



SBVC Academic Senate Agenda

Wednesday, March 3, 2021

3:00- 4:30 pm via [Zoom](#)

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"> 1. Curriculum including establishing prerequisites and places courses within disciplines 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles | <ol style="list-style-type: none"> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the senate |
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	Agenda Item	Discussion	Action
1.	Call to Order and Roll Call (Sign- In)	<ul style="list-style-type: none"> ● Meeting called to order at 3:04 p.m. ● Sign-In Sheet and Voting Record ● Motion 1 <ul style="list-style-type: none"> ○ Discussion: None 	<p>Motion 1: Move to amend the agenda and add the Chancellor’s Council to the agenda as an information item. 1st: R. Hamdy 2nd: B. Tasaka 22 responses Aye: 95.5% (21 votes) Nay: 0% (0 votes) Abstain: 4.5% (1 vote) Motion passes</p>
2.	Public Comments on Agenda Items (max. 15 minutes)	None	
3.	Senate President’s Report (max. 5 minutes)	<ul style="list-style-type: none"> ● Say their name: Jenoah Donald, age 30, February 9, 2021. <ul style="list-style-type: none"> ○ I continue to say their names and invite you to do the same, and recognize the work that we need to do and continue to do. 	

		<ul style="list-style-type: none"> •The environmental scan has been completed. In terms of what that means, I can't give details since it's not publicly shared yet, but there is feedback being done on its results at the District Institutional Effectiveness Committee. It will play a part in where we're heading in terms of our strategic planning, so the beginning stages of that is happening. I'm very optimistic in the results and how they're being talked about. I'm optimistic the conversations we are having will serve our campus and our students. I want to give a shoutout to the work that's being done. •I want to recognize and thank the VPI office and Dr. Humble for committing to send a team to the spring plenary session. Several of you did respond to me. Your name went on a list that has now been shared and you can watch for further directions in terms of registration. The hope is we'll be able to register everybody as a unit like last time, but there will be a need to get your travel form completed fairly quickly, so please watch for that. I'll keep you updated. •Leading up to plenary, we have an Area D meeting. I believe I have that link at the bottom of the agenda. That's open to everybody at no cost if you're just interested in knowing how resolutions work at the state level and the process in which they're submitted, the discussions that happen around it, and maybe even want just a little bit of insight in terms of some of the topics that will go to plenary for voting. The Area D meeting is a great place to do that; it's a nice little entry level to the state process. That's March 27. •There are a tremendous amount of events happening with ASCCC. You can read about that on their website; I also put that link on the agenda. •As we know, the AP 7210 changes and some recommendations made by the Guided Pathways team and they're supported by the Academic Senate. That's been forwarded to HR and K. Hannon. The report is set to go through the EEO Committee with the intent for District Assembly to review it in April. So just to keep everybody updated that it's moving through the process and we look forward to where that leads. •I'm going to end my personal report following R. Hamdy's lead in some ways. If you're looking for a good podcast, I know a lot of us are spending time learning personally and looking at professional growth and development along the way, or maybe you need a couple of professional development hours. I was turned onto Brene Brown's podcast. It's a great podcast in talking about how to lean into the process of learning how to lead. 	
<p>4.</p>	<p>Committee Reports (max. 20 min.)</p> <ul style="list-style-type: none"> <i>a.</i> Student Services <i>b.</i> CTE <i>c.</i> EEO 	<p>d. Professional Development [R. Hamdy]: Last time I shared the new flex tracker. I hope everyone saw my email and they watched the new video. It will walk you through the whole process. I'll send it out again. Also encourage the full-time faculty in your divisions to submit theirs. Let adjuncts know that the form they submit to their dean is going to remain the same for the foreseeable future.</p> <ul style="list-style-type: none"> •T. Allen: It's 12 hours per semester? 	

