



SBVC Academic Senate Minutes

Wednesday, May 19, 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.](#)"

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.	Call to Order and Roll Call (Sign- In)	Meeting called to order at 3:05 p.m. Sign-in Sheet and Voting Record	
2.	Public Comments on Agenda Items (max. 10 minutes @ 2 minutes each)	None	
3.	Senate President's Report (max. 5 minutes)	Academic Senate President's Report <ul style="list-style-type: none"> • <i>Preparing for Daycare</i>, by David Gray • Let's remember the names of why we do the work. I ask you to join us in this work. It may look a little different next year, but the goal is the same. • Board of Trustees (BOT) update: There was a shoutout to SBVC for the Ethnic Studies program that was just approved through Curriculum. The BOT does look at those items closely every time. Trustee Singer paused to shout out and recognize the work being done here at the campus on Ethnic Studies. • Next year's meetings: Normally we have a retreat of some sort leading into the year. We will have a return event; it will be called a Senate Plenary this time, so it will have a slightly different structure. I think "plenary" is a little more reflective of the reality of what we'll be doing that day. I'm working with R. Hamdy on the details and structure. Keep an eye out for 	

		<p>those details about what you might want to learn about during those plenary sessions. You can email me.</p> <ul style="list-style-type: none"> • I want to take a moment to thank those who served as senators and may be leaving us this year. We all cycle through our responsibilities and desires and goals, and so if you're leaving us as a senator this year, mad respect for your service and time; know it's very much appreciated, and your commitment is to be commended. You are appreciated. Continue to support Senate by proving feedback through the channels that are in place. Continue to let your voice be heard and enjoy the next journey that you move on to. • We should also recognize Dr. James Smith and his many years of service to our campus and just congratulate him on his retirement. His presence will certainly be missed. We have an interim placement, J. Oxendine. Looking forward to working with her. • As a reminder, the Guided Pathways positions were sent out. We ended up, per discussion and Senate process, there are four positions that have been flown. One will have more of a leadership role to it, and the other three will have an area of emphasis that ties into the pillars of the pathways. If this is of interest to you, I really encourage you to sed your letter of interest to Dr. Humble. • Last but not least, I would like to say thank you for my first semester as your Academic Senate President. It's been a pleasure and a learning experience, and I'm not burned out yet; I'm still enjoying it. I'm excited by the possibilities with being able to start a new year. 	
<p>4.</p>	<p>Committee Reports (max. 15 min.)</p> <ul style="list-style-type: none"> a. <i>Student Services-brief report out</i> b. <i>CTE –no report</i> c. <i>EEO-no report</i> d. <i>Professional Development-brief report out</i> e. <i>Elections-no report</i> f. <i>Curriculum-written report</i> g. <i>Program Review-brief report out</i> h. <i>Accreditation & Outcomes-written report</i> i. <i>Financial Policy-no report</i> 	<p>a. Student Services [A. Aguilar-Kitibutr]: Student Services: Grade Change Policy. We have looked at this process in every corner and nook of the process involved. I'm talking about the grade appeal and subsequent grade change if appropriate. Last year we looked at all community colleges, their forms, how different and how similar it is from our forms. We met with stakeholders and continued the work this year with a wider group of collegial consultants involving R. Carlos with Student Life and of course A. Dale-Carter and L. Aycock from Crafton Hills. Our hope really is to make sure that the issues have been resolved in the lowest levels between faculty and students, so let's look at the appeal form. We did as I've said, we continued looking into possibilities of advocacy of anecdotal records and digital experiences from bot sides of counseling and instructional faculty. Here is what we would like to offer to the body: We reaffirm the process as outlined in the form used. Number two, we endorse the primacy AP 4231 about Grade Change, then number three we concur with the Ed Policy Committee on the recommendation regarding the change on the language used on the web page. We also have aspirational recommendations, as follows: We would like to encourage faculty to remind students, via their syllabus, about rights and responsibilities pertinent to the grade appeal process, and then we would endorse that the faculty handbook would contain and reflect the endorsed changes, and also, if you can ask professional development during the training for adjuncts to highlight the grade appeal process and some minor changes we're proposing. Then a reminder to the faculty that it's within your determination to allow the viewability of grades on Canvas after the term. If you</p>	

