



SBVC Academic Senate

Meeting Minutes

August 21, 2019

AD/SS 207 3:00 – 4:30 P.M.

Topic	Discussion	Action
1. Call to Order and Roll Call	<ul style="list-style-type: none"> • Meeting called to order at 3:03 p.m. • Roll call via sign-in sheet [see attachment: AS Documents, Sign-in Sheet]. 	
2. Public Comments	<ul style="list-style-type: none"> • None 	
3. Senate President's Report C. Huston	<ul style="list-style-type: none"> • Thanks to everyone who attended the Senate Retreat last week. • Thank you to A. Aguilar-Kitibutr for arranging for us to meet at the Middle College High School. • Thank you to R. Hamdy and B. Tasaka for helping with opening day and the Senate Retreat. • Some answers to general questions from the Retreat: <ul style="list-style-type: none"> ○ What is the role of the Senate? ○ How are bylaws changed? ○ What is the difference between committee assignments and committees of the Senate? • Upcoming Meeting Topics: <ul style="list-style-type: none"> ○ 9/4/19: Closed session to continue the CTA-led discussion on faculty evaluations. 	
4. SBVC President's Report D. Rodriguez	<ul style="list-style-type: none"> • I love that you're talking about goals. Let us know how the administration can support that. • I also love the conversations about equity in the classroom. • On opening day I mentioned that we were ahead of our goal on FTES. As of today we are about 400 FTES above our goal. With that comes an increased number of students. We have almost 1800 additional students on campus and we are filling about 5000 more seats. Not all of those 1800 students are Promise Program students. We have almost 1324 Promise Program students. I hope we see all of them cross the finish line in 2 years. • I think it's going to be a great year for us academically. 	
5. Committee Reports	<p>a. Ed Policy [J. Bjerke]</p> <ul style="list-style-type: none"> • No report. <p>b. Personnel Policy [J. Notarangelo]</p> <ul style="list-style-type: none"> • No report. 	

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5. Committee Reports	<p>c. Student Services [A. Aguilar-Kitibutr]</p> <ul style="list-style-type: none"> • No report. <p>d. CTE [K. Melancon]</p> <ul style="list-style-type: none"> • No report. <p>e. EEO [R. Hamdy]</p> <ul style="list-style-type: none"> • No report. <p>f. Elections [D. Burns-Peters]</p> <ul style="list-style-type: none"> • No report. <p>g. Curriculum [M. Copeland]</p> <ul style="list-style-type: none"> • Reminder: Check CurricUNET to see if your courses are up. There is a difference between CTE and non-CTE. If you need help let me know. An email was sent out earlier today. <p>h. Program Review [P. Ferri-Milligan]</p> <ul style="list-style-type: none"> • No report. <p>i. Accreditation & SLOs [C. Huston]</p> <ul style="list-style-type: none"> • Over the summer I worked on the accreditation paperwork. • We will be looking for a faculty member who is interested in running the SLO process. There will be either reassign time or overload, as of yet that is undetermined. If you are interested talk to D. Humble. This is part of the 10+1 and we want faculty involved in running the SLO process. • Question: <ul style="list-style-type: none"> ○ M. Copeland: Are you sending out an email with the description and a call for interest like you do for other reassign positions? ○ C. Huston: Yeah, we can dissect that. <p>j. Professional Development: [R. Hamdy]</p> <ul style="list-style-type: none"> • We just had a Flex Day. The next one is September 27. We are getting the schedule ready for that. • We had a really good adjunct orientation and another good one on opening day. • You'll be seeing a lot more emails from me about upcoming events. <p>k. Ed Policy [vacant]</p> <ul style="list-style-type: none"> • No report <p>l. Legislative [vacant]</p> <ul style="list-style-type: none"> • No report <p>m. Financial Policy [vacant]</p> <ul style="list-style-type: none"> • No report 	