<p>d. Professional Development</p> <p>e. Elections</p> <p>f. Curriculum</p> <p>g. Program Review</p> <p>h. Accreditation & Outcomes</p> <p>i. <i>Financial Policy</i></p> <p>j. <i>Distance Education</i></p> <p>k. <i>Personnel Policy</i></p> <p>l. <i>Legislative</i></p> <p>m. <i>Ed. Policy</i></p> <p>n. Guided Pathways</p>	<ul style="list-style-type: none"> •R. Hamdy: No, 12 hours per calendar year. •M. Copeland: When did you send the email? •R. Hamdy: I think about 2 weeks ago. •M. Copeland: If we submitted a long time ago, do we need to re-submit it? •R. Hamdy: There wouldn't be a way to have uploaded it yet for this year. We took it down in June. So it shouldn't have been an option. Flex starts on July 1 – June 30. You'll have to backdate a lot of your stuff. <p>f. Curriculum [M. Copeland]: I think at our next full meeting we will probably be approving our first course for Ethnic Studies, so that's exciting. For people who are still considering that, you want to be sure to get that in soon.</p> <p>g. Program Review [C. Huston]: We launched the Needs Assessment pilot and have already extended the deadline from what it was to March 17. We've been getting robust and valuable feedback on the process, please keep the feedback coming. We're aware of the problems with the links. New links were sent out and now the whole system is down at the district, so even the new links don't. We'll follow up on that. Obviously it's a pilot; it's not perfect. Again we are receiving really valuable feedback and I'm looking forward to surveying all the participants post-Needs Assessment and sitting down with the committee and working on the process further to make enhancements and tweaks. We've had good attendance in the drop-in sessions, so please feel free to drop in and reach out to the Program Review representatives in your division or to one of the co-chairs if you're unable to make the drop-in. We're going to start looking at efficacy and the feedback we got from the survey results on efficacy at our next meeting.</p> <p>h. Accreditation and Outcomes [C. Huston]: Accreditation met yesterday. We approved an accreditation cycle that goes from 2021 through our next accreditation visit in the 2027/2028 year. One valuable thing about the accreditation cycle is laying out the duties of the committee semester by semester. From now until our next accreditation cycle concludes it's really going to help facilitate the committee as we get new membership. As we have chances in leadership to keep the work going forward the committee will always know what activities they'll look at each semester and what activities they're planning on for the next semester, etc., all the way through completing our next ISER and having our next visit. You will also see the announcement for a call for letters of interest for the Accreditation Faculty Lead, probably later this week. We are kind of refining the last few things with CTA and that's going to be for a 3-year assignment. I don't have it in front of me. I believe for most of the time the assignment is 60%, but there is one semester, probably the last one of this particular</p>	
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assignment, where the midterm report is being developed in that semester, it's 100%. The equity lead position has been approved and is going to CTA as per contract.

- B. Tasaka: The program maps we started last semester are officially done, at least for this cycle. Some of you may have received an email from K. Yarborough in the last week if your programs had updates. We need you to update your program maps. Part of that process will not only map courses to PLOs or ILOs, but we're adding a layer of SLOs to that. So that will be our new process to update program maps as curriculum is updated. Those program maps will get posted on our Outcomes website so departments have access to them. You can link them to your department's website if you want it to be visible. Beyond that, just a reminder as we get to the middle of the term a lot of short-term classes are either ending or beginning. Remember to submit your SLOs if your course is ending or to use the most up to date SLOs on your syllabi if your course is starting. The most recent SLOs are also published on our website.

i. **Guided Pathways** [T. Simpson]: I know A. Aguilar-Kitibutr wasn't here to give a report for Student Services. I did want to let everybody know that the extension for graduation petitions for spring was pushed to March 19. Other than that they'll have to petition for summer, so we want to make sure we get as many students as possible so we can get those numbers there. In terms of Guided Pathways, I did send out the draft maps. Maps were shared with all chairs and deans. Everyone can see it. Please forward them to anyone who needs it; there is no longer a password on it. Please reach out if you need help or have questions. I met today with the educators of color. We are definitely moving forward with looking at our mandates. They wanted to push us to work on an AD-T in Education. We finally sent over all three because they have some major changes to their education at CSU San Bernardino so I'm going to definitely look over those and make sure I share that with everybody as quickly as I can. We're working with our supporters. I'm really excited and happy to see the growth that we're making with Guided Pathways and getting to our next step. We still have the deadline date of the 16th that we requested for all maps to be back so we can look over and see what needs to be done so we can move on to our scheduling section of Guided Pathways. I wanted to thank everyone for the support and getting this work done.

