

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."

Curriculum including establishing prerequisites and places courses within disciplines  
Degree and certificate requirements  
Grading policies  
Educational program development  
Standards or policies regarding student preparation and success  
District and college governance structures, as related to faculty roles

Faculty roles and involvement in accreditation processes, including self-study and annual reports  
Policies for faculty professional development activities  
Processes for program review  
Processes for institutional planning and budget development  
Other academic and professional matters as mutually agreed upon between the governing board and the senate

	Agenda Item	Discussion	Action
1.	<b>Call to Order and Roll Call (Sign- In)</b>	Called to order at 3:03 p.m. <a href="#">Sign-in Sheet and Voting Record</a>	
2.	<b>Public Comments on Agenda Items (max. 10 minutes @ 2 minutes each)</b>	None	
3.	<b>Senate President's Report (max. 5 minutes)</b>	<ul style="list-style-type: none"> <li>• Say their names: Yesterday we witnessed justice served in the case of Derek Chauvin for the death and murder of George Floyd. Many breathed relief or took pause in recognizing this small step towards justice and possible change. Yet, in the next breath recognizing there's much more work to be done. May this small justice allow us to have hope for justice to be served for others, including <b>Duante Wright</b>, age 20.</li> <li>• MESA renewed through Spring 2023 and will continue to be led by our colleague, Jennifer Bjerke. Let's give a round of applause for the work that went into getting the continued support for the program. MESA has been doing some great work with our students and providing good programming for them as well. We look forward to seeing MESA continue on the campus and working with our students.</li> <li>• Curriculum approved our first Ethnic Studies courses this past week. Congratulations to the team making that happen.</li> <li>• Our Accreditation Faculty Lead position has been filled and our colleague, Celia Huston, has been offered and accepted the position for another round. Thank you, C. Huston, for all your hard work in this area.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Let's not forget there are a few faculty lead positions to be filled. The positions were sent out via email. The deadline is this coming Friday, April 23. <ul style="list-style-type: none"> <li>○ Non-Credit</li> <li>○ Honors</li> <li>○ Distance Education</li> </ul> </li> <li>• The Outstanding Professor vote is open. A. Pave can give more details on that. We had quite a few submissions and we need your vote. Be sure to vote and have your voice heard. The Spotighting voting is also now open and many of our faculty are on that list of nominees as well, so take a moment to vote there too.</li> </ul>	
4.	<p><b>Committee Reports (max. 20 min.)</b></p> <ul style="list-style-type: none"> <li>a. <b>Student Services</b></li> <li>b. <i>CTE</i></li> <li>c. <i>EEO</i></li> <li>d. <i>Professional Development</i></li> <li>e. <b>Elections</b></li> <li>f. <i>Curriculum</i></li> <li>g. <i>Program Review</i></li> <li>h. <i>Accreditation &amp; Outcomes</i></li> <li>i. <b>Financial Policy</b></li> <li>j. <b>Distance Education</b></li> <li>k. <b>Personnel Policy</b></li> <li>l. <b>Legislative</b></li> <li>m. <b>Ed. Policy</b></li> <li>n. <b>Guided Pathways</b></li> </ul>	<p><b>a. Student Services</b> [A. Aguilar-Kitibutr]: I would like to recognize the Student Services Committee who worked on this: D. Martin, T. Allen, K. Burnett, N. Jimenez, Y. Simental, L. Cuny, M. Tinoco, and myself. We gathered information from the following: AB 30, AB 288, SBVC's response to our concurrent enrollment program, and we also have our own questions, concerns, and recommendations. At our last meeting, our colleague K. Melancon presented something on concurrent enrollment and GPA. So first before I would say something about GPA, he was recommending the exclusion of GPA when we are admitting students and we are registering them for classes, AB 30 is at the forefront now because AB 288 is sunseting. AB 288 is college and career access pathways partnership. We do have a CCAP program at Valley College, so what AB 30 does is to extend the sunseting of CCAP; instead of the expiration date of January 1, 2022, it will be January 1, 2027, so it gives a lot of leeway to serve the community and to our feeder high schools. The other thing about AB 30 is it actually streamlines the partnership protocols and some other things that they follow in their partnership agreement. One of the significant items in the partnership agreement process is that the principal will recommend only one time for a student while participating in the program and the parental consent is only done one time. So instead of saying that the student has to submit all these forms with signatures and recommendation from the principal every semester, so that, in essence, is AB 30. We are making it in an extremely succinct way, but I have to mention to you that we read the legal opinion as furnished by K. Melancon. And of course we're not lawyers, we read AB 288 as well, and we have questions anyway. It was supposed to help high school students to be introduced to college units, so that they will be completing their requirements at high school and completing their degree by taking some courses much like our middle college high school. It is not only to free the 5% of scholastically advanced students to give that kind of focus, but rather a lot more high school students, including continuing high schools and even those coming from private schools and those who are homeschooled, that has been recognized and AB 30 as well as AB 288. I know J. Stankas is here, so please jump in if I have to say something more or you can make corrections. Now what did SBVC do? Starting 2017-18, I went back, but our catalogs required that high school students' GPA should be 3.0 for those who are taking transferable courses and the courses are limited, unless they're participating and seek out</p>	