<ul style="list-style-type: none"> j. Distance Education-written report k. Personnel Policy-brief report out l. Legislative-written report m. Ed. Policy-no report n. Guided Pathways-brief report out 	<p>look at the form you will see that the formal and informal processes are combined. So of course this is the grade dispute unresolved and I am proceeding to the formal appeal process, however, the student is encouraged to meet with the instructor first, and then, if the instructor is no longer available, and of course, this will have to be appointed, and then to meet with a department chair on a certain day. Some students bypass this, but we really would encourage the deans and faculty members and our executive team to help us uphold this that the students needs to go back to the faculty because it would help the student normalize that kind of process and that we are not in the adversarial roles, but rather that we would like to work together. And unless there is an egregious mistake, incompetence, bad faith, and fraud, then maybe the student who has a grievance already against the faculty and usually the grievances against is on discrimination according to Ray Carlos, so then the student can bypass, but we would like that the student would still really meet with the instructor at the first lowest level. Now the step one and step two are the formal processes so you can see that the student will have to attach a statement about the basis of the appeal and make sure, ensuring that there is substantive evidence on any of these. And then meeting with the division dean, and of course the step two will be an investigation and a hearing. Our recommendation is we uphold the primacy of the grade change. The grade appeal is found in AP. The grade change is found in AP 4231. I couldn't find the newest copy. This was shown on the agenda book last meeting. It says, "No individual or group whether acting on agreements or in some other manner has the authority to change your grade determined by an instructor unless persuasive evidence is presented by this tonight in accordance with the provisions as outlined in the law and also accordingly, I mentioned this, about mistake, fraud, and bad faith, and therefore what I'm saying is that with whoever our leaders are, hopefully faculty would not feel pressured that right away somebody from the higher up would intervene for the students because we need to give primacy over this grade change, nobody can change the grade except the faculty. So it is within that AP which has been approved last Thursday under AP 4231. By the way, grades cannot be changed, and the last paragraph, in all cases, the instructor who first offered the grade will be given written notice of the change if there was. Grades will not be changed for any reason or under any circumstances after 36 months from the end of the term, so there is a time element here. This is on the web page of Admissions and Records. Our colleagues from the Ed Policy Committee also pointed this out to A. Dale-Carter. Maybe not the latest detail of the language, so we should have that particular verbiage. This is the original one that is current on the web page, however Ed Policy Committee has changed some wordings. We named people who should be in here. That would be our recommendation and we will show that at a later time when the action item is called.</p> <p>d. Professional Development [R. Hamdy]: I have been so inundated with Flex reports and everybody knows we have this new system and there were a couple of bugs that we were working out. So we are closing, and I'm using air quotes, out that system on Friday and I am checking and double-checking that I have everyone's flex time. If you're a full time faculty</p>	
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that has not entered at least 12 hours of flex, please do that. People have been asking me how they know if they have, and every time they submit hours they get a confirmation email from the system that tells them how many hours they've submitted. That's a really good indicator. There might be a couple of faculty I need to reach out to individually to remind them after I run the final report on Friday. So please remind your full time division faculty that they have until Friday to do that. It's a great system, so I will continue to move forward with that and I appreciate everyone's dedication to their professional learning.

f. Curriculum [M. Copeland]: [Written report](#).

g. Program Review [C. Huston]: [Written report](#). Here's the [Needs Assessment results](#) for 2020 – 2021. You can see the list for classified professionals, budget, equipment, noninstructional faculty and faculty. The number next to it is a score out of 100% with four bonus points. So our highest scoring was actually 100 points in English under budget with library having the second highest overall score of 98.5. I also have a written report that isn't included with the papers for this meeting, but I want to give kudos to the committee for all the hard work and really getting outside the box and thinking out loud and doing a lot of hard work to try something new. Our report does go over the accomplishments of the committee this year and the goals for next year we realized there is still much work to be done. The pilot was very informative and had some successes and challenges. We're going to work to address those items. Another thing we did early in the academic year was equity and anti-racism goals for the committee and the time we were writing them, we were sharing out what those goals were. The work of each committee doing it, and by the time I had it ready we've fallen away from that incentive, but it's in the report. Again, that's something we want to revisit and be sure we are attentive to as we go forward next year. President's Cabinet called for this list so they are looking at it and considering it with their plans for the future. We're just looking forward to having more really robust conversations next year, improving on our pilot process, clearing up some of the challenges we had, and starting to tackle program efficacy next semester as well.

h. Accreditation and Outcomes [C. Huston]: [Written report](#). I have the [ACCJC Annual Report](#); it's primarily numbers, but if you get a chance to peruse that it would be good. Be sure to pay attention to the institution set standards; there are some standards where we fell short of our goal. We need to give them some attention and there are some standards where we fell short of our goal. We need to give them some attention and there are some standards where we actually exceeded our goals, so we need to look at that to see what the cause was. Can we replicate that somewhere else or do we think it's a false positive or is there still more work to do?