- M. Copeland: Are you running the Liberal Studies transfer degree through J. Wilkins?
- T. Simpson: The organization is I get everything, I'm gathering all the information so I can hand it over and say this is what they're asking, can we look at working on this?
- M. Copeland: Okay, thanks.
- T. Simpson: They also decided today to put on a counselor conference, CSU San Bernardino decided to do it because they've been letting all the CSUs like Fullerton and everywhere else. They haven't had any highlighting on their programs for over five years, so

		<p>they asked us to work with them in getting the word out. So I also want to tell you that I'm good for all this time.</p>	
<p>5.</p>	<p>Additional Reports (max. 5 min)</p> <ul style="list-style-type: none"> a. SBCCDTA b. District Assembly <ul style="list-style-type: none"> a. Social Media Policy Draft 	<p>a. SBCCDTA [S. Lillard]: We had some proposals that were passed last week at our negotiations meeting with the district. We will post on our website in the next few days. The first MOU is an extension on reimbursements for supplies that faculty need due to working at home. You might remember that this was a proposal or an MOU we signed in the fall that had a December deadline. There was a process laid out if you needed technology or other items to assist you in working from home you could request from your dean. If the items are not available you could purchase them and get reimbursed and we have extended that so anything you purchased after December 1, submit that to your dean and it may be eligible for reimbursement.</p> <ul style="list-style-type: none"> • Second item is we passed a counterproposal to the district for evaluations. I think you're all aware that the district and our team have been working on evaluations for quite some time. We passed a counterproposal to them on the middle section of the article which includes the terms of evaluation, what goes on with peer evaluations, and those types of things. It stops short of the 10-year review process, so that will be the next part. It's a very long proposal; it has many pretty color that track all of the changes from both sides. I do encourage you to look at that after the next few days. You can let us know what you think of it, again this is not signed it's just a proposal that we passed to the district in this ongoing negotiations. • The third proposal was the district passed a proposal about DE training. Now we have not shared this with our executive board, nor have we discussed it with them, but we are working on a counterproposal for the district. Basically the proposal is requiring that all faculty be trained in basically DE level 1 by the end of the fall. So again you can go view that on our website in a few days. We'll be discussing this with our executive board on Friday and preparing our counterproposal to pass back to the district. <ul style="list-style-type: none"> ○ R. Hamdy: Is there consultation with either DE committees on the third proposal? I know we've done that in the past when things have been relevant to the entire campus, but you know there are faculty leads or other people overseeing those areas. ○ We have not reached out to the faculty leads, we just got this proposal on Friday so at this moment we are talking within our team about how to proceed moving forward. <p>b. District Assembly [B. Tasaka]: We met yesterday.</p> <ul style="list-style-type: none"> • View District Assembly 3.2.2021 agenda • View Social Media Policy Draft 	