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<p>6. Additional Reports</p>	<p>a. SBCCD-CTA [S. Lillard]</p> <ul style="list-style-type: none"> • We start negotiations this Friday. • We are not opening any new parts of the contract this year because there is still some heavy carryover from last year. As C. Huston mentioned we will discuss evaluations as a carryover from last year. • We will negotiate lecture/lab parity- tasked by an MOU. • Also learning communities was carried over from last year. It's potentially a workload issue. Those faculty involved in learning communities potentially have more work than just an isolated classroom. Both the CTA and District are doing more research. <p>b. District Assembly [C. Huston]</p> <ul style="list-style-type: none"> • Another question at the Senate Retreat was, "How are Board and Administrative Policies created, changed, etc.?" <ul style="list-style-type: none"> ○ You can find the BPs/APs on the District website: www.sbccd.org/Board_of_Trustees/Policies_-a-, Procedures ○ The 4000's and 5000's are related to the 10+1. When they come up, we'll review them and make recommendations for District Assembly to make sure our feedback is heard. • How these get done is under AP/BP 2410, which is why we covered it so much last year. It governs how APs/BPs are administered. It was a recommendation on the last accreditation visit that we develop a review process for APs/BPs. You can see that the Academic Senate Presidents are part of the review team. We'll contact people from this group or appropriate people across campus. • We review 10% each year. • So what if you want to do something with a policy that isn't on the review list? There's a process for that. You can ask that District Assembly look at it. This year we're trying to look at ones that haven't been reviewed in a decade or more. We want to make sure they're relevant to what we do as a district and a college now. • BP stands for Board Policy. AP stands for Administrative Procedure. • District Assembly faculty representatives for SBVC: C. Huston, B. Tasaka, G. Evans-Perry, and C. Luke. Contact them if there is anything you want to take to District Assembly or if you have concerns about APs/BPs. 	
<p>7. Consent Agenda</p>	<p>a. Minutes</p> <ul style="list-style-type: none"> • 5/15/19 • Note that there is now a Quick Summary. We talked about ways to share out information, so maybe this is a good way to do that. <ul style="list-style-type: none"> ○ Motion 1 	<p>Motion 1: Move to approve the consent agenda. 1st: D. Smith 2nd: J. Banola</p>

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7. Consent Agenda, continued		Discussion: None Approved: Unanimously Abstentions: V. Alvarez, T. Heibel, P. Wall
8. Old Business	<ul style="list-style-type: none"> • None 	
9. New Business	<p>a. Senator Responsibilities and Meeting Norms [C. Huston]</p> <ul style="list-style-type: none"> • We updated these last spring: <ul style="list-style-type: none"> ○ General guidelines for discussion. We want to move through topics in a timely manner. ○ Code of Conduct ○ Attendance: It's important that senators from the different divisions are present to make sure that their voices are heard on topics related to their area. Last year we purged our rosters and removed people who missed more than 50% of the meetings. Plan to attend every 5 out of 9 meetings. If you can't make it, then send a proxy. <ul style="list-style-type: none"> ▪ R. Hamdy: Can you explain what a proxy is so we're all on the same page? ▪ C. Huston: That is if someone cannot attend Senate one day, they will find someone in their division to represent them on Senate for that day. We'll make a note of it on the roster so we don't count it against you. ▪ Please contact C. Huston and/or B. Tasaka, preferably both, prior to the meeting to notify us of a proxy. ▪ B. Tasaka: If possible please notify us before 1:00 p.m. because I'm in class. ▪ R. Hamdy: That's an encouraged process. ▪ Y. Simental: Can we send part-time faculty? ▪ C. Huston: We do have 2 positions for part-time faculty on Senate. We'll send that out soon. I don't know if our by-laws speak to whether or not a part-timer can be a proxy, so we can research it. ○ Please share information with your divisions. Find a way to communicate. Decide who will be the point-person for your group or rotate who does that. The communication part is really important. Nobody outside this room will know what's going on in Senate unless you share. <ul style="list-style-type: none"> ▪ R. Hamdy: I know that the Arts and Humanities division and the Sciences division both have people who send out a great snapshot of what happened in each Senate meeting. ○ Flex time is available for all of these meetings. You'll all have your flex time done. 	