our middle college high school programs. Now for those who are taking vocational courses, career tech education courses, the GPA is 2.0 for grades 9 – 12, however in 2019 and currently the GPA has been reduced from 3.0 for those taking transferable courses at Valley College to 2.0 for both groups. Not just those who are taking transferable courses, but also for those taking vocational or career tech courses. So what did we do? We look at the college and the websites of six of our region nine community colleges. First, we looked at Chaffey College. The college placement is required if math or English would be a prerequisite to the courses that they're going to take at Valley College. Grades 9 – 12 are allowed 11 units for the regular semester and 6 units for summer. So their full time is really 11 unit, and, of course, six units will be in summer. The application is routed back to the high school principal because the implied condition here is that the principal will have to be the one to recommend to the college these students. Then there was no mention on the catalog for GPA. There was in fact a Senate resolution in 2017 where they really stress the importance of GPA and the participants are high school sophomore, junior, and senior. The GPA is 3.0 or better during degree appropriate courses or 2.0 to enroll in vocational courses and they have to meet all the course prerequisites and corequisites. So sophomores and juniors will only be allowed to enroll in a single course. Seniors enroll in two courses at Mt. SAC. And now you can see that each college is varying in the requirements. RCC they make a distinction for two groups, one for those who are taking classes at RCC on campus. The GPA has to be 3.0 for those who are taking SBVC classes, but are offered at the high school the GPA is 2.0. There was a stipulation there that with GPA of 2.0 they're willing to accept the rigor and content of college classes now. For concurrent enrollment, as I have said at least 16 years old or completed 10<sup>th</sup> grade, that cumulative GPA is 3.0, College of the Desert is 3.0 and 11 units allowed. Crafton Hills is 2.0 and we have 2.0 with 11 units allowed. So, the recommendations of the Students Services Committee and the proposal to exclude GPA in the admission and enrollment of high school students, is it really to take a pause for K. Melancon's group to come back to us and give us some responses to some of our questions. From our understanding of AB 30, exclusion of GPA is not at all mentioned. However, what we decided was matriculation act and then this was suspended by AB 705, which we're all familiar with, and that is we're not going to use only one assessment, as in high school GPA, but multiple measures. So all those community colleges I mentioned, they require a placement as well. So, in a sense, we are in compliance, we have already put in place the guided self-placement and we're using multiple measures not just the high school GPA, so there was a statement "districts cannot restrict admission or enrollment based on high school GPA, but it's part of its assessment using multiple measures," is a direct quote and some other assessment instrument method or procedure.

- J. Stankas: I think it was really important that part of the legislative intent for some of these programs was to particularly target students who were unlikely to go to college and provide them a college experience. Sometimes I think we forget that part of the

legislative intent. We think about them, just as an additional student, but we are supposed to be providing that way into higher ed that may not be available to students, and so thinking about that there has been a lot of dialogue, at least there was last year, about GPA and it being exclusionary to some of the purpose.

- A. Aguilar-Kitibutr: It's part of my report, that really this AB 30, as I mentioned earlier, it opens up a pathway for those otherwise who are underserved as J. Stanskas mentioned, and also those who are unlikely to go to college. So, what did our community say we need data pertinent of existing students, because the GPA requirement has been changed in 2019. If GPA is not used, do we have data to support this recommendation and then most region nine community colleges still require a GPA, even higher GPA and some colleges, there might be some changes. That's why I would like to let K. Melancon's group to come up with some more information, perhaps newer information, but the information we got in his most recent even until this morning. We need information as they relate to policy procedures for two groups. The recommendation was that GPA will not be included for the two groups – those who are taking transferable courses and those who are taking vocational courses. I am not sure if that was the intent, but we need clarity on the requirements for the two groups. Now full-time load needs to be qualified as well, as SBVC already allows them to take 11 units. And while AB 30 allows 15 units, that 15 units that would only cover four courses and there's other provisos which have to be followed. So our regular students do not necessarily take full-time because of some other responsibilities. So we would like to know on what basis are they recommending that students take full-time, meaning 12 or more, and we need an overload beyond 8. We would like to get some input from Admissions and Records and the Student Services Council, so here are the additional questions that we are posing. Without GPA considerations will students thrive in the college courses, with the college content and academic rigor expected of college students. And then constantly is provided to our concurrent students and SBVC campus, how will the younger students in ninth grade receive intervention from the high schools? Aside from their academic preparation, they are in a different developmental phase and resilience as compared to our regular students. How can we prevent setting them up for failure and priming them up for success? Can there be an appeals committee process for those within lower range of GPA, instead of simply doing away with the GPA? With the understanding that filing a petition does not necessarily mean approval, how can we dispel the perception concurrent enrollment program can be used as a way out of high school. What policy may be in place for students will take classes for personal enrichment and upon approval would enroll in more units. What is the plan to update the Senate regarding student success of these high school students, so we are recommending to table the action item and until all these points are addressed and are presented back to the Senate.

