

**SBVC ACADEMIC SENATE
Minutes**

AD/SS 207 3:00 PM – DATE: 10.4.17

Topic	Discussion	Action
Call to Order		Called to order at 3:04 p.m.
Approval of Minutes from September 20, 2017		<p>Motion on Minutes of 9/20/17 1st: J. Notarangelo 2nd: E.J. Jones</p> <p>Corrections (A. Avelar) spelling of John Stanskas (p. 3), STEM-A “A is Achievement” (p. 17) Comments: (A. Avelar) Good minutes</p> <p>Approved [as amended]: Unanimously in voice vote Abstentions: Y. Beebe</p>
President’s Verbal/Written Report	<p>*See attachment to these minutes for a copy of the president’s written report. The president or other senators made additional comments about the following items:</p> <ul style="list-style-type: none"> • Follow-up to Board Meeting: <ul style="list-style-type: none"> ○ The next Board Meeting is Thursday, October 12, 2017. The Board goes into their private session at 4:00 p.m. In theory, they return at 5:00 p.m., but they have been known to come out earlier or later. C. Huston is seeking faculty and classified professionals who want to come to speak about collegial consultation, discuss having our representative constituent bodies make reports as they always have, and address Board items. Each board item can be addressed for up to 20 minutes. Each Board item can loosely be defined as a 10+1 item. ○ Crafton plans to take a contingent of faculty. C. Huston would also like [SBVC] to take a contingent of people as well. ○ Public comments are limited to 5 min per person. They do not define whether it is 5 minutes per topic or if each person can only talk once. It needs more definition. 	

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<p style="text-align: center;">President's Verbal/Written Report</p>	<ul style="list-style-type: none"> ○ President Williams contacted C. Huston by email on Sunday, asking for her to call him. She later responded and asked him to determine the purpose of the call and to ask if he also spoke to the other constituencies. President Williams said he already called or emailed everyone but C. Huston. She spoke with M. McConnell to verify this, and he said that he received an email from President Williams stating, "Thank you for your feedback I am developing a plan." At this time, it does not seem like President Williams contacted other constituency groups who were not present but who were still affected; the Classified Senate was not contacted at all. C. Huston will follow up with him later. She wants our feedback. She personally feels that if he wants to talk to her to negotiate how reports to the Board will be done, then he needs to talk to all constituency representatives in the same room instead of one at a time. <ul style="list-style-type: none"> ▪ A. Avelar: We want to make sure that the message is consistent. ▪ C. Huston: Yes, exactly. We want to make sure everyone understands either the Board's direction or the Board's compromise, etc. ○ C. Huston will send out emails. Normally she gets an advanced print copy of the minutes. She will not be able to get to the copy until Monday, October 9, 2017 because she will be attending a conference over the weekend. Then we will look at [the minutes] to see what items we want to address as faculty. • Reminder about the Incarcerated Student Summit that is coming up. • Short term and professional expert hiring: P. Ferri-Milligan emailed J. Torres about this and his response was that they are working to streamline the process. <ul style="list-style-type: none"> ○ P. Ferri-Milligan: We actually have more information- by Monday[, October 10, 2017,] we should have a process. This is really good for the tutors. • Shameless plug for the Den: They are trying out keeping the Den Coffee Shop open on Friday for the next three weeks. If 	

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<p style="text-align: center;">President's Verbal/Written Report</p>	<p>they can generate enough business to stay open, then those of us who are on campus every Friday will be eternally grateful to have them open. If you are on campus, get them some business on Fridays so they can stay open. All the classified offices, the library, and the counselors' offices are open.</p> <ul style="list-style-type: none"> ○ Accreditation: The midterm report is complete. We may think we don't have to think about accreditation for awhile. We are a little less than 3 years out from having to send in our self study. Really this whole process will start up again this time next year where we will spend all next year drafting our next self study, then finalizing our self study and preparing for our visit. We will be getting another visit in October of 2020. It's right around the corner. ○ Upcoming events: C. Huston included some of the upcoming events in her President's Report- the local regional meetings that are free through ASCCC. Unfortunately most of the south ones are on Saturday, but any of these items would be acceptable as Flex Time if you wanted to go. Registration to the conferences is free and they provide lunch. 	
<p style="text-align: center;">New Business</p>	<p>c. Academic Senate President Nominations Open (J. Demsky):</p> <ul style="list-style-type: none"> • "SBVC Faculty, according to the bylaws of the Academic Senate, it is time to have elections for Academic Senate President to serve from 2018/2019 to 2019/2020. This is the first call for nominations for Academic Senate President. If you wish to nominate one of your fellow faculty to the office, please let me know." • You can do that right now if you like. If you like you can email, I'll be sending out an email of the [paper] I'm reading right now a little bit before 4:00 p.m. At that point I will contact the faculty member to see if they are willing to run, that is to say you cannot nominate someone surreptitiously. Nominations will close on October 18, 2017. Attached to the email that I will send out [around 4:00 p.m.], the Senate bylaws and timelines will be attached. • Does anyone want to make a nomination? <ul style="list-style-type: none"> ○ R. Hamdy: I would like to nominate Dr. Celia Huston. ○ J. Demsky: Do you accept[, Celia]? 	