- [Written report for Outcomes Faculty Lead](#) [B. Tasaka].

- **Questions/Comments:**

- D. Burns-Peters: As somebody who has a lower prioritization, but prioritized a faculty position on here we can see the scores with the authors of those program needs forms, do we have the opportunity to see what that feedback looked like?

- C. Huston: Yes we have some fabulous numbers thanks to D. Algattas who put a submission form together for us, so we need to make it pretty for everybody, but you'll be able to go in and see what you scored on each question. You can narrow in on which question(s) you may have had some weak answers in to make improvements, next year. There are some comments we will summarize for people as well and we'll get that out via email and on the website to give people an idea. There were some that had blanks on their questions and they got no points. We're still going to try to look at ways to refine it and make it a little simpler.

j. Distance Education [D. Burns-Peters and M. Worsley]: [Written Report](#).

k. Personnel Policy [D. Smith]: We have our names for advancement in rank. We held off waiting for some mail to go out and for Spotlighting last Friday where they pleasantly announced all the names. Let's share that real quick because we're proud of these people.

- Full Professors:
 - Victoria Anemelu
 - Elaine Akers
 - Yvonne Beebe
 - Mary Copeland
 - Sheri Lillard
 - Nori Sogomonian
- Professors Emeritus
 - Sheela Free
 - Jeanne Marquis

We sent out letters congratulating all of them. With the change in the AP we had a whole slew of people who automatically moved to either Associate Professor or Assistant Professor. Come August, P. Bratulin and department will have a very nice excellent printed certificate for everybody. We will have a ceremony with President Rodriguez where she will be posing and having certificates and just making an appropriate festival for all those people. That will be happening in August, but especially today, we want to celebrate those people.

n. Guided Pathways [T. Simpson]: [Written report](#). Thank you for the support we saw through the academic year. I did prepare a written report so I'm going to highlight it and I'll submit it after the committee has a chance to give me feedback. We had seven goals at the start of the year, we had this ending embrace seven goals, the first was to involve student voices in our Guided Pathways work we have done that this year so that goal was actually met. We do have two student representatives in it, they have been engaged in our bi-weekly meetings and also attended the Guided Pathways Regional Summit. Then our second part of that goal was working with our research and planning and collecting data to make quality both qualitative and quantitative decision making. So we have that one still in process and that goal will be ongoing throughout this work. So we have submitted the request that was approved last week for our top 20 general education classes to be aligned with our Guided

		<p>Pathways. That is scheduled to be received by the 27th of this month. Our goal number two was to go engage to campus and mapping, where we had done the shared. We did receive quite a bit of maps and we definitely want to thank everybody for that, however there are still some missing now. Our action item was brought in and our goal number three was working with the Academic Senate making sure we keep updates and that has been met through the community this year. Our next goal number four was to actually elevate our career development and have met that goal. We have adopted these. It's a super strong solution for strong interest inventory, that will be part of the onboarding process for students, they will be able to take that assessment when they're applying to the college. That was collaborating with Student Services, Counseling, and Guided Pathways. Then our goal number five was to evaluate changes in hiring practices. If you remember we did a series of workshops and that goal has been met. Then we rated number six and seven. Number six is a work in progress and that was support in need of campus dialogue and that was done through the book discussions that are on campus. Number seven was evaluate Student Services support team models that when we have not had the opportunity to vote.</p>	
5.	<p>Additional Reports (max. 5 min)</p> <ul style="list-style-type: none"> a. SBCCDTA-report b. District Assembly-no report 	<p>a. SBCCDTA: No report.</p> <ul style="list-style-type: none"> • Questions/Comments: <ul style="list-style-type: none"> ○ T. Allen: I did have an email, I think we all did, from D. Humble about the stipend we're supposed to receive for DE training from last year. If I understand correctly, we are not supposed to submit anything or proof of our training because there's a list somewhere. ○ D. Humble: If you took DE training, if it ended after March 20 I believe, double check it in the email, you don't need to submit anything, and it will be automatic. There was a list we're putting together with our DE leads will be posted on the DE training website so once it's up you can check it out to make sure your name is there. If your name is there, you will automatically get the stipend. I believe it will be in your July paycheck. ○ T. Allen: That makes sense. There was something mentioned in there, is if we were to take levels two or three, is there an additional stipend? I wasn't clear on that part. ○ D. Humble: The payment for additional classes is only for those faculty who have not been previously compensated. If you receive that \$750 you are exempt from that additional \$500. <p>b. District Assembly: No report. District Assembly will be Chancellor's Council moving forward.</p>	
6.	<p>SBVC President's Report (max 5 min.)</p>	<ul style="list-style-type: none"> • D. Rodriguez: Congratulations to all the faculty who advanced in rank. Kudos to you all. I know that a lot of times it isn't easy to get those accomplishments. I appreciate the work you've done. Also congratulations to the award winners at Spotlighting. That was a fun event; it would have been fun a lot of fun in person, but it was fun nonetheless. Thank you to all those that work on that event. • I was kind of reflecting back as you all were talking and you should be very proud of the work you've done this academic year as a team. Some of the things you've done, you know the resolutions that are coming forward or did come forward out of all the work, our curriculum, 	