•D. Burns-Peters: This is an issue that does need to be considered from all perspectives, particularly from the impact on students, both will access as well as success. And also understanding the intent of the law. Thank you. This was supposed to be an action item today, but we were made aware that we need to table that and allow further discussion and dialogue.

**e. Elections** [A. Pave]: We have 12 full-time nominees and 11 part-time nominees for Outstanding Professor, so please vote! The email blast went out. Thanks to B. Tasaka for setting up the voting page for us. You'll need to log in, but if you're already logged in to Canvas on your screen, you'll go right in. You'll be able to see the nomination letters when you click on those links, then go ahead and vote. The deadline for that is this Friday at 11:59 p.m., so you have up until just about Saturday morning to get those votes in. The other thing I want to mention is those senators whose terms are up at the end of spring 2021, you should know who you are, and if you don't and you have a question, please email me. I have sent out emails and if your division needs to have a change, let me know and we can get that roster updated.

**i. Legislative Policy** [T. Heibel]: [view [Legislative Policy Update](#)]

- AB 1326
- AB 375
- AB 1269
- AB 1432
- Additional Topics:
  - Strengthening the CalSTRS Funding Plan
  - "Cradle to Career" Data System
  - AB 1269
  - AB 275
  - AB 337
  - SB 228
  - AB 375
  - AB 403
  - AB 417

**m. Guided Pathways** [T. Simpson]: I wanted to remind everybody about the region 9 summit that will be April 29 – 30, please let us know if you're interested. I also wanted to let everybody know we did present on Monday with the educators of color and the presentation was about 7:00 at night on Monday talks about our partnership with Cal State San Bernardino and San Bernardino Unified School District. There was about 110 people in attendance. We talked about our partnership and our need to build pathways for our students. I don't know if you're aware, but San Bernardino actually has a teaching academy, so they've had it for years, but there's no funneling for those students. So the parents came on and we're asking for support. We definitely met again this morning to see what type of

		<p>support we can do as Valley College. Then also CSU San Bernardino so those areas are looking pretty decent. We will also be meeting that we're going to have the director at our next meeting to go over what resources. There was a call out for guest teachers over the summer. They're not going to be back in person. They were asking us to get the word out, there's anybody who wants to do some sub work for San Bernardino City Unified, they're definitely interested.</p>	
<p><b>5.</b></p>	<p><b>Additional Reports (max. 5 min)</b>  a. SBCCDTA  b. District Assembly</p>	<p>a. <b>SBCCDTA</b> [S. Lillard]: There will be an election announcement coming soon for the Executive Board. Just like last year, M. McLaren and B. Bailes will hold a help session to help faculty get to their personal emails that are tied to the online voting system. So, watch for that. Next Wednesday the 28<sup>th</sup> is the usual CTA "lunch" day. I believe you will be getting an announcement or invitation. In terms of negotiations, we are meeting every Friday all day, so it's a very busy time right now. Since my last report on the in-service day, we have not reached any agreements we are still actively negotiating the training evaluations and everything else that was on the list. I did want to announce a proposal that the district passed last week for a one-time stipend to assist faculty with returning back to work. So the proposal was that the district provide all full-time union members a stipend of \$400. Unfortunately that proposal excluded over 600 part-time faculty. We submitted an immediate counterproposal expanding that proposal so all faculty get \$300. We meet again this upcoming Friday and we're hoping that the district's counterproposal includes all faculty with a reasonable dollar amount. My next update will be telling you what has been done, what tentative agreement we've come to, then there will be voting and ratification on that tentative agreement. So a lot is going to happen in the next couple weeks.</p>	
<p><b>6.</b></p>	<p><b>SBVC President's Report (max 5 min.)</b></p>	<ul style="list-style-type: none"> <li>• I can also address the return-to-work plan because I think that is probably at the forefront of most everything we're doing these days. From the last time that we met, there isn't a lot more or additional information, but in talking with D. Burns-Peters, we said it would be a good idea to bring it to the Senate in more of a formal format. I also hope to gather your concerns, questions, and suggestions on items that should be included in the return-to-work plan. My intention with that is I want to be sure that we take a look at this plan through everyone's lenses so we don't intentionally miss anything. As I've said in a number of different venues, with over 30 years of experience in higher education and experience in crises, never a pandemic, but still a number of crises, one thing I know for sure is there will be one or two things we will overlook, but if we can minimize it to just one or two things I think we would be in really great shape. So in terms of the plan, when we talk about facilities some of the things we're doing, and some of you may have seen Bob walking around with the crew, we're taking measurements and taking a look at our physical space to see how we can make that environment safer for not only our employees, but also for our students. So we are looking at things like plexiglass shields, hallow walls or fake walls in different areas to divide our sections. We're looking at how we use classroom space. We're still waiting on the guidance, if we will be at 50% classroom capacity with a three-foot rule and which of those dominates the other. We're still waiting on guidance on that, we're looking at our HVAC</li> </ul>	