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<p>New Business</p>	<ul style="list-style-type: none"> ○ C. Huston: I accept ○ J. Marquis: On behalf of [A. Aguilar-Kitibutr], I nominate Celia. She asked me to do that. ○ J. Demsky: Her nomination will be on the ballot. <p>b Maxient Update (R. Carlos): Maxient Software was designed for our conduct-tracking process, but it moves everything online. What it does is the disruptive student behavior form is going to go away and it's going to be fully electronic. You can access it from your phone, you can access from your home computer; it is all on the cloud. That also helps our adjunct faculty because they can complete the form immediately online. What the system will automatically do is once there is a disruptive behavior incident report, it will send [him] a copy of the email, it will send you a copy of that email so you have documentation. If you suspend a student from your classroom, it will automatically copy you on the process as it moves forward so you have no question where that is in that process. This is also an opportunity if you are concerned about a student, not for behavior, but maybe they are showing signs of something in mental health. You will use the same form and the same list, but there is a drop down menu and you can choose to send it to an intervention team. [Maxient Software] will go live in the next couple weeks. We will give you some visual aids on how it works.</p> <ul style="list-style-type: none"> • P. Ferri-Milligan: This has nothing to do with that. We don't have student reps. I don't have one for Program Review. Do you have a list of student reps? • R. Carlos: We have a list of student reps. The challenge is we just got a full board as of this last week. • P. Ferri-Milligan: They've missed a lot so far. • R. Carlos: They all signed up in the beginning before knowing when they met. • Guest: What was the website again? • R. Carlos: The website is not up yet. • R. Hamdy: We can talk about it at adjunct orientation as well. • A. Avelar: Is this also going to work with Starfish? Starfish also has dropdown options. 	

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<p style="text-align: center;">New Business</p>	<ul style="list-style-type: none"> • R. Carlos: This is not specifically for academics. • C. Huston: Questions for [R. Carlos]? He will stick around because we have some committee questions and a few questions here. <p>c. EDCT Reorganiztion (R. Galope [C. Huston as proxy]) Mr. Galope suffered some injury earlier today and went off to urgent care. He will not be present today.</p> <ul style="list-style-type: none"> • C. Huston has some things from R. Galope (see handout). Part of the reorganization, obviously we can't do any business on it, but she wants to share some of the detail with us in a little more detail than we went into at the last meeting. She is unsure if he will be there for the next Senate meeting or two meetings from now. In the Board of Trustees meeting agenda for 9/14, this organization chart was attached and that was a reason it was pulled. It also included a number of new and upgraded positions. They created 5 new positions and promoted someone else. The monthly difference in salary that they were proposing was \$31,000/month for new employees to handle this new amount of work that they are expecting to do. Their rationale from the Board Book is that mission is now expanded to provide assistance, advising, and consultation to colleges. They need to reorganize and they put these new positions in to handle those possibilities. <ul style="list-style-type: none"> ○ M. Copeland: Is there anything we can do? I hear you in that this seems kind of insane. ○ C. Huston: Well, we do have input to budgetary processes, however, all the funding they are using is categorical from grants that they went out and got. ○ A. Avelar: On the [EDCT] first page, they have 25% categorical and 75% federal funded. ○ C. Huston: Okay, so we can go after the 75% perhaps. In the Board Book, all the positions say categorical funding. ○ M. Copeland: What does the orange highlighting mean? ○ C. Huston: If you got [a handout] with orange highlighting, that is something I did because I personally thought it was objectionable. ○ M. Copeland: I am wondering what is the CTE curriculum 	

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<p style="text-align: center;">New Business</p>	<p>type of system?</p> <ul style="list-style-type: none"> ○ C. Huston: I am too. I am wondering some other things- like they are saying they need these people to do Cal Works, Workforce Development, EDD, and WIOA. We have an office with 7 employees- both full- and part-time, faculty, staff, managers- and this is their job description too. This is what they work with. What services is District providing that calls for that level of salary increase and new positions? ○ A. Avelar: Crafton probably has similar positions as well. You could probably ask both campus offices what they are lacking in terms of support. That \$31,000 can be used to help the currently existing offices. ○ C. Huston: That is what I thought too. We have 23 work experience courses and counting, because I know that Diesel has another one in development. I pulled that from curriculum that is current, so I know they may not always be offered, but we have them on the books. So what are they going to be doing with work experience? They've got Perkins administration on there. Don't you administer that[, A. Maniaol]? ○ A. Maniaol: Yes, we do. ○ C. Huston: Have you gone to [District] and asked them to handle Perkins for you? ○ A. Maniaol: No, actually they allocate the funding and we do the work. ○ M. Copeland: What is enhanced noncredit? ○ C. Huston: I believe enhanced noncredit are those basic skills courses where we get full funding. ○ K. Weiss: Like ESL and vocational basic skills. ○ C. Huston: [District] want[s] to take E. Diaz who is housed on our campus and she has a lot of work in-progress and house her under EDTC. ○ R. Hamdy: I would not like that. ○ C. Huston: [E. Diaz] is a counselor, so she is faculty and we have some purview there. ○ R. Galope is not here, so he cannot speak to it, but I have 	

