

**SBVC ACADEMIC SENATE  
Minutes**

AS/SS 207 3:00 PM – DATE: 11.15.17

Topic	Discussion	Action
<b>Call to Order</b>		3:04 p.m.
<b>Approval of Minutes from November 1, 2017</b>		<p><b>Motion to approve 11/1/17 Minutes.</b>            1<sup>st</sup>: J. Notarnagelo            2<sup>nd</sup>: Y. Beebe</p> <p><b>Approved unanimously</b></p> <p><b>Question:</b>            A. Avelar: Did we clear up that a manager cannot be faculty? The minutes read that a manager cannot be faculty.            C. Huston: I don't know if it was cleared Up.            J. Torres: S. Lillard and I will meet soon to discuss that tissue. My understanding is a manager cannot be CTA, but we will discuss.</p> <p><b>Abstentions:</b> A. Avelar, J. Murillo</p>
<b>President's Verbal/Written Report C. Huston</b>	<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"> <li>• <b>VPI Search:</b> VPI finalists will address the Academic Senate on Wednesday, November 29, in ART 144.               <ul style="list-style-type: none"> <li>○ Coordinating with J. Demsky to determine how to get feedback from this gathering.</li> <li>○ Executive Senate is helping with the question development.</li> </ul> </li> <li>• <b>Guided Pathways:</b> Thanks to faculty who helped (B. Tasaka, J. Murillo, K. Melancon, and A. Gibbons). Hopefully we will have more faculty review the application by the end of the semester.</li> <li>• <b>Spotlighting Our Success:</b> Will be on May 11, 2017. They are looking for faculty volunteers. Ideally there will be representation from every division.</li> <li>• <b>Faculty Needed:</b> There is a need for faculty to serve on District</li> </ul>	

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<p style="text-align: center;"><b>President's Verbal/Written Report</b> C. Huston</p>	<p>committees such as District Assembly. After J. Gilbert left, we are down to one person when we should have room for three.</p> <ul style="list-style-type: none"> <li>○ A. Avelar and R. Hamdy volunteered to be on District Assembly.</li> <li>○ We also need representation in Enrollment Management.</li> <li>• <b>District Assembly:</b> There was a conversation brought up about modifying the RAM that divides the money between Crafton and Valley. <ul style="list-style-type: none"> <li>▪ Sabbaticals are back [applause] thanks to S. Lillard and M. McConnell at Crafton because we all worked together to accomplish this. <ul style="list-style-type: none"> <li>• S. Lillard: I informed Chancellor and we hope to have a revised timeline for the MOU, possibly by the end of the week.</li> </ul> </li> </ul> </li> <li>• <b>ZTC Grant:</b> We had several applicants for the ZTC Grant. We are still seeking an instructional designer, but we do have people in place for a librarian, counselor, and coordinator for that position.</li> <li>• <b>Non-credit Coordinator:</b> I received letters of interest for the noncredit coordinator. I intended to meet with J. Smith and J. Gilbert (the past coordinator), but we need to reschedule. No decision has been made about that yet.</li> </ul>	
<p style="text-align: center;"><b>New Business</b></p>	<p><b>a. Title IX Updates (J. Torres):</b></p> <ul style="list-style-type: none"> <li>• C. Huston: Last time J. Torres was here we were working on our faculty ethics statement and we asked him to come back in 60 days to update us on information. He brought A. Perez with him to give us an update on Title IX. J. Torres actually brought us a second presentation. <ul style="list-style-type: none"> <li>○ M. Copeland was unable to be here today. From what she told me there was not much excitement at the plenary session. All the resolutions basically passed, but none were very controversial.</li> </ul> </li> <li>• J. Torres: We have a couple presentations. A. Perez will present the update on Title IX along with C. Tamayo, then I will talk about a visibility study we did on a new bond.</li> <li>• A. Perez, director of Human Resources (complaints, grievances, labor &amp; relations, chief negotiator for the District):</li> </ul>	