		<p>and making some bold changes in areas like Program Review by listening to the campus community and implementing those changes. There's been some push and pull with Guided Pathways, but it's still making a lot of progress and I can go on and on.</p> <ul style="list-style-type: none"> • I wanted to say thank you all for the work you have done. It's resulted in our college producing the most degrees and certificates that we have in the history of the college at over 2400 degrees and certificates awarded this year because of the work and dedication that you all have done. So thank you for that and don't forget to tune into commencement Wednesday morning at 9:00 a.m. to see our graduates. • Lastly, enjoy your summer. I know many of you are teaching this summer, but please take some time for yourself. Take a break, have some fun, and again thank you for all your work. 	
7.	<p>Consent Agenda Approval of the minutes for 5/5/21</p>	<ul style="list-style-type: none"> • Motion 1 • Discussion: <ul style="list-style-type: none"> ○ N. Sogomonian: When A. Aguilar-Kitibutr was presenting the acronym CAP I wasn't sure what that means. We have College and Career Access Pathways and I think it's something else in there. I think A. Aguilar-Kitibutr referred to CAP as the College and Career Awareness Program, but I looked it up • Senate Secretary End-of-Year Report 	<p>Motion 1: Move to approve 5.5.21 minutes. 1st: R. Hamdy 2nd: D. Smith 26 responses Aye: 96.2% (25 votes) Nay: 0% (0 votes) Abstain: 3.8% (1 vote) Motion passes</p>
8.	<p>Action Agenda (max. 20 min.)</p> <ul style="list-style-type: none"> a. Anti-Asian Hate Resolution: Second Read b. Student Services: grade change c. AS VP Election d. AS Secretary Election 	<p>a. Anti-Asian Hate Resolution: Second Read [B. Tasaka]:</p> <ul style="list-style-type: none"> • D. Burns-Peters: We had an initial read of this last time. It's a joint resolution between our campus as well as Crafton Hills College. They already voted and passed the resolution on their end. We have reviewed that and we have a few amendments. We will need to vote on the amendments and if they're accepted, we'll ready the perfected resolution and vote on that. This is going to take a minute, but it's reflective of a lot of work, discussion, and thoughtful consideration, and we have to make sure it's done right. • B. Tasaka: The first read version was posted for our previous meeting. I have the proposed amendments posted here. We're asking to include a little more thought in how it's worded. <ul style="list-style-type: none"> ○ Proposed Amendment 1: On the first whereas. We wanted to include a date to bring home the timeline that's attached to this. We also added a percentage as well as a couple of citations to support the increase in violence statement that's being made. ○ Proposed Amendment 2: We are asking to strike the third whereas statement. The goal is to try to avoid what I'm going to call a savior complex statement. We're not trying to say that Asians or Asian Americans are in need of saving. In its place we're asking that a changed whereas specifically mention, "SBCCD perpetuates the model minority myth, reinforcing the invisibility and both purposeful and passive neglect of API communities." It felt important that we take ownership and acknowledge issues being faced; we should own what's happening within our own district ant not try to put it on 	<p>Motion 2: Move to accept the proposed amendments to Resolution SP21.01. 1st: M. Copeland 2nd: A. Aguilar-Kitibutr</p>