		<ul style="list-style-type: none"> • Yesterday was our monthly meeting. Our previous president stepped down and our Vice President, K. Hannon moved into the President’s role. We also elected R. Carlos Vice President for the remainder of the term. • All of the APs and BPs on the second read list were moved forward. There was discussion around the BP/AP on our diversity statement, we rearranged the order of a couple of the items to make it seem less like a mandate and more intentional. We also talked about the grade appeal BP/AP. You can read all of those on the District Assembly website. I didn’t bring a list of the new ones that are coming out, but you can read them in the District Assembly agenda. • There was talk about the new proposed constitution, which we will talk about more formally in a little bit since we added it to our agenda today. • The last thing is the Social Media policy draft. It outlines a social media policy for the district. It’s my understanding that we don’t have anything quite like this, so this would be creating one. It lays out different types of ways this can be used, whether you’re officially using it on behalf of the district, one example being the marketing department, or if you’re using it in more of a personal format and what’s allowed within those contexts. This is something we had a first read on at District Assembly, so we would look for a second read and vote at the next meeting. So any feedback would be appreciated. Let your District Assembly representatives know your thoughts. The next meeting is on April 6. 	
6.	SBVC President’s Report (max 5 min.)	<ul style="list-style-type: none"> • I want to clarify something I said that I think caused a little bit of disruption. It was at our Equity, Diversity, and Inclusion meeting, one of our faculty members was speaking very passionately about different types of professional development and the need for additional professional development in her opinion. As she was speaking so passionately about it, I asked her if she would like to take the lead on that for the purpose of this committee. I believe what happened was my words were interpreted as the faculty member taking over or planning professional development. That wasn’t really my intention at all. My intention was for the faculty member to help gather the information of what type of professional development she believed was needed across the camps for faculty and classified professionals that could benefit from and possibly work with the Professional Development Coordinator and Committee as a whole, so I hope that clarifies what my comments and what my intentions were. My apologies if it ruffled any feathers because that clearly was not my intention, but I am thankful for the folks that did bring it to my attention. I’m happy to answer questions around that. 	

		<ul style="list-style-type: none">•Our faculty hiring – so it’s been a little while since we’ve hired some faculty. So we are currently reviewing the list, looking at replacement positions, retirement positions and so on, and the other needs. We will be moving forward soon and letting you all know which position we will be hiring and hopefully by the next meeting we will have that information down. We were working with the district on sequencing those out as well so it doesn’t overburden some of our folks doing that.•I met with Senator Leyva and talked about all of the good work you all are doing. We also talked about the specific needs of not only our campus, but the needs across the district and hoping to get some movement within their budget committees.•A little bit of talk about the strategic plan D. Burns-Peters brought up, so this term we are gathering the information that we would need to develop our strategic plan and then next semester we will be diving into all of the information that we’ve gathered and then putting pen to paper and start to draft out our plan for the campus. I want to thank you all who are participating in all of the workshops.•Throughout the state down there’s been a number of professional development that I know R. Hamdy and company have pushed out. I for one happen to think that professional development is incredibly important to our profession. It’s how we keep updated on new development. It’s how we communicate with others who are doing similar work. It’s really a way for us to refresh ourselves, so thank you for all who are participating and I encourage you to participate./•Our enrollment, you know much like the rest of the state, we still struggle a bit. Where we’re still at about 2400 student headcount below where we were last year, which equals about 858/859 FTES, which is about 18% down in enrollment. The good news is there’s still room and late start classes. So as you’re bumping into students online or in different places, please encourage them to apply and join us. We all know enrollment drives a budget, right, and we just talked about how we’re down in enrollment. Next year’s budget should be looking okay, it’s the following couple of years that might be a little belt tightening for us. But you know we’ve lived through those times before and I’m certain that we’re going to get through it. I say that to put at ease some folks’ minds. There are no conversations and no intentions to talk about the discontinuation of any program or services we offer to students. I didn’t want anybody to walk away from any of the budget meetings and think that’s a possibility. You know that really isn’t in the discussions right now.•B. Tasaka brought up the social media plans that are going to District Assembly. I’m going to encourage you all to really take a look at that and provide your feedback because it impacts all of us or many of us. I know we have a lot of social media sites or many programs we work	
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		<p>with in our clubs. This policy will impact those sites because it carries the San Bernardino Valley College name or the district name. Please take a look at it and provide your input to B. Tasaka so she can share that with the committee so we don't unintentionally hurt what you're trying to do.</p> <ul style="list-style-type: none"> ○ R. Hamdy: That's something that we should be pushing out beyond the Senate to get eyes on it because I know there are a lot of faculty who have their own personal accounts, but they invite students to follow them on social media. There's so many implications so I'm wondering is that something the district will get out wider or is that the Senate's job because it could have academic freedom issues and some other things that would be of interest to the larger faculty. ○ D. Rodriguez: It would not be something that I would do. District Assembly would push that out, it would be more along the lines of those representatives. I encourage you to take it to your divisions and that's sort of a ripple effect. 	
7.	<p>Consent Agenda</p> <ul style="list-style-type: none"> a. Approval of the minutes for 2/17/21 	<ul style="list-style-type: none"> ● Motion 2 <ul style="list-style-type: none"> ○ Discussion: None 	<p>Motion 2: Move to approve the 2.17.21 minutes. 1st: N. Sogomonian 2nd: T. Allen 22 responses Aye: 100% (22 votes) Nay: 0% (0 votes) Abstain: 0% (0 votes) Motion passes</p>
8.	<p>Action Agenda (max. 15 min.)</p>	<ul style="list-style-type: none"> ● None 	
9.	<p>Information Items (max. 20 min.)</p> <ul style="list-style-type: none"> a. Chancellor's Council Constitution [added with Motion 1] b. ASCCC DEI Survey c. ASCCC Position Paper: Anti-Racism Education in 	<p>a. Chancellor's Council Constitution [added with Motion 1] [D. Burns-Peters]:</p> <ul style="list-style-type: none"> ● View Proposed District Assembly Constitution ● View the current District Assembly Constitution ● I want to start with this is an information item. The intent today is this came to District Assembly yesterday as a first read. It's a significant proposed change to how District Assembly currently operates. I want to make sure it's presented here. I can kind of encapsulate some intent behind it, even though it's not my document that I wrote. I think I can speak to it a little bit and then ask that you take this information, just like we said about the social media policy, to your divisions and share it with them. Currently the intent of District Assembly is to serve as an advisory committee, but it has been a committee that has 	