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<p><b>New Business</b></p>	<ul style="list-style-type: none"> <li>• Today I will present on <b>Title IX</b>, as you know Title IX impacts all of the District (not just Valley’s campus, it also impacts CHC and the District as a whole). Title IX is defined as a law that prohibits discrimination. On our campus our officers are: <ul style="list-style-type: none"> <li>○ S. Thayer is the overall District officer for Title IX.</li> <li>○ R. Carlos is the Title IX investigator.</li> <li>○ C. Tamayo handles the police- if there any complaints with the police that come forward, it is his responsibility to make sure all parties are notified.</li> </ul> </li> <li>• A. Perez: The main focus is gender discrimination in federally funded programs. There are different forms of sexual harassment: sexual misconduct, violence, harassment, rape, sexual assault, battery, sexual coercion, gender discrimination, or bullying. <ul style="list-style-type: none"> <li>○ SBCCD has several policies: AP/BP 3430, 3435, 3510, 3515, 3540, 5500 policies that address sexual harassment.</li> <li>○ How do we keep students informed as far as Title IX? It isn’t just applied to athletics or dorms. There are other forms of misconduct/sexual assault on campus. Both Valley and Crafton have great websites that provide information. We have an orientation for students where we discuss behavior and conduct. <ul style="list-style-type: none"> <li>▪ The District is also going to launch a software that will provide a training platform for students, faculty, and staff.</li> <li>▪ We also have posters. Valley’s are blue. These posters should be visible wherever you go throughout the District.</li> <li>▪ We also have brochures.</li> <li>▪ We also have workshops. The District and the campuses are working to provide workshops. They will also be sending out short trainings to make everyone aware of Title IX and sexual harassment as well as the process and procedures within the next week.</li> <li>▪ We also have student handbooks. They outline the policies and who to contact. The District also has</li> </ul> </li> </ul> </li> </ul>	

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<p><b>New Business</b></p>	<p>policies available on the website.</p> <ul style="list-style-type: none"> <li>▪ We are also taking an active role with the students. In the spring we will be launching Campus Clarity- the training platform that we will utilize for students and faculty.</li> <li>▪ We are also using another means of awareness. Crafton has done several events to bring awareness. We are going to take an active role in ensuring that the campuses and District are fully aware.</li> <li>▪ Reporting: typically campus police is contacted first. Then the behavioral intervention team. On campus. There is a behavioral intervention team. They will work with the person who is filing the complaint/assault. <ul style="list-style-type: none"> <li>• Title IX officers: S. Thayer (SBVC), R. Warren-Marlat (CHC), and J. Opris (District).</li> </ul> </li> <li>▪ Students can initiate confidential reporting through Health Services (run through E. Acres). CHC does the same at their center through S. Hannah. With HR we will help the employees file the complaint and be with them throughout it. We will process it accordingly.</li> </ul> <ul style="list-style-type: none"> <li>○ Initial responders: If it is an assault, they will go to the police. Some will go to R. Carlos. Next is the behavioral intervention team. That is where mental health initiative will come in. Valley has 6 investigators on a team who are trained. My job is to make sure that all the people involved with Title IX are trained.</li> <li>○ We have a software called Maxient: used to manage all these reports. They will be kept in a system that can be generated. We won't have to worry about papers- they will be digital and safe and only a few will have access to it. Another one is called Campus Clarity. It is a one-stop shop to train students, faculty, and staff. It will tie in with Title IX as well as the other policies and procedures to be followed. Will launch campus clarity in the spring. We will send out info to everyone.</li> <li>○ Next steps: we will implement campus clarity to ensure that not just students coming in but also those who are</li> </ul>	

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<p><b>New Business</b></p>	<p>still about \$700 million for both colleges. It is a huge need.</p> <ul style="list-style-type: none"> <li>○ One of the Board’s goals, one of the strategic directions they gave to us, was how do we meet the needs of the facilities for both colleges?</li> <li>○ The way to do this is go out to the community and ask for a new bond. The process for this is we do a feasibility study to see how the community feels about Valley, Crafton, the District, etc.</li> <li>○ The purpose of the study was to determine if the bond measure is feasible. We want to create a measure that is consistent with community priorities and needs as well.</li> <li>○ If it is feasible, we determine what the best way for us to do outreach in the community. The methodology was conducted from Sept 26<sup>th</sup> to Oct 6<sup>th</sup>. There were 683 voters that participated. It was a mixed method approach- both phone and email- and it was done in both Spanish and English. The margin of error is +/- 3.7%.</li> <li>○ The person who did this study for us developed a graph. They determined that this was the most effective and efficient way to measure. They used that quantity of voters because the margin of error does not go down drastically.</li> <li>○ They asked: <ul style="list-style-type: none"> <li>▪ What is important to you as a member of this community? The top 3 answers included: reducing crime and improving public safety, creating jobs, protecting the quality of education.</li> <li>▪ This is the language that was tested.</li> <li>▪ Then they asked the voters how they would vote on a ballot based on just the language, without any more information.</li> <li>▪ 67% said “Yes” and we need 55% to pass the bond.</li> </ul> </li> <li>○ They started talking about the projects and the programs. Projects and programs were driven out of the facilities master plan. This is what [Valley] and Crafton decided was important. A lot of that list has about 70% approval rate. <ul style="list-style-type: none"> <li>• That means our facilities master plan is in alignment with what the community feels.</li> </ul> </li> </ul>	