systems and up filtration systems, to make sure they meet all the state requirements, including OSHA's requirements and CDC's recommendations. We're looking also at physical space and if we have to move faculty and classified professionals to a different workspace. For example, counselors' offices are fairly small, so whether it's a six- or three-foot rule, it still may not meet those requirements. It doesn't make sense to have faculty in empty classrooms, you know one maybe two faculty in a classroom and also keeping in mind the level of confidentiality that comes from these conversations and the technology needed in those rooms along with posters reminding folks of all of the safety precautions such as wearing masks, washing your hands, social distancing, and so on. It may be a little obnoxious with the amount of posters and stickers and things on desks that we will have around campus, but as I said before there really is no such thing as over communicating. I trust that faculty are looking at this from a lens of what's in the best interest of students. I know you all are thinking of the safety precautions that need to go in place. I know you all are doing that, so some faculty will be back on campus doing face-to-face in labs and some lectures, some are going remote and some are doing hybrid. All of that is okay in any combination. I want to stress again that not only are we going to do what's in the best interest of students, but we also are going to be thoughtful and passionate about our colleagues that many have a good reason why they should not or cannot return to a full face-to-face environment. We will take all of that into consideration as we're moving forward. This is not a mandate that everyone come on June 15<sup>th</sup> or August 1<sup>st</sup>, that everybody's going to be back on campus, that was never the intention. We're going to transition back safely. It's the same with our classified professionals, some of the questions coming up there, and some of our faculty may have the same questions when we talk about requirements of wearing a mask. So for our classified professionals, if they are at their workstation you know, facing into their computer, and they're in a cubicle type of environment, we're not going to require that, while they're sitting alone in their workspace with a face mask. We're going to ask if they get up and roam around an office space or common area that they do wear a face mask or if someone enters into their space that a face mask come on. With faculty we understand and we get that this might be difficult to teach with the face mask, and for some of our disciplines needing to see facial expressions or read lips. We'll talk about if it's better to do that remotely or do we invest in those clear face shields. We know the mask and shield block the voice, and pronunciation in certain disciplines is extremely important. So we will be investing in sound systems and microphones, whether they be handheld or lapel mics or if you want the old school Janet Jackson look with the headset. There are lots of options and we will take it into consideration. There's also been a number of questions about students wearing face masks, and yes, at this point, we're going to require students to wear face masks. We will provide guidance for our faculty and support staff on how to work with a student that may not want to wear a face mask and does not have the appropriate documentation that allows them not to wear a face mask, so we will provide guidance. We will work with professional development to provide training on how to deal with those situations. The last thing we want

to do is put any of our employees in the fire where they have to deal with this. Emotions are a bit high and there's going to be some anxiety coming back, so we want to minimize any of the negative experiences that might come up and be proactive in identifying those experiences. We are visiting all the constituent groups to provide this information and solicit input and get ideas to talk about our needs. I'm happy to answer any questions. I also want to encourage you to reach out to me or your Vice President via email. We are going to ask all of our managers to reach out to all of the constituents in their work areas to get input on these plans and how we move forward. We're also mindful that anything that goes into the plans requires negotiations or bargaining, so we will consult with our unions on what language would be in compliance or not. If we're not in compliance, how can we get incompliance, are there MOUs that need to be in place for limited situations and we encourage you to think out of the box for ways to make the strongest plan possible. We are also having some conversations with our students to ask them what their needs and interests in this area are. The constituent group members will be meeting tomorrow morning, the taskforce to go over the district's overarching plan. It will be the campus' responsibility to fill in the gaps of that plan on how we are going to operate and move forward.