	California Community Colleges	<p>really resulted in a lot of time and energy specifically covering APs and BPs. The membership of it is quite large. I believe we are at 40 plus members on District Assembly. But much of our agenda time is spent simply going over the APs and BPs, reviewing them and there's a calendar we follow. That's not the important work to be done, but the consumption of time on those topics crates a situation in which there's not a lot of action happening on other areas in which we should be advising on. So Chancellor J. Torres put together this proposal where the District Assembly will become a Chancellor's Council. He has included a very clear purpose behind this and speaking to the purpose of that Chancellor's Council will be to serve as a participatory governance leadership team that advises the chancellor on institutional planning and budgeting and governance, policies and procedures affecting educational programs and services in the district. And that the Chancellor's Council members serve as a conduit for cross-district communication on these issues soliciting feedback from and disseminating reports and updates to constituency groups. He has included an intention here and the Chancellor's Cabinet members will advise and make recommendations to the chancellor regarding district goals and priorities that are of major importance to the district in providing opportunity and promoting quality, integrity, accountability, and sustainability in carrying out the mission and goals of the district. So the intent is clearly a campus-to-chancellor advisement and I think that you know from my perspective that I appreciate the clarity of intent and purpose behind this. The membership is outlined here I don't want to necessarily read every word of this document, but this becomes an executive level council, so you will notice that all of the executive level memberships are present there. Of course part of your feedback would be to look at that. The representation is talked about here and slated to possibly continue in the time period in which we already meet for District Assembly. But that of course is up for discussion and change if need be.</p> <ul style="list-style-type: none">• There's a host committees that will essentially be reorganized. Maybe that's a good word to put to it. I don't like to use the word absorbed or dissolved because that doesn't reflect what's happening, but there is a reorganization of a host of committees that we currently have sitting at the table. So the five subcommittees will be the District Budget Advisory Committee, the Institutional Effectiveness Advisory Committee, District Human Services, Diversity and Equity Advisory Committee, Facilities Advisory Committee, and then the Board Policies and Administrative Procedures Advisory Committee. This last one would take over or absorb the review of the APs and BPs which would then funnel up to the Chancellor's Council. So they would take on that work that's currently being done at our District Assembly meetings.	
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I'm more concerned about. Again the TESS Committees, you know faculty are present and they do work in those committees districtwide, so I just want to make sure that we think about how the committee structure within those committees is built so we don't lose that faculty voice.