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<p style="text-align: center;"><b>New Business</b></p>	<ul style="list-style-type: none"> <li>○ J. Torres: No. The maximum we can ask for is about \$470 million. Our need is about \$700 million for both colleges. It takes about half the needs.</li> <li>○ R. Hamdy: How is this divided between Crafton and Valley.</li> <li>○ J. Torres: There is a prioritized list that was approved by the Board. We also took it to the District Budget Committee. Valley has a lot at the top of the list- #1 is the CTE Building, #2 is MNL Building, #3 is the PAC at Crafton, #4 is the new parking structure at Valley, #5 is the new softball field at Valley, #6 is the Liberal Arts replacement at Valley, #7 is the Administration building and Campus Center repurposing, then it goes to Crafton.</li> <li>○ A. Avelar: With the way that the bond is going to be potentially advertised, are some of those items not going to be advertised?</li> <li>○ J. Torres: They will. Part of the process is that we will give the Board a resolution that has the details of what we can/cannot do. We will want to make sure that the resolution is flexible enough to do what we want to do.</li> <li>○ M. Worsley: Are you saying wait to put it on Facebook, etc?</li> <li>○ J. Torres: Yes. We don't have a measure number. After July the foundation will give you something to help us. For now you can talk about the great work we do for the community.</li> </ul> <p><b>b. DE (J. Notarangelo):</b> Coordinator of Distance Ed. Wants a motion to adopt and implement the online teaching certificate in spring 2018.</p> <ul style="list-style-type: none"> <li>• History: see handout. J. Notarangelo started by giving a presentation to the Academic Senate on February 15, 2017, regarding accreditation standards. This is part of the accreditation initiative (thinks we are in step 2). There were issues with funding in the state- San Francisco College and Modesto Junior college were both fined large sums of money. It is important to make a basic standard of what we teach online to ensure we do not lose funding. It is also part of our distributed education plan.</li> <li>• The online program committee's recommendation: a self-</li> </ul>	

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<p><b>New Business</b></p>	<p>evaluation form that would be overseen by the chair, the dean, and a member of the online program committee. We want to emphasize the importance of academic freedom, the importance of remaining accredited and maintaining OEI benchmarks, make sure that we didn't add any workload and cleared things with the union, and we wanted to make sure that this would not be linked to evaluations.</p> <ul style="list-style-type: none"> <li>• Once you complete the self-evaluation, you would be certified for 3 years. You meet the minimum state qualifications and standards to teach online. We initially didn't see it as a training program. It would apply to all instructors beginning teaching online in January 2018 and who have never taught before at SBVC. All instructors already teaching online will be grand-parented in to that certification process as of January 1, 2018.</li> <li>• The fact is that many who are teaching online will still benefit from the training.</li> <li>• There was also a draft of the certification process. The Academic Senate was overall very positive toward this proposal.</li> <li>• The senators wanted answers to some very specific questions: <ul style="list-style-type: none"> <li>○ They wanted professional development opportunities in ADA and Section 508.</li> <li>○ They wanted an online orientation and preparedness program for students that they must take before going online.</li> <li>○ They wanted to know the definition of hybrid classes and how hybrid classes and how those hybrid classes would be included in this program.</li> <li>○ They wanted professional development opportunities to discuss "regular and effective contact." <ul style="list-style-type: none"> <li>▪ A. Avelar: On the last bullet point, is that "regular and effective contact" or "contentt"?</li> <li>▪ J. Notarangelo: Contact, yes.</li> </ul> </li> <li>○ Quest: A student preparedness program that is already embedded in Canvas. We already have a mockup of a potential student preparedness Canvas shell along with</li> </ul> </li> </ul>	