•**Questions/Comments:**

- D. Burns-Peters: There's a question in the chat regarding temperature checks – will they be required?
- D. Rodriguez: Not at this point, there's no language in any of our job descriptions or bargaining unit contracts about who, how, and when that happens.
- T. Vasquez: I have three questions. One, in regards to vaccinations, I know they're not going to be required which is great, but also promoting education for vaccinations and looking forward in that perspective. I'm wondering what the stance is for the college or district. It would be beneficial as a community, when we think of community outbreaks or how to prevent that because obviously vaccines have a great benefit. Second, I've been receiving information from some faculty colleagues about safety, and they have questions or concerns they wanted to express. They sent it to me because I'm the co-chair of the Facilities and Safety Committee. I am unsure how to channel that content and also if I should be requesting content, if I am part of that process or receiving information, and how to get it to a corresponding body. I'm feeling kind of at a loss as co-chair of the Facilities and Safety Committee. I don't know where I stand in the flow of information and obviously I want to make sure I provide the information that's getting to me. Third, I wanted to ask about involving scientific efforts like scientific findings and making sure we are doing the effective things that scientifically speaking have been shown to work. Is that being looked at and is that part of the conversation?
- D. Rodriguez: First, speaking districtwide, we encourage everyone be vaccinated as soon as possible. We're encouraging our students to do so. We do respect individual choice, and there are many, for various reasons, that are not interested nor willing to be vaccinated and that's okay. We respect those decisions, but we encourage individuals to be



		<p>vaccinated. Second, please forward them to me and S. Stark. Also if you require a response because you may want to get back to those individuals who are asking you just put that in the email. We will respond to that and incorporate that information into the plan. Third, about scientific findings, I don't know that this is the best answer, but the guidance that we're following in terms of the safety precautions and the measurements we have today are coming from the state chancellor's office, the CDC, and OSHA. So those are who we're taking guidance from, primarily. I would like to think that the CDC and OSHA are moving forward and providing guidance through the science.</p> <ul style="list-style-type: none"> <li>○ R. Hamdy: I saw the district sent an email about a pretty tight timeline for everything to get done, so I'm just wondering are we sticking to that timeline or will there be iterative changes; once the plan is done and it goes to Board, is that just the plan? I'm wondering how that's shaping up as we move.</li> <li>○ D. Rodriguez: The timelines you saw in the email is a timeline set so we can get the plan to Board. I think I said the same thing you did, that this is a very tight time frame and what I stressed upon them is this plan has to be a working document. It cannot be on the Thursday night it gets approved that nothing else can happen, it will be a working document. I might also suggest that even when we get into the green, which is back to normal, whatever normal is, that we still take value in that plan because I think there will still be a lot of things we can utilize that we want to do in terms of efficiency and productivity for the college. So the short answer is, at least for SBVC, it will be a living document that we will adjust as situations change.</li> <li>○ R. Hamdy: Thank you, I know there can be some long-term changes made that will benefit us. I was talking to M. Nguyen this morning about the paper towel dispensers, for example.</li> <li>○ D. Burns-Peters: Please forward feedback, comments, and concerns to President Rodriguez or me, or one of the various other channels.</li> </ul>	
7.	<p><b>Consent Agenda</b> Approval of the minutes for 4/7/21</p>	<ul style="list-style-type: none"> <li>● <b>Motion 1</b></li> <li>● <b>Discussion:</b> <ul style="list-style-type: none"> <li>○ C. Jones asked for some corrections to her comments from the 4.7.21 meeting. Alterations will be made in those minutes.</li> </ul> </li> </ul>	<p><b>Motion 1:</b> Move to approve 4.21.21 minutes. 1<sup>st</sup>: R. Hamdy 2<sup>nd</sup>: T. Simpson 22 responses Aye: 90.9% (20 votes) Nay: 0% (0 votes) Abstain: 9.1% (2 votes) <b>Motion passes</b></p>
8.	<p><b>Action Agenda (max. 15 min.)</b></p>		
9.	<p><b>Information Items (max. 20 min.)</b></p>	<p>a. <b>DE: Level 1 Training and Other Updates</b> [M. Worsley]:</p> <ul style="list-style-type: none"> <li>● [view <a href="#">DE Level 1 Training and Other Updates presentation</a>]</li> <li>● M. Worsley: The DE Level 1 training has been revamped. So if you have taken Level 1 training, it probably looks different than what it did when you took it unless you're in the</li> </ul>	