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<p>9. New Business, continued</p>	<ul style="list-style-type: none"> ○ R. Hamdy: You do have to put all the dates, but you can put them all in one submission. I just need commas! b. Senate Standing Committees [C. Huston] <ul style="list-style-type: none"> ● Elections Committee: D. Burns-Peters is the chair. Its membership includes 1 faculty member per division. The chair of the committee serves on the Senate Executive Committee. They work to help elect new senators, and assigning peer evaluators and committees. ● Student Services Committee: They report on matters on Student Services. Share some of the things they've done. <ul style="list-style-type: none"> ○ A. Aguilar-Kitibutr: In the past, Y. Carter reported to us about AB 705, Guided Pathways, Starfish, and we also had something on academic renewal. ● CTE: They report on all CTE matters. Share some of the things they've done. <ul style="list-style-type: none"> ○ K. Melancon: The automotive department is working to implement Guided Pathways. Strong Pathways too. We also worked on updating the by-laws last year. ● Personnel Policy Committee: They do not have a charge in our by-laws so they might make some this year. In general, they oversee the Advancement in Rank process. They may also be involved in reviewing the committees list this semester as well as the process of assigning committees. ● EEO: R. Hamdy is chair. They deal with any and all matters on equal opportunity. If we decide to do some work on equity-mindedness it's likely we will work with EEO. ● Ed Policy: They don't have a charge either. J. Bjerke is our chair. They'll also probably work on a charge first. They focus on APs/BPs that focus in on educational policies. ● Our by-laws also allow me appoint a Senate webmaster to work on the Senate website and a parliamentarian. Let me know if you're interested. ● Question: <ul style="list-style-type: none"> ○ S. Sobhanian: I might be interested in some of them but I don't know when they meet. ○ C. Huston: Last year we established the fourth Wednesday in this room as a time and place for them to meet. The committee chairs can also make polls, etc. as needed. We set it up because all senators should be free during this time. ● C. Huston: I also served on the statewide academic senate last year on the accreditation committee. J. Stanskas charged us with writing a paper on the budget. You never know. 	
<p>9. New Business, continued</p>	<p>c. Academic Senate Goals and Priorities [C. Huston]</p> <ul style="list-style-type: none"> ● What do we want to work on this year? There are a few things we really should work on this year. We should look at our committee structure again. That will likely get referred to 	

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<p>9. New Business, continued</p>	<p>Personnel Policy. Once we come up with something it will go to College Council. They will also need to vote on it.</p> <ul style="list-style-type: none"> • P. Ferri-Milligan: One thing I've heard, maybe because I'm on Program Review, is can we pay more attention to what's going on at the District? There were questions about hiring and why we aren't hiring new faculty and classified staff. There were also questions about the study that the Chancellor had- Is it done? What were the outcomes of the study? Why did we have the study when we have Program Review? What did it cost? <ul style="list-style-type: none"> ○ M. Copeland: I was going to say something similar. ○ P. Ferri-Milligan: I think we need to be more active. ○ R. Hamdy: I see what you're saying. We want to look at what's happening at the top and seeing how those resources are being disseminated. Maybe that can be part of [C. Huston]'s monthly meeting with the Chancellor. ○ C. Huston: I have an appointment with the Chancellor every month. I also read an update to the Board. Does everyone know how to find the Board Book? www.sbccd.org/Board_of_Trustees/Agendas_and_Minutes. The meeting on the 29th will discuss budget. ○ P. Ferri-Milligan: I think we need to start getting out ahead of issues instead of reacting to them. • R. Hamdy: I think we need to be more aware of our own professional development. When you have professional development needs, bring them to me. We don't want it to be so top-down driven. • D. Smith: Which committee handles Advancement in Rank? <ul style="list-style-type: none"> ○ C. Huston: The Personnel Committee. Have you served on the committee? ○ D. Smith: A few years ago. It seems like that's been a slightly haphazard process. How is that handled in other districts? ○ R. Hamdy: I think the committee talked about it last year, but it didn't go anywhere. ○ C. Huston: It was discussed last year, but it's an Administrative Policy. We follow the AP, but we do things very differently from Crafton. HR stepped in and asked them to follow the AP. The AP requires us to do the same thing across the District. I know that J. Notarangelo was open to speaking with Crafton. Ours is a fairly strict process and theirs is based on longevity. It might be difficult to find a middle ground. It hasn't been picked back up this semester. ○ D. Smith: What do other colleges do? Maybe we can look into that. ○ C. Huston: It's a local process. ○ R. Hamdy: Maybe we can see if other multi-college districts have differing processes 	