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<p><b>New Business</b></p>	<p>counselling. Counseling is also busy making their online information extremely robust with videos.</p> <ul style="list-style-type: none"> <li>• Hybrid: Online class means 100% of the contact hours occur online. An on-site class means that 100% of the contact hours occur on site. A hybrid class is everything in between.</li> <li>• Professional development: What exactly does “regular and effective contact” mean? I included some basic benchmarks with regard to regular and effective contact, but this is a conversation we need to continue having.</li> <li>• The Academic Senate said it is okay to proceed with beta testing on this and we think that anyone teaching a class that is over 50% contact hours online should complete this online verification should be part of the online verification process.</li> <li>• There were a few changes over the summer: We were originally intending to put it on WebAdvisor, but we decided to move it over to Canvas.</li> <li>• We already have people who worked through the beta process and completed it. There are 7 people who completed it and about 6 who are working through it.</li> <li>• Thank you to K. Weiss for giving me a draft of all the instructors who are currently scheduled to teach online in January. I have been contacting those instructors and asking them to complete the training. Hoping we are not adding work to department chairs. Some questions are: <ul style="list-style-type: none"> <li>○ Have you had any formal or informal training?</li> <li>○ Who is your mentor?</li> </ul> </li> <li>• There are some changes I didn’t account for. [He showed us his Canvas page.] It has sample answers. You can save the quiz and return to it. It becomes a little bit more robust when we talk about student privacy and collaboration. <ul style="list-style-type: none"> <li>○ Assessment is fairly straight-forward.</li> <li>○ Learner support contains some basic ideas, such as, “Are you providing similar access for online students that you do for on site students? Do they know how to access the library?”</li> <li>○ How will you to continue to improve?</li> </ul> </li> <li>• The big thing we realized: This used to be a form. Now it</li> </ul>	

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<p><b>New Business</b></p>	<ul style="list-style-type: none"> <li>• looks like a class. We may need to continue to develop it to make it a general resource for everyone.</li> <li>• My point: This satisfies all the basic things over the last 2 meetings we were attempting to do to be legal. There is a lot we can do to make it better, but I would like a motion to adopt and implement this certificate beginning in spring with brand new instructors, and current online instructors grandparented into the system. <ul style="list-style-type: none"> <li>○ M. Worley: Is there a committee or someone who approves?</li> <li>○ J. Notarangelo: Our assumption is that the moment a department chair assigns an instructor to teach an online class, they will not assign someone they think is incompetent. We also have the dean who approves the schedule.</li> <li>○ R. Hamdy: I just want to say that from a professional development perspective, we are behind many other colleges. So this is a good thing. It is a very good start.</li> <li>○ A. Avelar: I know Crafton uses @ONE for their training. What kind of certification do they use? Do we want something that aligns for faculty who teach at both campuses?</li> <li>○ J. Notarangelo: I think that in the long run that would be a wonderful idea. Crafton has an infinitely smaller online program than we do. 24.7% of our seats are in online or hybrid classes and we have had an online program for almost 20 years. I do think eventually, we should probably be very similar.</li> <li>○ R. Hamdy: Through the OEI we all actually get one Introduction to Canvas for free.</li> <li>○ C. Huston: We reached a point where we need a motion.</li> </ul> </li> </ul> <p><del>c. ASCCC Spring Plenary (M. Copeland)</del></p> <ul style="list-style-type: none"> <li>• See notes from a.</li> </ul>	<p><b>Motion to adopt and implement the Online Teaching Verification Certificate process beginning Spring 2018. It is understood that this process will continue to develop to meet academic and accreditation needs as necessary.</b></p> <p>1<sup>st</sup>: A. Avelar 2<sup>nd</sup>: K. Kafela</p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Good work! [applause]</li> </ul> <p><b>Approved unanimously No Abstentions</b></p>

