-type: none"> <li>• [view <a href="#">Guided Pathways Equity in Hiring at SBVC Recommendations Second Read</a>]</li> <li>• This is the second part – recommendations that came from the campus dialogue and discussions at Guided Pathways about revisions that probably shouldn't be written into administrative policy, but maybe revisions to how our hiring processes actually do business in terms of processes. They are designed to empower our campus to fully implement AP 7210. You can see recommendations here in the slides from our last meeting. This is a recommendation from the Academic Senate to HR, but also to the campus about the management of hiring processes as well.</li> <li>• <b>Motion 3</b></li> <li>• <b>Discussion:</b> <ul style="list-style-type: none"> <li>○ D. Smith: What are the acronyms?</li> <li>○ R. Hamdy: DEI is diversity, equity, and inclusion.</li> </ul> </li> <li>c. Guided Pathways SOAA Report [J. Stankas]: <ul style="list-style-type: none"> <li>• The Scale of Adoption report is mandated by the state. It's part of our plan for implementing Guided Pathways. They ask that the Academic Senate vote on it because they want to make sure that the Academic Senate has seen it and that there is a linkage between them and Guided Pathways. I know this because I argued for it at the state level because we wanted some sort of proof that Guided Pathways is coordinating with the Senate. This is the third one the campus has submitted; it's the end of a cycle. You can see the work that's happened over three years.</li> <li>• T. Simpson: We submitted it for everyone to look over it and give feedback. It's a large report. It goes over the four pillars of Guided Pathways. I guess everyone looked over it last year, so clarifying the path and selecting the meta majors was the first response when we were at scale last year and we're still there because that was not necessarily our new focus for this semester. For this academic year, this one is kind of like a rollover, just a couple of words were changed from last year. Our second pillar, which was entering the path, that one had quite a bit of work because that one is the one who asked us a lot about our partners and are we building our pathways with our</li> </ul> </li> </ul>	<p><b>Motion 3:</b> Move to support the recommendation.  1<sup>st</sup>: T. Vasquez  2<sup>nd</sup>: A. Aguilar-Kitibutr  29 responses  Aye: 93.1% (27 votes)  Nay: 0% (0 votes)  Abstain: 6.9% (2 votes)  <a href="#">Motion passes</a></p> <p>Motion 4:  Michelle Tinoco  Kellie Barnett</p>
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		<p>community partners, our K-12 or university, and we did update a lot of bad information there – what we’re doing with the educators of color, there has been some collaboration with some community partners as well. That’s all reflected in this year’s reporting. Staying on the path that is also we’re at scale, we’re progressing there because we are not, I mean we are scaling and progress, I’m sorry, not at scale, because that is still where we have a lot of work to be done. So you can look in and that one that again is about 12 pages is kind of going over you know some of the things that we have here on campus – our resources, how they’re going to be tied into the pathways. And then ensuring learning, which was our pillar four and again for that one we are scaling progress. We are still working at that one, so the only one that we’re pretty much at scale with is our meta majors because those have been identified. We’ve gone through the proper channels to make sure the campus is aware of that, so that is basically it in a nutshell.</p> <ul style="list-style-type: none"> <li>• D. Burns-Peters: My understanding is we are open for feedback for a short time still, but it is a sign-off we are required to do. That was posted to our website with the agenda.</li> <li>• <b>Motion 4</b></li> <li>• <b>Discussion:</b> None</li> </ul>	<p><b>Motion 4:</b> Move to approve and support the SOAA.  1<sup>st</sup>: M. Tinoco  2<sup>nd</sup>: K. Barnett  25 responses  Aye: 89.3% (25 votes)  Nay: 0% (0 votes)  Abstain: 10.7% (3 votes)  <a href="#">Motion passes</a></p>
<p>9.</p>	<p><b>Information Items (max. 20 min.)</b>  a. SSHDPE Resolution on Guided Pathways-first read</p>	<p><b>a. SSHDPE Resolution on Guided Pathways – First Read</b></p> <ul style="list-style-type: none"> <li>• [view <a href="#">SSBSPE Division Resolution re: Guided Pathways</a>]</li> <li>• D. Burns-Peters: This is an information item. It’s a resolution written by the Social Sciences, Behavioral Sciences, and Physical Education division regarding Guided Pathways. I want to outline that this is a first read of a resolution coming from the faculty as a division. It was brought to the Senate Executive body and they decided to move forward with this based on the need to have the faculty voice heard. This is an opportunity to remind us as a Senate body of what our duties and responsibilities are as we participate in this collegial process – we have a resolution that’s going to be presented and I will turn it over to that division’s representatives to read it. The follow-up will be to make sure this information is shared with your constituent body and to make sure the information gets back so when it comes</li> </ul>	