- J. Stanskas: I have been in that role before. District Assembly is old. It's been around for a long time. The way it's operated has changed with every chancellor. Some chancellors really wanted to utilize it for feedback. Sometimes the chancellor chose to chair it. In the distant past it wasn't a decision making body, it was an advisory committee that is just allowed their voices. At times it was a working committee to ensure that we were updating our BPs and APs appropriately and in a timely fashion. There's always been a tension between the role of District Assembly and the role of the Academic Senate, so there was one other thing that it has been asked to and that was to act as an arbiter between the campuses about practice either at the administrative or Academic Senate level. That didn't work, by the way. It was not successful, asking for that to happen and seem to fail to recognize the distinctions between the campuses as autonomous and entities in accreditation standards. There is a lot of history of how it's operated. There have been times where there was tension and the Senate felt the need to assert their role that they wanted to participate in District Assembly, but it didn't give the structure established in Title V about the voice and faculty through the Academic Senate to the Board and its designees.

b. ASCCC DEI Survey [D. Burns-Peters]

- View [ASCCC DEI Survey](#)
- There is a DEI survey that was included in the email that went out to everybody and it's on our website. This is a survey that the ASCCC is asking each campus to fill out. It speaks to the work that is being done on campuses in terms of DEI. Really it's for all intents and purposes it's a gaps and an informal gap analysis to see where they might be able to support or speak to what's going well on our campuses. We're really trying to have feedback from across the campus and from across the board. It shouldn't be something that I fill out as senate president. It really should be reflecting the voices of all the faculty. I've included that and made it an information item for today with the intent of asking you to look at it and provide me with feedback by either filling in the form with your notes and sending it back to me or you can email me a summary of your notes and your ideas and thoughts to point me in the direction of things that might be happening that could fit into those things. I'm also hosting two sessions just kind of open input sessions. I will get those out to the campuses at large. One is on Monday the 15th and the other is Friday the 19th. They're asking that we turn in

this survey by the 22nd, so I'll host some open sessions where you can just verbally provide your thoughts and feedback as well. So please take a look.

c. **ASCCC Position Paper: *Anti-Racism Education in California Community Colleges*** [D. Burns-Peters and J. Stankas]:

- View [ASCCC Anti-Racism Education in California Community Colleges](#)
- D. Burns-Peters: Again the intent is to bring this to you and share with you some points that have been included from the ASCCC position paper titled *Anti-Racism Education in California Community Colleges*. It was published in fall of 2020 and there are nine pillars within that paper that I think are worthy of review and consideration. The intent is just to share that with you at this point. Then for you to take from it, to look at where Senate might want to direct either our faculty, the Senate, or the administration in taking action and where we might want to focus our energy in terms of those nine pillars.
- J. Stankas: Hopefully everyone will have a chance to read this paper. So the paper has several recommendation sites and one of them is for self-growth, that's for individuals. And as you're evaluating this and thinking through what you're desiring in terms of providing direction to the governance committees of the institution. This may be an area where you might wish to ask for professional development to continue the work of this effort explicitly. I think some of that has been directed already, but having an explicit direction, I found when I worked or chaired other committees it always helpful from the Senate. The recommendations for local senates are areas to consider where to move forward as a body as a representation of the voice of faculty and academic and professional matters. This is an area where the Senate really needs to act and provide that direction, and that direction could be provided to Curriculum, Guided Pathways, any of the standing committees of the Senate. Some of these, you can see, we've completed or done a little bit, and others we haven't touched yet as an institution.
- Something we talked about before is an area where the Senate feels like we should focus our efforts, moving forward. I think we completed the third bullet with the resolution that was adopted last year in the summer. It's important to note unless you've changed your bylaws those resolutions don't expire. They become the position of the Senate unless they're overturned by a two-thirds vote. So that one is done. A dialogue around structural racism and lifting the veil of white supremacy is a really challenging thing to do. There are a couple of ways that this has been done. I have gone on local senate visits as part of a team to other colleges where the whole goal of the two hour session is to push some buttons and make people feel uncomfortable so we can talk about privilege and white supremacy and racism that exists in the structure of the institution so we could as a body

