

Academic Senate SBVC	AD/SS 207 3:00 - 4:30
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Minutes of November 5, 2014

Time	Topic	Discussion	Further Action
	Call to Order		
	Approval of Minutes from October 29, 2014		Motion by J Lamore for approval of the Minutes of October 29, 2014 2nd by J Buchanan Voice vote – unanimous save one abstention
	President's Report	<p>J Gilbert addressed the following items (attached):</p> <p>Fall Plenary & Disciplines List: the new two-year cycle has begun; the packet has been sent out for review. New proposed disciplines: African-American Studies, Counseling DSPS, Learning Disabilities Specialist: DSPS, Supply Chain Technology. One proposed change to minimum qualifications adds DSPS Director to existing Title 5 language regarding the minimum qualifications for DSPS Coordinator, reflecting the fact that colleges may decide to hire either a faculty coordinator or an educational administrator.</p> <p>Presidential Candidates Campus Forum: will be held Thursday, Nov. 6. Dr. Rebeccah Warren-Marlatt, Dr. Gloria Fisher, and Diana Rodriguez will appear separately and address questions from the floor. Live streaming and evaluations will be available. Evaluation results will be made available to the Chancellor for his decision.</p>	
	New Business	<p>Fall Plenary Resolutions and Disciplines List: J Gilbert noted that this list is highly subject to change. The two-year process, including debate, is just beginning. Content feedback and/or suggestions regarding yea/nay votes are welcomed. There will be amendment opportunities on Nov. 13, 14. Revisions will be emailed to senators.</p>	

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	<p>New Business (cont)</p>	<p>AP/BP Updates: Emma Diaz addressed AP 86, “Collaborating to Better Serve the Educational Needs of Adults.” S Lillard and D Lee have been participating in the process. This is a Regional Grant Participation program; five K-12 school districts are involved along with both our colleges. Community partners include three Regional Occupational Programs (ROPs). There are five mandated program areas: Adults With Disabilities, ESL, Basic Skills, CTE, and Apprenticeships. Hubs have met four times. She shared materials describing barriers and the group’s vision and strategic direction. Christie Gabriel-Millette provided an overview of the Curriculum Alignment Hub. The top common theme is, not surprisingly, lack of funding. Second: communication challenges across large geographic spreads. Student barriers include personal issues and the unique demographics of the Inland Empire. Fourthly: data management needs better tracking and centralized bases for agency sharing. Four common strategic directions: 1) Funding, 2) Collaboration among stakeholders, 3) Accessibility for students (Internet, more courses), 4) data management (unified and common languages.) Scheduled future meetings include January 30, 2015 at SBVC. There are meeting minutes and online discussions at www.ab86.org.</p> <p>J Stankas spoke to the PowerPoint slide regarding direction, which seemed general, and asked about specificities for our region. The online reports do have additional details. He noted that both academic senate presidents need to sign off on the plan. Henry Hua, Division Dean for Math, Business, Computer Technology, shared impressions from the latest Sacramento meeting, and how the discussion needed to be enlarged. “The voice of the faculty is not being heard.” The groups tried last summer to solicit as much input as possible. The proposals don’t envision changing the college curriculum; rather, in comparing with K-12, focusing on gaps. J Stankas said that two-thirds of campuses felt “very involved”; faculty are commonly reassigned to serve on committees, and senate presidents have been asked to assign members to committees.</p> <p>Student Complaint & Grievance Processes: R Shabazz said that our need for centralized complaint forms/processes was a factor in Accreditation. Previously, complaints have gone to various locations with no effective tracking or resolutions. Grievances, while not addressed in Accreditation, suffer from the same afflictions. One concern is that colleges are on notice regarding civil rights; 50-100 are being sued due to Title IX violations. The twofold Accreditation criteria are: 1) Do you have a process? 2) Is it easily accessible to students? Currently, the answer is no to both concerns. Their committee specifically asked for both data and forms.</p>	

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	<p data-bbox="219 779 402 835">New Business (cont)</p> <p data-bbox="219 1329 391 1356">Old Business</p>	<p data-bbox="430 352 1179 1419">The Student Life proposal would be outlined in the Handbook, with the complaint/grievance form readily available online. R Shabazz noted that our current terminology really dates back to the '80s and '90s; there have been many changes since. "All concerns should first be addressed on the local level," meaning directly with involved faculty, e.g. disputed number of absences. "Students need a level of due process; all complaints should come through Student Life." Y Simental asked about awkward situations, e.g. a professor is tolerating cheating and a student is reluctant to directly confront him/her. R Shabazz suggested that this is the role of Student Life, to intervene and spare the student's discomfiture. Board policy addresses: 1) student grievance process, 2) complaint process, 3) grade appeal process. Existing forms only address grade appeals. J Stankas proposed a convenient button on a web site, with a clear "decision tree." R Shabazz said the catalog (pp. 31-33) is actually very clear, but the centralization/storage needs to be improved. Forms would help to track complaints and resolution: "A complaint's not a complaint until it's in writing." The proposed form (not submitted digital) would be available online at the Student Life site. L Lopez spoke to the union-related issue of unsubstantiated charges, which cannot go into faculty employment files, still being maintained elsewhere. The assertion "A record of all complaints will be maintained" could pose a problem. R Shabazz said that this process will have nothing to do with employee evaluations. Some colleges use forms specifically stating: "This complaint is not a part of faculty evaluation." Accreditation requires that we track all complaints, even if unsubstantiated. R Pires asked when the Board policy was to be updated, and if we could wait to examine it before redesigning forms. Answer: the process is currently underway. J Lamore suggested a possible temporary form, to comply with Accreditation, while the process goes forward. R Shabazz: Any new forms need to be ready before the printing of the new catalog.</p> <p data-bbox="430 1451 1170 1629">Academic Dishonesty Incident Report: J Gilbert said the current form has been used a few times but – as discussed – there is no centralized data collection. College Council moved and approved the form, but where it is housed is unclear. R Shabazz said that forms are currently going to various campus locations. J Gilbert will further research the issue.</p>	<p data-bbox="1201 1056 1500 1419">Motion by A Aguilar-Kitibutr to direct the Ed Policy and Student Services Committees to consider the current form and provide suggestions, bringing back a report to Senate by the end of February. 2nd by J Lamore. Voice Vote – unanimous save one abstention.</p>