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<p data-bbox="149 781 331 808">New Business</p>	<p data-bbox="558 139 1356 354">the papers he's passed out. R. Galope has been coming to the Senate on and off for the last 18 months or so. My memory is that he came to us offering his help, not that we went to District and said, "We have to have your help with things." I know CTA talked to him a lot originally. Is that correct (directed to A. Avelar)?</p> <ul data-bbox="512 362 1373 1485" style="list-style-type: none"> <li data-bbox="512 362 1339 427">○ A. Avelar: That is my recollection- he asked us what we need help with. <li data-bbox="512 435 1266 467">○ M. Copeland: So are you suggesting a resolution? <li data-bbox="512 475 1373 1198">○ C. Huston: Well, I think we need to hear from R. Galope <i>before</i> we can make a resolution. Unfortunately he is not here, but I had the material prepared. The more time we can spend the material before he gets here, the more positioned we can be. Right now I would say read through [the material] and let's pull together our thoughts and our feedback for the next meeting, especially in Executive Senate. Maybe we can start crafting all the major problems and the rationale, and how they fall under the 10+1 and campus purview. To me campus purview is work we have always done. We will have our questions and everything prepared when he gets here. His dialogue is always that it's just support for the campus: if the campus needs it, if the faculty want it. They are not stepping on campus purview. I'm looking at an organization chart that gives him a very wide "in" to the 10+1 if it goes forward as proposed and written. I'm concerned with letting EDTC getting a toehold into anything that has to do with curriculum, program review, integrated and strategic planning, noncredit, ... <li data-bbox="512 1206 972 1239">○ A. Avelar: Guided pathways? <li data-bbox="512 1247 1035 1279">○ C. Huston: Yes, guided pathways. <li data-bbox="512 1287 1335 1352">○ M. Copeland: Besides that it just seems like a very top-heavy administrative area. <li data-bbox="512 1360 1346 1485">○ C. Huston: Yes, it does seem that way. He is creating 5 more positions to support campuses? Administrators if you want to send me your feedback we can include that feedback along with the Senate's. 	

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<p data-bbox="149 781 331 808">New Business</p>	<ul style="list-style-type: none"> <li data-bbox="512 142 1373 500">○ D. Smith: Did the one main position have that big jump in the pay package because it went from not having a department to suddenly having a department? <ul style="list-style-type: none"> <li data-bbox="558 250 1373 500">▪ Celia: It went from being a manager to a director. There was a manager in workforce development. Now they are proposing an interim director. There is a replacement position for that manager that is not on this chart. It's not on the chart because it is a replacement & not new money. I could put the old salary on [the chart]. <li data-bbox="512 508 1373 605">○ C. Huston: We need some constructive ways to approach and reign him in. Ways that will stand up with the Board, 10+1, and APs/BPs. <li data-bbox="512 613 1373 1084">○ A. Maniaol: I don't know if I'm allowed, but I would like to touch on the instructional initiatives to provide some overview. I oversee some of the things listed here. The strong workforce program is a state initiative. The role of the District is just to allocate the funding to both colleges using the resource allocation model. Their role is a fiscal agent is just to collect the reports that we have to provide to the State Chancellor's Office. We enter them in the portal and all they have to do is certify them, nothing else. So CTE programs submit applications for funding and I oversee CTE performance to make sure they are meeting the outcomes, the metrics. Again, the District responsibility is just to certify it. <li data-bbox="512 1092 1373 1190">○ C. Huston: Don't they generally get 3-4% of any type of money of indirect costs to that office to do that certification? <li data-bbox="512 1198 1373 1482">○ A. Maniaol: That is part of the indirect costs. As far as technical assistance, the State Chancellor's Office provides technical assistance to all our CTE programs. If we want data metrics, we have the Center of Excellence. I came from EDCT; that is why I know their operations. I don't know what other assistance they would provide at this point, but maybe they have other plans, I don't know. The CTE curriculum technical assistance faculty develops 	

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<p>New Business</p>	<p>or proposes curriculum for new programs, and then we go to various program advisory committees or boards. So I don't know what kind of technical assistance they can provide at this point. We work with various high schools. We are also part of different pathways and grants, so maybe they can assist by starting communications with high schools and SBVC, which we are currently doing at this point. Guided pathways, I don't handle that. Miss Diggle collects the data reporting and certifies our reports. Reporting data the needs to be submitted to the state. Cooperative work experience- most of our CTE programs have the 098 course. We work with employers and faculty make sure they collaborate with the supervisor on site. Maybe [District] can help provide us with employer leads. There was a noncredit earlier, the workforce readiness.</p> <ul style="list-style-type: none"> ○ C. Huston: Yes, that's our vocational education. ○ A. Maniaol: Their role again is to provide us some leads and partnerships like high schools, students, or participants, especially in the workforce readiness programs. That is an overview of what we do. ○ A. Avelar: As you mentioned it seems like something they should already been doing and something they should have funding already set aside for that. So to request more would step on the toes of what the college is doing. ○ C. Huston: It seems to me that we can almost get another full-time employee out of what they are planning to pay monthly. ○ A. Avelar: That is \$300,000 a year. ○ C. Huston: Yeah, that is 3 or 4 full-time employees. ○ A. Maniaol: I have a question, what happened to the plan of making EDCT self-sufficient? When I was transferred here 4 years ago, it was brought to the Academic Senate and they fully supported that in 2 years time they would be self-sufficient. That was 4 years ago. ○ C. Huston: if you look at the budget for EDCT, they're still getting about \$410,000 from the District funds to supplement their income. They say that's for R. Galope's 	