	<p>the other, but take it on ourselves. This again would take the place of the whereas statement tying to the Model Minority Myth, a lot of wording is the same, but there's ownership in the third one.</p> <ul style="list-style-type: none"> ○ Proposed Amendment 3: On the last resolved, just taking out everyone and again focusing on people who are of Asian descent because that's the focus of the resolution, again, it's not to exclude others, it's just meant to focus on the group that this was designed for. ○ Motion 2 ○ No discussion ● D. Burns-Peters: Okay, let's read the perfected resolution and see about a motion for that. ● B. Tasaka: Perfected Resolution SP21.01 ● Motion 3 <ul style="list-style-type: none"> ○ No discussion <p>b. Student Services: Grade Change [A. Aguilar-Kitibutr]:</p> <ul style="list-style-type: none"> ● View Student Services: Grade Change Policy. ● As I said to the body we have our last exhibit which contains the Ed Policy Committee recommendations. So as you can see here, this is the one that Ed Policy put forward. Instead of saying if the student is unsatisfied, say if the student requires further intervention. The last intervention, the student may utilize after the dialogue they can file a grade appeal with the Office of Admissions and in order to file a grade appeal students must provide persuasive evidence. I wanted to reiterate the importance of pervasive, substantive evidence and concerned parties must be present during appeals. This includes student, faculty, the faculty chair was not stated, but we would like to put that in. Those are our recommendations. ● Motion 4 <ul style="list-style-type: none"> ○ No discussion ○ D. Burns-Peters: Thank you for all your combined work. I will follow up with that group to see what the next steps are and where this needs to go so we get that implemented. <p>c. AS VP Election</p> <ul style="list-style-type: none"> ● Motion 5 ● Discussion <ul style="list-style-type: none"> ○ M. Worsley accepts the nomination. ○ T. Simpson: How can we go about changing our policy of having those positions go more than once, and you know what annually, because I think that's really in our better interest because that way the person is not in it; it takes a year to get used to any of these goals. We can consider looking at our policies and entertain an extension as you know the Presidency is to your move that you know those areas, the Vice President and the Secretary being two years as well. ○ M. Lawler: If T. Simpson is making a motion, I second it. 	<p>26 responses Aye: 100% (26 votes) Nay: 0% (0 votes) Abstain: 0% (0 votes) Motion passes</p> <p>Motion 3: Move to approve [perfected] Resolution SP21.01. 1st: M. Copeland 2nd: T. Simpson 26 responses Aye: 96.2% (25 votes) Nay: 0% (0 votes) Abstain: 3.8% (1 vote) Motion passes</p> <p>Motion 4: Move to support the proposed edits. 1st: M. Worsley 2nd: D. Hunter 25 responses Aye: 96% (24 votes) Nay: 0% (0 votes) Abstain: 4% (1 vote) Motion passes</p> <p>Motion 5: Nominate the amazing and fantastic Margaret Worsley to continue her position as Vice President for the 2021 – 2022 academic year. 1st: R. Hamdy 2nd: A. Aguilar-Kitibutr 20 responses Aye: 100% (25 votes) Nay: 0% (0 votes) Abstain: 0% (0 votes) Motion passes</p>
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9.	<p>Information Items (max. 25 min.)</p> <ul style="list-style-type: none"> a. Research, Planning and Institutional Effectiveness: survey results b. Spring Scheduling Format 	<p>a. Research, Planning and Institutional Effectiveness: survey results [J. Oxendine]:</p> <ul style="list-style-type: none"> ● D. Burns-Peters: Some may have seen these survey results, but I think they were valuable enough to share regarding the return to work. ● View Research, Planning and Institutional Effectiveness: survey results. ● J. Oxendine: For the transition to campus surveys, and these went out not too terribly long ago, we had about, I don't know, a two-week window? So I just wanted to share with you all as D. Burns-Peters said, I've shared these in a couple of different forums on campus. But I think it's important when we do these kinds of surveys to actually share out the results right? So one of the things I want to preface this by saying is that we did have a representative sample, especially for a student survey, we had about 10% of our students that we surveyed respond to it, so we feel confident that the responses do demonstrate to us what our students are feeling in this time of transition. For the faculty, staff, and managers, we had about half, a little bit more than half of all respondents were faculty, half of those faculty were full-time, half of those part-time, and then we had a pretty good number of classified staff and managers on campus respond as well. So again we feel as though this is pretty representative. What I prepared for you, here is a compare and contrast of the five different questions we asked, as well as how many students reported feeling about these and how faculty, staff, and managers did. For students, online-only instruction was the most preferred method and in person only was the least preferred method for the bulk of faculty, and so and that doesn't mean necessarily that online was their favorite for faculty, just that in person was their least favorite. The preferred methods of noninstructional and student support services for students tied. About 36% or so of the respondents who listed that as their preferred modality was the same. More noninstructional faculty and students support staff were in favor of in person only so there's a little bit of a mismatch there in terms of what our students are telling us in terms 	