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<b>Old Business</b>	No items	
<p style="text-align: center;"><b>College President's Report</b> D. Rodriguez</p>	<ul style="list-style-type: none"> <li>• I will just start where J. Notarangelo left off. had an opportunity to talk to Margaret. She is a great asset to have. She was excited about what she heard about the passion we had when we met with her and the commitment you all have to the program. Kudos to you all. Joe, thank you for your leadership. <ul style="list-style-type: none"> <li>○ J. Notarangelo: I'm the coordinator; there is a boatload of people. Thank you, though.</li> </ul> </li> <li>• To piggy back off of J. Torres' presentation on the bond, I have a few comments. It is very important that we stay in compliance with how we run the bond and campaign. If we need to have a meeting to discuss what is "qualifying language." We can get the institution in a lot of trouble. For example if I am at a community meeting, I need to clearly state, "I am Diana, a community member, not the President of the college." We have to be careful and clear how we state issues related to the bond. We also have to be careful when it's "go time" and we put up banners. It is extremely strategic. The bond folks who worked with us gave us great news; I don't think we expected such great news. I haven't been with a bond that was received that high in the initial ratings and I have been in higher education for 27 years. I also know that it can change on a dime. I will take responsibility for the campus in getting the messaging out, whatever information sessions we need, and so on. I will tap some of you for that, but it is a really fantastic opportunity for us to really get some of our needs fast-tracked. I am excited that we have 6 out of the top 7 on the list, so it would be helpful for us.</li> <li>• We have completed the interviews for the deans. We are in the process of doing background/reference checks. It's been time consuming to contact the proper folks and to vet the candidates. We had some process concerns with one of the selection committees. We are untangling that right now. We will share more when we can.</li> <li>• I am excited for the opening of Valley 360, our food pantry. Kudos to all who were involved [applause]. For those of you who don't know, S. Thayer really took the lead on that. He was able to find resources in our community that will provide what we</li> </ul>	

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<p style="text-align: center;"><b>College President's Report</b> D. Rodriguez</p>	<p>babies and infants. The folks who designed the layout made it so that we have certain things for those who have a home and can cook pasta and whatnot, but still have food insecurities. We also have food items for those who are homeless. Many of those cans have pop-tops on them. The idea is that students come in weekly and they receive enough food items for a week. Kudos to all who were involved. It is a fantastic campus effort.</p> <ul style="list-style-type: none"> <li>• At the last [Academic Senate] meeting that I attended, K. Melancon brought up some faculty concerns with our concurrent enrollment and some of the schools wanting a monitor (for lack of a better word). The unified district is aware of our concern. The schools are understanding and we are in the process of deciding what is a happy medium. They want the program as much as we do. I will let us know when we have some sort of resolution.</li> <li>• I am also hearing that our students are very anxious. They are nervous. We are receiving student complaints about service and so on. Part of it may be is it midterms or finals, or papers are due? Our students seem to be stressed, so if we can be a bit understanding of that, it would help. I just wanted to bring that to your attention.</li> <li>• I recently attended the Haku conference in San Diego. I am happy that I was nominated and elected to Haku's board for international education. [applause]. I wants to be transparent about my intentions. I am a huge fan of international education and study abroad education. I believe that this could bring some opportunities for our campus that we wouldn't have otherwise. Housing is a big one, money. The programs I've been involved with that were successful had much larger ESL programs than we have here and also immersion programs. Being a part of this committee can help us and let us know where the resources are. My intentions are so we can plan this out- I do not want to start something overnight. She is a fan of planning it out so that when students travel across the world they have a positive experience and so do we.</li> <li>• I met this morning with the Child Development faculty. What an eye-opener for me. They are doing some phenomenal things</li> </ul>	

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<p align="center"><b>College President's Report</b> D. Rodriguez</p>	<ul style="list-style-type: none"> <li>• over there. I appreciated that conversation because as we move on to this bond, I can talk about the great things they are doing- such as the partnership with La Verne. These are things that the community can wrap their arms around, and so can we. They didn't come to me and lobby for anything. I want to get to know more at that depth about what all of you are doing. Also, once we get to know your areas even better, Alfonso, the new grant manager [applause], can help identify some areas to help wish lists.</li> <li>• Alfonso Hernandez: Professionally I have over 12 years of grant experience in the public sector. Last employers were Orange County Transportation Authority as well as Southern California Association of Governments. I am personally from Coachella Valley. I started out as a transit planner. I enjoyed that. <ul style="list-style-type: none"> <li>○ R. Hamdy: I have been taking him around to meetings today. He's in my division and we are happy to have him here.</li> </ul> </li> </ul>	
<b>Committees</b>		
<p><b>a. Ed. Policy</b> Vacant</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>b. Personnel Policy</b> J. Notarangelo</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>c. Student Services</b> A. Aguilar-Kitibutr</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>d. Career/Tech</b> S. Meyer</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>e. Equity/Diversity</b> K. Melancon</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>f. Elections</b> J. Demsky</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>g. Curriculum</b> M. Copeland</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>h. Program Review</b> P. Ferri-Milligan</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	
<p><b>i. Accreditation &amp; SLOs</b> C. Huston</p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>	