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<p>New Business</p>	<p>salary and some other things. Those are things we can ask [R. Galope] when he comes to see us in 2 or 4 weeks depending on what I can work out with the Crafton Senate because he was supposed to go there in 2 weeks.</p> <ul style="list-style-type: none"> ○ R. Hamdy: I want to talk about the grants portion of it. I don't know who else was on this, but quite a few people including J. Smith and J. Gilbert. We had like a grant workforce committee to figure out how the colleges could each get their own grant director to make sure that the grants that we get meet the needs of the colleges. I am pretty strongly recall that the District had decided that it would not be in the best interest of the colleges to also have a director of grants at the District trying to get grants on behalf of the colleges because it doesn't make sense. They go out and they think, "Oh this is a great STEM grant for this college," but it isn't because they are not on campus and they haven't talked to the different constituencies. I remember the original plan being that there would be grant writers at the District to help support the grand directors so that when we as separate colleges go out to get grants, then we have grant writers that we can utilize. This is troubling here, that they have a director, a grant and research and development [position] that is that is vacant, and that is true nobody sits in that position. They have all these different areas underneath them. It would be helpful to have a grant writer for us to utilize, but not another manager who is just a director of grants. This is not what we had talked about. This is very counterintuitive to what would be helpful to the colleges. ○ A. Avelar: This means they aren't really doing the work; they are delegating the work. They will need more people to actually do the work. Like they are making their own mini college. That is what this looks like ○ C. Huston: In my meeting with B. Barron and R. Galope before the Board Meeting, their rationale was that since they are using categorical funds for these positions, they 	

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<p>New Business</p>	<p>had to have job descriptions to include the things they do to help the colleges or else they could not use the funds to pay the people.</p> <ul style="list-style-type: none"> ○ M. Copeland: That doesn't make sense. Isn't that working backwards? ○ R. Hamdy: That's like saying the only way I can be funded as a Professional Development Coordinator is if I have it in my title, but at this point I choose to do something else instead. Now that I take a closer look at [the handout], I know that [the District] defines professional development in a different way than how it's written, but I am still very troubled by this. ○ C. Huston: They mean the PDC Professional Development Center where they do contract education. I did find out that when they say "certificates," they are not issuing certificates the way [SBVC] knows certificates. The certificates they issue are for hours completed. They do contract education for Stater Bros and someone spends 10 hours learning in Microsoft Word. They issue a certificate that says you participated for 10 hours in Microsoft Word. ○ A. Avelar: That is troubling. I think we should remember the for-profit models, remember? Just printing out a certificate is not something we want in our District. We need to squash this kind of behavior. I can see once in a while having a need for that, but to make it common practice is misleading to students. They think, "I have a certificate from Valley College. ○ Celia: Right, because they confuse the District and the colleges. ○ S. Briggs: We do have a program where this has worked with Stater Bros. and they do get a certificate for that. So this is a little bit troubling. ○ C. Huston: Yeah, a real certificate. Stater Bros. was only an example. ○ R. Hamdy: That was really a good point because I haven't had just one phone call, I've probably had a 	

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<p>New Business</p>	<p>dozen calls of people over the time that I've been here of people who got professional development certificates. They want to use those courses that they took to apply to the college. I don't know how they find me, well, I mean they see professional development on the drop down menu and my name and number are there. They think they're the same kind of professional development. What I've done in those instances was to either transfer them to admissions and records or provide them with the knowledge I have to start the application process. They legitimately think that they have gotten a certificate and that now they can continue their professional development units here at Valley. We need to discuss the larger issue of what EDCT actually does, what they tell people they do, and what they think they do.</p> <ul style="list-style-type: none"> ○ C. Huston: When we went to the branding workshop they asked, "What words represent EDCT?" The words that came up were "mysterious," "misleading," "shady," and things along those lines. ○ M. Copeland: And all of this is being run by someone with the title of associate vice chancellor with a very heavy salary. ○ C. Huston: Yeah. If the plan that is going forward in District right now is to not replace G. Kuck's vice chancellor's position, but replace him with two executive directors. It concerns me because as a vice chancellor, G. Kuck was voice of reason on the Chancellor's office. Does that mean that only R. Galope, J. Torres and the presidents advising the Chancellor now? There is not going to be anybody who is representing TESS or District strategic planning advising the Chancellor like G. Kuck did? How is [the Chancellor] going to get feedback? Are they going to have influence at the same level that the others have? ○ A. Avelar: Jus to make a note, because it is important: all of the instructional initiatives that they have on here are all instructional programs. They should not have purview 	

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<p>New Business</p>	<p>over any of these. They should not even be in the drop-down. That is not theirs.</p> <ul style="list-style-type: none"> ○ C. Huston: You'll notice that Crafton Hills Fire Department, which is one of their programs is actually on that chart as well. So is the fledgling KVCR program that [K. Weiss'] division has been working on for some time. ○ K. Weiss: The SBCCD Film Academy which is currently named the Inland Empire Media Academy at San Bernardino Valley College. ○ C. Huston: There is another area of concern for both campuses. ○ A. Avelar: One more comment, I haven't been at any of these meetings? Who is the advisor? ○ J. Murillo: Who's been in the Strong Workforce meetings? ○ C. Huston: The new Strong Workforce committee for this year has not been convened. Last year I had S. Meyer, J. Murillo, ... ○ J. Murillo: I mean for the District. ○ C. Huston: Usually its R. Galope and J. Levesque, perhaps one or two of their managers. I will need to look at names to see who is coming to meetings. They are going to be pulling the Strong Workforce ad hoc committee together very shortly. ○ A. Avelar: I'm thinking that they cannot take faculty work. That is a union problem. They can't have someone doing faculty work who isn't faculty. ○ C. Huston: I would imagine CSCA would have similar concerns about hiring managers to do classified work as well. ○ A. Avelar: Yes. ○ M. Copeland: There is also a lot of the administrative-classified support here. Some of our divisions are terribly understaffed. ○ C. Huston: [A. Avelar] said over \$300,000; that is a classified person for curriculum support, a classified person for grant-type paperwork, or a grant writer. Possibly for both campuses, or at least a person and a 	