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<p>9. New Business, continued</p>	<p>within themselves. Is this something that happens in other places?</p> <ul style="list-style-type: none"> ○ C. Huston: Crafton was able to bring forward examples where each college within a district had their own process, but there was reciprocity. They were very eager to have a process where all their professors advanced based on longevity and if one of their professors transfers here we honor that process. ● M. Copeland: I want to encourage people to look at the Board Book. I know it's a large document, but you can flip through it fairly quickly to look at things that are of interest to you. If we say something, it lets the Board know we are paying attention. These things aren't a secret; action items are emailed to everyone. ● C. Huston: In terms of goals, I also want to think of things we can produce. I love the philosophy of maintaining awareness of the District. We can establish a philosophy as a Senate. There are some things we'll see: expense items, SSSP, AB 705, Guided Pathways, etc. Last year we decided to adopt a scholarship for the Academic Senate. There was a conversation about equity-mindedness at the Senate Retreat and on Opening Day. Are we interested in continuing that? <ul style="list-style-type: none"> ○ R. Hamdy: We should definitely do workshops and trainings on that. That should be a faculty-driven initiative under professional development. ○ P. Ferri-Milligan: I spoke to someone who was worried about our class data being held against us when it comes to evaluations, etc. The concern was how the data would be used. ○ C. Huston: We would definitely be very aware of that as we move forward. Isn't there something in our contract saying we cannot be evaluated on the success rate of our students? ○ S. Lillard: We have to be evaluated on our workload. ○ C. Huston: So nobody looks up how many A's someone gave out and uses it to determine if they're a good teacher? ○ S. Lillard: No. CTA would be opposed to anything of the sort. ○ C. Huston: What if people choose to know how their students succeed in the classroom based on ethnicity? Would that be an issue with the CTA? ○ S. Lillard: I don't think it infringes on the contract. ○ R. Hamdy: I think that's why it's important that this is a professional development matter. It's faculty-driven. That way it's not managers handing us information, we would have those dialogues together as faculty. We want to discuss best practices amongst ourselves. ○ C. Huston: It's not an initiative or SLOs where we have to do it no matter whether we 	

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<p>9. New Business, continued</p>	<p>want to or not. It's faculty learning from faculty.</p> <ul style="list-style-type: none"> ○ R. Hamdy: If it becomes manager-driven, that's a different conversation with CTA. ○ D. Humble: I just want to point out that the data for those who went to the conference, I never saw their data. It was private. It went straight from the Office of Research to them, and that's the way it should be. I will not look at it. It's not included in evaluations. It was for faculty to review on their own and to discuss on their own. ○ R. Hamdy: We will facilitate conversations on this in professional development. ○ A. Pave: With regards to FERPA, student's race and ethnicity is not public information. If I have 100 students and I'm told I have 2 of a certain race, I might be able to identify those two. ○ R. Hamdy: It's after the fact. ○ A. Pave: Yes, but it informs future practice. I want to make sure that if students understand that their data is being used in this way it opens the college up to FERPA violations. Students could get very upset so I want to be very cautious. If I was a student and I found out my age, race, gender was used to I would be very upset to find out my data was used in this way. ○ C. Huston: It is available at the state level. ○ A. Pave: That's the state though. Individual faculty is a very narrow scope. I am skeptical of that. I wouldn't want to see my data. ○ C. Huston: You wouldn't want data going back 5 years to see how you educate different ethnic groups? ○ A. Pave: No, because it would affect me and how I teach in the classroom. ○ C. Huston: That's part of the idea. We want to use it to influence how we teach. ○ R. Hamdy: I think that's why we have to have the right kind of training around this. We don't want to just throw data at faculty and expect them to know what to do with it without the appropriate training. ○ C. Huston: There is obviously a lot of conversation we need to have around this. ○ D. Fozouni: One thing that caught my attention [on Opening Day] was that someone said not to look at all students as the same. We have to be careful not to look at single ethnicities as all the same either. For example, I did some research on success and retention of Hispanic students. There are some differences between male and female in both retention and success. If you look at Hispanics as a whole, you will miss that gap. I hope these other factors will be considered as well. ○ C. Huston: There's a lot of conversation about how we aren't dealing with a mold. So we already hear things like black male students aren't successful in math. That doesn't 	