Topic	Discussion	Action
<b>j. Professional Development</b> R. Hamdy	<ul style="list-style-type: none"> <li>• January 11<sup>th</sup> is the next Flex Day and it is also adjunct orientation.</li> <li>• After Flex Day is January 12<sup>th</sup>, Opening Day. I am really excited for “Opening Day Brunch” and it’s going to be awesome. Burritos will still be there. We are still going to be in the auditorium. We will have coffee and light offerings in the morning. Will have some speakers, including former and current students. Then we will go to the Campus Center to have about an hour and a half of brunching. The concept is that it is stressful for the deans to get food for their divisions. Also we don’t get to connect as a campus, we don’t get to talk [applause]. I am really excited and I think we can make it a campus tradition. After brunch will still be classified senate, academic senate, and division meetings. We were able to work the schedule enough so we can fit in brunch.</li> </ul>	
<b>Additional Reports</b>		
<b>a. SBCCD-CTA</b> A. Avelar	<ul style="list-style-type: none"> <li>• A. Avelar: We sent out the salary study and incorporated a link. We need responses. <ul style="list-style-type: none"> <li>○ C. Huston and several others: I didn’t get an email.</li> <li>○ S. Lillard: I will send it again.</li> </ul> </li> <li>• A. Avelar: We want your feedback. It helps us decide how to move forward. The body directed the union to go to online voting. It will do a number to our already compressed timeline. <ul style="list-style-type: none"> <li>○ S. Lillard: It means that all of our negotiations have to be wrapped up sooner than they already are.</li> </ul> </li> </ul>	
<b>b. District Assembly</b> C. Huston	<ul style="list-style-type: none"> <li>• At our October District Assembly meeting, we did as second approval for AP 2410 board policies and procedures, that is what governs how board policies are changed. When it got to the Board book it looked so different from what everyone thought it was. <ul style="list-style-type: none"> <li>○ I talked to several people including J. Gilbert and D. Allen, and we persuaded Chancellor Baron to pull it. They decided to bring it to the faculty. It will be on our December agenda. We want something that is more user-friendly.</li> </ul> </li> <li>• We reviewed the APs and BPs. We heard J. Torres’ presentation on the bond.</li> </ul>	
<b>8. Announcements</b>	<ul style="list-style-type: none"> <li>• S. Briggs: We have an open house in the Student Success</li> </ul>	



Topic	Discussion	Action
	Center tonight. It is STEM Family Night.	
<b>9. Public Comments</b>	None	
<b>10. Adjournment</b>		4:32 p.m.

**SBVC ACADEMIC SENATE**  
**Location Library Viewing Room**  
**3:00 PM – November 15, 2017**

1. Call to Order: Roll Call (sign in)		3:00 pm
2. Approval of Minutes from 11/1/17		
3. Senate President's Verbal and Written Report		3:05 pm
4. New Business		
a. Title IX Update	J. Torres	3:10 pm
b. DE	J. Notarangelo	3:30 pm
c. ASCCC Spring Plenary	M. Copeland	3:50 pm
5. Old Business		
6. College President's Report	D. Rodriguez	4:05 pm
7. Committees		4:15 pm
a. Ed. Policy	Vacant	
b. Personnel Policy	J. Notarangelo	
c. Student Services	A. Aguilar-Kitibutr	
d. Career/Tech	S. Meyer	
e. Equity/Diversity	K. Melancon	
f. Elections	J. Demsky	
g. Curriculum	M. Copeland	
h. Program Review	P. Ferri-Milligan	
i. Accreditation & SLOs	C. Huston	
j. Professional Development	R. Hamdy	
8. Additional Reports		
a. SBCCD-CTA	A. Avelar	
b. District Assembly	C. Huston	
9. Announcements		4:25 pm
10. Public Comments		
11. Adjournment		4:30 pm

# Academic Senate Sign-In Sheet November 15, 2017

	SENATOR	INITIAL
A	Aguilar-Kitibutr, Ailsa	
	Avelar, Amy	AA
B	Barnett, Kellie	KB
	Beebe, Yvonne	YB
	Burnham, Lorrie [Rania Hamdy, proxy]	
	Burns-Peters, Davena	DP
C	Calderon, Colleen	C
	Copeland, Mary	
D	Demsky, Jeffrey	
F	Ferri-Milligan, Paula	
	Fozouni, Daihim	DF
G	Gilbert, Jeremiah [Vicente Avarez, proxy]	VA
H	Huston, Celia	CH
J	Jennings, Amy	AJ
	Jones, Carol	CJ
	Jones, EJ	EJ
	Jones, Patricia	PJ
K	Kafela, Kathy	KK
L	Lopez, Leonard	LL
M	Massad, Sana	
	Melancon, Kenny	KM
	Mestas, Marie [Ginny Evans-Perry, proxy]	GM