<p>a. <b>DE: Level 1</b> Training and other updates</p> <p>b. <b>Guided Pathways:</b> Design of Program Maps</p> <p>c. <b>Return to Work Plan</b></p> <p>d. <b>Transforming and Decolonizing Institutions:</b> Share out of lessons learned</p>	<p>present cohort. We just wanted to talk through a couple of the changes we've done and exciting things on the forefront, and other important things related to DE. So here we go as we heard from S. Lillard about CTA negotiations, there is not yet a MOU that's been signed requiring training. However, this is likely. The Level 1 training that the DE committee is going to be recommending to meet those requirements when that MOU is signed. Basically the format of our online Level 1 training includes an orientation module which basically just covers Canvas settings and notifications. There's an area for people to meet each other and our facilitators. It outlines the course objectives for the entire Level 1 training. There are 4 instructional modules which you can see titled here: The World of Online Student Engagement (current research on online education at the California community colleges, success rates, concerns, and what the future may look like), Equity, Putting It All Together, and a Course Completion Module which covers things like archiving the course content badges and certificates and an end-of-course survey. We are also talking about accessibility components; this is relatively new. We took our Level 2 training and inserted all of those accessibility components into Level 1. We also talk about regular and effective contact, which is very fun and exciting. There's a regular and effective interaction quiz that's also new. I'm excited for faculty to take that. In Equity we try to delve into equity awareness and how that prioritizes student success. Techniques for embracing diversity in the online setting. This could include icebreakers inviting personal knowledge, providing choice for students, we go over candid research and many docs of issues such as stereotype threat and microaggressions and a section on growth mindset. We wanted to make sure to include some of the research of Dr. Luke Wood and his approach to a holistic version of the growth mindset. We also want to make sure faculty are up on the research of online learning equity gaps and how that affects student success.</p> <ul style="list-style-type: none"> <li>•Regular and effective contact is one of the most crucial components to include in the trainings, mostly due to our legal obligations with Title 5 and Ed. Code. This is just a snapshot, directly from our training. We talk about why it matters, including accreditation and financial aid audits. We talk about what instructor contact means. We go over some guidelines for Title 5. We also talk about regular and effective contact locally at SBVC, both student-to-student and student-to-instructor.</li> <li>•Finally, we wanted to talk briefly about a new Level 2. A new Level 2 is coming. Formerly we focused Level 2 on accessibility, but since we revamped Level 1 to include accessibility components, we are now going to re-do Level 2 and that's going to have a focus on equity and engagement. It will more or less be a rotating platform to reflect campus need and priorities. So as we see need on our campus in the online environment this is more of a flexible level that will change, so in a year it might be different.</li> <li>•We know there will be kind of a gap cohort, so, for example, we have faculty who took the original Level 1, and that Level 1 did not have accessibility components in it. Now we're going to change Level 2, so for those faculty who want to learn more about accessibility and how to apply that in their online courses, we have created as a gap filler or as a gap</li> </ul>	
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class, an accessibility boot camp, which is self-paced and faculty can learn all the same content had they taken the original Level 2.

**•Questions/Comments:**

•R. Hamdy: I have encountered so many faculty that go into Level 1 thinking they're going to also learn how to use Canvas and then they really struggle and it's difficult for them to do the assignments well. So just a reminder to all of the senators, take that back to your folks if they are struggling at all in Canvas.

•D. Burns-Peters: There was a question about the retake, I think that's been addressed. WE continue to work very closely with Professional Development on those one-off trainings to cover some of that gap. So I think you'll find those will be covered in many ways and we won't leave anybody out. And anybody can take this training, whether you're currently teaching or not. We even encourage dean or others who have not taught online, but want to know what it's all about, please feel free to sign up.

**b. Guided Pathways: Design of Program Maps [T. Simpson]:**

•[view [Guided Pathways: Design of Program Maps](#)]

•T. Simpson read the document linked above. This is an information item only.

•D. Burns-Peters: I want to thank the Guided Pathways Committee for the work they put into this information and for bringing it to discussion as it's an important step in being able to make progress. This is the body in which to make those decisions.

**•Questions/Comments:**

○ T. Vasquez: I do want to say thank you. It would be very helpful for counseling to let us know what is the best for students and it's very helpful, at least in my area, because the students are in a high-unit degree so it's very difficult to figure out what works for them without having a lot of knowledge and I think counseling has really excellent knowledge and I want to give kudos to the committee and the counseling faculty who would be participating in this process.

○ D. Burns-Peters: One thing to consider, the top 20 courses were mentioned and that may flux depending on enrollment trends. Can you clarify where the top 20 comes from?

○ J. Stankas: That top 20 is from the Research Office. We just asked what are the top 20 courses that students enroll in that are general education at SBVC in their first year. Those are a list of courses that are reasonably offered every term that a student can count on.

