



**SBVC Academic Senate Minutes**

**Wednesday, October 6, 2021**

**3:00-4:30pm 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

	<b>Agenda Item</b>	<b>Discussion</b>	<b>Action</b>
1.	<b>Call to Order and Roll Call (Sign- In)</b>	Meeting called to order at 3:02 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</b>	<ul style="list-style-type: none"> <li>• Plenary: I did send an email for those who may be interested in attending, which is in November. I had set the deadline for Monday, but if you’re interested and didn’t contact me, let me know by the end of today if you want to go. I want to get the list to D. Humble. The Area D meeting is on the 16<sup>th</sup> and we will share the resolutions at our next meeting.</li> <li>• AP 7210, AP 7210a, and Hiring Handbook for Adjunct Faculty: Discussed at our last Senate meeting. It’s being presented at the next chair meeting. Please read the documents that are posted on our webpage. AP 7210 is a major AP for us and it determines many things, particularly related to hiring, and it ensures our voice and our presence in that process. I am going to be very intentional about bringing that back over a period of time. We now have that different structure at the district level. It will come back on the agenda for comments and feedback on October 20. Get that word out and get feedback. Things in the handbook can be changed much quicker, but the AP has a very structured process to</li> </ul>	

		<p>change, and we're involved in that process so we want to make sure we maintain that involvement. You can send questions or comments to me.</p> <ul style="list-style-type: none"> <li>• T. Heibel was voted in as Chair of Chairs. Yay and thank you for taking that role.</li> <li>• Board of Trustees meets this Thursday. It's a little off schedule.</li> <li>• The Return to Campus Safely Work Group, I don't exactly know what we're called, will meet next week to discuss the resolution. We're back on campus and we're experiencing some expected and unexpected circumstances. This group will meet on a regular basis to continue that feedback loop. Voices are being heard and notes are being taken. I've collected a tremendous amount of feedback from faculty over the last couple weeks. Let the constituent groups know that they have Senate and Union representation. Encourage them to share their thoughts through those pathways.</li> <li>• Campus Strategic Planning: The IEPI visit is next week on Tuesday the 12<sup>th</sup>. They will support us in identifying a plan on how to gather data, identify some of the systems we might need to be in place to be effective in gathering data, and how to work on the strategic plan to identify goals. That's kind of their specialty. The environmental scan will be presented to College Council next week on the 13<sup>th</sup>. I will bring information back to the Senate on those two items. Those are kind of the precursor items that are local level, so our local campus work we're doing. Those are some of the information gathering pieces we're doing, some of the survey pieces we're doing, and when those are complete, I'll bring it back here for review.</li> <li>• Hiring continues. I had no idea I would be so busy with hiring on campus. We've been quite busy with replacement positions, there's been a real commitment to that. I'm asking a lot of faculty to participate on those hiring committees. I'm trying to be thoughtful about that process. There's a thought process of representation. Sometimes you may get an assignment and think, well wait, I don't work in that department, but you're likely connected in some way</li> </ul>	
<p><b>4.</b></p>	<p><b>Committee Reports</b></p> <ul style="list-style-type: none"> <li>a. <i>Student Services</i></li> <li>b. <i>CTE</i></li> <li>c. <i>EEO</i></li> <li>d. <i>Professional Development</i></li> <li>e. <i>Elections</i></li> <li>f. <i>Curriculum</i></li> <li>g. <i>Program Review</i></li> </ul>	<p>None</p>	