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<p>9. New Business, continued</p>	<p>mean we look at a black male student and decide they won't be successful. As a cohort we decided to present the data piece because we didn't feel like we are experts enough to present some of the other topics. There were some very sophisticated conversations going on.</p> <ul style="list-style-type: none"> ○ T. Allen: Where are you getting this information? ○ C. Huston: From when they register. Students select their ethnicity when they apply. The state collects this data through CCCApply. When we get it, the Student IDs are stripped and aggregated. ○ R. Hamdy: I talked to Vice President Humble and she will get me a schedule of all the division meetings throughout the term. Hopefully we can get members of the equity team and myself to talk about trainings in those division meetings. It's not just about numbers, it's about cultural responsive teaching. ○ C. Huston: It's a really difficult conversation to have. In the past, I've left conversations around equity feeling like I had nothing to offer. After this conference, I left feeling like I have something to offer and knowing some changes I can make to help all students feel successful. I know it's been said that we have great speakers who talk to us about equity and diversity, but we need to be taught skills we can use. It's really time to teach skills if we want to make changes. I would like to bring training teams. I talked to D. Rodriguez about that and she said, "Okay." ● C. Huston: We also mentioned wanting to make the Senate more visible and present on campus. How can we make people more aware of what we do? Any interest in that? <ul style="list-style-type: none"> ○ T. Heibel: I know through the foundation you can designate so much per paycheck. ○ C. Huston: Yes, we had copies of the form. Last I checked we had 2 contributors and 1 of them is me. ● M. Jacobo: I think leadership training would be great. We sometimes have people get into positions, but there is no training and they don't know what it takes to lead a committee or how to follow Robert's Rules of Order. Not to say that our leaders aren't great, but sometimes they're just advocating for what they think is right. We want to make sure that we implement that. I remember going through intense leadership training in the past, but now there's nothing. ● M. Copeland: Also what's really important is the Brown Act. ● R. Hamdy: Absolutely. B. Tasaka, you went to a training on that too, right? ● B. Tasaka: Yes, there was a speaker at the state Academic Senate conference. I think he was a lawyer, out of a school in San Diego. He did a really great job of explaining the Brown Act in a really short amount of time. 	

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<p>9. New Business, continued</p>	<ul style="list-style-type: none"> • M. Jacobo: You can get in a lot of trouble if you're not following Robert's Rules of Order and you get audited. The way we communicate in Senate, especially with new senators, we like using abbreviations and acronyms can be complicated. Let's assume that not everyone knows them. • C. Huston: Maybe we can say it the first time, then use the acronyms after. We can put that into our meeting norms. • T. Heibel: I think some kind of faculty chair training would be great. <ul style="list-style-type: none"> ○ R. Hamdy: C. Calderon and I are working on that. • B. Tasaka: Can we work on developing diversity questions and answers for hiring committees to use? Locally we can work with HR to see what that "diversity question" means to the Senate, especially since we're talking about equity? <ul style="list-style-type: none"> ○ R. Hamdy: Didn't K. Hannon bring a hiring handbook to the Senate? Maybe we can follow up with her on that? ○ K. Weiss: I want to remind the body that we have far more adjuncts, so that should also get shared out to the chairs who hire those adjuncts. ○ C. Huston: AP 7210- as a Senate we can make recommendations to change language on how adjuncts are hired. Crafton would have to abide as well since it's an AP. ○ R. Hamdy: Maybe that's something we can focus on, streamlining the adjunct hiring process. ○ C. Huston: It can also be part of training for department chairs. • C. Huston: We will take these great ideas to the Executive Senate, and see what we can extrapolate. • P. Ferri-Milligan: What's the meeting pattern for Exec again? <ul style="list-style-type: none"> ○ C. Huston: Other than next week, we'll meet on the second Wednesday. Next week we'll talk about planning some agendas. • C. Huston: We have a fifth Wednesday on October 30th. Maybe we can use it for a training on the Brown Act or Robert's Rules of Order depending on who can come. • M. Copeland: We can encourage faculty to go to ASCCC events. <ul style="list-style-type: none"> ○ C. Huston: There are some events at the bottom of the President's Report. Some is funded by the Senate budget, but there are other budgets across campus we can use. ○ M. Copeland: The ASCCC also posts the materials they use for their conferences on their website: www.ascc.org. There are PowerPoints on really valuable information. 	
<p>10. Announcements</p>	<ul style="list-style-type: none"> • C. Jones: We have some workshops coming up. Topics include Growth Mindset, a mathematician, a product engineer from ESRI, and the JPL field trip and speaker. You can email me for more information: carjones@valleycollege.edu 	

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10. Announcements continued	<ul style="list-style-type: none"> • C. Huston: On Wednesday, August 1, M. Valdemar sent out an email about low-cost internet access. Get that out to your students. You would be surprised at how many people don't have access to Wi-Fi in their home. <ul style="list-style-type: none"> ○ P. Wall: And they're giving away laptops while supplies last. 	
11. Adjournment	<ul style="list-style-type: none"> • Meeting adjourned at 4:30 p.m. • Next meeting*: September 4, 2019, at 3:00 p.m. in AD/SS 207. <p>*we will go into closed session for part of this meeting</p>	