○ D. Burns-Peters: Lastly, my understanding is that when we talk about the maps, as was mentioned, the maps that were submitted, that there's a range of every possibility listed, so what the Guided Pathways team is looking for is a recommendation from Senate that can allow for some choice, the prime selection being three options, yes, no, more than five. And just for clarity, making sure that is clear, and that's only when the

map is not submitted appropriately, then counseling would choose from that top 20 or is the recommendation that there be a partnership.

- T. Simpson: Honestly we just need the Senate's directive on how to move forward. From a counseling perspective, we do our research, we don't just select, we look at the top 20, but we also look to see which will fit in as many of our career fields as possible so students are able to make changes if they want later on, so we're not going to just get the one class.
- A. Pave: I saw this is a living document, and I thought of two things. First, will the Guided Pathways folks be reaching out to those of us who did submit something to talk to us who did submit something to talk to us about if any changes are needed. Because I'd be happy to talk about it. I don't think I listed that many choices, but I want to know what the options are, but the other thing is the idea of the living document because I listed possible salary information and obviously that changes over time. So I want to make sure that this is something that department chairs can have access to readily and be able to change quickly if need be.
- T. Simpson: Yes, and that's a good question. You know that we are probably going to update that. I encourage everybody to go in and look and see where the updates are so that way you can tell us if it's accurate.
- A. Pave: So we can do it on a regular basis.
- T. Simpson: Absolutely: Remember Guided Pathways is innovating, so it's going to always change. We said every five years at least, but every year with the catalog changes we're going to have to make updates realistically. So if there's a new degree/certificate, if something is deleted, we have to make sure that our website is always updated and accurate, because we can't have people coming for a degree that we don't offer.
- K. Barnett: I want to make sure I have this correct, so regarding the Guided Pathways the options, when it changes you add more classes to it, is that what you're saying?
- T. Simpson: No, basically we're asking if the Senate wants us to go ahead and select them if they're not already selected, you know when the maps come back and they're not considered, we have all different ones. That's the only time, if say, for instance, no longer CD 105 is being offered for Social Behavioral Sciences, of course that has to be updated. So there will always have to be somebody paying attention to these maps to ensure that whatever changes are in the system that we are aligned with that.
- So you're saying that the departments already submitted their maps, you'll make some changes and you'll discuss those with us, correct?
- T. Simpson: I've been reaching out to everybody who I've looked at that, you know, have questions and asked you know one-on-one, but most of the ones we haven't looked at reach out to everybody. I definitely intend on getting that done. Some of them are perfect honestly. We had some really good ones in there and I don't want to

make anybody shy, but A. Pave, yours was amazing. It was flawless so there will be no changes there. There's no need to change.

**c. Return to Work Plan**

- Discussed under SBVC President's Report.
- D. Burns-Peters: This is certainly a body for giving feedback on that return to work plan and make sure we continue to forward those concerns through this process. We will continue to provide updates in all of the formats. I would like to add in here for the record, and for doing my part, that there has been requests that there be biology faculty participation on some of the return to work meeting plans, so maybe we can have a discussion about where would be the best place to invite faculty to participate. That's been an ongoing request, so I would like to put that on the record. And of course, looking at the students' desires, which I know has been addressed, that there are some surveys and work being done there. Lastly, let's not forget that, as we return to work, the recognition that there's going to be a need to support our faculty in many ways: emotionally, and in terms of even just the adjustment process to returning to a shared space of work. Having gone into some shared space of my own over the last couple of weeks as my comfort level I think has increased and then to walk into shared space and to recognize that it's not what it used to be. There are thoughts and emotions related to that. So, making sure we find ways whether through open forums, providing mental health support, those types of things for our faculty because there will be adjustment.
- R. Hamdy: And just to add to that, I'm glad you brought it up. I'm meeting with E. Akers and L. Estrada from Student Health Services exactly on that topic. They have some new resources and we're going to figure out a way to get those to faculty, classified professionals, so I thank you for mentioning that.

**d. Transforming and Decolonizing Institutions: Share out of Lessons Learned**

- D. Burns-Peters: This will come back again, probably in some other forms as well. There was a group of us that had the opportunity to attend ASCCC Plenary which was about Transforming and Decolonizing Institutions. It was a powerfully plenary session with so many lessons to come out of it, so many things learned, so many ideas shared, and ideas to bring back to the campus. So I am asking those who attended if they're comfortable to share out a little bit about their top takeaway in two to three minutes.
- J. Bjerke: I will share some chats in the link.
  - [Whose Land Am I on?](#) This one is good if you want to honor whoever became you, whether you're at San Bernardino Valley College or somewhere else at an event or in your classes or share that with your students. Perhaps it's not accurate to the whole world, for all the ethnicities and cultures, but it's relevant in California certainly.
  - A [Padlet from one of the breakout sessions](#) on actions you can take in Senate to change the culture. It focused on things like anti-racism or decolonizing the college or the curriculum, things like that. If you look at it, one of the takeaways was focusing on up