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<p>New Business</p>	<p>half for both campuses.</p> <ul style="list-style-type: none"> ○ J. Murillo: Can they define assistance, assisting, and consultation? ○ C. Huston: They define it as doing outreach and bringing customers to the colleges. ○ J. Murillo: That is not assisting in a way that I'm sure, they would want Strong Workforce to be assisted with, such as our meetings with Rialto or the Colton High Schools. ○ C. Huston: It seems to me that our dual and concurrent enrollment committee is the one reaching out and working in those high schools and bringing those students in. I'm looking at [K. Weiss] because she is on the committee. ○ K. Weiss: We are still working it. ○ J. Murillo: But what are they assisting with, what are they advising with, what are they helping with? ○ C. Huston: Let's find out. Let's get them to make a list of what they are helping with and maybe they can document any formal claim for help. <p>d. Committee Structure (C. Huston): When the Executive Senate met, we looked at the committees list. We looked at some of the committees, and, pending review of the charges by the committees themselves, they are all really solid committees that meet regularly, they work, and we didn't see any reason to change any of these. She took it to Executive Senate instead of having a full-on conversation in full Senate that would perhaps go slowly.</p> <ul style="list-style-type: none"> • The Executive Senate would like to propose that, subject to any changes in the charge that the committees bring forth, that we want to maintain the committees that are listed here and have them be on our 2018/2019 – 2019/2020 committee list that we will all be choosing our assignments from later this semester. Motion. • So now these other five that we looked at. We had 2 committees, Campus Life/Commencement and Scholarship, where, especially with Scholarship, people fight to be on these committees. 	<p>Motion to keep this committee list the same.</p> <p>1st: A. Avelar 2nd: D. Smith</p> <p>Discussion: J. Murillo: Where is Basic Skills? C. Huston: On the next screen; don't worry, it's coming. Basic Skills, Scholarship, Campus Life and Commencement, SSSP, Enrollment Management, and Student Equity are on the next screen. We are not making any decisions about them in this motion.</p> <p>Approved: unanimously</p>

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<p data-bbox="149 781 331 808">New Business</p>	<ul style="list-style-type: none"> <li data-bbox="512 142 1373 899">○ Scholarship has an extremely low workload. When they work, they work hard, but generally only in the Spring Semester. Scholarship is a function of the SBVC Foundation. It is not a college function. All the scholarships are issued by the Foundation, and the Foundation has a board. The Executive committee would like to suggest that we eliminate the Scholarship committee; let the Foundation form an ad hoc committee, anybody who would like to serve on the ad hoc committee would get flex time. It would count towards advancement in rank because it is an activity that is “above and beyond” your normal commitment. That was our proposal for Scholarship. It would free up people for some of the larger committees like Program Review, Curriculum, Enrollment Management, or Accreditation, where we need representatives from all divisions. Some of the smaller divisions have trouble getting enough people. Program Review and Curriculum need 10% of each division on those committees. Again, we have trouble getting people on those committees. Does anyone have feedback or do they want to make a motion? <li data-bbox="558 911 1373 1192">▪ Y. Beebe: I was on scholarship for many many years. I even chaired it recently for one year. The Foundation has really taken it over anyway. It doesn't run like it used to. It is really heavy when you are reading, just one time per year. We used to plan the ceremony, but then the Foundation planned the ceremony. The Foundation really does almost all of it. I stepped down as the faculty co-chair. <li data-bbox="558 1203 1373 1484">▪ A. Avelar: I can see the con to not having faculty involved as much because faculty are the ones who actually meet the students and know the students and can advocate for their areas. I haven't been on that committee for years, but I remember that being part where you notice a student with a 3.5 is taking multiple math and science classes but a person with a 3.6 is not. 	

Topic	Discussion	Action
<p data-bbox="149 781 331 808">New Business</p>	<ul style="list-style-type: none"> <li data-bbox="562 142 1373 459">▪ Y. Beebe: That is a very important conversation, that the people who used to sit on the committee back when J. Lamore chaired the committee would consider. That was a good argument. The ranking was just by GPA and units, but what if it was all human services? I noticed that as there was less faculty sitting on it, the ranking of what they were looking at as important was different. I think faculty should still be involved. <li data-bbox="562 472 1331 573">▪ C. Huston: Why don't I have a conversation with Karen about this idea and see if she is interested in doing an ad hoc committee. <li data-bbox="562 581 1352 646">▪ Y. Beebe: I haven't sat on it since they changed it to an automated system. <li data-bbox="562 654 1373 792">▪ C. Huston: These committees are supposed to be year-round. They are part of our contractual obligation to serve the campus, and so a committee that is meeting once or twice and is mostly automated. <li data-bbox="562 800 1352 1011">▪ Y. Beebe: When J. Lamore and I were chairs we met once a month to discuss. But still it was a very small workload. Then when you are reading hundreds of applications it is intense. As far as monthly, it is not difficult. There still needs to be that faculty involvement. <li data-bbox="562 1019 1373 1271">▪ R. Hamdy: I just want to say that the ad hoc system might work well. I'm an ad hoc committee member for the Spotlight committee. If the director who runs that particular area is good about pulling in faculty like Paul is, we have a good mix of faculty and classified. If Karen were to have an ad hoc and make sure that there are faculty. <li data-bbox="562 1279 1352 1450">▪ Y. Beebe: I didn't always feel like there was faculty involvement. There should be. We can't just let a computer do it. We can't just let one person do it either. That is why I stepped down, because I didn't feel the process was being eliminated in some areas. <li data-bbox="562 1458 1276 1482">▪ R. Hamdy: So maybe that is a good idea for [C. 	