	<ul style="list-style-type: none"> <li>h. <i>Accreditation &amp; Outcomes</i></li> <li>i. Financial Policy</li> <li>j. Distance Education</li> <li>k. Personnel Policy</li> <li>l. Legislative</li> <li>m. Ed. Policy</li> <li>n. Guided Pathways</li> </ul>		
<b>5.</b>	<b>Additional Reports</b> None	<b>a. SBCCDTA [J. Herrera]:</b> We are going to sunshine Wages and Health and Benefits (both are always sunshined) and one item from Article 13, which is Workload. Because we had so much carry over from past years, we decided to keep it minimal so we're really finishing up what's open. We plan to wrap up the tenure section of negotiations soon. Exciting news – we know we haven't been able to do lunches with everyone to do the updates, so we will have some opportunities for you to stop in at the Sunroom and get lunch on us. We want to show we appreciate you even though we can't be with you. Look for those emails.	
<b>6.</b>	<b>SBVC President's Report</b>	<ul style="list-style-type: none"> <li>• The IEPI meeting and the taskforce meeting will be next week, like D. Burns-Peters said.</li> <li>• Hispanic Heritage Month – Arts, Lectures, and Diversity has done a great job putting together speakers and events. <ul style="list-style-type: none"> <li>○ Tony Plana on October 12, 2:45 – 4:30 p.m., via Zoom.</li> <li>○ Dr. Jen Motto from Mt. Holyoke college October 15, 2 – 4 p.m., via Zoom.</li> <li>○ Maria Manzano on October 20, 2:45 - 4:30 p.m. via Zoom.</li> <li>○ Shayla Rivera on October 27, 2:45 - 4:30 p.m. via Zoom.</li> </ul> </li> <li>• We're getting ready for our Campus and Community meeting tonight at 5p.m. We're hosting the community and providing updates on the college.</li> <li>• We'll be sending communications to students to let them know how we'll be communicating with them. We'll send more information out after the taskforce meets, but this is to get them looking for future communication, especially with the resolution that was passed.</li> <li>• Cal Poly Pomona is partnering with EAD, which is a vendor. Starfish is part of EAD. This partnership is to try to leverage the community college and university to help our students go through the process as efficiently and effectively as possible with an equity lens. There's an MOU. We want to see if this is something we can explore to help us leverage all of the work we've been doing. This is a private-public partnership, the company is private</li> </ul>	

		<p>and the institutions are public. We're looking to see if this is right for us to see if this will help us move forward into our strategic planning process and bring all these elements together. We have so many good things happening and so much good work occurring and the goal of this partnership would be to be very intentional in how we support our students.</p> <ul style="list-style-type: none"> <li>• AB 927 was signed into law by the governor today. That allows community colleges to offer baccalaureate degrees. The original legislation was a pilot for 15 colleges, so now that it's signed into law we have the ability to pursue a baccalaureate program as a community college. We can review that and see if it meets our needs</li> <li>• The Middle College High School is offering vaccinations.</li> <li>• I had a chance to see a class in action yesterday. It was great to see L. Cuny on campus and using the equipment and to see students participating in person again.</li> <li>• <b>Questions/Comments:</b> <ul style="list-style-type: none"> <li>○ D. Burns-Peters: [Comment from the chat] We talked about making sure faculty also know what information is getting out to students. I know we suffer from email fatigue, but in this case maybe we could request that those communications about the vaccine mandate be shared with faculty so our language is consistent.</li> <li>○ S. Thayer: Yes, there was conversation about that. We will be proactive. We will include the campus on that as well to make sure everyone is informed.</li> </ul> </li> </ul>	
7.	<p><b>Consent Agenda</b> Approval of the minutes for 9/29/21</p>	<ul style="list-style-type: none"> <li>• <b>Motion 1</b></li> <li>• <b>Discussion:</b> None</li> </ul>	<p><b>Motion 1:</b> Move to approve the minutes. 1<sup>st</sup>: M. Copeland 2<sup>nd</sup>: M. Tinoco 19 responses Aye: 89% (17 votes) Nay: 0% (0 votes) Abstain: 11% (2 votes) <a href="#">Motion passes</a></p>
8.	<p><b>Action Agenda</b></p>		
9.	<p><b>Information Items (max. 25 min.)</b> a. Allyship and Advocacy of Undocumented Students</p>	<p><b>a. Allyship and Advocacy of Undocumented Students</b> [T. Laguna and E. Luna]:</p> <ul style="list-style-type: none"> <li>• <a href="#">[View presentation]</a> <a href="#">[View Undocumented Student Action Week flyer]</a></li> <li>• D. Burns-Peters: I'd like to introduce the topic of allyship and advocacy of undocumented students. I invited T. Laguna and E. Luna from our DREAMers program to talk. The DREAMers are undocumented students and we are hearing this now because the Undocumented Student Advocacy Week is coming up, so I thought this</li> </ul>	