		<p>decide we want to call in someone to do that kind of work. It spans both the personal and the institutional. The Curriculum Committee is already engaged in the last bullet on this page, but is there any more specific direction that the Curriculum Committee might desire? It might be that the Senate wishes to ask the Curriculum Committee if it would be helpful to provide other direction so they have the power of the Senate's voice moving that forward. Then I know the slides are just full of text, but I didn't want a slide for each one of these. Sometimes, on the first one, is the point of a local visit or you can ask Guided Pathways to do some of that work about acknowledging the structure of the institution, reflecting on biases and prejudices of its time and how do we address that. How do we address that we work within a structure that advantages some people and disadvantages others and how do we move that forward in a way that lessons that? Working together to evaluate faculty hiring onboarding evaluation and tenure processes; the Senate provided that direction to Guided Pathways last semester about faculty hiring. That work has been done. There is a whole lot that can be done around the onboarding process. Some of that notice requires communication with the bargaining leadership about what that means so if we as an institution want to say that all new faculty employees must participate as a condition of employment in 30 hours of mandatory training in their first year that's scheduled at these times, that would need to be negotiated. It's saying we would like both sides of the negotiating table to figure out how to make that happen in reality, the same with evaluation processes and tenure processes. Then there are also creating or strengthening the linkages with the ASG to provide a conduit for student voices to be heard, and particularly minority students. Voices that need to be heard that need to influence the way the institution behaves and the choices the institution makes to serve those students well. Lastly, providing organizational and transformational faculty leadership training and support through faculty development. A lot of work has happened in this arena, how does the Senate support that work. How does the Senate encourage that work among the body of the institution so those are the areas, and this is supposed to be a discussion.</p> <ul style="list-style-type: none">• D. Burns-Peters: You know as J. Stankas mentioned there are some things that we have either begun or are in the midst of, but there are other things we can yet do. What are some of the thoughts of the body?• Questions/Comments:<ul style="list-style-type: none">○ R. Hamdy: We're going to get together to talk about the DEI survey. Is that something I should fill out ahead of time or are we getting together to fill it out as a group and can we discuss these items as well in that meeting?	
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- D. Burns-Peters: These two things are running really parallel, so the DEI survey is something that will be submitted to the ASCCC. So the position paper and the survey really speak to each other. There's a set of kind of recommendations, there's prompts if you will, that are given to the campuses to say this is some work you should or could be doing. The DEI survey is really a way to kind of see what's actually being done. You can fill it out on your own or complete feedback on your own and provide it to me by emailing it to me or attaching it or attending one of the open sessions. You're going to see the same information reflected when you look over the position paper as well. What we're talking about today is where do you want to direct the Senate to go, where to send it, where do we want to put our focus? The other one is really kind of capturing where we are in the moment in terms of what we're looking at. From what I understand is that the ASCCC level is looking at how they can follow up with support for the campuses.
- A. Blacksher: I'll do it. This sounds like more work to me and I know participating in a survey, I know it's great and love talking to you and I would love to talk to you about such matters. But it's more work and once again, this is the invisible labor of being black and indigenous and a person of color in the academy today, so how could I frame it as a question, how do we go about addressing the fact of not compensating, not compensating, not acknowledging, not taking care of folk who are doing more work for our students of color, black students of color, indigenous students of color? And in order to do that, we have to continue submitting ourselves to more and more exploitation to do the work right. I mean a labor of love only goes so far as we're still in the midst of a panorama and a panacea. I think I'm interested in hearing more feedback. I find myself at a kind of a stalemate like I'm not gonna do it, but I want to do it.
- D. Burns-Peters: I think that's a very authentic response. I hear you. I just had another conversation with an adjunct in terms of that level of fatigue and the work that's done to continue to plow through. It is mor work, so let me be clear on one piece. There are two separate things. The DEI survey, I'm just asking if there are those who have that energy, feedback would be appreciated, but I do recognize that not everybody will be able to or is not able to participate and I respect that. I am looking for those who can support me at this time so I'm not answering from my perspective alone, which I recognize is not the same as some of our other faculty members. The information presented by J. Stankas just now is really more about, well we already have a resolution in place. We've been doing work in terms of diversity, equity, and inclusion. The point of bringing forward the conversation today is that there are some very