Topic	Discussion	Action
<p>New Business</p>	<p>Huston] to talk to Karen and get her insight and feedback, then share our insight and feedback.</p> <ul style="list-style-type: none"> ▪ C. Huston: I can look at her bylaws too and see if it is already included in the bylaws that faculty must be included. It's pretty much their committee now, not ours. ▪ A. Avelar: One suggestion. I could see keeping faculty on scholarship, but possibly limiting it to one faculty per division. ▪ C. Huston: Right, we could limit the numbers. ▪ Y. Beebe: I served on it for 13 or 14 years, and there were people who never did anything. It could run with less people. ▪ C. Huston: It did. ▪ J. Murillo: Could we combine the two? ▪ C. Huston: Well that is why R. Carlos is here. ▪ J. Murillo: Can we have [Karen] tell us how the automated system works? Because I know when we are picking candidates, we get all of the info from the automated system and we are sifting through it anyway. I don't know if they predetermine who gets through or if they all come to us. <ul style="list-style-type: none"> ○ C. Huston: R. Carlos, can you tell us about Campus Life and Commencement? How does it function and what is the workload? ○ R. Carlos: It's a fun time. Campus Life among other things is a support system for clubs and organizations. Commencement meets monthly in the fall, every 2 weeks starting February, and nearly weekly in May. There are a lot of people on the committee; a lot of decisions are being made. We get a budget together in the fall. We start doing outreach to see who could be a keynote speaker. Also start looking at monthly materials to make sure they are up to date. We start looking at the graduation breakfast as well. Spring semester is when it comes together. Obviously in May it's busy. I would agree that there are a lot of people on the committee. At the 	

Topic	Discussion	Action
<p style="text-align: center;">New Business</p>	<p>beginning the work is spread out.</p> <ul style="list-style-type: none"> ▪ C. Huston: Do you have any thoughts about whether you have too many people or not enough? ▪ R. Carlos: No [laughs]. ▪ C. Huston: Is this an ad hoc committee of student life or is it a full committee? ▪ G. Evans-Perry: I served on this committee a long time ago. The faculty and the classified professionals actually planned every step of the breakfast- the vendor, the venue (that was when we had commencement at the stadium). I found President Rodriguez's name in my notes. It is very detailed. At that point it was different and faculty served on two committees. I tried to start going again and I realized that it was really different and they did not really need me. They have a whole department who does everything. Faculty are not doing anything anymore because I think the nature of faculty's role on the committee changed. I'm one of 3 faculty who show up. ▪ C. Huston: There are 10 or 12 faculty on your committee. ▪ R. Carlos: I would agree. We can get maybe 2 or 3 who are consistent. We try to focus on communication with faculty. ▪ G. Evans-Perry: I don't think it can be done with just faculty serving on the community. You need to communicate with department heads and Senate. In the past there were faculty who took the lead on the day-of. I have not personally felt this in the past few years. ▪ M. Copeland: Right now, is there no limit? So are there tons of faculty? ▪ C. Huston? The general guideline is that if there is nothing specific for the committee, the suggestion is that there should not be more than 20% of your division on the committee. That means for some of the bigger committees there could be 8 people on 	

Topic	Discussion	Action
	<p>commencement and we really couldn't object.</p> <ul style="list-style-type: none"> ▪ M. Copeland: Maybe we need to rethink that. ▪ D. Burns-Peters: It sounds like we are over that 8 number. They may have figured out that they don't really have to be there. We also don't want to lose faculty. <ul style="list-style-type: none"> ○ Equity and Diversity: I had about 10 people sign up, so I assigned you all. K. Melancon from tech volunteered to chair. He will start actively coming to Senate because his short-term class ended. Let's come back with a recommendation at our next meeting from these folks: Kenny, Joan, Soha, Carol, Leonard, and David. We will ask them for membership and charge. ○ Basic Skills, Student Success and Support, Enrollment Management and Equity: The question there is does combined reporting equal combined committees? Do we still need 3 committees? Do we need 2 committees? Do we need 1 committee? <ul style="list-style-type: none"> ▪ J. Murillo: Basic skills already has a lot of participants on that committee. We are down an English member. ▪ C. Huston: I got you one. He is going to try to get you another one. Do you think they are okay as a standalone committee? ▪ P. Ferri-Milligan: You know we made that a committee when the Basic Skills Initiative came out. It has a very specific focus and I don't know if the others have that specific focus. I think that Basic Skills committee has enough work and focus to remain its own committee. ▪ J. Murillo: I agree with that. ▪ C. Huston: The reason we had trouble with that was with the representation on Basic Skills. It's one per division and it must have someone from math, English, and reading. It is in the AP this way. We don't want our hands slapped for not following our own procedures. When it goes to your divisions I'm going to make sign-up sheets with the exact makeup needed in each division for each committee. 	