of their student support services and how our staff and our noninstructional faculty are feeling about it. And then classified staff and managers were evenly split amongst the modalities. I'm for both groups, the students and the faculty staff and managers. The hybrid modality of some online some in person choice garnered the most neutral responses, so what that tells us is that what we're doing in terms of our return to campus plans are pretty well in line with what our students and our faculty, staff, and managers are feeling in terms of having some flexibility and being able to make choice as to whether they're in person or online. In both cases, more than half of the respondents said that they were worried, they have concerns about coming back to campus and what was interesting to me is that you know our faculty, staff, and managers are more concerned about it than our students are. In both cases, you know, there is this concern about safety protocols and guidelines not being followed, and that's true for our students and for our campus community and colleagues. People are worried that folks are not going to follow the mask mandates and I think, as time is going on, people are becoming even more worried because we're hearing the CDC say if you're vaccinated you don't really need one. I think there's this fear that come June 15 the state is going to drop all kinds of everything. So I think it would behoove us as a campus to continue on with our policies in terms of masking and social distancing and such.

- C. Jones: You're suggesting you don't follow CDC and state guidance?
- J. Oxendine: I'm suggesting to mitigate people's concerns we have policies in place that help people feel safe because they're telling us that. Perception is reality.
- J. Oxendine: So these are the results of the survey and it's something we need to keep in mind. We deal with people and we deal with fears and concerns and worries, so I would never advocate that we don't listen to what folks are telling us they're feeling and are concerned about. It's easy to mitigate these things right, the students what choice in whether or not they're in person or online, and I think we're providing that. And the faculty, staff, and managers want choice in their work, being able to choose to work remotely if they want to be able have flexible schedules, so that it can help dissipate some of the fears and concerns that people are having.
- I see in the chat someone asked if it's currently enrolled students. Yes, it's students enrolled in the spring semester.
- J. Stankas: I ask because it's really useful to hear what our currently enrolled students want, but we know that our currently enrolled students do not represent all the students who should be surveyed. We have encountered, disproportionately depending upon the program, students waiting until they can come take it in person. We're thinking particularly of our CTE programs. We also have to consider them and how that factors into what we're doing, right?
- J. Oxendine: Your question of the total number of students was 1180, the total number of faculty and staff was 233 again with about half of those being faculty and half of that being full-time faculty.

- M. Copeland: I just have a quick comment. We see these surveys go out a lot, I think this is the first time I can remember the actual data being shared like this and I just appreciate so much getting that information and seeing the results of those surveys, so thank you.
- D. Burns-Peters: Thank you and remember this is just data that's been gathered. There's processes and procedures of what to do with that data and how that guides decision making, but it is just a share out. Good points were made today as well about making sure we also tried to reach out to those who are not currently enrolled.

b. Spring Scheduling Format [D. Humble]:

- Folks have been asking questions about the spring schedule. I have some information about fall, then I'll talk about spring. For fall we currently have 1728 sections. Of those sections 494 are in person. I broke it down: There's 114 sections of lab, 228 hybrid, and 152 straight lecture, which is something we haven't done in about a year and a half. Total number of classrooms being utilized as 125 and then out of those 88 will be hy-flex classrooms. Our current guidelines are 50% room capacity with six feet social distancing with a mask mandate as well as all the other safety protocols.
- Scheduling for spring will follow these guidelines and continue to incorporate hy-flex classes with synchronous zoom, however, we are at a point where our guidelines are changing. We expect there to be other guidelines probably going away around June 15, so what does that look like for scheduling. We know that the faculty chairs are going to be turning in their schedules on June 11 which is four days before June 15. We understand we have to stick with our scheduling policy, we don't know what those new guidelines are going to be with there being a shift so I've listed some ideas that have come through many discussions and meetings with chairs. One is having floating section caps and be able to increase section caps, if needed, for example if we have a hy-flex section that has 50% capacity in person and 50% on Zoom, what we could do is increase the section cap for in-person, then we have an option of breaking off that Zoom section into its own class. That does present a challenge with staffing potentially but, again, this isn't a one-size-fits-all approach, these are just ideas that I've compiled for you. However division should anticipate the need for additional staffing, should this occur again and any other option is to just leave it as is. The one thing is in all cases, schedules should be generated to best serve our students. All the way across the board, I just want to remind everyone that students are first, and we need to serve our students. If you have feedback about any of this, please send me an email or talk with your dean. We're going to be communicating these guidelines for scheduling, chairs just received their schedules a couple days ago.
- **Questions/Comments:**
 - M. Lawler: Was that for spring? A schedule that's due June 11?
 - D. Humble: Yes.

<p>10.</p>	<p>Public Comments on Non-Agenda Items (max. 5 minutes @ 2minutes each)</p>	<ul style="list-style-type: none"> • A. Aguilar-Kitibutr: I would like to thank you, D. Burns-Peters, and M. Worsley for leading us through halfway from the academic year onwards and I would say the rest of us appreciate the leadership you have steered our Senate body to where we should be going to advocate for students and faculty. • T. Allen: I would like to throw a little kudos to our friend B. Tasaka who works non-stop for us guys. And we can't appreciate her enough. I wanted to throw it out and she's also my friend of course, she knows I love her, so I wanted to throw it out there that your work does not go unnoticed, young lady. <ul style="list-style-type: none"> ○ I'm going to echo those comments, I was not kidding when I say I work a split shift I tend to do my work in terms of business meetings and work meetings in the day time. I take a break and cook for my family and spend time with them, and then I go back to work in the evening when everybody is down for the night. B. Tasaka is consistently there with me and puts up with me and my texts. Just so you know she'll be half asleep and say hold on the computer is coming on, so I hope I don't take too much advantage of that, but know it's greatly appreciated. She's so efficient at what she does and my old brain just does not work as fast as her. I appreciate it. And to M. Worsley who has served as my sounding board and talks me off the ledges and reminds me to breathe and think. The Senate and Senate team this year has just been amazing. We've had some long meetings and very challenging discussions, but we are moving in the right direction. I'm really proud to say I work at San Bernardino Valley College; I don't want to work anywhere else. I hope you all feel the same. • C. Jones: I just want to make sure that there's people on the committees that are making decisions about how we're moving forward. Just want to point out some things like the mask mandates and keeping them on solely based on people fear. I mean I also want to consider what the real safety risks are because if we really don't need them on there are safety risks with having masks on our face, I mean number one I've noticed in the chemistry lab we always pull our masks back up over our nose right as they slip down. If you have a chemical on your gloves you just got it on your mask and you're going to be in haling it until you can change that mask. And also the fact that a lot of people wear synthetics over their face and then the flammability issues for people that are in like welding or culinary arts or places where there might be open flames. I think we need to consider that, and if we do keep masks required we might be a little less lenient in certain areas, maybe what the guidelines are. <ul style="list-style-type: none"> ○ D. Rodriguez: Thank you for jumping in. I always appreciate your comments. I also appreciate you reminding us about the science because I think that's important. We are doing the best we can to keep up with the CDC guidelines and information coming from the governor and state chancellor's office, and trying to fuse all of that together. So we make the best decisions that we can not only for our students but also for all of you. ○ C. Jones: I think a lot of people will feel safer if we have them on, but I think, in certain instances, as you know, certain things happen, it might be safer in certain regions for them not to be on. I just want people to be aware that are making decisions. 	
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11.	Announcements	None	
12.	Adjournment Next Meetings: <ul style="list-style-type: none"> ● Senate Plenary: invites to be sent ● All Faculty Meeting: opening week ● Regular Meeting: Wednesday, September 1, 2021 	Meeting adjourned at 4:39 p.m.	

Upcoming Events:

- [ASCCC Faculty Leadership Institute June 16-18, 2021](#)
- [ASCCC Curriculum Institute July 7-9, 2021](#)
- [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).