	<p>b. Integration of Equity and Cultural Responsiveness in Curriculum</p> <p>c. CTE Toolkit</p>	<p>would be a good opportunity to hear a little bit about how faculty can support this population.</p> <ul style="list-style-type: none"> <li>• T. Laguna: I am the undocumented liaison and counselor for the DREAMers Resource Center.</li> <li>• E. Luna: I am also a counselor and a former AB 540 student. I always share that with my students to make sure that I have that connection with them. Even if that's not your experience. It was hard for me to share that information with faculty. I only shared it with the ones I felt I could trust.</li> <li>• T. Laguna: Our Dreamers Resource Center is in LA 121. We have several services available to students, faculty, and staff. We also have services in both English and Spanish.</li> <li>• E. Luna: What happens when a student reveals to you that they're undocumented? They may come out to you if you're a member of their ethnic/racial group or because you're understanding and accepting. Students share this information with you because they trust you. That's how I was as a student. Other students might reveal the information because of specific assignments. One example is students were offered extra credit for voting, but our students cannot do that. As faculty we can be mindful of our undocumented students.</li> <li>• T. Laguna: How might you feel after someone comes out to you? We all have our own biases, but we want to make sure we don't expose our students to unwanted attention or reactions. You might be surprised, maybe angry, but keep in mind we are here to support all of our students regardless of background and immigration status should be part of that.</li> <li>• E. Luna: Sometimes we are surprised about our students and some of the things they say. That may be without intention because we don't have the knowledge or awareness. What you should <i>not</i> say: Are you illegal?; How did you get here?; Tell me about your immigration status; So how do you live?; Is your family illegal too?; I can't believe they let illegals in; There are no alternatives to my requirements. Sometimes we start asking more and more questions about their family. Asking those questions might also promote recession.</li> <li>• T. Laguna: Here are the four basics of becoming an ally: <ul style="list-style-type: none"> <li>○ Awareness</li> <li>○ Knowledge</li> <li>○ Skills</li> <li>○ Action</li> </ul> </li> <li>• E. Luna: You can say, "Thank you for sharing, I know someone who can relate to you and offer you and your family resources." You can refer students to someone like me or T. Laguna who may be able to understand and offer resources, not just for them, but also</li> </ul>	
--	---	--	--

for their family members because many of them also need services. We've partnered with the community. There are stressors students are experiencing right now, especially during COVID. We noticed many of our students actually had the assumption that they were not able to get the vaccine or not able to go to the hospital. Many of them got sick and didn't reach out or go to the hospital. So if you have any students, please refer them to us so we can help get them resources.

- T. Laguna: How can you help students who come out to you? You can ask them how you can help or ask permission to find help for them, but, as we said before, don't ask additional questions. It takes courage. There are undocumented people on our campus and not everyone is comfortable talking about their status. Also, don't expect an undocumented student to be your informant. Not all students are fully aware of the nuances. If there's something you don't understand, you shouldn't expect them to either. You can send us an email or have them send us an email.
- E. Luna: How can you support DREAMer students? Use inclusive language when talking about things like financial aid. Many faculty give extra credit for the FAFSA. You can include the DREAMers Resource Center in your syllabus or Canvas. Think of assignments like field trips; undocumented students may not be able to drive, so are there other options for them? Think of what assignments might require an ID. Refrain from saying "illegal." It's preferred to say "undocumented." Be aware of your own biases. If students need any legal, medical, or financial assistance, please refer them to use.
- T. Laguna: We want to invite you all to our Undocumented Student Action Week (USAW). It will be October 18 – 22. We have different events happening that week. Most of the events are going to be virtual except for the walk on Tuesday in support of our undocumented students. We also have a DREAMers club meeting every Wednesday at 4:00 p.m. in our DREAMers Resource Center.
- **Questions/Comments:**
  - A. Aguilar-Kitibutr: Thank you for this presentation. I wonder if you can give us a journal reference for the "do's" and "don't's" you listed. I know E. Luna sends me a lot of resources.
  - E. Luna: We can add a reference page at the end of the presentation.
  - J. Bjerke: I wanted to thank E. Luna. She helped a student get a \$6000 scholarship because she was able to reach out to them.

**b. Integration of Equity and Cultural Responsiveness in Curriculum [M. Copeland]:**

- [\[View presentation\]](#)

- D. Burns-Peters: There's been a lot of updates about deadlines and requirements for integrating Equity and Cultural Responsiveness in curriculum. We thought it would be a good time for her to
- M. Copeland: The Curriculum Committee will review new courses, programs, and courses going through content review through an equity/culturally responsive lens.
- One question is why now and why through our curriculum process?
  - The SBVC Academic Senate passed Resolution Su20.01. This resolution really goes beyond condemning racism and hate; it's really a commitment to action.
  - It also aligns with our Institutional Goals.
  - There's also statewide resolutions from ASCCC.
  - Statewide Chancellor's Office also called for
- Thus, the DEIA work is ongoing, in-depth, and a primary focus at every level of the community colleges.
- You may find that some of your curriculum is sent back.
- Example: M. Batalo, Art, revised her course outline of record for ART 105. She updated the SLOs, the Course Content, and a new assignment.
- What if you're in a discipline where culturally relevant material is not as obvious? This work is all very discipline specific. Some disciplines may have more challenges than others. You and your department can consider these topics/questions:
  - OER Resources
  - Course Content – this will vary, but are perspectives of racism or prejudice included? Are there social or cultural movements relevant to the discipline?
  - Assignments – Can real world problems be considered that relate to equity and cultural diversity?
  - Textbooks – Can you find low-cost materials? Can contemporary and diverse authors be considered?
  - SLOs – Can they be updated to include any changes in your course content?
  - Resources – There's so much professional development. R. Hamdy sent out an email about the Vision Resource Center today. SBVC has also had our own professional development in these areas. We had quite a bit of information on this topic at the last couple all-faculty meetings.
- D. Burns-Peters: If you feel stuck, reach out to colleagues. Even that change of, "or virtually," can be part of the DEIA work. It might make a big difference for students.
- c. CTE Toolkit** [D. Burns-Peters]:
  - I shared the CTE toolkit at the last meeting [\[view toolkit\]](#).
  - We have the issue of equivalency. One area this happens pretty regularly is Career Technical Education. We may have a candidate come to us with many years of