Topic	Discussion	Action
	<ul style="list-style-type: none"> ▪ P. Ferri-Milligan: That is the better way to do it. I remember when we used to get put on things. We were just assigned. ▪ J. Notarangelo: I remember that. I guess my point is that of course there is a huge importance for English faculty to be on that committee, but the person who was nominated for this particular committee not only has a scheduling conflict, but hasn't been teaching 915, or teaches one 014 per year. ▪ A. Avelar: I thought the reason why it was scheduled ahead of time (2nd and 4th Tuesdays) was so that when we make our own schedules in the future you can plan around it whether you are instructional (not teaching classes during those times) or noninstructional (not taking inservice days). ▪ C. Huston: The person who originally volunteered for Basic Skills was new faculty, she wasn't aware of the time and ended up having classes scheduled so she couldn't attend. I think she would be interested in doing it as soon as her schedule clears up. <ul style="list-style-type: none"> • J. Murillo: Who was it? • C. Huston: J. Joshua. • P. Ferri-Milligan: But we also need representation for humanities on Program Review. • C. Huston: I think I have you in that spot. • P. Ferri-Milligan: We have her. • C. Huston: It is because it worked with her schedule. ▪ C. Huston: So Basic Skills stays as-is? ▪ K. Weiss: A few years ago the deans looked really closely at the committee list and the schedules that were submitted by the department chairs. We actually called the department chairs and said, "We have to make a change." It would be helpful for the deans if we can get that list earlier. We will be doing fall [2018] schedule in the first few weeks of January. ▪ C. Huston: That is what we are trying to do. So far we 	

New Business

have done nothing that constitutes opening the AP. If we don't have to open the AP we don't have to go through the full collegial process with College Council, Classified Senate, and District Assembly, and we will be good. If we drop Scholarship, then those conversations will have to take place. I think we can limit the membership without opening the AP. I don't see Campus Life disappearing based on the feedback I got from people.

- A. Avelar: What it sounded like was there was more responsibility on the faculty. Some may say they don't have to go because there is nothing they have to do. That might be a discussion too about how to delegate the work so they are responsible for something.
- C. Huston: We can limit membership for some committees that seem to have less work than others.
 - C. Huston: Is everyone comfortable with Basic Skills the way it is? We don't want to combine it?
[agreement]
- SSSP and Enrollment Management:
 - J. Marquis: I used to be on that committee. The committee was very instrumental when we started with the statewide SSSP. We did a lot of work with assessment like who can be waived and for how long. It was all very good I think, since SSSP is still there with the State Chancellor's office. But the committee is not very active. I don't know what should come next.
 - C. Huston: We are running low on time. We can make a motion about Basic Skills and/or Campus Life.
- C. Huston: We will bring back Student Success and Enrollment Management and Student Equity. I'll talk to Karen and I will check the bylaws for Foundation and see if we folded the Scholarship committee if their bylaws already include that there would be faculty representation in scholarship distribution.

Motion to keep Basic Skills.

1st: M. Copeland

2nd: P. Ferri-Milligan

Discussion: none

Approved: unanimously

No abstentions

Motion to keep Campus Life and Commencement with no more than 4 faculty campuswide.

1st: M. Copeland

2nd: P. Ferri-Milligan

Discussion: none

Approved: unanimously

No abstentions

Topic	Discussion	Action
<p style="text-align: center;">Old Business</p>	<p>a. Resolution FA17-01 (C. Huston) (2nd reading) There is only one change from last time.</p> <ul style="list-style-type: none"> • M. Copeland: Crafton is doing this as well? • C. Huston: They are- the only feedback I got (and Crafton got) was, “Can we make it harsher?” • Comments: <ul style="list-style-type: none"> ○ A. Avelar: Just a typo, switch quotation marks. I think they are backwards. ○ Y. Beebe: There was a typo after the word “primarily” too; it should be “on” instead of “of.” <ul style="list-style-type: none"> ▪ C. Huston: I’ll double-check the language. It was a cut and paste, so I think it is correct. Cut “and” from second to last whereas ○ M. Worley: I’m not sure if this is one- in the 3^d paragraph from the top, should it be “Boards reports comments”? <ul style="list-style-type: none"> ▪ P. Ferri-Milligan: We can wordsmith this outside of the Senate meeting. We have done that before. Someone will fix it. ○ P. Ferri-Milligan: Do you want a motion or to talk about some of the content of it? ○ C. Huston: If I’m going to read the board we need a motion to pass the resolution. If we are going to amend it, we can do a motion to pass it as amended, but we would need to do so now. ○ D. Smith: My question is if we are going to wordsmith it, I say let’s do it outside of the circle. There are several typos there. How do we do that? ○ C. Huston: We motion to approve the spirit of the resolution, acknowledging that we will clean up some of the issues. ○ P. Ferri-Milligan: In both “resolved,” the senate “reminds” and “recommends.” Is that as strong as we can be? ○ M. Copeland: I wish we could be more like “warns” but not that word. ○ Several people: cautions? ○ D. Smith: I disagree, I think it is professional. ○ C. Huston: Caution is still professional. 	

Topic	Discussion	Action
	<ul style="list-style-type: none"> ○ M. Copeland: Basically that ultimate paragraph is saying that, "If you don't we are going to tell ACCJC on you." We want to make sure that the Board gets that. ○ P. Ferri-Milligan: I guess we need to decide where we are going to take this? Are we going to go to ACCJC? It will determine how we state this. ○ J. Marquis: Are we going to follow up on that? ○ L. Burnham: Won't it depend on how they respond? ○ C. Huston: We have to see if they do respond. ○ J. Marquis: What if the[Board] ignore[s] us? ○ C. Huston: We could subsequently pass another resolution announcing our intent at that point. ○ D. Smith: Do we need the last "resolved"? Is the reminder strong enough when it is read from both Senates? ○ P. Ferri-Milligan: I think that this resolution comes out of much frustration. We've done this multiple times and we don't get a response. What's the saying, "fish or cut bait"? We need to decide if we are going to be firm with this. ○ M. Copeland: The last one is kind of important particularly because the Board doesn't seem to understand what our point is, but I think clarifying the point for them is helpful. ○ J. Murillo: They don't understand being on warning. ○ C. Huston: My goal is to be able to do reports like we have been able to do for the last decade. ○ P. Ferri-Milligan: This is pretty serious; you are cutting off the voice of the faculty. I can see why the Senates are upset. ○ C. Huston: There was certainly a lot of news when we were put on warning. ○ A. Avelar: It hurt the colleges a lot. I would hope that someone getting this information does not take it too personally. They should be working for the best interest of the students at the colleges. It is constructive criticism. ○ L. Burnham: I guarantee that naming one person will cause them to take it personal and be defensive. There is no way not to. ○ M. Copeland: C. Huston, you were at the meeting and it 	