		<p>and coming leadership like seeking out people who maybe their voices are a little quieter and encouraging them to join and participate.</p> <ul style="list-style-type: none"> <li>○ There's <a href="#">a data link</a> if you're looking for your data so you can reform how you approach teaching or whatever else you're doing at the college. I thought that was pretty helpful.</li> <li>○ Then <a href="#">a link for looking at your own data</a>. This was something from an event that happened a couple years ago. But it had some good strategies on how to look at your data, how to close the gaps once you have access to that data.</li> <li>○ Finally, I'll share how our very own <a href="#">J. Stanskas' call to action</a>, which I thought was a great document. If you look at the numbered lists on that were very helpful, especially I think the second numbered list had some good ideas about how to keep up the momentum. I know we had a nice verdict this week, but I've been in some discussions today about how for our students they have ongoing trauma. Ongoing things that aren't reported, ongoing things that aren't in our favor, and so it's good to keep the momentum going in these instances when there are rainbows.</li> <li>● D. Burns-Peters: Click on those links if you have a chance. I'll do a brief shoutout as we wrap up here. There's so many things I took away. I couldn't begin to articulate it all here. The Whose Land Am I On, I will be presenting to the Executive Committee a land occupancy statement that we will share with the Seante looking at the native lands the indigenous people who owned this land first and foremost. I've been engaged in conversation with our colleague E. Gomez on this topic and I would like to recognize that San Bernardino Valley College now resides on the land of who are often identified as the Serrano Indians, but Serrano is not a native name for them, that is in and of itself a colonized name. We recognize them and the fact that they were the original occupants of our space in which our campus lives on so you will hear more about that. There was a lot of conversation. I wrote down a statement looking at where we're heading as a campus, the work that can be done, the idea of decolonizing and how far back we have to go to look at the systemic racism that occurs, the institutional racism that is still alive and well today. It goes back to those times of colonization. The one statement I wrote down was, and this was contributed to by R. Hamdy as well, in one of our conversations that we were both in to decenter whiteness to allow value for all. So decentering whiteness to allow value for all, that's a very powerful statement to me. If we take that, if we decentralize that's what will open up the doors for allowing for some equity and value for everybody. Those were two very big things that I took away as well, so thank you for allowing us the time to share a little bit from that.</li> </ul>	
10.	<b>Public Comments on Non-Agenda Items (max. 10 minutes @ 2minutes each)</b>		
11.	<b>Announcements</b>	<ul style="list-style-type: none"> <li>● D. Burns-Peters: There was a webinar shared with me today and I committed to sharing with the group that's on our website as well. It's on essential conversations on anti-Asian</li> </ul>	

		<p>racism, so that's going to be happening on May 3<sup>rd</sup> from 6 – 8 p.m. It will look at student experiences regarding the violence and harassment of our AI community and what they're currently facing. <a href="#">There's a registration link.</a></p> <ul style="list-style-type: none"> <li>• D. Burns-Peters: Additionally the <a href="#">link to the plenary resolutions</a> are also posted on our website. The final packet and results are posted. Shoutout to the resolution passed for faculty and students to have chosen names included in all of their electronic communication formats. I'm excited to see how we're able to move forward with that.</li> <li>• R. Hamdy: I want to congratulate Anthony Castro. He was selected in the first round of TEDX Talks with CSUSB. Out of about 70 applications, he was one of 10 selected, so you'll see his photo there. I am so proud he has this opportunity. He already recorded his video, so once that's live I will send out the link. Congratulations! <ul style="list-style-type: none"> <li>○ D. Rodriguez: I was just chatting with A. Castro in the chat that we should do a viewing party when it goes live.</li> <li>○ A. Castro: Thank you. I was just telling President Rodriguez it was hard because I was the first one to go, so they were trying to get the lighting right and I had to start over a couple times while they got it right.</li> <li>○ D. Burns-Peters: We are sure you did great as well. I actually met with a student off campus and they talked about you – that you were the only math instructor that they took the entire time and you almost convinced them to be a math major. So great things being done. Thank you for all your hard work with our students.</li> </ul> </li> <li>• D. Burns-Peters: My final announcement was a happy birthday to A. Blacksher, but I don't see him here. If you see him, wish him a happy birthday.</li> </ul>	
12.	<b>Adjournment</b> <b>Next Meeting:</b> <b>Wednesday, May 5, 2021</b>	Meeting adjourned at 4:48 p.m.	

Upcoming Events:

- [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).*