		<p>experience, they may have built airplanes on their own, they may have worked for a private college. They're a very qualified candidate, but they never received a degree.</p> <ul style="list-style-type: none"> <li>• We try to find ways in which a minimum qualification can be met. We look at depth and breadth. Generally, that's two years of a degree and six years of experience. Sometimes we have faculty who come to us and they have enough units, but they're lacking in one or more areas. We may not be allowed to give them equivalency based on that, but we may see that they worked at a jet propulsion lab or another area that would require them to know science. They may not have an official science class.</li> <li>• You may remember that departments were tasked with finding artifacts that could be substituted for a class. The challenge is what those artifacts look like and what that career experience looks like could vary so much, it may not be fair to ask the English department to come up with an exhaustive list. I think we would still find ourselves with gaps and we would still end up eliminating very qualified candidates.</li> <li>• We have a district-level committee that consists of administrators and faculty, but it does have to have a majority of faculty in the room. We built in the responsibility to bring in content experts to ask for clarification.</li> <li>• The toolkit has a rubric (starting on p. 30).</li> <li>• We can let an applicant know that they're lacking in an area and they could</li> <li>• <b>Questions/Comments:</b> <ul style="list-style-type: none"> <li>○ D. Hunter: Can a candidate come to us and need a content expert in all those areas and still move forward?</li> <li>○ D. Burns-Peters: There's nothing I've seen that says that's impossible.</li> <li>○ M. Copeland: Would they take some kind of test? For math, for example, how would they determine if they met that requirement? A test?</li> <li>○ D. Burns-Peters: They could explain what kind of math they use on a regular basis.</li> </ul> </li> <li>• Think about it. Think of the consequences. Are there other recommendations we should include?</li> </ul>	
10.	<p><b>Public Comments on Non-Agenda Items- including announcements (max. 8 minutes @ 2minutes each)</b></p>	<ul style="list-style-type: none"> <li>• B. Tasaka: I'm just going to keep announcing this until we're official. We have our Asian Pacific Islander group that's been meeting. Our next meeting is next Friday at 3:00 p.m. I want to give a shoutout to C. Gabriel because she took data on our Pacific Islander population and it sparked some amazing conversation. I also really want to shout out the leadership of the Black Faculty Staff Association and the Latino Faculty Staff and Administrators Association for their massive support. We really appreciate it.</li> <li>• T. Heibel: For tonight's Virtual Campus Meeting from 5-7 pm, the tiny URL is <a href="https://tinyurl.com/virtual-event-10-6-21">https://tinyurl.com/virtual-event-10-6-21</a></li> <li>• L. Cuny: 48-hour Film Project <a href="https://www.48hourfilm.com/inlandempire/48hfp">https://www.48hourfilm.com/inlandempire/48hfp</a></li> </ul>	
11.	<p><b>Adjournment</b></p>	<p>Meeting adjourned 4:36 p.m.</p>	



	<b>Next Meetings:</b> <ul style="list-style-type: none"><li>• 10/20/21</li></ul>	
--	--	--

[Area D Meeting](#): October 16, 2021

[ASCCC Fall Plenary](#): November 4-6, 2021

*Governor Newsom issued Executive Order N-25-20 on March 12, 2020, Executive Order N-29-20 on March 17, 2020, and signed AB 361 into law on September 16, 2021. Portions of these orders and not now relax parts of the Brown Act under specific conditions. 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). EO N-08-21 extended the permissions for Brown Act bodies to meet virtually through September 30, 2021. The signing of AB 361 into law allows for the above conditions to remain in effect through January 1, 2024 as long as specific conditions are in place, the main condition being operating under a State of Emergency.*