	Meyer, Stacy	SM
	Moeung, Botra	
	Murillo, Joan	JM
N	Notarangelo, Joseph	JN
R	Rosales, David	
S	Slusser, Michael	MS
	Smith, David	DS
T	Tasaka, Bethany	BT
V	Vasquez, Mary Lou	
	Vasquez, Tatiana	TV
W	Worsley, Margaret	MW

FREQUENT VISITORS	
Briggs, Stephanie	SB
Rodriguez, Diana	
Smith, James	
Thayer, Scott	ST
Weiss, Kay	KW

VISITORS (Print Name)	INITIAL
Jose Torres	J.T.
Lycetria Ting	L.T.
Amaliz Perez	AP
Thamyo / C	TC
R. Carlos	RC
Albert Maniwal	AM
Mark Raymond	MR

See back if more sign-in space is needed

J



## SBVC Academic Senate President's Report

11/15/2017

**VPI Search:** VPI finalists will address the Academic Senate at our Wednesday, November 29, 2017 meeting from 3:00-4:30 pm. The meeting will be held in ART 144 to accommodate greater attendance.

**Guided Pathways:** I want to thank the faculty, Bethany Tasaka, Joan Murillo, Ken Melancon, and Ann Gibbons, who took the time to provide faculty input for the Guided Pathways Self-Assessment on 11/8/2017 from 3-4:30. The information was shared with the Guided Pathways committee on 11/9/17.

**Spotlighting Our Success:** This annual event will be held on May 11, 2017. Paul Bratulin is seeking faculty volunteer to serve on the Spotlighting committee.

**Faculty Needed:** SBVC is underrepresented at several major district committees, including District Assembly (1<sup>st</sup> Tuesdays @ 3), and District Enrollment Management (1<sup>st</sup> Thursday @ 3).

**Ed Policy:** Until such time as a new Ed Policy chair can be identified Ed Policies will be placed at the bottom of our agenda for first and second readings. Please review the Ed Policies and notify me if you'd like to suggest any policy changes. Board Policies and Administrative Procedures can be found on the District website at [http://www.sbccd.org/Board\\_of\\_Trustees/Policies\\_-a-, Procedures](http://www.sbccd.org/Board_of_Trustees/Policies_-a-,Procedures)

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### Save the Date

Fall Curriculum Regional Meeting South, 11/18/17, Long Beach City College  
Accreditation Institute, February 23-24, 2018, Garden Grove  
2018 Spring Plenary, April 12-14, 2018, San Mateo  
CTE Institute, May 4-5, 2018, Southern California  
Faculty Leadership Institute, June 14-16, 2018  
Curriculum Institutes, July 11-14, 2018 Southern California

**Request: Motion to adopt and implement the Online Teaching Verification Certificate process beginning Spring 2018. It is understood that this process will continue to develop to meet academic and accreditation needs as necessary.**

## History

Feb. 15, 2017, AS meeting: proposal out of Online Program Committee to create an online certification process for SBVC online instructors because of the following:

- Accreditation: having some sort of minimum knowledge process and a record of those who have completed it will be looked for by ACCJC for all instructors teaching online classes.
- Online Education Initiative: the agreement to participate in OEI includes a component that participants have received some sort of certification to teach online.
- Legal benchmarks for online teaching are being enforced: Online classes will be checked for ADA and Section 508 compliance as part of the accreditation process.
- \$39 million: That is what SFCCD will be paying back the State of California for being unable to verify a number of things regarding their online courses
- Part of our SBVC Distributed Education plan: "Faculty who want to teach online at SBVC should be able to document how he or she are prepared by teach online ..."