		<p>actionable items that we can still take as a senate body. So looking for feedback on looking at what the state has kind of given us, ideas and suggestions and kind of outline for us, what can we locally enact as a senate body?</p> <ul style="list-style-type: none">○ A. Blacksher: It does, I'm very clear on the differences. I'm certainly clear on the position paper. I've read it and was privy to getting it seen put together at various stages. So I'm very clear on the differences and I'm certainly supportive and active in implementing it into the ways where it already fits into the things I am doing and can do. It's just that there's additional, though that may not be the correct word in this context, changing a big ship requires a whole lot of people to turn and let's face it. The same people are always turning and we're always turning toward these issues of black folk, brown folk, queer folk, it's the same people, and after being here for an amount of time I'm not turning any harder. So in terms of the survey I think I'm being more specific right here. I think gift cards are cool. It goes a long way when the institution says here's \$5 for Starbucks, those little things make a huge difference. I'll turn a lot harder for a \$5 gift card because it shows investment as opposed to let's just do it.○ T. Vasquez: I want to echo what A. Blacksher has said, and I think as a college w are all in different places of how we think of anti-racism. Some of us are newborns, some are youngsters, and are juveniles; sorry for my biological analogy. I feel we also need to acknowledge if, when we're making those recommendations we also tailor it for each of the stages of development in the anti-racism level. Different people are in different places, so it doesn't allow for people to just say, well I'm not in the same position so I'm going to wait until something happens. I feel that within and from my perspective, even within my department, who gets to participate in all that. It's going to be echoing what A. Blacksher said, who is going to be there is maybe different people in different stages. The other point is it's great if we have recommendations so we could really see how our position as an educator is at so many different levels, so in our communities we really have to see it beyond just the classroom but also in everything we do. But how to get there again takes different things. I'm not saying that recommendations are not good, I'm just saying that's great, but we also have to be mindful about where everybody's at. I think that's why we haven't had enough traction as well.○ J. Stankas: So maybe campuses have found themselves in that exact spot. And what they have determined to do is work on how do we support the individual development of faculty members first. Acknowledging that everyone is in a very different place. Meeting faculty where they are to have real dialogue about this, so that may be what our institution wishes to start with as well.	
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10.	Public Comments on Non-Agenda Items		
11.	Announcements	<ul style="list-style-type: none"> ●B. Tasaka: The Board of Trustees meeting is next week. ●T. Vasquez: We have the COVID forums and we are up to our fourth one discussing the vaccines that are currently available, including Johnson & Johnson. We're going to have a discussion of those and it's going to be Monday from 4 – 5 p.m. I can send you the link. 	
12.	Adjournment Next Meeting: Wednesday, March 17, 2021	Meeting adjourned at 4:45 p.m.	

Upcoming Events:

- [ASCCC Area D Meeting March 27, 2021](#)
- [ASCCC 2021 Spring 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).