		<p>for a second read, we come back empowered with knowledge, feedback, and the voice of the faculty body. Make sure that this is shared with your division/body.</p> <ul style="list-style-type: none"> <li>• A. Blacksher read the resolution [it may be viewed using the link above or on our Senate website].</li> <li>• <b>Questions/Comments:</b> <ul style="list-style-type: none"> <li>○ K. Buffong: I have a clarifying question. In light of the maps that were provided in the resolution, they talked about discontinuing the use of the maps because they were a draft and have not been used. Is there a need to support something that has not been used yet?</li> <li>○ R. Hamdy: I think that's something we would clarify at the second read. It's relevant, so take it back to your division and get that feedback.</li> <li>○ D. Burns-Peters: Thank you. We can choose to support this as it is, we can vote to make recommendations and have it come back to us, or we can vote to not support it. That's the faculty body's decision.</li> <li>○ M. Copeland: Just an overall question about our processes and I'm curious. I know we've always done this with first-reads, but it seems like it could be important to have maybe 10 minutes of discussion. I know we can't change that process now, but it's something to think about in the future. It's helpful when we take this back to our division to be able to say we had a discussion and how people felt. It seems odd to wait until the second read to have that discussion, especially when resolutions are kind of big deals.</li> <li>○ D. Burns-Peters: I can follow up on that as part of parliamentary process.</li> </ul> </li> </ul>	
10.	<b>Public Comments on Non-Agenda Items</b>	None	
11.	<b>Announcements</b>	<ul style="list-style-type: none"> <li>•R. Hamdy: CareSolace did a demo for Professional Development. They are available for students to get mental health references. It's much easier than I thought. I recorded the demo, so we could even include the link in a Canvas module. It's also available to employees and they match a therapist that would be good for a particular person based on a</li> </ul>	

		<p>questionnaire. It looks like a very good resource. We also had our first Stress Solutions last Friday. It went really well. We're trying to create a safe space where there is safety in talking about troubles we've experienced in this isolated state. We did some guided meditation and gave some tips and tricks. There's an event on February 19 focused on self-compassion. We recognized a lot of people are stressed and they're very hard on themselves. I'm excited to have this partnership. We hope to do it every two weeks as a gathering place for faculty and staff to just come together to rejuvenate.</p> <ul style="list-style-type: none"> <li>○ B. Tasaka: E. Akers also did a presentation for the Senate. I want to say it was around September. If you go back to those minutes there is a flyer and more detailed information about how CareSolace works.</li> <li>○ R. Hamdy: I'm going to send a flyer as well.</li> <li>● M. Lawler: On behalf of the head football coach we are having our first football gear school spirit fundraiser and I don't have the link with me, but I think it's going to be announced next week or through an email. So if you can support the team, the school spirit, and the players, please click on the link and order a shirt or hoodie or something you might like to wear.</li> <li>● L. Cuny: It's that time of year again – we're entering the 10<sup>th</sup> year of our student film festival here on campus and our 3rd Wolverine Con of the year. <a href="#">Here's the link for folks to sign up</a>. We'll get something prettier from M. Botelo's art class to make it official. There will be a cosplay competition live via Zoom. The theme of Wolverine Con is monsters and aliens of sci-fi and horror. There are going to be some panel discussions, including A. Pave and A. Blacksher. We have some really cool guest speakers. We're in the midst of setting up a streaming platform where you'll be able to live stream all the films.</li> </ul>	
12.	<b>Adjournment</b> <b>Next Meeting: Wednesday, February 17, 2021</b>	Meeting adjourned at 4:22 p.m.	

Upcoming Events:

- [ASCCC 2021 Part Time Faculty Institute, 2/18 - 2/19](#)

- [ASCCC 2020 Fall Plenary](#)
- [Additional upcoming ASCCC events](#)

*Governor Newsom issued Executive Order N-25-20 on March 12, 2020, and Executive Order N-29-20 on March 17, 2020. Portions of these orders relax parts of the Brown Act. In part, the orders allow elected officials to “attend” a meeting via teleconference WITHOUT having to admit members of the public into the location from which they are participating (N-25-20) and orders that “such a body need not make available any physical location from which members of the public may observe the meeting and offer public comment” (N-29-20).*