Topic	Discussion	Action
<p>Old Business</p>	<p>was the Board President who interrupted you. It was my understanding that you did hear from other Board Members who said that was not their idea. What is your take on leaving it as the Board President?</p> <ul style="list-style-type: none"> ○ C. Huston: It was primarily Mr. Williams with some support from Mr. Longville. None of the other Board members really said anything. ○ J. Notarangelo: That might actually encourage change if the whole Board wants the change. They may need to be reminded that one individual is representing the whole Board. I think spreading the responsibility of this inappropriate change that puts us at risk of accreditation is a good idea. ○ C. Huston: We could put “Board of Trustees” and everybody on the Board will know who it was, so will the person, but it will not single them out. ○ P. Ferri-Milligan: Does Crafton have any suggestions on the language? ○ C. Huston: They are having a second reading today, right now, as well. I have no objections to minor variations because we should both definitely read it. ○ A. Avelar: Did the Board clarify the intent? That it wasn’t what he meant? ○ C. Huston: Not officially. We are at 4:30 p.m. We have more items on our agenda. Do we want to leave it as-is? The Senate needs to be able to address the Board in their reports. They want to know the work of the Senate? This is how we inform them, otherwise we can blindside them in public comments. ○ D. Smith: Considering that the first part of the document makes it plain exactly who we are talking about. When you single a person out it makes them defensive. ○ P. Ferri-Milligan: You can take out “President,” but you still need the entire “Whereas.” ○ C. Huston changed “Board President” to “Board of Trustees.” ○ Call the Question: to pass this as-written, pending 	<p>Call the Question to pass this as-is pending grammatical correction. 1st: J. Murillo 2nd: P. Ferri-Milligan Discussion: none</p> <p>Approved: unanimously No abstentions</p>

Topic	Discussion	Action
Old Business	<ul style="list-style-type: none"> • Combined Basic Skills/SSSP report: C. Huston spoke to Amanda about the feedback from the Senate. Why wasn't SSSP there in the future? Her response is that the report was on things we have done in the past, not things in the future. At this point there are no changes to document. Gone through collegial process. Planning to take it forward. 	
College President's Report D. Rodriguez	<ul style="list-style-type: none"> • Couple of things: <ul style="list-style-type: none"> ○ On December 2nd we are planning to have what we hope becomes an annual event at Valley College in the community. Last year we distributed information about Valley College to 4 different cities in our area. We got a lot of positive feedback from the community. We would love to have all join again. • Our FTES, in meeting our target for the semester, looks really good. We are trending to be over about 25 FTES. So not huge, but it will put us in good shape for the spring term. My hope is we keep pushing, attracting as many students as we can. • Some of your managers or deans may be talking to you- I asked them to help me with how we are accountable to our strategic plan and initiatives (guided pathways, OER, etc). I handed out a sheet (it isn't set in stone) that asks for benchmarking. Where are we on certain things? Your deans may be coming to you and asking for an update on how we are doing. I asked deans/managers to return it to me at the end of the month. I will bring it back to this body and give updates of where we think we are. I think that sometimes when we see it in its entirety, we may see overlap for funds of some of these initiatives or duplication of efforts or where we can streamline our processes. Keep an eye out for that. 	
Committees		
a. Ed. Policy J. Gilbert	No report.	
b. Personnel Policy J. Notarangelo	No report.	
c. Student Services A. Aguilar-Kitibutr	No report.	

d. Career/Tech S. Meyer	No report.	
e. Equity/Diversity	No report.	
f. Elections J. Demsky	No report	
g. Curriculum M. Copeland	No report.	
h. Program Review P. Ferri-Milligan	Needs assessment workshop 9-11 in B-118 on Friday.	
i. Accreditation & SLOs C. Huston	No report	
j. Professional Development R. Hamdy	<ul style="list-style-type: none"> • C. Huston: Good job yesterday (Flex Day) [applause] • Active shooter training on Friday, open to students as well, so it will be a packed house. Feedback from students looks good. <ul style="list-style-type: none"> ○ Friday: 11-1 with the new chief, Chris Tamayo, few other people in the department. ○ Students, faculty, staff, members of community can come. ○ Will start in library viewing room, and move to LA-100 if it is too packed. 	
Topic	Discussion	Action
Additional Reports		
a. SBCCD-CTA A Avelar	<ul style="list-style-type: none"> • Send out emails to private emails (not SBVC) about the negotiations treaty meeting. First meeting is November 14th. <ul style="list-style-type: none"> ○ Some volunteers gave district emails, not personal emails. If you are interested, send her an email (preferred non-Valley email). ○ Also let colleagues know. • Next negotiations meeting is at the end of the month. 	
b. District Assembly J. Gilbert	No report.	
8. Announcements	None	
9. Public Comments	None	
10. Adjournment		4:40 p.m.