The OPC recommendation was a self-evaluation of preparedness to be developed with input from a variety of sources and implemented in a way that recognized the importance of academic freedom, accreditation and OEI benchmarks, workload implications, and linking it to scheduling i/o evaluations because this was to be a minimum standards document and not a training document. A draft of the questions was offered for consideration, and the suggested implementation process was the following:

- A certificate, good for three years, based upon a self-evaluation, demonstrating the instructor has the minimum knowledge necessary of state standards and the online environment to teach online.
- This would apply to all instructors beginning teaching online January 2018, and who have never taught online before at SBVC.
- All SBVC instructors who are currently teaching online would be "grandparented" into the program as "certified" through Fall 2019, and then would go through the recertification process. (That way, there is time to get everyone [re]certified by the next accreditation period.)

The overall reception to the proposal by the Academic Senate to the proposal was positive; however, there were specific questions the Senate needed addressed before moving forward:

- Senators wanted professional development opportunities on ADA/Section 508 compliance for the certification process.
- Senators wanted an online orientation and preparedness program for students that they might/must(?) take before taking an online class.
- Senators wanted to know the definition of online/hybrid classes and wanted to know how hybrid classes would be included with this online certification program.
- Senators wanted professional development opportunities discussing "regular and effective contact" to be included in the certification process.

April 5, 2017, AS meeting:

Reported back to AS that after researching these issues with people from state, district, and professional development, my answers were:

- ProDev opportunities regarding access: Yes. (and we already had a great one at the in-service day, and increased integration of training and certification is planned)
- Online orientation/preparedness for students: Yes. Embedded Quest into Canvas as beta everyone can try, and currently have two possibilities regarding implementation. Additionally Counseling has made voluntary orientation via their web pages quite robust
- Hybrid class definition: CCC defines online classes as 100% online contact hours, an onsite class as 100% onsite contact hours, and a hybrid class is anything in between.
- ProDev opportunities regarding regular effective content: Yes (and the state OEI is continuing to hammer out an updated version that applies specifically to online education, but we have basic guidelines to best practices we can start working with now).

The Academic Senate then agreed that I proceed with a beta version of the verification process, and by unanimous vote, moved that instructors teaching online courses or hybrid courses where 50% or more contact hours delivered online would complete this process.

### **Demonstration and Implementation**

Several parts of the proposal changed over the summer:

- The original idea to develop the process in WebAdvisor was moved to Canvas because it would be much quicker to create and implement and vastly easier to modify and improve.
- Department chairs began sending new SP'18 instructors to me before the document was completed, so I have a good number of people who are working through it now and several people who have even completed it.
- Kay Weiss helped me created a database of instructors who already taught online and a list of instructors who are currently scheduled for Spring, so I basically don't need anything from Department Chairs other than support for an email I would send them and the new instructors and a little patience to sort out any discrepancies between my list of current and new online teachers.

## AP & BP Review

AP 2410 Board Policies and Procedures\*

BP/AP 3915 Printing

AP 7380 Retiree Health Benefits: Academic Employees\*

\*Pulled for Senate review.

### How to Access PolicyStat

<https://sbccd.policystat.com/>

Login (no editing rights): [guestuser](#)

Password: [guestuser123](#)

The screenshot shows the PolicyStat interface for 'AP 2410 Board Policies and Administrative Procedures'. At the top, there is a search bar with a magnifying glass icon and a 'Search Policies' button. A box labeled '1' points to the search bar. Below the search bar, there is a navigation menu with 'Home', 'Title', 'Policy Area', 'Owner', and 'References'. The main content area shows the policy title, a 'Table of Contents' sidebar, and a 'Current Status: Active' indicator. A box labeled '2' points to a link that says 'Go to Version Pending Approval'. To the right, there is a table with metadata: 'PolicyStat ID: 3533492', 'Origination: 10/2011', 'Last Approved: 08/2017', 'Last Revised: 12/2014', 'Next Review: 09/2020', 'Owner: Board Board', and 'Policy Area: Chapter 2 Board of Trustees'. Below this is the policy text, which includes a reference to SBCCD AP 2410 and a paragraph about the Board of Trustees' responsibilities.

1. Search for policy here (see 1 in screenshot)
2. To see changes, click the Go to Version Pending Approval (see 2 in screenshot)
3. Show changes (see 3 in screenshot)

This screenshot shows the same PolicyStat page but with the 'Current Status' changed to 'Pending'. The search bar and navigation menu are the same. The 'Table of Contents' sidebar is still present. The 'Current Status: Pending' indicator is now visible. The metadata table on the right is identical to the previous screenshot. The policy text is also the same. A box labeled '3' points to a 'Show Changes' button located at the bottom right of the page, next to a 'Learn more' link.